

Move Structure Analysis on Research Article Abstracts in National and International SCOPUS Indexed Journals

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Abstract— Research Article (RA) abstract in journals has been a popular topic of study in recent years. Several studies compared abstracts from various areas and journals (Abarghooeinezhad & Simin, 2015; Darabad, 2016; Saeew & Tangkiengsirisin, 2014; Tseng, 2011; Zamin & Hasan, 2018; Zhou & Liao, 2018). Unfortunately, studies regarding to comparison of research article abstracts in national and international journals have not been investigated. This research aimed at conducting move structure analysis of RA abstracts in those two journals. The journals analyzed were TEFLIN and TESOL Quarterly, as two examples of SCOPUS indexed journals, (Sinta, 2018; ResearchGate, 2018); 8 TEFLIN articles in 2017, 13 in 2018, and 26 TESOL Quarterly articles in 2018. Qualitative analysis adapted from Hyland (2000) was utilized for each move of the abstracts; Introduction, Purpose, Method, Product, and Conclusion (I-P-M-Pr-C). The results point at move structure pattern on research article abstracts in SCOPUS indexed journals, as a parameter for scholars who plan on publishing their articles in such journals.

Keywords: *abstract, move structure, SCOPUS indexed journals*

I. INTRODUCTION

A scholar is expected to publish his article in a seminar or a journal. This has encouraged him to write even more and resulted in an increase of journal articles published. According to Swales (1990), an article is made generally known for the purpose of ideas and innovation contributions in any fields (Ruan, 2018). Researchers have analyzed abstract, introduction, literature review, methodology, results, and conclusion from an article (Amalia, Kadarisman, & Laksmi, 2018; Amnuai & Wannaruk, 2013; Ghanbarzadeh & Afzali, 2017; Liu & Huang, 2017; Maswana, Kanamaru, & Tajino, 2015; Shi & Wannaruk, 2014; Zamani & Ebadi, 2016; Zamin & Hasan, 2018).

Research article abstracts, as one of the academic genre, have been a popular topic of research recently (Martin, 2003), because they act as an initial step to enroll in a seminar to be reviewed if they are worth to be presented or published in indexed journals or cited by other scholars (Al-khasawneh, 2017; Lorés, 2004). The topic studied are review of errors in abstracts (Lee & Kim, 2013), writing style (Zhou & Liao,

2018), rhetoric structure and communication purpose (Loutayf, Salta, & Salta, 2017), discourse structure and linguistic feature (Arsyad, 2013), lexical profiling (Ghanbarzadeh & Afzali, 2017), rhetorical move (Amalia et al., 2018; Zhang & Wanaruk, 2016), and similarities and differences in the abstract and introduction of a thesis (Ebadi, Weisi, Thuy, & Nguyen, 2019). Several studies also compares abstracts from various fields and research journals (Abarghooeinezhad & Simin, 2015; Darabad, 2016; Maswana et al., 2015; Saeew & Tangkiengsirisin, 2014; Tseng, 2011; Zamin & Hasan, 2018; Zhou & Liao, 2018), in the field of environment, management and marketing, as well as computer engineering and information system.

To investigate the abstracts, most studies utilized move analysis (Can, Karabacak, & Qin, 2016), to assist researchers in studying the similarities and variations of rhetorical structure (Abarghooeinezhad & Simin, 2015). The frameworks adopted were Swales (1990), Santos (1996), and Hyland (2000). Apparently, most of the studies applied move from Hyland (2000); move 1 (Introduction), move 2 (Purpose), move 3 (Method), move 4 (Product), and move 5 (Conclusion) (Ahmed, 2015; Al-khasawneh, 2017; Amnuai, 2019; Darabad, 2016; Ebadi et al., 2019; Li & Pramoolsook, 2015; Saeew & Tangkiengsirisin, 2014; Sidek, Baharun, & Idrus, 2016), since it covers all moves in abstracts; (I-P-M-Pr-C) (Ahmed, 2015). Hyland's move pattern in abstracts were I-P-M-Pr-C and P-M-Pr-C in Saeew & Tangkiengsirisin (2014) and Sidek et al., (2016) which identified move and linguistic features in environment journals. Move analysis has also been applied in comparing journals, as in studies from Tseng (2011) that investigate move structure feature in three applied linguistic journals where their pattern is P-M-Pr-C, Abarghooeinezhad & Simin (2015) who examine abstracts from English native and non-native using Santos (1996) move, and a similar study Amnuai (2019). Moreover, Asryad (2014) has evaluated discourse structure and linguistic features in English articles written by Indonesian scholars and published in national journals.

