

**GENRE ANALYSIS OF THE UNDERGRADUATE THESIS  
ABSTRACTS: REVISITING SWALES' THEORY OF  
WRITTEN DISCOURSE**



**DISSERTATION**

Submitted in Partial Fulfillment of the Requirements for Doctoral Degree at  
Hasanuddin University under the Concentration of Linguistics

**ANDI SUWARNI  
F013171012**



**SCHOOL OF POSTGRADUATE PROGRAM  
HASANUDDIN UNIVERSITY  
MAKASSAR  
2021**

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*Genre Analisis Abstrak Skripsi: Meninjau Kembali Teori Swale  
tentang Wacana Tertulis*



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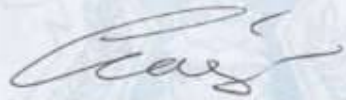
Written and Submitted by:

**ANDI SUWARNI**  
Student Number F013171012

Had been defended in front of dissertation examination committee

On January, 6<sup>th</sup> 2021

Approved by  
Committee of Supervisors,



Dr. Abidin Pammu., Dipl. TESOL., M.A.  
Promotor

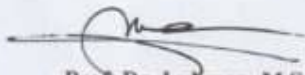


Prof. Dr. Fatin Rahman, M.Hum.  
Copromotor



Prof. Dr. Noer Jihad Saleh., M.A.  
Copromotor

Head of Linguistic Study Program



Prof. Dr. Lukman, M.S  
NIP. 196012311987021002

Dean of Cultural Science Faculty  
Hasanuddin University,



Prof. Dr. Akin Duli, M.A.  
NIP. 196407161991031010



## STATEMENT OF THE ORIGINALITY OF DISSERTATION

I am Andi Suwarni Student Registration Number F013171012 declare that this dissertation entitled "Genre Analysis of The Undergraduate Thesis Abstracts': Revisiting Swales' Theory of Written Discourse. A study at STKIP Muhammadiyah Bone is my original work. All ideas in this dissertation, except quotations, are mine and are composed them individually by myself. Besides, no part of this dissertation was used previously to get any degree in academic certificate.

Makassar, January 2021



The Writer

Handwritten signature of Andi Suwarni

Andi Suwarni



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Makassar, January 2021

Andi Suwarni



## ABSTRACT

**ANDI SUWARNI.** *Genre Analysis of the Undergraduate Thesis Abstracts: Revisiting Swales' Theory of Written Discourse* (Supervised by Abidin Pammu, Fathu Rahman, Noer Jihad Saleh).

The study deals with genre analysis of the thesis abstracts of English education department undergraduate at STKIP Muhammadiyah Bone. The purpose of the study aimed to elucidate the moves that emerge in the undergraduate thesis abstracts. The research implication referred to the integrated instructional writing materials in the research.

This study is based mainly on descriptive qualitative research. The data were collected by taking 45 abstracts as the samples comprising of three cohorts (2015, 2016, and 2017) of the undergraduate abstracts at English education department with 15 abstracts each cohort. To elucidate thoroughly moves contained in the abstracts, a framework of analysis developed by Swales was exerted. Unstructured interview with the students and observation were conducted to obtain a better comprehension regarding the students' writing competence. The data were then analyzed by means of content analysis based on the written abstracts profiles.

The result of study indicates that the majority of abstracts contain rhetorical moves that resemble the previous research. The emerging moves include introductory statement, statement of a purpose, and confirmation of findings as well as reasons for the importance of research. The findings have confirmed that the undergraduate abstracts have better awareness of logical sequence, rhetorical moves as well as linguistic properties needed in academic writing abstracts. The study also show that most abstracts provide information regarding purpose, methodology, and findings of the associated study. These findings are consistent with previous research suggest that next researchers informed by move analysis should explore the relationship between the findings of move analysis and teaching materials for academic writing. The findings warrants some pedagogical implications that confirm importance of shifting the teaching materials based on the student's interest of current educational research.

**Keywords:** *genre, genre analysis, rhetorical moves*



## ABSTRAK

**ANDI SUWARNI.** *Analisis Genre Abstrak Skripsi: Meninjau Kembali Teori Swales tentang Wacana Tertulis* (Dibimbing oleh Abidin Pammu, Fathu Rahman, Noer Jihad Saleh).

Penelitian berkaitan dengan analisis genre abstrak skripsi sarjana pendidikan bahasa Inggris STKIP Muhammadiyah Bone. Tujuan dari penelitian ini adalah untuk menjelaskan *moves* yang muncul dalam abstrak skripsi sarjana. Implikasi penelitian dengan mengacu pada bahan penulisan instruksional terintegrasi dalam penelitian ini.

Penelitian ini merupakan penelitian kualitatif deskriptif. Pengumpulan data dilakukan dengan mengambil 45 abstrak sebagai sampel yang terdiri dari tiga kohort (2015, 2016, dan 2017) abstrak skripsi sarjana jurusan pendidikan bahasa Inggris dengan 15 abstrak setiap kohort. Untuk menjelaskan dengan tuntas berbagai *moves* yang terkandung dalam abstrak, kerangka kerja analisis yang dikembangkan oleh Swales digunakan. Wawancara tidak terstruktur dengan mahasiswa dan observasi dilakukan untuk mendapatkan pemahaman yang lebih baik tentang kompetensi menulis mahasiswa. Data kemudian dianalisis menggunakan *content analysis* berdasarkan profil abstrak yang tertulis.

Hasil penelitian ini menunjukkan bahwa sebagian besar abstrak berisi *move* retorik yang mendukung penelitian sebelumnya. *Moves* yang muncul termasuk pengantar, pernyataan tujuan, dan konfirmasi temuan serta alasan pentingnya penelitian. Temuan ini telah mengonfirmasi bahwa mahasiswa di perguruan tinggi memiliki kesadaran yang lebih baik tentang urutan logis, *rhetorical moves* serta kaidah linguistik yang diperlukan dalam abstrak penulisan akademik. Studi ini juga menunjukkan bahwa sebagian besar abstrak memberikan informasi mengenai tujuan, metodologi, dan temuan penelitian terkait. Temuan ini konsisten dengan penelitian sebelumnya yang mengkonfirmasi perlunya peneliti selanjutnya yang menganalisis *moves* agar mengeksplorasi hubungan antara temuan analisis *moves* dan bahan pengajaran untuk penulisan akademik. Temuan ini menjamin beberapa implikasi pedagogis yang mengonfirmasi pentingnya pengalihan materi pengajaran berdasarkan minat mahasiswa terhadap penelitian bidang pendidikan saat ini.

**Kata kunci:** *genre, analisis genre, moves retorik*





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## CHAPTER I

### INTRODUCTION

This chapter, there are background of the study, research questions, objectives of the study, significance of the study, and scope of the study are here.

#### A. Background of the Study

Academic writing including thesis abstract has been an integral part of education system. It is owing to the belief that abstract is expected of almost undergraduate levels of most institution both in ESL and EFL context. It is part of academic writing that required proper convention that warrants a higher degree of scholarly written piece of writings. It has also been seen as a particular field of writing based on stringent rules and conventions that control various kinds of academic writing, to ensure that a standard text is written. Therefore, academic papers are standardized despite their intent in relation to the format, arrangement, layout and presentation of the objects examined.

Ballenger (2010) confirms that academic papers are written to achieve the definite aim. Thus, the papers are developed to persuade, to argue, to describe, to contrast and to compare facts. There are also a lot of other objectives to write an academic paper. The ability to stress on the



objective and complete it in writing is important to developing such as journal paper. As a result, the writing can be discussed as

academic when the definite academic goals are achieved with the help of developing different types of papers. To provide the effective written work, it is important to think and act as an academician. It is necessary to read the appropriate books, to discuss the important issues, and to explore the significant information in order to achieve the goal of writing this or that text (Elbow, 1995). That is why; the task of the writer is to provide the effective argument which is carefully developed and supported with reliable facts and evidences to persuade the audience in the writer's competence in relation to the topic discussed (Hoffman & Ford, 2009).

There are also several other aims to compose an academic paper. Husin and Nurbayani (2017) said that writing skill is one of the keys to good writing, since writing itself can be considered in a university discipline. The ability to emphasize and complement the definite target in writing is crucial for the production of journals. The papers are developed to convince, contend, explain, compare and compare evidence. There are also several other aims to compose an academic paper. The ability to emphasize and complement the definite target in writing is crucial for the production of journals. The development of academical writings which are appropriate nationally and internationally has always been a concern for scholar and especially for undergraduate students (Shirani & Chalak, 2016). Their job is to deliver the successful argument, which is carefully



and backed by sounds facts and proof, to convince the audience to the subject matter.



Academic writing needed to be careful when handling a description which is normally located in the initial position of the thesis. The thesis is the type of paper that the scholars must complete. When reading a thesis, readers' chronologically read the title first to begin reading the abstract before read the whole text. Shirani and Chalak (2016) also stated that writing in academic environment can surely be difficult and inconvenient for native and non-native speakers to write it. It is often due to the small number of writing manuals and an unclear guide to writing an abstract. Therefore, a straightforward abstract written guide is essential. In other words, the inclusion of a guide to writing an abstract must be taken into account.

