CHAPTER II

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature relating to the rhetorical moves, theoretical framework for the analysis of the study and findings of relevant studies. Rhetorical is a technique of using language effectively and persuasively. Move is recognized as a functional part of texts performing a communicative purpose to find out the goals of message. And the findings of relevant studies are supported the literature review.

2.2 Move

Move is understood as a functional part of texts performing a communicative purpose or seeking attainment of a defined goal (Brett, 1994; Hopkins & Dudley-Evans, 1988; Martín-Martín, 2003; and Swales, 1990, 2004). Holmes (1998: 322) adds move is a realization of a specific overall communicative purpose through a variety of linguistic strategies, while Brett (1994) simply defines move as a communicative category. Similarly Dudley-Evans (1988) defines move as a semantic unit which is related to the writer's

purpose. A more detailed definition of move is given by Nwogu (1991:114) who says,

> The term move means a text segment made up of a bundle of linguistic features (lexical meanings, propositional meanings, illocutionary forces, etc.) which give the segment a uniform orientation and signal the content of discourse in it. Each move is taken to embody a number of constituent elements or slots which combine in identifiable ways to constitute information in the move. Moves and their constituent elements were determined partly by inference from context, but also by reference to linguistic clues in the discourse.

Thus, move is a part of text which has a clear communicative purpose set by the writer for the readers; readers can identify the moves in a particular text by identifying their linguistic signals or inference to the context. For instance, we want addressed the topic generalization from our writing. To make topic generalization, that consists of statement concerning the current state of knowledge, agreement, practice or description of phenomena. For instance, "The teaching style is viewed as one in which the activities in the classroom are predominantly teacher led and the students are considered to adopt a more passive role". The keyword *is viewed as* is a phrase that indicates generalization of the topic, that topic is teaching style.

Parodi (2010: 66) quotes that "move analysis of a genre aims to determine the communicative purposes of a text by categorizing diverse text units according to the particular communicative purpose of each unit. Each one of the moves where a text is segmented constitutes a section, revealing a

specific communicative function, but this is linked to and contributes to the general communicative objective of the whole genre".

Yang & Allison (2003: 365) adds that move is relevant to the writer's purpose. Move has advantage of capturing the function of a particular part of the texts. In other words, it allows the categorization of part of text in terms of their particular communicative intentions. The "move" allows for a specific function within a text to be met and almost always signals the content of a particular discourse within a genre.

2.3   Rhetorical Moves of Research Articles

Rhetorical is a technique of using language effectively and persuasively. It is skill of discourse, which studies and employs various methods to convince and influence an audience. Suryani, et al (2014: 30) defines that a rhetorical is the ability and study on the use of language with persuasive effect, a more contemporary definition for rhetorical refers to skills on understanding the audience roles in shaping communication, identifying and responding to the audience in terms of writing situation.

In other words, rhetorical is a tool for writers which empower them to convince their readers about their point of view. Rhetorical is the ability to process words in the language and the rhetorical intent to achieve something purposes of the term word expressed.

For instance, *"**<u>Wulandari et al. (2008)</u>** has shown that teaching English pronunciation using audio visual aids resulted in improved suprasegmentals, notably intonation and stress".* It means the writer/researcher provides the academic circle with an account of previous studies, their findings and their conductors are specifically links claims, assertions, and findings with the person who has put them forward.

The study of of rhetorical moves was originally developed by John M. Swales (1981, 1990, and 2004) to functionally describe a part or section of Research Articles. This approach, which seeks to operate a text into particular parts, originated from the educational objective of supporting the teaching of academic writing and reading for non-native speakers of English. A rhetorical move is the ability of processing language effectively in order to make the readers easily understand and direct what the message in our writing by moving the storyline through the complex to the climax.

Research article (RA) is genre which needs to display well-balanced factual information and social interactions (Sheldon, 2013: 34). Further, Sheldon points out that RA is usually divided into Introduction, Method Results and Discussion (IMRD). Although most researchers are aware of the main components of the RA, not all are conscious of the fact that in each section there is an internal ordering of the information presented. In particular the Introduction section embeds significant variations in structure, and as a result this section is recognized by many scholars as troublesome, especially

for novice and second language writers (Anthony, (1990), Samraj, (2002), and Swales, (1990, 2004).

