RHETORICAL MOVES AND LINGUISTIC REALIZATIONS OF RESEARCH ARTICLE ABSTRACTS BY INDONESIAN AUTHORS IN APPLIED LINGUISTICS PUBLISHED IN INTERNATIONAL JOURNALS

[1]Husnul Hakim; [2]Safnil Arsyad; [3]Syahrial

Universitas Bengkulu[1,2,3]

Corresponding email: husnulhakim527@gmail.com

Abstract

The existence of abstract is compulsory within a research article (RA). Abstract is a summary or brief overview that describes entire content of RA. At a glimpse, abstract tells readers what the RA is all about and at the same time, it acknowledges readers and allows them indirectly to give pre-assessment about quality of the RA. This study aims to find rhetorical moves and linguistic features; tenses and voice forms of RA abstracts by Indonesian authors in Applied Linguistics published in international journals. Using content analysis method, sixty RA abstracts were extracted from two international journals; Indonesian Journal of Applied Linguistics (IJAL) and TEFLIN journal, and examined based on their rhetorical move following five-move model by Hyland (2005) and Arsyad (2014) for fact-finding. The results reveal; 1) Move 2 (Aim/ Purpose), Move 3 (Method) and Move 4 (Finding/ Result) exist in total sixty RA abstracts, unlike Move 1 (Introduction) and Move 5 (Conclusion and Suggestion), 2) The Simple Present Tense is major tense to apply in all rhetorical moves except in Move 3 (Method) in which Past Tense is mostly used. 3) Active voice dominates rhetorical moves except in Move 3 (Method) in which Passive voice is precisely more applied. This study concludes that the use of rhetorical move models and linguistic features in RA abstracts implies the quality of RA abstracts. Indonesian authors are suggested to follow international standards and trends to achieve outstanding RA abstract.

Keywords: *rhetorical move, abstract, linguistic feature, grammar, voice form*

INTRODUCTION

The existence of abstract is compulsory within a research article (RA). Abstract is a summary or brief overview that describes entire content of research article. At a glimpse, abstract tells readers what the research article is all about and at the same time, it acknowledges readers and allows them indirectly to give pre-assessment about quality of the research article. In other words, it is the quality of abstract that readers grasp in the first place before reading the whole article (Arsyad, 2018). Likewise, Lores (2004) expressed that abstract is like a gate to get to know article whether the article is good or the opposite. Furthermore, the abstract considerably fails or having lower quality unless it is convincingly interesting (Belcher, 2009).

To write an abstract is not easy and it is challenge for many university students, especially for current post-graduate students in the University of Bengkulu, UNIB. To write means to create an abstract, to compose some words to become an appropriate sentence and paragraph in which the entire content is integrated, understandable, logic, precise and reasonable. Besides, lexical choices, linking words, composition of entire texts, cohesion and coherence are needed to form a good writing. This difficulty has been faced by not only local university students, but also major Indonesian university students including foreign university students whose first language is not English such as Vietnamese (Zhang et al., 2012) and Thailand.

In Indonesia, a reason why university students are obligated to write research article, in which abstract must be attached to it, is because there was a mandate stating that to write research article (RA) is compulsory for postgraduate students before graduation. Ever since it has been instructed by Menristekdikti (Ministry of Research, Technology and Higher Education of Indonesia) through its official letter in 2012, this ratification (official regulation) has become valid up to present time. Since then, although many students tried to produce high quality abstracts, the result was still below expectations (Arsyad, 2018).

Besides, low writing skills competency is another issue that not only undergraduate student of University of Bengkulu, UNIB, have been dealing (Pratiwi et al., 2012), but also postgraduate students. It includes such as; lack of grammatical understanding (Hidayatullah et al., 2017), as little as theories, concepts, structure, the usage of various linguistic features and rhetorical moves. Even though few students are proven to have adequate understanding, to transform their knowledge and idea into a written text is another level of difficulty.

Before this study is taken, there were several studies about abstract conducted by international academics such as; the studies which were done by Arsyad (2014, 2018) that analyzed the discourse structure and linguistic features of research article abstracts in English language written by Indonesian academics with the findings about the top three moves used most by Indonesian writers which are; move two (aim), move three (method) and move four (finding part). Likewise, Fartausi and PerlasDumanig (2012) addressing "A rhetorical analysis and contrastive rhetoric of selected conference abstracts" with the result stating that articulating objective (AO), articulating method (AM) and articulating result (AR) are three obligated moves in abstract. Foerster (2018) with the title of her online article "5 Rhetorical Moves for Writing Abstracts" elaborated on each rhetorical move and highlighted the statement from Pedretti (2018) saying that rhetorical move provides a scope or leeway to achieve the goal.

Another study was also done by Wang and Tu (2014) with the title "Tense use and move analysis in journal article abstracts". The finding mentioned that there was a systematic pattern in writing Journal Article (JA) abstracts and suggested enlightenment for further pedagogic writing instruction. Zhang et al. (2012) with the title "Moves and linguistic realizations: English research article abstracts by Vietnamese agricultural researchers" highlighting the need of form-based instruction for novice writers who are willing to write abstract in the finding. Pedretti (2018) in his webinar session mentioned five rhetorical moves on how to structure and write article abstracts to ease writing process and provide flexibility.

Although those previous studies analyzed abstracts, there were not many studies that compared the linguistic features of abstracts from published research articles. Moreover, the study that compares abstract between two journals (Indonesian Journal of Applied Linguistics, IJAL and TEFLIN) has not been done before nor the study that combines analysis of each move of RA abstracts from different journals.

Research Questions

There are three research questions for this study, which are:

1. What rhetorical moves are found in RA Abstracts by Indonesian Authors in Applied Linguistics published in International Journals?
2. What tenses are used in each move of those RA Abstracts by Indonesian Authors in Applied Linguistics published in International Journals?
3. What voice forms are used in each move of RA Abstracts by Indonesian Authors in Applied Linguistics published in International Journals?

METHODS

This study focused on content analysis which combined qualitative and quantitative approaches which were integrated with one design, namely Mixed Methods, abbreviated as MM research (Creswell and Plano, 2007) following the previous study by Wang and Tu (2014) as it was suggested by McCarthy et al. (2002).

The idea behind this MM emerged from a perception that a single quantitative approach had its limitation and so did a qualitative one. The limitation example of quantitative approach was when a researcher analyzed and examined many samples, yet the result could not guarantee that it could be applied into an individual due to lack of understanding of single object individually. Similarly, when qualitative approach was used to examine few samples, the result could not be applied to many.

