THE ANALYSIS OF SCHEMATIC STRUCTURE MOVES
IN JOURNAL OF EDUCATION
A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and Teacher Training Faculty of *SyekhNurjati* State Islamic Institute Cirebon in Partial Fulfillment of the Requirements of Undergraduate Degree

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ABSTRACT

Unun Nurhasanah (14121320240): "*The Analysis of Schematic Structure Moves in Journal of Education*"

This study presents the analysis of schematic structure moves in journal of education. This sudy also reveals the types of schematic structure moves of the jouurnal. The schematic structure was explored the move pattern is called by moves structure. As cited Martin and Rothey (1986) in Paltridge (1999) the analysis of the schematic structure (or generic) structure of text involves the identification of the discourse structure of a text. Furthermore, moves are functional in character and often have some correlation, though not always one to one, with linguistic realizations (Hewing, 2001: 86). In this case to analyze the form of schematic structure that usually exists in some academic text such as: in thesis (introduction, discussion, and conclusion), journal (abstract, discussion, and conclusion), and book (book preface, discussion, and conclusion).

There are two aims that contains in this research. First aims to describe the types of schematic structure moves are commonly used in the journal. It means that researcher aims to analyze the types of schematic structure that used in the journal. Furtheremore, the second aims is to describe how the way schematic structure moves in journal the communicative purposes of text. It will describe how the communicative purposes construct in the journal.

This study uses qualitative method. It focuses to use descriptive qualitative research. Ary, et al (2010: 457) argues that content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. Morever the study is conducted taken from some selected journal entitle "Screen reading habits among university students: Tim Van denhoek University of Limerick, Ireland. The data is taken by document analysis or content analysis as the technique of collecting data.

The result of the research show that: (1) The types of schematic structure moves are commonly used in the journal consists of seven moves that exist in the journal, there are Move 1: Background information, Move 2: Reporting results Move 3: Summarizing results, Move 4: Commenting on results, Move 5: Summarizing the study, Move 6: Evaluating the study, Move 7: Deductions from the research. (2) The communicative purposes of text in every sentences or paragraph is different. It means that the moves in journal can construct the communicative purposes of text such as to describe a background information of the study for the readers. In every move includes some main statements such as the study's research methodology.

Keywords: *Discourse analysis, Schematic structure, Move.*

RATIFICATION

This thesis which is entitled "**THE ANALYSIS OF SCHEMATIC STRUCTURE MOVES IN JOURNAL OF EDUCATION**" written by **UNUN NURHASANAH**, registration number is **14121320262**, has been examined on August 11th 2016. It has been accepted by the board of the examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

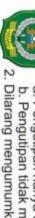|	Date	Signature
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INTRODUCTION

1.1   Research Background

One area of writing that we have learn is the written communication between students and teachers. Jeremy Harmer (1991: 146) pointed out that there is a way of using this communication which is not so impractical, that is the use of student journal. In this diaries, the students can write what they want about anything that interests them. They can comment on the classes they are experiencing, they can write about their personal lives, or they can write about their stories.

As Hyland (2009: 54) stated that writing is seen to improve through practice, revision and discussion of topics of interest to students. Writing is generally regarded as the most difficult of the four skills. It requires mastery not only of grammatical and theoretical devices but also conceptual devices and judgments.

Unfortunately, one of the most nagging problems second/foreign language learners often face is their inability to express themselves in well-organized pieces academic writing. They not only have lexical problems but they also have difficulty in structuring the text. This difficultly gets more vicious with topic change. In this connection, most academic writing teachers argue that genre analysis studies are of benefit to writers since they deal with the nature of writing. Book review writing is an academic genre graduate students are almost always expected to write.

However, they often fail to write acceptable book reviews perhaps due to their unfamiliarity with the structure of book reviews.

Furthermore, writing is the most essential part of an academic, especially for the students who are in the final level. They should be able to complete the final assignments. It must be stressed that it introduces a few techniques for applying writing skills to college success. This is a good advice that writing skills are important and they can help us achieve the academic mastery.

When asked to produce a piece of writing of academic value, most—if not all—writers choose English as the language of text. English is preferred to other languages because it is the dominant language for communicating the intended information in scientific circles (Flowerdew & Dudley-Evans, 2002). The amount of interest in becoming proficient in English has increased through centuries, and especially after the Second World War (Hutchinson & Waters, 1987), due to intercommunication, growth of technology, invention of the Internet, and so forth.

Training in English has, therefore, gained momentum in the past few decades and especially after World War Two. A skill that most trainees find difficult to master is the skill of writing. It is difficult for them to master partly because they are not familiar with the accepted structure of different texts, nor do they receive training in this regard unless they are advanced students of English. One development in teaching the writing skill which has been gaining popularity in the past

few decades is the genre-based approach to the teaching of writing.

In writing, the abstract section is the main part and resources as the core of the thesis and journal. Moves are essentially elements of rethorical structure, whereas strategies are motivated by variations in the way these elements of rethorical structure are realized. Furthermore, moves are functional in character and often have some correlation, though not always one to one, with linguistic realizations (Hewing, 2001: 86). That is, writers who may be familiar with the moves that should be used in the abstract but not with the appropriate linguistic features of these moves will find it difficult to write abstracts (Mubarak, 2006: 45).