However, studies regarding to comparison of research article abstracts in national and international journals have not

been investigated. Thus, this study is conducted to analyze move structure in research article abstracts in indexed SCOPUS national and international journals; as in TEFLIN and TESOL Quarterly (Sinta, 2018; ResearchGate, 2018). It is hoped that it can be utilized as a parameter for scholars, especially English non-native (Sabet & Kazempouri, 2015) who plan on publishing their articles in such journals.

Swales (1990) initiated genre analysis in academic field, which studied structure of abstract, introduction, textbook literature and journal editorial (Al-Zubaidi & Jasim, 2016). According to American National Standards Institute (ANSI) as cited by Friginal and Mustafa (2017) and Lorés (2004), abstract is “accurate representation from a content of a document, by its writer.” In other words, abstract is a general description of a research article and aims to get the attention from the readers so they are willing to read the whole article (Ahmed, 2015; Amnuai, 2019; Can et al., 2016; Li & Pramoolsook, 2015; Saeew & Tangkiengsirisin, 2014; San & Tan, 2012; Sidek et al., 2016; Zamin & Hasan, 2018). Hence, it is essential to gain a thorough understanding on how to organize and implement linguistic features in an abstract (Martín, 2003).

An abstract should include facts, that in relation with the research topic and content, introduction, purpose, methodology, result, and conclusion (Hyland, 2000; Santos, 1996; Swales, 1990). In order for the abstract to be more effective, it is not supposed to have many words, yet it represents each part of the research article itself (Martín, 2003).

To analyze the abstract, as mentioned in the previous section, move structure is commonly implemented (Amnuai, 2019). Move is a text consists of linguistic features (lexical meaning, propositional meaning, etc.) points at certain communication function, i.e., it is a semantic unit in a text connected with the purpose of the writer (Amnuai, 2019; Swales, 1990). Swales (1990), Santos (1996), and Hyland (2000) are mostly applied analysis method in terms of move structure (Al-Zubaidi & Jasim, 2016; Kuhl, 2008; Maswana et al., 2015; Nimehchisalem, Tarvirdizadeh, Paidary, & Syamimi, 2016; Sabet & Kazempouri, 2015; Suryani et al., 2014; Zhang & Wanaruk, 2016).

However, this study applied Hyland (2000) move structure analysis:

Introduction	Establishes context of the paper and motivates the research
Purpose	Indicates purposes, outlines the aim behind the paper
Method	Provides information in design, procedures, data analysis, etc.
Product	Indicates results and the argument
Conclusion	Points to application or wider implications and interpretation scope of paper

(Adapted from Darabad, 2016)

Santos 5 move method is similar to Hyland, as quoted by Omidian, Shahriari, dan Siyanova-Chanturia (2018), however, Santos named move 4 as ‘Results’:

- Move 1: Situating the research (Introduction) by situating the research and indicating the gap
- Move 2: Presenting the research (Purpose) by presenting the research, hypothesis raising, and indicating the purpose
- Move 3: Describing the methodology (Methods) by providing information on design and data analysis
- Move 4: Summarizing the results (Results) by presenting results and summarizing main findings
- Move 5: Discussing the research (Conclusion) by interpreting the implications of main findings and recommendation for future research

II. METHODOLOGY

This study aimed at investigating move structure in the abstracts of indexed SCOPUS journals; TEFLIN and TESOL Quarterly (Sinta, 2018; ResearchGate, 2018). A total of 47 abstracts; 8 TEFLIN abstracts from 2017 and 14 from 2018, along with 26 TESOL abstracts from 2018.

The method applied is qualitative analysis since it examines research article abstracts (Creswell, 2009), by investigating Hyland (2000) move structure; Introduction (I), Purpose (P), Method (M), Product or the result (Pr), and Conclusion (C). The analysis modifies Darabad (2016) and Sidek (2016) studies which also utilized Hyland’s.

The data was taken by: (1) investigating indexed SCOPUS journals, national and international, and (2) selecting the articles, i.e., which ones belongs to research articles. After the data were gained, they were analyzed by (1) numbering each abstracts, (2) making a table consists of the sentence of each abstract to enable the move structure analysis, as below:

Table 1. Hyland’s model of research article abstract

Move	Function
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Table 2. Move structure analysis

Abstract number	Sentence	Move
1.		
2.		
etc.		

and (3) summarizing the moves in TEFLIN and TESOL abstracts in a form of a table as follow:

Table 3. Tabulation of Move Structure in TEFLIN and TESOL

TEFLIN/ TESOL abstracts	I	P	M	Pr	C	Move Pattern
1.		√	√	√	√	P-M- Pr-C
2.		√	√	√		P-M- Pr
etc.						