Furthermore, my study proposes to explore only the Introduction and Discussion sections. Sheldon (2011) states that these two sections carry out central rhetorical moves needed to create fundamental meaning and these sections are the most challenging for novice writers.

2.3.1 Introduction Section

The writer uses the theory proposed by Swales (1990). The framework identifies three moves that a writer uses. According to this model, research article writer takes three moves to create the RA introduction. In the first move, establish the general topic being discussed, resorting to various step and then creates a niche within the territory, and eventually, presents occupying the niche. Chahal (2014) states that The CARS Swales' model (1990) has been the predominant analytical tool used in the examination of the Introduction component of RAs, then the move model proposed by Swales (1990) is has been well-known. Many researchers conducted his model. Such as Bhatia (1997), Samraj, (2002), Habibi (2008), Zhang, Hu (2010), Lakic (2010), Sheldon (2013), Sri Widiastuti (2013), and Chahal (2014).

Swales' CARS model of research article Introduction is summarized in Table 1.

Move I Establishing a territory Step 1 Claiming centrality and /or Step 2 Making topic generalisation (s) and/or Step 3 Reviewing items of previous research **Move II 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 III Occupying a niche** Step 1A Outlining purpose or Step 1B Announcing present research Step 2 Announcing principal findings Step 3 Indicating RA structure

A CARS Model for article introduction (Swales 1990:141)

Swales' CARS model consists of three 'Moves', with a 'Move' being defined as a semantic unit which is related to the writer's purposes (McKinlay, 1984, in Swales, 1990). Swales seems to consider 'move' to be a functional notion, as it is defined according to the task the units of text have to perform in the text. That is, these parts of a text carry particular functions in relation to the overall goals of the research articles.

There are three moves in the Introduction section: Establishing a territory, establishing a niche and occupying the niche. Each move is specified into 'steps'. Some steps within one move are obligatory, some optional and some are alternatives of each other. The differences in the degree of obligatory indicate that, while this account of English RA macro-structure recognizes the typical pattern, it allows for variation within the text

types. The three moves in the Introduction section represent the strategies taken by the researchers to establish their research claims within the wider research community.

2. 3.1.1 Move I Establishing a Territory

Move 1 may be realized in three steps and steps 1, 2 and 3 are illustrated in the following examples; see Table 2.

Move 1 "Establishing a territory"	
Step 1, Claiming Centrality	The study of…has a great importance for… A central issue in…is the validity of…
Step 2, Making topic generalisation, and	The pathology of…is well known. There are a few situations where… The… properties of…are still not completely understood.
Step 3, Reviewing items of previous research	X was found by Sang et al. (1972) to be impaired. Chomsky and his co-workers (e.g., Napoli, 1988) have recently...

A CARS 1990 model, Move 1 (Swales, 1990, p. 150)

In move I establishing a territory, a researcher establishes the territory of his/her study by orienting the reader to well-established knowledge. This move is specified into three separate steps: claiming centrality, making topic generalization and reviewing items of previous research.

Centrality claims, henceforth Move I-1. Swales (1990:144) stated that centrality claims are "appeals to the discourse community whereby members

are asked to accept that the research about to be reported is part of a lively, significant or well-established research area typically Introduction-Initial and single sentence statement". Move I-1 links the research topic to be investigated with what has been established in the wider research area and with a more general state of knowledge, this step is linguistically signaled with vocabulary items indicating the interest, importance of the topic, favorite issues or amount of research being done in the area.

Making topic generalization, henceforth move I-2. Swales (1990:146) stated that making topic generalization is "expresses in general terms the current state of the art--of knowledge, of technique, or the current requirements for further progress". Move I-2 may be an alternative to Move I-1, but with a more neutral kind of statement. Move I-2 can take a variety of forms that may be categorized into 2 groups: statements about knowledge or practice, and statements about phenomena. This step is thus mainly identified based on the content of the statements.

