



# Move analysis and critical thinking perception on the third semester students' review text

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The research discussed the genre analysis of Move-step structure analysis on review texts of the third-semester students at Universitas Muhammadiyah Semarang and examined their critical thinking perception. This research aims to find the move analysis in students' review texts and critical thinking perception. The research design was a descriptive quantitative method. Thirty-three review texts were analyzed. These review texts were studied by using a move-step structure. The result revealed that there are three moves found. There was Move 1 in the introduction paragraph. Then, Move to Step 1, Step 2, and Step 3, located in the interpretative recount. The last move was Move 3 via Step 1, found in the evaluation, and Move three via Step 2 in the evaluative summation. The result showed 434 moves found from 33 texts. The move we mostly saw was Move two via Step 1, which resumed the artwork/thing that was reviewed. This research also figured out some students reversed interpretative recall and evaluation content. Besides, the students critical thinking analysis found that they comprehended the review text definition and communicative aims. To improve the review text, students needed to force essential thinking again. In the review text, they required more significant evidence. All in all, most of the students still need guidance from their lecturer to develop their writing skills, to be more precise.

**Keywords:** genre analysis, move, review text critical thinking

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## INTRODUCTION

The move is a discursive or rhetorical unit serving a unified communicative goal in genre analysis, especially a written or spoken discourse. This definition comes from the field of genre analysis (Swales (1990)). In other words, the move is considered a genre stage. It serves a specific, minor communicative goal, especially the genre's fundamental communicative purpose (Martin (1984)). Because it is positioned beneath each move, a "step" is believed to be a sub-move. Individual acts each have their unique communicative effects.

This research will use the concept of move-step analysis. The first concept of move analysis proposed as an approach within the generic field of English for Specific Purposes (ESP) and the aim was to think the necessity of advanced non-native English speaker who learn to create research abstract (Swales, 1981). However, in this research I will use move-step analysis to analyze review text.

The object of this research is review text. Review text is a text that has purpose to rate something such as, movie, book and so on (Gerot & Wignell, 1994). The communicative purpose of review text is to criticize a thing for public audience. Review text is usually written to give comments about art work or things that can be found in daily life.

The urgency of this research is to give the knowledge about move analysis as discourse function in review text. I want to show how is rhetorical of a work like review text can communicate to the reader. Move-step analysis studies the rhetorical goals of a text. This indicates the link with review text which review text has goals in the social function. By using move-step structure analysis, I search for the achievement of the social function, is it achieved or not. I also want to emerge the connection between critical thinking and review text.

This research has a different and new perspective from the previous research that has been conducted before. In the earlier investigations, most move analysis in genre analysis is used to analyze the research abstract. Meanwhile, we will use a move examination to examine the review text in this research. It will become the novelty of the study. In this research, we will find out what the move analysis found in review texts of English Education students at the University of Muhammadiyah Semarang (Unimus).

Moreover, we want to find the link between students' review texts product and their critical thinking through their perception of critical thinking. This research is basically concerned with [Swales's \(2004\)](#) theory of genre analysis which he abundantly explained in his work titled *Research Genres: Explorations and Applications*, published in 2004. At the same time, I also combine it with review text generic structure from [Gerot and Wignell \(1994\)](#) in their work *Making Sense of Functional Grammar* which will be used as the framework of the review text structure.

Students have been taught about review text since they were in high school. Review text is one of the genres of text types which based on fact. According to [Gerot & Wignell \(1994\)](#) review text is a text that has social function to critique an event or an art work for general audience such as, work of art include film, books, plays, operas, television shows, exhibitions, recordings, ballets, and concerts. This social function acts as the purpose of the text. Another explanation from [Sudarwati & Grace \(2006\)](#) as cited in [Anamaryanti et al. \(2015\)](#) review text is a text that has aim to evaluate or criticize an art work or event for a public audience. The point about review text is that review text states someone's opinion about a thing. It describes people's judgements and their point of view of some work of art or a thing.

[Swales \(1981\)](#) proposed a move analysis within the common field of English for Specific Purposes (ESP). The main purpose was to think about the needs of advanced non-native English speaker who learn to read and write research abstracts (RAs). Moreover, [Swales \(2004\)](#) added the definition of move in genre analysis. He defined move as a discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse. Then other expert [Pho \(2009\)](#) noted that each move has its own communicative purpose which contribute to the general communicative purpose of the text.

