Humanities Dissertation Abstracts in Indonesian and English Universities: A Comparative Move Analysis

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ABSTRACT

Recent years have seen a surge in exploring rhetorical moves and linguistic features in a wide range of academic texts. However, little attention has been paid to a comparative analysis of doctoral theses from different countries. This study aims to uncover the rhetorical organization and linguistic characteristics of dissertation abstracts from higher education institutions in two different cultural backgrounds. Dissertation abstracts in the fields of humanities, including linguistics, literature, and law, were examined from a total of four top-ranked universities in England and Indonesia, using Hyland's (2000) model as the analytical framework. In terms of rhetorical organization, the findings revealed that the Introduction – Purpose – Method – Product move pattern was the most common in the abstracts of both groups of corpus data. A notable difference was found in the writing of the Product (Move 4), which was used exclusively in the English data group to outline research findings per chapter. As for linguistic features, the Indonesian data differed from the English counterparts mainly in their use of Relational Verbs, while both data sets were similar in their use of verb tenses, voice, and modality preferences. In conclusion, regardless of distinct cultural and academic settings, no substantial differences were found between the dissertation abstracts of the four universities under investigation. Further comparative research on this topic with different data sets and potential pedagogical implications is suggested.

Keywords: Academic writing; dissertation abstract; linguistic features; move analysis

INTRODUCTION

The field of humanities encompasses subjects such as language, literature, arts, and law, which are all related to how people think and behave in society. Studying humanities allows students to grapple with complex moral issues and gain an understanding of human cognition (Greenberg, 2017). Additionally, humanities provide opportunities to learn about different cultures, exposing students to diverse ways of thinking, questioning, and analyzing. Language study, as a part of the humanities, not only helps students learn a new language but also understand its associated culture, including how ideas are conveyed in that language (Salzmann, Stanlaw, & Adachi, 2014).

As a tool for disseminating ideas, academic writing plays a crucial role in disseminating ideas and is considered a significant aspect of genre analysis (Al-khasawneh, 2017). Writing is also a requirement for students pursuing bachelor, master, or doctoral degrees, and student theses have become a popular genre for genre analysis. Doctoral theses, in particular, are expected to present original ideas following the writing conventions of a specific disciplinary community to gain acceptance and recognition for new knowledge in the academic discourse (El-dakhs, 2018).

Abstracts, as part of research articles and student theses, have gained significance in genre analysis. Abstracts are considered pivotal in academic discourse as they are intended to convey the information of the original piece of writing to the academic readership within a limited length

(Krajňáková, 2015; Kurniawan, Lubis, Suherdi & Danuwijaya, 2019). They are also considered a type of text or independent discourse that serves as a representation, distillation, crystallization, or summary of the associated text, designed to achieve specific communicative purposes (Hyland, 2000; Swales & Feak, 2009). To analyze the conveyance of ideas in abstracts, move analysis is often used as a suitable tool.

Move analysis, derived from genre analysis, is a top-down approach that has gained attention from researchers and educators to investigate the rhetorical moves in academic writing. It originated in the field of English for Specific Purposes (ESP) and has remained prominent for the past three decades (Bhatia, Kong & Fage-butler, 2015). This framework suggests two elements: moves and steps. A 'move' is an element that has a specific target within the text and is divided into smaller elements called steps that realize the move (Connor, Upton, & Kanoksilapatham, 2007).

Numerous studies have conducted comparative analyses of rhetorical structures in abstracts (see Lubis & Kurniawan, 2020 for a comprehensive literature review). These studies have used different perspectives, such as comparing works from different disciplines, comparing language use, comparing works by different authors, and comparing abstracts published in different outlets (Afshar, Doosti, & Movassagh, 2018; Bhatti et al., 2019; Behnam & Golpour, 2014; Pasavoravate, 2011; Ren & Li, 2011; Kurniawan et al., 2019). Comparative studies of abstracts are rapidly growing in the current literature (Kaya & Yagiz, 2020).

The comparison of rhetorical patterns in scientific articles, especially abstracts, written by native English speakers and non-native speakers has been of empirical interest for some time. One of the seminal works in this area was by Kaplan (1966), who studied the variation in rhetorical patterns of thought between cultures in the field of English for Specific Purposes (ESP). Kaplan found that foreign students studying in English-speaking countries often received feedback from their instructors, such as "lack of organization" or "the explanation is out of focus" even though they already mastered the syntactic structure of the English language.