Move is in the abstract: √; move is not in the abstract: x

III. RESULT

In general terms, it was found that the five moves that typically constitute a research abstract (I-P-M-Pr-C) were all present in both TEFLIN and TESOL Quarterly. Moreover, there were similarities in terms of the distribution of each moves as revealed in Table 4.

Table 4. Frequency of Move in TEFLIN and TESOL Quarterly

	TEFLIN	TESOL Quarterly
Introduction (I)	11 (52,30%)	15 (57,70%)
Purpose (P)	21 (100%)	24 (92,23%)
Method (M)	21 (100%)	26 (100%)
Product (Pr)	20 (95,23%)	26 (100%)
Conclusion (C)	11 (52,30%)	10 (38,36%)

The results in Table 4 show the Purpose, Method, and Product Units are the most frequent and the obligatory element in both journals, that the frequency of those three units are similar in the abstracts analyzed, especially the Method unit, and that the frequency of the Purpose unit tends to be higher in TEFLIN, although the difference is not significant. This also can be seen from the frequency of the Product unit that abstracts in TESOL Quarterly tends to include this unit unlike in TEFLIN. However, the Conclusion unit, is the least frequent move in TESOL Quarterly, while the distribution of frequency in the Conclusion unit in TEFLIN is quite often. This may be due to the views that the Introduction and/or Conclusion unit is not obligatory or optional in research article abstracts (Ahmed, 2015; Amnuai, 2019).

Table 5. The Dominant Move Pattern

Dominant Move Pattern	TEFLIN	TESOL Quarterly
I-P-M-Pr	3	10

In investigating the move pattern, the most frequent that occurred is Introduction, Purpose, Method, and Product, with the distribution: 3 TEFLIN abstracts and 10 TESOL Quarterly abstracts. In addition, the second dominant move pattern is P-M-Pr (Purpose-Method-Product) which appeared 11 times in both journals; 6 TEFLIN abstracts and 5 TESOL Quarterly abstracts. This result is similar to Amnuai (2019) which revealed that this pattern is found mostly in international journals. While in general, the move structures in most of the abstracts follow the sequential structure even though there are several abstracts which do not have five Hyland move.

Nevertheless, it was found that there are few abstracts which do not have sequential structure, as in abstract TEFLIN number 4 (I-M-P-Pr) and number 11 (I-M-Pr-P-C), and in abstract TESOL Quarterly number 3 (M-Pr-P). This phenomena is similar to the study of Sidek (2016), although the frequency of occurrence in this study is lesser. However, all those three abstracts does have the Purpose, Method, and Product Unit.

A. Move Analysis of the Introduction Unit

In the sample of 21 TEFLIN and 26 TESOL Quarterly research article abstracts, it was found that 52,30% of TEFLIN and 57,70% TESOL Quarterly, or we may say that it was half of the total sample, included the Introduction unit in the abstracts. Therefore, the Introduction unit is essential in SCOPUS indexed journals; TEFLIN and TESOL Quarterly.

The functions of the Introduction unit as Hyland (2000) stated are to establish context of the paper and motivate the research, as in:

“Clause-level grammar skills are of the important foundations in the mastery of reading skills in second language (L2). Previous studies showed inconclusive findings about the effect of grammar knowledge on L2 reading. ... “ (TEFLIN no. 9)

“Scholars have at various points discussed the needs of second language (L2) writers enrolled in “mainstream” composition courses where they are mixed with native (L1) English speakers. Other researchers have investigated the experiences of L2 writers in main-stream classes and the perceptions of their instructors about their abilities and needs. Little research, however, has directly compared L1 and L2 students (mostly Generation 1.5) taking composition classes together. ...” (TESOL no. 1)

The abstracts stated the focus of the research directly since the beginning along with the previous studies regarding to the topic.

B. Move Analysis of the Purpose Unit

The frequency of this unit is quite similar in both journals; 100% in TEFLIN and 92,23% in TESOL Quarterly. This result

supports the study of Sidek (2016) that most of the authors provided this unit in their abstracts. In other words, this unit is highly recommended to be included in both SCOPUS indexed journals.

