AN ANALYSIS OF MOVE STRUCTURES IN ENGLISH MOVIE REVIEWS APPEARING ON TWO WEBSITES

POHNPASSORN NARKSONTHI

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE MASTER DEGREE OF ARTS
IN ENGLISH FOR COMMUNICATION
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การวิเคราะห์โครงสร้างอัตถภาคของบทวิจารณ์ภาพยนตร์ภาษาอังกฤษที่ปรากฏบนเว็บไซต์สองแห่ง

ภรณ์ภัสสรณ์ นาคสนธิ์

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ลิขสิทธิ์เป็นของมหาวิทยาลัยบูรพา

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Since online websites create new environments and change contexts of communication, social media have been popular sources for different forms of free expression. Among many sources, online movie reviews are important sources of information for decision-making among moviegoers. However, little is known about how online movie reviews are written and structured.

The present study focused on examining move structures used in English movie reviews appearing on two online websites. Two groups of the corpus were taken from Rottentomatoes and IMDb and consisted of 30 movie reviews taken from these two websites during the years of 2011- 2020. De Jong and Burger's (2013) rhetorical move model was used for the data analysis in this study.

The results showed that the top three of the most frequent rhetorical moves on both websites – Giving criticism followed by Describing the movie, and Giving practical information respectively. Also, it was found that Placing the movie in context, and Recommending the movie to the reader on both websites were rarely used. Finally, there were similarities of Giving Criticisms, which is the most frequently found in English movie reviews on both websites.

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CHAPTER 1
INTRODUCTION

Statements and Significance of the problems

In a globalized world, as it exists today, people live in the world under the consumption of different products and services that become important at the present (Frolova, 2014). Customers always choose good things for life such as appliances, utilities, entertainment, and these are called “products” (Ampuja, 2012). These products are advertised in the media to try to convince customers to purchase them.

Nowadays, the way of life of people has been changed. Most consumers start shopping online by looking at advertisements and reading product reviews. About 93% of consumers read online reviews before making a purchase; 91% of these consumers trust online reviews, and consumer purchasing decisions are influenced by 93% of online reviews (Kaemingk, 2020). In the age of online reviews, trust is the foundation of business relationships with consumers, and positive online reviews help build trust (Urban, Sultan, & Qualls, 2000).

According to Vásquez (2014), reviews are written discourses that contain essential information about products or services made by customers who have bought and used or had experience products or services. A customer review is a form of customer feedback regarding electronic commerce and online shopping websites. Reviews may be rated for benefits or accuracy by other users. Therefore, readers can analyze and make decisions about these products such as restaurants, books, music, hotels, and movies by themselves (Behrens & Rosen, 1982). Concerning moviegoers, many of them usually read movie reviews before watching a movie, and movie reviews do have an effect on a consumer that consequently leads to the decision on whether or not to purchase a ticket to watch the movies (Pentheny, 2015).

Movie reviews are articles discoursing the movie and giving opinions about the movies. Movie reviews are written by consumers who have seen the movies expressing both positive and negative opinions (Lee, Park, & Han, 2008). It is commonly based on the consumer’s opinion. Movie reviews are a popular tool used by critics to evaluate a movie’s overall quality and determine whether the film is

worth recommending (Pentheny, 2015). Movie reviews are widely read by readers who are interested in knowing whether the movies that will be released in the cinema are worth watching or not (Charoensri, 2007). Therefore, movie reviews are an important factor for marketing in order to make the movies get a high return of revenue (Gemser, Van, & Leenders, 2007).

Regarding to the evaluation of social media, according to Dickey and Lewis (2010), its evolution has influenced social media. Nowadays, it is normal to have reviews and other types of product reviews on many websites. The occurrence of online websites is, therefore, the beginning of a collection of a rapidly growing movie review database that is very useful for moviegoers such as www. rottentomatoes, www.imdb.com, www.amazon.com, and www.dpreview.com.

Movie reviews are very important and influential in terms of customer purchasing and consuming decisions. Therefore, it is not surprising to learn that movie reviews possess a specific purpose that tends to offer a major source of critical analysis, which is rhetorical features organized by move structures.

In movie reviews, critics can express their own opinions and feelings about the film to guide and motivate readers by writing. For some sentences or paragraphs, critics can use more than one strategy. Some strategies can be found in whole sentences or parts of sentences (De Jong & Burger, 2013). These reviews are usually organized in a particular fashion or moves.

Move means discoursal segments that perform a specific communicative function (Swales, 1990) and represent semantic and functional units of texts that have specific purposes (Biber, Connor, & Upton, 2007).

Move structures focus on the text hierarchical schematic structures (Nwogu, 1997). Thus, it can be said that a move is a semantic unit that is related to the writer's purpose, and move structures consist of different strategies.

Up until now, there are a number of genre studies focusing on different types of text (Thumvichit, 2017), but here are quite a few studies that have been focused on move structures of movie reviews and the analysis of move structure of English movie reviews was not comprehensive. In other words, there are still gaps in the move structures of movie reviews writing which is important to complete because these

factors may affect the differences in the writers' writing styles or patterns of movie reviews.

There are no patterns to write the movie reviews regarding how to conduct the movie reviews (Charoensri, 2007) following the move structures and no researcher has compared the writing of movie reviews appearing on websites. For this reason, this study aims to describe the rhetorical move structures of English movie reviews and compare of similarities and differences of moves structures used in English movie reviews appearing on two websites.

This present study, the data were analyzed based on the move structures of movie reviews adopted from De Jong & Burgers' (2013) to identify their move structures and compare the writing style on two websites.

The results of this research could be beneficial to language learners, teachers, and practitioners in English for Special Purposes (ESP) as it could be a helpful guideline for the teaching and learning of move structures of movie reviews. Furthermore, this study could help critics better understand the move structures of movie review writing and be able to attract more readers.

Purposes

The purposes of this study were to investigate the move structures of English movie reviews appearing on two websites. The purposes of this study were as follows:

1. To examine the move structures in English movie reviews appearing on two websites.

2. To compare the differences and similarities of the move structures in English movie reviews appearing on two websites.

Research questions

According to the purposes mentioned above, the research questions that were investigated in this study were as follows:

1. What are the move structures of English movie reviews appearing on two websites?

2. Are there any differences and similarities between the move structures of English movie reviews appearing on two websites?

Contribution to the knowledge

According to the purposes of this study, the results of the study could contribute to new knowledge in the academic and educational fields as the results might be useful to students, teachers, and researchers as follows:

1. Writing movie reviews can be made possible by using this study as a guideline for future movie review writing using the move structure and strategies of the framework in this study.

2. English language learners could use this study to help write their writing movie reviews as a professional.

3. This research may provide a useful guideline for teachers who teach writing for practitioners in English for a Specific Purpose (ESP).

4. The results of this study might be useful for further research on rhetorical move analysis in movie reviews.

5. The results of comparing the structures of the rhetorical move structures in English movie reviews could indicate differences and similarities in the writing styles of people from different websites and could help to understand the move structures of movie reviews.

Delimitation

This study focused on analyzing the move structures found in English movie reviews appearing on two online websites. The delimitations of this study were as follows:

1. The study focused on analyzing the move analysis in written reviews of the movie reviews appearing on two online websites: www.rottentomatoes.com and www.imdb.com.

2. This study only focused on the top 3 movies of high-grossing of each year during the years of 2011 – 2020 from Box Office Mojo.

3. De Jong & Burgers (2013) was used as the framework for analyzing the move structures of English movie reviews appearing on two websites.

This framework was chosen because it is the most comprehensive and relevant to the analysis of this study. This model was developed specifically to analyze movie reviews, which is consistent with this study, and it is the recent revision of the framework.

Limitation of the Study

This study investigated the structure of the move structures of English movie reviews appearing on two websites (www.rottentomatoes.com and www.imdb.com). The limitations of this study were presented as follows;

1. The length and types of movie reviews might vary from piece to piece in each year.

2. The type of movie cannot be determined because the top 3 highest-grossing movies were randomly selected on the Box Office Mojo during the year 2011-2020.

Definition of terms

1. English movie reviews refer to the articles that the critics wrote them based on a critic's opinion about English movies and posted on two websites.

2. Two websites of movie reviews refer to www.rottentomatoes.com and www.imdb.com.

2.1 Rotten Tomatoes (RTMT) is the recommendation resource for movies, TV shows, and series. As a leading online movie and TV show reviews from critics, this website requests fans to use the “Fresh” and “Rotten” tomato symbols to indicate if a movie is good or bad. If the movie is good, use the fresh tomato symbol and Rottentomatoes for a bad one.

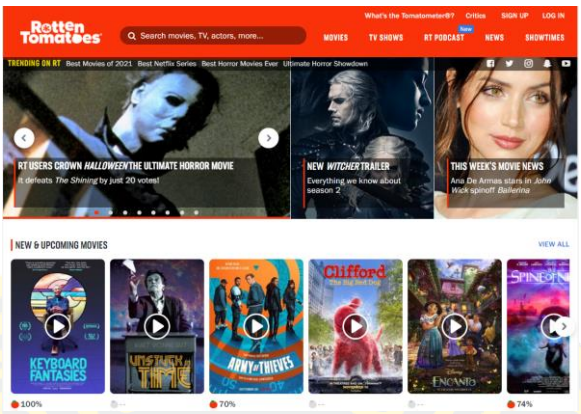

Figure 1 Rotten Tomatoes Website

2.2 Internet Movie Database (IMDb) has compiled the details of the movie, including actors, director, pictures, movie trailers, and collected reviews from viewers. IMDb gives its fans the opportunity to comment and give a vote for movies as well. All scores were calculated by calculating the total scores and averaging the total number of people who voted, but scores cannot determine whether a movie is truly worth watching or not. Other important aspect is that movie reviews provide the opinions of those who have already seen the movies, which greatly influences the decision-making process.

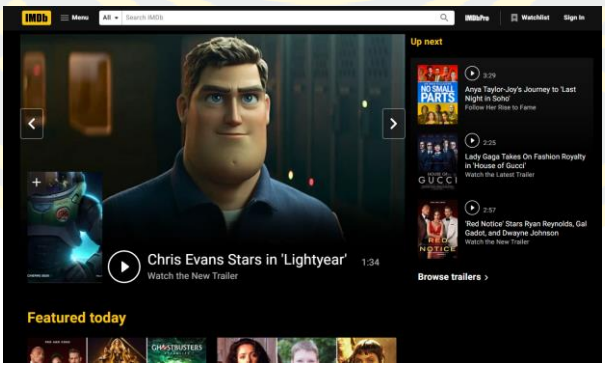

Figure 2 IMDb website

3. Move refers to “a unit that relates both to the author’s purpose and to the content that s/he wishes to communicate” (Dudley-Evans & John, 1998 as cited in He, 2006)

4. Move Analysis is “a top-down approach to analyze the discourse structure of texts from a genre with the particular focus on communicative purpose” (Biber et al., 2007).

5. Move structures refer to the properties of the text section for a particular purpose. The process of identifying and analyzing move structures depends on the use of linguistic signals or keywords or phrases that indicate moves. De Jong and Burgers' framework for move structures was used in this study (2013).

