

RHETORICAL MOVES AND GENRE DEVELOPMENT IN SOFT SCIENCE RESEARCH ARTICLE ABSTRACTS

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Abstract: Abstracts in journal articles serve to present brief and clear information regarding research which generally covers the issue raised, the objectives, the methodology used and findings of the research. Consequently, an abstract holds a notable function and is considered as the face of the journal because most readers read the abstract first before going on to read the full paper. The objective of this study was to qualitatively analyse and compare the rhetorical moves and genre development of abstracts in soft science research articles before and after training. Forty abstracts—20 abstracts before receiving an intervention and 20 abstracts after receiving an intervention—written by Indonesian scholars in the soft science field were employed as data. Hyland's (2000) five-rhetorical move model was used to analyse the data. The findings reveal that there are differences and developments in the use of rhetorical moves in journal article abstracts after receiving an intervention. This study can be used as an overview or as a reference for future research in the discourse analysis field, especially the analysis of abstract.

Keywords: *abstract writing; moves analysis; genre development; discourse analysis.*

INTRODUCTION

In the realm of the academic community, academicians and researchers considered that research holds a significant role to broaden knowledge in various fields. As Beeman (2018) stated that one of the most important things about conducting research is to create new knowledge and to verify that it is truly an advance in understanding. Not much different from Beeman's statement, Mehra (2018) conveyed that we have to do research for it helps in making a better living environment for the entire organism. Most researchers write their

research into scientific papers in the form of research articles. Research articles are a type of structured writing which functions to present the results of research that has been carried out by the researcher.

After conducting a research, the researchers tend to publish their study either on a national or international scale. However, publishing a research in an international journal scale has a better advantage for it can be the first step to make the study known by the global community. Publishing research in an international journal can be used as a

means for researchers to convey their findings or ideas to a wider audience and may contribute to developing knowledge that can be used as a reference that can give benefits to many people across the globe. Yet, writing an international journal article is not an easy thing. In order to be published globally, the authors have to comprehend the format and pay attention to the structure of the main points of the format. Other than that, the journal articles must be written in international languages, one of them is in English. It can be an obstacle for people who find English as a second or third language for them. Also, there is a possibility that the non-native speakers have less information or may not know that there are several rules that must be followed in writing a standardized and acceptable form.

To publish an international research article, the common standard of its form includes several parts, among them are title, abstract, introduction, literature review, methodology, findings and discussion and ends with a conclusion section. Each part has its own function that explains the research as a whole. Nevertheless, compared to other parts, abstract is the one that received most attention due to its function. The function of abstract is to serve brief and clear information regarding the research that has been done. Lores (2004) considered an abstract as a doorway to persuade the readers to view an article, as a consideration for contributors to select a journal to be published and either the submitted journal is accepted or rejected by conferences. Based on Lores statement, writing a standardized and structured abstract is a priority for authors. The ability to write research article abstracts effectively (hereinafter referred to as RA) is increasingly crucial when it is intended to be published in an international and reputable journal (Kurniawan, Gunawan, & Muniroh, 2019). By writing an abstract that has been adjusted to the acceptable standard, it is hoped the possibility of the journal to stride in global community is wide open reckoning that abstract serves as the first consideration for the editorial team to decide whether a manuscript can pass the initial screening and proceed to a further review process (Saeew & Tangkiengsirisin, 2014).

In writing an abstract, authors have to comprehend and pay attention to two features, they are the genre and model or pattern of an abstract. Genre is used as a tool to classify, sort and organize

kind of text (Othman, 2011). Swales and Feak (2009) described genre as a type of text or discourse that is designed to get a set of communicative goals. The communicative purposes are realized through rhetorical moves or move pattern which also a framework firstly developed by Swales in his study named Aspects of Article Introduction which is hereinafter well known as CARS (Create a Research Space) model. Swales (2004, p. 228) defined a move as a “discourse or rhetorical unit that performs a coherent communicative function in a written or spoken discourse”.

The study regarding rhetorical moves and genre analysis of research article abstracts have been conducted by researchers in various fields. For instance, the prior study has been conducted by Bhatti, Mustafa, & Azher (2019). They held a cross disciplinary study, where they research is investigated the genre of research article abstracts in linguistics and literature field. The result of their research showed that there is no significance difference in the used of genre between the linguistics and literature research article abstracts. Besides Bhatti et al. (2016), Darabad (2016) has also conducted a research in the same scope. His research is focused on move analysis of research article abstract of applied linguistics, applied mathematics, and applied chemistry. Based on his research, it was found that the result showed main similarity among the three study disciplines located in the introduction step. The least used move is introduction while the most frequent moves are purpose, methods, research findings, and conclusion or PMRC. A number of other previous studies have also been carried out by Kurniawan et al., (2019), Al-Khasawneh (2017), Hardjanto (2017), Andika, Safnil, and Harahap (2018).