Reading guide of writing an abstract in academic writing may not be enough for scholars and authors. The abstract writing guides are vague. It is normal to write an abstract supporting the number of terms. A published abstract of the thesis is disabled because the guide to writing the abstract is inadequate. According to Swales (1990) any discipline of science has its own characteristics of writing academic papers. Kuteeva and Negretti (2016) said that each discipline has its own goals and assumptions as to what constitutes knowledge (ontology) and how this knowledge is obtained (epistemology). He stated that Sociology has its typical way of writing academic papers not only for the abstracts but also



tion, discussion, and conclusion. Meanwhile, Samraj as in  
lew (2004) also stated that research articles in Biology has its own

typical way and is therefore quite different from Sociology. Kuteeva and Negretti (2016) also added that the study and teaching of sociology at a German university, for instance, is not the same as that of related practices at an American university, although they are similar.

In order to complete undergraduate education, students have to write a thesis with appropriate focus to the topic. In higher education, it is common for students to conduct a research project and write a paper about it in the final part of their undergraduate program (Agricola et al, 2018). Students must take into account the aspects that produce an academic piece while writing. Firstly, the writing should represent the readability of what the academic literature says. The study needs must also be told. In addition, the key topics discussed must also be understood clearly. Secondly, the subject to be discussed, the underlying theories and the historical development of the issue must be correctly clarified. Finally, the problem is clarified by the reciprocal relation between the subject and its wider context. The writing of a resume is an integral part of a thesis in which students are needed irrespective of their academic background and degree.

Basically, an abstract can represent all aspects of a thesis in short form. In other words, anyone who reads the abstract should always be aware of the importance of studies and the extent to which the values stated and their consequences. Thus a good abstract helps the reader to understand why the research was done, how it was carried out



what was discovered and why the work was significant. Yurko et al (2020) added “the complexity of the academic text could mean that the reader needs more help than other types of prose would be required.” Abstracts of scientific articles are often not written correctly, sometimes ignore essential details and often convey an incomplete sentence. A good abstract therefore identifies, at least, several academic components such as a clear statement on the purpose of the analysis, a succinct methodological explanation and data collection, a statement of findings and a conclusion statement at the end of the abstract.

It is noted that it is extremely important to disseminate science knowledge to a wide variety of audiences. It is because in accordance with its publications and the number of promotions, each organization is assessed within the specific number of years under higher national accreditation. An abstract is a concise description of a long work, which is separated from the main text and should therefore be separate and understandable without relation to the long work. Therefore, it is essential to undertake study to assess the profiles of the undergraduate writing abstract so that changes in pedagogy as well as instructional material can be enhanced and improved. Because academic writing is more formal and official in compliance with stricter standards and laws, and is distinct from other form of writing (Yurko et al, 2020). To that purpose, a college n is included in the current study to map the curriculum and decide



what can be proposed for higher levels of learning processes in the institute.

Although the academic conventions consider what is called a good abstract to be popular, not many undergraduates cannot present the good abstracts for some reasons. First, due to various reasons such as delayed preparation or ignorance of knowledge, the applicant lacked knowledge or knowledge of academic writing. Secondly, students may have adequate knowledge, but they do not have the ability to understand the properties of the writing convention. Thirdly, students have low grammatical capacity to write accurately and academically. The demands put on Native and non-Native English speakers to present their study in English are increasingly urgent by using English as a lingua franca of professional and academic discourse (Dugartsyrenova, 2019). In addition, the conduct of a study that concentrates on genre analysis would have high importance to recognize the students' present ability to advise measurements and changes to improve the standard of their undergraduate thesis.

Genre writing in academic texts has led to a large number of studies in various forms, such as thesis, lectures and research papers dealing with English. Abstract theses have been considered an important topic for the circulation of science and academic knowledge by undergraduate students from diverse disciplines and fields. Lately, the and attention in the conduct of research on one of the genre-



based approaches known as "move analysis" to examine the structural structures of discourse analysis has increased.

Discourse analysis is important because it is a tool for language research in action and explores texts in the social contexts in which they are employed. It was also interpreted in different ways in the social sciences. Language is an ineffable part of social life, linked to almost everything human do. In reality, discourse analysis stretches between two poles, focusing more or more concrete texts or institutional social practices, but tending in general to concentrate on language phenomena.

Genre analysis, on the other hand, is a more specific form of discourse analysis which emphasizes on any element of recurrent language use, including grammar and lexical, which is relevant to the analyst's interests. Genres are the frequently uses for more or less traditional ways in which individuals build relationships (Dirgeyasa, 2016). It constructs communities and use language to do activities. As a result, the study of genres considers texts as representative of larger rhetorical activities and thus has the capacity of offering definitions and interpretations of both texts and their cultures.

Swales (2004) states that "move" is a particular segment of discourse having a specific communicative function. Since Swales' CARS (1988, 1990) work on the move structure of research article sections, there has been a considerable attention for analyzing the al structure and organization of different sections of research



article. This model is regarded as the theoretical method which is most commonly used to analyze the organizational structure of research papers. Most disciplines are in agreement with this model's movements and steps; however certain disciplines display interesting variations, such as the absence of particular steps or moves and inconsistencies between movements and steps. This approach is used to evaluate the section of study papers with various moves and measures.

A rhetorical analysis refers to the analysis process of a given document, source or object. The text, source or artifact may be composed or communicated in any kind of way. The objective of rhetorical analysis is to take into account the intent, the public, the genre, the place and the media/design of the rhetorical situation. In other words, the review not only discusses what something in the source (content) means, but also why the author has written about it (the purpose), who the author is (background), how the piece was assembled, where and/or when published (forum), and the message that has been sent to the public (topic) (topic).

A rhetorical study is one of the most difficult in writing its abstract in any tertiary education level. Students sometimes feel confuse about the rhetorical study with a critique, since both tasks evaluate a text. Kumar and Refaei (2017) mentioned that a common criticism of university writing is that students have no opportunity to write to a variety of audiences require different types of writing. A rhetorical study, however, is the viewpoint that they agree with the subject presented/disagree



with it. An analysis invites the investigator, of course, to criticize the quality or bad content of the text. In order to complete a rhetorical study, numerous rhetorical strategies are needed. These techniques include critical reading, persuasion strategies, convincing appeals, argumentation and the prevention of logical errors. These specific strategies are important to be taken into account by the students undertaking research and writing its abstracts (Agricola et al, 2018).

The focus of a rhetorical study is to engage critical thinking in order to convey an intended message effectively for prearranged audiences. In addition to anticipating readers' desires, writers must use critical thinking to create their ideas in order to share with their readers (Kumar and Refaei, 2017). In order to decide the desired message for a specific text successfully, the students of the undergraduate program must integrate all elements that produce an abstract that may include the intent of study, why research is relevant, what the results are and what consequences the implications are to have for the field and the educational purpose. Students must also construct a rhetorical framework to demonstrate their ability to compose it. Rhetoric is a term commonly used in many contexts and can mean many things by itself. Many use the word in combination with policy rhetoric to name both the voice and the position and the terminology that becomes the essence of politics. Rhetoric can be seen as

a person put what they say and the powers that affect your  
At its essence is the ability to convey an intended message



effectively whether it is by logic, persuasion or another means of communication.

To date, the genre topic is interesting and prevalent in applied linguistics because genre studies offer the possibility to use categories in learn different texts and their individuality of speech communities. For the above reasons, many applied linguistic researchers recently have transformed their interest into rhetorical frameworks and linguistic elements that catalyze the success of academic writing (Wuttisrisiriporn, 2017). It is because the majority of the clear and specific purpose of language learning can be achieved efficiently when it comes to language learning. For example, if the categories of linguistic competence as well as the rhetorical moves of the language have been identified in the abstract thesis of the undergraduate, this know-how and skill can be addressed for students. It allows the students to learn these skills without wasting time and their energy by collecting the perplexing linguistic repertoire. Briefly, when the genre analysis is conducted on the abstracts, the outcomes are a guide for learners to write a good abstract.

It also applies to the research paper abstracts of the department of English undergraduate as a genre whose characteristics are not typically present in other abstracts nor in the abstract writing guide that may already have been widely used in commercial language textbooks. a et al (2018) wrote that undergraduate research projects also multiple phases during which students must perform a literature





review, create a research scheme, collect and analyze their data and eventually present their results in a thesis. Thus, the abstract of a research paper primarily published in a speech culture includes such language categories. Since it will be important to future authors when such specific linguistic repertoires are identified.

It is clear that the advantages of a genre analysis are thus providing writers with a guide to interaction with linguistic categories as well as social and cultural elements, documents, functions and moves in a certain discourse culture. It is because genre research is not only performed on the phrase-based grammars but also by organizations containing language functions or usage of language in texts and contexts. Yurko et al (2020) also added that compound adjectives, pairs of nouns and noun phrases include the typical language.

The more expertise and skill the writer acquires from various genres, the more a they are able to disseminate ideas in various discourse cultures. In other words, it is essential for the writers to have knowledge and ability to express their ideas for particular purposes in some discourse cultures. For a written response to a text must examine the problems, topics or ideas addressed in that text from a variety of different perspective (Apsari, 2018). It is noted that the genre emphasizes the effect of contextual texts and reading methods on the reply of readers text. For example, when someone reads a text, they know it the language repertoires the group uses have been recognized -



they can interact with the writer. Next, genre analysis positions texts within textual and social structures, stressing the social essence of text creation and reading.

