

## Rhetorical Moves and Linguistic Features of Research Article Abstracts by Indonesian Authors in Applied Linguistics Published in National Journal

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### ABSTRACT

Abstract is a very important part of a research article. It is the first section to be read by readers and if readers are not impressed in reading this section, they will unlikely continue reading the article. This study aims to find the rhetorical moves, rhetorical patterns, and linguistics features; tenses, voice forms, and that-complement clause of RA abstracts by Indonesian authors in Applied Linguistics published in National Journal. This study used mix-methods by analyzing the move structure, rhetorical patterns, and linguistic features of the twenty-four RA abstracts extracted from Edu-ling: Journal of English Education and Linguistics as the sample of this study. The results show that: 1) The dominant moves used are Move 2 (Purpose), Move 3 (Methodology), and Move 4 (Results); 2) The dominant rhetorical patterns used are the four model patterns; 3) The linguistic features shows the dominant tense is Simple Past Tense; the dominant voice forms is active forms, and the uses of that-complement clause in Move 4. This study concludes that there is an unawareness of the authors about the latest common inventions about the rhetorical moves. Further research is suggested to be concerned with that-complement clause.

**Keywords:** *abstract, rhetorical move, rhetorical patterns, linguistic feature*

### ABSTRAK

Abstrak adalah bagian yang sangat penting dari sebuah artikel penelitian. Bagian ini adalah bagian pertama yang harus dibaca oleh pembaca dan jika pembaca tidak terkesan membaca bagian ini, kemungkinan besar mereka tidak akan melanjutkan membaca artikel. Penelitian ini bertujuan untuk menemukan tahapan retorik, pola retorik, dan fitur linguistik; tenses, bentuk kalimat (aktif/pasif), dan that-complement clause pada abstrak karya penulis Indonesia dalam bidang linguistik terapan yang diterbitkan di Jurnal Nasional. Penelitian ini menggunakan metode campuran dengan menganalisis tahapan retorik, pola retorik, dan fitur linguistik dari dua puluh empat abstrak RA yang diambil dari Edu-ling: Jurnal Pendidikan Bahasa Inggris dan Linguistik sebagai sampel penelitian ini. Hasil penelitian menunjukkan bahwa: 1) tahapan dominan yang digunakan adalah tahapan 2 (Tujuan), tahapan 3 (Metodologi), dan tahapan 4 (Hasil); 2) Pola retorik dominan yang digunakan adalah model empat pola; 3) Fitur kebahasaan yang dominan adalah Simple Past Tense; bentuk kalimat yang dominan adalah bentuk aktif, dan penggunaan klausa pelengkap that di Tahapan 4. Studi ini menyimpulkan bahwa penulis mengabaikan penemuan umum termutakhir tentang tahapan retorik. Penelitian lebih lanjut disarankan untuk lebih fokus kepada klausa that-complement.

**Keywords:** *abstrak, tahapan retorik, pola retorik, fitur linguistik*

## INTRODUCTION

In Indonesia, there is a mandate stating that postgraduate students are obligated to write a research article (RA) with an abstract included in it before graduation. It was instructed by Menristekdikti (Ministry of Research, Technology, and Higher Education of Indonesia) through its official letter in 2012 (Number: 152/E/T/2012), Menristekdikti in 2016 (Number: 444/B/SE/2016) and in 2019 (Number: B/B.B1/SE/2019) to publish results of the research of the postgraduate students to nationally accredited journals and the doctoral students to a reputable international journal before graduation. This provision (official regulation) becomes valid up to the present time. Since then, although many students tried to produce abstracts, the results is still below expectations (Arsyad, 2018).

Supporting the previous idea, the publication of Indonesian academics in reputable International journals is increased year by year, but its rank is still below our neighboring countries like Malaysia or Singapore. Based on the data from Scimago Journal and Country Rank, it is shown that Malaysia is in the 33th rank, Singapore is in 34th rank, Thailand is in the 44th rank, while Indonesia is in the 47th rank for its international journal publication in the year of 1996-2019.