However, in the prior research mentioned above, the researchers only focused on analysing the genre or the move structure of the research article abstract. Also, to the best of author’s knowledge, research in the field of soft science is still not widely explored. Hence, the novelty of this research has an objective to fill the gap by analysing the rhetorical moves and the genre development in the soft science fields. Specifically, to analyse the comparison of change between the rhetorical move and genre development before and after receiving an intervention. The intervention itself refers to individual coaching activity in a workshop held by the researcher and team. Candarh (2012) argued

that most of non-native of English speaker, especially novice researchers, they tend to be unaware of the academic writing standard conventions used by native English speaker. Thus, the workshop was held as a need to spread apprehension concerning standardized international journal abstract writing.

By employing the Hyland's (2000) five rhetorical move model, three research questions are addressed in this paper: (1) What are the rhetorical moves used in the abstracts written by the soft science authors before and after intervention? (2) What are the linguistic features that are realized to support the rhetorical moves before and after the intervention? (3) How is the development of the move structure before and after the intervention?

METHOD

Respondents

In order to obtain the data needed, the authors and team held a workshop on how to write an acceptable and standardized abstract for international publication. One of the requirements for people who wanted to be a participant in this workshop was they were required to attach an abstract that was written by themselves in the registration form. After attending the workshop, they were asked to check their abstract and revise them in case there were errors or not in accordance with the recommended abstract structure for international publication based on the feedback given by the speakers. Then, the participants were asked to submit their revised abstract through Google Form provided by the committee. The first submitted and revised abstracts were used as the data to be analysed in this research. In total, forty abstracts: twenty abstracts before receiving the intervention and twenty after the intervention, were taken as the main data. The participants of this workshop were from different levels of education background, based on the twenty participants' data taken, as many as thirteen people are students or master degree graduates while the rest are doctoral graduates from various majors.

Instrument

For the purpose of this study, an instrument in the form of interview was designed to find out the author's comprehension concerning the English Language and their cognitive of abstract structure.

Some of the questions asked during the interview are about how broad is their understanding of English, how they write the abstract, and whether they already know about this abstract structure before joining the workshop or not.

Data analysis procedure

This paper used Hyland's (2000) five rhetorical move model as the main guideline in analysing the data. In this schema, Hyland proposed five moves and thirteen steps. The first step taken by the author in analysing the data is read the abstracts then break them into sentences to determine each sentence is categorized to which move and which step. A table is used to simplify the analysis which consist of number, sentence, move, step, voice, tense, verb. After that, the researchers coded each sentence in the abstracts using the five moves scheme. To identify the linguistic features, each sentence was labelled by what tense is used in the sentence, does the sentence use active or passive voice, and what are the verbs used to signal linguistic features. The author bolds the verbs of each sentence. Eventually, the researchers examined the data and described the findings of the data into words.

Table 1. *Hyland (2000) model*

Move	Step
1 Introduction	Step 1: Arguing for topic significance. Step 2: Making topic generalization Step 3: Defining key term(s). Step 4: Identifying gap
2 Purpose	N/A
3 Method	Step 1: Describing participants / data sources. Step 2: Describing instrument(s). Step 3: Describing procedure and context
4 Findings	N/A
5 Conclusion	Step 1: Deducing conclusion. Step 2: Evaluating the significance of the research. Step 3: Stating limitation. Step 4: Presenting recommendation or implication.

RESULTS AND DISCUSSION

The aim of this sub-section is to set out the rhetorical organization of research article abstract in soft science field. The linguistic realizations of the moves and the genre development were described afterwards.

