



Rhetorical Moves and Linguistic Realization: Corpus-Based Analysis of Bachelor Theses Abstracts in Islamic University

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Abstract: Recently, studies on rhetorical moves in undergraduate students' abstracts have gained popularity. It has been the focus of several disciplines, techniques, and methods. However, research in bachelor thesis abstracts, particularly in Islamic universities as the research site, is rarely explored. The purpose of this research is to determine the rhetorical moves of undergraduate thesis abstracts and to explain the regularities of rhetorical moves at Islamic university. The analysis guideline was based on Hyland's (2004) theory, and the AntMover program was utilized to aid with the analysis. The findings revealed that, while the occurrence of moves and steps varies by data group, there are certain required, conventional, and discretionary moves. Furthermore, this study discovered many sorts of rhetorical organization generated by the occurrences of moves and steps in students' abstracts. Some are in regular forms, while others are in irregular shapes. As a result, this study sheds light on the gap in rhetorical motion patterns in student abstracts. Then, certain proposals were made to bridge the gap in improving the quality of students, study programs, and institutions in general.

Keywords: *Rhetorical analysis; academic writing; moves; steps.*

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A. INTRODUCTION

In academic writing, research article abstracts become a critical thing to be concerned. Not only as a first reading part after the title, the abstract also can be an attention-grabbing sentence that enlightens the contents of a research report. In order the main purpose of an abstract is to a notion of a full study that contains an overall representation of ideas in the research report. At the same time, (Hyland, 2004) stated that abstracts have been measured

as an independent discourse that functions as a 'representation' (Bazerman, 1988), a 'distillation' (Swales, 1990), a 'crystallization' (Salager-Mayer, 1990) or a 'summary' (Kaplan, R., Cantor, S., Hagstrom, c., Lia, D., Shiotani, Y and Zimmerman, 1994) of an associated text. Therefore, even though an abstract only contains minimum words, it can stand alone and become an essential part that takes an important role in sending the new thoughts of the research.

Moreover, besides becoming a resume or summary of their research, abstracts also become a “hooked” for the reader. In this case, a reader usually decides to read the whole article by only reading the abstract. As a result, an abstract is required to be eye-catching even if it has limited words. Therefore, in presenting the ideas in an abstract, a writer should be concerned with some items such as the rhetorical way of presenting the topic, the gap, the method, the product, the new ideas, the recommendation, etc. Furthermore, the ways writers present their ideas in an abstract and engage the reader can be seen in the representation of categories in its abstract. The categories, additionally, identified as a rhetorical macrostructure which is broadly organized the paper. These rhetorical categories, which are later called the rhetorical move, are composed of Introduction-Methods-Results-Conclusion (Bhatia, 1993; Brenton, 1996; Swales, 1990).

However, the quality of each abstract is not the same. In this case, the realization of the rhetorical move in the abstract, particularly in undergraduate theses abstract, becomes a fascinating thing to be explored. Besides, writing an English abstract still can be a challenging skill for undergraduate students. Moreover, the students are not provided enough training and material on academic research writing in many academic settings. Consequently, undergraduate students as novice academic writers more often acquire independently the scientific discourse conventions in their academic disciplines through a process of imitating the style and strategies which is already published by authors in their discourse communities rather than in formal academic writing courses (Martín, 2003). In order that, the abstracts are not written clearly, cohesively, and coherently.

Likewise, the problem emerged in many academic settings, it is also happening in English learners, IAIN Sultan Amai Gorontalo. Most of the abstracts did not put some important parts such as the topic significance, topic generalization, the key terms, gap, the evaluation of research significance, research limitation, and research recommendation. As a result, the abstract arose as ‘unattractive’ to read and explore. In other words, the lack of students' ability in producing a good abstract makes them hard to deliver the message to the reader well. Besides, low writing skills competency is another issue that every

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undergraduates' students have been dealing to. It includes students lack of grammatical understanding and lack of students' skill in processing the ideas into a written text (Hidayatullah, P.E., Syahril, & Hati, 2017).

