

Move Analysis in Students' Writing

Ika Lusi Kristanti*
STKIP PGRI Jombang
lubay675@gmail.com
**Corresponding Author*

Afi Ni'amah
STKIP PGRI Jombang
afini4095@gmail.com

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Highlights

Most students tend to use two moves pattern to present report text dealt with social phenomena, mainly about animal.

ABSTRACT:

Discourse analysis is one of linguistics branches that concerns in language use. Discourse can be written and spoken. Written discourse can be found in students' writing, especially in writing report text. In term, moves analysis is applied to recognize the rhetorical composition of text. The researchers want to describe the phenomenon deals with the students' moves in writing, especially in report text. Research design used in this research is descriptive qualitative research. The result shows that there were fourteen data that used the two moves patterns. Most students used this pattern to present information about something to the readers. Their texts dealt with social phenomena in people environment, mainly: animal. Actually, students used the first move pattern that was in line with the generic structure of report text, such as: general classification and description. In this term, general classification dealt with the phenomenon. Whereas, description related with two terms, such as: parts and habits or behavior. In sum, there are two students' moves in writing, mainly: general classification and description.

Keywords: written discourse, report text, move, students' writing

Introduction

Discourse analysis is one of linguistics branches that concerns in language use. Johnstone (2018) views that "Discourse analysis is the study of language, in the everyday sense in which most people use the term". In Johnstone's concept, discourse covers how people use language to produce and understand meaningful language employed in communication and how they construct and interpret the message. People also must consider the types of discourse analysis that they used. In term, it can be written and spoken. Paltridge (2012) proposes that "In spoken discourse, content words tend to be spread out over a number of clauses rather than being tightly packed into individual clauses which is more typical of written discourse. In other word, written discourse tends to be structured and more complex than spoken discourse.

Move analysis is one of discourse approach which can be found spoken and written passage. In other words, learning rhetoric means having study on discourse analysis for investigating writer's thought pattern in conveying communicative purposes (Asari, 2018). It is in line with Hyland and Paltridge (2013) proposition that "Moves are the rhetorical steps which writers or speakers routinely use to develop their social purposes". Hyland and Paltridge (2013) views that one important method for analyzing a genre rhetorically is known as move analysis.

First developed by Swales, move analysis identifies text parts that work to carry out distinct rhetorical functions. In term, moves analysis is applied to recognize the rhetorical composition of text. Sequences of moves are often analyzed as well, leading to the identification of common move patterns (Hyland and Paltridge, 2013). Actually some moves introduce certain pattern that people used in writing. It depends on the purposes of text type itself in writing—different text type has different purpose which leads different writing.

Writing is one of language skills that is very important to be mastered by students. Nunan (in Yolanda & Al-Hafizh, 2014) asserts writing is included in mental work of transforming ideas, expressing them, and organizing them into understandable statement for the readers. Writing makes students understand crucial part in writing, such as grammar used in the text, diction, etc. Students must practice writing, mainly: text. Through writing, students can understand some text types well. Besides, writing also challenges students understand English spelling. Better English spelling makes better text because a good text depends on correct spelling.

Writing is one of language skills that is very important to be mastered by students. Nunan (in Yolanda & Al-Hafizh, 2014) asserts writing is included in mental work of transforming ideas, expressing them, and organizing them into understandable statement for the readers. In this case, they examine descriptive text writing of Junior High School students by focusing on the teaching process while this research analyzing the writing product. Writing makes students understand crucial part in writing, such as grammar used in the text, diction, etc. Students must practice writing, mainly: text. Through writing, students can understand some text types well. Besides, writing also challenges students understand English spelling. Better English spelling makes better text because a good text depends on correct spelling.

In writing, students must understand about English text. In term, English text introduces different generic structure in writing. The difference depends on the text types that applied. The text types also determine the function of text. Students must learn some types in English text, such as: report text, descriptive text, procedure text, and so on. Learning English text type is not a simple matter for students because they must understand the generic structure and generic features of the text. Understanding both generic structure and generic features of text can guide them in writing English text.

Report text is viewed as a type of written document that announce the result of an investigation or something to the proper authorities. This text tends to have function to present information about something generally to the readers. This text often describes the way things are with reference to arrange of natural, manmade and environment. The way describing things makes Junior High School students confused in differentiating report text writing and descriptive text writing. This study focuses on report text writing. It deals with social phenomena in people environment, such as mammals, the planet, rocks, plants, countries of region, culture, transportation, etc.

Hanafi (2019) proposes there are some generic structures of report text that states the body of the text consists of:

- a. **General classification** : tells what the phenomenon under discussion is.
- b. **Description** : tells what the phenomena under discussion is, like in terms of parts, qualities, habits or behavior, if living; uses, if non-natural

In writing report text, students need to understand well about the generic structure of report text. Based on Hanafi's explanation above, there are two moves in report text writing. By understanding the generic structure, writing report text can be done easily.