CHAPTER 2
LITERATURE REVIEWS

This study aimed at examining the move structures of English movie reviews appearing on two websites. In this section, the literature reviews are described. There are seven major parts which are as follows:

1. Genre
2. Genre Analysis
3. Writing Reviews
4. Move and Move Structures
5. Move Structures of Movie reviews
6. Content Analysis and its method
7. Related studies

Genre

The term “genre” is frequently used in a variety of academic fields, including linguistics, literary studies, and rhetoric. Genre is used to explain a category characterized by a particular set of characteristics, such as literature, art, music, or other forms of entertainment whether written or spoken, audio or visual. Moreover, there are also many genre theorists who defined the definition of genres (e.g., Akkhakraisi, 2004; Kanoksilapathum, 2003; Klankanna, 2007). Originally, the concept of this genre was created and proposed by Swales (1990). He described the genre as “a particular category of the discourse of any kind, oral or written, with or without literary content” (p. 33). Furthermore, genre is a form of language that is socially accepted (Hyland, 2002; Hyon, 1996; Yunick, 1997). According to Bhatia (2014), genres can be divided into four aspects. The first aspect, genre is “a recognizable communicative event characterized by a set of communicative purposes(s) identified and mutually understood by members of the professional or academic community in which it regularly occurs” (p. 13). The second aspect, genre is frequently a highly structured and conventionalized form of the communication event. In general, members of the academic community were structured,

conventionalized, and agreed upon for their understanding of communication goals and the genre structure to which they belong in their daily work. The third aspect, the various genres have restrictions on the permissible contributions of the terms of intent, position, form, and functional value. In other words, writers in a particular community must discipline with a particular standard within certain genre boundaries. This can be seen through the use of certain lexical vocabulary resources and the placement of some rhetorical elements, etc. The last aspect, "Constraints are often exploited by expert members of the discourse community to achieve private intentions within the framework of socially recognized purpose(s)" (p. 15). This is the reason that expert genre writers seem to be more creative in the use of genre than those who are non-specialists because they are familiar with using genre.

In addition, "genre" is a conventional communication event that is part of disciplinary or professional practices (Bhatia, 2002). Another explanation for the concept of "genre" is provided by Biber, Connor, and Upton (2007) who stated that genre studies tend to focus on conventional discourse structure of texts such as research articles.

In order to recognize the interpretations of the concept of genre. Hyon (1996) identified three main methods of genre studies called three broad schools of the genre.

1. Systemic Functional Linguistics (SFL)

The SFL approach is used to present the macro genre. It is related to the relationship between social functions and language (Hyon, 1996). The SFL describes how lexico-grammatical patterns are linked in a systematic, and it is applied in experimental, textual, and interpersonal settings (Eggins, 1994; Hyon, 1996; Richards & Schmidt, 2002). The language gives options for the writers or speakers to use in communication, therefore the text is organized around two variables: register (situational context) and genre (cultural background). The target learners of this approach are primary and secondary students, as well as adult immigrants (Hyon, 1996; Hyland, 2002).

2. North American New Rhetoric studies

New rhetorical studies in North America consisted of several members, such as Miller (1994), Bazerman (1988), Bizzell (1992), Berkenkotter, and Huckin (1995). In this school, the social behavior that occurs in response to repeated rhetorical

situations is referred to as genre (Miller, 1994). As Freedman and Medway (1994) described "unpack the complex factors of social, cultural, institutional and discipline in the production of a particular type of writing" (p. 2), this approach focuses on exploring the genre of the social context. Therefore, the methodological orientation of this school is an ethnographic study, since the main concern of this approach is to examine the functional and contextual aspects of genres. Furthermore, as the pedagogical motivation for this approach is L1 teaching, which includes rhetoric, composition studies and professional writing (Hyon, 1996), the approach is useful for native English-speaking college students and novice professionals (Yunick, 1997).

3. English for Specific Purposes (ESP) research tradition

This genre study focuses on the rhetorical structures and grammatical features, and a genre is generally defined according to the purpose of communication.

> *A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains the choice of content and style. (Swales, 1990, p. 58)*

In summary, the ESP genre approach has had the greatest impact on L2 writing instruction, as ESP helps non-native English-speaking college students understand how to write academic assignments, research articles, theses, and dissertations. In this study, researchers also adopt the tradition of ESP research, which is commonly used as a research writing approach.

According to Hyland (2003), genre theory aims to understand how the methods people use language to interpret particular communication situations, and how this knowledge can be used in education. He also emphasized that writing is the basis for building relationships with others in order to understand the experience of our world. In addition, Hyon (1996) addressed that genre research could support ESP writing lessons and provide useful guidelines for writing research articles.

Genre Analysis

In recent years, there has been increasing interest in English for specific purposes of genre-specific academic and analytical research, especially genre analysis, which is considered an important approach to text analysis (Dudley-Evans, 1994). Likewise, this study also focuses on the English for Specific Purposes (ESP) approach. The term genre refers to the study of how to use a language in a particular setting by focusing on rhetorical style, discourse, rhetorical moves, and linguistic features (Swales, 1990). Therefore, different genres have different purposes and rhetorical structures.

In the context of ESP, genres have become tools for analyzing and teaching both spoken and written language to non-native learners "in an academic and professional setting" (Bhatia, 2014; Flowerdew, 1993; Hyon, 1996; Nwogu, 1991). Genre analysis approach used for text analysis was originally developed by Swales (1981). This approach is used to study the common structure of writing and the language used in text within the same discourse community. According to Qin (2000), the purpose of this approach is to "study the communication objectives of discourse and strategies for language use" (p. 42).

According to Bhatia (2002), genre analysis is a broader analysis of the language used to explain how text is created and how to use and interpreted it in a particular context to achieve a particular purpose. This is also supported by Lakic (1997), who points out the importance of genre analysis as a new approach to ESP discourse and text analysis. The research results have established a general style of rhetoric in academic writing. Therefore, "genre analysis has an important role in developing both writing and reading skills" (p.15). In addition, Bhatia (2014) states that genre analysis has become one of the major influences in language learning and education in various fields such as law, engineering, and business.

Hyland (2002) adds that genre analysis provides useful information on how to construct and the rhetorical context they are used.

Researchers can analyze genre analysis of ESP studies using either a "text-first" or "context-first" approach (Askehave & Swales, 2001; Bhatia, 2014; Flowerdew, 2002; Swales, 2004). There are two types of analysis: lexical grammatical features and rhetorical features. The analysis of lexico-grammar features focuses on

the linguistic features of the text. In other words, this is an approach for analyzing the text in terms of the word classes, tense, or sentence used and determining the frequency of these particular functions. However, “The identification of schematic units or moves” refers to the analysis of rhetorical features or move structure of texts (Nwogu, 1997).

In conclusion, genre analysis refers to the approach of writing analysis, especially in the ESP program that helps language learners to recognize and learn the structure and patterns of a language in a variety of academic and professional contexts. In this field, there are different genres of inspection, many studies focus on rhetorical analysis, including move analysis of different parts of research articles such as book reviews, restaurant reviews, and movie reviews to understand the convention. Therefore, the structures of the rhetorical move were presented in the following subsection.

Genre analysis indicates that writers can use a variety of rhetorical functions and low-level functions to achieve textual communication goals called “move” and “strategy”.

Move and Move Structures

A “move” is a text element used for certain functions (Swales, 1981) such as describing movies. A strategy is a way in which this move is perceived by summarizing (a part of) the plot. Therefore, analyzing the different moves and strategies in the criticism genre can reveal different sessions that are used.

According to Swales (1990), the term “move” is defined as a functional unit in a text that is used for some identifiable purposes. It is often used to determine textual regularities in certain genres of writing. Kanoksilapatham (2003) described moves as a section of a text that represents a specific communicative function that contributes to its own purpose and the overall communicative purpose of the genre.

In addition, Nwogu (1997) referred to move as a text segment.

> *The term Move means a text segment made up of a bundle of linguistic features (lexical meaning, propositional meanings, illocutionary forces, etc.) which give the segment a uniform orientation and signal the*

> *content of discourse in it. Each move is taken to embody a number of constituent elements or slots which combine in identifiable ways to constitute information in the Move. Moves and their constituent elements were determined partly not only by inferencing from context, but also by reference to linguistic clues in the discourse.*
>
> (Nwogu, 1997, p. 122)

Dudley-Evans and St. John (1998) have provided the definitions of move and step as follows:

1. Move refers to "a unit that relates both to the author's purpose and to the content that s/he wishes to communicate"
2. Step refers to "a lower-level text unit than move that provides a detailed perspective on the options open to the author in setting out the moves."

Kanoksilapatham (2012) stated that a rhetorical move is "a text section containing a communicative function that has its own rhetorical structure and consists of subunits called steps". Therefore, the term 'step' is defined as "a lower-level text unit than the move provides a detailed perspective on the options open to the writer in setting out the moves".

In summary, the term 'move' means a unit in the text that shows a specific content of discourse that is made up of linguistic features.

Move structures refer to the properties of the text section for a specific purpose. The process of identifying and analyzing move structures depends on the use of linguistic signals or keywords or phrases that indicate moves.

Originally, the study of move structures was developed by Swales (1981) to explain and describe the move structures and patterns of a particular genre in order to understand their purposes in a specific discourse.

Swales (1990) studied the analysis of sociolinguistics, textual linguistics, and discourse analysis by examining research articles in academic discourse based on rhetorical move analysis. He introduced three rhetorical moves from the introduction sections of the research article as follows:

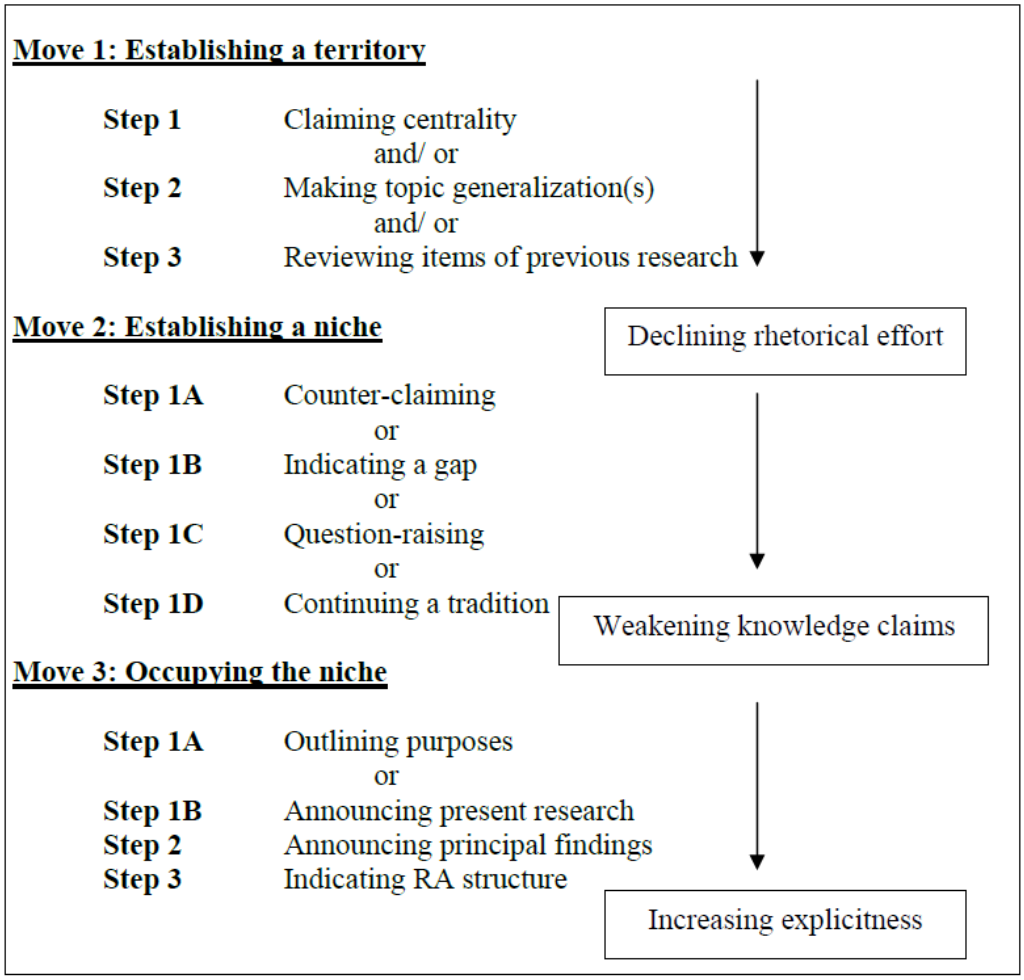

Figure 3 Swales' (1990) framework of move structures of research article introduction section

Many scholars have defined the definition of move structures in many different definitions which include move structures that refer to a section or part of text segments that perform a specific communicative function with its own purpose and for the overall communicative purposes.