According to Martin (2002: 75) points out that the abstract offers a clear guidance to readers in today's busy world flooded with information and indicates if the full article is worth reading, almost every journal requires an abstract preceding the main article". In most journals, the lack of information in authors' guidelines, as to what abstracts should contain, most certainly contributes to their information variability. Eventhough in some abstracts, the move discrimination that carried out may be questioned, due to the fact that some moves appear embedded in others, the results obtained. Weissberg and Buker's (1990: 82) in view of the importance of abstracts to the academic communities and their different format from full research articles, several books have included guidelines as to how abstracts should be written or structured.

Most of the people are known about discourse analysis and ever find and doing it, because of every single people can apply discourse

analysis in life activities such as; communication, written, spoken, and etc. As cited Dudley and ST John (1998) in Paltridge (1999), argue that genre analysis is the study of the structural and linguistic regularities of particular genres or text types and the role the play within a discourse community. The terms discourse and genre analysis might best be seen as two overlapping terms with discourse analysis being an umbrella term that includes the examination of characteristic features of particular genre.

The existence of genre - based studies focused on the differences of professional types and academic texts. It has rule to identify the communicative purpose, generic structure and linguistic feature. Basically, genre- based studies include to systemic genre studies that there are different ways of describing textual structures. Regarding this, Martin and Rothery (1986) says that the most influential of description occur in the analysis of schematic (or generic) structure of texts. It is involves the identification of the discourse structure of a text. In other hand, it provides the example of the schematic structure of texts which are typical of this sort of description.

In the recently, the definition of genre more be comprehensible and effective manner to communicative events. As Swales (1990) argues, "a genre comprises a class of communicative events, the members of which share some set of communicative purposes." In the earlier concept of genre focused more on text while ignoring context. But now context in genre analysis has gained much importance. Genre is taken as combination of internal and external factors of the text. It describes two types of

relationship between text and context e.g. inter textual relationship and relationship within and across genre which can be defined as an inter discursive in nature. (Bhatia, 2004).

This research will analyze the schematic structure of journal. It means that the schematic structure of abstract in journal that will be analyzed the communicative purpose, generic structure and readers' expectation from the three disciplines on the whole. It should be analyzed because abstract in journal fulfill to a promotional purpose besides the common informative purpose itself. Therefore, the readers should analyze every single schematic structure in abstract of journal that they read.

In this cases to analyze the form of schematic structure that usually exists in some academic text such as: in thesis (introduction, discussion, and conclusion), journal (abstract, discussion, and conclusion), and book (book preface, discussion, and conclusion). Moreover, the schematic structure certain exist in some types of text such as: recount, procedure, argument, discussion, narrative, anecdote, report, explanation, and description. But in this research, the researcher focus on analyze schematic structure of academic text that is abstract in three journal. So the researcher choose that journal to know how the author concept or design the schematic structure to explain the subject of that chapter.

In journal, the principal findings will frequently be previewed positions as well as methods used may be outlined. In the writer research study, the writer identified the problem, it is the reason why the writer wants to be conscientious about concerns over the fact that many students

who spend take to long to complete a thesis. This is actually not surprising, because writing the research reports was difficult even by scientist who succeeded. So, the writer interests in exploring moves in journal. Because, the problem which the writer research is concerns to the real is that so many student who spend their time to complete a thesis or journal.

1.2 The Research Formulations

1.2.1 The Identification of the problem

1) The Research area

   The research area of the problem in this thesis writing is discourse analysis.

2) The Research Technique

   The Research Technique of this thesis is qualitative approach.

1.2.2 The Limitation of the problem

In order to limit the thesis problem, it is very necessary to point out some problem limits. Therefore, the writer will divide it into two kinds of problem limitation such as:

1) The types of schematic structure moves are commonly used in the journal.

2) The moves of journal can be the communicative purposes of text.

1.2.3 The Research Questions

This research has two main research questions, they are :

1) What types of schematic structure moves are commonly used in the journal ?

2) How do schematic structure moves communicate the purposes of text?

1.3 The Aims of Research

In this part, the writer wants to state some aims of the research as follows:

1) To describe the types of schematic structure moves are commonly used in the journal.

2) To describe how do schematic structure moves in journal the communicative purposes of text.

1.4 The Significance of the Research

Significance of the research can be viewed from two different sides, they are theoritically and practically. Theoritically, this study give valuable finding to the field of writing. From this study, it is hoped that the research can give the usefulness for the followings:

1.4.1 The Students

The research is hoped to deliver a great contribution for the students about the information how they can decide move structure in the journal writing.

Practically, this study the result of this study deadling with exploring moves in the journal that give students or writer can explore and increase their skill with types of moves. Thus, be able to help increase students knowledge and know the moves use in the journal.As a result, they should be able to identify how to handle such problems.