Matters of understanding the generic structure depend on students' experience during class of writing.

Several researchers who have studied in move analysis. The first researcher is Yelland (2011) entitled "A Genre and Move Analysis of Written Feedback in Higher Education". The study has explored the genre analysis of students' written feedback in discourse community. The second researchers are Sabouri and Hashemi (2013) entitled "A Cross-Disciplinary Move Analysis of Research Article Abstracts". This study examines the constituent moves and steps. The third researchers are Maswana, et al. (2015) entitled "Move Analysis of Research Articles Across Five Engineering Fields: What They Share and What They do not". This study focuses on the rhetorical structure of 67 engineering research articles from five sub disciplines. It covers the abstract, introduction, and concluding sections and some of their moves. The fourth researchers are Poeck and Ostman (2017) entitled "Creating Space for 'the Political' in Environmental and Sustainability Education Practice: A Political Move Analysis of Educators' Actions". This study explores the relationship between education and politics in educational environment. Meanwhile, this recent study takes students' writing, mainly: report text as the source of data. It examines students' writing by applying move analysis. This study describes the phenomenon dealt with the students' moves in writing report text. This study does not discuss the process of teaching writing as Yolanda & Al-Hafizh, but mainly about patterns used in writing product of Junior High School students. Nonetheless, this study can be consideration in investigating the impact of teaching writing process.

Method

Research Design

The researchers might determine the research design that was carried out in this study. Research design used in this research was descriptive qualitative research. The researchers wanted to describe the phenomenon dealt with the students' moves in writing report text. In addition, the researchers also took Hyland and Paltridge's (2013) theory by using move analysis to find out move patterns used by eighth grade students in report text writing. Hyland and Paltridge's (2013) theory was used in analyzing the students' writing, especially in finding the moves of each paragraph.

The Source of Data and Data

The researchers took students' writing as the source of data in this study. The researchers chose the students of Eighth Grade which consisted of 15 students. Meanwhile, the data of this study was sentences or paragraph that contained move.

The instrument of the Research

In this study, the researchers took role as the key instruments. The researchers collected the data in a Junior High School through students' writing after teaching learning process. The data was confirmed to the following figure:

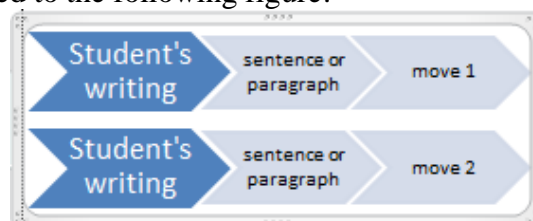


Fig. 1. Move analysis in students' writing

Data Collection Technique

In this study, the researchers took role as the key instruments. The researchers collected the data in a class of Junior High School through students' writing in teaching learning

process. There were three steps of collecting the data of current study. In the first step, the researchers read students' writing for several times. In this step, the researchers tried to comprehend the students' ideas in expressing report text writing. Next, the researchers classified the data relates the sentences which show the moves of report text. This step tried to find out the moves that used by students in their writing. In the last step, the researchers formulated some codes to make easy in determining the move in students' writing. This step helped the researchers to obtain valid data.

Procedure of Data Analysis

After collecting the data, the researchers took the next stage, mainly data analysis. There were three steps done in analyzing the data. The first step in analyzing the data was data reduction. In this step the researchers focused on the raw data into meaningful information. The researchers only concerned to data that contained move in students' writing. In the following step, the researchers organized in the form of narrative, figures, and other forms in finding the result of this study, mainly: students' moves in writing. The researchers also took Hyland et al's theory (2013) to interpret the the result of this study. After presenting the data, the last step was concluding the data. The researchers summarized the finding of this study to answer the research question formulated.

Findings and Discussion

Move analysis was one of discourse approach. Actually some moves introduced certain pattern that people used. It depended on the purposes of text type itself. In this case, students composed report text. Based on data analysis, there were two moves in students' writing, such as: general classification and description. In current analysis, there were fourteen data that used the first move. The first move is general classification. was used to present information about something to the readers, such as: **Bear is mammal and wild animal**. It told about general classification of bear. **Cow is mammal land animal**. It told about general classification of cow. **Monkey is mammal**. It told about general classification of monkey. **Dog is mamal (it should be "mammal")**. It told about general classification of dog. **Rabbit is mamal (it should be "mammal")**. It told about general classification of rabbit. **Buffalo is mamals animal (it should be "mammal")**. It told about general classification of buffalo. **Sheep is mammals animals (it should be "mammal animal")**. It told about general classification of sheep. **Tiger is mamals (it should be "mammal animal")**. It told about general classification of tiger. In brief, the texts dealt with social phenomena in people environment, mainly: animal.