Based on the description above, genre, in this research, refers to research paper abstracts, a particular part of speech events which are considered by the speech community as being of the same type, in which they have particular characteristics of expressing the language used by the students' of English education department STKIP Muhammadiyah Bone. Therefore, it is necessary for writers to know clearly about knowledge of genre and how to write an abstract, so that students/writers can write the abstract correctly.

## B. Research Questions

Based on the background, this study focuses on examining and analyzing the genre related to the undergraduate' thesis abstracts. These materials are consisting of selected the undergraduate' thesis abstracts of English education department at STKIP Muhammadiyah Bone. In fact, the language expressed in such materials, when analyzed will provide acquisition of genre knowledge, sensitivity to cognitive structure and the way of exploiting genre knowledge. This genre repertoire is one of the analysis in its most basic form and also the process of determining res within a given communication.



The research problems are specified as follow:

1. Why do macro-textual elements (the moves) emerge in the undergraduate' thesis abstracts?
2. Why do micro-textual elements (language uses or functions) present in the undergraduate' thesis abstracts?
3. How do linguistics elements support in the undergraduate' thesis abstracts?

### **C. Objectives of the Study**

Based on the problem statements above, the research attempts to describe and explain the linguistic repertoire as incorporated in the undergraduate' thesis abstracts, such as macro-textual level, micro-textual level, language uses or language functions, and grammatical categories. Thus, the objectives of the study are:

1. To identify the macro-textual elements (the moves) are present in the undergraduate' thesis abstracts.
2. To describe the micro-textual elements (language uses or language functions) are present in the undergraduate' thesis abstracts.

To explore the linguistics elements that support in the undergraduate' thesis abstracts.



#### D. Significance of the Study

The present study will contribute to the areas related to the theory development, research methodology, and English language teaching (ELT). In addition, the research will play key roles in the development of the theory in applied linguistics with special reference to genre analysis. By investigating the language repertoires as expressed in the undergraduate' thesis abstracts, the researcher also certainly produces the findings that support the theory of genre analysis in relation to paper abstract writing. Such knowledge is referred also to the knowledge of the code, which is the pre-requisite for developing communicative expertise in specialist or even everyday discourse. Learners need to acquire genre knowledge, procedural knowledge (which includes a knowledge of tools and their uses as well as their discipline's methods and interpretive framework), and social knowledge (in the sense of familiarity with the rhetorical and conceptual context) in order to become better informed apprentices. Besides linguistic features language functions found out in the undergraduate' thesis abstracts are also highly important and these are another side of the repertoires to be undertaken in the genre analysis.

Practically, the research assumes that having acquired the knowledge of the code and the language use, the form and the purpose,



riters will be well equipped with such repertoires, and in turn, help better understand the communication related to academic writing

context in a certain academic discourse community. So, the potential offered by genre analysis in this research deals with the undergraduate' thesis abstracts. The thesis whose abstracts are analyzed deal with the field of education. First of all, due to the benefit of the thesis abstracts, it is important to find both the organization of the texts with the contexts and the linguistic characteristics so that it is also beneficial for academicians, scientists as well as writers. Secondly, for the writers who want to succeed in published in the research paper, they must be capable of writing their thesis abstracts because this skill is considered the key to success.

Pedagogically, it is the most prominent thing that the description depicted in the this research would be of valuable to both teachers and learners of both ESL and EFL learners, especially abstract writing in English for Academic Purposes (EAP).

### **E. Scope of the Study**

The scope of the research is on genre analysis of academic writing which deals with the undergraduate' thesis abstracts of English education department. These abstracts are as the corpus to be analyzed. In addition, the abstracts are taken from the undergraduate' thesis abstract of English education department at STKIP Muhammadiyah Bone. From such a

the data are taken from the macro-textual level and micro-textual



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter addresses two main bodies of literature namely the body of literature concerns previous studies and discussions regarding reported findings from various context of researchs supporting the present study. The second the body of knowledge that relates the basic theory of genre as core component of written discourse that derived from textbooks and other related references.

#### A. Previous Studies

There are some previous studies related to genre analysis. First, the study by Vergato (2004) that concerns a genre analysis for English sales promotion letters conducted in Italy. In this study, she focuses on a contrastive study on rhetorical differences between Italian and English sales promotion letters. Based on her assumption in the study, cultural differences are assumed to affect discourse genres. Traditionally, it is considered standardized, ritual or even formulaic, written business communication being a case in point. More specifically, this research focused on analyzing contrastively a corpus of authentic Italian and English business letters. According to Vergato, within the genre business letters, it is possible to distinguish sub-genres or repertoires (chasing requesting, offering, sales promoting, etc). Therefore, the analysis method by classifying the letters in the corpus according to such repertoires The corpus used consists of authentic materials of the



sales promotion letters, 13 Italian and 16 English. English corpus were collected companies during the stay in the UK, some were collected from Italy. The corpuses of Italian were mostly collected from companies based where the researcher lives. After being classified based on the genre repertoires above, then they were defined on the basis of their prototypical discourse features as well as the specific social action within the business organization that they were perform. Once classified, they were analyzed according to two criteria. These are (1) at the macro-textual level, the analysis focused on rhetorical structure, mainly drawing on the notion of move and (2) at the micro-textual level, the analysis concentrated on the pragmatic use of mood, modality, reference system and metadiscourse. In education context, for example, Simsek et al (2015) said "Educators expect their students to learn to write in an academically sound way; spesifically, learn to make knowledge level moves and claims in their essays by recognizing

Based on the analysis above, the result shows that both Italian and English writers show at the macro and micro-textual levels. It also shows that there are differences in the ways in which discourse patterns are organized as well as in the use of mood and modality for the expression of politeness. However, in terms of genre analysis in more details, Vergato



go into analysis, such as when reaching at the level of micro-level, she did not try to find out or analyze the linguistic realizations, the structural analysis dealing with grammar construction and

lexical items. What she focused on is analyzing the mood and modality which are used in Italian and English sales related to politeness in promotion letters. In other words, she did not systematically analyze the lexical items and grammatical categories. In fact, when such items are found these repertoires are very important or beneficial for her learners in writing skills related to English sales promotion letters. Another weakness is that, she did not either analyze the language functions or uses of the sales promotion letter.

The second study is conducted by Burns (2001). The research attempts to find out the language use within a framework of cultural and social purpose. The research was conducted in the classroom with the learners presented the authentic material model of job application letter. The method she used in this research was classroom research that consist of three steps. First of all, modeling which involved discussion of cultural and social purpose of the genre and the sharing of experience within that context, followed by examples of model text. The social function of the text means a social environment and place and when the text is used (Dirgeyasa, 2016). At this point the teacher and learners discussed the staging of the text and distinctive language features which realized the text. The next step is joint negotiation of text. This stage involved teacher and learners in a joint construction of a text in the same genre, followed by



construction of another text by the learners working in groups. The final step is independent construction, comprised the teacher and



learners working together to discuss and revise the groups' jointly constructed texts and the learners' construction of their own independent texts. In this classroom research the materials used were only a job application letter and job advertisement in one session of the class.

The result shows that after using the three steps, it was found out that the construction of the job application letter consists of 1) Address, 2) Date, 3) Who to and address, 4) Dear (salutation), 5) Re (about), 6) Main information, 7) Experience, 8) About me (relevant Joh, 9) Ending, 10) Reference, 11) Contact, 12) Yours sincerely (complementary close), 13) Signature. Unfortunately, the study by Burns (2001) is too simple, in the sense that the process of finding the construction is only topical but not deeper in terms of the breaking down of the macro-textual level, micro-textual level, and the lexical-grammatical items underlying the construction itself. Another drawback is related to the model of the materials used that is a job application letter, in which in reality there are various models depending on their own versions.

The study is the very simple classroom research by Burns (2001). It is in fact a sort of attempt to use the instruction model to allow learners to recognise movements in business letters. An method focused on genre analysis to assist learners in defining and studying by themselves the movement and building of business letters relevant to letters of application and



The study of the genre research applies to the genuine materials letter of application and work ads. Since she used the method of

modelling and studied it in the classroom, she figured out the construction of the letters. The analysis was not so focused on the lexical and grammatical elements.

The third is the study by Samraj as in Flower Dew (2002: 40-56) Samraj) analyzed abstracts in discipline of science of Biology. By using Swale's (1990) model as an instrument, she analyzed abstracts from articles of Wildlife and Conservation, the subdivisions of Biology. First by taking the 20 abstracts from the papers from each discipline, she collected the data. From these details, she analyzed the macro-textual rhetorical moves. She just completed the study with a stop at this macro-textual stage. Therefore the micro-textual research stage had not yet been completed. In other words, the purpose and use of the language were not done. From both of these disciplinary subdivisions she found that the abstracts of both disciplines are going. The study by Samraj (2002) deals with 20 abstracts of Biology articles. This is also a genre analysis which analyzes the genre up to the macro-textual level while the micro-textual level are not covered yet.