The rhetorical moves of abstracts

Table 2. Findings on moves salience

Before the Intervention		After the Intervention	
Move and Step	Salience	Move and Step	Salience
Move 1	85%	Move 1	90%
Step 1	25%	Step 1	40%
Step 2	80%	Step 2	80%
Step 3	15%	Step 3	10%
Step 4	20%	Step 4	45%
Move 2	90%	Move 2	95%
Move 3	95%	Move 3	100%
Step 1	60%	Step 1	70%
Step 2	60%	Step 2	55%
Step 3	75%	Step 3	85%
Move 4	85%	Move 4	100%
Move 5	50%	Move 5	75%
Step 1	35%	Step 1	50%
Step 2	0%	Step 2	5%
Step 3	5%	Step 3	5%
Step 4	15%	Step 4	50%

Move 1 – Introduction: To establish the context of the study and motivate the researcher or discussion

There was a slight increase in the percentage of occurrence of move 1. Before receiving the intervention, the move occurred for 85%, after gaining the intervention, the use of move 1 increased by 5% to 90%. Even though it showed an increase, the status of move 1 before and after intervention is conventional since its occurrence did not reach 100%. According to the data, the most preferred step by the author is step 2 which its function is to state the topic generalization. The occurrence of step 2 before and after the intervention remains the same for 80%, while the step that is rarely used is step 3: defining key terms. Even the occurrence of the step decreased from 15% to 10% after the intervention.

The number of religious tourism travel efforts to the Middle East and the Indonesian tourism market with tourists from Arabic is increasing, the presence of Arabic is not just a religious language, now Arabic is the language of support for the tourism sector. (Soft science, move 1, step 2).

Thirty-five EFL graduate students of three public universities in West and Central Java participated in this study. (Soft science, move 1, step 3).

Move 2 – Purpose: Indicated and outlines the intention behind the paper

Before the intervention, move 2 is considered as a conventional move for its occurrence is 90%. After getting the intervention, the level of the move changed from intervention to obligatory move since it reached 100% occurrence. As the name implies, the communicative purpose of move 2 is to present what is the aim or the objective of a study. Different from the other moves, it has no step. Based on the data, almost all of the authors conveyed their research objectives in one sentence.

This study aims to analyse the critical thinking skills between students who get the guided inquiry learning method and students who get the lecture method and analyse the increase in critical thinking skills between students who get the inquiry learning method and students who get the lecture method. (Soft science, move 2).

The result of this move is different from the previous research entitled “Move Analysis of the English Bachelor Thesis Abstracts Written by Indonesians” that has been done by Suryani and Rismiyanto (2019), where the occurrence of move 2 is only 60% or considered as optional move.

Move 3 – Methodology: Provides information on design, procedures, assumption, approach, and data.

Similar to move 1, move 3 also showed an increase for 5% in terms of occurrence. However, if move 1 remains the same as conventional move, the increase of the occurrence made the move level changed from conventional to obligatory or from 95% to 100% after receiving the intervention. Whereas in terms of step, the step that commonly found is step 3 which serves to describe the procedure and context of a research. After the intervention, the occurrence of this step is increased for 10%, yet step 2 did not experience the same

thing as step 3 where it has a decrease in occurrence.

The method used in this study is a descriptive analysis with library study techniques. (Soft science, move 3, step 3).

The main instrument of this research is a written test (28 Items) and lesson plans as an additional instrument. (Soft science, move 3, step 2).

Move 4 – Findings: States the main findings and the arguments.

Compared to the other moves, move 4 performed a significant increase in occurrence. Before the intervention, the level of the move is 85% thus it is considered a conventional move. After the workshop was held, its occurrence grew for 15% which made the move become an obligatory move. Same as move 2, move 4 has no step to express its other communicative purpose. Move 4 is intended to briefly inform the readers regarding the main results of the research.

The results showed that the academic service process using an information technology-based system starting from logging in, selecting academic services as needed to logging out on the system made the student academic service process easier, faster and more accurate. (Soft science, move 4).

Not much different from the research done by Andika, Safnil, and Harahap (2018) where their research concern was on analysing the rhetorical moves and linguistics features of journal article abstract in applied linguistics, the result for move 4 was 95%.

Move 5 – Conclusion: Interprets results, draw inferences, point to applications or broader implications

Different from the rest of the moves, only move 5 was categorized as an optional move before accepting the intervention. Yet afterwards, move 5 performed the most significant increase after the intervention since it increased for 25% and changed the level from optional to conventional or from 50% to 75%. Besides that, only move 5 which in one of its steps has 0% or in other words, there was no author employed the step before the intervention. The step is step 2: evaluating the significance of the

research. While for the widely used step before the intervention is step 1: deducing conclusion, then after the intervention, step 4: presenting recommendation or implication matches the percentage of move 1 for 50%. The move is used by the authors to affirm their statement drawn from the results of their research.

Therefore, this reading learning model was successful increase students reading ability. (Soft science, move 5, step 1).