Numerous studies about rhetorical moves in abstracts had been conducted in recent years. Some research focused on undergraduate theses abstracts in common (Siyaswati & Rochmawati, 2017) some described and only focused on a specific discipline such as literary and tourism (Kurniawan, E., & Sabila, 2021; Tanko, 2017); some research focused on comparing abstract across disciplines such as between linguistics and literature abstract (Bhatti et al., 2019), Social and behavioral science abstract (Khany, R., & Malmir, 2020), and natural science and social science (Juanda, M.R., & Kurniawan, 2020); some studies focused on abstract in specific journal (Khansari, D., Heng, C. S., Yuit, C.M., Yan, 2016; Kurniawan et al., 2019; Thuy Loan, 2018); some studies focused on abstract across Englishes (Tocalo, 2017); and some studies only identified the multi-word expression and lexical bundles in the rhetorical move (Omidian et al., 2018; Qi & Pan, 2020).

Unfortunately, the research in undergraduate theses abstract, especially in Islamic University as the location of research is rarely to be explored. However, the academic setting and the inputs given, regarded to academic writing, are different in every institution. In order that this research is intended to find out the rhetorical moves of undergraduates' theses abstract in IAIN Sultan Amai Gorontalo. Furthermore, the research question of this research is how does the realization of rhetorical moves, including the regularities and pattern of move and steps in undergraduate research abstracts. In order that this research is intended to describe the regularities of rhetorical moves in IAIN Sultan Amai Gorontalo. Therefore, this research can bridge the gap in increasing of students' qualities, study programs, and institutions in general.

B. RESEARCH METHOD

This research is descriptive qualitative research, and uses the rhetorical move theory by (Hyland, 2004) as the theoretical framework. This research is corpus-based research, which used the data of English abstract in Tadris Bahasa Inggris, IAIN Sultan Amai Gorontalo. The abstracts are chosen from the 2020-2022 period. Subsequently, the data was analysed by using Ant Mover 1.1 Software (Anthony, 2003). The software, in addition, assisted in categorizing the data based on its move and step. However, the researcher still did double checking the data to minimize the error analysis.

Moreover, this research did some phases collecting the data, analyzing the data, displaying the data, and drawing conclusions. In collecting the data, the researcher did some phases. The phases included selecting abstract for training data, importing it into *.txt* file for training data, selecting abstract for main analysis data, and importing it into *.txt* file for main data. Furthermore, there were the differences between abstract for training data and abstract for main data. The abstracts for training data were used as preliminary data for the software, and the abstracts for main data were used as the main source of data.

In addition, the next phase was analyzing the data. In analyzing the data, the researcher did some procedures. The procedures were inserting sets of training data into the software, inserting sets of main data into the software, next categorizing and analyzing the move and step based on Hyland's theory (2004), and finally tabulating the data in Excel. Hyland (2004) classified that there are five moves or stages and the functions in research abstract rhetorical moves. The moves or stages were introduction, purpose, method, product, and conclusion. Introduction (I) or later called as move 1 functioned for establishing context of the paper and motivating the discussion of research. Purpose (P) or later called as move 2 functioned for indicating the purpose of the research, theses or hypothesis, and outlining the intention behind the paper. Method (M) or later called as move 3 was providing the information of the research design, research assumption, research approach, and research data. Product (Pr) or later called as move 4 performed for asserting the main findings, discoveries or results of the research, the argument of the research, and explaining what was accomplished in this research. Thus, conclusion or later called as move 5 performed for interpreting or extending the result of the research beyond the scope of paper. Therefore, this move 5 was intended to draw inferences and point out the applications or wider implications of the result of the research.

After analyzing the data, the researcher displayed the data in words, tables, figures, simple statistic. The use of tables, figures and simple statistic were purposed to present the research result comprehensively. Moreover, the data presentation could show the frequency and the realization of rhetorical move model in undergraduate students' theses abstracts. Therefore, this displaying data became the basic information for drawing the conclusion.

Corpus Linguistic

Flowerdew (Flowerdew, 2004) stated that corpus linguistics focused on frequency counts of lexical and grammatical items. Beside it, Larsen-Freeman (Larsen-Freeman, 2000) defined corpus linguistic as a methodological innovation which also simultaneously incorporates an approach to language. In this case, methodological innovation means a new way of accomplishing old goals, and approach means a set of theoretical positions and beliefs about

the nature of language and how we can study it. In other words, according to Larsen-Freeman (2000), corpus-based linguistics focused on linguistics or language study which is to be done by corpus. Therefore, to make it simpler, a corpus-based linguists explored same aspect of linguistics by using banks of computerized text and certain computer techniques.