The next study is by Ajeng (2003) entitled "Moves Analysis on Abstracts Written by the Students in Academic Writing Class". This paper contains analysis results on abstracts written by students in Academic Writing course. The analysis includes analyses on moves and linguistic . The analysis aims at finding out how the abstract writing is of the English Education students are in the Academic Writing



course. The abstract analysis also includes the analysis on the use of the linguistic features in the abstracts. The analysis uses a qualitative research approach. There are totally 10 abstracts that are analyzed. These are then called as the data. Data obtained is analyzed using genre analysis approach. Results of analysis on the 10 abstracts showed that some of the abstracts are written using 5 kinds of Moves. All of the abstracts are found using Purpose Move and Method Move. Meanwhile, Situation Move is found in 5 abstracts. 8 abstracts are identified using Result Move. Conclusion Move is found in 5 abstracts. The results also show that all of the abstract writers use pronouns of "the writer" and "the researcher". The use of personal pronoun "she" is also found in 1 abstract. Hedges used in abstracts written by students in academic writing course vary from modal auxiliary verbs, adjectival, adverbial, nominal, to approximates of degree.

Based on the arguments considering in the previous studies, it is proven that there is something prominent for further research in relation to genre analysis. For one thing, there must be a more complete understanding not only the attempt to find out the macro-textual and micro-textual levels in the genres but also, to analyze more details such as lexical-grammatical analysis in each of the micro-textual levels. Therefore, further research on students' genre knowledge in relation to disciplinary ge practices is desirable (Kuteeva and Negretti 2016). Thus, it is or further research having an attempt to find such repertoires. For



another thing, it is also advisable for the next research to comprise more samples related to academic writing.

Having reviewed the previous studies and considered some arguments based on some references establishing the field as presented above, the writer attempt to conduct a research with the topic "A Genre Analysis of The Undergraduate' Thesis Abstracts: Revisiting Swale's Theory of Written Discourse". There are some basic reasons why the writer chose this subject. It attracts the writer and the genre study that has been performed in more specialist varieties of written language based on the research trends in language education and applied linguistics. It has had an enormous influence in writing pedagogy, notably in academic and, in particular, science, but also in the whole field of language pedagogy (Flowerdew, 2015). Secondly, the writer assumes that the research on genre analysis provides some promising findings for the purposes of language teaching, provided the usage or benefits of this review. In addition, other parties who have an interest in both linguistic teaching and applied linguistics will obtain benefit. The rational justification for performing the study with the subject above is that there is a difference between certain previous studies, as previously examined.



However the methods and findings are to some degree more comprehensive than the other four reports. The gap relates to the four that previous researchers can draw, which consist of a small of materials, a study which only analyzes the moves and use of

language (micro-textual level) but does not include the lexical and grammatical categories.

In order to fill the gap between the preceding studies, the writer offers research on genre analysis by trying to examine not only the macro-texts but also the micro-textual levels. In other words, in order to contribute to the application of language linguistics and language teaching, the study should try and explain and explore the macro-textual (moves) and micro-textual elements (language or language) embodied in the genre of the graduate thesis abstracts. Hardy and Friginal (2016) stated "Instead, one should consider using genres that are more popular in students' writing (e.g., argumentative essays, reports, research articles, and proposal)."

## B. Theoretical Review

### 1. The Evolution of Rhetoric

The word rhetoric can be traced by referring to Aristotle's rhetoric which has had an enormous influence on the development of the art of rhetoric. In classical theory, rhetoric was studied and implemented in the practice of worship, it was then made yearly sacrifices to the statue of the goddess persuasion. Not only writers who have written in the peripathetic tradition, but also renowned rhetoric teachers such as Cicero and



n, have often used elements derived from the Aristotelian . In the most popular manuscripts and published works Aristoteles'

rhetoric was rounded off by rhetorical works and even written words by other Greek and Latin writers.

The idea of rhetoric, until the philosophy linked to culture, which is the western civilization, was rediscovered. This definition subsequently shifted to a built theory of persuasion. The rhetoric changed in this development to ideas and claims that are also considered rational, ethical and psychological writings. For example, rhetorical argument theory is only one more application of general doctrine that is also the basis of dialectic, logic and demonstration theory. Another example is the idea of emotion in which Aristotle himself did not give a bright account of one's emotion, such as rhetoric. It is also the rhetoric that reminds us of the cognitive characteristics of language and style.

Rhetoric can also be perceived from both the cognitive characteristics of language and style. The rhetoric of linguistics is considered popular in North American colleges and universities such as rhetorical communication or rhetoric, according to Richards et al. This study focuses on how the subject of writing or expression, the audience and the purpose of communication can be accurately and effectively conveyed. Still as developed by Richards et al., it was studying styling through grammatical and logical analysis while rhetoric was in conventional grammar. Moreover this traditional grammar can be called the ancient Roman orator and writer who defined rhetoric as the skill that adapts the discourse to its end.



If we look at rhetoric from the characteristics of style, we may define that rhetoric in this respect refers to the study of the variation in the language (style) according to the situation of the language used and the impact that the writers or speakers want on the rendition or listener. In addition, style is not merely concerned with investigation of spoken language but mostly with the study of written language (Richards et al, 2002: 523).

Linguistically, a rhetorical analysis revolutionized the efforts in practice based on the two points of view above. The rhetorical study first introduced the idea that grammar features found in specific contexts, such as academic texts, which obey rules that vary from those laid down in general grammar books in some subtle ways. Extensive research has investigated the rhetorical sequences (referred to as 'moves' and 'steps') used in various RAs and their linguistic achievements and related pedagogical implications (Dugartsyrenova, 2020). In addition, the work of rhetorical analysts underlines the prevalence of rhetorical factors in evaluating grammatical choices. In comparison to register analysis, the conceptual/functional approach creates a more productive method for putting together lexical elements that co-occur naturally, e.g. verbs such as consisting of and containing, with the passive structures, such as attached, connected, attached in the definition of structure or quantity-objects, such as *suitable*, *too much*, *excessive* and *sufficient*.



Further development from register to rhetorical, functional/notional approach is now widely referred to as genre analysis. By integrating insights into earlier approaches to text analysis with greater complexity in the evaluation of the intent of the writer, genre theory seeks to examine the higher level of previous approaches. As an approach, the genre refers to a writing method that shows the systematic orders or steps that teachers or students must obey (Dirgeysasa, 2016). These macro-text levels are the steps and moves. Based on the idea of rhetoric above the evolution of the rhetorical concept has shifted. It is now in linguistics that is more effectively studied in order to achieve its objectives. This is an examination of the genre. However in fact, genre studies have distinguished the implementations. Genre studies have their own features in North America colleges and Sydney schools. Any genre research can obviously be defined by viewing these two characteristics of genre studies. The genre research, in other words, can be seen whether it focuses on a technical or academic setting. The interpretation and application of the findings will definitely be different by defining certain features. Viewing genre analysis from a particular viewpoint can also provide us with an obvious empirical form of analysis.





## 2. Genre Studies

Genre-based approach is used to examine materials relate to the vocabulary of any language group and to explain the past of when and where a genre approach was begun and in what genre this approach was employed. Based on this it is a positive move forward to accept the genre-based approach to the debate on both schools of thought in applied linguistics. Any analyzes of the materials relevant to a certain speech culture cannot be judged in the perspective of the genre study without referring to those two schools of thought. Disciplinary differences and their effect on academic writing have been discussed from several perspectives in applied linguistics and educational study (Kuteeva and Negretti, 2016). This is true because each of these two thinking schools plays a different role in the application of genre analysis. Moreover, the consequences of such various viewpoints often have different debates, e.g. English for particular purposes (ESP). In fact, ESP can be divided into English for Professional Purposes (EOP) and English for Academic Purposes (EAP). The increased demand on student authors has called on EAP teachers to build methods that match learners' contextual needs, disciplinary writing strategies and pedagogical efforts with international academia standards (Dugartsyrenova, 2020)

In the future, a genre-based strategy was introduced by the attempts  
 re two goals. First of all it aims to classify and understand different  
 texts. Secondly, there is the effort to see what is done in various



human activities based on the creation and implementation of texts as one of the core issues in genre theory. Genre theory deals with much more than mere text forms and their formal textual characteristics from these efforts. A text (spoken or written) is related not only to the reason it is made, but also to the context in which it has been produced (Hardy and Friginal, 2016). In such a way, the genre has an approach that only studies the forms of text and their formal qualities. It does not allow us to investigate the practices carried out by the use of texts and how we can interpret texts and their discourse.

As it is described such as in the book *Genre and the New Rhetoric* (Freedman & Medway, 1994), the effort is an attempt to identify two major schools of thought within genre studies, namely *The North America School and The Sydney School*. The former school is based on viewing the concept of genre from a rhetorical tradition. According to Miller (1994) this concept is inspired by Miller's seminal essay *Genre as Social Action*. For example, genre is conceived as traditional acts of rhetoric based on repeated circumstances. That's why such a school of thought is known to have led to the School of Genre in North America. It is connected to a socio-historical concept which is focused on how texts work in social and interactional contexts. Many of the materials deal with educational associations and the language structure that they use.



the second school of thought is *The Sydney School of Genre*. Miller (2004) describes that this school of genre is based on Halliday's

systemic functional linguistics. For this reason, the study is primarily based on structured textual characteristics. Therefore, because of this focus, genre analysis seeks to convey a more linguistically focused genre definition. Both of these schools, however, are said to be popular in terms of the study. Both schools are said to pay attention to the positions.