An abstract is a very important part of a research article. An abstract is not only the key to fully understand the argument of an article (Swales, 1990), but also gives the readers some groundwork of the language to understand the whole text (Cross & Oppenheim, 2006). Abstract is a noteworthy section in academic research since this excerpt of writing opens the way to the reading of a research article or a thesis (Lores, 2004). Arsyad (2001) states that the introduction section of the research article is the most important part of an article after the abstract because it is the first section to be read by readers and if readers are not impressed in reading this section, they will unlikely continue reading the article. It means that readers' motivation to read the whole text or not depends on the abstract first and then the introduction section. It can also be concluded that both the abstracts and the introduction section play an important part in motivating readers to read the whole article.

It is not easy to write an abstract, not only for the common students but also for the university students. In writing an abstract, postgraduate students are required to be able to put their ideas and thoughts into written form and arrange words with good quality (Arsyad, 2014). In the sequencing of words, there are stages (rhetorical moves) that need to be observed so that the writing has a logical presentation (logic) and a clear framework.

There were a lot of studies had been done related to abstracts. (Arsyad, 2014) analyzes the discourse structure and linguistics features of RA abstracts written in English by Indonesian academics published in national journals with the results show that the majority of English RA abstracts written by Indonesian speakers have only three moves, namely purpose, methods and results. The abstracts were mostly written in active sentences using Present Tense except for Move 3. Andika (2017) also investigates the rhetorical moves and linguistics features of English RA written by three groups of authors in Applied Linguistics, namely postgraduate students, national and international authors found in RA abstracts. The results show that the common moves by three groups of authors have only three moves (i.e purpose, method, and results).

Other findings are also shown by Kaya and Yagiz (2020). Their study aims to make a comparison between research article abstracts written by two groups in the field of English Language Teaching (ELT) by Turkish scholars and non-Turkish scholars working in Anglophone countries to find the rhetorical structure they employ in their abstracts. The results show that there are no statistically significant differences in terms of moves between the two groups. However, three moves (purpose, method, product) frequently occurred in Turkish writers' abstracts while foreign writers include four moves (purpose, method, product, conclusion) more commonly in their abstracts.

Another study related to abstracts was done by Talakoob and Shafiee (2016) who investigated the difference between abstracts written by native (N) English speakers and abstracts written by Iranian nonnative (NN) speakers of English based on Swales' (1990) IMRC model. The results show that in terms of a number of words, the male N authors wrote wordier abstracts compared with male NN authors. On the contrary, the number of words used by NN female authors was more than the number of words used by female N authors. There was also a study by Nurhayati (2016) investigating the verb tense of each move of the fifty research article abstracts of Asian EFL journals published between 2005-2006. This research found that the present simple was frequently used in Move 1, Move 2, Move 4, and Move 5 and the past tense was prominent in Move 3. The present perfect and the future tense were other verb tenses employed in Move 1, Move 4 and Move 5. Interestingly, the use of double tenses was applied such as present simple+present perfect in Move 1; present+past simple in Move 2,3 and 4 ; and present+future simple in move 1. The active voice was the most dominant in all moves findings.

Although those previous studies analyzed abstracts with its rhetorical moves or the linguistics features, there is no study that aims to find rhetorical moves and linguistic features of abstracts from a nonaccredited national journal. That is also one consideration of taking Edu-ling: Journal of English Education and Linguistics of University of Prof. Dr. Hazairin, S.H., Bengkulu as the selected journal for this study.

Based on the explanation above, there are three research questions for this study, which are; a) What rhetorical moves are found in RA Abstracts by Indonesian Authors in Applied Linguistics published in national journal? b) What rhetorical patterns are often found in RA Abstracts by Indonesian Authors in Applied Linguistics published in national journal? and c) What linguistic features (grammatical tenses, voice forms, and that-complement clause) are used in each move of RA Abstracts by Indonesian Authors in Applied Linguistics published in national journal?