In addition, there were also fourteen data that used the second move. The second move is description. It was used to present information about some terms, such as: parts and habit or behavior. For example: a) The second move told about description of bear, such as: habit and part of the bear. **The bear eats a lot of fresh fish day and night** referred to the habit, while **They have soft fur...** showed part of bear's body. b) the second move told about description of cow, such as: habit and part of the cow's body. **They like eating grass in the morning and afternoon** showed the habit of cow, while **... They have big body...** referred to the cow's part of body. However, **...big body...** did not only refer to cow but also other animals that the student gave extra description such as **Their colour is brown and white**. The phrase big body had also used by the previous student in describing bear. c) the second move told about description of monkey, such as: its habit and part. The monkey's part of body such as **The tail is long...** while its habit was **Monkey usually climbs in the tree...** After mentioning its habit, the student then gave information again about part such **Monkey has short nose and two ears**. Nevertheless, the second move covered habit and part, there was no qualities though it

was correspondingly encompassed in description of living thing. d) the second move told about description of dog, such as: its habit and part. The dog's part of body, such as: **Dog have tail (it should be "has")**... while its habit was **Dog can run fast...** After mentioning its habit, the student then gave information again about part such **Dog has nose short (it should be short nose)**..... Nevertheless, the second move covers habit and part, there was no qualities though it was correspondingly encompassed in description of living thing. e) the second move told about description of rabbit, such as: its habit and part. The rabbit's part of body, such as: **The body is small....** while its habit was **They move by jumping (it should be rabbit moves by jumping)**... After mentioning its habit, the student then gave information again about part, such as: **The eyes is small....** Nevertheless, the second move covered habit and part, there was no qualities though it was correspondingly encompassed in description of living thing. f) the second move told about description of buffalo, such as: its habit and part. The buffalo's part of body, such as: **Buffalo has big body....** while its habit was **Farmer usually use buffalo for plough field (it should be "The farmer, uses, ploughing the field")**... After mentioning its habit, the student then gave information again about part, such: **They have two eyes (it should be "Buffalo has")**..... g) the second move told about description of sheep, such as: its habit and part. The sheep's part of body, such as: **They have four legs (it should be "sheep has")**.... while its habit was **The sheep eats a lot grass (it should be "a lot of grass")**... After mentioning its habit, the student then gave information again about part, such as: **They have cute nose (it should be "Sheep has")**..... h) the second move told about description of tiger, such as: its habit and part. The tiger's part of body, such as **Tiger have two eyes, two ears, four legs (it should be "has")**.... while its habit was **Tiger live in the forest. (it should be "lives")**... Nevertheless, the second move covered habit and part, there was no qualities though it was correspondingly encompassed in description of living thing. Those description that differentiate report text and descriptive text.

Ways to communicate writing in second as well as foreign language have been well-thought and investigated that resulted method, media, and material to teach writing course. Writing course is a matter of how writer exposes topics, provides commitment and consistency, also indicate competence professionally in discipline-approved practices. However, there are some surveys on teaching writing. They show that there are difficulties faced by students in writing. The difficulties are in the process of writing, the mastery of writing components, and self-motivation in writing. Mastering generic structure is one of difficulties in writing components. Thus, eighth grade students were then equipped generic structure of report text in writing report text. The report texts were then analyzed in this study related to the writing components.

Expressing written ideas in foreign language involves some elements, such as: generic structure of the text. Hanafi (2019) proposes that there are some generic structures of report text that states the body of the text consists of: general classification and description. In expressing report text, the students consider both moves to be expressed. By referring to the findings, students tend to used two moves in writing report text. The first move covers general classification. Meanwhile, the second moves covers description. It is in line with Hanafi's theory (2019). The students explore their writing based on the generic structures of report text.

Besides, there are some mistakes in using grammar, like the use of preposition "after" in **After eat, they drink the water** and the form of verb follows. Students should use present participle (V_{ing}). In this term, preposition "after" must be followed V_{ing} , but students use verb in the present form (V_1) in their writing. However, they understand the use of gerund in **They like eating grass in the morning and afternoon**. Even though

they know the practice of gerund, but they do not comprehend the consumption other – *ing* form of verb.

Conclusion

Based on findings, there are two moves in students' writing. The first move is general classification, whereas the second move is description. Those move patterns are applied to present information about social phenomena, mainly about animal. Besides, the findings also show students' mistakes in using grammar as other writing components. Consequently, studies on other writing components need to be examined. The teacher must pay attention to it.

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