Being corpus-based only implies being familiar with a toolbox of techniques and procedures for dealing with textual datasets. In this case, the techniques and procedures used computers in automatically sometimes, or interactive ways sometimes. In addition, doing corpus-based research is not only meant having an assistant to conduct the research, but also has the corpus that contain many theoretical contributions.

There are three ways of using corpora related to discourse analysis research. Firstly, a mainly qualitative study or corpus-informed study. It is usually analysed necessarily manual the corpora. Secondly, a both qualitative and quantitative study, which is done qualitatively and quantitatively. In this case, the kind of research depends on the involvement and use of data in research. Moreover, according to Lee at Bhatia et al., (2008), If the analyst comes to the task using, relying on or imposing prior linguistic intuitions or theoretical frameworks while examining the data, then we can call the research corpus-supported. But, if the analyst approaches the task with fewer preconceptions, than we can say that the research is corpus driven.

Later on, the Corpus-informed study put corpora as text samples which is mainly qualitative. This genre analysis In Swales (2004) used the data available in the MICASE corpus for example (e.g. dissertation defences), but the analyses are essentially the same as in traditional genre analysis. In addition, the analysis done manually, although some aspects of the searching and counting were undoubtedly speeded up by being done by computer.

Moreover, according to Lee in Bhatia et al., (2008), the uniqueness of corpus-based approach is easier access to standardized, distributed data, and variable results; more types of data available, including less-studied genres; quantitative, empirically-based information about frequency, typicality, idiomaticity; easier computerized coding, retrieval and analysis; bolder, fresher, data-driven observations and hypotheses about language.

Rhetorical Moves

The research article abstract is an independent type of discourse, consisting of moves which work together to achieve its communicative purposes. A move in this sense is 'a section of a text that performs a specific communicative function' (Kanoksilapatham, 2005). Graetz (1985) is the pioneer who analysed the organization of the informative abstract and extracted its four rhetorical moves: problem, method, results, and conclusions. To date, there

have been different move models proposed for the rhetorical structures of RA abstracts. The moves proposed vary in number and function. Some moves are conventional, some are optional.

Salager-Meyer (1990) argued that well-structured medical abstracts, including RA abstracts, should contain four moves: purpose, method, results, and conclusion. Bhatia (1993) created a four-move model: introducing purpose, describing methodology, summarizing results, and presenting conclusions. Santos (1996) suggested a five-move pattern for RA abstracts in applied linguistics: situating the research, presenting the research, describing the methodology, summarizing the results, and discussing the research. Anderson and Maclean (1997) discovered that medical abstracts on the whole matched the five-move model: background (optional), purpose, method, results, and conclusion.

Therefore, Hyland (2000) proposed a five-move schema: introduction, purpose, method, product, and conclusion. The five-move schema from Hyland can be seen in the table below.

Table 1. Moves Functions

Move	Function
Introduction (I)	Establishes context of the paper and motivates the research or discussion.
Purpose (P)	Indicates purpose, thesis or hypothesis, outlines the intention behind the paper
Method (M)	Provides information on design, procedures, assumptions, approach, data, etc
Product (Pr)	States main findings or results, the argument, or what was accomplished
Conclusion (C)	Interprets or extends results beyond scope of paper, draws inferences, points to applications or wider implications

Moreover, Hyland (2004) added that at least the five-move is explained into thirteen steps. The thirteen steps, in addition, have different and specific functions. Hence, the anatomy of structure in each abstract can be seen easily by considering the steps and moves. Steps dan moves based on Hyland (2004) can be seen as follows.

Table 2. Move and Step by Hyland (2004)

Move	Step	Label
Move 1	1	Arguing for topic significance
	2	Making topic generalization
	3	Defining the key term(s)
	4	Identifying gap

Move 2	5	Stating the research purpose
Move 3	6	Stating the research purpose
	7	Describing instrument(s)
	8	Describing procedure and context
Move 4	9	Describing the main results
Move 5	10	Deducing conclusion
	11	Evaluating the significance of research
	12	Stating limitation
	13	Presenting recommendation

C. FINDINGS AND DISCUSSION

Findings

As a general, this study found that students' research abstracts consist of 5 – 14 sentences. Each sentence forms as simple sentences and compound sentences. However, many abstracts are tended to use compound sentences more than simple sentences. In this case, the compound sentences do not order in a good way. In order that, the idea of every sentence sometimes missed. As a result, the composition of sentences causes the ineffectiveness of sentences, the repetition of ideas, and even the confusion in writing organizations.