In summary, move structures are defined as the properties of the text section for a specific purpose of communicative events with identifiable and recognizable communicative goals in a particular community. The main goal of move structures is to understand and take into account the realities of the world of texts.

Move structures can also overlap and mix. Move structures are not limited to academic writing. They can be used and found in writing reviews of art, movies, and music as well.

Writing reviews

According to Drewry and John (1974), writing reviews are critical evaluations of a text, event, object, or phenomenon. Reviews can relate to books, articles, entire genres or fields of literature, architecture, arts, fashions, movies, restaurants, politics, exhibitions, performances, and many other forms.

Reviews make arguments. The most important element of the review is that it offers opinions, not a conclusion. It allows reviewers to discuss with other audiences. Reviewers can express their opinions or arguments for the reader's decision. Reviewers should state their opinions about the work in question clearly, and the text may be similar to other types of academic writing, along with thesis statements, paragraph support, content, and summary.

In general, reviews are short and brief in newspapers or academic journals, often with no more than 1,000 words, although reviewers may be given longer assignments and more explanations. In any case, the review needs to be concise. The benefits of writing reviews were as follows;

1. Reviews can help readers to summarize the content in brief. It contains the relevant explanations of the topic, including overall perspectives, arguments, or goals.

2. Reviews provide a critical evaluation of the content. This relates to the reaction to the work being reviewed: what makes you feel important, or whether it is effective or persuasive.

3. Aside from analyzing the work, reviews often show whether the audience will appreciate it or not (Drewy & John, 1974).

Move Structures of Movie Reviews

In order to analyze the most reliable discourse, the first importance is to design all the rules to follow explicit move structures (Krippendorff, 2004). De Jong and Burgers (2013) performed their first task in the pilot phase by creating and testing move structures. They designed and created the move structures based on previous research and various journalistic guides. Previous research describes the two main strategies found in general movie reviews: description and evaluation (Taboada, 2011).

The move structures consist of different strategies. In order to make an observation comparison, the words were defined as an analysis unit (Krippendorff, 2004). In movie reviews, critics can use sentences to guide readers to watch movies. In these sentences, critics proceed to persuade the readers. Within a move structure, it can use more than one strategy. The strategy can be the whole of the whole sentence and a part of the sentence.

When examining the writing of the movie reviews, the details of the five different move structures of movie reviews proposed by De Jong and Burgers (2013) are as follows:

Table 1 De Jong and Burgers' (2013) framework of descriptive move structures in movie reviews

Descriptive move	**Detail of strategies**
Move 1: Giving practical information about the movie	- Information about the movie theater - Information about the movie itself - Information about the review - Information about the critic of the review
Move 2: Describing the movie	- Describing the story - Describing the characters - Describing filmic elements
Move 3: Placing the movie in context	<u>Part of the movie:</u> - Describing the characters - Based on the movie as a whole - Based on the subject - Based on the actors - Based on the director and film studio
	AND: <u>Comparison material:</u> - Compare with a different specific movie

Table 1 (Continued)

	- Compare with a movie from the same film genre - Compare with (own national or other) culture - Compare with a different medium

Move 1 to Move 3 which are descriptive moves and are used to describe parts of the movie or the movie as a whole. The descriptive moves are: Move 1 (Giving practical information about the movie), Move 2 (Describing the movie), and Move 3 (Placing the movie in context).

Move 1 (Giving practical information)

This move can be done using strategies such as giving information about the number of cinemas that show movies or various movie-related elements, such as the runtime, director, or the names of actors and main actors.

Example 1:

Marvel introduces a new superhero Doctor Strange, *to the Cinematic Universe. The comic book famous, Sorcerer Supreme was brought up to the big screen by* ***Director, Scott Derrickson****.* ***The cast for Doctor Strange*** *includes Benedict Cumberbatch playing Stephen Strange, Rachel McAdams playing Christine, and Chiwetel Ejiofor playing Baron Mordor.*

(Source: Rotten Tomatoes)

Example 2:

Thor: Ragnarok is the third standalone Thor movie and the fifth film in Phase 3 of the Marvel Cinematic Universe. ***Directed by*** *Taika Waititi (Hunt for the Wilderpeople).*

(Source: IMDb)

The bold texts indicated the information about the movies, such as the introduction of the movie, the actors, and the director.

Move 2 (Describing the movie)

This move can be perceived by explaining the story of a movie or elements from the movie, as describing the story, the characters, and the filmic elements

Example 1:

Fifteen years later, *the area surrounding the plant is still under quarantine, and Ford Brody (Aaron Taylor-Johnson) is summoned to Japan to retrieve his father, who was arrested while trying to sneak into the family's old home. Joe has become obsessed with discovering the source of the accident, and his current research indicates that the same incident that destroyed his life is on the verge of happening again. Ford reluctantly agrees to help out his old man, and before long the duo finds themselves back at the site of the accident, where the Japanese government is hiding something big. Something very big.*

(Source: IMDb)

Example 2:

The story is about *two sisters--one who eventually becomes queen and one who is her younger sister, a princess. However, the Queen, Elsa (Idina Menzel), has a huge problem that is never really explained in the film--she has magical powers to make things frozen as well as to create snow. While this seems great, it's also a dangerous power and one she cannot fully control--and she COULD accidentally kill someone. Once she becomes queen, the power is exposed--and she disappears into the mountains to live life apart from others.*

(Source: Rotten Tomatoes)

For these two examples, they were Move 2 because the critics described the story or synopsis of the movie to inform the reader about the movie.

Move 3 (Placing the movie in context)

This move can create links between evaluated objects (movies) and the context. This move is divided into two categories of strategies. The first group consists of the parts of the movie that are being compared, for example the subject of the movie. The second group of strategies consists of the comparison material, for example another specific movie.

Move 3 Strategy 1 (Placing the movie in context)

This step is where the critics write about the part of the movie such as the film, subjects, actors, director, and film studio.

Example 1:

Jake Johnson is outstanding as Peter B. Parker. ***Hailee Steinfeld is brilliant as Gwen Stacy.*** *Mahershala Ali is perfect as Uncle Aaron. Brian Tyree Henry is excellent as Jefferson Davis. John Mulaney, Kimiko Glenn & Nicolas Cage are awesome as Spider-Ham, Peni Parker & Spider-Man Noir, respectively. Kathryn Hahn & Liev Schreiber are superb as Doc Ock & Wilson Fisk, respectively.*

(Source: IMDb)

The sentence '***Jake Johnson is outstanding as Peter B. Parker***. ***Hailee Steinfeld is brilliant as Gwen Stacy.***' was Move 3 Strategy 1 because the critics used this move and strategy to write about the actors.

Move 3 Strategy 2 (Comparison material)

The function of this step is to compare the material of a movie, for example, a different specific movie, a movie from the same film genre, culture (own national or other), and a different medium.

Example 1:

Having seen both the first Frozen and Frozen 2 as an adult, my perspective might be different from others, but I have to say I actually like the second one better. *The music is more interesting, the message is less simple and cheesy, and the effects are stunning. Granted, the story is a little complicated, but only enough to make it interesting.* ***And let me say it again, the music is definitely better!***

(Source: IMDb)

The bold sentences in this example were Move 3 Strategy 2 because this move and strategy were compared to movies from the same film genre. The critic compared Frozen 1 and Frozen 2.

Table 2 De Jong and Burgers' (2013) framework of evaluative move structures in movie reviews

Evaluative move	**Detail of strategies**
Move 4: Giving criticism	- About the movie as a whole - About the filmmakers - About filmic elements - About the story - About the characters
Move 5: Recommending the movie to the reader	<u>Recommend (group 1):</u> - Indicate that the reader must see the movie - Indicate that the reader should not see the movie
	BECAUSE OF: <u>Arguments (group 2):</u> - Argument as to the movie as a whole - Argument as to the filmmakers - Argument as to filmic elements - Argument as to the story - Argument as to the characters

Move 4 and Move 5 are evaluative moves. These moves are Move 4 (Giving criticism) and Move 5 (Recommending the movie to the reader). The details of move structures of movie reviews proposed by De Jong and Burgers (2013) are as follows:

Move 4 (Giving criticism)

This move is used by the critics to give positive or negative evaluations about the movies. The critics can do this by giving his or her views on the whole movie or on the various techniques of the movie.

Example 1:

The technical aspects were all good. The effects are surprisingly good for a lower-budgeted superhero movie. The score was pretty good, *but I wish Shazam had a better theme, because honestly, I don't remember what his theme was at all.* ***The movie is shot pretty well, and there's some good uses of horror elements. From the visuals, everything is just solid, definitely no complaints there. It isn't amazing by any means,*** *but there are some really nice shots in there, and the cinematography is above average in my opinion.*

(Source: IMDb)

Example 2:

The action itself is beautifully designed, employing playful visuals and using pretty much every camera technique available; it never feels repetitive and the pacing is close to perfection. *But, and that was probably the key to me liking the film so much, there's a beating heart underneath all the action and carnage, and that has a lot to do with how brilliantly Ryan Reynolds portrays the character and the great chemistry he has with co-star Morena Baccarin.* ***What came as a complete surprise to me was how unabashedly romantic Deadpool is the love story in this film is probably the most sincere I've ever seen in a superhero movie*** *and it gives the film the strong emotional core which so many of these movies lack.*

(Source: IMDb)

These two paragraphs were Move 4 because the bold texts were formed an attitude and giving an opinion and a view about the movie.

Move 5 (Recommending the movie)

Move 5 is used for persuading the reader and consists of two strategies. The first strategy is recommending or discommending the reader to watch the movie. The second strategy consists of arguments to back up the critic's advice, for example arguments about previous films from the same filmmakers.

Move 5 strategy 1 (Recommend)

To recommend or discommend readers to see the movie, the critics can use this step to indicate that the reader must see the movie or the reader should not see the movie.

Example 1:

In terms of recommendation, ***I would recommend this movie to all ages.*** *The humor will appeal to little children, as well as older audiences alike, and the fighting scenes will appeal to teenagers, or and older audience.*

(Source: Rotten Tomatoes)

The bold sentence was Move 5 strategy 1 because the critic used this move and strategy to indicate whether the reader should watch the movie or not.

Move 5 strategy 2 (Arguments)

The critics can provide the arguments about the movie as a whole, the filmmakers, the filmic elements, the story, and the characters to the readers for recommending or discommending to watch the movie.

