

MOVE STRUCTURE OF ABSTRACTS ON ASIAN EFL JOURNAL

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ABSTRACT

Genre analysis is a means of studying spoken and written discourse. Genre is also as a structuring device used for scientific writing such as articles of journal. The aim of the present study is to describe move structure of research article abstracts. The move or rhetorical structure model employed as the framework for analysis of the data was Hyland's. The sources of data are abstracts of Asian EFL journal articles published between 2005-2009. The number of the article abstracts chosen as the source of the data was fifty. The findings indicated that there were four conventional moves in the abstracts, namely Purpose Move (M2), Method move (M3), Product move (M4), and Conclusion move (M5). It was found that M2, M3, and M4 occurred in all of the 50 abstracts or 100% while M5 occurred in 38 abstracts or 76%. Introduction move (M1) was an optional move since it was only 24 abstracts or 48%. The most frequent move structure appeared in the abstracts was M2-M3-M4-M5 whose total was 23 abstracts or 46%. Finally, the implication of the findings is that the result of the research can be as an empirical reference for novice writers in writing abstracts.

Keywords: *Genre, Move Structure, Hyland's*

I. INTRODUCTION

Genre analysis is a means of studying spoken and written discourse. English is the language used in scientific discourse, especially in research articles published in journals through which the work becomes accessible for the international scientific community.

The research article (RA) is produced to communicate new knowledge to members of the academic community and persuade them to accept the claims (Hyland, 2001). As the most important genre in academic community, the RA has received wide attention in genre analysis. The RA itself can be in the forms of abstracts, research presentations, grant proposals, theses and dissertations, or books and monographs.

The abstract, which is a summary of the scientific text, is of extreme importance as it gives a general overview of the work and an outline that guides the reader through the text or serves as a way of selecting the reader's choices. According to (Bazerman, 1984), 'The article's abstract serves as one further step in turning the article in an

object, for the abstract considers the articles as a whole and then makes a representation of it.' (Swales, 1993)

The abstract is considered as a specific genre used in specific circumstance and for specific purposes. (Swales, 1990) explained that a genre centered approach offers a workable way in making sense of the myriad communicative events. Genre is also used as a means of studying spoken and written discourse for applied ends.

Genre is quite easily used to refer to a distinctive category of discourse of any type, spoken and written. The issue then whether genre as a structuring device for language teaching is doomed to encourage the unthinking application of formulas, or whether such an outcome is rather an oversimplification brought about pedagogical convenience. An initial way of tackling the issue is to examine what scholars have actually said about genres in a number of fields. (Swales, 1990).

On the RA abstract analyses, Bhatia in (John Flowerdew, 2014) states that abstracts provide a summary of the research article

and uses the overall organization of the research article to arrive at the rhetorical moves found in abstracts: introduction (purpose), method, results and conclusion.

(Hyland, 2000) proposes the framework on RA abstract analyses which includes five moves: Introduction Purpose, Method, Product and Conclusion.

(Swales, 1990) on his textual overview of the RA, proposes that the macro – structure of the RA typically consists of an Introduction, a Methods section, Results, Discussion and Conclusion. Regarding to the introductions, Swales posits a three-move schema that characterized this sub-genre.

Based on the introduction which discusses the RA as a genre, and the abstract of RA is a part-genre, this paper will focus to describe the move structure of research article abstracts of Asian EFL Journals proposed by (Hyland, 2000).

II. THEORETICAL REVIEW

1. The Nature of Genre

There are some conventions that determine the feature of specific genre (Swales, 1990) defines genre as a class of communicative events, the members of which share some set of communicative purposes, varying in their prototypically and establishing constraints on its content and form. He believes that some genres are structured in such a way that they influence the choice of style on the part of the users, and possess patterns of rhetorical organization in terms of structure, style, content and intended audience that are prototypical and used by others. Therefore, in the case of the range of genres used for work under certain prediction and assumption, what facilitates their reading and writing, especially for those researchers with inadequate English rhetorical skills.

