

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section presents the findings of move analysis and linguistics realization particularly hedges and boosters. As it was mentioned, there was total 20 abstracts obtained from international journal called Cogent Education. The two corpuses were selected from Volume 7 (2020) and 8 (2021). Both move analysis and linguistics realization are discussed based on the research questions.

1. The Patterns of Moves Occurred in English Abstracts Written by Indonesian and International Writers

This study used Hyland's rhetorical moves model to analyze the data. There are two highlighted points to answer the first research question. The first one is occurrence that showed some dominant moves that appeared in both corpuses. Moves that are found in all of 20 abstracts were Purpose, Method, and Product. The first move Introduction was appeared more frequent in Indonesian writers' abstracts, found in 7 abstracts compared to international writers' that only had it in 5 abstracts. The last move was Conclusion, which appeared in all 10 Indonesian writers' abstracts and 8 in international abstracts.

The second point is the patterns which are related to move ordering. This data is the patterns of abstract moves that are found in two corpora. The detail is presented in table 4.1.

Table 4.1

Patterns of Moves Found in the Abstracts of the Two Corpora.

Patterns	Indonesian Writers	International Writers	Total
I – P – M – Pr – C	6	3	9
P – M – Pr – C	2	5	7
I – P – M – Pr	0	2	2
I – M – P – Pr – C	1	0	1
P – I – M – Pr – C	1	0	1

As shown from table 4.1, five patterns were found in the abstracts from two corpora. Hyland's move model (I – P – M – Pr – C) appeared in both corpora within 6 times in Indonesian writers' abstract and 3 times in international writers' abstract. The following patterns (P – M – Pr – C) also found within 2 times in Indonesian and interestingly 5 times in international writers. The last three patterns were varied because they only appeared in one of the corpora. All of those patterns consisted of P – M – Pr which are the moves that are considered as the most important moves in abstract.

Furthermore, there are some sentences that indicated five moves from both corpora, the first move is Introduction which its function is to establish the context of the paper and motivates the research the examples are presented below.

- a) *“Although moral or character education has been widely documented in early childhood education curriculum...”* (A3)

- b) *School extracurricular activities are an important site for positive youth development...* (B8)

The next one is Purpose, which its function is to indicate aim and outlines the intention behind the paper.

- a) *"The primary aim of the study was to examine the validity of the Indonesian version of the 23-item WhatsApp Social Support Scale..."* (A7)
- b) *"The present study sought to investigate the effect of employing Picture Exchange Communication System..."* (B6)

The next move is Method, which has role in providing information on design, procedures, approach, data analysis, data collection, etc.

- a) *"The data was collected using the OSORS (Online Survey of Reading Strategies), a self-rated online reading ability question, and an English proficiency test..."* (A5)
- b) *"As a single-subject study an experimental A-B design was employed through repeated measurement."* (B6)

The fourth move is Product that states main findings and shows the result, the argument, or what was accomplished.

- a) *"Findings of the study revealed that all three affective variables; self-confidence, speaking anxiety, and motivation, were significant predictors for Indonesian EFL students' WTC..."* (A10)
- b) *"A significant difference was also found between IELTS and TOEFL reading tests in terms of learning objectives."* (B4)

The last move is Conclusion, which its function is to point to applications or wider implications and interprets beyond the scope of the paper.

- a) *“Accounting departments need to provide a more complete structure, better infrastructure, and other necessary technologies to improve online learning, as the pandemic’s duration cannot be predicted.” (A9)*
- b) *“Thus, as the implication of this study considers, the physical learning environment should be improved, and to achieve this, the government should work in conjunction with the school principals, teachers and societies.” (B1)*

2. Similarities And Differences of The Using of Hedges and Boosters in English Abstracts Written by Indonesian and International Writers

To answer the second research question about similarities and differences of hedges and boosters used in both groups, the data had been collected through examining 20 journal abstracts. These data were examined using Hyland’s meta-discourse taxonomy of interactional resources in his interpersonal model. According to findings, there were total 88 items of hedges and boosters from every move in 20 English abstracts examined. The summary of hedges and boosters found are presented in table 4.2.

Table 4.2

Summary of Hedges and Boosters Used in Two Corpora

Moves	Indonesian Writers		International Writers	
	Hedges	Boosters	Hedges	Boosters
Introduction	6	0	8	1
Purpose	2	0	3	0
Method	1	0	2	1
Product	16	8	14	8
Conclusion	8	3	8	0
Total	33	11	35	10

From the table 4.2, the total of hedges and boosters used in the abstracts was quite similar between two groups. Both groups implied hedges and boosters the most in Product and the use of hedges was higher than boosters. In spite of the similarity, there was also difference of using hedges and boosters. As shown in the data, Indonesian writers used boosters one time more than international writers and international writers used hedges two times more than Indonesian writers. Furthermore, the details of item the writers from both groups used is presented in the table below.

