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Move structures found in the final project abstracts written by Indonesians and Filipinos

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Abstract

This study was conducted to investigate the move structures of the final project report abstracts produced by the undergraduate students of the English Education Department (EED-UMK) Indonesia and by the Secondary Education undergraduate students of Central Bicol State University of Agriculture (CBSUA) Philippine. This study employed the content analysis method. Sample final project reports from EED-UMK and CBSUA were gathered and analyzed. The findings of this research revealed that the abstracts of EED-UMK and CBSUA used different move structures patterns. The majority of EED-UMK abstracts (80%) referred to Hyland's five move structures, which consisted of introduction, purpose, method, product, and conclusion (I-P-M-Pr-C). Meanwhile, one of the CBSUA abstracts (20%) applied Bathia's four move structures consisting of purpose, method, result, and conclusion (P-M-R-C). The remaining of the EED UMK and CBSUA abstracts did not address either Bathia's or Hyland's styles. This study concludes that the two Universities have different style structures in writing the final report abstracts. This study suggests that students use the move structure style consistently in their abstracts.

Keywords: abstract; final project report; move structures

INTRODUCTION

Before graduating with an undergraduate degree, students from the English Education Department at Universitas Muria Kudus (EED-UMK) Indonesia and the secondary education students of Central Bicol State University of Agriculture (CBSUA) the Philippines must submit a final project report. This final project is a part of the curriculum in both universities which are having academic collaboration. the final project report that students must write has many chapters, including an introduction, a review of related literature, the method of the research, the findings, and a discussion. generally, this final project structure is consistent with the one which is proposed by Paltridge and

Starfield (2007), which follows the simple traditional style. Like other academic research studies, the final project reports are also completed with abstracts. An abstract is typically written after all of the chapters in the final project report have been completed, as well as an acknowledgment and other parts.

According to Cooley and Lewkowicz (2003), an abstract is an overview of the text that tells readers what is included in the dissertation and in what sequence, serving as a general guide for the reader. Additionally, Bhatia (1993) argues that the term "abstract" refers to a detailed description or explanation of much lengthier research which is expected to bring the readers with a complete and reliable comprehension of the study. Furthermore, the abstract is an overview of a research article that attempts to capture readers' interest and encourage them to read the entire paper (Amnuai, 2019; Can et al., 2016). Abstracts are also viewed as a reader's entry point into an article, a journal's evaluation for contribution, and a conference's decision to accept or decline an article (Lores, 2004). Lores (2004) defines a research abstract as a simplified, exact representation of a document, in preference produced by its writer(s) for publishing along with it. Furthermore, abstract writing can be varied according to field, writer's background, and ability level. Al-Khasawneh (2017) stated that the abstract of research articles published by native English speakers differed from those produced by non-native speakers.

Martín-Martín (2005) states that the generic purpose of a research paper abstract is to present an overview of the underlying contents. As a consequence, while producing an abstract, authors need to use several rhetorical techniques or move structures to convey the abstract linguistically. Because of its communicative aim and move structure, an abstract is regarded as a genre. Swales (1990) described the genre as "a class of communicative events where its groups convey some set of communicative goals" (p. 58).

Although the abstract is often prepared after all of the chapters in the final project have been completed, it is a critical component that encourages readers to read the information (Emilia, 2009). It becomes the first part that examiners will read (Paltridge & Starfield, 2007). That is why, before continuing to read the whole contents, readers will first read the abstract. Moreover, readers may also consider the abstract as an indicator of the publication quality. Therefore, even good research publications may go unrecognized and unquoted if their abstracts are poorly written, uninformative, and less persuasive (Doro, 2013). Abstracts of research articles have grown in importance, particularly with the rising usage of online scholarly web indexes, since they enable research findings to be available to a worldwide academic community (Tocalo, 2021). In addition, research abstract also works as a critical factor in determining whether global readers discover the research article relevant to their own studies or not (Fauzan et al., 2020).

There are several reasons why abstracts have become important in research articles, according to Berkenkotter and Huckin (1995). First of all, it makes important information or statements easily accessible. Secondly, it serves as a screening tool, allowing readers to determine whether or not to read the whole piece. Next, it offers a framework for readers to follow while

reading the content. Finally, it summarizes the main points of a research article.