Webster's third edition defines genre as a distinctive type or category of literary composition. (Swales, 1990) stated that today genre is quite easily used to refer to a distinctive category of discourse of any type, spoken or written, with or without literary inspiration. Genre has in recent years become associated with a disreputably formulaic way of construction particular texts – a kind of writing or speaking by numbers.

(Swales, 1990) explained that genre is used for some section purposes in the uses

of the term in folklore, literary studies, linguistics and rhetoric.

According to (John Flowerdew, 2014), genre theory covers a lot of common ground, some of which include the following:

1. Genre are reflections of disciplinary cultures and, in that sense, those of realities of the world of discourse, in general.
2. Genres focus on conventionalized communicative events embedded within a disciplinary or professional practices.
3. All disciplinary or professional genres have integrity of their own, which is often identified with reference to textual and discursive
4. Genres are recognizable communicative events, characterized by a set of communicative purpose(s) identified and mutually understood by members of professional or academic community in which they regularly occur.
5. Genres are highly structured and conventionalized constructs, with constraints on allowable contributions in terms of the intensions one can give expression to, the shape they can take, and also in terms of the grammatical resources one can employ to give discursal values to such formal features.
6. Established members of a particular professional community will have a much greater knowledge and understanding of generic practices than those who are apprentices, new members, or outsiders.
7. Although genres are viewed as conventionalized constructs, expert members of the disciplinary and professional communities are often in a position to exploit such convention to express private intentions' within the structures of socially acceptable communicative norms.

Based on the theories above, genres are essentially defined in terms of the use of language in conventionalized communicative settings, which give expression to a specific set of communicative goals of specialized disciplinary and social groups, which in turn establish relatively stable structural forms and, to some extent, even constrain the use of lexicon-grammatical resources.

Genres provide an orientation to action for both producers and receivers, suggesting ways to do things using language which are

recognizable to those we interact with. Genres are often associated with recurring rhetorical contexts as we draw on familiar resources to address routine communication needs. (Hyland, 2009)

As (Berken kotter and Huckin, 1995) point out that genres are inherently dynamic rhetorical structures that can be manipulated according to conditions of use, and that

genre knowledge is therefore best conceptualized as a form of situated cognition embedded in disciplinary cultures.

(Hyland, 2009) defines genres are also related to each other in clusters of dependence which help construct a particular context.

Table 1
Some Academic Genres

Written genres		Spoken genres	
Research articles	Book reviews	Lectures	Students presentation
Conference abstracts	PhD dissertation	Seminars	Office hour meetings
Grant proposals	Textbooks	Tutorials	Conference presentations
Undergraduate essays	Reprint request	Peer study groups	PhD defences
Submission letters	Editor response letters	Colloquia	Admission interviews

Source: Hyland, K. (2009:27). *Academic Discourse: English in a global context*. London: Continuum.

2. The Nature of Research Article

A research article (RA) is taken to be written text usually limited to a few thousand words, that reports on some investigation carried out by its author or authors. In addition, the RA will usually relate the findings within it to those of others, and may also examine issues of theory and/or methodology. It is to appear or has appeared in a research journal or, less typically, in an edited book-length collection of papers. The fact that the research article usually appears within the covers of a particular journal means. Journals declare policies and requirements in which are the obvious need to maintain an acceptable level of consistency among articles with regard to sectioning, style or referencing and so on.

(Swales,1990) a research article is an article in a professional journal that outlines the research an individual performed about a particular topic. It is as primary sources of information. A research article is found in a A move in genre analysis is defined as a ‘discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse’ (Swales, 2004). (Pho, 2009) indicated, ‘each move has its own communicative purpose, which, together with other moves, contributes to the general communicative purpose of the text’. The distinctive organization of the moves in texts belonging to one genre is “what provides its identity and distinguishes it from other genres” (Parodi, 2014).

journal. A journal is a professional publication associated with an official organization or containing a history of reputable research and documentation. A research article generally begins with an abstract, which is a brief synopsis of the information contained within the article and the research that the writer performed. Then it will include a description of the research performed, an explanation of the results of that research and an idea about the importance of those results.