Table 4.3

Hedges and Boosters in English Abstracts written by Indonesian Writers

Hedges		
Type/Category	Remarks	Frequency
Modal verb	Can/could	4
	Will	1
	May	2
	Should	2
Lexical verb	Suggest/suggested	4
	Offer	2
	Argue	1
	Conclude	1
	Indicate/indicated	1
	Attempt	1

Adverb	Report/reported	2
	Widely	1
	Primarily	2
	Frequently	1
	Mainly	1
Adjective	Significant	5
	Small	2
Total Hedges		33

Boosters		
Type/Category	Remarks	Frequency
Lexical Verb	Show/showed	2
	Predict/predicted	2
	Confirm/confirmed	1
Adverb	Fundamentally	1
	Necessary (-ly)	2
Adjective	Inevitable	1
	Strong	2
Total Boosters		11

As seen in table 4.3, the total hedges used by Indonesian writers is 33 consist of 17 items hedges while the boosters used is 11 consist of 7 items boosters. Hedges that were commonly used are *can/could*, *suggest/suggested*, and *significant*. The first one was modal verb, *can/could* which often item appeared in Introduction and Conclusion section of abstract. *Suggest/suggested* was also mostly used in Conclusion section because one of the functions of this section is to give suggestion, this might be the reason why this lexical verb used here. The next one was adjective *significant* which appeared in every Product move of the abstracts since it presented the result or findings of the research.

Boosters otherwise, were not used often than hedges. The range was similar, only one or two times used in the abstract. All of the item of boosters appeared in Product section except *necessary(-ly)* that appeared in Conclusion. The use of boosters in Product section is probably to express their certainty about findings in their research. To conclude, hedges tended to be used than boosters in this group and the data showed various items, category, and frequency of hedges and boosters. The next group is international writers, the data will be shown in table 4.4.

Table 4.4

Hedges and Boosters in English Abstracts written by International Writers

Hedges		
Type/Category	Remarks	Frequency
Modal verb	Can/could	3
	May	3
	Should	5
Lexical verb	Suggest/suggested	2
	Offer/offered	2
	Argue/argued	1
	Indicate/indicated	3
	Report/reported	2
	Consider (-ing)	1
Adverb	Widely	1
	Largely	1
	Significantly	1
	Mainly	2
	Relatively	1
Adjective	Significant	4
	Possible	2
	Relative	1
Total Hedges		35

Boosters		
Type/Category	Remarks	Frequency
Lexical Verb	Show/showed	4
	Find/found	2
	Confirm/confirmed	1

Adjective	Demonstrate/demonstrated	1
	Inevitable	1
	Strong(-est)	1
Total Boosters		10

Interestingly, both groups did not have a very significant difference about the frequency and occurrence of hedges and boosters, the use of hedges were still higher than boosters. For this group, the hedges that were mostly used by international writers were modal verb *should*, *may*, *can/could*, lexical verb *indicate/indicated*, and adjective *significant*. *Should*, *may*, and *can/could* were used in variety of moves such as in Introduction, Conclusion, and Method. The lexical verb *indicate/indicated* only appeared in Product so did the adjective *significant*. For boosters, the writers tended to use *show/showed* especially in Product moves. Other items were spread in other moves. In conclusion, the total hedges used by international writers is 36 consist of 18 items hedges while the boosters used is 10 consist of 6 items boosters.

Furthermore, these following sentences are some examples of hedges in modal verb category from both groups.

- a) “*EFL teachers need to be literate in language assessment; this **can** be achieved through training*” (A2)
- b) “*Some universities **could** only provide emergency online learning since they were not ready to conduct proper online learning*”. (A8)

- c) *“The selection of the right method **will** make the learning process more conducive and easier to be understood by the students.” (A4)*
- d) *“... the government **should** work in conjunction with the school principals, teachers and societies.” (B1)*
- e) *“These children like all other children **should** be provided with equal chances for learning and education”. (B6)*
- f) *“... as it **may** negatively impact incentives for student interaction and engagement’. (B9)*

The next category is lexical verb. The lexical verb that was dominantly used by Indonesian writers was *suggested* and international writers used *indicate*. There are some examples of lexical verbs found in both two corpuses.

- a) *“... the study results **suggest** that teachers need ongoing practical training in a range of topics with different priorities...” (A1)*
- b) *“Thus, the study **suggests** that storytelling mediated puppet as a pedagogical approach ...” (A3)*
- c) *“Finally, this study **offers** to the schools and government to emphasize these variables in enhancing students’ creativity...” (A8)*
- d) *“... students **reported** choosing teaching as a career because they want to teach and want to help children...” (B7)*
- e) *“... our findings **indicate** the necessity...” (B9)*
- f) *“... it has been relatively recently **argued** that they extensively vary in socio-cultural background. (B5)*

As for the next category, adverb, there was none of the items that used dominantly. They were sort of appeared only one or two times in the abstracts but they were various. Here are some examples.