For this reason, it is why this MM method was chosen which is to provide a complete understanding of a research problem rather than taking single approach, either qualitative or quantitative alone. In other words, this MM provided both quantitative and qualitative perspectives.

The Corpus of the Study

A total of sixty Research Article (RA) abstracts were extracted from published Research Articles from two International journals; 1) Indonesian Journal of Applied Sciences (IJAL) and 2) Teaching of English as a Foreign Language in Indonesia (TEFLIN). Each journal represented thirty samples of RA abstracts in which totally, the sixty RA abstracts were considerably adequate (enough) as samples for this study according to the author.

The RA abstracts were selected based on: 1) Current issues as priority. It means that RA abstracts that had latest year of publishing in 2020 were picked up in the first place. If sixty RA abstracts, which were expected to be available from year publishing of 2020, were not all collected yet, then the previous year archive, 2019 might be seen. If 2019 volume did not provide enough RA abstracts, the process of searching continued down to years 2018 and 2017 until sixty RA abstracts were collected; 2) RA abstracts were from Indonesian Author(s). RA abstracts must be written by Indonesian nationality's author either individually or collectively (more than single author) and either author recent status represented domestic university or overseas university (for example, it was due to an exchange study program). This identity notification was recognizable through author identification data which was written in their published research article (RA); 3) Topics and titles of RA abstracts were selected based on most

relatable topics and titles to English language learning and teaching context and must be in the field of applied linguistics.

The idea of choosing these two journals; IJAL and TEFLIN was due to their recognition as international journals as well as having good reputation (indexed by Scopus). Even though both journals were initiated and derived from Indonesian origin, their international qualification did not make them less good compared to other indexed international journals. Other specific qualifications of both journals are mentioned in Table 1 as follows:

Table 1. Journals Information (IJAL, 2020) and (TEFLIN, 2020)

Journal	Description	Frequency (given sample)	Average Length of RA abstract word account
IJAL	IJAL stands for Indonesian Journal of Applied Linguistics (p-ISSN: 2301-9468 and e-ISSN: 2502-6747).	30	220
	IJAL is indexed by DOAJ with green tick, EBSCO, Google Scholar, Scopus (Q2), and Science and Technology Index (SINTA 1).		
	Three times publishing within a year; in January, May and September.		
TEFLIN	TEFLIN (The Association for the Teaching of English as a Foreign Language in Indonesia) p-ISSN 0215-773X and e-ISSN 2356-2641	30	170
	TEFLIN is indexed in; DOAJ, EBSCO, Proquest, Indonesian Publication Index (IPI), Google Scholar Metrics, WorldCat, Science and Citation Index (Sinta), ERIC, and Scopus		
	TEFLIN Journal is published twice a year in January and July		

Authors also nominated other international journals before IJAL and TEFLIN had been decided as resource journals. Those nominated journals were; the journal of Asia TEFL and International Journal of Instruction (IJI) which were also familiar amongst Indonesian authors due to their reputation (both journals

were also indexed by Scopus and so did they publish research articles from Indonesian authors). However, the fact that Asia TEFL had less than twenty published research articles coming from Indonesian authors for five years period (from 2015 to 2020) and had only few research articles that provided access to RA abstracts, therefore, consideration to take this journal was cancelled. Likewise, although IJI provided adequate amount of RA abstracts, its qualification, if it is compared to IJAL and TEFLIN, had made it considerably disqualified. The information about Asia TEFL and IJI as a comparison can be seen at Table 2.

Table 2. Information of journals; Asia TEFL and IJI (Asia TEFL & IJI, 2020)

Journal	Description	Frequency (given sample)	Average Length of RA abstract word account
Asia TEFL	Asia TEFL covers technologies/ fields related to Linguistics and Language (Q2); Education (Q3). SCImago Journal Rank (SJR) is 0.274. The ISSN: 17383102.	0	0
	The journal is indexed by SCOPUS and has been accepted for coverage in the Emerging Sources Citation Index (ESCI). It publishes electronically only. This journal has an h-index of 7. The best quartile for this journal is Q2.		
	Asia TEFL has four times publishing a year; summer, autumn, winter and spring time		
IJI	International Journal of Instruction (IJI) is an international journal in the field of education. e-ISSN: 1308-1470	0	0
	IJITEE is indexed in SCOPUS Database recently. Papers Published in IJITEE are indexed in SCOPUS.		
	IJI publishes four times a year (in January, April, July & October).		

Research Instrument

This study used a checklist instrument to obtain information about rhetorical moves and linguistic features. Each RA abstract had its own checklist instrument. Theories used for identification referred to the rhetorical move model by Hyland (2005) and Safnil (2014), and Hopkins and Cullen (2007) for linguistic features; tenses and voice forms. A lecturer validated/ verified instrument data after the process of data analysis using Kappa validation had been conducted.

Data Analysis Procedure

Data analysis procedure consisted of: 1) quantitative data collection (screening and selecting research article (RA) abstracts from IJAL and TEFLIN), 2) quantitative data analysis (factor identification of rhetorical moves and linguistic features; tenses and voices forms, coding; frequencies, function, calculation and summary), 3) qualitative data collection (providing explanation and literatures), 4) Data consolidation, 5) qualitative data analysis (explanation, meaning and interpretation) and 6) integration of quantitative and qualitative results.

To simplify procedure, four stages were taken as follows: Firstly, rhetorical moves identification. It identified every move which existed in an abstract. This identification process applied to all sixty abstracts. To do so, 'Five rhetorical move model' by Hyland (2005) and or Arsyad (2014) were applied. This step covered identifying process whether an abstract applied three move model by Swales (1990), four move model IMRD (Introduction, Method, Results and Discussion) referred to Lores (2004) and five move model which is IPMPrC, stands for Introduction, Purpose, Method, Product and Conclusion which referred to Hyland (2005) and Arsyad (2014). All these identified data were transferred on to checklist instrument soon when marking process had been done. Secondly, tenses usage identification. The usage of grammatical tenses in each move was identified. To do this process, the theory of grammatical tenses from Hopkins and Cullen (2007) was applied. It identified whether a sentence in each move used the simple present tense, past tense, present perfect tense or future tense. If there were more than two sentences in one move and they used different tenses, the dominant tense usage was be marked. The sentence with simple Present tense was marked before Past sentence in case if there are two sentences in one move. If a move consisted of one sentence with two clauses, tense usage of main clause was marked. This coding system was applied to all rhetorical moves. All identified data were transferred to checklist instrument after marking process had been done. Thirdly, Voice forms identification. A voice