The studies mentioned in the passage have focused on analyzing the rhetorical structures of academic writing, specifically abstracts, from a cross-cultural perspective. These studies have compared the writing of English-speaking writers with that of international writers, particularly in the fields of TESOL, Applied Linguistics, and humanities. For example, Li (2011) compared abstracts written by Chinese scholars and American counterparts in four different journals, and found that the Introduction move (M1) was the least frequent in both sets of abstracts. Pasavoravate (2011) investigated the rhetorical moves in master's theses and dissertations of Thai and English students, and found that while the structure employed by students in Thailand and England were similar in moves, the steps used were different, with Thai students tending to omit the Introduction move (M1). Chalak and Norouzi (2013) analyzed the move structure and verb tense in the abstracts of native and non-native speakers of English academic writers, and found that both groups used the Purpose (M2), Method (M3), and Result (M4) moves more frequently, with the Conclusion move (M5) occupying fourth place in both Iranian and American data sets. Similar studies were conducted by Thi, Loan, and Pramoolsook (2016) from Vietnam and Ebadi, Salman, Nguyen, and Weisi (2019) from Iraq, both of which compared thesis abstracts of local students to international counterparts in their respective disciplines, and found similarities and differences in the use of moves.

The passage also mentions a recent study by Putri, Kurniawan, Gunawan, and Lubis (2021) that compared thesis and dissertation abstracts from lecturers graduating from local versus

overseas universities, and found that Move 4 (Results) was the most manifested move in all abstracts.

The research gap identified in the passage is the need for a study specifically contrasting Indonesian authors versus British authors in fields of study under humanities, as the recent comparative studies have focused on different countries and limited fields of study. The passage highlights the empirical importance of conducting such a study to further understand the cross-cultural differences in rhetorical structures of academic writing in the humanities field.

METHODS

DESIGN

The present study utilized a descriptive comparative qualitative approach with simple quantification. Qualitative research is a method used to analyze data from naturally occurring phenomena, with a focus on words and specific situations. It relies on human interpretation and evaluation of the meaning of words, the development of concepts, and the interrelationships between them (Flick, 2013). In this study, qualitative methods were employed to analyze the data collected, with an emphasis on understanding the rhetorical structures of academic writing in the humanities field as used by Indonesian and British authors. The approach used in the study allowed for a detailed examination of the phenomenon under investigation, capturing the nuances and complexities of the rhetorical structures employed by the authors in their writing. Additionally, simple quantification techniques were employed to provide some quantitative data to support the qualitative findings, adding a quantitative dimension to the study. Overall, the descriptive comparative qualitative approach with simple quantification used in the present study allowed for a comprehensive analysis of the research phenomenon, providing insights into the similarities and differences in the rhetorical structures of academic writing in the humanities field between Indonesian and British authors.

THE CORPUS

A collection of abstracts written in English were randomly selected from doctoral theses in the field of Linguistics, Literature, and Law that were approved between 2014 and 2019 in highly ranked universities in Indonesia and England. The universities ranking published by *Menristekdikti* (The Ministry of Research, Technology, and Higher Education of Indonesia) and QS World University in 2019 was used as the guideline in choosing the institutions. Therefore, four universities were chosen for this study: *Universitas Gadjah Mada, Universitas Indonesia*, University of Oxford, and the University of Cambridge. Aside from their high rank in each country, the existence of the three majors to be studied was also taken into consideration in choosing the four universities. Table 2 summarizes the information regarding the data set.

TABLE 1. Data set

Affiliation	Subject	Publication year	Number of abstracts
Universitas Gadjah Mada	Linguistics		10
	Literature		10
	Law		10
Universitas Indonesia	Linguistics		10
	Literature		10
	Law	2014 - 2019	10
University of Oxford	Linguistics		10
	Literature		10
	Law		10
University of Cambridge	Linguistics		10
	Literature		10
	Law		10
Total			120

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The data for this study were collected by accessing the repositories of the four target universities. The abstracts of doctoral theses in the fields of Linguistics, Literature, and Law were copied and pasted into separate text documents for further analysis. A total of 120 abstracts were randomly selected from the repositories for this study. This sample size was considered sufficient to represent the consistency of the general pattern of dissertation abstracts in the two cultural settings, following the approach of Cavalieri and Preite (2017). The use of a random sampling method and an adequate sample size helps ensure that the findings of the study are statistically valid and reliable, and that they can be generalized to the broader population of doctoral theses in the chosen fields from the selected universities in Indonesia and England.

ANALYTICAL FRAMEWORK

The present study principally adopted Hyland's (2000) suggested schema of abstracts to investigate the rhetorical moves of the collected abstracts. The schema constitutes five moves and thirteen steps as presented in Table 2.