Example 1:

I give this movie an 8 because it gives you everything an action movies is supposed to offer. Believable bad ass heroes and villains, car chases, big guns, explosions, shoot outs, hand to hand combat, sexy ass kicking women, beautiful

cars, sexy men, funny moments, an unforgettable ending action sequence, *and of course a post credits scene that makes you anxious for the seventh film.* ***I would definitely recommend this film.***

(Source: IMDb)

The bold texts of this example were provided the arguments about the movie such as characters, action scenes, and other elements in the movie.

The analysis of the move structures in movie reviews are usually analzye by using a technique of a content analysis which can be detailed in a subsegment section.

Content Analysis

Content analysis processes allow researchers to combine large amounts of textual data to systematically identify features, e.g., the frequency of the most used keywords by locating the important structures of the content in communication. Content analysis has been defined as a systematic and replicable technique for compressing many words of text into fewer content categories based on explicit coding rules (Berelson, 1952; GAO, 1996; Krippendorff, 1980; and Weber, 1990). Holsti (1969) presents a broad definition of content analysis that “any technique for making inferences by objectively and systematically identifying specified characteristics of messages”. Under Holsti's definition, content analysis techniques are not limited to the domains of text analysis, but can also apply to other fields, such as coding of student drawings (Wheelock, Haney & Bebell, 2000) or coding of the actions observed in the videotape study (Stigler et al., 1999) However, to be able to repeat, this technique can only be used with durable data in nature.

The term content analysis as a research method is almost a century old, but it may be true that the history of the date goes back to human history itself, to the beginning of the use of human symbols and language. Content analysis is currently no longer characterized by the traditional application of understanding the meaning of text. It has expanded into methods on its own over the years, allowing researchers to plan, communicate and evaluate research design independent of its results (Krippendorff, 2018).

Busha and Harter (1980) defined content analysis as “a procedure designed to facilitate objective analysis of the appearance of words, phrases, concepts, themes, characters or even sentences and paragraphs in printed or audio-visual materials”.

Content analysis, as proposed by Berelson (1952), derives from the social sciences as “a research technique for the objective, systematic and quantitative description of the manifest content of communication”. However, Allen and Reser (1990), who analyzed the use of content analysis in library and Information Science literature, found that the definition of this approach of investigation is spread and unclear, pointing out that “there is a considerable ambiguity (not to say confusion) on the meaning of the concept of “content analysis” in libraries and information sciences”.

They separated between “classification analysis”, a method of “assigning documents” (or other means of communication) to classes or categories in order to quantify one or more of their characteristics”, and “elemental analysis”, which depends on the recording of the words or phrases frequencies of these documents.

Content analysis is a qualitative method and has its strengths and weaknesses (Mayring, 2015). Developing an appropriate content classification model is an important step, and researchers should be aware that “categories chosen should be exhaustive, mutually exclusive, clearly defined, and conceptually valid in relation to the research question”.

According to Busha and Harter (1980) warned that when there is no clear category of analysis and it is properly defined and the classification and measurement of data were conducted with objectivity, accuracy, and precision so-called content analysis can create loosely knit or meaningless data or results.

Coding data in content analysis

In content analysis, there are two ways of coding data that work with slightly different rules: namely, emergent and priori coding: emergent coding, where codes are drawn from the text, and priori coding where codes are created beforehand and applied to the text. “Emergency coding”, the category was established following some preliminary examination of the data. The steps to follow were outlined in Haney et al., (1998) and may be summarized here.

1. Two people independently examine the content and create a feature set as a checklist.

2. The researchers compare notes and reconcile the differences indicated in the initial checklist.

3. The researchers use the combined checklist to use freely with the code.

4. The researchers verify the reliability of the coding. (A 95% agreement is recommended; 8 for Cohen's Kappa) If the level of reliability is unacceptable, the researchers repeat the previous steps. When establishing reliability, the coding will be used on a large basis.

5. The final step is to check the quality control periodically.

In term “a priori coding” is a code that is determined before examining the present data, also known as deductive. According to Braun and Clarke (2006), they stated that the first stage is the creation of a priori coding. In terms of the content analysis, a priori code should be made up of the main concepts as depicted in the research question, literature review, conceptual framework, hypothesis, and study title – and also as mentioned in the section under the definition of concepts. of the concepts were referred to the deductive or a priori coding. The purpose was to link significant statements when the second stage of coding occurred. That occurs when the researcher read the data document line by line and word by word following an iterative process.

In sum, this study used a priori coding analyzes, that is, before the analysis categories and code are created and applied to the data according to a theory or framework. The amendment is made as and when necessary, the and category was tightened and thorough.

Coding Unit

There are many methods to determine the encoding unit proposed by Krippendorf (1980), the details of the methods were as follows:

1. Determination of physical characteristics in terms of nature, such as newspaper articles, letters, or poems all have natural boundaries.

2. Determination of unit of recording syntax using author-generated separations, such as words, sentences, or paragraphs.

3. Using reference units, reference units refer to the method of displaying the unit, for example, content can refer to Library automation as “Automation of libraries” or “Library computerization” or “computerized library housekeeping operations”. Reference units were useful when we were wanted to make inferences about attitudes, values or preferences.

4. Using prepositional units, prepositional units might be the most complex way to determine the coding units because they work by breaking down a text to examine the underlying assumptions. For example, in the sentence that reads, “Investors took another hit as the stock market continued its descent,” we will break it down into the stock market that recently had underperformed/investors are losing money.

In general, three types of units were used in the content analysis: sampling unit, context unit, and recording unit. Sampling units will vary according to the importance of the researcher; they will be words, sentences or paragraphs. In the present study, the sampling unit is a “particular story” or piece, which may be a news item, articles, editorials, columns, or a letter to the editor, generally called “stories” or “items”. Context units do not need to be independent or described separately. They can overlap and have multiple recording units. However, context units set physical limits on the type of data tried to record.

Related Previous Studies

The related previous study has been reported to examine the move structure in movie reviews and book reviews.

For move structures in movie review research, Charoensri (2007)'s study analytically examined the particular aspect of moves in the rhetorical pattern of movie review genre on the website www.imdb.com and to examine some aspects of the use thematic discourse makers that can be typically found in the investigated movie reviews. The data collection were 25 movie reviews on IMDb of the year 2006. Each movie review has 800-1500 words. The results show that movie reviews on IMDb have 5 moves; Move 1 (Introducing the movie), Move 2 (Describing the movie’s

storyline), Move 3 (Providing comments), Move 4 (Concluding the review), and Move 5 (Offering other information). The most frequently found pattern of move order is Move 1.

Furthermore, De Jong and Burgers (2013) discussed the difference between writing online movie reviews by consumer critics and professional critics using genre analysis on a corpus of 72 online movie reviews. They proposed the rhetorical move structure for movie reviews and classified the moves found into descriptive and evaluative moves and also reported that online movie reviews written by consumer critics tend to use more evaluative moves than professional critics. In addition, they also often take on the first-person perspective as well, whereas professional critics tend to express their opinions more objectively way by using the third-person perspective. The findings showed that the most frequent rhetorical moves found in their study showed in this section are Move 4 (Giving criticism) followed by Move 2 (Describing the movie), Move 1 (Giving practical information), and Move 3 (Placing the movie in context). However, the least frequent rhetorical move was Move 5 (Recommending the movie to the reader).

However, the move structure in book reviews, Nodoushan & Montazeran (2012), they studied about a structural move analysis in book reviews. The aim of this study was to identify any probable significant difference between native, ESL and EFL book review authors' treatment of rhetorical moves in 60 book reviews of applied linguistics journals. Sequences of move structures and steps as suggested in Motta Roth's (1995) framework for book reviews. The result showed that Move 1 (Introduction the book) was the most frequently used move in the book reviews. Move 2 (Outlining the book) was the second most frequently move in the corpus. Move 4 (Providing closing evaluation of the book was the third most frequently used, and Move 3 (Highlighting parts of the book) was rarely used.

According to Dachoviboon (2019) compared the rhetorical move of book reviews written by professional critics and online consumer critics in 25 reviews from The New York Times website and 25 reviews from Amazon.com. Her research used the theoretical framework of genre analysis, according to the work of Swales (1990) and Bhatia (1993). In order to analyze the rhetorical moves of data, the coding protocol was developed based on previous literature (Jong & Burgers, 2013;

Khunkitti, 2005; Motta-Roth, 1995; Nicolaisen, 2002; Skalicky, 2013; Valensky, 2010). The purpose of the study is to expand on previous studies on review genres by providing move and step analysis on both professional and online consumer reviews. The results showed that the rhetorical move of both corpora is different.

To sum up, this chapter investigated past literature and background information relevant to the present study covering the identity of websites as a discourse community as a review genre to the genre theory which covers the definition of genre, genre analysis and move analysis, and related previous studies.

CHAPTER 3
RESEARCH METHOD

The purposes of the present study were to examine to the move structures of English movie reviews appearing on two websites. In addition, this study also intended to compare the differences and similarities of the move structures in English movie reviews appearing on two websites. It also presented sampling techniques, data collection, and an approach to data analysis. The design of the study was introduced. Then the instrument used in this study was detailed.

Research Design

This study was designed to achieve the purpose of the study by using qualitative and quantitative research approach (frequency of move occurrences and comparative description) based on content analysis. Descriptive research was used to explain communicative moves in the movie reviews appearing on websites. This study uses a mixed methods because both quantitative and qualitative data were combined and integrated. In addition, descriptive studies are used to describe the facts that are appropriate to use in this study.

Stimuli

Movie reviews are taken from RTMT and IMDb during the years 2011 - 2020. Only the top 3 English movie reviews written by moviegoers with high-grossing were selected. The corpora were divided into two groups: the movie reviews appearing on RTMT and those appearing on IMDb. There were 30 English movie reviews for each corpus.

The selection of movie reviews was based on the top 3 movies of high-grossing during the years 2011 - 2020 to ensure that the selected movies were acceptable, reliable, and ranked in the top of the world. Also, all movies were from Box Office Mojo which are reliable and top-ranked databases.

From Box Office Mojo, the movies were chosen on the top 3 movies of high-grossing during the years 2011 - 2020.

The movie reviews on the RTMT and IMDb were chosen based on the following steps:

1. Movie Reviews of each website were selected by most readers.
2. All selected movie reviews were saved as content on the website and then converted into word document. Each text, sentence, and paragraph were focused.
3. Each text, sentence, and paragraph were separately coded for the purpose of identification and easier access.

Research Instrument

In this study, De Jong and Burgers' (2013) move model was used to analyze the data. Although there are many other previous studies that have developed models for move analysis for academic discourses, the researcher found De Jong and Burgers' (2013) move model to be the most appropriate framework for the study for several reasons. De Jong and Burgers' (2013) move model is the most comprehensive one for this study because De Jong and Burgers' (2013) particularly proposed this framework.

Data analysis

To achieve the objectives of this study, the following procedures comprising six main steps were used to analyze the collected data.

1. The top 3 English movies of high-grossing during the years of 2011 – 2020 were selected.
2. 30 English movie reviews from RTMT and 30 English movie reviews from IMDb were selected and read thoroughly.
3. All English movie reviews were divided into a text segment consisting of only one sentence or more sentences.
4. After the data were in a text segment level, De Jong & Burger's (2013) move model was used as a guideline to identify the move structures in English movie reviews.