Reviewing items from the previous research' (henceforth Move I-3), is considered as the obligatory step in move I. In this step, Swales (1990:148) points out that the researcher reviews "one or more items deemed to be relevant to that establishment". In this step the researchers need to specify previous findings to a certain amount of detail (specification), to attribute the researchers who published those results (attribution), and to state their positions or stance toward the findings (stance). These three activities of

reviewing (i.e. specification, attribution and stance) involve various methods of referencing: including the careful use of integral and non-integral citation, choice of appropriate tense form, and various types of reporting verbs that best serve the researchers' purposes. Swales has clearly indicates that reference to the state of previous research is the distinguishing feature between Step 3 and the previous two steps (1990:150).

Swales links the choice of tense with the concept of generality and relevance of review of previous studies to the study being reported. Swales suggests the following principles for tense choice:

1. The Present tense is used to claim *generality* about past literature. The past tense is used to claim *non-generality* about past literature.

2. The Past tense is used when it refers to quantitative results of past literature that are *non-supportive* of some aspects of the work described in the technical article. The Present tense is used when it refers to quantitative results of past literature that are *supportive* or *non-relevant*.

3. The Present Perfect tense is used to indicate the *continued discussion* of some of the information in the sentence in which the Present Perfect tense occurs.

2. 3.1.2   Move II Establishing a niche

We now continue with move 2 "establishing a niche", which has only relatively recently been identified as a part of the Introduction section of English RAs (Dudley Evans & Henderson, 1990). It is a key move featured in the introduction section as it connects move 1 with move 3 where researchers identify the information missing in earlier studies. This move can be realized by using a combination of alternatives and these four alternatives are identified in the following examples; see Table 3.

Move 2 "Establishing a niche"	
Step 1A, Counter-claiming, or	Emphasis has been on…, with scant attentiongiven to…
Step B, Indicating a gap, or	The first group…cannot treat and is limited to…
Step C, Question raising, or	Both suffer from the dependency on…
Step D, Continuing a tradition	The… method (upon which the present study is based) eliminates many of those limitations by…, but it can treat only…

A CARS 1990 model, Move 2 (Swales, 1990, pp. 154-156).

In move II, or 'establishing a niche', the researchers establish the specific topic of study by pointing to missing information from previous studies. This strategy is categorized into four alternative steps: *counter-claiming, indicating a gap, question-raising*, or *continuing a tradition*. The steps in this move are more readily identifiable as they are usually formally

signaled either with vocabulary items expressing the particular step or with sentence connectors.

The final move in the introduction section is move 3 "occupying the niche". This move is distinct from moves 1 and 2 as the author takes an active role in the research and justifies the present research, identified in move 2. Move 3 introduces the research by stating the purpose through step 1A by explaining the principal features of the research in step 1B, and by announcing the main findings in step 2 by highlighting the framework of the RA in step 3. Examples of move 3 are represented in Table 4:

2. 3.1.3 Move III Occupying the Niche

Move 3 "Occupying the niche"	
Step 1 A, Outlining purposes or	The aim of the present paper is to give…
Step 1 B, Announcing present research	The present work extends the use of the last model…
Step 2, Announcing principal findings	This paper measures the extent of…
Step 3, Indicating RA structure	We have organised the rest of the paperin the following way…

Table 4, A CARS 1990 model, Move 3 (Swales, 1990, pp. 160-161)

In move III, or 'occupying the niche', the researchers "turn the niche established in move II into the research space that justifies the present article" (Swales, 1990: 159). This move consists of three steps: move III-1A: *Outlining purposes* and move III-1B *announcing present research*, move III-2:

announcing principal findings, and move III-3: *indicating the structure of the research article*. The obligatory element in this move is move III-1. Move III-1 presents a "a kind of promissory statement" (Swales, 1990:159), typically marked by the absence of reference to previous research and the use of deictic references to the present text such as *this, the present, we reported, here, now, I* and *herein*.

The examples above of Moves I, II and III displays a number of language features which are characteristic of these moves. However, novice and L2 writers find it problematic to construe moves adequately due to the complexity of the rhetorical organization of the moves in this section (Swales, 1990, 2004). Despite the fact that the 1990 *CARS* model has been recognized as valuable, as research findings have advanced knowledge and led to improvements in pedagogic practice.

2.3.2 Discussion Section

The writer uses the theory proposed by Yang & Allison (2003) move-structure framework. This framework identifies seven rhetorical moves that a writer uses. 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 research articles (RAs) in Applied Linguistics which is also the focus of the present study.