form (either it used Passive voice or Active voice) was also marked in each move. Theory from Hopkins and Cullen (2007) was applied for this process. Marking systems are; 1) If there were more than two sentences in one move and they all used different voice forms, the dominant voice usage was picked up, 2) The sentence with Active voice was marked before Passive voice sentence if there were two voice forms in one move, 3) If a move consisted of one sentence with two clauses, voice usage of main clause was marked. This coding system was applied to all rhetorical moves. All identified data were transferred to checklist instrument soon when the coding process had been done. Fourthly, interpretation. The interpretation means a process of giving explanation and meaning on findings of quantitative data which have been collected (rhetorical moves, tenses usage, and voice forms findings). In other words, it is the process of transforming quantitative data into qualitative one. Two types of interpretations were done, which were; quantitative and qualitative interpretations (Creswell and Plano, 2007). Quantitative interpretation was summarized by giving explanations that engaged only with theories and literatures. Unlike quantitative one, qualitative interpretation was a process of interpreting findings which might include personal interpretations of author. In addition, the interpretation might include the act of comparing of quantitative findings between these journals (IJAL and TEFLIN) and or comparing with findings from other studies. The act of comparison was relatable to what Onwuegbuzie and Teddlie (2003) mentioned about interpretation, which included: 1) Data transformation; converting quantitative data into qualitative data or vice versa 2) Data correlation; correlating both data 3) Data consolidation; combining both types to create new or consolidated variables or data 4) Data comparison; comparing data to see the similarities and differences and 5) Data integration; integrating all data into a coherent whole. Furthermore, to interpret data also meant to identify and to explain the limitation of this study which could give indication for future research.

Data Analysis Validation

A lecturer validated/ verified instrument data after data process analysis using Kappa validation had been conducted. In order to do data process analysis, Co rater was assigned to analyze twelve samples of RA abstract. Besides, Co rater functioned to observe and to ensure accountability of data and this task was entitled to Mega Fitri Wulandari. She is currently a post graduate student of English Language Teaching Training and Education at University of Bengkulu, UNIB. The reason why author selected her was because she acknowledges the topic of this study and having adequate understanding about; Research Article

(RA), RA Abstracts and Grammatical tenses. In addition, the author also provided her and taught her with knowledge of Research Article (RA), RA Abstracts and Grammatical tenses in order to get better comprehension.

Results of Cohen's Kappa statistics (K) showed high agreement with little difference in which K equals 100 by researcher and 0.94 by co rater as seen in the Table 3 below:

Table 3. Kappa Statistics Result

	Total samples RA Abstracts	Frequency of Move Agreement	Frequency of Move Disagreement	K	%
Researcher	12	156	0	1.00	100%
Co rater	12	147	9	0.94	94%

Based on Table 3, divergence of K between researcher (1.00) and co rater (0.94) is 0.06. This outcome means that 94% of data evaluation between researcher and co rater is matched. In other words, reliability and accuracy of data from both researcher and co rater is reached shown by the Kappa value is above 0.90 or above 90%, in which this value confirmed 'Perfect' level of agreement.

All variables of twelve RA abstracts were evaluated and cross-checked. Those variables are in term of all rhetorical moves (Move 1, Move 2, Move 3, Move 4 and Move 5), Tenses (The Simple Present Tense, Past Tense, Present Perfect Tense and Future Tense) and Voice forms (Passive and Active voices).

FINDINGS
Rhetorical Moves in the RA Abstracts

Rhetorical moves usage showed varied frequencies. The frequencies of rhetorical move usage in sixty RA abstracts are seen in Table 4 below:

Table 4. Rhetorical Moves Frequencies in the RA Abstracts

Rhetorical Move		IJAL		TEFLIN		Sum	Average	Move Category
Move	Description	Freq.	%	Freq.	%	Freq.	Freq.	
Move 1	Introduction	21	70%	17	57%	38	0.63	Conventional

Rhetorical Move		IJAL		TEFLIN		Sum	Average	Move Category
Move	Description	Freq.	%	Freq.	%	Freq.	Freq.	
Move 2	Aim/ Purpose	30	100%	30	100%	60	1	Obligatory
Move 3	Method	30	100%	30	100%	60	1	Obligatory
Move 4	Result/ Finding	30	100%	30	100%	60	1	Obligatory
Move 5	Conclusion/ Suggestion	29	97%	19	63%	48	0.80	Conventional

Based on Table 4, Move 2, Move 3 and Move 4 exist in all sixty RA abstracts because these moves are recognized as obligatory moves that must be included in RA abstract. Unlike these moves (Move 2, Move 3 and Move 4), Move 1 (Introduction) was used by only thirty-eight frequencies out of total sixty RA abstracts, with average use is 0.63 frequency. Likewise, not all RA abstracts used Move 5 (Conclusion/ suggestion) shown by the use of it is forty-eight frequencies; with average use is 0.80 frequency. Why Moves 1 and Move 5 are not found in all RA abstracts is because these two moves are not categorized as obligatory moves to be included in RA abstract. However, they are categorized as conventional moves. In other words, they are considered as supplementary moves.

The following examples showed three different RA abstracts that used three different rhetorical move models. Firstly, the example of RA abstract with Three-Move model is shown below with the title "Using a Facebook Closed Group to Improve EFL Students' Writing", attained from TEFLIN journal, Vol.27, No.1.

Example RA abstract with Three-Move model:

Abstract:

"This study investigates how social media, in this case Facebook, can be incorporated in ELT through e-dialogue journal writing shared in a Facebook closed group. Fifteen EFL students participated in this case study. They were second, third-, and fourth-year students of English Education Department of a university in Bandung, who voluntarily joined

a Facebook closed group for about four months and contributed their journal entries. The content of the students' journals and responses in this closed group were analyzed to identify the nature of the students' journals, the patterns of interaction, and their responses to e-journaling through Facebook. The findings indicate that the students responded positively to this activity and perceived improvement in their writing especially in vocabulary and grammar. The power of learning and sharing from others is also emphasized". (TEFLIN List, 26)

Based on the RA abstract above, the part which showed purpose of study or Move 2 (aim/ purpose) is stated in sentence: 'This study **investigates** how social media, in this case Facebook, can be incorporated in ELT through e-dialogue journal writing shared in a Facebook closed group'. In addition, the use of key word '**investigates**' indicated an action that this study is going to do and at the same time is explaining what the study was aimed. Therefore, this statement is highlighted as Move 2 (aim/ purpose).