Further research focusing on the issue of EFL graduate students' digital reading is highly recommended. (Soft science, move 5, step 4).

This study found that the majority of salience categories in the abstract data before the intervention are conventional. However, after the intervention, all of the moves' percentage is increase. The increase affects the salience category of M3 - *Method* and M4- *Product*. Before the intervention, they identified as conventional moves then changed to obligatory for the two moves reached 100% of occurrence. While M1 - *Introduction* and M2 - *Purpose* is still classified as conventional and M5 - *Conclusion* is optional.

The finding is similar to recent prior research conducted by Ramadhini, Wahyuni, Ramadhani, Kurniawan, Gunawan, & Muniroh (2020). It focuses on analysing the rhetorical moves of research article abstracts in the hard science field. The research reveals that M3 - *Method* and M4 - *Purpose* are considered as obligatory moves. However, the difference finding lies in M1- *Introduction* and M5 - *Conclusion*. This paper found that M1 - *Introduction* is identified as conventional move while M5 - *Conclusion* is optional. While in Ramadhini et al. (2020) is vice versa, the M1- *Introduction* salience is 60% which is identified as optional while M5 - *Conclusion* falls to conventional move for its salience is 80%.

The linguistic features

This second section addresses the realization of linguistic features in the collected abstracts, which consist of 40 abstracts. The linguistic features that were examined in this research are tense and voice. After all the data is analysed, the appearance of each tense and voice is added up and calculated to form of percentage. Further findings of tense and

voice are presented in the following two subsections.

Tense

Regarding the tense applied in all sentences of the abstracts, this present research reveals six types of tense found in the data. The tenses are simple present, simple past, simple future, present continuous, present perfect and past perfect. The use of tense in sentences in abstracts before and after receiving the intervention is dominated by the present simple and past simple tense. The following table displays the percentage of each tense.

Table 3. *Tense realization*

Before the Intervention		After the Intervention	
Tense	%	Tense	%
Simple Present	63%	Simple Present	48%
Simple Past	28%	Simple Past	37%

Simple Future	5%	Simple Future	5%
Present Continuous	2%	Present Continuous	3%
Present Perfect	2%	Present Perfect	5%
		Past Perfect	2%

In the abstracts before the intervention, there are five sentences found. Yet, after the intervention, past perfect tense emerged. The tense is applied in three sentences of an abstracts. Even though the percentage of present simple tense decreased in abstracts after the intervention, it is still dominated the used of tenses followed by past tense. While the competitors of present tense, past tense increased by 9%, but the increased has not been able to shift the present tense from number 1 position of the most used tense in abstracts. The table below shows the distribution of tenses in each move.

Table 4. *The realization of tense in each move*

Before			After		
Move	Tense	%	Move	Tense	%
M1	Simple Present	83%	M1	Simple Present	70%
	Simple past	7%		Simple past	6%
	Simple Future	2%		Simple Future	2%
	Present Continuous	4%		Present Continuous	6%
	Present Perfect	2%		Present Perfect	16%
M2	Simple Present	85%	M2	Simple Present	78%
	Simple past	10%		Simple past	16%
	Simple Future	5%		Simple Future	6%
M3	Simple Present	31%	M3	Simple Present	19%
	Simple past	49%		Simple past	67%
	Simple Future	18%		Simple Future	8%
	Present Continuous	2%		Present Continuous	4%
M4	Simple Present	60%	M4	Simple Present	38%
	Simple Past	38%		Simple Past	50%
	Present Perfect	2%		Simple Future	8%
				Present Continuous	2%
				Past Perfect	2%
M5	Simple Present	83%	M5	Simple Present	67%
	Simple Past	17%		Simple Past	25%
				Present Continuous	4%
				Past Perfect	4%

In terms of tense type, M1 - *Introduction* and M2 - *Purpose* showed stagnant position. In the abstracts before and after the intervention, M1 - *Introduction* consist of four types of tenses and M2 - *Purpose* used three types with present tense dominated the occurrence. After the intervention, the tense variations on M3 - *Method*, M4 - *Product*,

and M5 - *Conclusion* became more varied. The moves with the most tenses variations are M3 - *Method* and M4 - *Product* where 5 tenses were found in each move.