Based on the description above, genre theory in the North-American tradition locates its understanding of genre in relation to how people, texts and activities interact with each other in order to produce meaning and knowledge for action. According to Dechler (1994) the North America School of thought has shed more light on the genre spaces of ESP pedagogy, especially EOP which focuses on the magnitude of professional sites. On the contrary, Sydney school has contributed much to offer genre-based ESP pedagogy (Flowerdew, 2015), especially EAP Genre is considered the top-down analysis in which the analysis started from top-down theory contextualized, socio-rhetorical view of discourse.

Generally speaking, the definition of genre differentiates between texts (verbal or written) from each other. But this distinction does not mean that purely textual and formal characteristics are accepted. To define a certain kind of text, a certain communicative situation and operation must be understood in which the type (genre) of text is used to perform a given



Hardy and Friginal (2016) states that genres help us navigate the worlds of written communication and symbolic activity, because in using a text type we recognize many things about the institutional

and social setting, the activities being proposed, the rules available to writer and reader, the motives, ideas, ideology, and expected content of the document, and where this all might fit in our life.

Genres are a way of directing our regular contact with these as producers or receivers. In the same way, the genre concept consists of conceptual comprehension, as the way and process of how we produce and use texts and what we expect of them in professional as well as in daily life is defined by our knowledge of genres. Genre becomes a sort of literary existentialism, and is thus related to literacy. The more contact activity we are engaged in, the more we know how to interpret and use the texts generated by these activities. In addition, to attend to the global elements of a text, it is important to understanding the drawing parallel to personal experience, information and other read texts (Apsari, 2018).

The following argument also includes the clarification of the view on genre theory texts and contexts. Texts and contexts are in this sense, not considered to be two different categories, but are integral both to context as well as to action. To produce and use a text, you must use it in a setting where traditional activities for the production and reading of texts are socially and historically established. It involves a scholar and the readers. Each writer must determine how best to evaluate the readers' needs and determine an effective means of communicating the ideas to those readers (and Refaei, 2017). In such a case, if a scientist wishes to be taken seriously, he cannot invent his own way of disclosing experiments to



colleagues. On the other hand, the reader on experimental results needs to know about the practice of documenting such experiments in order to understand and analyze the contents of an experimental object. He must know how to use the experimental setup conventions, assessment methods and results etc.

The example of the study above shows the genre study pays particular attention to how this genre emerged historically and how it was, and is, shaped by the recurrent typified communicative activities of writers (scientists reporting their experiments) and readers (evaluating and learning from the experiments of others), and how the genre shaped the knowledge producing activity into a typified activity (the writing and reading of an experimental article) as a product of its history and agents. Thus, genre study in this case demonstrates how we may conceive of genre as typified rhetorical actions based in recurrent situations.

With regard to genre and written correspondence, the principle of typing is stated to be even more important. Usually they used to convey data, comparison or additional details and to structure the text (Yurko et al, 2020). In order to avoid a misunderstanding between the writers and readers, a means is important to interact correctly and to eliminate, or to mitigate, the possibility of misunderstandings. So, typification is what allows one to recognize and identify a particular context and its particular communication, i.e. its genres.



Genre theory has in recent years been informed by activity theory e.g. Bazerman (1994) and Russell (1990) In this perspective, theoretical approach of genre has its historical roots in the culture-historical school in psychology originating in the 1930s. Activity theory is defined as a theory of human activity and modes of understanding which considers social and cultural forms as objective conditions for opportunities both for cognition and for human activity. In addition, human behavior is interpreted in this case as deliberate and object-oriented. To this end people use specific resources, e.g. genres. Maher and Milligan (2019) stated the usage differences reflected the cultural approaches to organizing arguments and communicating with others, although the influence from disciplinary practice was interestingly restricted in both languages by the use of certain metadiscourse (especially frame markers and code glosses).

The theory of genre states, humans shape and is formed by social structures by means of their production aid use of tools in an active, dialectical process. These structures are considered relatively objective in so far they constitute the social and material circumstances humans act with and within. Based on this statement, the genre theory is thus influenced by the concepts of activity theory such as intentionality, tools, modulation, activity, and meaning that inform genre theory (Russell, 1990).



The view of activities and resources from the above concept is on rhetoric's perception of communications as deliberate activities as something that humans create and deliberately use as tools

for altering, influencing or impacting a given state of affairs that is done through persuasive or strategic communication. It also reveals the similarity between activity theory and rhetoric, which explains why genre theory switched to activity theory in the 1990's in North America school. It was able to provide a comprehensive conceptual and theoretical view of genre theory and explain how individuals, texts, events and circumstances collaborate in order to establish genres as a relatively stable social organisation.

### 3. Applied Linguistics in Genre Studies

The teaching of English for Specific Purposes (ESP) has been a lively and stimulating part of English Language Teaching (ELT) since 1960s. In addition, ESP is considered to have certain characteristics in the language teaching. It has generally been acknowledged that ESP has developed its own procedures such as, needs analysis, its own materials, as well as its own teaching methodology (Dudley and John, 2001). The emphasis in the definition of ESP has been on how ESP teaching develops procedures appropriate to learners whose main purpose is learning English for a purpose other than just learning the language system. The aim may be educational and/or technical, and ESP seems to refuse to develop an elaborate theory, based on the theory that learning prefers to see its achievements in terms of learning results and the quality



ing materials, to justify the training of learners to achieve their  
ry objectives.

The essentially pragmatic approach above may well have much to do with the predominant influence in the early days of ESP of English practitioners working on British Council projects. A much more promising approach to a theory of ESP comes from the analysis of ESP texts. In the same way as the teaching procedures of ESP are linked to a view of language and learning, all ESP activity has to be linked to a view of text. ESP has in its brief history adopted various approaches to text analysis, from the early register analysis associated with the identification of key grammatical elements of scientific communication. The social nature of such usage has been increasingly included and explored in subsequent genre-based studies, including Swales himself (Hardy and Friginal, 2016).

The importance of all of these methods of text analysis lies in the idea that the texts used, whether in academic writing, business or any other occupation, or in any ESP field, have unique features which distinguish them from other texts and the commonly agreed summaries of language features. Some institutions stressed the need to equip students with a broad range of academic writing skills which are a prerequisite for successful business and academic careers, as evidenced in recent curricula requirements in various universities worldwide (Dugartsyrenova, 2019).



The different methods above all have their own meaning and have each step forward in the quest for basic characteristics of ESP. For example, in terms of the register review, the analysts' work



shows that certain main grammatical features are important for ESP work and that other grammatical features of little relevant NP work can be ignored. Further this rhetorical analysis, seen from the viewpoint of rhetorical analyses, presented the concept that grammatical features, as in an academic textbook, may be based on rules that vary in certain subtle ways from the general rules of grammar in general books. Furthermore the work of rhetorical analysts underlines the prevalence of rhetorical factors in grammatical decay. The conceptual/functional approach creates, contrary to register analysis and rhetorical analysis, a better approach to putting together lexical objects, which occur naturally, i.e. verbs, such as consist of and include passive structures, such as attached to the notion of a structure or items linked to the notion of quantities, and adequately.

Moving from a register to a rhetorical functional/thought-out approach is now also recognized as genre analysis. By incorporating insights into previous text analysis methods and more advanced analysis of the author's goal, genre theory seeks to examine the higher level of previous approaches. These macro-textual levels are the moves and steps according to Swales (1990) as in Dudley (2002) this approach attempts to marry the textual awareness of the register analysis with a much broader view of how rhetorical considerations govern grammatical choice.

Flowerdew (2015) stated that Swales' approaches and its foundation in analysis remain consciousness-living and task-based, but the notation is more formal.



#### 4. Definitions of Genre

Before explaining the basic concept of genre analysis, the word genre can be defined as the category, the style, the typical category of literary types, e.g. poetry, drama, the novel, by a discussion with the genre description, based on Oxford Advanced Learner's Dictionary. In addition, Dirgeyasa (2016) stated that genre in etymologically, is derived from the French language meaning form or type. Thus the genre does not seem able to describe the term in depth in this simplistic description. It just refers to kind, type and category of literary forms another description about genre is that by Carter et al. (1997:29). According to him genre refers to types of texts. When he explains how to identify the different written genres, he stated that defining the shape of a text is also one powerful way of recognizing different types of texts which is also called genres. He also gives examples of text types (or genres) such as shopping list menu, recipe, letter, poem and newspaper articles.

From this short description, the word 'genre' does not simply mean a text but it refers to types of text or text types Carter (1997:165) then describes the word 'text' by explaining the way how the texts work. According to him, texts work in a number of different ways, such as 1) lexical cohesion, that is, the way aspects of vocabulary link parts of texts together, 2) grammatical cohesion, that is, how grammars hold texts across sentence boundaries, and 3) information structure, that is,



the role of grammatical features in the ordering and presentation of information within texts.