On the other hand, the realization of rhetorical moves in students' theses abstracts appear using the five-move theory by Hyland (2004). However, the frequency and the sequence are not same in each abstract. The occurrences frequency of move in students' theses abstracts can be seen on the figure below.

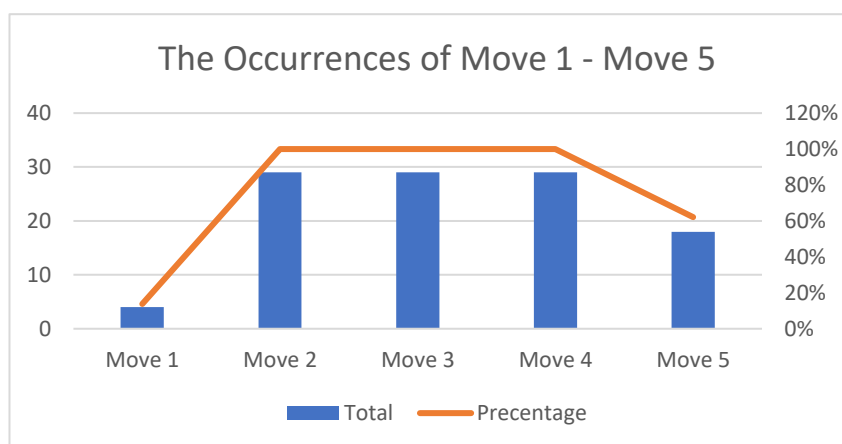


Chart 1. Move Occurrences in Students' Abstracts

Based on the Figure 1, Move 2, Move 3, and Move 4 are the highest occurrences in students'

theses abstract. On the other side, Move 5 only occur in 62% students' theses abstract. Moreover, Move 1 become the lowest occurrences in students' theses abstract. In other words, the findings show that the students are tend to use 2, Move 3, dan Move 4 in their rhetorical strategies. To put it simpler, the students are more tend to indicate the purpose, method, and the product of their research than the introduction, and conclusion. However, there is only few abstracts that use the five-move in their rhetorical strategy. The few abstracts still put the introduction, purpose, method, product, and conclusion, even though in a random sequence.

Beside the occurrence's frequency of moves, this research also found that there are the differences of moves and steps occurrences in students' theses abstract. Even though every move appears in the abstracts, but not all steps in the moves occur in students' theses abstract. The occurrences of Move and Step in students' research abstract can be seen in figure 2 below.