TABLE 2. Hyland's (2000) model of rhetorical moves

Move	Function	Step	Label
Introduction (I)	Establishes the context of the paper and motives the research or discussion	1	Arguing for topic significance or prominences
		2	Making topic generalizations: what is currently known
		3	Defining the key term(s)
		4	Identifying the gap
Purpose (P)	Indicates purpose, thesis or hypothesis, outlines the intention behind the paper.	5	Stating general and/or specific purpose of the research including the hypothesis
Method (M)	Provides information on design, procedures, assumptions, approach, data, etc.	6	Describing participants
		7	Describing instrument(s)
		8	Describing procedure and context
Product (Pr)	States main findings or results, the argument, or what was accomplished.	9	Describing the main specific findings of the research
Conclusion (C)	Interprets or extends results beyond scope of the paper, draws inferences, points to applications or wider implications.	10	Deducing conclusions from results by commenting on or interpreting the results, or deducing claims from the results
		11	Evaluating the significance or contribution of the research
		12	Stating limitation
		13	Presenting recommendations or implications

The decision to use this model for analyzing the abstracts is supported by its more comprehensive definition of Move 5, which includes both the discussion and recommendation/implication aspects, in contrast to Santos' (1996) model which focuses only on the discussion of results, and Swales' (1990) model which combines the introduction and purpose moves. Additionally, this model has been previously tested on a large sample of 800 abstracts from various disciplines, which indicates its reliability in identifying generic patterns (Hyland, 2000).

In this study, the nature of each move in the analyzed data group is presented based on the approach of Kanoksilapatham (2005). Moves are considered optional if they appear in less than 66% of the abstracts, conventional if they appear in 66%-99% of the abstracts, and obligatory if they appear in 100% of the abstracts. This approach provides a systematic and standardized method for determining the frequency and conventionality of moves in the abstracts, which adds rigor to the analysis and interpretation of the findings

DATA ANALYSIS

The software AntMover (Anthony, 2003) was used as a tool for macro analysis in this study. To begin the analysis, all collected abstracts were converted into plain text files (.txt format) using Notepad, as this was the required format for AntMover. The software automatically segmented the text into sentences and labeled each sentence with a number corresponding to the step number of the Move being analyzed. However, considering that the accuracy level of the software was around 70%, the results were rechecked and corrected for accuracy.

After the revision, the data were saved and compiled into a Microsoft Office Excel file for further analysis. Move-step analysis was conducted to determine the occurrences of moves and

steps in the abstracts. Once the move-step analysis was completed, a language feature analysis was performed to identify the realizations of tense, voice, modality, and verbal system. This analysis was done manually by labeling the verbs, voice, and modality used in each sentence, in order to gain insights into the linguistic features of the abstracts being analyzed. This approach allows for a comprehensive examination of the language used in the abstracts, providing valuable information for the study's findings and interpretation.

RESULTS AND DISCUSSION

The present study revealed that there are a total of 1,487 moves and steps realized in the 120 doctoral thesis abstracts from both groups. This general finding is detailed in Table 3.

TABLE 3. General Findings of Moves and Steps

English Data	Indonesian Data
732 moves and steps	755 moves and steps

The analysis of the data revealed that there were variations in the realization of moves and steps across the data groups. Significant differences were found, particularly in the occurrences of M2 – Purpose and M3 – Method. However, the Product move emerged as the most dominant move in both groups. This finding suggests that while there were some differences in how the abstracts in the two cultural settings addressed the purpose and method of the study, both groups tended to emphasize the presentation of the research product or outcomes in their abstracts. Further analysis and interpretation of these findings may shed light on the rhetorical strategies employed in the abstracts and provide insights into the cultural and disciplinary influences on abstract writing in the fields of Linguistics, Literature, and Law.

REALIZATION OF MOVES

The findings of this study indicate that all five moves (Introduction, Purpose, Method, Product, and Conclusion) were present in the analyzed data, but with varying prevalence. M4 – Product emerged as the most dominant move, appearing with the highest frequency in all the data. On the other hand, M5 – Conclusion was the least frequent move compared to the other four moves. The remaining three moves (Introduction, Purpose, and Method) occurred with varying frequencies across the data. These findings are visually presented in Figure 1, which provides a graphical representation of the prevalence of each move in the analyzed abstracts.
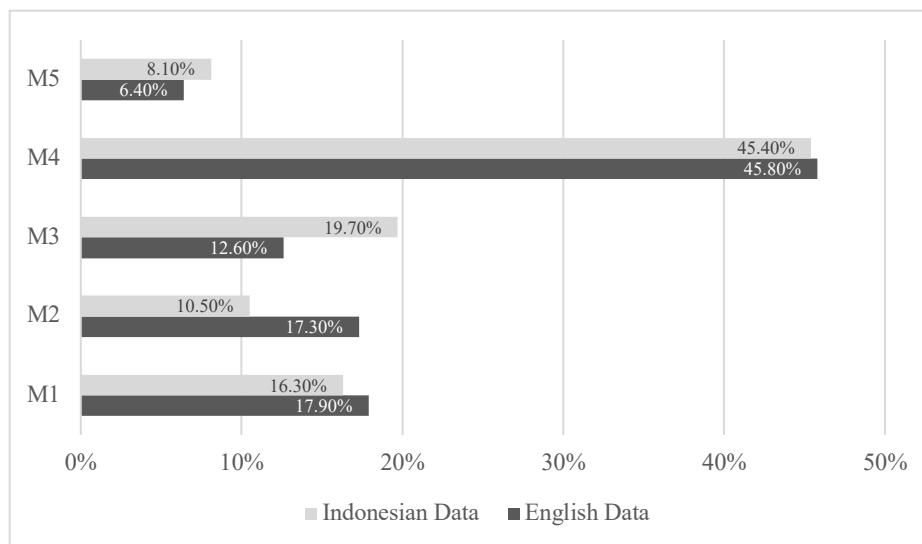
FIGURE 1. Moves Occurrences in Doctoral Thesis Abstracts