1.4.2 The Lecturers

It is perhaps giving a solution for the lecturers and examiners to determain which a good way to teach the students in writing the journal. Furthermore, this study should provide clear ideas on how supervisors should guide his/her supervisees in writing a research proposal or journal.

1.4.3 Other Reseachers

Starting from the research, it is very hopeful that the other researchers of discourse analysis are helpful to support and explore an other research of discourse analysis especially about moves in journal writing.

1.5 Theoretical Foundation

1.5.1 Schematic struture of move in Journal

Basically, the term of move is included in the discourse analysis. Sinclair and Coulthard (1975) cited in Suherdi (2004: 4) had provided useful basis for discourse analysis, classroom discourse in particular. They developed a comprehensive system of analysis treating classroom discourse as comprising five ranks, namely: lesson, transaction, exchange, move and act.

A lesson typically consists of an unordered series of transactions, whereas transaction normally consists of several exchanges. Each exchange consists of one or more moves, and a move normally consists of one or more acts. In here, as a theoretical review, the writer

just would like to explore the description of move that always occurs at the analysis of text.

The schematic structure of abstract in journal was explored the move pattern is called by moves structure. As cited Martin and Rothey (1986) in Paltridge (1999) the analysis of the schematic structure (or generic) structure of text involves the identification of the discourse structure of a text. The schematic structure of text whichare typical of these sorts of description. For example, describe narratives as commencing with an orientation stage, in which the main character of the narrative are introduced and in which the setting of the narrative is established.

Biber and Connor (2007: 93) describes that move refers to a section of a text that performs a specific communicative function. Each move not only has its own purpose but also contributes to the overall communicative purposes of the genre. These purposes together constitute the rationale for the genre, which in turn "shapes the schematic structure of the discourse and influences and constrains choice of con-tent and style," with texts in a genre exhibiting "various patterns of similarity in terms of structure, style, content and intended audience".

Nassier (2013: 23) states that move is defined as a segment of text that is shaped and constrained by a specific communicative function. It varies in length but at least contains one proposition that may be conveyed by one sentence or more, and sometimes by a clause or a phrase.

As Bahtia (2000) states that the communicative purpose consitutes the rationale for the genre that means a particular text structure and more often than not a host conventionalised verbal and visual rethorical strategies. Furtheremore, the communicative purpose and the functional moves are tokens of what the sender wants to achieve with the genre in question

According to Swales (1990) the communicative purpose of a genre not only shapes the schematic structure of the discourse, it also influences and constrains choices of content and style. Communicative purpose as appears from the definition above, genres are purposeful activities and the functional genre movement suggest that the primary criterion for classifying certain communicative events as a "genre" is a set of shared communicative purposes.

In this case the clarify the schematic structure moves in journal is fixed, because the move structure of a genre typically consist of several functionally distinct stages or step. Even though the structure of a genre is highly conventionalised, there is obviously room for rethorical variation and through the years researcher have tried to incorporate this flexibility in the genre model, there by modyfying the claimof a "fixed" stagin structure with a specific number of moves and a predetermined squence (Ventola, 2001). The researcher agree that instance of genres do not necessarily contain a fixed set of obligatory moves. So the move length can be fixed depends on the content of journal it self.

From those definitions above, the writer has an opinion that structure move analysis in journal has a communicative function. So, the writer needs to analysis the journal from the view of move structure of communicative function. Morover, in move analysis, the general organizational patterns of texts are typically described as consisting of a series of moves, with moves being functional units in a text which together fulfill the overall communicative purpose of the genre. Moves can vary in length, but normally contain at least one proposition.

Move analysis can be used to analyze the structure of research articles through genre-based approach. It can be seen from swales' (1990: 140) opinion that one of the genre-based approaches used to identify the structure of research articles (RAs) is 'move analysis', which has recently become an important area of research.

Swales' Create a Research Space (CARS) model has been used to analyze research articles in different disciplines. A 'move' means a discoursal segment that performs a particular communicative function (Swales, 2004: 39). It represents semantic and functional units of texts that have specific purposes (Connor, Upton & Kanoksilapatham, 2007). The focus of move-based analysis is on the hierarchical schematic structures of texts (Nwogu, 1997). With this in mind, it can be said that a move is a semantic unit that associates with the writer's purpose. Research articles are one genre which has been extensively investigated using the move-based approach. Thedifferent conventional sections, Introduction, Methods, Results and Discussions

(IMRD), of research articles have been investigated by several researchers.

Some move types occur more frequently than others in a genre and can be described as conventional, whereas other moves occurring not as frequently can be described as optional. Moves may contain multiple elements that together, or in some combination, realize the move. These elements are referred to as 'steps' by Swales (1990: 141) or 'strategies' by Bhatia.

The steps of a move primarily function to achieve the purpose of the move to which it belongs. In short, moves represent semantic and functional units of texts that have specific communicative purposes; in addition, as the following sections show, moves generally have distinct linguistic boundaries that can be objectively analyzed.

From the utterance above, it can be seen that in the structure move analysis, we need to do some steps according to the purpose of move itself. Step is a lower level text unit than the move that provides a detailed perspective on the options open to the writer in setting out the moves in the introduction. In fact, a move can be realized by one step or a combination of steps (Holmes, 1997: 325).