Another proponent, O'Malley (1996:137), describes that genre defines the style that the writer uses, and suggests choices about the language and structure of the composition. In this perspective, the writer who is considered to have a control of various genres automatically has broader repertoires of writing abilities and an increase of understanding the values of writing for interpersonal communication for documenting ideas, and for archiving their own than those who do not.

On the basis of the definition above, it can be understood that genre consists of a repertoire of the ability to write and the importance of writing as seen in any type of writing. Genres are also not only referred to as texts. Referring to Carters text description, it appears that O'Malley's repertoires relate to loud ways, such as lexical cohesion, grammatical cohesion, and the structure of details. In comparison, a genre has a broader meaning than a text.

Unlike Carter and O' Malley's description of the word 'genre' which is still too limited in terms of the conceptual description, the word genre as in the dictionary of Language Teaching Applied Linguistics (Richards et al 1993:156) is defined as a particular class of speech events which are



ed by speech community as being of the same type. In this y, on one hand Richards gives examples of genres such as sermons, conversations, songs speeches, poems, letters, and

novels. Still in this dictionary, according to Richards genres are considered to have particular and distinctive characteristics. On the other hand, in the same dictionary define the word 'text' as opposed to genre. As it is described, a text is:

a piece of spoken or written language. A text may be considered from the point of view of its structure and/or its functions, e.g. warning, instructing, carrying out transaction. A text may consist of just one word, e.g. Danger, on warning sign. It may be of considerable length, e.g. sermon, a novel, or a debate (Richards et al., 1993:378).

The fourth is Connor as in Clements (2005, 175), genre is described by way of the analysis. Genre, according to her, is identified by its rhetorical move, with a genre-specific corpus to make broader statements about how different writers approach writing for specific purpose. Thus, based on such a short description, it can be implied that genre consists of rhetorical moves and the writers use such rhetorical moves for approaching writing for specific purpose. This suggests that educators value rhetorical and argumentation in student essays and strive to demonstrate and follow well-founded and strong arguments between their students (Simsek et al, 2015).

When compared to the word a text as defined by Richards et al, a text consists of structures and functions and it can be just one word. Contrary, genre not only consists of structures, functions (speech act), lexical cohesion and grammatical cohesion, and information



structure (Carter, 1997), but also rhetorical move (Connor as in Granger, 2002), in which all of these repertoires by a certain speech community, are considered to be of the same type (Richards et al, 1993). Genre is more than just a word, such as 'Danger not the same as a text which may consist of only a word. Therefore, as stated again and again, the writer who is considered to have a control of various genres automatically has broader repertoires of writing abilities and an increase of understanding of the values of writing for interpersonal communication for documenting ideas, and for achieving their own ends than those who do not (O'Malley, 1996).

So the two terms of text and genre usually tend to be really similar. It is also not shocking that these two words are sometimes misleading. In light of the different meanings and explanations of the proponents above, however a genre seems to have more features than a text, particularly when viewed from the perspective of language education and linguistics. For that purpose, the author prefers the word genre instead of the term text in this study. It is supposed to use the same word in terms of language teaching and applied linguistics as used by Richards et al. Moreover the subject of genre analysis concerns a speaking group, which is considered to be the same kind as the concept of 'genre' in language teaching and applied linguistics by Richards et al. Implicitly, the word speech culture

same form of repertoire, in a genre, refers to English for a  
r reason when dealing with English and applied linguistics (ESP).



Genre analysis is the dominant approach today for textual analysis, especially in the ESP education and teaching profession (Wuttisrisiriporn, 2017).

To make the arguments above more convincing, it is salient to take into account what has been asserted by McCarthy (2001:110-111) in his discussion on issues in applied linguistics; he states as follows:

The degree to which genres are institutionalized is also an important factor, and is most obvious in highly legalized contexts such as academic writing, scientific and technological reports, literary genres such as the short story or the sonnet, and so on (McCarthy, 2001:110)

In the next page, McCarthy also states that the genres and text types are mutually defined as referred to typical mode of communication. However, he argues that due to the widespread of using the term genre in applied linguistics and even used by lay people, the term genre is still much more relevant when taking into account the relevant linguistic features that typify different genres (McCarthy, 2001:111). In fact, in the book concerning issues in applied linguistics, McCarthy remains using the term 'genre' instead of text types in all the pages.

The most conceptual description about genre is that by Brian (1993), who describes it as follows:



Genre as understood here is a social activity of a typical and recognizable kind in a community, which is realized in language.

Genres can be best distinguished by reference to social rather than merely linguistic parameters, and we can talk about such genres as "plenary talk", "research proposal," or "service encounter," by referring to their social purposes rather than shared linguistic features.

Therefore it concerns not only linguistic criteria when dealing with the word genre, but also indirectly the social objectives. Genre is a social practice of a group that is traditional and identifiable. By social interaction, the genre is intended to be cultural. Moreover, genres can be analyzed by a common and identifiable form of group and the results display both their characteristic social aspects and their typical language characteristics. It is therefore a sort of group that is realised in language. On the basis of the definition above in this study the genre refers to abstract research papers, a specific segment of the speech events that are considered by the speech group to be of the same form in which they have particular features of the language used by the students at the English education of STKIP Muhammadiyah Bone.

## **5. Genre Analysis and The Characteristics of Genre Analysis**

A communicative purpose is the key feature of a genre analysis.

Genre analysis are considered to be one of the key influences on current practices in language learning in general, and in English teaching and particularly for academics.



A genre within a group acts as an organization, which form community members' ongoing communicative behavior by using the genre. The ability to form contact between individuals gives management and group users the capacity to use genres as instruments and effects of organizational and political influence. The vocabulary used by the participants in the organization, such as the collection of lexical objects, is to describe power and politics. The selection of the words in communication is related to the position of someone in an organization (Yates and Orlikowski, 1992, as in Bhatia, 1993). According to this definition, each genre is distinguished from another by having both a socially accepted communicative aim and a common type feature. Furthermore a communicative function is relevant to the community in which it is used. For instance, the communicative purpose of the trip report genre identified by Yates, Orlikowski and Okamura as in Bhatia (1993) is to report on events that occurred at a seminar.

Derived from them, form refers to observable aspects of the communication, such as structural and linguistic features. For example, the trip report includes lists or specifications of the trip as aspects of form. According to Yates, Orlikowski, and Okamura (in Bhatia, 1993), repertoires of genres reflect a cluster of commonly used genres. They are useful to show the common knowledge and expectations that a group members



out how to communicate. For example, a team of consultants who communicate with their clients could use genres like a proposal, a work



program, progress reports, invoices and a final report which together shape the consulting team's genre repertoire. In line with Gray and Houghton as in Bhatia (1993), genre repertoire in such an example is considered to be one of the consulting firm's critical resources for work and interaction, enabling the firm to produce organized action. Thus, genre analysis in its most basic form is the process of determining the genres within a given communication. The critical thinking characteristics as defined in literature are central to the success of students as they meet and focus on different ideas and processes (Kumar and Refaei, 2017).

Based on the description above, a communicative message is coded based upon the two identifiable dimensions of genre: purpose and form (Orlikowski and Yates in Bhatia, 1993). For instance, in the coding of messages posted by newly admitted MBA students to a U.S. university. First as in Bhatia (1993) coded the messages using purpose and form categories, such as purpose categories which include topic area (e.g. school-related, non-school-related), and communicative purpose (e.g. solicitation, response, comment), form categories which include a message's formatting (e.g. greeting, lists included in the message body, e-mail addresses included in the message body). A particular genre of communication is then determined by the occurrence or not of combinations of these purpose and form categories. Another description of



analysis is that by Adam as in Fludering (2000) in merely dialogs views. According to him, besides the linguistic forms, speech acts

or language functions can also be found in genres such as assertion, convincing, directing, prophesying, questioning; excusing; and promising.

According to Bhatia (2001) genre analysis is the study of situated linguistic behavior in institutionalized academic or professional settings. According to him genre analysis has four characteristics. First, it is not merely a detailed extension, confirmation of a particular linguistic system, but genre analysis reveals a sincere interest in language usage to achieve communicative objectives. It is not an existence of linguistic formalism in that sense. Second, genre analysis is not a static description of the use of the language but rather a dynamic interpretation of the manipulation of generic conventions by experienced language users in order to accomplish a range of diverse objectives. In this respect, it incorporates the benefits of a sociolinguistic viewpoint in particular in terms of the tactical use of language with those of a cognitive perspective. Third, it is driven mainly by applied linguistic considerations, in particular language education at different levels. Finally, the emphasis is narrow but broad in vision, which focuses on a particular differentiation in language use at different levels of generality.