As the move with the highest number of occurrences, there is a very slight difference (0.60%) between the frequency of M4 in the Indonesian and English data. In other words, out of a total of 1,487 sentences, this move was employed in 678 sentences, which accounts for more than 45% of the data. This means that, on average, each abstract has about 5 sentences to present the research findings. This finding contrasts with Ren and Li's (2011) argument that the results of a study are only briefly explained in the abstract. In fact, as suggested by El-dakhs (2018), a move that occupies more than two-fifths of the total data should not be described as "brief". It is also safe to say that despite different cultural settings, dissertation authors appear to be relatively aware of the significance of presenting the research findings as clearly as possible within the limited space of abstracts.

This study has also identified variations in the use of M4. This move is usually employed to deliver the findings or results of the studies in Indonesian abstracts. However, the data from the English group also utilized this move for a different purpose. In addition to conveying the results of a study, M4 was also used to describe the outline of the research findings, which are usually divided into several chapters in the English data group. The two functions of M4 are represented in the following excerpts.

Example 1
The findings show that classifications of *dolanan* songs and their underlying linguistic constructions reveal certain elements of knowledge in the Javanese community. (Abstract 3, *Universitas Gadjah Mada*).

Example 2
Chapter 3 discusses the Finnish second - position clitics - hAn and - pA as well as an array of Japanese sentence - final particles, showing that their pragmatic contribution is best understood through notions relating to discourse participants, and that this implies the presence of a speech act - related layer above the CP. (Abstract 7, University of Cambridge).

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> **Example 3**
> **It is concluded** that the hierarchy should not be taken as a merely descriptive generalization, but rather as an analysis that is predictable on the basis of the conceptual and logical reality of human language. (Abstract 5, University of Oxford).

Example 3 is identified as M5 – Conclusion, as signaled by the phrase "is concluded". In this move, the results of the study are interpreted and may also be extended beyond the scope of the paper to draw wider inferences or implications.

On the other hand, there is a significant contrast in the realization of M2 – Purpose and M3 – Method. The English data utilize M2 more frequently than the Indonesian data, with a disparity of 6.9%. In contrast, the abstracts from Indonesian institutions employ M3 more frequently compared to the English data group. This finding confirms the results of Pasavoravate's (2011) study from Thailand, which found that local students' abstracts tend to emphasize the Method move (M3) more than English students. Regarding M1 – Introduction, no considerable frequency gap was found between both groups of data. Examples 4, 5, and 6 illustrate these moves.

> **Example 4**
> Regarding to this phenomenon, **the research aims** to reconstruct Indonesian educational concepts delivered by the six presidents of Indonesia in their presidential speeches. (Abstract 5, *Universitas Indonesia*, M2).
>
> **Example 5**
> **This project uses corpus linguistics and geo-statistics** to test the sociolinguistic typological theory put forward by Peter Trudgill on the history of Norwegian. (Abstract 4, University of Cambridge, M3).
>
> **Example 6**
> **Voicing the Supernatural in Anglo-Saxon England' is** a study of the representation of supernatural voices in Anglo-Saxon literature, with a special emphasis on Old English poetry. (Abstract 19, University of Oxford, M1).

Examples 4, 5, and 6 are identified as M2 – Purpose, M3 – Method, and M1 – Introduction, as indicated by the words in bold. While the purpose move has an obvious signal word, which is 'aim' as presented in Example 4, Examples 5 and 6 were classified as the method and introduction moves by looking at the meaning of the sentences first. Example 5 presents information regarding the research frameworks used in the study (i.e., corpus linguistics and geo-statistics), thus it is

classified as the Method move. As for Example 6, it is categorized as the Introduction move since it seems to define the key term of the research topic.