5. Next, the frequencies of Moves for each movie review can be listed as follows:

Table 3 The example of the analysis form

No.	Movie(s)	The frequencies of move structures	
		RTMT	IMDb
1	Harry Potter and the Deathly Hallows: Part 2		
2	Transformers: Dark of the Moon		
3	The Twilight Saga: Breaking Dawn - Part 1		
4	The Avengers		
5	The Dark Knight Rises		
6	The Hunger Games		
7	Iron Man 3		
8	The Hunger Games: Catching Fire		
9	Despicable Me 2		

6. The keywords indicating the rhetorical move structures found on both websites were recorded in the rhetorical move analysis form.

7. The results of the study including the identification of rhetorical moves were confirmed by two experts to make the analysis of rhetorical move structures valid and reliable. The participation of the experts could reduce personal bias and uncertainty in the process of analyzing the rhetorical move structures. The percentage of agreement is calculated by using the formula A/(A+D) x 100, where A is the number of agreements and D is the number of disagreements. The standard number for an acceptable agreement is at least 80% (Cohen, 1960). In this study, the percentage of agreement rate is 98%. Also, when there were disagreements about the coding, the discussion took place between the coders in order to reach an agreement in rhetorical move identification.

CHAPTER 4
RESULTS

The purposes of the present study were examined to the move structures and compared the differences and similarities of the move structures in English movie reviews appearing on two websites. This chapter presents the results from the move structure analysis in English movie reviews appearing on two websites in 2011-2020 is discussed in this chapter. Then the framework of the move structure of the English movie reviews is described.

Rhetorical moves in two corpora

In order to answer the first research question of the study, the data were collected from two different sources to represent the movie review. For the RTMT, 30 samples and IMDb, 30 samples during the years 2011 - 2020 were collected for the purpose of comparison. All the samples were English movie reviews with the highest number of readers on each website. Therefore, the types of rhetorical moves occurring in the structures of English movie reviews on both websites were found. The results were presented with the bold texts indicating keywords and phrases for each rhetorical move as follows:

Rhetorical move identification

Move 1 (Giving practical information)

The critics employed this rhetorical move to provide the information about the movie theater, the movie itself, the review, and the critic of the movie review. In this study, the occurrences in the corpus of RTMT and IMDb are equal to 10%.

Example 1:

"The Dark Knight Rises" (2012) is the third and final film in Christopher Nolan's trilogy *about the comic book superhero Batman,* ***created in 1939 by Bill Finger and Bob Kane. The franchise, starting in 2005*** *with "Batman Begins" and continuing in "The Dark Knight" (2008) is brought to a conclusion, and traditional*

Hollywood thinking is used by the Warner Bros.

(IMDb 5)

Example 2:

Rogue One: A Star Wars Story is a science-fiction space opera movie set in the Star Wars universe. *The movie takes place before Star Wars Episode IV: A New Hope.* ***The movie is about a rag-tag group that takes on the Empire to steal the plans for the Death Star.*** *The movie is* ***directed by*** *Gareth Edwards and stars Felicity Jones, Diego Luna, Ben Mendelsohn, and Donnie Yen.*

(IMDb 17)

Example 3:

The name of this movie is Incredibles 2. ***Brad Bird is the film director and the scriptwriter.*** *This movie is a feature film and an animated cartoon. It is a superhero movie.* ***It was released in 2018 in United State.***

(RTMT 24)

Example 4:

Sonic The Hedgehog is a live-action film*-except for Sonic who is a CGI character (Ben Schwartz****)-based on the global blockbuster video game franchise from Sega.***

(RTMT 30)

Move 2 (Describing the movie)

This rhetorical move is used to inform the reader of the movie such as describing the story, the characters, and the filmic elements. Move 2 occurs on RTMT website 13% and 16% on IMDb.

Example 1:

Now stealing the tesseract, he threatens to bring war and destruction unlike the world has ever seen. *With no choice, Fury calls upon a group of heroes to stop Loki for completing his plan and save the world from mass destruction.*

(RTMT 4)

Example 2:

The Avengers brings all these superheroes together. Their opponent is Thor's evil half-brother, Loki*. His main goal is to get a magical stone, or cube, that would open the gateway to another dimension, to Asgard, where other, even more evil forces await to be released, and freed to the world of the humans.*

(IMDb 4)

Example 3:

The film begins with Katniss Everdeen (played by Jennifer Lawrence) in district 13, ***after she has destroyed the games, where she met president Coin (played by Julianne Moore) who convinces Katniss to be the symbol of rebellion while try to save Peeta (played by Josh Hutcherson) from the Capitol***

(RTMT 11)

Example 4:

The plot follows Detective Mike (Will Smith) and Marcus (Martin Lawrence) are still battling it out with retiring. *Since Marcus is ready to call it quits after his daughter just had a baby. While Mike still wants to be in action in chasing bad guys. Meanwhile, Isabel (Kate del Castillo) breaks out of prison and has her son Armando (Jacob Scipio) assassinate several people and one of them being Mike. Since Isabel and Mike had some kind of history. She wants to tie all the loose ends. Which puts Mike and Marcus back into action and now working with a new team in their unit called AMMO led by Rita (Paola Nunez).*

(IMDb 28)

Move 3 (Placing the movie in context)

This move structure is used to place the movie in context and establish a link between the evaluation object (the movie) and the context in which it was created. This move can be split into two categories of strategies. The first group consists of the parts of the movie that are being compared. The second group of strategies consists of the comparison material. It occurred in 7% of RTMT and 9 % on IMDb.

Move 3 Strategy 1 (Placing the movie in context)

This step is where the critics write about the part of the movie such as the film as a whole, subjects, actors, director, and film studio.

Example 1:

However, as soon as the initial story is set and the screenplay of Ehren Kruger takes over, starting with the appearance of Sam Witwicky (Shia LeBeouf), the film descends into familiar territory. Cue another weak script for the same bunch of characters, Special Agent Simmons (John Turturo), Lennox (Josh Duhamel), Epps, (Tyrese), and what was not great but occasionally amusing the first time becomes annoying the third time around. ***Megan Fox is not present this time and the script throws some barbs in her direction. Her replacement is posh Brit Rosie Huntington-Whiteley, who ticks all the aesthetic boxes Bay must have been looking for in a replacement but provides nothing more.***

(RTMT 2)

Example 2:

Steve Carell returns as the role of Gru and once again he plays the role very well. Kristen Wiig plays the role of Lucy who's a secret agent that becomes Gru's partner and eventually his love interest. *I didn't think Kristen Wiig was all that good in this movie, I didn't like her delivery and I thought she was really uninteresting, but the plus side to her character was that she made a good love interest for Gru, I thought they had decent chemistry with each other.*

(RTMT 9)

Move 3 Strategy 2 (Comparison material)

The function of this step is to compare the material of a movie, for example, a different specific movie, a movie from the same film genre, culture (own national or other), and a different medium.

Example 1:

I thought the film stayed fairly close to Rowling's story, until the end at least. After the Kings Cross scene, the film began to diverge greatly from the book. I wondered if this was because better 3D possibilities were attained with these changes. I watched the movie again in 3D. ***It wasn't darker than the 2D version and the 3D seemed to help the film****. However, I'm completely puzzled why the ending was changed the way it was. After waiting for more than a decade for the final showdown, it's unfortunate we got shorted here.* ***The original ending by Rowling was much cleaner and presented more cinematic possibilities, and simply made a better ending for the series.*** *The CGI for the early dragon scene was very good and I'm left wondering if they just ran out time to finish the thing correctly.*

(IMDb 1)

Example 2:

The Avengers is a lot better than Expendables, but that does not mean, it is a whole lot better, and that it would be better than, lets say Iron Man. *For me Iron Man alone stands above The Avengers. The film does not come better with bigger explosions, and a lot more heroes, than in the original film. But obviously, with fans of the 80's stars in Expendables, it is enough to bring them all on the screen at once.*

(IMDb 4)

Move 4 (Giving criticism)

Move 4 is also used on two websites. A similar move structure was found in the critic's point of view. The critic reviews were an evaluation written from the personal perspective and this move was used multiple times. Move 4 was found the most frequent on both websites as this move is giving criticism, the critics often use this move to write movie reviews. This move structure was employed by the critics to

give criticism about the movie as a whole, filmmakers, filmic elements, story, and characters. For RTMT is 64% and IMDb is 60%.

Example 1:

*The animation was **quite good**. It was **smooth and at times fairly pretty**. **Some characters and animals were designed in a pleasingly humorous way** while others were exaggerated to the point of being silly and aggravating.*

(IMDb 9)

Example 2:

***The heroes are all very good and generate good chemistry together**, but they are overshadowed by over-the-top and unrealistic action sequences and another bland villain.*

(RTMT 12)

Example 3:

***The sub-plots with Poe and Finn are pointless**, **do not advance the story at all, and are generally uninteresting.** Snoke's character is killed off way too soon and his character seems completely pointless other than copying the original trilogy, which this episode did A LOT but just made it worse.*

(IMDb 19)

Example 4:

***I think that development of the movie is great** because it develops in many planets in the universe and that give it a big reach. The story of the film is fantastic because it was planned 10 years ago with the premiere of iron man in 2008 and in 21 movies in the marvel cinematic universe.*

(RTMT 25)

Move 5 (Recommending the movie to the reader)

The critics can use this rhetorical move for recommending the movie' is used to persuade the reader and consists of two groups of strategies. The first strategy is recommending or discommending the reader to see the movie. The second group of strategies consists of arguments to back up the critic's advice. In this study, it was revealed that Move 5 in the corpus of RTMT and IMDb websites occurred at a frequency of 6% and 5%.

Move 5 strategy 1 (Recommend)

To recommend or discommend readers to see the movie, the critics can use this step to indicate that the reader must see the movie or the reader should not see the movie.

Example 1:

I still enjoyed this film a lot, I think a lot of kids will have a blast with this film and I think even adults will like this movie, so ***I would recommend it.***

(RTMT 9)

Example 2:

This was, for me, the most anticipated movie this year, because I've been waiting for it for several years and it's finally here. ***I recommend to anyone who's a fan of Jurassic Park series.***

(IMDb 13)

Move 5 strategy 2: Arguments

The critics can provide the arguments about the movie as a whole, the filmmakers, the filmic elements, the story, and the characters to the readers for recommending or discommending to watch the movie.

Example 1:

This movie is highly recommended and there are no scenes or language that would restrict any age from watching this movie. It would also be enjoyable to any fan of action and comedy.

(RTMT 7)

Example 2:

I highly recommend this movie if you are a fan of Disney, of musicals, of the original animated film, or Emma Watson. It was a nice refreshing breath of air and break away from our current political climate.