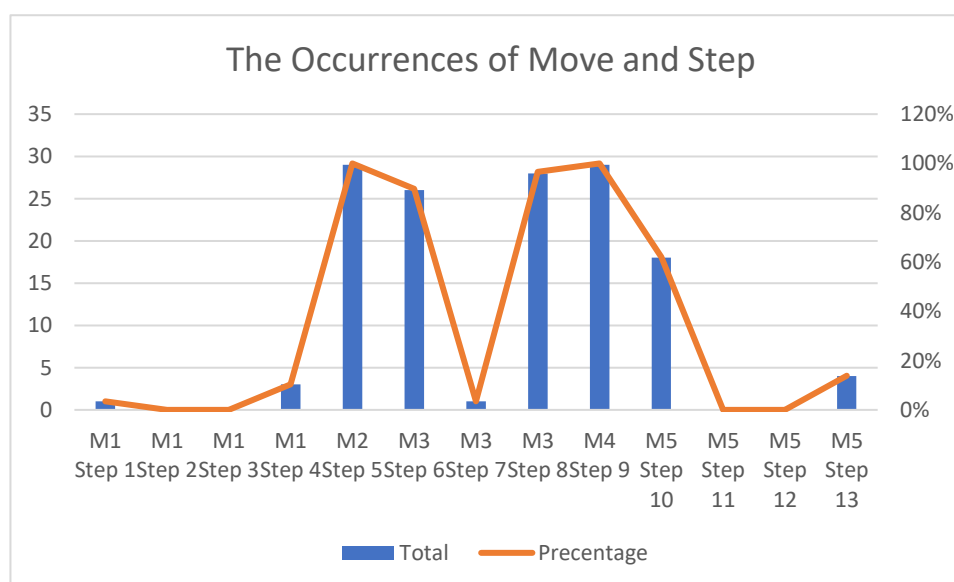


Chart 2. The Occurrences of Move and Step

Based on the information in figure 2, the occurrences of steps can be categorized into three parts. The parts are the steps occur in all abstracts, the steps are not occurred in all abstracts, and the steps occurred in some abstracts. Firstly, the steps that occur in all abstracts are steps from Move 2, Move 3, and Move 4. These steps are intended to describe the general and specific purposes (S5), procedure and context (S8), and describing the main specific findings of the research (S9). Secondly, the steps that are not occurred in the abstracts usually are steps from Move 1 and Move 5. These steps are intended to share the argumentation for topic significance (S1), generalization of the topic (S2), key terms (S3), evaluation the significance or contribution of the research (S11), and the limitation of the research (S12). Thirdly, the steps occurred in some abstracts are usually from Move 1, Move 3, and Move 5. In addition, these steps are indicated the identification of research gap (S4), the description of instruments (S7), the interpretation of the result or claims from the

results (S10), and the recommendation and implication of the research (S13).

Based on the diversity of move and step occurrences, then the rhetorical moves in students' theses abstracts appear in ten models of rhetorical organization. The model of rhetorical organization occurs because the students have different style in wrapping their ideas through abstract. In other words, the variation of move and step in the abstracts also become the cause of rhetorical organization structure variation. The variation of rhetorical organization structure can be seen on the figure 3 below.

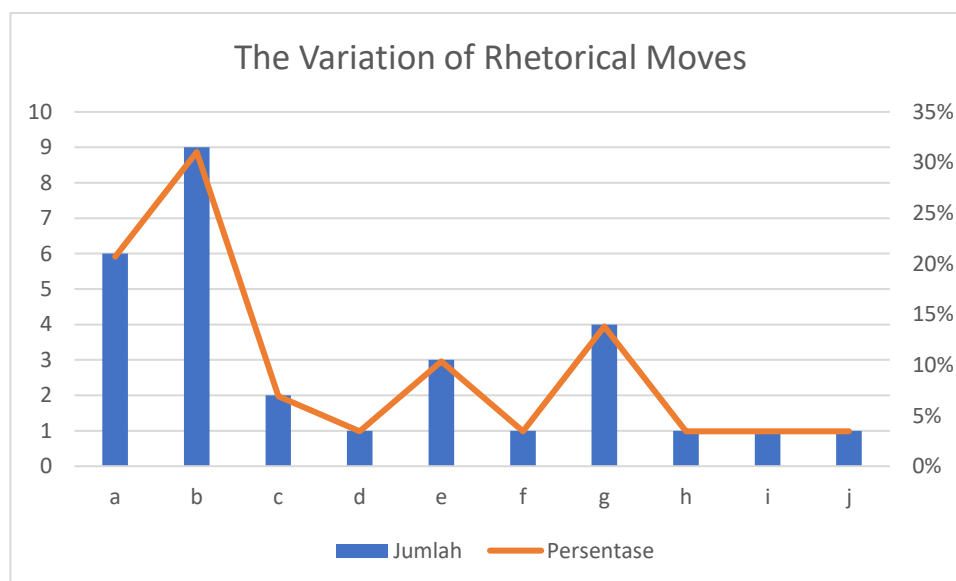


Chart 3. The Variation of Rhetorical Move

Based on the figure 3 above, we can see that there are ten models of rhetorical organization in students' theses abstract. However, there are only five models that appear frequently. The models are Purpose-Method-Product-Conclusion (Type A), Purpose-Method-Product (Type B), Purpose-Introduction-Method-Product (Type C), Purpose-Method-Conclusion-Product (Type E), and Purpose-Method-Conclusion-Product-Conclusion (Type G). Nevertheless, there are five random models of rhetorical organization appear in students abstract. Each model only appears in one person. In order that, they can be concluded as the style of the students which are influenced by students' writing ability.

Discussion

Rhetorical Moves in Abstract

The findings above demonstrate the occurrence of the move-step that were employed by the students in writing their research abstracts. Although the occurrence of the moves and steps in each data group may differ, it can be said that Move 2 – Purpose, Move 3 – Method, and Move 4 - Product are considered as obligatory moves in their abstracts. This may mean that the students have the tendency to put emphasis on the purpose, methodology of the

research and the findings of their research in their thesis abstracts. Meanwhile, Move 5 is considered conventional in students abstracts and Move 1 is considered as optional. This is put in the same way with the study employed by Kanoksilapatham (2005) where the moves are considered optional if there are less than 66% occurrences. Besides, the moves can be considered as conventional if there are 66% until 99% occurrences. Meanwhile, they are considered as obligatory if there are 100% occurrences in the abstracts.