- a) *“Students’ low interest in learning Art and Culture is **frequently** found in Indonesia by stigma...”* (A4)
- b) *“The improvement in the students’ perceived OAC was **mainly** caused by asynchronous learning.”* (A9)
- c) *“... that strategy use **significantly** influences several learning approaches in the sample”.* (B3)
- d) *“Learners’ motivation has been **widely** accepted as a key factor...”*
(B2)

The last category found in the use of hedges is adjective. Both corpuses were dominated by item *significant*, this item appeared 9 times and mostly in Product move, similar to lexical verb. The examples of this category are listed below.

- a) *“**Significant** gender differences were discovered in overall, problem-solving, and support strategy usage...”* (A4)
- b) *“...self-confidence, speaking anxiety, and motivation, were **significant** predictors for Indonesian EFL...”* (A10)
- c) *“...despite the **small** effect size values, with the female students scoring better on average than the males...”* (A5)
- d) *“A **significant** difference was also found between IELTS and TOEFL reading tests in terms of learning objectives...”* (B4)

- e) “... was not statistically **significant**.” (B10)
- f) “... it is **possible** to aid the language learning process...” (B1)

In other hand, there are some sentences that applied boosters. Some examples of lexical verb boosters used in the abstracts are mentioned below.

- a) “However, the findings **showed** that target language learners have positive attitudes...” (B1)
- b) “The findings of the study **showed** that WSSC...” (A7)
- c) “Overall strategy use among the females **predicted** online reading abilities and online English proficiency...” (A5)
- d) “The findings of the current study **confirmed** the earlier research on EFL students’...” (A10)
- e) “... it was **found** that the highest parental education level was the strongest predictor of listening and reading comprehension. (B5)

For other categories such as adverbs and adjectives, boosters were rarely seen but they were still found in some abstracts. Here are the sentences that display the using of boosters for these categories.

- a) “Their views **fundamentally** reflect an opinion that human beings are created with differences...” (A6)
- b) “Thus, English language education is not an exception as the need to learn it in today’s world is **inevitable**.” (B6)
- c) “It also reveals a **strong** correlation between entrepreneurship education in the schools...” (A8)

B. Discussion

This section reviews those findings by displaying on some theories connected to each following problem. Thus, the discussion is classified based on the research questions of the study.

1. The Patterns of Moves Occurred in English Abstracts Written by Indonesian and International Writers

As stated in background of study, an abstract has important role to present the points of research. Abstract highlights the point of research from Introduction, Purpose, Method, Product, and Conclusion. Abstract becomes a consideration for readers whether they are going to continue to read a whole paper or no because it helps readers to know the contents immediately. According to Hyland (2000, p. 65) the way writers think that they can powerfully convince the others through different patterns of rhetorical moves is the factor that influence the writers to selectively choose the representation of article for their abstract. Based on this problem, this study focused on the rhetorical moves of abstracts to deliver each move and its function.

Five moves of abstracts by Hyland appeared in both corpuses. A comparison between two groups showed that the frequency of the Purpose, Method, and Product moves was similar, but the difference was in the frequency of the Introduction and Conclusion moves. As mentioned in findings, there were three moves that are found in every abstract, they are Purpose, Method, and Product. This is in line with

previous studies (Ren and Li, 2011; Zhang et. al, 2012; Amnuai, 2019). The high frequency found in the data analysis implies that the writers were aware of the importance of these three moves. They were aware about the importance of indicating purpose or aim and outlines the intention behind a study, providing information on design, procedures, approach, data analysis, data collection, etc, and stating main findings and shows the result, the argument, or what was accomplished. (Hyland, 2000, p. 65). It can be stated that the examined abstracts provided most of the information on the purpose of study, the method used, and the obtained results.

As for Introduction and Conclusion moves, there were slightly difference found about the frequency of these moves. Introduction move were mainly found in Indonesian corpus (7 abstracts) while in international corpus only found half of the abstracts (5 abstracts) as well as Conclusion moves that appeared in all Indonesian corpus (10 abstracts) while in international corpus, it appeared in 8 abstracts. Indonesian writers tended to apply these two moves more than international writers. This result is in contrast with previous study by Amnuai (2019) that found international writers applied these moves more than the writers from nonnative English speaker. By this means that the writers who apply Introduction moves are likely feel the important of establishing the context of the study that motivates the research and defining some terms, objects, and so on. Then the writers

who apply Conclusion move are willing to points to applications or wider implications and interprets beyond the scope of the research. (Hyland, 2000, p. 65). They like to suggest recommendations of further discussions or simply just deducing conclusions from results.