[Haase \(2010\)](#) explained that critical thinking can use various forms and genres for the presentation of the intellectual process in any way the information is

communicated. The main methods of critical thinking are steps of reflection, analysis, and synthesis in a certain case can be communicated. Critical thinking can deliver the communication through text, such as review, written discourse, essays, report, dialogues, and inquiry. [Haase \(2010\)](#) also categorized five abilities that show critical thinking skills, such as conceptualizing information, applying information, analyzing information, synthesizing information, and evaluating information.

Based on the explanation above, the purpose of this research is to find the move analysis in students' review texts and critical thinking perception.

Therefore, this study has two questions, namely;

- a. What kinds of genre analysis of move-step structure analysis that found in review texts from third semester students of English Education in Unimus?
- b. How do third semester students of English Education in Unimus perceive critical thinking skills in writing review text?

## METHODS

This research employed descriptive quantitative method. We used this method in order to present and analyze the data descriptively and quantitatively. In this research, we tried to figure out how was the students' review text writing. According to [Fathurahman \(2011\)](#) there are three steps of descriptive method, there are:

- a. Describing the research problem in clear statement in order to direct the researcher to gather the data.
- b. Deciding the research procedure, including the research object (population and sample) and data resources.
- c. Collecting and analyzing the data.

This research employed sampling to take the data. According to [Creswell \(2012\)](#) sample is part of groups of the target population in which the researcher arranges to research for generalizing about the target population. We applied purposive sampling to take the target population. This research also used move-step structure by [Swales's \(2004\)](#) and [Guinto \(2012\)](#) in [Table 1](#).

**TABLE 1** | Move Analysis of Review Text Modified from [Swales \(2004\)](#) and [Guinto \(2012\)](#)

Move 1	Introducing the name of the art work or thing in its general and particular context (obligatory)
Move 2	Summarizing the plot and/or telling about the art work or things - Step 1: Tells the plot of the art work/thing (obligatory) - Step 2: Introducing the physical appearances (obligatory) - Step 3: Introducing the specifications (optional)
Move 3	Evaluating the work/performance/production - Step 1: Giving the evaluation about the art work/things (obligatory) - Step 2: Adding the summary of the reviewer's opinion as the punchline (optional)

This research also employed interview to collect students' critical thinking in writing review text. We found the relationship between students' review text and their critical thinking. There were 12 participants interviewed using open-ended questions and the answers were recorded participants. The questions were:

1. What do you know about review text?
2. What do you know about critical thinking?
3. Do you think that critical thinking is needed when you are writing opinion in a review text? What is your reason?
4. What were your strengths in writing review text?
5. What were your weaknesses in writing review text?

For more data, this research used questionnaire as instrument to strengthen the students' perception of critical thinking. The questionnaire was modified from [Rahmat et al. \(2020\)](#) and it had 13 statements. The Likert scale that used in this research had five scales, there were strongly disagree, disagree, neutral, agree, and strongly agree. This research conducted procedures as follows:

- a. Preparation for the research
 

In this stage, the researchers had conducted some steps. The first step was chosen the topic. Then, we investigated research questions. After research question was found, we started to look for the related literature. Next step was reviewing the literature and determining the research method. Then, we determined the object and instruments of the research.

- b. Collecting the data
 

The next step was to collect the data, we collected 33 the review texts of third semester students of English Education in Universitas Muhammadiyah Semarang (Unimus). We also interviewed 12 students about their critical thinking and review text. We collected the review texts from their writing assignments. Then, we collected the interviews by using semi-structured interview which we had already planned the questions and sent it through WhatsApp application. Henceforth, we asked the students to reply the interview's questions by using voice note.

- c. Analyzing the data
 

Questionnaire also added in this research, in hence to support the students' perception from the interview that had been conducted before. The questionnaire modified from [Rahmat et al. \(2020\)](#). 13 statements were addressed to 33 third semester students of English Education in Unimus.