## 6. Current Theories in Genre Analysis



When introducing genre theory, Bawarshi (2003) uses author- as the basis for his genre function. According to him, it is a which integrates definitions of genre from various disciplines

around a description of genres as constitutive of rhetorical actions, social roles, relationships, and identities. The general movement of this theoretical introduction is toward the social theory, while notion of the duality of structure with the ecological metaphor as referred to term used by Bawarshi (2008). Genres, as Bawarshi (2008) argues, function as rhetorical ecosystems in that genres both shape and are shaped by the communicative acts, in which subjects perform within them. Furthermore, current theories of the studies particularly as they have evolved through process revolutions, have led to the privatization of invention, which has highlighted its introspective and individual aspects to the detriment of social and historical considerations. By making the invention with its particular and unique characteristics in its speech events by process moves, individual speech events are produced. Both these aspects of language conveyed by the way they use in a group of the same kind should be tolerated, and social and historical consideration of such a particular person as a basis for thinking of introspection should also be used. The view of a genre analysis above has not gone unchallenged; however. Bawarshi himself states that some of these challenges focus specifically on a social act (1997). According to him, this social act involves investigation into the ecology of the invention, which proposes genres as sites of invention where writers obtain the wishes as well as the



to fulfill these desires as meaningful social acts. Therefore the vision of the agency is a core element of this strategy. Genre is

then structured to organize and create the urge of the writer to act by interplaying motivations and intentions. In this case, it is clear that in the attempt to examine gender, they first of all try to explain socially learned motivations, politically placed capacity for action and intentions as individual motive interpretations. Behind the genre there is a social intent, for example the confirmation of ideas by means of individual ideas conveyed through certain language repertoires. These ideas entail an action that other members of the same group can take to resolve. However this action cannot be performed correctly without reading the intentions as reflected in the language.

Depending on the description above, it can first of all be generalized that the output of analyzes by genre is a dialectical method. Thus by sitting in standardized structures, authors not only understand their intentions, but actually replicate and refurbish these structures by their individual intentions and change them subtly. Second, it can also be inferred that the kinds of contact are styles of communicative acts that are socially accepted, for example memos, meetings, cost forms, training seminars and international conference articles. These actions are habitually enacted by members of the community to realize particular social purposes (Bhatia, 1993).



The above-mentioned aims generally include the completion of the it also the creation of social relationships that can have a major in the quality of the work. In line with such an opinion, Hassel and

Kallinikos (Firth, 2003) suggest that with the same importance, those technologically mediated organizational discourses play an important part in the institutionalization of organizational roles, which later enable and constrain organizational actors. An individual or a member of an organization who understands the traditional communication system (rhetorical gestures, the language system and the associated technical equipment) may communicate with other organization members. Instead, whether an actor or a member of an organisation does not understand the typical contact mechanism of an organization and cannot be in touch with other members.

## 7. The Use of Genre Analysis

There are some fields of science in which genre analysis can be utilized. First of all, it is in information technology (IT), Yates and Orlikowski (1992) were the first to use genre analysis to study communication within an IT-based system. It is stated that the idea of using genres to study communication is not new. Dugartsyrenova (2020) added that the advance of technology, genre education has become more interested in technology-based approaches which can help the experiences of students and writing outside classroom. However, this method of analytics was built in a number of fields to illumine and improve



Understanding of diverse communications, due to the significance and genre analysis. In the field of literary analysis, genre analysis is

claimed to have a rich tradition. Bakhtin (1986), for instance uses it for an exploration of the repertoire of speech genres and Devitt, Bawarshi, and Reiff (2003) use genre analysis to research how ethnographers relate to what the group members know and relate to their language activities. Therefore, when evaluating their students' writing, educators will seek scholarly metadiscourse as an indicator of argument, among other features (Simsek et al, 2015). For example, in the field of education, Kearsy and Turner (1999) employ genre analysis to assess discrepancies in textbooks based on the way material is presented and the implied connection between the author and the reader.

Another example is that people can use genre analysis to study the field of corporate communications. Likewise in the Bhatia (1993) model, rhetoric shifts behind the communicative purposes of a news release genre, which offers a helpful guide for the writing of successful news releases for practitioners and students who work in the field of public relations and corporate initiations. The findings of genre evaluation in the field of education can be used to determine discrepancies in textbooks based on the way in which the content is portrayed and the interaction between the author and the reader. Through this the results of the study may yield both the macro and micro-level analyzes of discourses expressed in the abstract materials of the undergraduate thesis. In this



dy should concentrate on a body of these available and commonly materials (Vergato, 2004). In this connection, in teaching ESP on

sales promotion letters, Vergato gave an example of his gender analysis of the discourse strategy of sales promotion letters in Italian and English. He listed the substance that characterizes the genre, one of the findings. This material is alluded to in the correspondence on the social motivations, themes and subjects.

The second is form which is referred to the observable physical or linguistic features of the communication. The more specific the materials to be analyzed the more specific the linguistic repertoires to be found. Hall (McCarthy, 2001:114) explores the links between the institutionalized or socio-historical meanings of the generic resources available in interaction and practical strategies interactants engage in each new situation. Implying that gender analysis would sever the distinction between language as the product of the human psyche and language as a social system in these instances. According to Bhaktin, gender theory should also include this viewpoint in the study of materials. In this way, the abstract thesis of the graduate will show us the lexical and grammatical similitudes characteristics which permit us to observe generative patterns in which local characteristics of lexis and grammar correspond to global characteristics of the target form and types of the particle-like relation. In the same way, variations in lexical and grammatical characteristics between texts may imply different types of relationships and different types



. Goal-orientation thus strongly relates the notion of genre to  
n. In short, as a characteristic of genres, there is a connection

between genres and social activity. The aim of using the student thesis abstracts for analyzes is to observe lexical and grammatical properties and to explore the purpose behind these repertoires. In addition, the gestures that are articulated directly in the language used occur above these repertoires. These specifications represent the social contact of the members of the group of the same sort with the language that they use.

### 8. Genre-Based Approach

According to Bhatia (2001), there are at least four distinct, though systematically related areas of competence that an ESP learner needs to develop in order to get over his or her lack of confidence in handling specialist discourse. Even if most of these learners already possess a reasonably adequate competence in the use of the language for general every day functions, they will still need to develop four areas such as; a) Understanding of the specialist code, b) Familiarity with the dynamics of specialist genres, which includes the rhetorical forms and content, c) Specific contexts they respond to and the conventions they tend to use in their responses, and finally, d) A proficiency in the manipulation of specialist genres to respond to the exigencies of unfamiliar and novel situations. In other words learners need to develop the understanding of



the acquisition of genre knowledge associated with the specialist sensitivity to cognitive structuring of specialist genres and then, then, can they hope to exploit generic knowledge of a repertoire



of specialist genres by becoming informed users of the discourse of their chosen field.

Each of the four phases is discussed below. Next, it's the code information. Of course, the knowledge of the code is the precondition for the growth of communication skills in specialist or even in daily discourses. Most ESL initiatives worldwide are aimed at achieving this with various levels of performance. It is important to remember, however, that an almost perfect knowledge of the code for effective ESP instruction is not required nor appropriate, though it does seem to be a common misconception that language teachers sometimes believe in. Many ESP teachers who assume that all types of ESP work need almost perfect competence in the use of code have become common in this myth. When teachers believe this, additional ESL preparation inevitably requires tedious remedial teaching, frequently leading to less than acceptable consequences. We often fail to admit that if seven to eight years of ESL education have not provided the learner with this required degree of competence, further corrective action would be much less effective given its inherently repetitive nature.

The other side of the myth is that if second language students have so-called underlying linguistic skills, and then ESP skills are not to be created since they can handle the flux of new knowledge in any subject, the case with the mother-tongue speaker. As part of this process, students must be able to interpret the facts from multiple viewpoints to



support their positions (Kumar and Refaei, 2017). At best, this assertion seems grossly inflated and at worst, deeply flawed. The argument seems to be based on the very simplistic premise that the only difference between language usage everyday and expression is the use of advanced lexis. However a large part of the work done over the last two decades in debate and research in technical and academic contexts has strongly indicated that there are fundamental differences in the uses in this case of the genres specialized in lexico-grammatic, semantic-pragmatic and speech tools. Grammatical categories and communication functions are therefore important for genre analysis.

Second, gaining genre knowledge to take part in a specialist communicative event must not only become acquainted with the communicative aims of a particular discourse culture but also with communicative objectives relevant to the unique use of genres. Therefore before learners take on any goal-driven communication practices, they have to become aware of the required rhetoric procedures and conventions usually associated with the specialist discourse culture, which they strive to join genre-knowledge of this type.

In order for students to become better educated apprentices, they must gain genre knowledge, procedural knowledge (including knowledge of instruments and their uses, as well as methods and their interpretative work), and social knowledge (in the sense of familiarity with the oral and conceptual contexts). According to Fairclough as in Bhatia



(1993), a genre does not only mean a certain type of text, but also specific processes for the creation, distribution and consumption of texts. These production practices for creating, transmitting and consuming texts are connected to their convention by the discourse culture.

Thirdly, it's cognitive structure sensitivity. When the students have grasped the aims of the specialist group and have internalized to some degree those norms relevant to their specialist genres, they must then familiarize with the manner that language is typically used to achieve these goals and communicative purposes. In addition, students may need to use these conventions to adapt to evolving socio-cognitive demands in particular contexts or in some new circumstances and purposes. The learners have been formed by sensitising the generic shapes and content of genre-specific texts and their emerging responses to changes in social practices.

Recent research into a range of academic and professional genres (Bhatia, 1993) suggests that while it may be possible to overlap wide range of the use of lexicograms in various professional contexts, specific uses of lexicograms which usually contain genre-specific values in specific context are certainly sufficient. Swales as in Bhatia (1993) studied the usage of definitions in science student writing, economics and law and found that these definitions differ significantly in three genres in terms of distribution, type and functionality.