Unlike Move 2, another part that indicated Move 3 (Method) based on RA abstract above is also highlighted. It is the part which explained process and technique of the study.

Example of Move 3 (Method) in RA abstract:

"Fifteen EFL students participated in this case study. They were second, third-, and fourth-year students of English Education Department of a university in Bandung, who voluntarily joined a Facebook closed group for about four months and contributed their journal entries. The content of the students' journals and responses in this closed group were analyzed to identify the nature of the students' journals, the patterns of interaction, and their responses to e-journaling through Facebook" (TEFLIN List, 26)

Base on texts above, key point that highlighted definition of Move 3 (Method) was expressed on how data were gathered and analyzed. Therefore, this statement is categorized as Move 3 (Method) or the rhetorical move that mentions process, method, design and technique of study.

Context that indicated Move 4 or Move that tells findings/ results was also found on RA abstract above. It was expressed through lexical items or chain words "The findings indicate".

Example of the whole part of Move 4 (Finding) is seen below:

"The findings indicate that the students responded positively to this activity and perceived improvement in their writing especially in vocabulary and grammar. The power of learning and sharing from others is also emphasized". (TEFLIN List, 26)

Secondly, the example of RA abstract that uses 'Four move model' is seen below. It is RA abstract with the title "Levels of Reflection in EFL Pre-Service Teachers' Teaching Journal" from Indonesian Journal of Applied Linguistics (IJAL), Vol.7(1), pp.80-92.

Example RA abstract with 'Four move model':

Abstract

"This article delineates a case study investigating the development of levels of reflection encapsulated in reflective teaching practice of four Indonesian EFL pre-service teachers during their field teaching. Data were garnered mainly through their reflective teaching journals and were analysed using thematic analysis technique to identify the emerging themes in level of reflection and to extract their narratives of experience. The findings indicated that regarding framework of level of reflection, the EFL pre-service teachers' level of reflectivity is mostly in the range of dialogic reflection Level 3 and dialogic reflection Level 4. Within the range of dialogic reflection, the pre-service teachers revealed the ability to further describe, analyse and evaluate their instructional practices. No one, however, indicated the quality of critical reflection since it requires more experiences as invested in time and field teaching exposure". (IJAL List, 2)

Based on the RA abstract above, part that indicated Move 1 (Introduction) is highlighted at the first line of sentence. The complete overview of Move 1 is mentioned as follows:

Example of Move 1 (Introduction) in RA abstract:

"This article **delineates** a case study **investigating** the development of levels of reflection encapsulated in reflective teaching practice of four Indonesian EFL pre-service teachers during their field teaching". (IJAL List, 2)

Keywords: **delineates** and **investigating** indicated meaning of introduction and purpose of the study because they explained and emphasized aim or purpose of the study which is to investigate "the development of levels of reflection encapsulated in reflective teaching practice of four Indonesian EFL pre-service teachers during their field teaching". In Four-move model (IMRD), Introduction part can cover purpose and objective of the study at the same time. Therefore, the above phrases are namely Move 1 and Move 2.

Context that indicated Move 3 (Method) based on RA abstract above is highlighted below. It is the part which explained process and technique of the study.

Example of Move 3 (Method) in RA abstract:

> **"Data were garnered** mainly through their reflective teaching journals and were analyzed **using thematic analysis technique** to identify the emerging themes in level of reflection and to extract their narratives of experience". (IJAL List, 2)

The phrases; "**Data were garnered**" and "**using thematic analysis technique**" explicitly explained process and technique used for this study. Therefore, this statement is categorized as Move 3, the rhetorical move that mentions process, method, design and technique of study.

Context that indicated Move 4 or Move that tells findings/ results was also found on RA abstract above. It was expressed through lexical items or chain words "The findings indicated" as the entire part of Move 4.

Example of Move 4 (Finding) in RA abstract:

> **"The findings indicated** that regarding framework of level of reflection, the EFL pre-service teachers' level of reflectivity is mostly in the range of dialogic reflection Level 3 and dialogic reflection Level 4. Within the range of dialogic reflection, the pre-service teachers revealed the ability to further describe, analyze and evaluate their instructional practices". (IJAL List, 2)

The phrase "**The findings indicated**" mentions results of the study. In other words, it expresses that something has been discovered.

Next Move is called Move 5 which draws conclusion and or suggestion in RA abstract. This Move 5 was identified in RA abstract.

Example of Move 5 (Conclusion/ Suggestion) in RA abstract:

> "No one, however, indicated the quality of critical reflection since it requires more experiences as invested in time and field teaching exposure". (IJAL List, 2)

The statement above expresses a conclusion of research because it drew conclusion of findings. Therefore, it is defined as Move 5, which is the rhetorical move which mentions conclusion and or suggestion.

Thirdly, the example of RA abstract that uses 'Five move model' is given below. It is RA abstract with the title "EMI in Indonesian Higher Education: Stakeholders' Perspective" from TEFLIN Journal, Vol.29, No.1.

Example RA abstract with 'Five move model':

> Abstract
> "Many universities in Indonesia are striving towards becoming internationally renowned universities. Partly, they do so by making

English as Medium of Instruction (EMI). The university where the study was conducted commenced EMI through its voluntary EMI programs, which lasted for four years. The discontinuation of the EMI programs was the trigger of this study. This article seeks to understand the stakeholders' perspectives of EMI. Data were gathered from two focus group interviews involving six content-based lecturers and three policy makers in one state university which utilises EMI approach in their course delivery, and then analysed using thematic and con- tent analysis methods. The findings demonstrate that while the stakeholders agree that mastery of English is important for their university graduates, there was a gap between policy makers' perspectives and the articulation of the institutional policy concerning the significance of English proficiency in the department's curriculum. Yet, the stakeholders admit that there is possibility that EMI can be implemented in several relevant departments in the university. The interviews also reveal that stakeholders consider content-based language teaching (CBLT), practised by language specialists, as the most suitable approach should EMI be implemented throughout their university. Finally, this article concludes with further EMI implications for university planning of its English language teaching". (TEFLIN List, 13)

Based on RA abstract above, part that indicated Move 1 (Introduction) is highlighted at the first line of sentence. The complete overview of that part (Move 1) is mentioned in the following example.

