

Abstracts Analysis on Student's Final Project Using CARS Theory

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ABSTRACT

This research aims to describe the moves and steps of the CARS model contained in the final project of Genre Analysis (GA) of English language education for students in Indonesia. This study aims to describe the moves and steps of the Creating a Research Space (CARS) model that is presented in the English-language students' Genre Analysis (GA) theses of several universities in Indonesia. The model used in this study is the CARS model of Swales which consists of three moves. The research method is qualitative. The data in this study are five abstract scripts of students of the English Language Education study program available in Indonesia. Two abstract scripts were obtained from the document repository of the University of Education Indonesia and three abstracts from the documents of the Islamic University of Indonesia for 2023. The data collection technique used is the library, which is the primary data source for the written source. The data analysis techniques used qualitative descriptive techniques. These results show that the Creating a Research Space (CARS) model developed by Swales can be effectively applied to the analysis of abstract genres in English language student scripts. All moves and steps in the CARS model, ie M-1 (creating analysis fields), M-2 (solving problems in analysis), and M-3 (absorbing problems), can be clearly identified in the abstract scripts studied. From this point of view, the researchers emphasize that applying the CARS model not only helps in abstract structural analysis but also provides a deeper insight into how to compose an informative, coherent, and consistent with academic standards.

Keywords: Abstract, CARS, Genre, Genre Analysis

INTRODUCTION

In the field of academic writing (English for Academic Purposes), final year students wishing to complete and graduate their studies in the Indonesian context must write a final project as one of the requirements. Because the overall description of the final project preparation is contained in the abstract. Abstracts are considered a miniature in writing scientific papers. Abstracts are also defined as research information. In order for the abstract to be more effective, it should not have many words, but represent each part of the research article itself (Martín, 2003) in (Tamela, 2020). The abstract functions to briefly explain the manuscript's contents to the reader. Generally, the abstract is placed at the beginning before the complete description, or after the title (Bochari et al., 2022). Abstracts are valuable for communicating the most important elements of research methods and results. Still, they require the least time and consideration because they are often the final component of a major work. (Drury et al., 2023).

Abstract is considered a genre. Genre comes from the words 'type' and 'class'. Linguistic experts say this term refers to a language style that contains language events. Genre analysis is an area of discourse analysis that studies spoken and written discourse, mainly in non-literary communication, approaching it in terms of genres, that is, "types" or "kinds" of discourse, characterized by regularities in form, content, purpose, and social action (Garzone, 2015). In addition, the concept of genre started to receive scholarly attention and be applied to non-literary texts only in relatively recent times, this notion has a long record in literary and rhetorical analysis dating back to classical times and has traditionally been used to describe and categorize literary and other forms of artistic production (film, music, the visual arts, etc.) (Garzone, 2015).

Thesis is a word that comes from English, namely manuscript. Manuscript, in the short sense, is, for example, compiling. According to the journal, a thesis, for example, writing a report, is mandatory for students to write as part of their research skills in their final academic education requirements. The characteristics of the thesis are for example, (1) the written work is not the result of partial or complete plagiarism, (2) uses standard, good, and

correct Indonesian according to Enhanced Spelling (EYD), and (3) is the result of research on one aspect of people's life which is studied about a phenomenon, theory, or research results that are relevant, or have been carried out previously.

Some previous research on includes Genre Analysis using the CARS model, including a genre analysis of introductions in theses, dissertations, and research articles based on Swales' CARS Model (Choe, 2014), genre analysis of abstracts of English language research articles (Saidi & Talebi, 2021), Swales' CARS model and the research space metaphor: Illustrations with African journals (Adika, 2016), introducing literary critics: The CARS model in the introduction of academic papers in literary criticism (Sánta, 2015), genre analysis of research articles (Suherdi et.al., 2020), application and variation of the Swales' Cars model in applied linguistics article abstracts (Sanchez & Alberto, 2018), analyzing the introduction of mathematics articles with the CARS Model (Atique et.al., 2017), Genre Analysis of English and Chinese legal research article abstracts: Corpus-based approach (Duan & Wei, 2021), genre-based analysis of anbar EFL graduate students' linguistics MA thesis abstracts(Abbas & Hussein, 2022), genre analysis of the introduction of English and Turkish research articles (Kafes, 2018), genre analysis of written discourse academic nursing and ELT(Ghazanfari et.al., 2016), create a research space (CARS) in the introduction to Indonesian undergraduate theses: corpus-based analysis (Dabamona et.al., 2022), genre analysis of the introduction of civil engineering research articles(Manzoor et al., 2020), a genre-based comparative analysis of the structure of rais steps in two different publication contexts (Alharbi, 2021), a corpus-based study of genre-specific discourse: MA thesis abstract. TEFL (Aziz et.al., 2021), genre analysis study of Iranian EFL learners' master's theses with a focus on the introduction(Shirani & Chalak, 2016), the use of appeal in the introduction of research articles in Scopus indexed Indonesian journals (Juansyah & Arsyad, 2023), genre analysis of the introductory section of applied linguistics and chemistry research articles (Afshar et al., 2018), making effective arguments: genre analysis of Islamic journals (Kamal et al., 2022).