An abstract also provides reviewers with a quick overview of the paper (Bordage & McChagie, 2001). Moreover, for readers, an abstract can function as a guide to read an article, while for professional writers it can function as an indexing aid (Huckin, 2011).

The use of language, particularly the use of verb tenses, should be emphasized while writing an abstract (Paltridge & Starfield, 2007). Having widespread recognition in a variety of fields, it's expected that English has become the most often used language in formal and scientific research (Alek, et al., 2020). Another point to consider while writing an abstract is the abstract's generic structure/elements/move, which includes an introduction to the research, the study's objective, the reason for the study, the design utilized in the study, and the study's findings (Paltridge & Starfield, 2007).

In analyzing abstracts, move structure is frequently used (Amnuai, 2019). The move is defined as a text that comprises linguistic features (lexical meaning, propositional meaning, etc.) that point to a specific communication function. In addition, it is a semantic unit in a text that is related to the writer's purpose (Amnuai, 2019; Swales, 1990). According to Ding (2007), a 'move' is "a functional component in a text concerning the whole task, that is used to recognize textual regularities in specific genres of writing."

Because of the significance of abstracts in academic writing, some scholars have proposed models of move structures in writing the abstracts. They are Bhatia (1993), Santos (1996), Paltridge and Starfield (1997), Hyland (2000), and Swales and Feak (2004). Bhatia (1993) exemplifies a four-move structure of research paper abstract. First of all, introducing the purpose (Move1). This move introduces the intention of the writers, the thesis or hypothesis, the research goal, and objectives, and the problem of the research. Move 2 is describing the methodology which explains the design of the research, research data, procedures, and the research's scope. Furthermore, move 3 is compiling results, in which the writer summarizes the findings and solutions. Move 4 is about drawing conclusions. In this move, the writer explains the interpretation of the results and makes conclusions based on the interpretation.

Santos (1996) initiated a five-move structure of the RA abstract. Move 1 is to situate the research; Move 2 is about presenting the research; Move 3 is dealing with explaining the methodology, and Move 4 summarizes the results. Move 5 discusses the outcome. According to Paltridge and Starfield (1997), an abstract should typically offer a summary of the study that corresponds some questions as follows:

1. What was the research's overall goal?
2. What was the research's specific aim?
3. Why was the research conducted?
4. How was the research done?
5. What did the research uncover?

Based on the aim stated above, the common structure of an abstract would be an overview of the research, the purpose of the research, the reasons

for the research, the methodology employed in the research, and study results (Paltridge & Starfield, 2007).

Similar to Santos (1996), Hyland (2000) also suggests a five-move RA abstract structure; they are introduction, purpose, method, product, and conclusion. Finally, Swales and Feak (2004) suggested that structured abstracts should consist five-component as a paper would, *Background, Aim, Method, Result, and Conclusion*. In this study, four move patterns proposed by Bhatia (1993) and five move patterns of Hyland (2000) are adopted in this study.

Table 1. Hyland's (2000) five-move model

Move	Function
Introduction	Establishing the paper's context and motivating the research or discussion
Purpose	Specifying purposes, outlining the aim of the paper
Method	Offering information concerning research design, research procedures, and data analysis of the research.
Product	Presenting findings and the discussion
Conclusion	Indicating to the application or broader significations and interpretation of the paper's scope

(Source: Hyland, 2000, p. 67)

As shown in Table 1, in this five-move pattern, the Introduction (I) move creates the background of the article and encourages the study. The Purpose (P) move declares the purpose, thesis, or hypothesis of the paper and emphasizes the intention behind it. The Method (M) move provides design and procedure information. The Result (R) move summarizes key findings or outcomes. Finally, the Conclusion (C) move interprets or expands on the findings and provides implications.

Due to a lack of understanding of academic genres, particularly the changing structure of each component of a research effort, writing the abstract for a final project report can be challenging for undergraduate students, including the students of EED UMK and CBSUA. As a result, the abstracts produced by the students may not follow the common structure of abstract writing.

Many scholars have researched the move structure of research article abstracts and final project report abstracts. Alhuqbani (2013), for example, examined Arabic research article abstracts in the Middle Eastern areas (law, linguistics, medical, and police). His study's findings revealed that abstracts in the medical area were following Bhatia's or Hyland's models. However, abstracts from the fields of law, linguistics, and police did not conform to either model. Some other previous studies researched the comparison of abstracts from different fields and journals of research (Behnam & Golpour, 2014; Darabad, 2016; Zamin & Hasan, 2018).