(IMDb 20)

Frequency and percentage of appearance of the rhetorical moves

To answer the second research question, the differences and similarities of the rhetorical move structures employed in English movie reviews appearing on two websites were analyzed in the terms of the frequency of occurrence of rhetorical move structures. The findings are shown in Table 6 with the descriptions as follows:

Table 4 Percentages of move and frequencies of occurrences on two websites

Move	**Percentages of Move and Frequencies of Occurrence**		**Rank Order**
	RTMT	IMDb	
Move 1: Giving practical information	10% (21)	10% (21)	3
Move 2: Describing the movie	13% (28)	16% (35)	2
Move 3: Placing the movie in context	7% (16)	9% (19)	4
Move 4: Giving criticism	64% (136)	60% (133)	1
Move 5: Recommending the movie to the reader	6% (13)	5% (12)	5
Total	100% (214)	100% (220)	

According to table 4, the comparison of rhetorical moves occurring on both websites to answer the second question can be described as follows:

The most frequently found rhetorical move in the corpus of RTMT was Move 4 (Giving criticism), consisting of 64% of the total rhetorical moves. For IMDb, the most frequently found rhetorical moves in the corpus was Move 4 (Giving criticism), consisting of 60%. The second most frequently found rhetorical move in the corpus on IMDb was Move 2 (Describing the movie), it accounted for 16%. The second most frequently found rhetorical move on the RTMT was Move 2 (Describing the movie), consisting of 13%. The third most frequently rhetorical move on both websites were Move 1 (Giving practical information), consisting of 7% for RTMT and 9% for IMDb. In the corpus of RTMT, the fourth and the fifth most frequently rhetorical moves were Move 3 (Placing the movie in context) and Move 5 (Recommending the movie to the reader) respectively. However, in the corpus of IMDb, Move 3 (Placing the movie in context) and Move 5 (Recommending the movie to the reader) were the fourth and fifth most frequently found rhetorical moves.

From the results found that the sequences of the rhetorical move structures of the English Movie Reviews on RTMT and IMDb could be concluded that the rhetorical move structures used by critics are as follows:

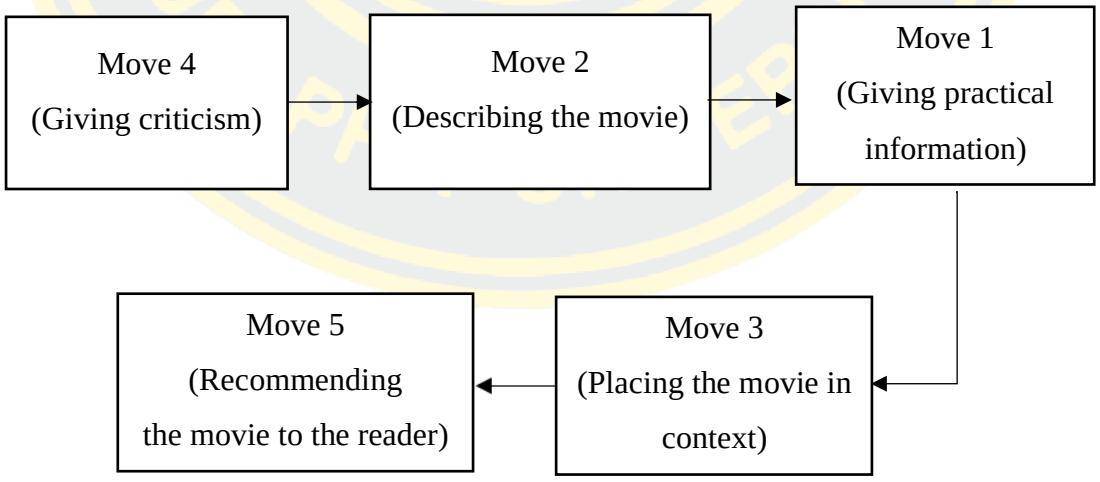

Figure 3 The sequences of the rhetorical move structures of the English Movie Reviews on RTMT and IMDb

Regarding the sequence of rhetorical move structures, the emergent patterns of rhetorical move structures were used frequently by the critics of two websites, observed and conducted. It can be summarized that the sequence of rhetorical move structures of English movie reviews by critics' use started from the strategy of Move 4 (Giving criticism) followed by Move 2 (Describing the movie), Move 1 (Giving practical information), Move 3 (Placing the movie in context), and Move 5 (Recommending the movie to the reader) respectively.

CHAPTER 5
CONCLUSION AND DISCUSSION

This chapter includes the summary and the discussion of the findings concerning the rhetorical move occurrences and the differences and similarities of move structures in English movie reviews appearing on two websites. There are four main sections in this chapter. The first section presents the summary of the findings of this study. The next section is the discussion of the findings concerning the rhetorical move occurrences. The third section is the implication of this study. Some recommendations for further research are provided in the last section.

Conclusion

Online consumer reviews are a phenomenon arising from the rise and expansion of internet technology. Potential buyers think of it as a resource to reduce purchase uncertainty. Therefore, it influences the sale of the product. This type of review is different from common reviews written by professional critics because consumers are empowered by their experience about that product after consuming to write and publish their own reviews of the products they purchase.

This present study aims at examining the move structures in English movie reviews appearing on two websites and to compare the differences and similarities of the move structures in English movie reviews appearing on two websites. Data were collected from RTMT websites and the other is from IMDb website. Only the top 3 English movies during the years of 2011 -2020 of high-grossing were selected. The corpora were divided into two groups: English movie reviews of RTMT and IMDb. There were 30 English movie reviews in each corpus.

The framework utilized in this study was from De Jong and Burgers' (2013) move model. There are five move structures. Move 1 (Giving practical information). Move 2 (Describing the movie). Move 3 (Placing the movie in context), consists of two strategies - Strategy 1 (Part of the movie) and Strategy 2 (Comparison material), Move 4 (Giving criticism,) and Move 5 (Recommending the movie to the reader).

This move can be split into two categories of strategies, Strategy 1 (Recommend) and Strategy 2 (Argument). Each move and strategy have its own clear description.

Summary of findings

The main findings of this study are as follows:

1) There was the presence of all the five move structures as presented in De Jong and Burgers' (2013) rhetorical move model in both movie reviews corpora.

2) The top 3 of the most frequent rhetorical move on both websites – Move 4 (Giving criticism), Move 2 (Describing the movie), and Move 1 (Giving practical information) were found in English movies reviews on two websites. On the other hand, Move 3 (Placing the movie in context) and Move 5 (Recommending the movie to the reader) on both websites were rarely used.

3) The move structure of English movie reviews appearing on two websites are similar.

4) There were rhetorical moves that mixed with other rhetorical moves in movie reviews by critics.

Discussions

Based on the findings reported in the previous chapter on rhetorical move identification and the frequency and percentage of occurrence of the rhetorical moves, there was the presence of all the five rhetorical moves as presented by De Jong and Burgers' (2013) move structures in English movie reviews of both corpora. However, some steps were rarely used: Move 3 (Placing the movie in context) and Move 5 (Recommending the movie to the reader) on two websites.

Regarding the move analysis, the results have revealed that a total of move structures were used on two datasets of English movie reviews. The top 3 of the most frequent rhetorical moves on both websites – Move 4 (Giving criticism), Move 2 (Describing the movie), and Move 1 (Giving practical information) were found in English movies reviews on two websites. On the other hand, Move 3 (Placing the movie in context) and Move 5 (Recommending the movie to the reader) on both websites were rarely used.

First of all, the most frequently rhetorical move found in the corpus of RTMT was Move 4 (Giving criticism), consisting of 64 % of the total rhetorical moves. However, the most frequent rhetorical move in the corpus of IMDb was Move 4 (Giving criticism), consisting of 60% in each rhetorical move. The great occurrences of Move 4 in both corpora confirmed the findings by Jong and Burgers (2013) who examined the difference between the writing of online film reviews by consumer critics and professional critics of 72 online film reviews. They proposed the rhetorical move structure of movie reviews and classified the moves. The findings showed that the most frequent rhetorical moves found in their study showed in this section are Move 4 (Giving criticism) followed by Move 2 (Describing the movie), Move 1 (Giving practical information), and Move 3 (Placing the movie in context). However, the least frequent rhetorical move was Move 5 (Recommending the movie to the reader).

The second most frequently rhetorical move found in the corpus of IMDb was Move 2 (Describing the movie), it accounted for 16 %. The second most frequent rhetorical move on the RTMT was Move 2 (Describing the movie), consisting of 13%.

The third most frequently rhetorical move found on both websites were Move 1 (Giving practical information), consisting of 9 % for RTMT and 7 % for IMDb. In the corpus of RTMT.

Finally, the least common rhetorical move of the two datasets were Move 3 (Placing the movie in context) and Move 5 (Recommending the movie to the reader) respectively.

To sum up, it can be concluded that English movie reviews are similar in their structures. Move 4 and Move 2 are considered as the crucial rhetorical moves for English movie reviews. This may be due to the fact that most critics think that giving criticism is more important than other topics. Although the findings in the present study do not seem to support previous studies, such as Nodoushan & Montazeran (2012), and Dachoviboon (2019).

According to Nodoushan & Montazeran (2012), they investigated a structural move analysis in book reviews between native, ESL, and EFL book review authors' treatment of rhetorical moves in 60 book reviews from applied linguistics journals.

Move and step sequences as has been suggested in Motta Roth's (1995) framework for book reviews. The result showed that Move 1 (Introduction the book) was the most frequent move observed in the book reviews. Move 2 (Outlining the book) was the second most frequent move in the corpus.

Dachoviboon (2019), she compared the rhetorical move of book reviews written by professional critics and online consumer critics in 25 reviews from The New York Times website and 25 reviews from Amazon.com. Her research used the theoretical framework of genre analysis, according to the work of Swales (1990) and Bhatia (1993). According to the results, moves and steps found in her study were followed the uniform of Move 1 (Introduction) -> Move 2 (Describing the book) -> Move 3 (Evaluating the book) -> Move 4 (Overall assessment) -> Move 5 (Reviewer information) -> Move 6 (Review information), respectively.

The reason for the findings that were not supported by the previous studies might be because the sources of data in this study were quite similar because English movie reviews are collected from both websites to each other.

Another point observed in the study was that critics did not strictly follow the move structure and strategy as has been suggested in De Jong and Burgers' (2013) framework for English movie reviews. Critics seem to liberally reorder the sequence of strategies in their English movie reviews to create their own styles. This was observed in almost all reviews of both websites.

The sequence of move structures found in this study is Move 4 (Giving criticism) → Move 2 (Describing the movie) →Move 1 (Giving practical information) → Move 3 (Placing the movie in context) → Move 5 (Recommending the movie to the reader). From the sequence of move structures found, it can be implied that most critics did not follow the move structures of rhetorical moves presented in the frameworks.

Throughout the analysis, unexpected findings of this study can be pointed out as interesting aspects of the move analysis. Aside from the move structure, the use of mixed moves which are the combination of two moves, occur in this study. The mixed move process in this study is Move 4 (Giving criticism) and Move 2 (Describing the movie), Move 3 (Placing the movie in context), and Move 5 (Recommending the movie).

Example 1:

Sam Witwicky (Shia LaBeouf) is of course the main character and his new girlfriend Carly Spencer (Rosie Huntington-Whiteley) is his side kick. I think the only down fall in the whole movie is Rosie and her character. *She is clearly not meant to be an actress and* ***I think that this film lacks a great female actress to match all the amazing male roles.***

(IMDb 2)

Move 2 (Describing the movie)

- Sam Witwicky (Shia LaBeouf) is of course the main character and his new girlfriend Carly Spencer (Rosie Huntington-Whiteley) is his side kick.

Move 4 (Giving criticism)

- I think the only down fall in the whole movie is Rosie and her character.

- I think that this film lacks a great female actress to match all the amazing male roles.

Example 2:

The music in "Jurassic World" is both thrilling and exciting. "Michael Giacchino" did a great job as the music composer. The special effects in this movie are superb, *but then again in ten to fifteen years when people watch this movie the C.G.I. won't hold up.* ***If you are a person who enjoyed 1993's "Jurassic Park" then I do recommend you watch "Jurassic World" as it has great acting, good plot and great visuals. I do look forward to watching the sequel that was announced.***

(RTMT 13)

Move 4 (Giving criticism)

- The music in "Jurassic World" is both thrilling and exciting. "Michael Giacchino" did a great job as the music composer. The special effects in this movie are superb.