Example of Move 1 (Introduction) in RA abstract:

"Many universities in Indonesia are striving towards becoming internationally renowned universities. Partly, they do so by making English as Medium of Instruction (EMI). The university where the study was conducted commenced EMI through its voluntary EMI programs, which lasted for four years. The discontinuation of the EMI programs was the trigger of this study". (TEFLIN List, 13)

Context of the texts above tried to introduce topic of study and elaborated the topic by giving some explanations. Besides, the last sentence "The discontinuation of the EMI programs was the trigger of this study" explicitly highlighted the introduction topic of the study. Therefore, this part is called Introduction part or Move 1.

Next part is called Move 2. It is part which states purpose of study. Based on the given RA abstract, context which showed purpose of the study or Move 2 (Aim/ Purpose) is stated.

Example of Move 2 (Aim/ Purpose):

"This article seeks to understand the stakeholders' perspectives of EMI". (TEFLIN List, 13)

Verb use of "**seeks**" is keyword that emphasized purpose of study or what this study has wanted to do and to achieve. Therefore, this statement part is called Move 2 (Aim/ Purpose move).

Following context is called Move 3. It indicates method and design used in the study. Besides, move 3 covers process and technique of the study.

Example of Move 3 (Method) in RA abstract:

"Data were gathered from two focus group interviews involving six content-based lecturers and three policy makers in one state university which utilizes EMI approach in their course delivery, and then analyzed using thematic and content analysis methods". (TEFLIN List, 13)

The phrases; "**Data were gathered**" and "**using thematic and content analysis methods**" explained process and technique used for this study. Therefore, this part was categorized as Move 3 or rhetorical move that mentions process, method, design and technique of the study.

Context that indicated Move 4 or Move that tells findings/ results was also found on RA abstract above. It was expressed through phrases "The findings demonstrate" as the entire part of context (Move 4) is seen in the following example.

Example of Move 4 (Finding) in RA abstract:

"The findings demonstrate that while the stakeholders agree that mastery of English is important for their university graduates, there was a gap between policy makers' perspectives and the articulation of the institutional policy concerning the significance of English proficiency in the department's curriculum. Yet, the stakeholders admit that there is possibility that EMI can be implemented in several relevant departments in the university. The interviews also reveal that stakeholders consider content-based language teaching (CBLT), practiced by language specialists, as the most suitable approach should EMI be implemented throughout their university". (TEFLIN List, 13)

The phrase "**The findings demonstrate**" mentioned results of the study. In other words, it expressed something has been found or discovered. Therefore, this move is called Move 4 or Move of findings/ results.

Next Move is called Move 5 which draws conclusion and or suggestion in RA abstract. This Move 5 was identified in RA abstract with the title "EMI in Indonesian Higher Education: Stakeholders' Perspective" from TEFLIN Journal, Vol.29, No.1.

Example of Move 5 (Conclusion/ Suggestion) in RA abstract:

"Finally, this article **concludes** with further EMI implications for university planning of its English language teaching". (TEFLIN List, 13)

Word use of "**concludes**" expressed that summary or conclusion is taken. Therefore, the context above is called Move 5 or Move which drew Conclusion/ Suggestion.

Grammatical Tenses in the RA Abstracts

Findings showed varied tendencies of tenses usage in every move. Detail findings were depicted in Table 5 as follow:

Table 5. Frequency of Tenses in the RA Abstracts.

TENSES	Average Frequency				
	M1	**M2**	**M3**	**M4**	**M5**
Present Tense	**0.43**	**0.77**	0.37	**0.52**	**0.62**
Past Tense	0.03	0.22	**0.62**	0.45	0.15
Present Perfect	0.17	0		0.03	0.03
Future	0	0.02	0	0	0

Note:

M 1 = Move 1, Introduction   M 2 = Move 2, Purpose, aim
M 3 = Move 3, Method   M 4 = Move 4, Result, finding
M 5 = Move 5, Conclusion, suggestion

Based on Table 5, findings showed that average use of The Simple Present Tense dominated almost all rhetorical moves except in Move 3 (Method) in which Past Tense is used more often than The Simple Present Tense with frequency comparison 0.62 and 0.37. Unlike the Simple Present Tense and Past Tense, the average use of two tenses; Present Perfect Tense and Future Tense showed least frequencies in which this finding indicated that they were hardy used.

Two most used tenses; which were identified in sentences, are depicted here. Firstly, finding of The Simple Present Tense usage, indicated from RA abstract with the title "Using a Facebook Closed Group to Improve EFL Students' Writing", attained from TEFLIN journal, Vol.27, No.1, as it is seen below:

Example of The Simple Present Tense:

> "The findings **indicate** that the students responded positively to this activity and perceived improvement in their writing especially in vocabulary and grammar. The power of learning and sharing from others is also emphasized". (TEFLIN List, 26)

Word "**indicate** "which is used in sentence above is verb 1. It is verb which is used in the Simple Present context. Therefore, this sentence was defined using Simple Present tense.

Secondly, The Past Tense usage, found from RA abstract with the title "Levels of Reflection in EFL Pre-Service Teachers' Teaching Journal" from Indonesian Journal of Applied Linguistics (IJAL), Vol.7(1), pp.80-92:

Example of The Past Tense:

> "The findings **indicated** that regarding framework of level of reflection, the EFL pre-service teachers' level of reflectivity is mostly in the range of dialogic reflection Level 3 and dialogic reflection Level 4. Within the range of dialogic reflection, the pre-service teachers **revealed** the ability to further describe, analyze and evaluate their instructional practices". (IJAL List, 2)

Words "**indicated** "and "**revealed** "are verb 2. They are past verbs that are used to express past event. Therefore, both sentences in Example 2 are defined using Past tense.

Voice Forms of the Sentences in the RA Abstracts

Findings showed different frequencies of voice forms use in each move of total sixty RA abstracts. Table 6 below depicted the findings:

Table 6. Frequency of Voice Forms of Simple Sentences

Voice Form	M1	M2	M3	M4	M5	Sum	Average
Active	25	52	24	53	31	185	**3.08**
Passive	13	8	**36**	7	17	81	**1.35**

Note:
M 1 = Move 1, Introduction   M 2 = Move 2, Purpose, aim
M 3 = Move 3, Method   M 4 = Move 4, Result, finding
M 5 = Move 5, Conclusion, suggestion

Based on Table 6, Active voice dominated usage almost in all rhetorical moves except in Move 3 (Method) in which Passive voice was used more often. Two most used Active voices were indicated by Move 4 with fifty-three

frequencies and followed by Move 2 with fifty-two frequencies. The least move to use Active voice was in Move 3 with twenty-four frequencies. In contrast, divergence between the use of Active voice and Passive voice was seen in average frequency. It showed that Active voice was used by two times more often if compared to the use of Passive voice with comparison 3.08 and 1.35. The reason why Passive voice was used in Move 3 more often is to show objectivity of method/ design/ process/ procedure/ technique and depersonalization.