Even though numerous academics have studied the move structure of an abstract, no study has yet compared the final project report abstracts produced by undergraduate students at two different universities. As a result, the writers want to investigate research on the move structures of final project report abstracts produced by EED-UMK and CBSUA undergraduate students. The purpose of this study is to explore the similarities and differences of the undergraduate students' move structure final project report abstracts. Therefore, the research questions are as follow:

- (1) What are the similarities and differences of move structure of the final project report abstracts written by EED-UMK students and CBSUA Students?
- (2) Why are those move structure of the final project report abstracts written by EED-UMK students and CBSUA Students different?

The findings of the research are intended to provide lecturers and students with an understanding of the move structure employed in final project abstracts as academic writing. In practice, the research findings will help undergraduate students write the final project report. In this case, EED-UMK and CBSUA students can improve their abstract writing skills by employing appropriate generic structures.

METHOD

Since this study aims to compare the move structure of final project report abstracts written by Indonesian and Filipinos, a comparative qualitative design was employed. The abstracts were produced by the fourth-year students from the EED-UMK, Indonesia, and CBSUA, Philippines majoring in English. The data of this study were the move structure found in the abstracts. Meanwhile, the data source were the abstracts of the final project report.

Five well-selected abstracts from EED-UMK Indonesian students and five well-selected abstracts from CBSUA Philippine students were collected purposively.

Those abstracts were then analyzed through the following steps. They were: examining the abstracts' move structure, whether following Hyland five-model (2000) or Bathia's four-model (1993), coding the abstracts' move structures, classifying the abstracts' move structures, interpreting the findings, summarizing the finding of the study, and concluding.

RESULTS AND DISCUSSION

According to the data analysis, the overall move structures of final project reports written by the undergraduate students of EED-UMK and CBSUA are presented in Table 2. Meanwhile, the preferred move structures are reported in Table 3.

Table 2. The move structures of final project report abstracts written by undergraduate students of EED-UMK and CBSUA

Abstract	Introduction	Purpose	Method	Result/Product	Conclusion	Pattern
EED-UMK 1	V	V	V	-	V	I-P-M-C
EED-UMK 2	V	V	V	V	V	I-P-M-Pr-C
EED-UMK 3	V	V	V	V	V	I-P-M-Pr-C
EED-UMK 4	V	V	V	V	V	I-P-M-Pr-C
EED-UMK 5	V	V	V	V	V	I-P-M-Pr-C
CBSUA 1	-	V	-	V	-	P-R
CBSUA 2	-	V	V	V	V	P-M-R-C
CBSUA 3	-	V	V	V	-	P-M-R
CBSUA 4	-	V	-	V	-	P-R
CBSUA 5	-	V	V	V	-	P-M-R

I= Introduction, P = Purpose, M = Method, R = Result, Pr = Product C = Conclusion

Table 2 indicates that there were some variations found in the move patterns of UMK students and CBSUA students and the finding is consistent with earlier studies (Hwang et al.,2017; Kaya & Yagiz, 2020). More specifically, Table 2 reveals that the final project abstracts which are produced by the undergraduate students of the English Education Department, Universitas Muria Kudus, and those produced by the Bachelor of Secondary Education Major in English of CBSUA students used different move structure patterns.

The different patterns used in abstracts of EED-UMK students and CBSUA students may be because of the different theories referred to by the students. The four EED-UMK abstracts referred to the five move structures proposed by Hyland (2000) which consisted of introduction, purpose, method, product, and conclusion (I-P-M-Pr-C). However, one of the abstracts of CBSUA followed the four move structures proposed by Bathia (1993) which consisted of purpose, method, result, and conclusion. In other words, four abstracts of EED-UMK and one abstract of CBSUA were in line with the conventional move structures of RA abstracts. The rest of the abstracts of EED UMK and CBSUA did not refer to either Bathia's (1993) or Hyland's (2000) styles. In detail, the most preferred move structure abstracts of EED -UMK, and CBSUA are demonstrated in Table 3.