A research article is a written paper that illustrates an outcome of scientific research with supporting clinical data. A research article, on the other hand, is written by and for researchers for the purpose of making specific findings known to the scientific community at large.

3. The Nature of Move-Step in Genre Analysis

The identification of moves is a crucial step in a rhetorical structure analysis. (Swales, 2004) indicated that the identification of moves, and consequently the setting of move boundaries, is established by ‘a mixed bag of criteria’. Researchers have also turned to linguistic features to help them in identify moves and their boundaries.

As early as in 1981, Swales analyzed the structure of RA introduction across a range of fields, and claimed that there was a basic

four-move structure in the RA introduction: 1. Establishing the research field, 2. Reporting previous research, 3. Preparing for present research, and 4. Introducing present research. In 1990, Swales revised the structure to a three-move pattern, called the create-a-research-space model (CARS model). (Swales 1993) in his textual overview of the research article, proposes that the macro-structure of the research article typically consists of an Introduction, a Methods section, Results, Discussion and Conclusion. The writer begins with a broad overview of the field and identifies a specific research question in the Introduction, then in the Methods and Results describe a study carried out to answer those questions, and then in Discussion relates the results to more general issues in the field. It is believed that this pattern may as well as be found in the structure of abstracts.

The CARS model has influenced numerous later studies on the structure of the introduction. As (Swales, 2004) said, ‘the basically three-part model for English language introductions in many leading journals is or has become prototypical.’ Some scholars later modified the CARS model in order to account for the texts analyzed. For example, (Samraj, 2002) analyzed the RA introduction section from two section from two disciplines, conservation biology and wildlife behavior, by using the CARS model. She revealed that one element ‘the discussion of previous research’ was not only found in M1, establishing a territory, but also played an important role in the other two moves,

establishing a niche and occupying the niche. She called it, a freestanding sub-step ‘and claimed, ‘it can be employed in the realization of any step in the introduction’ She presented a revised CARS model.

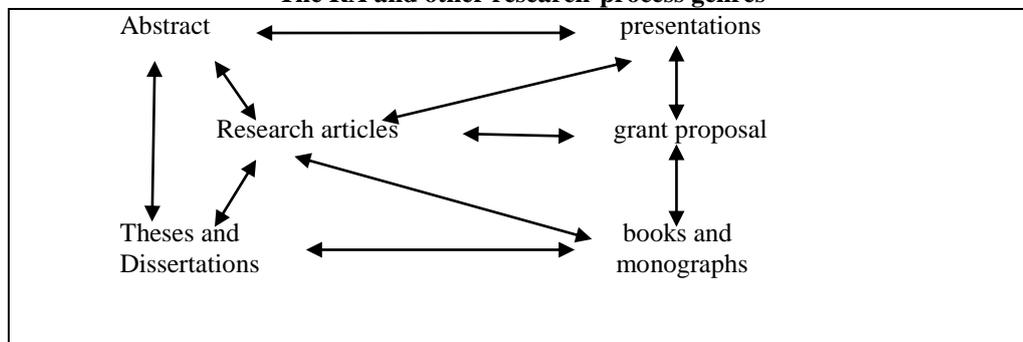
(Ngowu, 1997) explains that move means a text segment made up of a bundle of linguistic features which give the segment a uniform orientation and signal the content of discourse in it. It is determined by reference to linguistic clues in the discourse, such as: statement which signal information from content occurring later in the text; lexical items which signal the information contained in each move; conjuncts which signal discourse relations in the text; statements which signal the end of a move.

It is believed that the model Swales proposed for Introductions can be adapted for analysis of other kinds of academic writing, such as abstracts. This study is an attempt to account for the schematic structure of information in abstracts using Swales genre analysis model. More than that, it also intends to see typical collocations of this genre as well as typical linguistic features used in this kind of written discourse.