Nevertheless, according to Kanoksilapatham in Saeew & Tangkiengsirisin (2014), the occurrences of the Introduction move can show the richness of the recent literature in the study. In contrast, the absence of this move can make the abstract lost the brief history in the field. In order that, the Introduction move cannot be considered as optional (Sidek, H.M., Saad, N. S. M., Baharun H., 2016).

On the other hand, rhetorical moves in students' theses abstract can be categorized in six types. The types will be discuss below.

1. Purpose-Method-Product-Conclusion (Type A)

The finding above shows that about 20% students used Purpose-Method-Product-Conclusion type (Type A) in their abstract. Even though this type is not complete as Hylands', but this type is the only type approximate to the ideal type based on Hyland (2004). On this type, the writer put the differences between sentence to indicate the main findings and the claims based on the findings. In order that the abstract is not only contain the description about the product, but also the conclusion it gives. The example of this type can be seen on the abstract sample below.

Table 3. Sample 1

Students' Abstract Sample	Steps
The purpose of this research to determine the increase in students' vocabulary mastery as a result of using English Picture Media While Learning English	Step 5 Purpose (Stating General or Specific Purpose Including the Hypothesis)
This study involved 16 students grade X from SMA Negeri 1 Pinogu .	Step 6 Method (describing participants)
Type of Research is Classroom Action Research . Data were gained from a pre - test and post - test , as well as Observation Sheet	Step 8 Method (Describing procedure and context)
Accordiong to the findings of this study , students' vocabulary in learning English	Step 9 Product (describing main specific findings)

through Picture Media has increased . The pre - test result to cycle one increased by 18 , 75% , and cycle 1 to cycle two increased by 31 . 5% .	
As a result , it can be concluded that Picture Media aids in the development of students' vocabulary	Step 10 Conclusion (deducing conclusions from result by commenting on or interpreting the result)
It hoped that teachers will become more creative in designing learning media, particularly picture media for English learning	Step 13 Conclusion (presenting recommendation and implication)

2. Purpose-Method-Product (Type B)

The finding above shows that Type B is the most used by the students. In other words, the students tend to show the Purpose-Method-Product in their abstract. The fact shows that the students only writing the abstract as simple as they can. In order that, the main purpose of abstract for them is only for a resume or a summary of their whole research. The example of this type can be seen on the abstract sample below.

Table 4. Sample 2

Students' Abstract Sample	Steps
This research aims to determine and describe the creativity of teachers in adapting English learning materials in online learning	Step 5 Purpose (Stating general or specific purpose including the hypothesis)
This research was conducted on two English teachers at SMP Negeri 3 Limboto . This Research employed qualitative type approach with descriptive design as a method for analyzing data.	Step 6 Method (Describing participants) Step 8 Method (Describing procedure and context)
The data were collected through semi - structured interviews and documentation. The results revealed that the creativity of teachers in adapting English learning materials in online learning is the ability to make teaching materials arranged in the form of creative words and power point, creating innovation in providing learning materials that suit the needs of students.	Step 9 Product (Describing main specific findings)

3. Purpose-Introduction-Method-Product (Type C)

The finding above shows that about 7% students used Purpose-Introduction-Method-Product type (Type C) in their abstract. This type is quite unique, because the organization consists of the occurrences of Introduction. On the other hand, the occurrences of conclusion is deniable. The students tend to describe the main and specific findings only rather than concluding or interpreting the findings. Another interesting point is the order of Introduction.

Introduction in this organization does not appear in the beginning as it should be, but it appears in the next sentence after Purpose. In order that, the students are seem to be accustomed to write the abstracts from Purpose as the beginning, not Introduction. The example of this type can be seen on the abstract sample below.