After we got the data from students' review texts and interviews, we analyzed the data used three steps there are data reduction, data display, and data verification. In data reduction, we analyzed, categorized, and compiled the move analysis of review texts into one table by modified [Swales \(2004\)](#) and [Guinto \(2012\)](#) move analysis. Then, we calculated the amount of move analysis according to the categories. we calculated by using Microsoft Excel. There are three categories of move analysis, Move 1, Move 2 (via step 1, 2, and 3), and Move 3 (via step 1 and 2). Those categories had

different discourse function and not all of them were obligatory. For the interviews, we transcribed the 12 interviews into tables. Then, we analyzed it descriptively. For the questionnaire, we analyzed it with Likert scale analysis from [Sugiyono \(2009\)](#). The questionnaire data analyzed descriptively and showed in percentage as follows.

- P: Percentage
- F: Frequency (number of students' perception on the questionnaire)
- N: Population (total number of students)

## RESULTS AND DISCUSSION

### Move-step analysis

This research results found 434 moves from the three-move categories.

TABLE 2 | The Percentage of Moves

Move (1-3)	Review texts containing moves	
	Frequency	Percentage
Introduction (M1)	34	7,8%
Plots (M2S1)	137	31,6%
Appearances (M2S2)	81	18,7%
Specifications (M2S3)	33	7,6%
Evaluation (M3S1)	101	23,3%
Opinion summary (M3S2)	48	11,1%
Total of move frequencies	434	100%

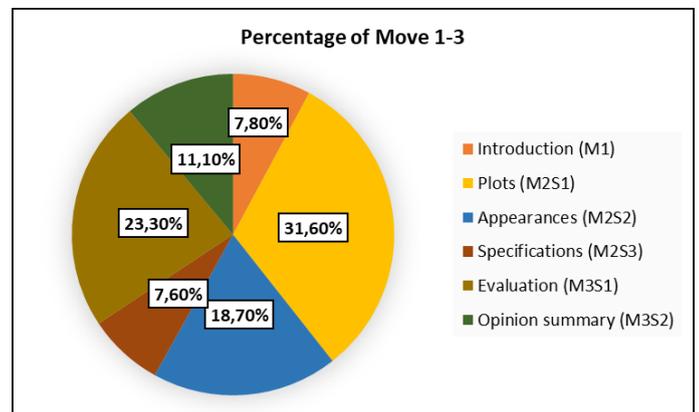
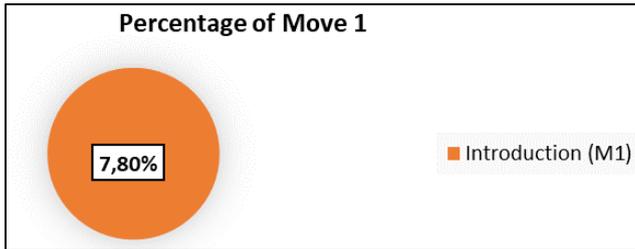


FIGURE 1 | Percentage of Move 1-3

[Table 2](#) displays the number of review texts utilizing three-move structure and indicated that these review texts commonly contained these moves. It shows in the table that Move 2 via Step 1 and Move 3 via Step 1 were the most frequent and dominant in all review texts. Move 2 via Step 1 shows 31.6% while Move 3 via Step 1 shows 23.3%, Move 2 via Step 2 shows 18.7%, Move 3 via Step 2 shows 11.1%, Move 1 shows 7.8%, and Move 2 via Step 3 shows 7.6%.

**TABLE 3** | Steps and Discourse Function of Move 1

No	Step and discourse function	Frequency	Percentage
1.	Introducing the name of the artwork or thing in its general and particular context	34	7.8%