Here, the example of move and its steps presented by the move model proposed by Yang and Allison (2003) is used as the framework for the move identification because it was developed from the analysis of RAs in Applied Linguistics which is also the focus of the present study. Also, some moves in their model contain a wide coverage of the

constituent steps which are used to realize the moves explicitly. The model consists of seven moves as shown in the following Figure:

Move 1: Background information

Move 2: Reporting results

Move 3: Summarizing results

Move 4: Commenting on results

  Step 1: Interpreting results

  Step 2: Comparing results with literature

  Step 3: Accounting   for results

  Step 4: Evaluating results

Move 5: Summarizing the study

Move 6: Evaluating the study

  Step 1: Indicating limitations

  Step 2: Indicating significance/advantage

  Step 3: Evaluating methodology

Move 7: Deductions from the research

  Step 1: Making suggestions

  Step2:   Recommending   further   research

  Step 3: Drawing pedagogic implication

In the process of move identification, the notion of communicative purpose was central for the analysis of RA Discussions. Therefore, if there were cases where the communicative purpose of a unit of text was not self-evident, where multiple functions were served in the context, or where one sentence contained two or more moves, they were assigned to the move and step that appeared to be most salient (e.g. Del Saz-Rubio, 2011; Holmes, 1997; Ozturk, 2007). To ensure the reliability ofthe move analysis, another coder who had expertise in coding move analysis was

employed in addition to the principal researcher. Intra-rater reliability, as suggested in previous literature (Jalilifa, 2010; Mahzari & Maftoon, 2007), was also executed by re-analyzing a sample of 20 pieces (10 from each corpus) a month after the first rating.

Here, the example of move and its steps presented by Swales (1990). A closer examination of Swales' move structure, or framework, for these introductions helps elucidate the interaction between moves and steps in performing communicative functions in scientific texts. Swales' three-move schema for article introductions, collectively known as the Create a Research Space (CARS) model, is presented in Table 2.1. The model shows the preferred sequences of move types and steps, which are largely predictable in research article introductions.

Table 2.1 CARS model for research article introductions, adapted from Swales (1990: 141):

Move 1:	Establishing a territory	
	Step 1	Claiming centrality and/or
	Step 2 and/or	Making topic generalization(s)
	Step 3 research	Reviewing items of previous
Move 2:	Establishing a niche	
	Step 1A	Counter-claiming or
	Step 1B	Indicating a gap or
	Step 1C	Question raising or
	Step 1D	Continuing a tradition

Move 3:	Occupying the niche	
	Step 1A	Outlining purposes or
	Step 1B	Announcing present research
	Step 2	Announcing principal findings
	Step 3	Indicating RA structure

Swales' model includes three basic move types in research article introductions. Move 1 - Establishing a territory - introduces the general topic of research. Move 2 - Establishing a niche - identifies the more specific areas of research that require further investigation. And Move 3 - Occupying a niche - introduces the current research study in the context of the previous research described in Moves 1 and 2.

Move 1 can have a maximum of three steps (Step 1, Step 2, and Step 3). In Move 1, Step 1, Claiming centrality, the author can make a centrality claim by claiming interest or importance in referring to the classic, favorite or central perspective, or by claiming that there are many investigators in the area. This step is usually, but not always, at the beginning of the introduction. To illustrate Move 1, Step 1, Swales (1990) presents the following examples:

- The study of…has become an important aspect of…

- A central issue in…is the validity of… (Swales, 1990: 144)

Move 1, Step 2, Making topic generalizations, represents a neutral kind of general statement. It usually takes the form of either statements about knowledge or practice, or statements about phenomena. Usually, this step

seeks to establish territory by emphasizing the frequency and complexity of the data. Some examples of Move 1, Step 2 are:

- The aetiology and pathology …is well known.

- A standard procedure for assessing has been …

- There are many situations where… (Swales, 1990: 146)

The last step of this move, Step 3, Reviewing items of previous literature, is where the author reviews selected relevant groups of previous research. Here, the author specifies the important findings of the study and situates his/her own current research study. Examples of Move 1, Step 3 are:

- X Was found by Sang et al. (1972) to be impaired.

- Chomskyan grammarians have recently… (Swales, 1990: 150)

In establishing territory, then, the author convinces the readers about the importance of the area of study by making strong claims with reference to previously published research, which can be done in three ways, as indicated by the three step options.

Move 2 of the CARS model, Establishing a niche for about-to-be presented re-search, is considered a key move in research article introductions because it connects Move 1 to Move 3, by articulating the need for the research that is being presented. Move 2 is manifested in one of four ways: Step 1A, Counter claiming; Step 1B, Indicating a gap, Step 1C, Question raising, and Step 1D, Continuing a tradition. The four options for realizing Move 2 are represented by the following examples, taken from Swales, (1990):

Step 1A, Counter Claiming	Emphasis has been on…, with scant attention given to…
Step 1B, Indicating a Gap	The first group...cannot treat and is limited to…
Step 1C, Question Raising	Both suffer from the dependency on… A question
Step 1D, Continuing a Tradition	remains whether…

The final move type that Swales proposed for research article introductions is Move 3, Occupying the niche. As noted earlier, Move 1 reports on the centrality of the research topic or generalizations about previous research. Move 2 expresses the authors' own opinions about the need for the current research (with reference to the past literature). Importantly, Move 3 is distinct from the other two moves in the Introduction in that the authors assume a more active role in the research con-ducted, rather than just referring to previous studies or asserting the need for this one.