To recapitulate, from the standpoint of move structure, both sets of data, i.e., the corpora of abstracts produced by Indonesian and English writers, embody all moves from Introduction to Conclusion, indicative of the writers' awareness of the status of the abstract as the miniature of a research article whose structure starts from Introduction to Conclusion. This finding is certainly not novel as the same pattern has been reported in numerous research results (inter alia Amnuai, 2019; Fauzan, et al., 2019; Kaya & Yagiz, 2020; Kurniawan, et al., 2019; Li, 2020). Of the five moves, move 4, Products, emerged as the most dominant in both corpora, indicating the writers' knowledge of the utmost significance of presenting results in a research abstract. This finding confirms the findings of previous researchers (e.g., Amnuai, 2019; Ngai, Singh & Koon, 2018; Li & Pramoolsook, 2015). The corpora did exhibit differences, especially in the realization of M2 (Purpose) and M3 (Method). Again, this contrast is not peculiar to the context of the present research as similar results have been reported in previous contrastive research (see Kaya & Yagiz, 2020; Li, 2020; Vathanalaoha & Tangkiengsirisin, 2018).

REALIZATION OF STEPS

As a further matter, not only did this study reveal the realization of moves, but it also explored the steps as proposed by Hyland (2000). Figure 2 provides a summary of step occurrences in both groups of abstracts, based on the framework proposed by Hyland (2000). The steps for M1 – Introduction, M3 – Method, and M5 – Conclusion were analyzed, as M2 – Purpose and M4 – Products do not have subsequent steps.
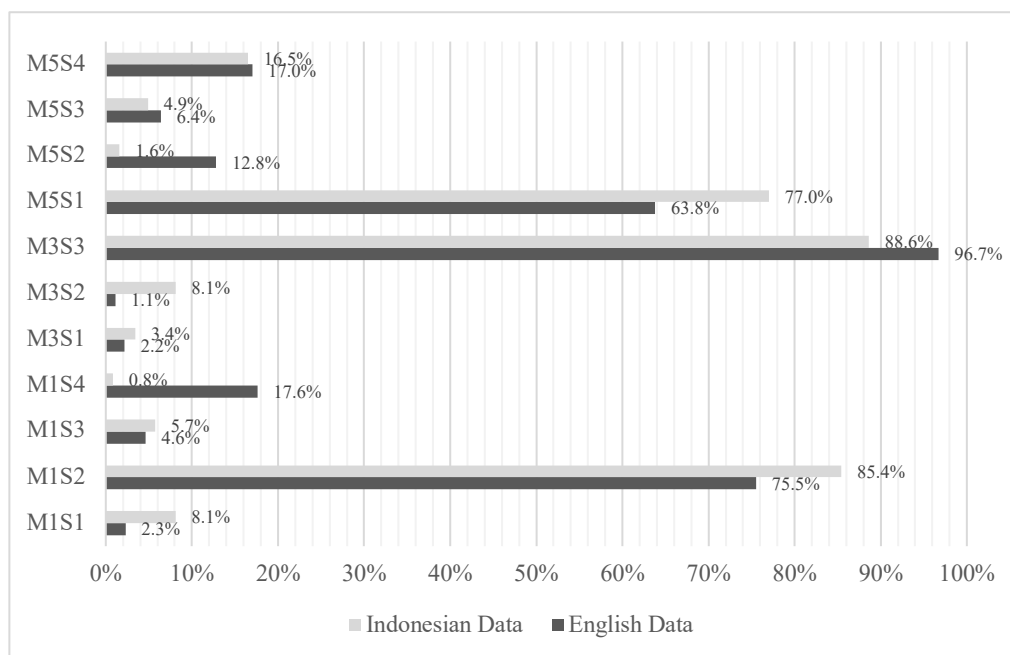

FIGURE 2. Steps Occurrences in Doctoral Thesis Abstracts

Based on Figure 2, the most frequent subsequent steps in each move varied across the data. M1S2 – Making topic generalization, M3S3 – Describing procedure and context, and M5S1 – Deducing conclusions were found to be the most common subsequent steps in their respective moves for both Indonesian and English data.

M1S2 – Making topic generalization, which is the step to inform readers about what is currently known regarding a particular topic, was found to be the most frequently used step in M1 – Introduction in all 120 abstracts. According to Figure 2, this step was realized 105 times in the Indonesian data (85.4%) and 99 times in the English data group (76.2%). This finding suggests that backgrounding, or providing information about the existing knowledge on a topic, is considered important in dissertation abstracts. This finding is in line with El-dakhs' (2018) argument that "the lengthier introductions in thesis abstracts reflect the thesis writers' increased attention to the subcategory of world context" (p. 10). An example of the use of M1S2 in dissertation abstracts is represented as follows:

Example 7
It has been admitted that good translation is a translation effortlessly accessed and understood, nevertheless, good translation is not so easily achieved as this will depend on the translator and the objective of the translation. (Abstract 11, *Universitas Gadjah Mada*).

Example 7 illustrates how the author introduced the topic or context of their study, using a sentence that makes a generalization about translation. This sentence would be classified as M1S2 – Making topic generalization, as it provides information about the general knowledge of translation.