**FIGURE 2** | Percentage of Move 1

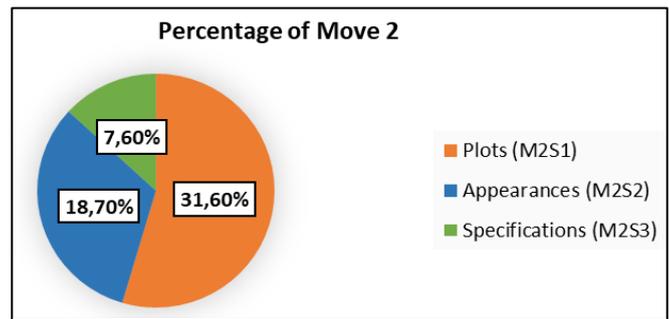
As presented from the [Table 3](#) which illustrates the analysis of step and discourse function in Move 1 that shows the introduction section. This move only had one step. There are 34 Move 1 found (7.8%) from 33 review texts that had been analyzed, there was one text that had two Move 1. Usually review text only had one introduction or it was called orientation as the generic structure as stated by [Gerot and Wignell \(1994\)](#). Thus, the orientation told that the work in its general and particular context, sometimes it was often comparing with others of its kind. Usually in review text, the orientation had to be placed in the first paragraph. As the result that we found from the student's review text below.

*Habibie & Ainun films*

**Habibie & Ainun is an Indonesian drama film released on December 20, 2012 by young director, Faozan Rizal (M1).** This film, which is based on the biography of B.J Habibie, stars the main characters Reza Rahardian (8Habibie) and Bunga Citra Lestari (Ainun) (M2S3). One of the most watched romantic popular films at the cinema. The story of first love and last love. A love story about the third president of Indonesia and the first lady, Habibie and Ainun (M2S2).

**TABLE 4** | Steps and Discourse Function of Move 2

No	Steps and discourse functions	Frequency	Percentage
1	Step 1: Tells the plot of the artwork/thing	137	31.6%
2	Step 2: Introducing the physical appearance	81	18.7%
3	Step 3: Introducing the specification	33	7.6%



**FIGURE 3** | Percentage of Move 2

[Table 4](#) explicates the analysis of Move 2 had three steps which summarized the plot and/or telling the artwork or thing. Move 2 represented interpretative recount or interpretation of review text's generic structure from [Gerot and Wignell \(1994\)](#). In Step 1, I found 137 sentences which told the plot of the artwork or thing. It can be seen from one of this text.

*Interpretation*

*In this novel, the figure of Fahri is described as being active in following Islamic organizations, being devout, strong in faith, polite, and fond of helping others (M2S1). She has a flat neighbor named Maria, a beautiful Christian girl who is proficient in computers so she often helps Fahri (M2S1). Maria is also one of the girls who loves Fahri but doesn't dare to say it, besides that there is the figure of Nurul, a kyai child who admires Fahri, she is so interested in the figure of Fahri (M2S1). one flat fahri she is also a beautiful girl who often tortured her father, fahri empathizes with her but noura thinks it is more so noura accuses fahri of raping her then aisyah the figure of a beautiful eyed woman Fahri meets in the metro which makes her amazed (M2S1).*

Yet, the other reviewers were writing the interpretative recount reversed with the evaluation. I found it in almost review texts that I had analyzed. One of the examples can be seen from this review text's section below.

*Evaluation*

*The main character of this story is named Ikal, he is a boy who is tough, smart, brave, and willing to learn for the sake of the dream he wants to fulfill (M2S2). The story in Laskar Pelangi begins with the life of a child named Ikal (M2S1). Ikal and his friends are very happy, because they can go to SD Muhammadiyah to achieve their dreams and aspirations with their extraordinary friends in Belitong (M2S1). The language style used by Andrea Hirata is considered a good and very attractive style, in which in addition to using Indonesian, he also uses Malay (M3S1).*

*Interpretation*

*In my opinion, this novel can arouse us from giving up easily if we want to achieve our dreams (M3S1). Teach us to be kind to our friends and willing to help each other (M3S1). This novel also inspires many people to respect differences, respect each other and promote a sense of kinship (M3S1). This novel is liked by many people because it has a good story (M3S1).*

In Step 2, I found 18,7% sentences that introduced the physical appearances. In this step, the reviewers presented about the appearances of the artwork or thing. The reviewer told about the appearance of the product that had been reviewed in every detail which can be seen from few sentences below.

*Round shape package with two different colors according to variations (M2S2). The variants like jicama, avocado, and milk, green tea, strawberry, rose, and many others can help with skin problems. On the lid, the product has the label 'Herborist The Essence of Balinese' and a picture of a Balinese woman with a natural theme (M2S2). On the side of the package has a description of how to use it and the benefits are in two languages, English and Indonesian (M2S2). On the back, there is a company statement, expired date, BPOM number, and ingredients (M2S2). There are size of 100 grams to 200 grams at a cheap price.*

The last step in Move 2 is Step 3. This step was introducing the specification of artwork or thing. It could be adding some extra information that was needed. Yet, this step was optional. So, we only found 7.6% of sentences from 33 review texts that we had analyzed. One of the examples can be seen from this text below.