4. The Nature of Abstract

(Swales, 1990) states the research article (RA) is the key genre both quantitatively and qualitatively. The RA has a dynamic relationship with all other public research-process genres. The RA still remains at the center of a spider’s web. Abstracts are one of five of research-process genres.

Table 2
The RA and other research-process genres



Source: (Swales, J.M. 1990) *Genre Analysis: English in Academic and Research Setting*. Cambridge, UK: Cambridge University Press.

(Bhatia, 2014) in John Flowerdew states that abstracts provide a summary of the

research article and uses the overall organization of the research article to arrive at

the rhetorical moves found in abstracts: introduction (purpose), method, result, and conclusion.

Title and abstracts in published papers are at the same time both front matter and summary matter. Bazerman (1984) says that the article's abstract serves as one further step in turning in the article into an object, for the abstract considers the article as whole and then makes a representation of it.

(Lopes, 2004) has stated that RA abstracts are different from RAs in the following three aspects: function, rhetorical structure and linguistic realizations. Because of the increasing interest in abstracts, quite a few analyses on the part-genre have been conducted. (Santos, 1996) in (Yun Li, 2011) chose to explore the textual organization of RA abstracts at two levels:

1. The features that constitute abstracts at macro-level of textual organization.
2. the sentence level features at the micro-level of textual analysis.

5. Rhetorical Structure of Abstract

In view of the importance of abstracts to the academic communities and their different format from full research articles, several books have included guidelines as to how abstracts should be written or structured. For example, (Weissberg and Buker in Fan ping Tseng, 2011) presented a five model of an abstract in their textbook. The five moves are Background, Purpose, Method, Result, and Conclusion, with the first move (Background) being optional. Similarly, (Hyland, 2000) proposed a five-move structure to analyze academic abstracts: Introduction, Purpose, Method, Product, and Conclusion. (Swales and Feak in Fan ping Tseng, 2011), in their handbook, likewise, suggested that structure of abstracts should have five elements as a paper would, namely, background, Aim, Method, Results, and Conclusion. From this guidelines,

it can be seen that a five model is a suggested structure of an abstract although the moves are entitled differently in different books.

(Santos in Yun Li, 2011) ninety-four RA abstracts from the field of applied linguistics were analyzed by using his model of five main moves, he identified the RA abstracts as:

1. Situating the research (M1)
2. Presenting the research (M2)
3. Describing the methodology (M3)
4. Summarizing the results (M4)
5. Discussing the research (M5)

Santos reported that M2 and M3 were essentially obligatory moves in the genre, and different moves required different linguistic resources to realize their purposes in terms of schematization, tense choice, and voice choice. Using the CARS model and IMRD model, (Lopes, 2004) conducted a genre analysis on a corpus of 36 RA abstracts from the field of linguistics. She found that about 61% of RA abstracts followed the IMRD structure, about 31% of them followed the CARS structure, and 8% displayed the two structures. The three types of fulfill three different functions: the informative, the indicative, and the informative-indicative function. Lopes indicated that the results of the study might explain why previous studies did not agree on the rhetorical organizations of abstracts and described them in very flexible terms.

Therefore, this research aims to identify the macro structure (rhetorical structure) which describes of move structures of the article abstracts of Asian EFL journals based on (Hyland, 2000) five-move model consisting of Introduction (M1), Purpose (M2), Method (M3), Result (M4) and Discussion (M5). As shown on Table 4, each move represents the realization of communicative purpose. Then, by doing an identification of each move, the findings of this research will show which move is obligatory (conventional) or optional.

Table 3
A Framework for Abstract Analysis

Moves	Function
1. Introduction	Estalibshes context of the paper and motivates the research or discussion.
2. Purpose	Indicates purpose, thesis or hypothesis, outlines the intention behind the paper.
3. Method	Provides information on design, procedures, assumptions, approach, data, etc.
4. Product	States main findings or results, the argument, or what was accomplished.
5. Conclusion	Interprets or extends results beyond scope of paper, draws inferences, points to applications or wider implications.