In the abstracts before receiving the intervention, four out five moves are dominated by present tense. Based on the results, there is a fairly large gap

between the present tense and other tenses. For instance, in M1 – *Introduction*, in total there are 53 tense, the present tense occurred for 44 times (83%) while the other tense appeared below 10 times. Only M3 – *Method* that is dominated by past tense. After the intervention, there is a slightly changed occurred. M4 – *Product* which initially used a lot of present tense, changed to past tense. Tense with the least appearance in the abstracts is past perfect for it showed 3 times each on M3 – *Method*, M4 – *Product*, and M5 – *Conclusion*. The following excerpts are the example of the realization of each tense found in sentences.

[4.1] Contrastive analysis is an activity that compare the structure of B1 with B2 to identify differences between the two languages. (Abstract 12, Before the Intervention).

[4.2] Digital dictionary, ESL/EFL websites, and social media were utilized for leveraging their English proficiency while academic social networking sites, journal webpages, journal indexers, grammar checkers and plagiarism checkers were employed for enhancing research skills. (Abstract 7, Before the Intervention).

[4.3] The researcher will select the participants based on some criteria: the same grades and the same curriculum that teachers teach, all teachers are teaching English in private secondary school in Palangkaraya, and the same accessibility for using the zoom platform that already provided by the school management. (Abstract 20, After the Intervention).

[4.4] Data collection techniques is using questionnaires, tests, interviews, field notes, and image recording devices. (Abstract 15, After the Intervention).

[4.5] From the results of the analysis that has been obtained that the level of conformity of the description of the material with KIKD that includes (1) the completeness of the material, (2) the breadth of the material and (3) the depth of the material is good because it corresponds to the theme of each KD and has a conformity level of 84% which means good. (Abstract 16, Before the Intervention).

[4.6] The previous study had shown that evaluation of Curriculum 2013 has been carried out in several regions. However, it is rarely that the researchers use CIPP evaluation model in

elementary school, especially in Central Java Kebumen. (Abstract 17, After the Intervention).

Voice

There are two types of voice, active and passive voice. Based on the findings on abstracts before and after receiving the intervention, active voice surpassed passive voice. Based on all the data, the total number of sentences is 380, 302 (79.5%) of them is active voice and the rest, 78 (20.5%) is passive voice.

Table 4. *The realization of voice in each move*

Move	Before		After	
	AV	PV	AV	PV
M1	81%	19%	82%	18%
M2	100%	0%	100%	0%
M3	71%	29%	69%	31%
M4	89%	11%	84%	16%
M5	62%	38%	57%	43%

As can be seen from table 4, from M1- *Introduction* to M5 – *Conclusion*, active voice is out-numbered passive voice. In this present paper, the research article abstracts written by soft science authors tend to prefer to use active voice in the realization of each move. The use of passive voice in M2 – *Purpose* in abstract before or after the intervention is not found at all. All of the participants stated their research objectives in active voice. Compare to the other moves, the percentage gap between the use of active and passive voice that is not as huge as in other moves is showed by M5 of abstracts after the intervention. It is 57% and 43%. The excerpts below are examples of sentences occupied by active and passive voice.

[4.7] Thus, this study **aims** to determine the effectiveness of the implementation of Curriculum 2013 in elementary schools, especially at SDN 1 Pejagoan located in Kebumen Regency, Central Java Province. (Abstract 17, Before the Intervention).

[4.8] Quasi-experiment method **was used** with a One-Group Pre-test Post-test design in this type of research. (Abstract 14, After the Intervention).

When comparing only in terms of passive voice, the highest occurrence occupied by M3- *Method* and M5 – *Conclusion* in both abstracts before and after the intervention. It indicated that the two moves can also be realized by this type of voice.

Genre development

This section aims to describe the genre development of one of the abstracts that performed prominent development. Before receiving the intervention, the abstract consists of two moves: M1 and M3. The move then developed to five moves after receiving the intervention and the move pattern 1(n)-2-3-4-5.

The discussion of the genre development clarifies through following tables:

Table 5. *Move 1 (before and after)*

Move 1	
Before	After
Learning to write is an effort made by the teacher for students to master writing skills since it is considered as a complex skill.	Learning to write is an effort made by the teacher for students to master writing skills it is considered a complex skill.

In terms of tense or sentence voice, there is no change at all in the abstract before and after the intervention. The change only happened at the number of the words. At first there are twenty-four words, but then after the intervention, the author omitted the word “since” and “as” hence the number of the words after the intervention decrease into twenty-two words. The type of the step is also the same, the author used step 2 to express the communicative purpose of making topic generalization.

Table 6. *Move 2 (before and after)*

Move 2	
Before	After
N/A	This study aims to explain learning to write with a constructivism approach from various related articles.