More recently, Bhatia (1993) found that nominal usage is substantially different in terms of type, distribution and discourse values in advertisement, scientific academia and law. These and similar results of this kind demonstrate that just as certain lexical objects have a specialist meaning in a certain genre, certain syntactic types, apart from their general importance codified in grammar books, can also have genre-specific limited values.

Thus, it is important that the specialist learner, in addition to the general competence in the language, be aware of the limited aspects of the linguistic code. Genre-based grammar explanations increase learners' knowledge of the reasoning of the text genre that they are expected to read and write rather than merely learn to read and create a text as a machine makes students sensitive to conventions so that the pragmatic performance of the text is achieved in the necessary academic and professional sense. As Swales (1990) noted, a genre-centered approach is likely to focus student attention on rhetorical action and on the organizational and linguistic means of its accomplishment in such an effort, as suggested by Vergato (2004) modality and lexical analysis, e.g., verbs preposition, conjunction and the like are also important to be recognized. Students must be able to analyze the needs of their readers in the composition of their texts, to summarize the knowledge they give to

readers and to respond to their particular written situation (Kumar and 2017)



Fourthly, generic information is twisted. Only after learners have gained knowledge or expertise at the above-mentioned levels can they confidently perceive, use or even acknowledge freedom in a particular discourse. The first 3 phases listed above include more traditional comprehension, while the final step involves exploits and freedoms with norms in some professional contexts to achieve pragmatic performance.

### **9. Genre Analysis in Language Teaching**

In connection with the genre analysis and the results applied in language teaching, Dudley (1995) states that based on the knowledge of genres, the learners can benefit from the results. When dealing with students of ESP classes, according to Dudley, the underlying philosophy of the genre approach is completely in line with an ESP approach. This helps to decide what kind of students should be reading and writing (Hardy and Friginal, 2016). In addition, the emphasis on imparting such genre information is believed to be part of a short-term strategy for increasing student ability in a relatively short period of time to the level expected of students by their departments and supervisors. For this purpose, the sharing of genre information requires an increasing understanding of the writing conventions and teaching students to deliver texts that are well-formed and structured to native-speaker readers by following the

ons.



It has been argued that knowledge of organization, arrangement, form, and genre can systematically lead to knowledge of subject matter (Becher 1995) as in Dudley (2001). Another proponent is Torrance et al. (1993) also as in Dudley (2001), stated that a genre approach is an effective means of increasing writing proficiency. According to him, the moves in genre, for instance, are considered important elements. These elements are obligatory if the text is to be acceptable as an example of the genre. Dudley mentions that Swales' model for article introductions, as he found suggests that there are four basic moves in Introduction of writing such as the following:

Move 1: Establishing the Field

Move 2: Summarizing Previous Research

Move 3: Preparing for Present Research (often by identifying a gap in previous research)

Move 4: Introducing Present Research

These four moves are the examples of learning, since they are not present in the mostly analyzed introduction. This is a rational sequence of movements in which the author is obligated to follow a certain sequence of steps when the decision is made to follow a certain path.

Another example of moves important for students is the academic

(Swales, 1990) in which there is a standard sequence of moves

is. :



Move 1: Purpose

Move 2: Method-Results

Move 3: Conclusion/ Recommendations

According to Swales, his research into the research papers (RAs in sociology) is the product of movements in the abstracts of academic writing above. The moves of the Sociology abstracts are based on genre approach and include meaning, Methodology, Results and Conclusion/Recommendations. Flowerdew (2015) stated that Swales relocated to new territories with a view to teaching the term 'genre' as the basis for curriculum design and classroom pedagogy.

In connection with the moves of abstracts in academic writing, especially related to the science of Biology, Samraj in Flowerdew (2002: 40-56), the model based on Swales (1990) above as an instrument, found the moves as summarized in Table 2.1. Unlike Swales (1990) and Samraj (2002), Dudley (1995) also conducted a research using genre approach it is related to the discussion section of RAs. The result of the research provides another example of the moves characterizing the part of the discussion section in academic writing as the following: Move 1 : Background Information, Move 2: Statement of results, Move 3: (Un) expected result, Move 4: Reference to previous research (comparison),



Explanation of Unsatisfactory Result, Move 6 Exemplification, Deduction and Hypothesis (since modified to Claim), Move 8:

Reference to Previous Research (in support of a claim), Move 9 Recommendation, and Move 10: Justification.

**Table 2.1 Rhetorical Moves of Abstracts Samraj in Flowerdew (2002: 40-56)**

Move 1	Situating the research
Move 2	Purpose
Move 3	Methods
Move 4	Results
Move 5	Conclusion

The moves above occur in cycles in which the writer chooses an appropriate sequence of moves. The examples above, according to Dudley, are found in most academic writings. However, he also suggests that writers may modify the above moves. In some cases, one or two of the moves above may not be present in another discipline of science.

Besides the repertoires above, the learners also need more detailed work on the moves of different sections with the language exponents expressed in the moves. At one level, students need to develop greater



ity to ways in which they can use the conventions or develop their  
al expression and to make their own impact on the disciplines of  
ence. In addition, at a lower level they need to develop a wide



repertoire of linguistic exponents of the various moves that they wish to make. Brookes and Grundy, as in Dudley (1995), have argued that this is usually in three stages the first being the reading stage that precedes the writing stage. An awareness of the generic structure of the texts read will have a positive effect on future writing. The second is the immediate planning stage where the findings of genre analysis help writers grasp what is expected in the genre they are proposing to write. The third stage is the draft stage in which an awareness of genre conventions helps the writer to reorder the text.

The students with relatively little experience of writing have been found that the move models above have been very effective for teaching purposes. Their more explicitly linguistic orientation and greater concern with the exponents of the moves probably account for this. However, it is suggested by Dudley that the writers should not be over prescriptively based on the strict approach as presented above, especially as they themselves may be looking for their writing difficulties. But it is possible to strike the right balance by teaching the model for the genre as a means of structuring ideas and as the basis for the introduction of relevant linguistic forms.

Students with a considerable experience of academic writing, either in their first language or English (this including native speakers), can



genre approach as a means of marshalling ideas into an orderly ordered and expressed text. In this case, genre analysis

provides a way of introducing and discussing the expectations of the academic community in general and the discourse community that the students aspire to join in ways that are comprehensible to both the language teacher and the students.

In connection with the knowledge of the genre repertoires in academic writing above, again and again, there are at least four distinct areas of competence that an ESP learner needs to develop in order to get over his or her lack of confidence in handling specialist discourse. Even if most of these learners already possess a reasonably adequate competence in the use of the language for general every day functions, they will still need to develop such functions by understanding of the specialist code, being familiar with the dynamics of special genres include the rhetorical forms and content, specific contexts they respond to and the conventions they tend to use in their responses, and finally, a proficiency in the manipulation of specialist genres to respond to the emergencies of unfamiliar and novel situations. In other words, learners need to develop the understanding of code, the acquisition of genre knowledge associated with the specialist culture, sensitivity to cognitive structuring of specialist genres and then, and only then, can they hope to exploit generic knowledge of a repertoire of specialist genres by becoming informed users of the discourse of their chosen field as given the example of writing

cy by understanding the moves as genre repertoires.



By considering the concept of basic approach of genre analysis in language teaching, it is clear that the effort of genre analysis will rest at the attempt to uncover the moves, the language functions, and other aspects of language as procedural and social knowledge (Bhatia, 2001). These repertoires, in a specific discourse community, are considered a convention therefore would be beneficial to writing purposes.

### C. The Conceptual Framework

Genre studies have been an important issue in various speech communities and various academic settings. By various settings it is meant that genre analysis is also done in relation to other disciplines, such as technology, mass media, literature and applied linguistics. Thus, in order to understand a genre analysis, studies on genres related to various speech communities and settings should be taken into account.

For the applied linguists, a genre-based approach especially the study of written texts has the potential to offer a highly relevant medium for seeking a clear level of linguistic knowledge or identifying a clear level of skills as targets. McCarthy (2001:116) confirms that genre analysis can be considered a good guide for the linguists to identify the linguistic repertoire and the social action depicted in such a genre. By analyzing the abstracts of a certain discourse community, a certain pattern such as the move, meta-discourse and linguistic realization (Hyland, 2002) can be



clearly identified. Such patterns will contribute to the writers who want to write an abstract especially related to the discourse community.

A research paper abstracts are chosen to be the materials for a genre analysis in this research is that by understanding the macro-textual elements as well as the micro-textual elements of research paper abstracts, the teachers and the learners especially of ESP classes can get the benefits, a speech community has their own way of using their language (Bhatia, 2001).

The researcher to do the research on the nature of the undergraduate' thesis abstract of English education department at STKIP Muhammadiyah Bone. This research attempts to provide descriptions and explanations of linguistics elements, both macro-linguistics and micro-linguistics. These efforts are finally focused on providing strategy how to write a good abstract for the research papers. It is assumed that by having to the nature of a good abstract written, the researcher in this attempt is able to provide a guide for writing abstract. It is important for the writers to have a clear understanding of how to write an abstract of academic writing for thesis, so that the writers can write the abstract well.