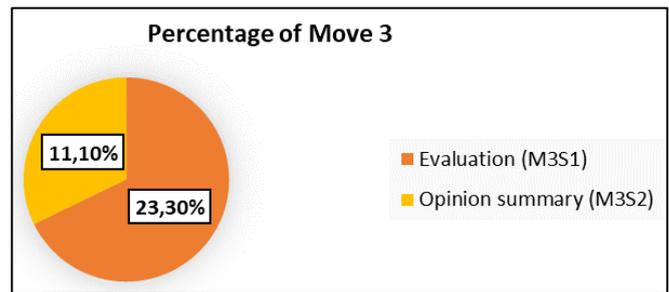
*Review about "Mustika Ratu Cream Mask with Bengkoang (Yam bean) Extract"*

*Introduction*

*Mustika Ratu Cream Mask with Bengkoang (Yam bean) Extract (Tube) is a cream-textured face mask that contains yam tuber starch (M1). The texture of the mask is liquid and the color is white (M2S2). This product can be used on your skin for various purposes such as: brightening the skin, minimizing pores, smoothing the skin, reducing the streak, tightening the skin and drying out acne (M2S1). This product contains Bengkoang tuber extract, licorice root and vitamin C derivatives (M2S3). This product can be found easily in minimarkets, online shops, marketplaces on the internet and even in the market at a fairly affordable price of around Rp. 18.000 - Rp. 20.000.*

**TABLE 5** | Steps and Discourse Function of Move 3

M3 (Evaluating the artwork/thing)			
No.	Steps and discourse functions	Frequency	Percentage
1.	Step 1: Giving the evaluation about the artwork/thing	101	23.3%
2.	Step 2: Adding the summary of the reviewer's opinion as the punchline	48	11.1%



**FIGURE 4** | Percentage of Move 3

As shown in the [table 5](#) above. The analysis of Move 3 had three steps which evaluating the artwork or thing. Move 3 represented evaluation of review text's generic structure from [Gerot and Wignell \(1994\)](#). In Step 1, we found 101 sentences which told the plot of the artwork or thing. It can be seen from one of the texts below.

*Interpretation*

*The packaging of this product is very convenient for traveling (M3S1), the size is just right so it doesn't fill your bag when you travel. This mask also has a smooth texture and a very fragrant smell that makes us comfortable when wearing it (M3S1). But when it is too long in the bag, this mask will become more liquid so that it will take a long time to use it during the drying process.*

In the text above, it can be seen that the reviewer evaluated the thing and gave opinions about the text. In Step 2 of Move 3, I found 48 sentences that gave the evaluation summary. Move 3 via Step 2 represented the review text generic structure that was evaluative summation. According to [Gerot and Wignell \(1994\)](#), evaluative summation is giving a kind of punchline which sums up the reviewer's opinion of the artwork/thing as a whole. However, this structure was optional, sometimes reviewer/reviewer could write it down and sometimes not.

The result of the analysis of move, we found 3 moves that lied in the review texts. It consisted of obligatory and optional. The most move that I found was Move 2 via Step 1 which had 31.6% frequency. It meant that the students were telling the plot or summary of the artwork or thing that being reviewed a lot of times. The second of the most Move that we found was Move 3 via Step 1. This move had frequency about 23.3% which meant the students were reviewing and giving their opinion of the artwork or thing many times. It was because the text was review text, so the students had to give their opinion and their point of view as their review in the text. Those two Moves were obligatory.

The other Move frequencies that I found were Move 2 via Step 2 with 18.7% this Move was obligatory, Move 3 via Step 2 with 11.1% this move is optional, Move 1 with 7.8% this is obligatory, and Move 2 via Step 3 with 7.6% this is optional. From all of the move that we have found, the obligatory moves were move 1, move 2 via step 1, move 2 via step 2, and move 3 via step 1. Meanwhile, the optional moves were move 2 via step 3 and move 3 via step 2.