In this research the author analyzes using the Creating a Research Space (CARS) Model developed by Swales. This analysis produces new things such as discoveries in the research carried out so that it focuses on the findings that will be researched. The CARS model developed by Swales consists of three steps, namely M-1 (creating a field of analysis), M-2 (defining the problem in analysis), and M-3 (Implementing the problem). Each step has stages. These stages show that every movement has stages. Then, these steps are packaged in a pattern that makes it easier for readers to see the abstract structure being studied. Swales (1990) put forward a model for writing research articles, especially the abstract section, namely the CARS (Create your Research Space) model. John Swales' work has greatly advanced genre-based scholarship, especially since the publication of *Genre Analysis* in which he theorized the concept of genre for research and teaching. The 'movement' realization of a communicative goal, is defined as "a rhetorical unit that performs a coherent communicative function" (Swales, 2004, pp. 228–229) in (Cotos et al., 2015).

Based on the explanation of the problem above, it is deemed necessary to conduct research on the steps and stages of the CARS model contained in the GA of English students' theses at 2 universities in Indonesia, namely the Indonesian Education University and the Indonesian Islamic University. The difference between previous research and this research is that in this research, the author used thesis abstracts of English language education study program students from two universities in Indonesia. I hope that the results of this research can become a reference and source of information that focuses on developing GA thesis writing for further research. To be used as material for thesis writing for English language study program students in general through workshops and other academic activities.

LITERATURE REVIEW

Swales Theory

The theoretical basis is the author's foothold for starting a research. Theory is used as a basis for thinking to provide understanding, explain the explanation and assessment of an object as well as the data collected, as well as as signs that guide and provide direction in

research. The author uses Swales' theory as the theoretical basis for analyzing data in this research. John Swales is a British linguist born in 1983 and is known for his genre analysis, especially regarding its application to the fields of rhetoric, discourse analysis and English for academic purposes. These actions include: determining the field (M1), summarizing previous research (M2), introducing the steps taken (M3), and conveying the objectives of the research being carried out (M4). Then, the four actions in Swales' theory underwent changes, so only three steps were implemented, and this became known as the Creating a Research Space (CARS) model.

Model Creating a Research Space (CARS) from Swales

The following are the tools used to analyze abstract genres in this research, using the following steps:

Model of *Creating Research Spaces* (CARS) Swales (1990)

Moves One Create an analysis field

Steps 1 Declare an analysis center and/or

Steps 2 Make generalizations of topics and/or

Steps 3 Repeating several things from previous research

Moves Two Define the problem in the analysis

Steps 1A Make a statement or

Steps 1B Make an indication of any differences or gaps

Steps 1C Bring up questions or

Steps 1D Continue the habit

Moves Three implementation of the problem

Steps 1A Outline a goal or

Steps 1B Mentions the latest research

Steps 2 Mention important findings

In move 1; creating a field of analysis, the author determines the area of his study by providing an introduction to the reader. This step is divided into three specific steps: stating the center of the analysis and/or generalizing the topic and/or views of previous research. Step 1: Declare the analysis center. "A statement that the research to be reported is part of an established, significant, and continuously developing area or field of research" (Swales 1990:144). This section usually takes the form of a statement in one opening sentence as a link between the research topic you wish to conduct and broader research information. Step 2: Generalize the topic: "States in general terms the current state of knowledge—which includes theories, techniques or conditions for further development" (Swales 1990:146). This is an alternative step, or stage that adds a more neutral statement to steps 1. This steps can take the form of: a statement about the research which is the main idea or statement about the phenomenon. Step 3: Review of previous research. Here, the researcher explains the views of relevant previous research. In this step, researchers involve various templates or references.