Move 5 (Recommending the movie to the reader)

- I do recommend you watch “Jurassic World” as it has great acting, good plot and great visuals. I do look forward to watching the sequel that was announced.

Example 3:

The entire sequence in the aquarium is awesome. *This sequence has Dory with an octopus trying to escape.* ***The computer animation and dialogue across this sequence is great to watch.*** *It also brought back the idea of children that do not understand their actions might kill fish.* ***The entire sequence is fun to watch*** *but* ***it felt like it took the themes from Finding Nemo rather than creating something new.***

(IMDb 16)

Move 4 (Giving criticism)

- The entire sequence in the aquarium is awesome.

- The computer animation and dialogue across this sequence is great to watch.

- The entire sequence is fun to watch

Move 3 (Placing the movie in context)

- it felt like it took the themes from Finding Nemo rather than creating something new.

To summary, this rhetorical move can co-exist with other rhetorical moves as it is a writing evaluation and critique of the movie on various topics which may cause critics to mix this rhetorical move with others.

Implication

The present research provided some pedagogical implications in the writing classroom, especially for teaching rhetorical move structures in different types of review sections. This suggests that teachers should be aware of the importance of writing context and cultural differences in writing. They should know about the writing style or organizational structure that conforms to cultural conventions. These could help them use appropriate methods so that students understand how to conduct

good writing. The present results might also benefit students and researchers studying how to write effectively.

Recommendation for further studies

This study focuses only on the written structure of the text, regardless of the potential impact of designing a review system for each website, such as limiting the number of word count, sentences, paragraphs, and presentation of reviews, etc.

These factors might influence a critics' preferences, which might affect the perceived usefulness of reviews. Therefore, future research could explore these problems and their possible impacts in terms of other analyzes.

The results of this study would contribute to a better understanding of the online document genre. The recommendations of this study are in regards to the data sources. Also, further studies should study more about the words in movie reviews in the corpus of the genre. This study aims to analyze the move structure in English movie reviews appearing on two websites: RTMT and IMDb. Further study, therefore, should analyze the different sources in order to summarize the rhetorical move in English movie reviews.

APPENDIX

APPENDIX A

Movie Reviews from Rottentomatoes and IMDb

Year 2011

1 Harry Potter and the Deathly Hallows: Part 2

2 Transformers: Dark of the Moon

3 The Twilight Saga: Breaking Dawn - Part 1

Year 2012

4 The Avengers

5 The Dark Knight Rises

6 The Hunger Games

Year 2013

7 Iron Man 3

8 The Hunger Games: Catching Fire

9 Despicable Me 2

Year 2014

10 Guardians of the Galaxy

11 The Hunger Games: Mockingjay – Part 1

12 Captain America: The Winter Soldier

Year 2015

13 Jurassic World

14 Star Wars: Episode VII - The Force Awakens

15 Avengers: Age of Ultron

Year 2016

16 Finding Dory

17 Rogue One: A Star Wars Story

18 Captain America: Civil War

Year 2017

19 Star Wars: Episode VIII – The Last Jedi

20 Beauty and the Beast

21 Wonder Woman

Year 2018

22 Black Panther

23 Avengers: Infinity War

24 Incredibles 2

Year 2019

25 Avengers: Endgame

26 The Lion King

27 Toy Story 4

Year 2020

28 Bad Boys for Life

29 1917

30 Sonic the Hedgehog

APPENDIX B

Examples of Move Analysis

Move 1 (Giving practical information)

Review No.	Text segment	Explanation
RTMT 4	'Marvels the Avengers' have assembled for people to see Based on Marvel Comics the Avengers has finally hit the theatres with great quality and an excellent plot to keep you on the edge of your seat. The director for this movie is Joss Whedon with actors Robert Downey Jr. (Tony Stark), Chris Evans (Steve Rogers), Mark Ruffalo (Bruce Banner), and many other actors.	The keywords 'director' and 'actors' are employed to show the name of the director and actors of the movie.
RTMT 5	The Dark Knight Rises (2012) Cast: Christian Bale, Tom Hardy, Anne Hathaway, and Joseph Gordon-Levitt Director: Christopher Nolan Synopsis: Christian Bale stars as both the classic caped crusader and his billionaire alter-ego, Bruce Wayne.	There are keywords 'cast' and 'director' showing certainly of the movie.
RTMT 15	Rogue One: A Star Wars Story is the 8th Star Wars film to be released in cinemas and the 1st Star Wars film not to follow the Skywalker story line. The film was directed by Gareth Edwards. The film stars Felicity Jones as Jyn Erso and Diego Luna as Cassian Andor.	The underlined keyword represents general information related to the movie, the name of the director, and a list of the main actors.

Review No.	Text segment	Explanation
RTMT 18	Captain America: Civil War is a definitive end to the Captain America trilogy with spectacular fight sequences, character development, and the introduction to two great marvel characters being Black Panther and Spider-Man.	This is a phrase showing the information and background of the movie.
RTMT 24	The name of this movie is Incredibles 2. Brad Bird is the film director and the scriptwriter. This movie is a feature film and an animated cartoon. It is a superhero movie. It was released in 2018 in United State.	The keywords inform the director, the scriptwriter, the type of film, and the year the film was released in cinemas.
	The production company is Pixar animation studios Walt Disney pictures. The original voices of the characters are for Robert Parr (Mr. Incredible) Craig T Nelson, for Helen Parr (Elastigirl) Holly Hunter, for Violet Parr: Sarah Vowell, for Dashiell Parr: Huck Milner, for Jack-Jack ParrÂ : Eli Fucile and for Lucius Best (Frozone) Samuel L Jackson.	This segment is giving information about the movie such as a film producer and the original voice actors.
RTMT 26	The Lion King' is a musical-family film directed and produced by Jon Favreau. It is a photorealistic remake of Disney's traditionally animated film of the same name.	The underlined keywords are showing the general information about the director, producer, and studio.
RTMT 28	Bad Boys for Life directed by the Belgian directors Adil El Arbi & Bilall Fallah, was a huge surprise. It was only projected to make 45 million dollars opening week, and it surpassed it by 25 million dollars!	The writer provides information about the name of the directors.

Review No.	Text segment	Explanation
IMDb 5	"The Dark Knight Rises" (2012) is the third and final film in Christopher Nolan's trilogy about the comic book superhero Batman, created in 1939 by Bill Finger and Bob Kane. The franchise, starting in 2005 with "Batman Begins" and continuing in "The Dark Knight" (2008) is brought to a conclusion, and traditional Hollywood thinking is used by the Warner Bros.	These keywords provide the basic information related to the movie and the name of the studio that produced the movie.
IMDb 14	Others in this cast of hundreds(maybe thousands): Max von Sydow, Adam Driver, Gwendoline Christie, Andy Serkis, Lupita Nyongo, Nick Walters, Dante Briggins, Dombhnall Gleeson and even Daniel Craig plays a stormtrooper.	This is a phrase that shows the number of actors and the names of some of the actors in the movie.
IMDb 17	Rogue One: A Star Wars Story is a science-fiction space opera movie set in the Star Wars universe. The movie takes place before Star Wars Episode IV: A New Hope. The movie is about a rag-tag group that takes on the Empire to steal the plans for the Death Star. The movie is directed by Gareth Edwards.	The keywords 'science fiction space opera movie' and 'director' are employed to show the type of the movie and the director.
IMDb 23	THE MOVIE RUNS 2 hours, 29 minute and was shot in New York City, Scotland and Philippines with studio work done in Pinewood Atlanta Studios in Fayetteville, Georgia. WRITERS: Christopher Markus and Stephen McFeely.	This section provides information about the length of the film, the shooting location and the name of the studio.

Move 2 (Describing the movie)

Review No.	Text segment	Explanation
RTMT 1	The deaths of Lupin, Tonks, and Fred, it made everyone feel vulnerable and human in a world filled with magic, it got us to worry about everyone we know and made us feel justice when Harry achieves victory.	The writer informs a brief synopsis of the film.
RTMT 5	In this third installment of Christopher Nolan's Batman films, Bruce Wayne no longer feels that the City of Gotham needs a hero and goes on a secluded hiatus. However, when a new villain, Bane (Tom Hardy), threatens Gotham City, Wayne dons his cape and mask once more. Christopher Nolan brings yet another adrenaline-filled, comic-inspired movie to the big screen. We see all sorts of familiar faces this time around, but the audience is introduced to a few new characters as well. When crisis threatens Gotham City, Bruce Wayne jumps back into the Batmobile to fight crime. Batman is joined on his quest by an eager orphaned cop (Joseph Gordon-Levitt), a seductive cat burglar (Anne Hathaway), and a violent masked villain (Tom Hardy).	This text segment is describing some of the actions of the characters in the movie.
RTMT 6	About a 16 year old girl living in the poorest of 12 cities ruled over by the oppressive Capitol in the dystopian United States, and when her little sister gets picked to participate in a murder game where only 1 person can live out of 24 contestants.	The reviewer describes the character's appearance and details.

Review No.	Text segment	Explanation
RTMT 8	"The Hunger Games: Catching Fire" begins as Katniss Everdeen has returned home safe after winning the 74th Annual Hunger Games along with fellow tribute Peeta Mellark.	The writer describes the plot of the film in a brief.
	Along the way Katniss senses that a rebellion is simmering, but the Capitol is still very much in control as President Snow prepares the 75th Annual Hunger Games, The Quarter Quell, a competition that could change Panem forever	
	The Quarter Quell for the seventy fifth games are that the tributes will be reaped from the existing victors. Katniss must make choices that will put herself and her family in danger of being killed. She and her fellow tribute Peeta must train once again for another games, but this time they must make allies as everyone who they are fighting against know one another, Katniss and Peeta are the outsiders.	
RTMT 15	Tony Stark (Robert Downey Jr.) creates an artificial intelligence program called Ultron to protect the world from future attacks by alien races.	This text segment is explaining the characteristic of the character.
RTMT 24	The Incredibles 2 is "the story of a family whose members learn to balance their personal lives with the love. It's also a comedy about superheroes discovering their more ordinary human side.	The reviewer is describing the story.

Review No.	Text segment	Explanation
IMDb 2	The film revolves around the Decepticons trying to take over planet earth, and part of that plan means getting rid of all of the Autobots. It starts out with videos of the sixties Apollo landing mission and later the viewers learn that it was all a big cover up of an alien spaceship crash on the moon. The Decepticons are able to get started on their plan when they trick Optimus Prime to go to the moon and bring the missing puzzle pieces they needed back to earth.	The writer explains the story from beginning to end.
	Sam Witwicky (Shia LaBeouf) is of course the main character and his new girlfriend Carly Spencer (Rosie Huntington-Whiteley) is his side kick	
	At the end all of the Autobots and humans have to work together to save the planet. Lennox (Josh Duhamel) puts a group together including Tyrese Gibson (Epps) to go to downtown Chicago and stop the Decepticons from succeeding	
IMDb 12	“Captain America: The Winter Soldier” finds Steve Rogers/Captain America (played by Chris Evans) in modern Washington, D.C. and navigating through the politics of his new world. The good guys and bad guys are not as clear anymore and he has to face a new threat in the mysterious Winter Soldier.	This text segment is describing some parts of the story of the movie.