In fact, Move 3 is the only place in the research article introduction where the authors express and enjoy their own accomplishment, pride, and commitment (Swales, 1990). Move 3 introduces new research by first either Stating research purpose(s) (Step 1A) or Describing the main features of the research (Step 1B), then by Announcing the principal findings (Step 2), and then finally by Indicating the research article structure (Step 3).

Examples illustrating the steps of Move 3, taken from Swales (1990: 160) are:

Step 1A, Outlining Purpose	*The aim of the present paper is to give…*
Step 1B, Announcing Present Research	*This study was designed to evaluate…*
Step 2, Announcing Principal Findings	*The paper utilizes the notion of…*

Step 3, Indicating Research Article Structure	*This paper is structured as follows…*

1.5.2 Communicative purpose of move in Journal

Move analysis is a top down approach, where the focus is on the meaning and content rather than linguistic features, to analyze the discourse structure of a text which consists of a "sequence of moves", where each move represents a stretch of text serving a particular communicative function (Samraj, 2008; Kanoksilapatham, 2007). The moves have been defined differently in the literature. According to Swales (1990), a "move" is a text segment that has a certain function and can be identified by its particular linguistic clues" (p. 45). This goes in line with Santos' (1996) definition in which he defines a "move" as "a genre stage which has a particular, minor communicative purpose to fulfill, which in turn serves the major communicative purpose of the genre". For example, a segment of text in the abstract is called introduction which introduces the topic of the study.

Journal is a media like a notes, book, pad, etc. That generally has function as a diary. Journal is same as the diary, but that not contains of the students experienced only. Tarigan (2008: 37) explained that Journal is one of the personal note that actually almost same with the diary, on the diary we are talking points so do on the journal, but the difference is that on the journal we are give other people to read our journal while on the diary we usually keep our privacy.

Lewis (2009: 25) stated that Journal is one of the effective programs that can help the students to organize and inspired their own writing. Hollowell (2009:31) retrieved from http://selfawareness.suite101.com/article.cfm/keeping a journal on December 9th 2009 shared his experience in writing journal he stated that journal is the place where he explores the innermost working and he also fell freely expressing what he fells and thinks without the worry of wondering eyes.

From the statement above, it can be concluded that journal writing is the personal note that almost same with the diary where people used to express their self without any fears but it may have no privacy bacause anyone can see what the writer write.

Writing is very important part of student university study (Zemach, 2005). Writing is on of activities in school area, everyday students trained by teacher to write everything, writing here so many genres which students' learn. Furthermore, writing ability is a basic need for English learners to support their academic success. It is writing the most essential part of an academic, especially for student who are in the final level. They should be able to complete the final assignment. It must be stressed that introduces a few techniques for applying writing skills to college success, this good advice that writing skills are important and can help you achieve academic mastery.

Writing is one of those four language skills, which is used as one medium to communicate with others, in academic field, as well as in daily life. Langan (2001: 120) stated that writing is a process of discovery that

involves a series of steps of practices. Therefore, the assumption that writing is a 'natural gift' should not be considered, since writing is a skill that can be trained. Langan (2001) says that there are two reasons why writing skill is very important. The reason that writing ability is a basic need for English learners to support their academic success. Then, English learners are often asked to do written assignment and their English competence can also be seen from their writing performance.

According to Bailey (2003: 35) The elements of writing are the various skills that are needed for most types of academic writing, whether a short report, a longer essay or a journal. Elements of effective writing instruction include having a clear purpose for writing, modeling the writing process, and using appropriate educational technology applications. Each outline consists of different words of key phrases, depending on the particular genre which is being scaffolded. Writing frames guide learners through a writing activity by giving them a structure within which they can concentrate on communicating what they want to say, rather than getting lost in the form. They can be created for a range of genres and different stages of the writing process, such as planning or drafting.

Journal writing, which is a process oriented, has been widely practiced in teaching writing to improve students' writing competency and to develop their literacy skill. The way journals are used varies, but essentially it involves students in writing activity in class or for homework, after English class.

From journal writing activities, students who are quieter can share their idea, feeling, thought and creativity through writing without being afraid that someone may laugh or judge them. Journal is a safe place where students can freely pour their opinion about something or a topic and at the end teacher will correct their mistakes without grading it.

In academic, abstracts have become an essential and inalienable part of research articles. Almost every scholarly journal, written either in English or in other languages, would require an abstract to be submitted along with the original research article (Martín, 2003: 38). Abstracts have become a gateway into the research literature (Hartley & Benjamin, 1998: 3) and are a useful tool of mastering and managing the ever increasing information flow in the scientific community (Ventola,1994). Furtheremore, abstracts not only serve as a key to understanding fully the arguments of the original articles (Swales, 1990: 137), but also provide readers with some language preparation for the full texts (Cross and Oppenheim, 2006).