Source: Hyland, K. (2000:67). *Disciplinary Discourses: Social interactions in academic writing*. London: Longman.

III. METHOD OF RESEARCH

A descriptive method is used to describe the data set, then to analyze the framework of the study, and the procedures to determine the abstracts' rhetorical structure based on Hyland's model.

The source of the research was Research Article Abstracts of the Asian EFL Journals and the research samples were 50 article abstracts taken from Asian EFL Journals

which were randomly chosen from 2005-2008 publications.

In collecting data, the writer analyzed each research article abstract. The analysis attempted to explore the relationship between macro-structural organization of texts or rhetorical structure which analyzed of move structures as well as their frequency.

IV. FINDINGS AND DISCUSSION

1. Move Structure

After analyzing the article abstracts based on Hyland's model, it was found that the most frequent pattern of the abstracts consisted of basic structural moves: the

purpose move (M2), the method moves (M3), the product move (M4) and the conclusion move (M5) in the Asian EFL Journals from 2005-2009 as shown in Table 4.

Table 4
The Frequency of the Types of Move Structures appeared in the Asian EFL Abstracts

Type	Move Structure	Total of the abstract (n: 50)
1	M1-M2-M3-M4-M5	17
2	M1-M2-M3-M4	5
3	M2-M3-M4-M5	23
4	M2-M3-M4	5

According to Table 4, there were 5 (five) types of move structures that the writer found on the abstracts. They were M1-M2-M3-M4-M5, M1-M2-M3-M4, M2-M3-M4-M5, and M2-M3-M4.

From the total of the abstracts, it can be identified that type 1 and 3 were the dominant move structures. It was interesting that type 3 (M2-M3-M4-M5) was the most frequent move appeared on the abstracts. The writer tried to see the emergence of Move 5 (Conclusion) appeared in the most of frequent patterns on the abstracts was interesting because it was quite different from the previous research findings. Santos's (1996) findings indicated that all the abstracts contain Presenting the research (Move 2), Describing the methodology (Move 3) and Summarizing the results (Move 4). They were in line with those of Pho (2008) that almost all the abstracts contained Presenting the research (Move 2), Describing the methodology (Move 3), and Summarizing the results (Move 4). However, the result of move pattern in the present study was different from the findings in the study of Santos (1996) and Pho

(2008). The emergence of Conclusion move accorded with Hyland's (2004) suggestion that there was an increasing trend of the appearance of Conclusion moves in abstracts.

Regarding to Table 4, the second position of the most frequent moves was type 1 whose structure M1-M2-M3-M4-M5. It can be seen there was tendency of the writer of the abstracts to give Introduction part on them. Based on (Hyland, 2002), the function of introduction move (M1) is to establish context of the paper and motives the research or discussion. It can be meant that the trials of the writers of abstracts needed to explain the background to their research. The use of introduction move might imply the absence of well-defined sets of problems in the soft field domain. The preferences of introduction move among writers in a soft field might be related to the disciplinary variation. Furthermore, (Hyland, 2004) also suggested that there was an increasing trend of the appearance of Introduction move in abstracts.

Based on Table 4, it can be seen as well that variation of structure moves exists

in abstracts irrespective of the authorship in terms of addition or deletion of one or two moves or reordering of moves. An embedding subordinate move within a major move is indicated in Appendix A-1 by plus (+) symbol.

A few abstracts contain more than one of these variations. The example can be apparent in the abstract 2005-3, which embeds M2 within M3 and reorders the normal sequence by inserting of M1. The most prevalent structure is basically M2-M3-M4-M5. From the 50 abstracts, 23 follow the structure of the M2-M3-M4-M5, which is consistent with Hyland's (2000) result, and 17 have all five moves. Other variations appeared that 5 (five) abstracts whose structure was without M5 and 5 (five) abstracts was without M1 and M5.