Table 3. The preferred move structures final project report abstracts written by undergraduate students of EED-UMK and CBSUA

Generic Structure	EED-UMK		CBSUA	
	N	%	N	%
I-P-M-C	1	20	0	0
I-P-M-Pr-C	4	80	0	0
P-R	0	0	2	40
P-M-R-C	0	0	1	20
P-M-R	0	0	2	40
Total	5	100	5	100

Table 3 indicates that in EED-UMK abstracts, the most recognized move structure was I-P-M-Pr-C with a proportion of 80%, followed by I-P-M-C with a 20% proportion. Meanwhile, in CBSUA abstracts, the most identified move

structure was P -M-R which had a 40% proportion, followed by P-R move structure with a proportion also 40%, and P-M-R-C which was only 10% proportion.

From table 3, we can make it into the chart below:

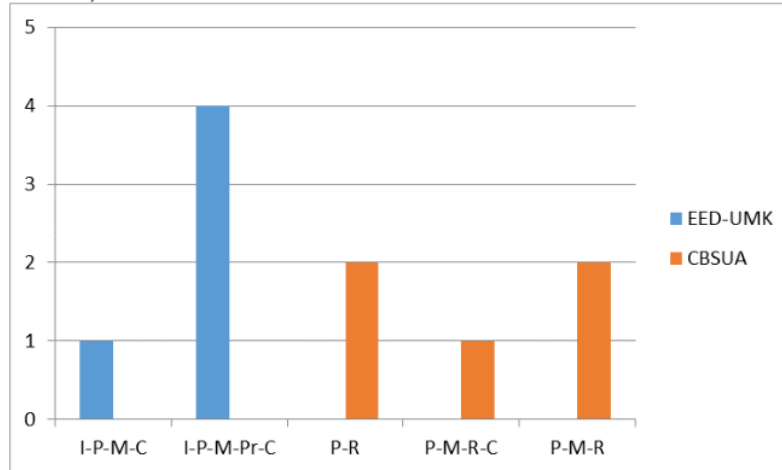


Figure 1. The preferred move structures final project report abstracts written by undergraduate students of EED-UMK and CBSUA

Referring to the two patterns of RA abstracts proposed by Hyland (2000) and Bhatia (1993), Table 3 shows that 80% of the abstracts written by UMK students followed Hyland's five move structures and 20% of the abstracts written by CBSUA students follow Bhatia's (1993) four move structures. Meanwhile, 20% (one) from EED UMK abstracts did not conform to the conventional move structure style because the abstract did not have a result move. Moreover, 40% of CBSUA abstracts also did not follow the conventional move structures because they did not include method move and 40% of the abstracts did not include conclusion move. The findings of this research had been consistent with the results of the research done by Kosasih (2018) who found that some of the abstracts from 4(four) disciplines are not in line with the conventional move structures.

The missing of some move structure in the abstracts of final project reports written by the students result in the abstracts' communicative aims not being fully accomplished. As a result, readers will have difficulties understanding the text, which may prevent them from continuing to read the study. If the abstracts of final projects are not accepted by the academic community, it might be devastating to the students.

Concerning the distribution of move structures used in the final project abstracts of EED-UMK students and CBSUA students. Table 4 shows the findings of the analysis.

Table 4. Composition of Bhatia's (1993) and Hyland's (2000) move structure in abstracts produced by undergraduate students of EED-UMK and CBSUA

Hyland's Move	N	%	Bathia's Move	N	%
EED-UMK			CBSUA		
Introduction	5	100	*		
Purpose	5	100	Purpose	5	100
Method	5	100	Method	3	60
Product	4	80	Result	5	100
Conclusion	5	100	Conclusion	2	40

* Bathia's patterns don't use an introduction

The results in Table 4 show that the purpose move and result move were the most prevalent and mandatory elements in both abstracts of UMK and CBSUA. It is because the frequency of those two units was similar in the abstracts analyzed, especially the purpose move. However, the frequency of the resulting move tended to be higher in abstracts of CBSUA than in abstracts of EED UMK although the difference was not significant. Both of the abstracts of EED UMK and CBSUA also included method moves. The EED UMK abstracts tended to have a higher percentage (100%) in the use of method move than the abstracts of CBSUA (40%). Finally, the introduction move and conclusion move of EED UMK abstracts are 100%, but CBSUA abstracts did not include an introduction because they followed Bhatia's (1993) model. In addition, there were 40% of CBSUA abstracts which included a conclusion move. This finding confirms the research conducted by Roxas (2020) who found 30% conclusion move in the abstracts written by the twelfth grade of senior high school students in a Philippine university. This could be due to the perception that the introduction moves and/or conclusion move in research article abstracts are not necessary or optional (Ahmed, 2015; Amnuai, 2019; Roxas, 2020). The discussion of each part of the generic structure is as follow:

The analysis of introduction moves

The introduction move serves to offer the background of the study. The sample of ten abstracts produced by students at EED-UMK and CBSUA revealed that all five abstracts produced by students at EED-UMK utilized the introduction move. However, none of the abstracts of CBSUA include the introduction move since they addressed Bhatia's (1993) move structures model.