Hyland (1990: 186) pointed out that abstract is one of the most studied genres of the academy, its brevity and clear purpose making it ideal for genre studies. Several researchers have noted that its value as a vehicle for projecting news value and promoting the accompanying article by encouraging the reader to continue into the main paper.

An abstract, according to Bhatia (1993: 38), is 'a description or factual summary of the much longer report, and is meant to give the reader an exact and concise knowledge of the full article'. A good abstract should

have the following features: *accurate*, *self-contained*, *concise and specific*, *non-evaluative*, and *coherentand readable* (American Psychological Association, 2001: 37). In view of the importance of abstracts to the academic communities and their different format from full research articles, several books have included guidelines as to how abstracts should be written or structured.

The structure of the research article abstracts was discussed in terms of the rethorical moves or (communicative stages) of the research article; that is; introduction, purpose, methods, results, and discussion, resulting in four moves: purpose, methods, results, and conclusions, following Dudley-Evans (1986), Salager-Meyer (1990), Swales (1981), and Bhatia (1993). Santos (1996) proposes an additional move "situating the research", which typically appears at the beginning of abstracts and includes two moves: statement of current knowledge and statement of problem. Likewise, Hyland (2000) postulates an introduction move where the context of the study and its motivation are presented.

In this study, the abstracts were analyzed the moves traditionally described to abstracts as suggested. According to Hyland (2000: 3) and Swales and Feak (2009: 56) there are five typical moves in journal, in move 1 *Background*, move 2 *Purpose*, move 3 *Method*, move 4 *Results*, and move 5 *Conclusion*, with the first move (*Background*) being optional.

Similarly, Hyland (2000: 53) proposed a five-move structure to analyze academic abstracts: *Introduction*, *Purpose*, *Method*, *Product*, and *Conclusion*. Swales and Feak (2004), in their handbook, likewise,

suggested that structured abstracts should have five elements as a paper would, namely, *Background*, *Aim*, *Method*, *Results*, and *Conclusion*. According to Swales and Feak's (2004) model (i.e., *Background*, *Aim*,*Method*, *Results*, and *Conclusion*) is similar to Santos's (1996) pattern, it was decided, for the purposes of brevity and clarity, to use the names of Swales and Feak's (2004) five elements to represent Santos's (1996) five moves.

An abstract is characterized by the purpose of providing concise information on the four aspect of research that it describes: 1. What the author did; 2. How the author did it; 3. What the author found; 4. What the author concluded.

Accordingly, the following four moves are formulated in a Figure below:

Move Type	Explanation
Move 1: Introducing purpose goals of the research	Presenting the conducted.
Move 2: Describing methodology	Presenting the research design, procedures or methods used in the Study
Move 3: Summarizing results	Presenting the important findings of The researh
Move 4: Presenting conclusions	Presenting the results, and typically including some implications and application of the findings.

In a journal, the principal findings will frequently be previewed and theoretical positions as well as methods used may be outlined. In the writer research study, the writer was identify the problem, it is the reason why the writer wants to conscientious about concerns over the fact that many students who spend take to long to complete a thesis. This is actually not surprising, because writing of research reports was difficult even by scientist who succeed. So, the writer interest with exploring moves in journal. Because, the problem which the writer research is concerns to the real is that so many student who spend their time to complete a thesis or journal.

An introduction consists of the following three moves, with two step for each move containe in the move classification list. The numbers in brackets indicate the corresponding Move/Step as follows:

Move 1: Presenting the background information

     Step 1: Reference to established knowledge in the field

     Step 2: Reference to main research problems

Move 2: Reviewing related research

     Step 1: Reference to previous research

     Step 2: Reference to limitations of previous research

Move 3: Presenting new research

     Step 1: Reference to research purpose

     Step 2: Reference to main research procedure and outcome

There are three typical moves in introduction, *in move 1* is establishing a research territory, the writer typically begins to carve out

his/her own research space by indicating that the general area is in some way significant. This is often done through reviewing previous research in the field. In addition, the writer may choose to provide background information. On the particular topic being investigated and may define key terms which are essential for the study.

In move 2 establishing a niche, points to a gap or niche in the previous research which the research will fill. For Swales and Feak (1994: 55), the metaphor of the niche or research space is based on the idea of competition in ecology academic writers seeking to publish must compete for light and space as do plants and animals.

In Move 2 of the framework, the writer typically establishes a niche by indicating a gap in the previous research or possibly extending a currentresearch approach into a new area. It is through the review of prior researchthat the gap is established. The language of 'gap statements', according toAtkinson and Curtis (1998: 63), is typically evaluative in a negative way. Inthe examples listed below, gap statements from the Introductions of master'sand doctoral theses have the gap words and phrases in italics.