Review No.	Text segment	Explanation
IMDb 19	Luke is super powerful despite not even using the force for years. Rey is super powerful despite being a nobody who hasn't trained. Snoke is SUPER SUPER powerful.	This text is describing the character of the movie.
IMDb 21	Diana leaves her paradise Island magically hidden from the rest of the world to fight alongside men in a war to end all wars. Later when she helps a spy (Chris Pine) and they journey to Europe circa 1913, she's finds that she is a fish out of water in her new surroundings in searching for the god of war.	These text segments are explaining the story in brief.
IMDb 23	“Avengers: Infinity War” chronicles events when the Avengers team-up with several allies to defeat the cosmic despot Thanos, whose goal is to collect all six Infinity Stones to attain unimaginable power and radically solve one of the Universe's most challenging problems.	The writer informs the synopsis of the story.
IMDb 27	Bonnie begins kindergarten and crafts a toy named Forky. Forky doesn't know his place in the world, so Woody attempts to show him the ropes and teach him what being a toy is like. While doing so, the two are separated from Bonnie and the rest of the toys, where Woody learns more about the life of a toy.	This paragraph is explaining some of the actions of the characters in the movie.

Move 3 (Placing the movie in context)

Move 3 Strategy 1 (Placing the movie in context)

Review No.	Text segment	Explanation
RTMT 2	The film culminates in another huge battle between the Transformers set against a different cityscape (Chicago this time) that feels oh so familiar.	In this text, the critic writes about the part of the movie (the film as a whole).
RTMT 6	If you are in the mood to watch high schoolers murder each other, just watch Battle Royale. It is so much better with only a 16th of The Hunger Games's budge.	The reviewer informs the overview of the film.
IMDb 1	It wasn't darker than the 2D version and the 3D seemed to help the film.	The text segment is showing the overview of the 2D and 3D in the movie.

Move 3 Strategy 2 (Comparison material)

Review No.	Text segment	Explanation
RTMT 2	Dark of the Moon is a <u>better film than the previous</u> Revenge of the Fallen but is still beset by the same flaws	The underlined keywords are comparing different specific a movie and a movie from the same film genre.
	I couldn't help <u>compare the films main protagonist</u>, Sentinel (voiced by Leonard Nimoy), with the Fallen from the previous film	
RTMT 3	It is probably still <u>the strongest of the four films</u> so far.	The text segment 'the strongest of the four fimls' compares this movie to the others.

Review No.	Text segment	Explanation
RTMT 9	Despicable Me 2 may not be as funny and heartwarming as the first one, but it was still really good.	These sections compare Despicable Me 2 and Despicable 1.
	Like I said the jokes were stronger in the first movie, but this one had some pretty good humor because there was some good character humor, visual humor and slapstick humor. The first one also had a lot more heart in it and Despicable Me 2 does try to be heartwarming, but it just didn't match up to the first one.	
RTMT 12	Captain America: The Winter Soldier takes a much different approach than its predecessor and other MCU films, being a spy thriller rather than a traditional superhero adventure.	These underlined phrases are comparing the different approaches between both movies.
	The Winter Solider takes a different approach to the superhero genre with its thrilling and greater political tone.	
RTMT 14	It's similar to the story of A New Hope.	There is a keyword 'similar' showing the similar to other movies.
IMDb 1	The film seemed a little unlike the previous Potter films	The underlined keyword is comparing the differences between both movies
IMDb 2	The first film was amazing but The Revenge of the Fallen was a big disappointment.	This text segment shows a comparison of the two movies.

Review No.	Text segment	Explanation
IMDb 10	Rocket Raccoon is better than The Avengers.	The keyword 'better than' compares the quality between Rocket Raccoon and The Avengers
IMDb 16	The movie is similar to the first movie by having its themes be something that all audiences can relate to.	There is a keyword 'similar to' showing the similarities between the two movies.
	The entire sequence is fun to watch but it felt like it took the themes from Finding Nemo rather than creating something new.	This text segment is showing the similarities of the themes of both movies.
IMDB 17	Rogue One: A Star Wars Story is the different Star Wars movie from the rest of the Star Wars movie catalog.	The writer compares the difference between Star Wars movie and Star Wars movie catalog.
IMDb 19	Very disappointing after TFA being quite good and looking forward to this for so long.	The critic expresses feelings for the film in this installment.
IMDb 21	Overall, Wonder Woman is probably one of the most rounded entertaining super hero movies out there with its war themes ironically just as relevant today.	The underlined phrase is showing the comparison between the themes of both movies.
IMDb 23	This is easily the least of the Avengers trilogy. Not to mention “Captain America: Civil War” (2016) and “Thor: Ragnarok” (2017) are significantly more compelling and all-around entertaining.	These texts are comparing the overall movies.

Move 4 (Giving criticism)

Review No.	Text segment	Explanation
RTMT 1	Wow, that's what you will say when you watch this concluding film in the Harry Potter series, it's just amazing.	These text segments provide a positive evaluation from the critic.
	I greatly appreciated that David Yates didn't milk this last movie by making it long and drawn out for no reason.	
	It works very well as a conclusion, it feels earned, the stakes are real, it consistently entertains and I get emotional every time. This is my favorite film in the series and it caps off this franchise very nicely.	
RTMT 3	The CGI on the wolves suddenly is very poorly rendered, they blur as they leap and tussle so we can't really see what is happening.	The underlined keywords are negative opinions of the movie.
	On the plus side this film does actually present the characters with some interesting dilemmas.	There are positive opinions about the character and actor.
	Kristen Stewart is satisfactory at best and Taylor Lautner serves his purpose but does little more than that.	
RTMT 7	The dialogues are also well-done and are sometimes filled with comedy.	All of these keywords compliment the quality of the film.
	The lighting and camera angles also have a dynamic and high quality to them that also raises this movie's quality.	

Review No.	Text segment	Explanation
RTMT 10	Bradley Cooper surprised me with his great voice work, I could hardly it was him at all and he gives tons of emotion to his CGI counterpart. We already knew that Zoe Saldana was great because of the Star Trek movies and she is even better here, she develops a sweet relationship with Pratt that is believable and doesn't feel forced	There are words for positive reviews and appreciation of the movie.
	I also really like Pace as an actor and his low voice is perfect in this role. Karen Gillan also had a breakthrough performance.	
	I'm glad that they evolved his character in the next film.	
RTMT 16	I really enjoyed this film. Its full of energy and originality right from the beginning, and the different characters made it a joy to watch. Pixar are definitely back on top form, because they get the mixture of comedy and drama, exactly right so it's great for all ages. The animation also looks terrific and the attention to detail.	The writer admires the movie and gives a positive opinion.
	I really liked. Every character had there own mission, and they brought there skills on board to help Dory on his wild journey.	
RTMT 20	Beauty and the Beast is definitely my favorite live-action remake of a Disney animated movie, my 3rd favorite Disney movie of all time, my 3rd favorite fantasy movie of all time.	The underlined keywords show positive comments about the movie.

Review No.	Text segment	Explanation
IMDb 1	Some of the recent installments had been pretty dark and the 3D glasses were supposed to make this worse.	The keywords 'pretty dark' is a negative review.
	The CGI for the early dragon scene was very good.	The underlined word ‘very good' provide a positive opinion.
IMDb 3	The rest of the cast is slow, empty, and boring.	The reviewers give negative comments about the movie.
	The ending is very gritty and could upset some viewers. If you hate the Twilight Saga, this brings nothing new to the table and you probably won't like it.	
IMDb 9	I was really disappointed after finishing DM 2.	These phrases are negative reviews from the writer.
	The film had almost no plot to speak of. There was no tension or excitement at any point.	
	Overall the story was a mess with no direction, no excitement and mostly shallow, irritating characters.	
IMDb 12	This film has impressive action scenes, solid performances, and a well written script that balances humor, character, and story.	These are appreciation words and positive opinions.
	“Captain America: The Winter Soldier” is a really good film that gives everyone a fun time and something to think about it.	
IMDb 15	I enjoyed how everything worked together to bring the audience such an interesting and action-packed film.	This section shows the positive feeling of the overall movie.

Review No.	Text segment	Explanation
IMDb 16	There is much to appreciate in this movie from a technical standpoint. All of the characters are well animated and the scenes themselves are well directed. It made for an experience that is worthy of the Pixar Animation name.	These phrases are positive reviews from the critic.
	There is much to appreciate in this movie from a technical standpoint. All of the characters are well animated and the scenes themselves are well directed. It made for an experience that is worthy of the Pixar Animation name.	
IMDb 19	New characters are added that we have no feelings for. The Chinese girl seemed to be in it so they had people of all races and she was a pointless character and uninteresting. The purple haired woman was very annoying and I just wanted her to die so I wouldn't have to watch her in any more scenes.	The reviewers give negative opinions about the movie.
	The entire 2.5 hour movie was pretty much about 2 ships in space not moving at all, and does not further the story from TFA at all, creating no interest in the final episode.	
	Han Solo's sarcasm and wit was the perfect comedy style for Star Wars. But this episode was full of slapstick comedy and a lot of it was aimed at kids.	The underlined keywords show positive comments about the movie.

Move 5 (Recommending the movie)

Move 5 strategy 1 (Recommend)

Review No.	Text segment	Explanation
RTMT9	I still enjoyed this film a lot, I think a lot of kids will have a blast with this film and I think even adults will like this movie, so I would recommend it.	In all of these text segments, the writers recommend readers watch the movie and indicate that the reader should watch the movie.
RTMT 11	After all, I think it's watchable and I recommend to those who saw the last two films. Without watching them it becomes difficult to understand all story.	
RTMT 14	I recommend it to every person who is interested in Sci-Fi movies with a dash of space magic.	
RTMT 16	I recommend this movie to people who are into their animation/adventure/comedies.	
RTMT 19	As the most polarizing Star Wars movie, the Last Jedi is essential viewing. I'd recommend anyone to watch it, and to make up your own mind about it.	
IMDb 4	All in all, it is certainly a-must-see for the fans of comic stars, science fiction, and action. I enjoyed, but not that much, that I would recommend it to everybody.	
IMDb 16	I would recommend 'Finding Dory.' This is a solid family friendly movie.	
IMDb 29	I recommend watching this on the biggest screen possible and enjoy another fine piece of cinema brought to you by Sam Mendes.	

Move 5 strategy 2 (Arguments)

Review No.	Text segment	Explanation
RTMT 7	This movie is highly recommended and there are no scenes or language that would restrict any age from watching this movie. It would also be enjoyable to any fan of action and comedy.	In these sections, the critics provide the arguments about the movie as a whole such as film elements, the story, and the characters for recommending the readers to watch the movie.
RTMT 13	I do recommend you watch "Jurassic World" as it has great acting, good plot and great visuals. I do look forward to watching the sequel that was announced.	
RTMT 24	A fan of Marvel movies cannot miss this film because the story is very well built and entertaining for both parents and children. It is a very good film.	
IMDB 20	I highly recommend this movie if you are a fan of Disney, of musicals, of the original animated film, or Emma Watson. It was an nice refreshing breath of air and break away from our current political climate.	
IMDb 22	Action packed and original. Intense, well acted and featuring a slew of great characters, I would recommend Black Panther to anyone looking for a good action or adventure.	
IMDb 30	Sonic the Hedgehog is filled with a lot of action and fun. I give this film 5 out of 5 stars. If I could, I would give this movie 100 out of 100 stars. I recommend it for ages 5 to 18 plus older adults.	

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