The Yang and Allison (2003) framework, though not the only available framework, is the most comprehensive one. There are several other frameworks for move analysis (e.g., Hopkins & Dudley-Evans, 1988; Kanoksilapatham, 2005). The Yang and Allison's move model is, however, preferred for several reasons. First, other frameworks do not belong to Applied Linguistics; since disciplinary variations in terms of communicative purposes and language use do exist, The Yang and Allison's move model is the most suitable framework for applied linguistics research (Holmes, 1997; Kanoksilapatham, 2005; Nwogu, 1997). Moreover, this model is an extension and modification of several other models, and its developers have found it to be the most comprehensive model for move analysis in Applied Linguistics (Nodoushan, 2011).

2. 3.2.1 Move I: Background Information

This move restates the aims, objectives, procedural information, theories, and research questions Weissberg & Buker, (1990) states that for this purpose is "authors often use metadiscursive elements (or metatext) to signal their move to the reader (e.g., the aim of this study was to…)". Swales, (1990) criteria for Move I are its relatively free occurrence and function to support the discussion by highlighting theoretical or technical information. As no further signals are specified in Swales' model, I set the criteria for identification, that this move is expected to occur in the beginning of the

section, or at a point when the writer wishes to begin a new topic of discussion and its content indicates reference to previous sections or points of discussion. Move I take place both in the initial part and later in the Discussions. When occurring later in the text, it usually marks the beginning of a new cycle of moves. This stage is usually explicitly signaled with lexical choices with phrases such as: *this paper aims to explore, the research questions, the general perspective of the article, the discussion will consider, the first, second, third... research question,* combined with definite marker *the* and use of Past tense, signaling presumed information.

2. 3.2.2 Move II: Reporting Results

Yang & Allison (2003) pointed out that move II is used to present the results of the studies, the main textual features than often signals this move are 'reporting verbs' and 'past tense'. The move is often made through the presentation of examples, numerical values, graphs, tables, or observations as well as comments on the expectedness and unexpectedness of outcomes. Rasmeenin (2006: 1) as cited in Nodoushan (2011: 113) adds that this is commonly known as data commentary. Move II presents a brief, general statement of the results of the research, which may be presented in order of strength: the stronger results will be dealt with first, followed by the weaker results (Mirahayuni, 2002). The linguistic realizations of this move include lexical items, such as *results (of analysis), findings,* and reporting verbs such

as *show, indicate, reveal, find/found* and *reveal,* in combination with choice of tense (Wirada & Amnuai, 2013: 4).

2. 3.2.3 Move III: Summarizing Results

This move provides a brief account of the main points from the perspective of the overall study (Yang & Allison, 2003; and Nodoushan, 2011).

2. 3.2.4 Move IV: Commenting on Results

This move purposes as providing subjective judgments about studies' results, interpreting their findings, and comparing their studies with the literature (Nodoushan, 2011: 114) The move very often draws on one or a combination of these four steps: (1) step A: Interpreting results, (2) step B: Comparing/Contrasting results with literature, (3) step C: Accounting for results, and (4) Step D: Evaluating results.

2. 3.2.5 Move V: Summarizing the Study

Here provide a summary of the whole study but not just a summary of the results as in move III. To this end, they often use such lexico grammatical signals as the present perfect tense together with such words as 'study' and 'research' (Rasmeenin, 2006 as cited in Nodoushan, 2011: 114). This move is very often found at the end of discussions.

2. 3.2.6 Move VI: Evaluating the Study

Move six is often made by authors to judge their studies in term of its significance, limitations, delimitations, innovation, strengths, and weaknesses. Like move 4, this move, too, often draws on one or a combination of steps: (1) step A: Indicating limitations, (2) step B: Indicating significance/advantage, and/or (3) step C: Evaluating methodology. Sheldon (2013) quoted to this end, authors often use 'positive' verbs to signal what their studies 'expand on' or 'add to' the literature, 'gain' new things, 'contribute' to the existing body of knowledge, 'are confined to' certain bounds, are 'only a means' to an end, 'do not claim being exhaustive', etc

2. 3.2.7 Move VII: Deductions from Research

In this move make suggestions concerning areas for further research or solutions to certain problems. They may as well provide implications for teaching. The move is quite often made in one or a combination of steps: (1) step A: Making suggestions, (2) step B: Recommending further research, and/or (3) step C: Drawing pedagogic implications. Move VII presents the claims about the generality of some or all of the reported results, which is inferred or concluded from the line of argumentation in the previous part of the text (Nodoushan, 2013). Move VII presents the main points of the study results, and as such, it is characterized with more abstract language and explicit lexical choices, such as *conclusion, to conclude* (Khalili, 2015: 88).