Two following findings showed two voice forms (Active and Passive voices) indicated in Move 3 from two different RA abstracts. Firstly, Passive voice finding, indicated from RA abstract with the title "Levels of Reflection in EFL Pre-Service Teachers' Teaching Journal" from Indonesian Journal of Applied Linguistics (IJAL), Vol.7(1), pp.80-92.

Example of Passive voice usage in Past Tense in Move 3 (Method):
"**Data were garnered** mainly through their reflective teaching journals and were analyzed using thematic analysis technique to identify the emerging themes in level of reflection and to extract their narratives of experience". (IJAL List, 2)

Secondly, Active voice finding, indicated from RA abstract title "Using a Facebook Closed Group to Improve EFL Students' Writing", attained from TEFLIN journal, Vol.27, No.1:

Example of Active voice usage in Past Tense in Move 3 (Method):

"**Fifteen EFL students participated** in this case study. They were second, third-, and fourth-year students of English Education Department of a university in Bandung, who voluntarily joined a Facebook closed group for about four months and contributed their journal entries". (TEFLIN List, 26)

DISCUSSION
Tendency of Rhetorical Move Usage

Thirty-eight RA abstracts, out of total sixty RA abstracts, had Move 1 (Introduction), with average use is 0.63 frequency (see Table 4). Likewise, not all RA abstracts had Move 5 (Conclusion/ suggestion) shown by the use of it is forty-eight frequencies; with average use is 0.80 frequency. Unlike Move 1 and Move 5, three Moves (Move 2, Move 3 and Move 4) exist in all sixty RA abstracts. It is because these three Moves are categorized as obligatory moves to be included in RA abstract, different from Moves 1 and move 5 which are seen as supplementary moves.

A reason behind tendency to use different rhetorical move models by Indonesian authors in RA abstract might be caused by different requirement and or standard that each journal has imposed implicitly. However, not any single

journal is found having established requirement and or standard. What was required explicitly is word count with maximum three hundred words (IJAL, 2020) and two hundred words (TEFLIN, 2020). Apparently, this word limit seems to be obeyed by all authors as shown by none of total sixty RA abstracts had words count beyond limit.

Another possible reason of different tendencies in rhetorical move models is caused by mirroring. It means that previous published RA abstracts were taken as an example or guidance by potential authors or they are so called followers who followed previous version of RA abstract patterns. This practice (Wenger, 1998) occurred from time to time up to this moment. As Meihami and Rashidi (2018) who did research across disciplines within different time intervals, addressed some reasons which affected choices such as dynamic situational options, community of practice (Wenger, 1998) and the extent of clarity of information.

Regardless of different reasons behind applying rhetorical move models, Pho (2009) indicated that variation in rhetorical move models usages existed in applied linguistics and educational technology. Likewise, Zang-Moghadam and Meihami (2016) found out that RA abstracts possessed different move patterns.

'Four move model' which turned to be the most dominant model used by Indonesian authors in this study finding is unlike finding from previous study by Zand-Moghadam and Meihami (2016) which indicated that there is the increase of implementing Five move model. They analyzed three hundred RA abstracts during two different time intervals; 1998 – 2007 and 2008 – 2015, mentioned inclination to use 'Five move model' (Introduction, Purpose, Method, Product, Conclusion). Likewise, Meihami and Rashidi (2018) who analyzed four thousand two hundred and fourteen RA abstracts in four different time intervals; 1978 – 1987, 1988 – 1997, 1998 – 2007 and 2008 - 2017, also indicated the increase of implementing 'Five move model' in RA abstract.

There were other previous studies, whose findings were in accordance with this study finding which showed inclination of use 'Four-move model'. Those findings are such as the study of RA abstracts conducted by Tseng (2011) which analyzed ninety samples RA abstracts from three international journals, Wang and Tu (2014) whose corpus was thousand RA abstracts from four journals showing dominant use of 'Four move model' among others, and Khansari, D. et al. (2016) mentioning that 'Four move model' (IMRD) followed international conventions which referred to (Swales, 1990), ISO 214 and suggested by American Psychological Association (2001).

Grammatical Tenses Usage in Rhetorical Moves

There are four tenses that this study analyzed which are: The Simple Present Tense, Past Tense, Present Perfect Tense and Future Tense. Amongst these four tenses, Findings showed that average use of The Simple Present Tense dominated tenses usage in almost all rhetorical moves except in Move 3, in which Past Tense was dominantly used (see Table 5). The highest use of The Simple Present Tense is indicated in Move 2 with average frequency is 0.77, followed by Move 5 with average frequency is 0.62, and Move 4 with 0.52 frequency, then Move 1 with 0.43 frequency and at last is Move 3 with 0.37 frequency. Unlike the Simple Present Tense, the highest use of Past Tense is shown in Move 3 with the average use is 0.62 and the least use of Past Tenses was seen in Move 1 with 0.03 frequency. Apart from The Simple Present Tense and Past Tense, the average use of two tenses; Present Perfect Tense and Future Tense showed least frequencies in which these findings indicated that they were hardy used.

Reasons to use most likely two tenses, either The Simple Present Tense or Past Tense in each rhetorical move by Indonesian authors, might be affected by such as; limited grammatical understanding (Hidayatullah et al., 2017), as little as theories, lack of knowledge background and average English proficiency. Besides, the fact that Indonesian language does not have grammatical tenses (Arsyad and Arono, 2018) therefore, Indonesian authors tend to use both tenses interchangeably. Moreover, simplicity might be another rationale due to absence of standard or rule that requires and or forbids them using particular tenses. As a result, option to use either Present tense or Past tense is considerably seen as a matter of preference.

Despite of all different tendencies in tenses usage, this study indicated that there are neither grammatical tenses criteria required by journals nor Indonesian literatures which provide explicit information about which tenses are supposed to be applied in each rhetorical move (Move 1, Move 2, Move 3, Move 4 and Move 5). Besides, there is neither archives of Lembaga Ilmu Pengetahuan Indonesia (LIPI, 2020) nor assemblages provide explicit application of grammatical tenses usage within each rhetorical move of RA abstract.