## METHODOLOGY

This study used descriptive and quantitative methods usually called with *mixed methods* by analyzing the move structure and the linguistic features of the abstracts as the sample of this study. Creswell (2009) argues that the *mixed methods research approach uses the strengths of qualitative and quantitative approaches in order to adequately address the complexity of a social phenomenon when the complexity of this social phenomenon could not be addressed by employing either a qualitative or a quantitative approach alone*. Hence, in this case, the mixed method is necessary.

A total of twenty-four Research Article (RA) abstracts extracted from published Research Articles from a national journal, which is published in Bengkulu city, namely Edu-ling: Journal of English Education and Linguistics of University of Prof. Dr. Hazairin, S.H., Bengkulu was used for this study.

The RA abstracts were selected based on current issues and relatable topics and titles to English language learning and teaching context. All of the RA abstracts were in the field of applied linguistics and written by Indonesian authors. The abstracts chosen also were abstracts that were taken from IMRDC (Introduction, Methodology, Results of the Research, Discussion, and Conclusion) research paper. From the total of thirty-one abstracts from Edu-ling journal, twenty-four RA abstracts were taken as samples for this study.

There were several reasons of choosing Edu-ling: Journal of English Education and Linguistics to be the journal of this research. The first reason was that Edu-Ling Journal is a national journal published by the English Department of Education Faculty of Teacher Training and Education Prof. Dr. Hazairin, SH Bengkulu. It is published in Bengkulu city. The second one was because Edu-ling is an open source journal, which means it can be accessed

freely. The third reason is that Edu-ling is a journal which is not accredited yet at the time this research was started.

### *Instruments*

The instrument of this research was checklist instruments. It consisted of instrument for five rhetorical move model (Hyland, 2005), Arsyad (2014) and linguistic features; tenses and voice forms by Hopkins and Cullen (2007), and that clause Hyland and Tse (2005). Each abstract had its own sheet which was used to identify, to classify and to analyze each item. The instrument data was validated or verified by a lecturer after the process of data analysis using Cohen’s Kappa validation had been conducted.

### *Data Analysis Procedures*

To simplify the procedure, the detail of the five stages will be as follows: a) The identification of the rhetorical moves. In this step, the author identified all the rhetorical moves of the abstracts. This identification process was applied to all thirty abstracts. In order to do so, five rhetorical move model Hyland (2005), Arsyad (2014) was applied. All the identified data were transferred on to checklist instrument soon when the process has been done. b) The identification of tenses usage. In this step, the author identified the grammatical tenses of each move. To do this process, the theory of grammatical tenses from Hopkins and Cullen (2007) was applied. It identified whether a sentence in each move uses the simple present tense, past tense, present perfect tense or future tense. All identified data were transferred to checklist instrument after marking process has been done. c) The identification of voice forms. The author also marked the voice form of each move, whether it is in active or passive form. The theory from Hopkins and Cullen (2007) was applied to this process. All identified data were transferred to checklist instrument when the coding process has been done. c) The identification of that complement clause. The author marked the clause use in each move. Theory from Hyland and Tse (2005) was applied for this process. All identified data were transferred to checklist instrument. 4) Interpretation. The interpretation means a process of giving explanation and meaning based on findings in which data information have been collected from (rhetorical moves identification, tenses usage identification and voice forms identification). In other words, it is the process of transforming quantitative data into qualitative one. There were two types of interpretations that were done, namely; quantitative and qualitative interpretations (Creswell and Plano, 2007). Quantitative interpretation is summarized by giving explanations that engage only with theories and literatures. Unlike quantitative one, qualitative interpretation is a process of interpreting findings which might include personal interpretations of author.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### ***The Rhetorical Moves in the RA Abstracts***

There are various uses of rhetorical moves found in Edu-ling journal. The frequencies of rhetorical moves in the thirty RA abstracts are seen in Table 1 below:

Table: 1 Distribution of Rhetorical Moves in RA Abstracts

Move	Description	Freq (%)
Move 1	Introduction	3 (12,5%)
Move 2	Aim/ Purpose	24 (100%)
Move 3	Method	24 (100%)
Move 4	Result/ Finding	24 (100%)
Move 5	Conclusion/ Suggestion	16 (66,7%)

Table 1 shows that not all of abstract used Move 1, : Introduction. Only 3 out of the 24 abstracts or 12,5% of them used Move 1. There were 24 abstracts or 100% of the abstracts used Move 2: Aim/Purpose Move 2. It means there was only one abstract that did not include the purpose of the research in their abstract. The finding also shows that there are 24 abstracts or 100% of the abstracts which used the Move 3: Method. The similar finding also happened for Move 4:Result/Finding. There were 24 abstracts or 100% of the abstracts used Move 4. The last, 16 abstracts, or 66,7% used the Move 5: Conclusion/suggestion.