The move-reordering pattern is caused by the post-posing of M2 and M3 such as in the abstracts of 2005-(3, 4, 6, 7, 8), 2006-17, 2007-28, 2008-36, 2008-38, and 2008-39. The move deletion pattern constitutes 12 (twelve) out of 50 abstracts which are in 2005-3, 2005-7, 2005-10, 2006-15, 2006-17, 2007-26, 2008-34, 2008-39, 2008-43, and 2009-49.

Move embedding occurs with M2, M3, M4 and M5 such as in 2005-(2, 3), 2005-(6, 7), 2005-11, 2006-14, 2006-17, 2006-19, 2006-(20, 21, 22, 25), 2008-(28, 30, 35, 36, 38, 39, 40, 42), and 2009 (46). (Santos, 1996) referred to the embedded move as a

'hybrid move'. (Pho, 2008) also noted the flexibility of this particular move in his study and stated that, "the method of the study can be expressed in a participial phrase at the beginning of a sentence presenting the research."

In this study, it can be seen that there is a move-repetition pattern for M2 and M3 which occurs in abstracts of 2007-22 (M2+M3-M2-M3+M4-M5) and 2007-25 (M1-M3+M2-M3+M2-M4-M5).

To sum up, the results of an analysis of move pattern in RA abstracts of Asian EFL journals showed that the M2-M3-M4-M5 pattern was the most dominant move pattern among the writers. The appearance of Introduction move and Conclusion move in abstracts were different from the previous study (e.g. Santos, 1996; Pho, 2008), yet according to (Hyland, 2004) suggestion that there was an increasing trend of the appearance of Introduction move and Conclusion move in abstracts. Finally, there are 4 (four) variations of move patterns which are move reordering, move deletion, move embedding and move repetition.

1. Move Frequency

(Hyland, 2000) model was applied to analyze to the rhetorical organization of research article abstracts. The findings of frequency of the occurrence of moves in the Asean EFL Abstracts are showed in Table 5.

Table 5
Frequency of the Occurrence of Moves in the Asian EFL Abstracts.

Move	Total (n=50)	Percentage (n=100%)
1. Introduction	24	48%
2. Purpose	50	100%
3. Method	50	100%
4. Product	50	100%
5. Conclusion	38	76%

The analysis of move frequency could tell which moves were conventional (obligatory) and optional. In this research, a particular move is considered conventional (obligatory) if it occurs over 60%. Otherwise, it is considered as optional.

Based on the occurrence frequency in the Table 5 showed that there were four moves which were as conventional (obligatory) moves in the abstracts. They were Purpose move (M2), Method move (M3), Product move (M4), Conclusion move (M5). They are called as the obligatory ones

since the percent of each occurrence was greater than 60 %.

In the analysis of Introduction move, it was classified as optional because the percent of the occurrence was 48% and it was less than 60%.

According to (Hyland, 2000), Move 1 (Introduction) establishes the context of the paper and motives the research or discussion. Later, (Hyland, 2004) suggests that there has been an increasing trend of the appearance on Introduction move in article abstracts, especially in the soft disciplines

where writers have to acquaint readers with the background to their research.

Previous research in soft disciplines (e.g. Santos, 1996; Pho, 2008) similarly find the use of Introduction move to open their abstracts, but it was optional in soft fields. Only 40 occurrences of Move 1 in the field of applied linguistics abstracts were found in the study of (Santos, 1996), and (Pho, 2008) found about half of the abstracts in the fields of applied linguistics and educational technology used in the same functional move (called "Situating the research" in Pho's research model). This prompted her to conclude (Hyland, 2004) suggestion was not apparent in her study. In this research, there were 24 occurrences in the corpus of Asean EFL abstracts, it was considered that Introduction move was an optional move in the abstracts. It can be inferred that the trend of an increasing appearance of Introduction move in abstracts, as predicted by Hyland, was not apparent in the ASEAN EFL abstracts. Nevertheless, there were 24 (48%) abstracts containing of Introduction, it meant that Introduction was also significant enough to introduce readers the background of the researches.