The introduction moves of the five abstracts written by EED-UMK students demonstrated clearly that the undergraduate students of EED-UMK put a priority on the introduction move structure as a necessary component of the study. That is the reason why they begin the abstract with an introduction. In general, the introduction move addresses the broad issues before getting into the particular subject. Moreover, the abstract writers also pay special attention to the description of the subject presented in the introduction move.

The analysis of purpose moves

The purpose move is intended to declare the purpose of the study. This move is crucial in abstracts because it tells readers about the purpose of the research. Based on the analysis, it was found that all ten abstracts produced by students of EED-UMK and CBSUA used the purpose move. The examples of the purpose move are as follows:

The students of EED-UMK and CBSUA define the research's aim by stating the research's objective or purposes explicitly in their abstracts. In this case, an abstract includes a detailed description of the objectives. Moreover, the students of EED-UMK and CBSUA used the terms “objective, aim, purpose, develop and determine” in the purpose move of their abstracts.

The analysis of the method moves

The method move is also considered to be essential since it offers information concerning the design, procedures, and data analysis of the research. (Santos, 1996; Hyland, 2000). Despite the important function of the method unit, two of the abstracts of CBSU students (abstract 1 and abstract 4) appeared not to use it.

In the abstracts written by the students of EED UMK and CBSUA, it appeared the administered design (qualitative, quantitative, ex-post-facto research design, experimental and development method), procedure (observation, interview, questionnaire Survey, document analysis, and executive opinion analysis), and data analysis along with the information about the sample of participants.

The analysis of the product (result/finding) moves

The percentage of the product move was found to be 100% in both abstracts written by EED UMK students and abstracts written by CBSUA students. It is possible to conclude that this unit is one of the recommended moves to include in the abstract of the final project report. The authors indicate the results and the argument in this move (Hyland, 2000). In the product or result move of the abstracts, the writers stated the result or product in the form of a sentence that begins with a noun (The result, the finding).

The analysis of the conclusion moves

The last move is the conclusion. In the conclusion move of the sample analyzed, the authors of EED UMK abstracts directly conclude and point to an application or larger significations and interpretation area of the work (Hyland, 2000). It also recommends future research (Omidian et al., 2018). However, the authors of CBSUA abstract indirectly conclude their research.

The results of the data analysis show that the writers of those abstracts drew the conclusion of their research by using the expression “the conclusion” at the beginning of the sentence, or it can be concluded, and the writer concludes.

CONCLUSION

This present study concludes that the EED-UMK abstracts and CBSUA abstracts have different move structure patterns. The different patterns shown

in the abstracts written by EED-UMK students and those written by CBSUA students could be attributed to the students' use of different theories. The four EED-UMK abstracts referred to the five move structures of Hyland's (2000), which include introduction, purpose, method, product, and conclusion (I-P-M-Pr-C). Meanwhile, one of the abstracts of CBSUA used Bathia's (1993) four move structures which consist of purpose, method, result, and conclusion. The abstracts of EED-UMK referring to Hyland's (2000) pattern and the abstracts of CBSUA referring to Bhatia's (1993) pattern were claimed to be in line with the conventional style of RA abstracts. However, those which did not refer to both Hyland's (2000) and Bhatia's (1993) styles were not in line with the conventional style.

This study also summarizes that the purpose move, method move, and result/product move are the most frequently moves used in both abstracts of EED_UMK and CBSUA. Unlike the abstracts of EED_UMK which included the introduction move, the abstracts of CBSUA did not include it because the writers of the abstracts referred to Bhatia's four move structures. Finally, both of the abstracts written by EED_UMK students and CBSUA students used conclusion move although with different portions. This study suggests students be consistent in using the move structure style in their abstract.

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