### *The Rhetorical Patterns*

The result of the rhetorical move usage shows that there were various kinds of rhetorical patterns used by the authors. There was no abstract (0%) which used one-move and two move patterns. There were six abstracts (25%) used the three-move model. On the other hand, there were seventeen abstracts (70.8%) used the four move model and only one abstract (4,17%) used the five model moves. The findings can be seen in Table 2 as follows:

Table: 2 Distribution of Rhetorical Patterns in RA Abstracts

Rhetorical Patterns	Frequency	%
One Move Abstract	0	0 %
Two Move Abstract	0	0 %
Three Move Abstract	6	25 %
Four Move Abstract	17	70,8 %
Five Move Abstract	1	4,2 %

## Linguistics Features

### *Grammatical Tenses*

Grammatical tense findings show varied frequencies and tendencies in every Move of RA abstracts in Eduling journal. The findings were revealed in Table 3 as follows:

Table: 3 Distribution of Tenses in RA Abstracts

Rhetorical Move	Simple Future	Simple Present	Simple Past	Simple Present Perfect	Total
Introduction	0	2	1	0	3
Aim/ Purpose	0	10	14	0	24
Method	0	4	20	0	24
Finding/ Result	0	7	17	0	24
Conclusion/Suggestion	0	6	10	0	16
<b>Total</b>	<b>0</b>	<b>29</b>	<b>62</b>	<b>0</b>	<b>91</b>

Based on Table 3, the results show that in Move 1: Introduction, the authors of the abstracts tend to use Simple Present Tense. From three abstracts that use Move 1, two of them used Simple Present Tense and one of them used Simple Past Tense.

In Move 2: Aim/Purpose, there was 10 abstracts used the Simple Present Tense and 14 abstracts used Simple Past Tense. In Move 3: Method, the authors tend to use Simple Past tense, 20 abstracts used Simple Past Tense while other 4 abstracts used Simple Present Tense.

Table 3 also shows that in Move 4: Finding/Result, the authors tend to use Simple Past Tense. Out of 24 abstracts that used Move 4, 17 of them used Simple Past Tense for this move and 7 of them used Simple Present Tense. For Move 5: Conclusion/Suggestion, out of 16 abstracts that used Move 5, 10 of them used Simple Past tense and 6 of them used

Simple Present Tense.

**Table 3** also shows that there was no Move that used nor Simple Future Tense or Present Perfect Tense. The existence of both tenses was used as the subordinate clause where the main clause is in Simple Present Tense or Simple Past tense.

#### *Voice Forms in the RA Abstracts*

Results of voice forms shows varied frequencies in every move of the 24 RA abstracts in Edu-ling journal. Table 4 revealed the findings as it is seen as follows:

Table: 4 The Distribution of Voice Forms in the RA Abstracts

Rhetorical Move	Active	Passive	Total
Introduction	2	1	3
Aim/ Purpose	15	9	24
Method	15	9	24
Finding/ Result	20	4	24
Conclusion/Suggestion	9	7	16
<b>Total</b>	<b>61</b>	<b>30</b>	<b>91</b>

Based on Table 4, the voice forms in each move of Edu-ling revealed the use of Active voice dominated all the rhetorical moves compared to Passive voice. Most of the moves of the abstracts were in active forms.

#### *That-Complement Clause*

The result of this research shows that the that-complement clause is found in Move 4 (Finding/Result).

Table: 5 Distribution of That-complement Clause in RA Abstracts.