Important development happened in move 2. At first, the author did not include the move 2 to state the aim or the purpose of the research article. After receiving the intervention, the author added the sentence “This study aims to explain learning to write . . .” which indicated as move 2. By stating the M2, readers can get information related to what is the purpose of this research.

Table 7. *Move 3 (before and after)*

Move 3	
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Before	After
Based on this concern, this research employs a systematic literature review of 17 international journal articles out of the nine databases requested for writing skills in elementary schools using constructivism approach.	Based on this concern, a systematic literature review was employed as a method that analyses 17 international journal articles out of the nine databases requested for writing skills in elementary schools using a constructivism approach.

Similar to move 1, there is no change in terms of the type of the step. Yet, the tense and the sentence voice are changed. Before the intervention, the author delivered the methodology in present simple tense and active voice, then after the intervention, they are changed into past simple tense and passive voice. The author stated “. . . this research employs/a systematic literature review was employed. . .” which indicated that step is included to step 3: Describing procedure and context. Besides that, the author also stated the number of the international journal articles to be analysed as the main data “. . . 17 international journal articles out of the nine databases. . .” it signalling that the step is included to step 1: Describing participants/data sources. Hence the step is considered as embedded step.

Table 8. *Move 4 (before and after)*

Move 4	
Before	After
N/A	The results of the literature review, there are 17 articles with a 2010-2020 timeframe identified and the majority are discussing learning to write in primary schools (47%), learning to write with constructivism approaches (40%), and media that can be developed in the constructivism approach to learning to write (13%).

Crucial change also occurred in move 4: Findings. Before receiving the intervention, the author did not state what are the main results obtained from the research or stated arguments.

However, after receiving the intervention, the author mentioned “The results of . . .” which indicated that the sentence is considered as move 4 since the author described the main finding. By reading the M4, readers can find out the findings of this study in brief way.

Table 9. *Move 5 (before and after)*

Move 5	
Before	After
N/A	The conclusion of this research is writing learning media with constructivism approaches presented in this literature review are multimodal learning in the form of games, and collaborative writing learning that can make students able to find problems and then help them solve and find steps to solve these problems.

Same as move 2 and 4, move 5 performed prominent change after receiving the intervention. There are 4 steps in move 5, however, before getting the intervention, the author did not assert any steps of move 5 which serves to declare the deducing conclusion, evaluating the significance of the research, stating limitation, and presenting recommendation or implication of the research. After gaining an intervention, the author involved step 1: Deducing conclusion, where it clearly stated “The conclusion of this research is . . .”.

CONCLUSION

The objective of this study is to answer the research questions addressed to this paper. The first aim is to find out the realization of rhetorical moves in abstracts before and after receiving the intervention. By referencing the type of moves proposed by Hyland (2000), this study found that the realization of rhetorical moves in abstracts before and after the intervention showed almost similar results. In the abstracts before the intervention, it is dominated by M1 - *Introduction* and M4 – *Product*. From 189 sentences found in the data before the intervention, both moves were used in 53 sentences. Followed by M3 – *Method* that was realized in 51 sentences. While M5 is the least used of moves. After the

intervention, M3 emerged as the dominant move which was employed in 51 sentences only different for 1 sentence from M4 with 50 sentences. While M1 with 48 sentences, which made it in third position. While the move with the least use changed from M3 to M2.

The second aim addressed in this study is to find out the linguistic features realized in the abstracts. The highlighted linguistic features are tense and voice. There are six types of tenses found in the data: simple present, simple past, simple future, present continuous, present perfect and past perfect. In abstracts before and after the intervention, the percentage of present tense is out-numbered by the other tenses that appeared in the abstracts. Present tenses were found in 211 sentences. In contrast with past tense which occupied 124 sentences. Same as the findings in rhetorical move, a slight change in terms of domination occurred. In abstracts before the intervention, past tense only excels in M3. After receiving the intervention, M3 is accompanied by M4 as a move that is dominated by past tense. In regard to voice, both in abstracts before and after the intervention, the realization of active voice is the most voice employed by the authors. Even out-numbered by active voice, the use of passive itself is mostly found in M3 and M5.

The last purpose is the genre development. Based on the taken sample to be discussed further. The abstracts showed prominent development. At first, the abstract only consisted of 2 moves: M1 and M3, hence after the author attended the workshop and got an intervention, the realization of rhetorical moves developed in the abstract by adding another type of move, they are M2, M4 and M5. It is a proof that there was a genre development in the abstract after the intervention which answers the third research question.

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