Table 5. Sample 3

Students' Abstract Sample	Steps
The purpose of this research is to see the perceptions of teacher and parents on online English subject.	Step 5 Purpose (Stating general or specific purpose including the hypothesis)
This research raises one of the problem , how are the perceptions of teacher and parents towards learning English online .	Step 4 Introduction (Identifying gap)
This research was conducted in class VIII at SMP Negeri 3 Limboto .	Step 6 Method (Describing participants)
This type of research qualitative.	Step 8 Method (Describing procedure and context)
The results of this study indicate that online learning that is applied, especially English subject during the Covid - 19 pandemic, there are many obstacles for teacher and parents as for the responses from teacher and parents , namely online learning during the pandemic is not effective , making teacher and parents overwhelmed in guiding children .	Step 9 Product (Describing main specific findings)

4. Purpose-Method-Conclusion-Product (Type E)

The finding above shows that, about 10% students used Purpose-Method-Conclusion-Product type (Type E) in their abstract. This type is the opposite of type A, where the students are tending to put Conclusion and Product in a different order. In this type, the students are seeming harder to distinguish sentences for describing the product and concluding the research. In order that, the organization of research results are shown in deductive reasoning which is it starts from interpreting or claiming the results, evaluating the contribution of research, stating research limitation, presenting the recommendation, to describing the main and specific findings. The example of this type can be seen on the abstract sample below.

Table 6. Sample 4

Students' Abstract Sample	Steps
This research elaborates the " analysis of students ' interest in learning English at eleventh grade of senior high school state 1	Step 5 Purpose (Stating general or specific purpose including the hypothesis)

Paleleh " , while the focus of this research in how the students ' interest in learning English in class XI SMAN 1 Paleleh .

The aim of this research is to determine students ' interest in learning English .

This research was conducted in class XI IPA SMAN 1 Paleleh .

A qualitative approach was used as method for analyzing data in this research.

the data collection technique employed triangulation, namely observation, interviews and documentation, and further the data were analyzed by presenting the data , reducing the data , and drawing conclusions,

the result of this research indicated that students ' interest in learning english in class XI SMAN 1 Paleleh was still low .

this can be seen from the result of data analysis.

these students were less active during classroom discussions, they got bored, were lack of knowledge in correct pronunciation, lack of vocabulary mastery, and hard to understand the meaning of text in english book.

the contributing factors to these issues are the method used by the english teacher in teaching which only focuses on explaining the material, and the students lack of motivation in learning and self - awareness which are essential in learning English.

Step 6 Method
(Describing participants)

Step 8 Method
(Describing procedure and context)

Step 10 Conclusion
(Deducing conclusions from result by commenting on or interpreting the result)

Step 9 Product
(Describing main specific findings)

5. Purpose-Method-Conclusion-Product-Conclusion (Type G)

The finding above shows that, about 15% students used Purpose-Method-Conclusion-Product-Conclusion type (Type G) in their abstract. In this type, the students tend to put the conclusion twice in the abstract. In order that, the students are seem to emphasize the conclusion by putting it together before and after describe the products. However, this organization are seemed to be ineffective abstract, because of the repetition ideas. The example of this type can be seen on the abstract sample below.

Table 7. Sample 5

Students' Sample	Abstract	Steps
This research aims to determine the effectiveness of using Canva media on students '		Step 5 Purpose (Stating general or specific purpose including the hypothesis)

vocabulary mastery .

The population of this research were all 10th grade science major at MAN 1 Gorontalo regency

Sample were taken using random sampling.

This research used a quantitative method with an experimental design.

The data collection technique used a one group pre - test posttest design on 27 students in class science 10 science MAN 1 Gorontalo regency.

The result of this research indicated that using the Canva application learning media was effective in mastering English vocabulary.

It could be seen from the result of the analysis that the first test before treatment was 46 , 70 and the second test increased to 89 , 85 after the treatment

the test result data had a significance that was $0,000 < 0,05$.

From the result of student assessments , it showed that the Canva application learning media was effective in increasing students ' mastery of English vocabulary .

Thus , the used of the Canva application was the right solution to support the creativity of educators in developing learning media and could be used in online and offline learning .

Step 6 Method
(Describing participants)

Step 8 Method
(Describing procedure and context)

Step 10 Conclusion
(Deducing conclusions from result by commenting on or interpreting the result)

Class 9 Product
(Describing main specific findings)

Step 10 Conclusion
(Deducing conclusions from result by commenting on or interpreting the result)

Step 13 Conclusion
(Presenting recommendation and implication)

6. Random Types

The finding above shows that there are five types of rhetorical organization which cannot be categorized in the types above. In order that, the researcher categorized them as random types. This type occurs as anomaly which consist of one sample only in each type. The rhetorical organization in this type are Purpose-Method-Product-Conclusion-Method-
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Product, Purpose-Method-Product-Method-Conclusion, Purpose-Introduction-Purpose-Method-Product, Purpose-Method-Purpose-Method-Product-Conclusion, and Purpose-Method-Introduction-Method-Conclusion-Product-Conclusion.