In move 2, setting the problem in the analysis, the researcher determines and states the topic of the problem by referring to incomplete information. This step is divided into alternative stages of empathy: making a statement or indicating a difference or gap, raising a question or continuing a habit. Stages are usually marked by the choice of words that state the stage or are accompanied by connecting sentences.

In move 3, apply the problem, the researcher moves from determining the topic to providing validation of the article reported. This first move consists of prayer: steps 1A: create Outline the objectives or steps 1B: Mention the latest research. From both at this move the steps that must be written is steps 1A. Then continue with steps 2: Mentioning important findings. This explains to the reader that a researcher has conducted previous research that is different from the research to be studied.

RESEARCH METHOD

Research methods allow research to be carried out in a planned, scientific, neutral and valuable manner. Research methods are a strategy for collecting data and finding solutions to problems based on facts. Qualitative method is used to collect the in-depth details on a particular topic. This approach assumes a single person represents the group feelings and emotions of a person, which are equally important to interpret and are ignored by the quantitative method. The qualitative data were derived from a class observation. The qualitative data analysis is the process of finding and arranging materials which support the researcher to present what have been told to others (Wahidah, 2018). This approach is usually used by the interpretive. Authors like Tashakkori and Creswell have explained that this approach is used when researchers want to observe or interpret an environment to develop a theory (Rahi, 2017). The approach used in this research is qualitative. Qualitative research is "a research procedure that produces descriptive data in the form of written or oral words of people and observable behavior.". Moleong in (Suminar RP, 2018). Qualitative description has been identified as important and appropriate for research questions focused on discovering the who, what, and where of events or experiences and on gaining insights from informants regarding a poorly understood phenomenon (Kim et al., 2017). The choice of this approach is more of a theoretical analysis that embodies the state of the arts in its discussion.

The data in this research are five abstracts of student's final project in Indonesia's English Education study program. Several criteria were taken for consideration in a study and analyzed. Two thesis abstracts were obtained from the Indonesian Education University repository document and three final project abstracts were obtained from the Indonesian Islamic University dspace document with a duration of 2023.

The steps for abstract analysis can be described as follows:

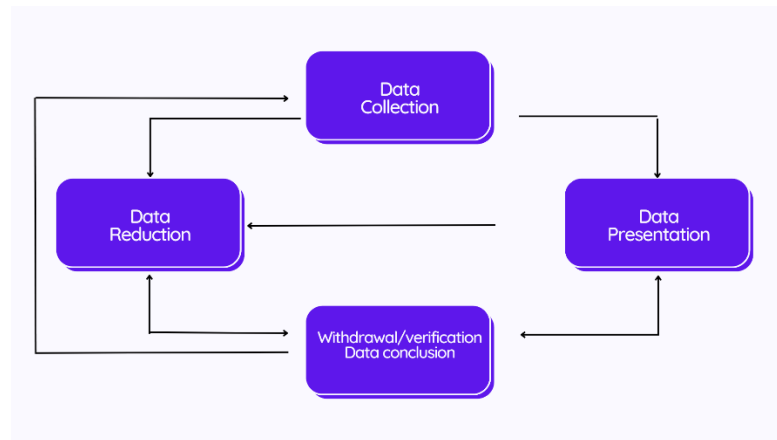


Figure 1. Abstract analysis steps
(Source: Ratna Prasasti Suminar)

Data collection techniques are the most strategic step in research. This is because the main aim of research is to obtain data. Without mastering data collection techniques, researchers will not obtain data that meets the established standards. The technique used in this research is literature which is the main source of data from written sources. (Ardiansyah et.al., 2023) explained that library studies are a systematic process of collecting, evaluating, and synthesizing literature relevant to research topics. A systematic approach involves the development of research protocols, comprehensive literature searches, literature quality evaluation, and integrated findings analysis. The objective is to understand the development of previous research, identify the gaps in knowledge, and provide a solid theoretical foundation for the research to be undertaken. In this case, the author collects all data related to the abstract genre. The stages of data collection were document review. Collecting student thesis abstracts written in 2023. Selecting overall thesis abstracts on linguistics.