Furthermore, Figure 2 also highlights a significant difference in the realization of M3S3 – Describing procedure and context. This step was found to be dominant among the other two subsequent steps of the Method move, with occurrences not even reaching 10% in both data groups. This suggests that describing the procedure and context of the research methodology used in the study is an important aspect of dissertation abstracts. An example excerpt that demonstrates the realization of this step would further support this finding.

Example 8
For my analysis **I employ Lexical Functional Grammar (LFG)**, a non - derivational framework which is particularly well - suited to account for languages in which grammatical functions are not tied to specific phrase structural positions, due to its parallel architecture. (Abstract 2, University of Oxford).

Indeed, Example 8 illustrates how the author described the analytical framework used in the study, which falls under the Method move. As the sentence does not provide information about the participants or instruments of the research, it is categorized as M3S3 – Describing context and procedure.

It is interesting to note that the step of describing procedure and context (M3S3) appears to be preferred by dissertation abstract writers, as it exceeds 80% in both the Indonesian and English data groups. This suggests that abstract writers tend to prioritize providing information about the research procedure and context over describing participants or instruments, possibly because many research topics in the selected disciplines do not require specific participants or instruments. This finding is consistent with Khansari (2018), who also found that the procedure step is the most frequently realized step in applied linguistics research articles, despite using different frameworks.

Furthermore, the subsequent step of deducing conclusions (M5S1) was found to be more common in the Indonesian data group, occurring 47 times in Indonesian abstracts compared to only 30 times in English counterparts, creating a gap of around 13%. An example of M5S1 - Deducing conclusions is presented in the following example.

Example 9
Based on the research findings, it **can be concluded** that the frequency of nouns referring to women and the recurrent patterns of the noun co-occurring with other words are the way that language naturalizes the concept of women. (Abstract 9, *Universitas Indonesia*).

Example 9 indeed illustrates a realization of M5S1, where the conclusions or interpretations of the research findings are offered. The use of the word 'conclude' in Example 9 signals the deduction of conclusions, and this step typically comes after presenting general findings and towards the end of the abstract.

Based on the step-level analysis, it is evident that all writers incorporated almost all steps subsumed under each move, with three steps being equally dominant across the data: M1S2 (making topic generalization), M3S3 (describing procedure and context), and M5S1 (deducing conclusions). Interestingly, the same findings were also identified in Kurniawan and Sabila's research (2021). These three steps may represent the most vital steps in a research abstract, without which an abstract may be considered unacceptable.

MOVE SALIENCE

After the frequency of each move and step, this study also presents the findings regarding the nature of each move in the analyzed data group. Following Kanoksilapatham (2005), the moves are considered optional if they appear in less than 66% of the abstracts, conventional if the appearances are 66%-99%, and obligatory only if they reach 100% of appearances. Table 4 illustrates the number of abstracts that have the moves and steps realized. Each subject in each data group consists of 20 abstracts.

TABLE 4. Move salience

Move	English Data			Indonesian Data			Step	English Data			Indonesian Data		
	Ling.	Lit.	Law	Ling.	Lit.	Law		Ling.	Lit.	Law	Ling.	Lit.	Law
1	85%	70%	85%	60%	60%	65%	1	10%	0%	0%	15%	10%	10%
							2	60%	40%	55%	30%	55%	65%
							3	15%	15%	0%	10%	15%	5%
							4	35%	30%	0%	5%	0%	0%
2	95%	**100%**	85%	95%	90%	90%		N/A					
3	90%	60%	30%	**100%**	75%	80%	1	10%	0%	0%	10%	0%	10%
							2	5%	0%	0%	25%	5%	10%
							3	90%	55%	30%	**100%**	70%	70%
4	**100%**	90%	85%	95%	**100%**	70%		N/A					
5	65%	35%	35%	55%	20%	60%	1	35%	20%	20%	35%	10%	40%

2	10%	10%	5%	5%	0%	0%
3	0%	5%	5%	10%	0%	0%
4	35%	5%	0%	5%	0%	20%

The findings of this study, as presented in Table 4, indicate that there is a variation in the status of each move across subjects and between the origin of affiliations. Move M1 (Introduction) was found to be conventional in the English data group and optional in the Indonesian data group. On the other hand, Move M5 (Conclusion) was found to be optional in both data groups, which contrasts with the findings of Thi, Loan, and Pramoolsook (2016) who found M5 to be a conventional move in TESOL graduate thesis abstracts. However, the finding of the present study is consistent with several previous studies by Ghasempour and Farnia (2017), Nasseri and Nematollahi (2014), and Pasavoravate (2011), which also claimed that M5 is an optional move in abstracts of research articles, magister theses, and doctoral theses in various fields.

The analysis also revealed a variety in the patterns of move realization in the studied abstracts. Both the English and Indonesian data groups generally used a four-move configuration, particularly the Introduction, Purpose, Method, and Product moves, with a slightly different pattern of repetition. Additionally, the Purpose - Method - Product - Conclusion and Purpose - Introduction - Method - Product patterns were also found in both data groups.