In comparison, finding of the study which indicated The Simple Present Tense dominated tenses usage in almost all rhetorical moves except in Move 3 seems to disagree with finding of previous study conducted by Wang and Tu (2014) mentioning that The Simple Present Tense is often applied in Move 1 (Introduction) and Move 5 (Conclusion/ suggestion), whilst Past Tense is often applied in Move 2 (Aim/purpose), Move 3 (Method) and Move 4 (Findings/ results). Although the study of Wang and Tu (2014) was not Indonesian authors-

based research, nevertheless, its finding which stated that the use of tenses in RA abstracts generally have different tendencies is the same finding as this study.

Other similar findings as finding of this study, which indicated The Simple Present Tense dominated almost all rhetorical moves, came from previous studies such as; Arsyad, 2014; Pho, 2008; Tseng, 2011; Tankó, 2017; Khany & Malmir, 2019. Apart from domination of The Simple Present Tense, Tseng (2011) found out that Past Tense is used more frequently in Move 4 (finding/ result) in which this finding is different from the finding of this study. However, it is accordance with finding of the study conducted by Malmir et al. (2019).

Voice Forms Usage in Rhetorical Moves

Domination of Active voice is depicted through the use of it in almost all rhetorical moves except in Move 3 (Method), in which Passive voice was used more often (see Table 6). Two most used Active voices were indicated by Move 4 with fifty-three frequencies and followed by Move 2 with fifty-two frequencies. The least move to use Active voice was seen in Move 3 with twenty-four frequencies.

Reason why Passive voice to some extent is still used, instead of Active voice, was mentioned in previous studies such as by Emeksiz (2015) indicated that it is used to avoid personal judgment and unfairness. Likewise, Malmir, et al. (2019) argued that Passive voice is used to objectify information and to sound more academic and professional. Both reasons are mostly likely the same reason as this study.

Although the finding of this current study is similar to findings of previous studies conducted by Pho (2009) and Malmir, et al. (2019), it is unlike the finding of study done by (Arsyad, 2014) which stated that only Move 5 (Conclusion/ suggestion) used Passive voice more often than other Moves. Nevertheless, findings that stated predominant use of Active voice exists in rhetorical moves (Zhang, 2012; Arsyad, 2014; and Malmir, et al., 2019), are in accordance with this current study.

CONCLUSION AND SUGGESTION

1) Move 2 (Aim/ Purpose), Move 3 (Method) and Move 4 (Finding/ Result) exist in total sixty RA abstracts because these moves are categorized as obligatory moves that must be included in RA abstract. Unlike those three moves, move 1 (Introduction) and Move 5 (Conclusion/ suggestion) were not all found in total sixty RA abstracts because these two moves are not categorized as obligatory

moves in RA abstract. However, they are categorized as conventional moves or moves which are considered as supplementary moves.

2) Tendency to use The Simple Present Tense dominates almost all rhetorical moves except in Move 3 (Method), in which Past Tense is most often used instead of The Simple Present Tense. Unlike the Simple Present Tense and Past Tense, grammatical Present Perfect Tense is hardly used nor The Future Tense. Predominant certain grammatical tenses usage in rhetorical moves are affected by English proficiency, community practice and all reasons which are somewhat similar to reasons that affected the use of rhetorical move model.

3) Active voice is more often used than Passive voice in almost all rhetorical moves except in Move 3 (Method) in both journals (IJAL and TEFLIN). Due to this finding, therefore, active voice is properly ideal in almost all rhetorical moves except in Move 3 (Method) in which Passive voice suits better.

4) Indonesian authors are suggested to follow international standard and trends in rhetorical move usage as well as linguistic feature usage in order to equally be in line with international authors and hopefully to get their research article qualified for reputable international journals.

5) It could be good for Indonesian Journal of Applied Linguistics (IJAL) and TEFLIN journal to have such explicit requirements and limitations of rhetorical moves and linguistic features used within abstract including examples of high-quality RA abstracts within certain levels and genres. The idea is merely to visualize outstanding RA abstracts which are ideal for author to follow. Hopefully, this initiative can benefit to boost journal rating of IJAL and TEFLIN themselves in return.

6) This study can be used for further research for potential authors or anyone who wants to read or write relevant topics because it is intriguing to see the rhetorical language development as whole, especially the tendency of RA abstract pattern used in term of rhetorical moves and linguistic features; tenses and voice forms written by Indonesian authors in international journals in different time intervals.

REFERENCES

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). American Psychological Association.

Asia TEFL journal. (2020). *The journal information of Asia TEFL*. Asia TEFL. Retrieved February 7, 2020, from http://journal.asiatefl.org/main/main.php?main=1&sub=4

Arsyad, S., & Arono. (2018). *Memahami dan menulis abstrak artikel jurnal.* Halaman Moeka Publishing.

Arsyad, S. (2014). The discourse structure and linguistic features of research article abstracts in English by Indonesian academics. *Asian ESP, 10*(2), 191-223. https://files.eric.ed.gov/fulltext/ED569125.pdf

_____ (2018). Struggling for international publication: The potential rhetorical problems for Indonesian scholars in social sciences and humanities when writing in English. *Seventh International Conference on Languages and Arts (ICLA 2018), 301.* https://doi.org/10.2991/icla-18.2019.77

Belcher, W.L. (2009). *Writing journal article in 12 weeks: A guide to academic publishing success.* SAGE Publication Inc.

Cambridge dictionary (2020). *Cambridge dictionary linguistic.* Cambridge. Retrieved February 7, 2020, from https://dictionary.cambridge.org/dictionary/english/linguistics

Cohen, J. (1960). A coefficient of agreement for nominal scales. *Educational and psychological measurement, XX*(1), 37-45 https://doi.org/10.1177/001316446002000104

Creswell, J., & Plano, C.V. (2007). *Designing and conducting mixed methods research.* SAGE Publications.

Dobakhti, L. (2011). *The discussion section of research articles in applied linguistics: Generic structure and stance features* [Unpublished dissertation]. 102-110. The University of Malaya. http://studentsrepo.um.edu.my/5641/1/LEILA_DOBAKHTI.pdf

Edglossary.org. (2013). *The glossary of education reform, relevance.* Edglossary. Retrieved February 7, 2020, from https://www.edglossary.org/relevance/

Emeksiz, E.Z. (2015). Stance taking and passive voice in Turkish academic discourse. *Journal of Language and Linguistic Studies, 11*(2), 13-22. https://files.eric.ed.gov/fulltext/EJ1105160.pdf

Fartousi, H., & PerlasDumanig, F. (2012). A rhetorical analysis and contrastive rhetoric of selected conference abstracts. *World applied sciences journal, 18*(4), 514-519. http://www.idosi.org/wasj/wasj18(4)12/8.pdf .