Description	Freq.	%
RA Abstracts with That-Complement Clause	17	71%
RA Abstracts without That-Complement Clause	7	29%

Out of 24 abstracts as the corpus of this study, there were 17 abstracts use the that-complement clause in Move 4. It revealed that more than half of the total abstracts used that complement clause in Move 4. The following are two examples of that complement clause in Move 4 (Result/finding).

## **Discussion**

The first question of this research is what rhetorical moves are found in RA Abstracts by Indonesian Authors in Applied Linguistics published in national journal. The finding of this research shows that out of twenty four RA abstracts of the corpus of the study, the uses of Move 2, 3, and 4 are more compulsory than the use of Move 1 and Move 5. It can be seen from the fact that all of the abstracts as the corpus of this study use Move 2 (purpose), Move 3 (method), and move 4 (findings/results), but only some of them which use Move 1(introduction) and Move 5 (conclusion/suggestion). Simply, it can be said that the use of Move 2, 3, and 4 is more preferable by Indonesian authors than the use of Move 1 and 5.

The possible cause of the findings of this research might be the authors' ignorance of

the common inventions of the rhetorical moves. The fact that showing that there are various of move model used by the authors emerged a possibility that the authors ignore the latest inventions of the rhetorical moves in an abstracts stated by Arsyad (2014), that an abstract should consist of five moves, namely Move 1 (introduction), Move 2 (purpose), Move 3 (method), Move 4 (findings/results), and Move 5 (conclusion/suggestion).

This result of this research is in line with Belcher (2009) who stated that there are three essential ingredients of an abstracts, whatever their order; they are purpose, method and result of research, to help convincing information for readers. Hardjanto (2017) also found that Moves 1, 3 and 4 were found in almost all abstracts and thus were considered obligatory moves in five international journals published in the fields of biology, engineering, linguistics, medicine and physics. The results of this research confirmed what Belcher (2009) and Hardjanto (2017) stated that from the 24 abstracts analyzed, only one of them which did not include the purpose, method and the result of the research.

The finding of this research also shows that most of the RA abstracts do not use Move 1 (Introduction), but straightly goes to the purpose of the research (Move 2). This finding is inline with Kaya and Yagiz (2020) who investigated research article abstracts written by two groups in the field of English Language Teaching (ELT) by Turkish scholars and non-Turkish scholars working in Anglophone countries to find the rhetorical structure they employ in their abstracts. Kaya and Yagiz (2020) stated that introduction and conclusion moves were categorized as optional for Turkish corpus because their percentages are lower than 60% and purpose, method and product moves were identified as conventional due to their percentages being over 60%. On the other hand, purpose, method, product and conclusion moves were conventional while the introduction move is optional in Anglophone corpus.

### *Rhetorical Patterns*

The results of the rhetorical patterns show that there are various kinds of rhetorical patterns used by the authors and it answers the second question of this research; the rhetorical patterns found in RA Abstracts by Indonesian Authors in Applied Linguistics published in national journal. The results of this research show that the dominant patterns found in this research is the four move model. The finding that shows that more than half of the abstracts use the four move model indicate that the use of Move 1 is less used by the authors, while the other four moves are mostly used by the authors.

The first possible cause of why the four move model was dominantly used by the authors is that those four moves are stated in the manuscript template (for author) available on the website of Edu-ling journal. This finding shows that the authors read and copy with the manuscript template (for author) as the guideline to submit their abstracts to the journal. In the template, the abstracts should be consisted of four moves as follows, Move 2 (Purpose), Move 3 (Methodology), Move 4 (Results/Finding), and Move 5 (Conclusion).

The second possible causes of why the four move models are mostly found in the abstracts might be the authors' ignorance of the latest inventions about the rhetorical moves. The authors ignore the latest inventions of the rhetorical moves in an abstracts stated by Arsyad (2014), that an abstract should consist of five moves, namely Move 1 (introduction), Move 2 (purpose), Move 3 (method), Move 4 (findings/results), and Move 5 (conclusion/suggestion).