Data reduction is a form of analysis that sharpens, categorizes, directs, removes unnecessary data, and organizes data in such a way that final conclusions can be drawn. reduction includes: 1) summarizing data, 2) coding, 3) searching for titles, 4) determining

clusters, using selective methods, short descriptions, and categorizing into further patterns (Ahmad & Muslimah, 2021)

Data presentation is the preparation of a report on the research results so that it can be understood and analyzed according to the desired objectives. The data presented must be simple and clear so that it is easy to read. The presentation of the data is also intended to make it easy for observers to understand the presentation for further evaluation, comparison, etc. The presentation method must be determined according to the data format, the analysis method to be used, and the information that needs to be emphasized. Inaccurately presented data fails to convey information clearly to readers and reviewers. Even though the same information is presented, different presentation methods should be used depending on what specific information is emphasized (In & Lee, 2017).

Withdrawal/verification of conclusions data is the final step in qualitative data analysis techniques, which is to pay attention to the results of data reduction as well as indicate the analysis objectives to be achieved. This phase aims to find meaning from the data collected by looking for relationships, similarities or differences to draw conclusions as answers to existing questions. The final stage of data analysis is concluding. The final data analysis stage is drawing conclusions (Adyatma et.al., 2024).

DISCUSSION

Based on the analysis results obtained data from five abstracts at two universities in Indonesia as can be seen in the Table 1.

Number of Abstracts	Move 1			Move 2				Move 3		
	Step 1	Step 2	Step 3	Step 1A	Step 1B	Step 1C	Step 1D	Step 1A	Step 1B	Step 2
A1	√	√		√				√	√	
A2	√	√		√				√	√	

A3	√	√		√				√		√
A4	√	√		√				√		√
A5	√	√		√				√		√

Table 1. Results of abstract analysis using the CARS model

Based on Table 1 it shows the results of the abstract analysis of five abstracts that use the Swales theory CARS model as follows: A1 in moves 1 uses steps 1 and 2 but does not use step 3. In moves 2 uses step 1A but does not use steps 1B, 1C, and 1D . In moves 3, only steps 1A and 2 are used, but step 1B is not performed. A2 in moves 1 uses steps 1 and 2 but does not use step 3, In moves 2 uses step 1A but does not use steps 1B, 1C, and 1D . In moves 3, only steps 1A and 2 are used, but step 1B is not performed. A3 in move 1 uses steps 1 and 2 but does not use step 3. In moves 2, use steps 1A, but do not use steps 1B, 1C, or 1D. In moves 3, use only Steps 1 and 2, but do not use Step 1B. A4 in moves 1 uses steps 1 and 2 but does not use steps 3. In moves 2, use step 1A, but does not use steps 1B, 1C, or 1D. In moves 3, use only steps 1A and 2, but do not use step 1B. A5 in moves 1 uses steps 1 and 2 but does not use steps 3. Moves 2 use steps 1A but not steps 1B, 1C, and 1D. In moves 3, only use steps 1A and 2, not steps 1B.

The research results show that the abstract analysis of these five abstracts does not meet the CARS model. In moves 1 A1-A5 used steps 1 and steps 2, but did not use steps 3 because it repeated several things from previous researchers which were often included in the introduction. In moves 2 A1-A5 only uses steps 1A, but does not use steps 1B, 1C, and 1D because: (1B);(1C); (1D) are included in the introduction. In moves 3 A1-A5 uses steps 1A, A1-A2 uses step 1B but does not use steps 2, and A3-A5 use steps 2, but use steps 1B because steps 1B and 2 of each student's theses abstract template are not required to includes most recent research findings and is usually included in the introduction section.

CONCLUSION

This research concludes that the Creating a Research Space (CARS) model developed by Swales can effectively analyze abstract genres in English students' final assignments. This research describes the moves and steps of the CARS model in the final assignments of students from two universities in Indonesia. This research also applies to each move and steps in the CARS model, namely M-1 (creating the field of analysis), M-2 (defining the problem in analysis), and M-3 (applying the problem), which can be identified in the abstract of the final project studied. By using the CARS model, researchers and students can easily understand the structure and function of a good abstract to improve the quality of researchers' and students' academic writing. Overall, this research emphasizes that the application of the CARS model not only helps in the structural analysis of abstracts but also provides more insight into how to compose abstracts that are informative, coherent, and meet academic standards.

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