In terms of move salience, both the Indonesian and English data groups demonstrated the obligatory status of M4 (Product) in some subdisciplines, indicating that the presentation of products or results is considered essential in research abstracts. This finding is consistent with a previous study by Andika, Safnil, and Harahap (2018) that specifically analyzed data from postgraduate students, as well as other researchers (e.g., Al-khasawneh, 2017; Behnam & Golpour, 2014; Pho, 2008). Interestingly, the two sets of data revealed different levels of move salience for Move 2 and Move 3, suggesting the need for further investigation with more robust data to confirm and elucidate this contrast.

REALIZATION OF LINGUISTIC FEATURES

In terms of linguistic features, the linguistic features of the two data groups, English and Indonesian, did not show significant contrast. The findings of this study revealed that present tense dominated past tense in all moves. The distribution of tense use is illustrated in Table 5.

TABLE 5. Tenses Realization

	English Data		Indonesian Data	
	Present Tense	Past Tense	Present Tense	Past Tense
M1	69%	31%	82%	18%
M2	98%	2%	85%	15%
M3	80%	20%	67%	33%
M4	90%	10%	75%	25%
M5	100%	0%	92%	8%

The findings of this study are in line with Chalak and Norouzi (2013) who found that present tense is the dominant tense used in the Conclusion move, but contrast with their findings regarding M2 which was generally realized in the past tense. This study aligns with Tseng (2011) who also found the common use of present tense in the Introduction, Purpose, and Conclusion

moves in Applied Linguistics research articles. This suggests that different disciplines may have different agreements about the use of verb tenses in abstracts, as noted by Tseng (2011).

Similar to the findings on verb tense, this study also revealed that active voice dominated passive voice in all moves. The use of active voice emphasizes the agents or subjects of the sentence, making it clear who is performing the action (Raimes, 2004). On the other hand, passive voice is used when the authors want to hide the agent of the sentence, either because it is not necessary to identify the agent or because it is unknown (Nelson & Greenbaum, 2021). Although passive voice is less commonly used compared to active voice, it is often used in the Method move. The distribution of grammatical voice preferences for each move is presented in Table 6.

TABLE 6. Voices Realization

	English Data		Indonesian Data	
	Active Voice	Passive Voice	Active Voice	Passive Voice
M1	83%	17%	72.4%	27.6%
M2	97.7%	2.3%	89.9%	10.1%
M3	53.7%	46.3%	59.7%	40.3%
M4	90.5%	9.5%	81.2%	18.8%
M5	87.2%	12.8%	69.8%	30.2%

The dominant use of active voice in dissertation abstracts indicates the importance of presenting both the agent and the action clearly in academic writing. This finding aligns with the notion that writers tend to use active voice to emphasize the agents or subjects of the sentence (Raimes, 2004). It can be concluded that in describing the research methodology used, the process is more important to be highlighted than the agent (Muangsamai, 2018).

Regarding the analysis of modality, this study revealed similarities and differences across the data groups. The English and Indonesian data show similarities in terms of modality types preference, as illustrated in Figure 3.
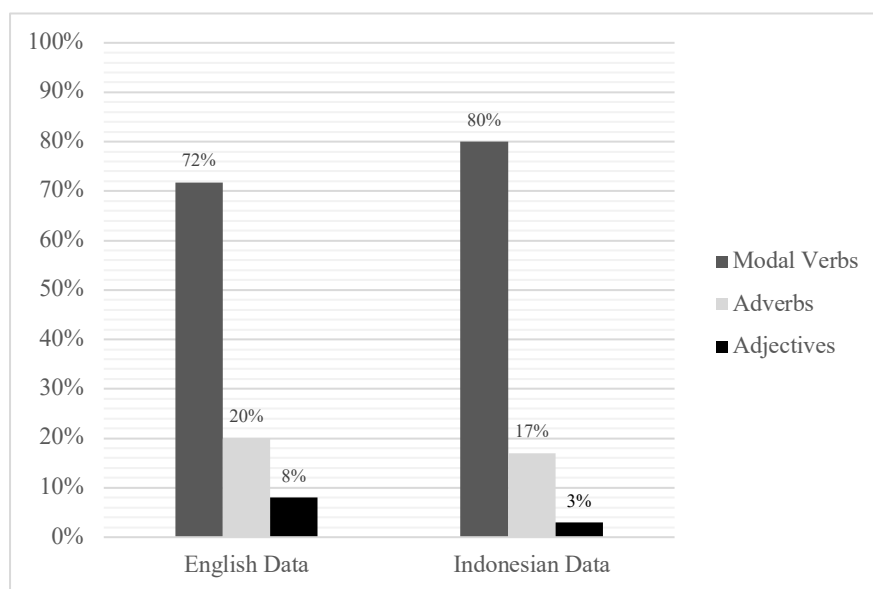

FIGURE 3. Modalities Realization

The high use of modal verbs compared to modal adverbs or adjectives in the abstracts can be attributed to the fact that modal verbs such as 'can', 'will', 'may', and 'would' are more commonly known among people. This finding is consistent with the findings of Hyland and Milton (1997) who reported that modal adverbs are the second most commonly used type of modality in academic writing.