In this research, the four-move patterns were used in more than half of the whole abstracts. This finding is in line with former studies of RA abstracts by Kaya and Yagiz (2020) who stated that the four moves (purpose, method, product, conclusion) more commonly used by the foreign writers than the three moves (purpose, method, product) frequently occurred in Turkish writers' abstracts. The former study which is also in line with the finding of thus study is Tseng (2011) who analyzed ninety RA abstracts from three

international journals also found that from the ninety abstracts analyzed, they tended to take a four-move structure instead of a five-move one as proposed in literature and Hardjanto (2017) who found that the most common pattern was a pattern containing all the four moves in the order of 1-2-3-4, especially in abstracts from medicine and linguistics. The findings of Wang and Tu (2014) who suggested a distinct occurrence of the IMRD structure (four move model) over other models from thousand RA abstracts from four prestigious journals related to applied linguistics at the SSCI level is also in line with this study. The finding of this research indicates that four move model is preferable than other models by the authors.

### *Linguistic Features*

The third question research of this study is the linguistic features found in RA Abstracts by Indonesian Authors in Applied Linguistics published in national journal.

### *Grammatical Tenses of the Rhetorical Moves*

Grammatical tense findings show varied frequencies and tendencies in every Move of RA abstracts in Edu-ling journal. For Move 1, authors mostly use the Simple Present Tense. For Move 2, 3, 4, and 5 authors dominantly use the Simple Past Tense. The tenses finding of this study shows the domination of Simple Past Tense rather than other tenses (Simple Future Tense, Simple Present Tense, and Simple Present Perfect Tense) in almost all of rhetorical moves.

In this research, most of the authors used Simple Present Tense for Move 1 (Introduction); Simple Past Tense for Move 2 (Aim/Purpose); Simple Past Tense for Move 3 (Methodology); Simple Present Tense for Move 4 (Finding/Result); and Simple Past Tense for Move 5 (Conclusion/Suggestion). Arsyad and Arono (2018), for example, stated that in writing Move 3: Purpose, it is better to use Simple Past Tense because the authors indicated how they did the research they reported in the journal. The fact that there is no grammatical tenses in Indonesian language makes the authors have a poor recognition about the importance of tenses concept in writing the abstracts. This could be the first possible cause of the difference of the tenses uses in the rhetorical moves.

There are some other possible reasons of using either Simple Present tense or Past tense in each move. Wang and Tu (2014) stated that specific functions are the base of the different tendencies of tense usage in the different sub-genres of an academic article. For example, the present tense appears more often in the sections of Introduction and Discussion, but less frequently in the section of Methods and Discussion which is generally written in the past tense. Authors' poor recognition of the basic standard of the use of the tenses also could be the cause of the difference of tenses used. Lack of theories, lack of knowledge background and lack of English proficiency as stated by (Hidayatullah et al., 2017), could also be the cause of different use of tenses.

The grammatical understanding of the author will influence much on the uses of the tenses by the authors. Arsyad and Arono (2014) stated that the fact that Indonesian language does not have grammatical tenses also can be the cause of it where Indonesian authors tend to use both tenses.

The finding of this research is in line with Wang and Tu (2014) who stated that the simple present tense is often applied in Move 1 (Introduction) and Move 5 (Conclusion/suggestion), while the Simple Past tense is often applied in Move2 (Aim/purpose), Move 3 (Method) and Move 4 (Finding/ result) in a corpus of 1,000 JAs was collected from four prestigious journals related to applied linguistics at the SSCI level.



The finding of this research also shows that most of Move2 (Aim/purpose), Move 3 (Method) and Move 4 (Findings/ results) use Simple Past Tense. This finding is not in line with Arsyad (2014) and Hakim, et al. (2020) who carried out a research on sixty RA abstracts extracted from two international journals; the Indonesian Journal of Applied Linguistics (IJAL) and TEFLIN journal; stated that the abstracts are mostly written in the present tense except for Move 3 (Methodology).

#### *Voice Forms of the Rhetorical Moves*

The result of this research shows that the voice forms in each move of Edu-ling revealed the use of active voice really dominates all the rhetorical moves compared to passive voice. Most of the moves of the abstracts are in active forms. This fact indicates that the Indonesian authors prefer to use active forms than the passive forms.