In Move 3 occupying the niche, the writer by outlining the purposes of their own research, indicates to the reader how the proposed research will fill the identified niche or gap. In a thesis, the principal findings will frequently be previewed and theoretical positions as well as methods used may be outlined. It is here that the writer can signal the value or significance of the research Move 3b. However, Move 3c, in which the

overall structure of the thesis is previewed, including a mini-synopsis of each chapter, is considered obligatory. This sub move 3 typically contains much metadiscourse. Much typical thesis metadiscourse is found in the language of Move 3 of our framework: where the writer signals their 'occupation' of the niche established in Move 2. The move will often begin with nouns that refer to the thesis or tothe research itself and will use verbs that refer to the research process, particularly as the various chapters of the thesis are previewed. (Paltridge, 2007).

The body section here more or less corresponds to the methods and results sections. It includes a variety of headings and subheadings, making it difficult to compile the results under common headings across articles. This variety is probably thereason the body section and papers with unique headings have been ignored by previous research and why some of the moves conventionally used in introduction and concluding sections were found in the body section.

This part of the article consisted of Moves 4, 5, and 6, which are included in the methods section and Moves 7 and 8 for the results section. Moves 4, 5, and 6 and theirsteps containedin the move classification list. The numbers in brackets indicate the corresponding Move/Step. There are moves in discusssion journal :

Move 4: Identifying source of data and method adopted incollecting them.

Step 1: Indicating source of data

Step 2: Indicating data size

Step 3: Indicating criteria for data collection

Step 4: Indicating data collection procedure

Step 5: Providing background details of data

Move 5: Describing experimental procedures

Step 1: Identifying main research apparatus

Step 2: Recounting experimental process

Step 3: Indicating criteria for success

Move 6: Describing data analysis procedures

Step 1: Defining terminologies

Step 2: Indicating process of data classification

Step 3: Identifying analytical instrument/procedure

Step 4: Indicating modification to instrument/procedure

Move 7: Reporting results

Step 1: Restating data analysis procedures

Step 2: Restating research questions

Step 3: Stating general findings

Step 4: Stating specific findings

Move 8: Commenting on results

Step 1: Interpreting results

Step 2: Comparing results with previous studies

Step 3: Evaluating results (or research)

The concluding section consists of 3 moves and a total of 7 steps as described below. Move 9 has no step. The letters and numbers in brackets indicate the corresponding Move/Step.

Move 9: Highlighting overall results and their significance

Move b: Explaining specific research outcomes

    Step 1: Stating a specific outcome

    Step 2: Interpreting the outcome

    Step 3: Indicating significance of the outcome

    Step 4: Contrasting present and previous outcomes

    Step 5: Indicating limitations of outcomes

Move c: Stating research conclusions

    Step 1: Indicating research implications

    Step 2: Promoting further research

Move analysis is a top down approach, where the focus is on the meaning and content rather than linguistic features, to analyze the discourse structure of a text which consists of a "sequence of moves", where each move represents a stretch of text serving a particular communicative function (Samraj, 2008; Kanoksilapatham, 2007). The moves have been defined differently in the literature. According to Swales (1990:140), a "move" is a text segment that has a certain function and can be identified by its particular linguistic clues". As Santos' (1996:75) definition in which he defines a "move" as " a genre stage which has a particular, minor communicative purpose to fulfill , which in turn serves the major communicative purpose of the genre". Moves are essentially elements of rhetorical structure, whereas *strategies* are motivated by variations in the way these elements of rhetorical structure are realised. Moves are functional in character and often have some correlation, though

not always one to one, with linguistic forms that are used; however, in the case of strategies, it is more difficult to establish any direct correlation with linguistic realisations (Hewings, 2001: 78).

1.6. Previous Study

This section reviews previous study that related with the research. There are several research. There are several research which identified by the writer and attention to the way cite in journal to exploring moves in the journal. This research also completed with previous study in the same field to find the gap of the research. From previous study, the writer try to catch several gap then fill the gap.

The first study by Mauranen (1993: 3) about the concept of meta text has not always reffered to exactly the same type of phenomena. Mauranen limits the notions of meta text to its text-organize role, which roughly corresponds to Halliday's (1973: 42) textual function. Mauranen leaves aside interactive elements, such as expressions of the author's attitudes and certainty, which would correspond more closely to Halliday's interpersonal function.

The second by Zhangya (2014: 7) about "Towards better tutoring of college student graduation thesis abstract and introduction writing". This research identify is a case study approach towards the better tutoring of college student graduation thesis abstract and introduction writing as English for specific purposes practice, and discuss case study, tried to discover main problems with college students in their writing of abstract and introduction for graduation theses. Failure to observe proper move-

structure, content misplacement, and irrelevance were found to be three main problems. They seem to have resulted from students' unawareness or confusion of these two different genres of academic writing.

The third by Fan-ping Tseng (2011: 1) about Analyses of Move Structure and Verb Tense of Research Article Abstracts in Applied Linguistics Journals, the research identify is the results showed that the abstracts analyzed tended to take a four-move structure instead of a five move, one as proposed in literature. In addition, since some publishers have word limits on abstract length, authors would usually follow the publisher's guideline accordingly, thus there existing some differences concerning the move structure features among the abstracts in the three journals. In terms of the verb tense in each move, the preferred pattern was as follows: the present tense usually occurred in the first, second, and fifth move, while the past tense was often used in the third and fourth moves.