Related to explanation above, the next discussion is about the move patterns. The data showed in Table 4.1 revealed that there was difference found in the move patterns used by both groups. Indonesian corpus was dominated by Hyland's five moves model which is I – P – M – Pr – C, it was proved by 6 times of usage (6 abstracts) meanwhile international group tended to not follow the framework and half of corpus (5 abstracts) choose to use P – M – Pr – C. The rest of patterns appeared occasionally compared to these two particular patterns.

These results indicate that Indonesian writers were likely compatible with the framework as their abstracts followed the ordering of it. This implied that Indonesian writers considered background or context of study was important because Introduction move was found quite a lot. In other hand, international writers tended to exclude Introduction move which according to Amnuai (2019) is “as a sign of inadequate rhetorical knowledge of this genre or perhaps the authors simply do not see any importance in stating this move”.

2. Similarities And Differences of The Using of Hedges and Boosters in English Abstracts Written by Indonesian and International Writers

Using Hyland's taxonomy of interactional resource which "focus on the participants of the interaction and seek to display the writer's persona and a tenor consistent with the norms of the disciplinary community" (Hyland, 2004), the study's second research question investigated whether there is any similarities and differences in the using of hedges and boosters between two corpuses. Through the interactional resource elements, writers are able to distinguish facts from opinions in academic writings (Al-Shujairi, et. al, 2016, p. 385).

The total 20 abstracts from each group were examined and the results revealed there were similarities with slightly differences from both groups. The findings showed that hedges were more frequently used than boosters in the English abstracts written by Indonesian and international writers. It explained that the writers tended to soften their claim towards a statement. The data reported that hedges used 33 times for Indonesian group and 36 times for international group. On the other hand, boosters used 10 times for Indonesian group and 9 times for international groups (see table 4.2).

Although the differences were small in term of frequency, the result still showed some differences in the term of categories and items of hedges and boosters that are appeared in English abstracts. The items found were various, there were some words from the categories that were used to present each move of abstracts for example in the Product moves, the category that tended to be used here was lexical verb such as

report, indicate, conclude, and so on for hedges and *show, confirm, demonstrate*, and so on for boosters.

a. Hedges

As for hedges the analysis revealed that there were variety of it used in English abstracts by both groups. Hedges indicate the writer's decision to withhold complete commitment to a proposition, letting information to be presented as an opinion instead of approved fact (Hyland, 2005). Hedges helps the writers to deliver their statement without being too certain about a claim, leaving a space for doubt. As comparison, Indonesian writers were likely use modal verb *can/could* while international writers used *should* frequently, but beside of these two, there were also another modal verb used in both corpuses.

Hedges used in Indonesian writers' abstracts were similar to international writers' abstracts. The result shows that there was no significant difference. Nevertheless, the items of hedges that were used in both corpuses were various, Meanwhile, the similarities were found in the frequency, categories, and where it appeared the most which was in Product move (see table 4.2). This is consistent with previous studies (Shirzadi, et al, 2017; Tovar, 2019) that also found there was no statistically significant difference of hedges used between two groups.

The using of hedges in the result indicated that the writers wanted to tone down uncertain or potentially risky claims while expressing their point of view (Hyland, 2000). In this case, Indonesian and international writers had attempted to create a tone of caution and indecision or tentativeness by applying hedges in their English abstracts. With no significant difference found, this is probably because Indonesian writers realized that the frequent use of hedges could gain better results for their journal or articles within international community.

b. Boosters

Boosters in other hand, appeared less than hedges in both corpuses. Boosters help writers to express certainty rather than doubt. They strengthen the claim of statement. Salager-Myer (1997) stated that author can demonstrate a great confident in the argument by using boosters. As for this study, both groups also have similar frequency of boosters that appeared in the abstracts. The lexical verb *show* was the highest item used by both groups. It indicated that they “show” their huge confident about their results or findings through this word because it appeared a lot in Product moves.

The analysis revealed that there was no significance different of boosters used in abstracts written by Indonesian and international writers. The difference only found in the category of booster which

was lexical verb that tended to be used more in international corpus meanwhile Indonesian corpus used lexical verb, adverb and adjectives equally. It was different with Abdollahzadeh (2011)'s finding that show boosters were used more frequent in International group but similar to Hu and Cao (2015)'s study that found nonnative English speaker tended to use boosters more frequent than international group with no significance difference. One explanation for this no significance difference is that Indonesian writers might be aware the way to implied boosters preferred by the international community

The using of boosters in the data indicated that the writers were emphasizing what they believe to be correct to win the approval from their readers and certain that their statements shared some common comprehension (Hyland, 2000). Finally, same as hedges, the similarities for boosters also lied on the frequency, categories and occurrence in moves