2.4 Research Journal Article

Research journal article is a means of step that is used to collect and analyze information to enlarge our understanding of subject or matter (Cresswell, 2008:3). In research journal articles, the information should be presented in organized format. As added by Swales & Feak (1994: 173) that research journal articles consist of Title; Abstract; Introduction; Method; Results; Discussion; acknowledgment; References. In other words research journal articles consist of parts that should not be ignored.

Furthermore, Swales (1990) stated "A research articles have a dynamic relationship with all other public research-process genres, such as abstracts, theses and dissertations, presentations, grant proposals, books, monographs, and RAs play the most central role". In other words, apart from this crucial function, Research journal article gives special attention because of their significant quantity.

Research journal article is one effective media which are academician and scientist converse with each other and enhance their credibility. Therefore, capability in understanding and composing this genre and other similar genres is essential to professional success.

Safnil (2010: 115) points out that one of the most important classes of communicative events in the academic or scientific community is research articles published in scientific journals. Swales (1990: 99) suggests that

"researchers must socialize their research findings because a research project is not yet completed until the results are made available to the large research community and the most effective way to do this is through publication. Also, publication is considered by many as the major route to possession, promotion and research grants". Further, Gilbert (1976) suggests that "RAs have been used for a very long time to report a piece of research as well as to persuade readers that the research is worth reading".

2.5   Relevant studies

As mentioned in the previous chapter, a number of relevant studies have already been conducted by number of researchers such as Samraj (2002), Zhang and Hu (2010), Lakic (2010), Hopkin and Dudley-evans (1988), Holmes (1997), Yang and Allison (2003), B. Kanoksilapatham (2005). Samraj (2002) identified the wildfire behavior and conservation biology introduction using swales (1990) CARS model. Zhang and Hu (2010), examines research article introductions across languages, with the aim to explore different rhetorical structures and linguistic features in Chinese and English medical research article introductions (RAIs), the corpus for this study consists of forty research article introductions selected from Chinese and English academic medical journals. Swales' CARS model is employed for the

analysis. Lakic (2010) was used swales CARS model (1990) in research article (RA) introductions in economics.

Furthermore on Discussion part, Hopkin and Dudley-evans (1988) identified 11 moves for the description of the discussion section natural science articles. Holmes (1997) analyzed 30 social science RAs, each from the disciplines of history, political science, and sociology. Yang and Allison (2003) examined how research articles reporting empirical investigations in applied linguistic proceed from first presenting result to offering final conclusions or some other form of closure. B. Kanoksilapatham (2005) discussed rhetorical organization of biochemistry research articles. Nodoushan (2011) was identified the moves that are considered obligatory, conventional, or optional by Iranian MA graduates, his study aimed at finding the probable differences between the move structure of Iranian MA graduates' thesis discussion subgenres and those of their non-Iranian counterparts. Wirada Amnuai & Anchalee Wannaruk investigates the rhetorical move structure of English applied linguistic research article discussions published in Thai and international journals; two corpora comprising of 30 Thai Discussions and 30 international Discussions. They reveal that the marked differences of the two corpora were in the step employment. The findings obtained in their study are useful particularly for novice non-native writers by facilitating them to better understand the

rhetorical structure of research article Discussions in the different publication contexts and provide second language teachers with insight into effective instructional strategies to help EFL/ESL learners acquire pragmatic knowledge of the rhetorical structure of research article Discussions. These phenomena indicate that Research Articles-oriented- research plays an important role in fostering the scholar's professional standing and communication of academic discourse and a well-established construction of writing.

2.6   Conclusion

This chapter has provided a theoretical background of the study including a detail description of the rhetorical moves. It has been demonstrated that the distinctiveness of each theory reviewed, aspect of that theories emphasized in this study are interrelated and complementary. In addition, it has also been argued that each area of the two theories is relevant to the present study particularly in writing research journal articles.