Foerster, M. (2018, Augustus, 24). *5 Rhetorical moves for writing abstracts.* blog.taaonline.net. Retrieved February 27, 2020, from https://blog.taaonline.net/2018/08/5-rhetorical-moves-for-writing-abstracts/

Hall, S. (2017). *Definition of a research article.* Pen and the pad.com. Retrieved February 27, 2020, from https://penandthepad.com/definition-research-article-2711.html.

Halliday and Webster (2006). *On language and linguistics.* Continuum International Publishing Group.

Hidayatullah, P.E., Syahrial, & Hati, M.G. (2017). Subject-verb agreement errors made by sixth semester English education students. *Journal of English Education and Teaching (JEET), 1*(1). file:///C:/Users/hp/Downloads/3064-5519-1-SM%20(2).pdf

Hopkins, D., & Cullen, P. (2007). *Grammar for IELTS*. Grammar reference and practice. Cambridge University Press.

Hyland, K. (2005). Stance and engagement: A model of interaction in academic discourse. *Discourse Studies, 7*(2), 173-192. https://doi.org/10.1177/1461445605050365

IJAL. (2020). *Indexing and reputation.* IJAL. Retrieved February 7, 2020, from https://ejournal.upi.edu/index.php/IJAL/about/editorialPolicies#custom-2

IJI. (2020). *About international journal of instruction*. IJI. Retrieved February 7, 2020, from http://www.e-iji.net/about-us

ISO 214 - 1976 (E). (n.d). *International Organization for Standardization.* Documentation – Abstracts for publications and documentation. Geneva: International organization for standardization. Retrieved February 7, 2020, from https://www.iso.org/standard/4084.html

Khansari, D., Heng, C. S., Yuit, C. M., & Tan, H. (2016). Regularities and irregularities in rhetorical move structure of linguistics abstracts in research articles. *The Southeast Asian Journal of English Language Studies*, 22(1), 39 – 54. http://doi.org/10.17576/3L-2016-2201-04

Khany, R., & Malmir, B. (2019). A move-marker list: A study of rhetorical move-lexis linguistic realizations of research article abstracts in social and behavioral sciences. *RELC Journal,* 1-36. https://doi.org/10.1177/0033688219833131

LIPI (2020). *Lembaga ilmu pengetahuan Indonesia (LIPI); Indonesian institute of sciences owned by Indonesian government*. LIPI. Retrieved February 20, 2020, from http://lipi.go.id

Lores, R. (2004). On RA abstracts: From rhetorical structure to thematic organisation. *English for Specific Purposes, 23*(3), 280-302. http://dx.doi.org/10.1016/j.esp.2003.06.001

Malmir, B., Khany, R., & Aliakbari, M. (2019). Journal article highlights in applied linguistics: An exploration into the rhetorical moves and their lexico-grammatical features. *University Iranian Journal of English for Academic Purposes (IJEAP), 8*(4), 1-15.

http://journalscmu.sinaweb.net/article_96017_4130a5fe8501ee0a74d29 786a1d54a1d.pdf

McCarthy, M., Matthiessen, C., & Slade, D (2002). *Discourse analysis*. In N. Schmitt (Ed.), An introduction to applied linguistics, 55-73. Edward Arnold Publishing.

Meihami, H., & Rashidi, N. (2018). Informetrics of scientometrics abstracts: A rhetorical move analysis of the research abstracts published in scientometrics journal. *Scientometrics online journal*, 1-20. https://doi:10.1007/s11192-018-2795-6

Onwuegbuzie, A.J., and Teddlie, C. (2003). A framework for analyzing data in mixed methods research. In A. Tashakkori & C. Teddlie (2nd ed.), *Handbook of mixed methods in social & behavioral research,* (pp.351–383). Sage Publishing.

Oxford dictionary. (2020). *Oxford dictionary of English.* Oxford University Press.

Pedretti, M. (2018). *How to structure and write an article abstract*. In Foerster, M. (2018, Augustus 24). *5 rhetorical moves for writing abstracts* [blog online]. https://blog.taaonline.net/2018/08/5-rhetorical-moves-for-writing-abstracts/

Pho, P. D. (2009). Linguistic realizations of rhetorical structure: A corpus-based study of research article abstracts and introductions in applied linguistics and educational technology. *Language and Computers*, *71*(1), 135–152. https://doi:10.1163/9789042028012_010

Pratiwi, K. D., Syahrial and Aruli. (2012). Students' difficulties in writing English (a study at the third semester students of English education Program of UNIB in academic year 2011-2012). *Undergraduated thesis, fakultas keguruan dan ilmu pendidikan UNIB*. http://repository.unib.ac.id/id/eprint/4406

Swales, J.M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.

Swales, J. M., & Feak, B.C. (2009). *Abstracts and the writing of abstracts*. The University of Michigan Press.

Swales, J.M., Irwin, V., & Feak, B.C. (2009). *Online commentary for abstracts and the writing of abstracts*. The University of Michigan Press.

Tankó, G. (2017). Literary research article abstracts: An analysis of rhetorical moves and their linguistic realizations. *Journal of English for Academic Purposes*, *27*, 42-55. https://doi:10.1016/j.jeap.2017.04.003

TEFLIN (2019). *About TEFLIN journal.* teflin.org. Retrieved February 20, 2020, from http://journal.teflin.org/index.php/journal/index

Tseng, F. (2011). Analyses of moves structure and verb tense of research article abstracts in applied linguistics journals. *International Journal of English Linguistics, 1*(2), 27- 39. https://doi:10.5539/ijel.v1n2p27

Wang, S., & Tu, P. (2014). Tense use and move analysis in journal article abstracts. *Taiwan Journal of TESOL, 11*(1), 3-29. https://files.eric.ed.gov/fulltext/EJ1078991.pdf

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity.* Cambridge University Press

Zand-Moghadam, A., & Meihami, H. (2016). A rhetorical move analysis of TEFL thesis abstracts: The case of Allameh Tabataba'i University. *Issues in Language Teaching, 5*(1), 23-1. https://doi:10.22054/ilt.2016.7714

Zhang, B., Nguyen, B.T., & Pramoolsook, I. (2012). Moves and linguistic realizations: English research article abstracts by Vietnamese agricultural researchers. *The Asian ESP Journal, 8*(3), 126-149. http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Volume-8-Issue-3-October-2012.pdf