The five random types of rhetorical organization show a same characteristic in each type. The characteristic, in addition, is the repetition of move in abstract. The repetition can be in Purpose move, Method move, and Conclusion move. Furthermore, it can be caused by the lack of students' knowledge in writing English. Therefore, they tend to have some difficulties in writing the abstracts clearly, cohesively and coherently. In other words, the students do not have a deep knowledge of cohesive device and rheme & the usage in the abstract (Arifin, I.S., & Farida, 2020).

Regularities of Move and Step in Abstract

This sub-section elucidates the regularities of move and step in students' abstracts. Generally, based on the findings the researcher found that there are four regularities of rhetorical move in students abstract. The regularities will be discussed below.

1. Purpose Move as the Introductory Sentence

Based on the finding above, students' abstracts always put the Purpose move as an introductory sentence. In this case, the students do not use Introduction move at first, but the Purpose move does. This fact indicates that the students prefer to inform the main and specific purpose of their research. In addition, they are not really interested to introduce their research by stating the generalization, the key term, and the research gap.

Moreover, it can be interesting because Sidek et.al (2016) suggested that the aim of the purpose move occurrences in the abstract is to grab the reader attention for reading the abstract further. In order that, the absence of the Purpose move can be a reason why the article not being read. Hence, this finding will finally make some scholars suggest the need of Purpose move in the abstract (Sidek, H.M., Saad, N. S. M., Baharun H., 2016).

2. P-M-Pr Rhetorical Organization are Used

The findings above have significantly showed that the organization of the abstracts consist of Purpose-Method-Product. The organization, in addition, become the majority of students used. Hence, the organization occur as the simplest rhetorical organization found in students' abstracts.

In relation to the sequence of rhetorical organization, the findings indicated that the students are tend to emphasize the purpose, method, and product than the introduction and conclusion. In other words, the majority of students whose abstracts were chosen for this

research recognize the importance of putting purpose, method, and product in their abstracts. In order that, it also reflects the level of writing knowledge and skills among students

3. Introduction Move and Conclusion Move are Rarely Used

Based on the findings above, this study elucidates that the Introduction move and Conclusion move are rarely used. Furthermore, the Introduction move which is only found in the abstract is for recognizing gap. In this case, the students rarely put some Introduction move for claiming the topic significances, making the topic generality, and identifying the key terms.

On the other side, the Conclusion move which is found in the abstracts is only for interpreting the result, and presenting the limitation and recommendation of the research. Meanwhile, the Conclusion move for evaluating the significance and stating the limitation of the research are not found in the abstracts.

This interesting fact shows lack of students' writing skill and knowledge. Whereas, many students do not master the organization an abstract. Moreover, they also do not understand how to put more ideas to make a rich and a good abstract.

4. The Conclusion Move and Product Move are Misorder

The findings on the research show that there is a misorder of rhetorical organization between the Conclusion move and the Product move. In this case, the students tend to confuse in elaborating sentences for Product move and Conclusion move. In order that, sometimes the students put the Conclusion move before the Product move. Furthermore, the students also sometimes do not put the Conclusion move, but only put the Product move.

D. CONCLUSION

In conclusion, while the occurrence of the moves and stages varies by data group, it can be stated that Move 2 - Purpose, Move 3 - Method, and Move 4 - Product are regarded mandatory moves in students' abstracts. Meanwhile, in students' abstracts, Move 5 - Conclusion is considered standard, and Move 1 - Introduction is considered optional. This study, on the other hand, demonstrates that there are many forms of rhetorical structure constructed based on the occurrences of moves and steps in students' abstractions. Some are in regular forms, while others are in irregular shapes. Furthermore, the rhetorical arrangement appears as a result of the pupils' lack of writing knowledge and skills. As a result, this study concludes that four regularities can be detected in student abstracts. The purpose move is utilized as the introductory sentence, the p-m-pr rhetorical organization is used, the introduction and conclusion moves are rarely used, and the conclusion and product moves

are mis ordered. Hence, albeit this research might give a basic description of students' ability in rhetorical organization, this research still has several limitations. Initially, this study only used data from one Islamic university. In order that, involving huge data from numerous Islamic universities will be appropriate. Secondly, subsequent research might be needed since the quality of students' translation was still weak. Moreover, it could affect the researcher's in analyzing this problem.

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