The possible cause of the dominance of active sentence that the passive sentence might be the focus of the sentence by the authors. It means that the authors would like to focus the attention on the subject of the sentence. Azar (2002) stated that if the speakers know who performs the action, the active voice will be used. Even when the action performer is known, the active voice is still used to focus to the subject of the sentence.

The finding of this research is in line with Nurhayati (2016) who did a research on abstracts in ASIAN EFL Journal, she found that the active voice was the most dominant in all moves findings. This finding also supported by Hakim, et al. (2020) who stated that active voice dominates all rhetorical moves, but it is a little disagreed for Move 3 (Purpose) in sixty RA abstracts extracted from two international journals; Indonesian Journal of Applied Linguistics (IJAL) and TEFLIN journal.

On the other hand, Muhartoyo (2016) indicated that the result element of the abstracts in his research mostly uses active voice (82%), the remaining 18% use passive voice. The facts that active voice indicated predominant use in rhetorical moves (Hanidar, 2016; Zhang, 2012; and Arsyad, 2014., these findings were what this current study is in line with. The fact that this journal showed dominant use of active voice in almost all rhetorical moves can be seen as ideal pattern for Indonesian authors to follow.

#### *That-Complement Clause*

This findings of this study show that most of the abstracts use that-complement clause in Move 4 in Move 4 (Result/Finding). The use of that-clause complement is found by the use of “shows that” or “indicated that” in the Move 4 of the abstracts. It shows that the that-complement clause is used to show what has been found by the authors in the research to be informed to the readers.

The first possible cause of the different use of that-complement clause is that in stating Move 4, the authors did not use the verb that must be followed by that-complement clause in the sentence. The use of that-complement clauses has specific characteristics in the form of sentence structure. According to Pho (2010 quoted in Arsyad 2014), that-complement clause is an important feature of research article abstracts functioning to address the results or findings of the research reported in the research abstracts. Hyland and Tse (2005) explained that that complement is a significant lexical signal in which to highlight by remarking and evaluating. That clause is commonly used in Move 4 which explains the result of the research (Swales dan Feak, 2009).

Although not all of the authors use that clause, the use of this linguistics feature according to Hyland dan Tse (2005) at least could describe four things, including 1) the authors explain their own findings, 2) the findings of previous research 3) the statement of the research objective explained by the authors 4) the method or theory referred by the authors. In

this research, because the that-complement clause is found in Move 4, the that-complement clause was used to explain what authors find in their research. It is shown by the facts that the that-complement clause is used after the verbs show, indicated, reveal, and found.

This finding is in line with the finding of Zhang et.al. (2012) who found that that-complement clauses are mainly found in Move 4 (Result/Finding). Utami (2018) also found that That-complement clause is also found in product move characteristically.

## CONCLUSION AND SUGGESTION

The dominant moves found in this research is the three moves, namely the purpose, method, and result, while the introduction and conclusion was less used. The cause of this difference might be the authors' ignorance of the latest common inventions of the rhetorical moves of an abstracts and the authors' following the guideline from the journal. The four move pattern dominates the use of rhetorical pattern of Research Article (RA) abstract in Edu-ling Journal. Tendency to use different rhetorical patterns in writing RA abstract by Indonesian authors are caused by the authors' ignorance of the common conventions of the rhetorical moves. The linguistic features found shows the domination of Simple Past Tense rather than other tenses (Simple Future Tense, Simple Present Tense, and Simple Present Perfect Tense); the dominance of active sentences over the passive ones, and the dominance of the uses of that complement clause in Move 4.

It is suggested to journal chief editor to encourage authors to write abstracts with five moves, because five moves abstracts can better attract reader's attention to read the abstracts and the article. Since this study only includes a small number of RA abstracts, the future study should include more articles from several different journals to get more representative features of RA abstracts from a non-accredited journal. It is suggested for the future study to discuss about that-complement clause since there is still a small number of previous studies about that-complement clause.

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