### Critical thinking on students' review text

The interview that we had conducted with 12 participants from third semester students of English Education in Unimus got the result that all of them admitted that critical thinking was needed and crucial when they were writing review text. The interview was semi-structured interview which the respondents possibly to answered the questions openly. This kind of interview was valuable because it allowed researchers to explore subjective view points and collecting in-depth accounts of people's experiences (Flick, 2009).

We asked five questions about review text and critical thinking as they had learnt it in third semester. The interview was conducted online.

From the interview that we held, we concluded that all of the third semester students of English Education already knew and mastered about review text, not only the definition but also the communicative purposes to criticize of artwork and thing. Students also understood about critical thinking. Some of them added that critical thinking was used to write review text in clear, reflective, independent, and rational way.

We implied that critical thinking was needed when writing a review text. In writing review text, the students admitted that they should think critically due to produce an objective review, not from their subjective view. This statement align with [Uswar and Andriani \(2019\)](#) that review text had to be related to products that happen in real world, it was not just narratives with the theme of common imagination.

In the fourth question of interview, we determined that students had the ability to persuade readers to understand about something by using their review text. They could review it as it they were brought the thing or artwork in front of the readers. This meant that they could deliver the text very well. Although they admitted that sometimes they were still lack in grammatical and some of them still using their subjective point of view in reviewing artwork or thing.

### Questionnaire of students' perception on critical thinking

This research employed the questionnaire based on students' perception on critical thinking. I asked 33 third semester students of English Education in Unimus to complete 13 statements modified from [Rahmat et al. \(2020\)](#) which separate into five abilities that introduced by [Haase \(2010\)](#), (1) conceptualizing information; (2) applying information; (3) analyzing information; (4) synthesizing information; and (5) evaluating information.

**TABLE 6** | Resume of the Questionnaire Results

Critical Thinking Abilities	Statements	Percentage	Scale
Conceptualizing information	The easy decision when do writing	48%	Agree
	The easy decision on to develop the topic	52%	Neutral
Applying information	The easy decision to locate necessary material for review text	48%	Neutral
	The easy decision to find evidence to support my opinion or judgement in review text	48%	Neutral
Analyzing information	The easy decision to break down review into details	42%	Neutral
	The easy decision to elaborate my review	52%	Agree
Synthesizing information	The easy decision to draw information from sources	45%	Agree
	The easy decision to formulate a review	45%	Neutral
	The easy decision to take down notes from materials	52%	Agree
Evaluating information	The easy decision to cite my sources	48%	Agree
	Writing is easy	48%	Neutral
	The decision to delete irrelevant details	36%	Agree
	The decision to make relevant changes	45%	Agree

From [Table 6](#), thirteen statements above, it can be summarized that the students felt low in deciding how broad their topic. They also felt that writing was between easy and uneasy thing to do. However, they felt easy to take down notes from materials. In review text, critical thinking had big role to students' performance. It comprised the student to develop their opinion about something that they had been review. In writing review, the students also did the revision by omitting the unnecessary words which intended to make reliable writing.

In addition, the most answered scale was neutral from thirteen statements in the questionnaire. We reckon that students still thought between sure and unsure about their own work, because they did not state that they agreed or disagreed about the statements of critical thinking. They needed to provide more evidence, opinion, judgement about something that they had been reviewed. Nevertheless, it was a good start for the students to write down opinion about something but it based on fact which had the proof to consider.

## CONCLUSION

This current research has two conclusions. First, the kinds of genre analysis that can be found in review text writing product from third semester students of English Education in Unimus were Move. There were three moves found in the review text. The move consisted of obligatory and optional. The moves are Move 1, Move 2 via Step 1, Move 2 via Step 2, Move 2 via Step 3, Move 3 via Step 1, and Move 3 via Step 2. The analysis also shown that some students still reversed in writing the content of interpretative recount and the evaluation. Secondly, the interview results show that the students had understood the definition of review text and the communicative purposes. The students' perception on critical thinking was still on average scale, which meant they needed to force again their critical thinking to create better review text. They needed to provide more fact in supporting their opinion or judgement in review text. To be more specific, the students still require coaching from their lecturer to strengthen their writing skills.

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