In contrast to the findings on verb tense, grammatical voice, and modality, this study revealed a variation between the two groups of abstracts in terms of verb types preferences. The use of action verbs dominated the other two types in the English data, as illustrated in Figure 4.
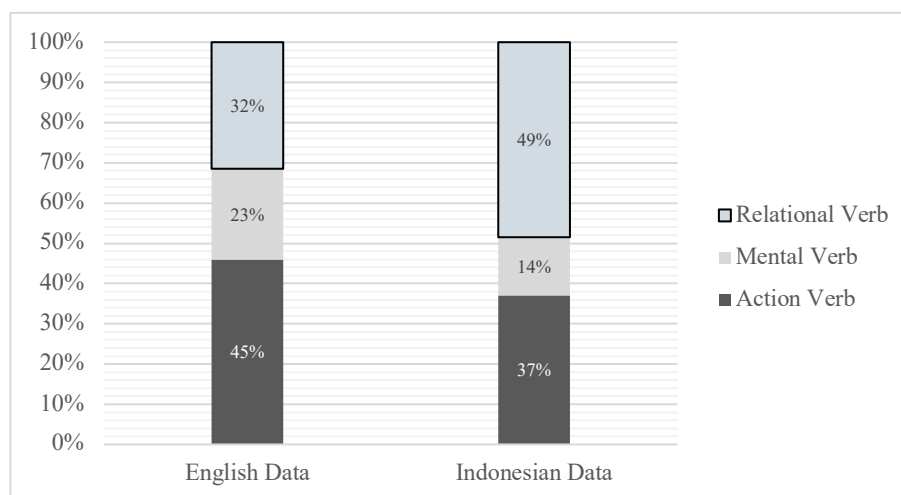

FIGURE 4. Verb Types Realization

The preference for relational verbs in the sentences of abstracts from Indonesian universities, particularly in Move 4 - Product, is in contrast to the predominant use of action verbs in Move 4 in the English data. This finding supports Swales and Feak's (2004) claim that there may be individual preferences for tense variation in different moves.

In summary, both sets of corpora exhibited similar trends in terms of linguistic features, with the pervasive use of present tense, active voice, and modal verbs across all moves. This finding is consistent with studies by Ghasempour and Farnia (2017) and Putri et al. (2021) regarding the use of present tense, Putri et al. (2021) and Pratiwi and Kurniawan (2021) regarding the dominant use of active voice in abstracts, and Pho (2008) and Salager-Meyer (1992) regarding the frequent use of modals in research abstracts.

CONCLUSION

The genre analysis of dissertation abstracts in two distinct cultural and academic settings, namely Indonesian and English institutions, revealed several interesting findings. The rhetorical moves, as proposed by Hyland (2000), were realized differently in the two data groups. M4 – Product was found to be the most dominant move, while M5 – Conclusion was the least exhibited move. This suggests that presenting research findings is considered more pertinent, while giving results interpretation is often optional in abstracts. The four-move configuration of Introduction, Purpose, Method, and Product was the most commonly used pattern across both data groups, with a repeated

manifestation of the Product move. Additionally, M4 was used in the English data group not only to present research results but also to outline findings in the dissertation chapters.

The subsequent steps of the rhetorical moves were also analyzed, and it was found that M1S2 – Making topic generalization and M3S3 – Describing procedure and context were the steps with the highest number of occurrences in both data groups. The dominant use of M1S2 suggests the importance of providing background information in the research abstract to help readers understand the research territory. The prevalence of M3S3 compared to the other steps of the Method move is believed to be contingent upon the disciplines, with linguistics, literature, and law fields requiring fewer mentions of participants and instruments.

In terms of linguistic features, there were no significant differences between English and Indonesian data, except for verb types. English students preferred action verbs, while Indonesian peers used mental verbs the most in their abstracts. The study concluded that despite suggestions of cultural differences in writing behavior (see Li, 2011), no substantial rhetorical and linguistic differences were found between the two data groups.

Having solved all the research problems and achieved the objectives, the study acknowledged that the conclusions were drawn from a limited set of data and cannot be applied universally to all dissertation abstract writings. Further research with larger and more diverse data sets, including various disciplines, should be conducted to obtain more comprehensive conclusions. Implicationally, this study supports the recommendation of using data-driven genre-based pedagogy in teaching academic writing for publication purposes, as suggested by Kurniawan and Lubis (2020).

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