The fourth by Amnuai (2013: 2) about investigating move structure of English applied linguistis research Article Discussion in International and Thai Journals, argue that the referred standard should be established with reference interviewing can contribute to a better understanding of the writers' intention and the conventional structure of the writing in this particular genre. Hence, all factors presented here should be taken into consideration when conducting move-based studies.

This research also complited with previous study in same field to find the gap of the research. From previous study, the writer try to catch several gap then fill the gap. Research from Zhangya (2014: 35) about

"Towards better tutoring of college student graduation thesis abstract and introduction writing" said that this journal discusses about identifying introduction in writing. This research identify is a case study approach towards the better tutoring of college student graduation thesis abstract and introduction writing as English for specific purposes practice.

This study, based on detailed discussion of the defference between abstract and introduction in terms of communicative purposes, cognitive structuring and assessment standards, proposed six concrete measures to deal with the problems. In the research, three main defects were found indeed in the student abstract and introduction failure to observe proper moves normally adopted to realize the communicative functions of the abstract and introduction, content misplacement and, irrelavant ideas in the two part of the essay.

In the context of the writer current study, not always referred to exactly the same type of experience. The differences of the previous study with this study are the place of investigation, experience and the field of study. So, in this present study will occupy the void of pevious study. Thus, in writer research tend to fill those the missing gaps and the writer position is exploring moves in research of journal. In this recent study the writer wants to complete the gap by exploring moves in journal which has been neglegted in previous research.

1.7 Research Method

1.7.1 The Objective of research

The objective of the research is to analyze the schematic structure moves commonly used in the educational journal and how moves can the communicative purpose of the text in journal.

1.7.2 The Time of the research

The research is taking place from the internet / online library that has some educational journals. It means the writer should find out the proper journal that has a complete collection including journals. Meanwhile, the resercher has four months to do the research. It is starting from April 2016 up to July 2016.

No	Activities	April				May				June				July			
	Week	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Identify a research topic or focus	■	■	■													
2.	Conduct a review of literature			■	■												
3.	Define the role of researcher					■	■										
4.	Manage entry into the field							■	■								
5.	Write qualitative subquestions									■	■						
6.	Select participants											■	■				
7.	Collect the data													■	■	■	
8.	Analyze and interpret the data															■	■
9.	Disseminate results															■	■
																■	■

1.7.3   The Method of The Research

This research use content analysis as one of types of qualitative research. Ary, et al (2010: 457) argues that content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents.

1.7.4   The Sources of Data

In this reserach, the sources of data is the educational journal that has some schematic structures of moves as the primary sources. The researcher assumes that journal can also construct the communicative purpose for the readers. Furthemore, the secondary sources were taken from many kinds of books, journal and other references tha can help the researcher finished the research.

1.7.6   The Instrument of the research

The instrument of descriptive research is researcher her self. According to Lodico et al (2006: 106) called it self-developed instrument where are created by researcher for a specific setting or group of participants in collecting dara, it will conducted by the researcher.

1.7.7   The technique of Collecing Data

In the context of research, technique of collecting data is documentation anlysis. The main reason why docimentation is

according to Ary (2010: 29) Documentation or content analysis focused on analyzing and interpreting recorded material learn about human behavior. The material may be public records, text book, letters, films, tapes, diaries. Themes, reports, or other documents. Hence in this research will analyze author's schematic structure of moves in journal.

1.7.8 The Technique of analysis data

While when the data collected, the steps of data analysis is qualitative research according to Hoonard and Hoonard (2008: 186) are:

1. The gathering of data and the analysis of those data are iterative process.

2. Memoing

3. Re-check the data that has been memoing

4. Developing concept or relating to already existing concept

5. Making conclusion.

The step in this research adopt all of points of Hoonard and Hoonard. Because this research is qualitative research focused on content of text. In the first step researcher prepare the data to collecting the journal make sure that data are in a form that can be easily analyzed and then organize it, after that the researcher read journal for several times. Second step, after read the journal for several times, the researcher divided the categorite of those moves of journal, then the researcher took a note the data that used in this

research . Third step, after memoing the data that being analyzed, the research need to review or re-check the data which has collected. Four step, the researcher analyses the data and explore the data, researcher will be grouping that moves appropiate the kind of those in categories to make researcher easier in conduct the finding comparison in one category or traverse category, then code it to kind categorite of those moves. The last step, the researcher interpreted the report the data finding as a conclusion.

1.7.9 Codding

To easier understanding this research, this research used coding there are:

Codding to Paragraph:

1st Paragraph	P1
2nd Paragraph	P2
3rd Paragraph	P3
4th Paragraph	P4

Codding to sentence:

1st Sentence	S1
2nd Sentence	S2
3rd Sentence	S3
4th Sentence	S4

Codding to move:

Move 1	M1
Move 2	M2
Move 3	M3
Move 4	M4
Move 5	M5
Move 6	M6
Move 7	M7

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