(Hyland, 2000) defined Purpose move as a way of indicating purpose, thesis or hypothesis, and outlining the intention behind the paper. As shown in Table 5, it was found that all the article abstracts contained of Purpose move. It was clearly that Purpose move was a conventional move, and this findings were in line with those of (Santos, 1996) and (Pho, 2008).

Move embedding was also found in Move 2. Due to the condense nature of abstracts, one sentence can express more than one communicative purpose. (Santos, 1996) found Move 2 (Presenting the research) and Move 3 (Describing the methodology) sometimes occurs within the same sentence and sometimes with the reversal of syntactic order of Move 2 and Move 3. (Pho, 2008) found that Describing the Methodology move (DTM) was sometimes embedded in either the Presenting the Research (PTR) move or the Summarizing the Finding (STF). In this study, the purpose Move was found to be embedded with Method move. Similarly, to Santos' finding, there was one reversal of syntactic order, specifically in an embedding of Method move and Purpose move.

Furthermore, it was also found another embedding that Purpose move would be

likely be embedded with the method Move (M3+M2). Most of the instances of move embedding occurred with the Purpose move with Method move (M2+M3) whose total was seven (7) while the Method move with Purpose move (M3+M2) with the total of 4.

According to (Hyland, 2000), Method move provides information on design, procedures, assumption, approach, data, etc. In the present study, Method move was a conventional move. A closer look at the frequency of occurrence in the corpus revealed that abstract that there were 50 occurrences of Move 3 in the corpus as shown in Table 6.

It was observed that when the Method move was merged with the Product move, the amounts of information for the Method move was brief, thereby shortening the data and method. The presence of Method move was seen in three different ways: embedded with Purpose move (M2+M3) or (M3+M2) which has been explained in the discussion of Purpose move, embedded with Product move (M3+M4), and placed separately followed move (M3- M4).

Move 4 or Product move provides main findings or results, the argument, or what was accomplished. Product move was conventional. There were 50 or 100% in the corpus as shown in Table 5.

(Hyland, 2000) defined that Conclusion move (Move 5) is as a way to interpret or extend results beyond the scope of paper, draw inferences, point to application or wider implication. There were 38 occurrences of Move 5 in the corpus. Thus, Conclusion move was conventional (obligatory) move.

V. CONCLUSION

From the analysis of Rhetorical Structure of article abstracts of ASIAN EFL journals, it can be concluded that the preference patterns of the article abstracts are M1-M2-M3-M4-M5, M1-M2-M3-M4, M2-M3-M4-M5, and M2-M3-M. However, the most frequent preference pattern of the article abstracts was M2-M3-M4-M5. The appearance of Introduction move and Conclusion move in abstracts were different from the previous study (e.g. Santos, 1996; Pho, 2008), yet according to Hyland's (2004) suggestion that there was an increasing trend of the appearance of Introduction move and Conclusion move in abstracts.

There are 4 (four) variations of move patterns, namely move reordering, move deletion, move embedding and move repetition. Furthermore, it revealed that there are four conventional moves, namely were the Purpose move (M2), the Method move (M3), the Product move (M4) and the Conclusion move (Move 5) whereas the introduction move was optional since it was 48%.

Some move embedding were found in the Purpose and the Method Move; the Method embedded with Purpose move (M2+M3), the Purpose embedded with the

Method Move (M3+M2), the Method embedded with Product move (M3+M4).

According to the findings of this research, the rhetorical structure of research articles abstracts should be incorporated into academic writing courses for graduate and postgraduate to prepare them to participate in the research. It is also helpful for the novice writers to show readers how to structure an abstract, how to realize the structure linguistically since research articles have different structures.

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