Since this unit indicate purposes, the aim behind the research (2016), it is clearly seen from the use of specific verbs, such as *reports, aims, investigated, examined, etc.*:

“This study aims to explore the effect of age, gender and grade differences on FLA and its types, communication apprehension, fear of negative evaluation and text anxiety among Turkish children who learn English as a foreign language. ...” (TEFLIN no. 17)

“This study investigated the role of dynamic written corrective feedback (DWCF; Evans, Hartshorn, McCollum, & Wolfersberger, 2010; Hartshorn & Evans, 2015; Hartshorn et al., 2010), a mode of providing specific, targeted, and individualized grammar feedback in developmental English as a second language (ESL) writing classes (pre–first year composition) at a large western U.S. research university. ...” (TESOL no. 4)

However, there is an integration of the Purpose and Method unit as in TESOL number 10:

“To address this gap, this article presents results from two complementary case studies involving the use of writing centers by three second language (L2) Chinese graduate students (two doctoral and one master’s) at a research-intensive Canadian university. ...”

which supports the study of Darabad (2016) that there is sometimes an integration of the Purpose and Method unit.

C. Move Analysis of the Method Unit

The same percentage of the Method Unit was found in both journals. It can be concluded that this unit is the most recommended move to be included in SCOPUS indexed journals, because it provides information in design, procedure, data analysis, etc. (Santos, 1996; Hyland, 2000). The detail information of those in the Method unit are as in the following abstracts:

“A mixed method approach was employed to collect data in two stages. First, a survey was administered to a random selection of 80 university students. Then, four intensive group interviews were undertaken with a total of 20 students purposively selected through a theoretical sampling. Quantitative data from the survey was computerized and analyzed using SPSS while the qualitative data obtained from intensive interviews was coded and interpreted to compare its similarities and differences with statistical data for generating theory. ...” (TEFLIN no. 2)

“Drawing on new literacy studies, discourse analysis, and ethnography, the study extended over a period of 18 months and employed multiple data collection tools (interviews, field notes, literacy diaries, in-home observations, documents, photographs) to provide an emic account of the literacy practices in English of 15 teenagers from varied backgrounds living in Athens, Greece. ...” (TESOL no. 11)

It can be seen from the examples that the authors administered the design (mixed method approach, discourse analysis, and ethnography), procedure (survey, interview) and data analysis, along with the information about the sample (80 university students, and 15 teenagers). Thus, it is crucial for providing this move in detail, in the research article abstracts of SCOPUS indexed journals.

Nevertheless, there are examples of abstracts which integrate the Method and Purpose unit:

“Through Thematic Analysis, the study found six emerging themes regarding the teachers' and students' views on the effects of FLA and factors associated with FLA. ...” (TEFLIN no. 10)

“Via a quasi-experimental design investigating DWCF at three different levels of developmental ESL writing classes across three terms with 325 student participants, results of this study suggest that multi-lingual students become better at self-editing and have more accurate timed writing paragraphs after taking classes that supplement grammar instruction using DWCF than those who take classes with only traditional grammar instruction. ...” (TESOL no. 4)

D. Move Analysis of the Product Unit

It is in this unit that the authors indicate results and the argument (Hyland, 2000). These are stated most frequently by means of a sentence begun with a noun (*the findings, the analyses, the results, etc.*):

“The findings demonstrate that while the stakeholders agree that mastery of English is important for their university graduates, there was a gap between policy makers' perspectives and the articulation of the institutional policy concerning the significance of English proficiency in the department's curriculum. ...” (TEFLIN no. 5)

“The results indicated that students receiving partial EMI exhibited high speech anxiety, a lack of confidence, and negative feelings toward English learning. ...” (TESOL no. 14)

The active voice is commonly used in TESOL Quarterly, as an international SCOPUS indexed journals. This is contrary to the findings of Martin (2003) which revealed that passive voice was generally utilized.

“They found that, on the whole, faculty participants displayed deficit views regarding students' linguistic and academic abilities and questioned the appropriateness and feasibility of several of the LRI techniques. ...” (TESOL no. 7)

“Findings revealed that the three dimensions of self-efficacy had small to moderate correlations with writing performance. ...” (TESOL no. 26)

From the findings of this study, it shows that almost all abstracts provide the result of the study, which may be assumed that they consider this move as essential as the other move (Sidek, 2016). The Product unit in TESOL Quarterly abstracts is always provided, while in TEFLIN is about 95, 23%. In brief, this move unit is included in SCOPUS indexed journals.

E. Move Analysis of the Conclusion Unit

In the Conclusion unit of the sample analyzed, the authors point to application or wider implications and interpretation scope of paper (Hyland, 2000). The frequency of occurrence of this unit is quite significant; 52,30% in TEFLIN as opposed to 38,36% in TESOL Quarterly. In summary, this unit is considered an optional move in abstract.

The verb tense which predominates in this unit is the present. All the authors chose the present tense to conclude the study, except in three abstracts in which the past tense are used. This is similar to the study of Martin (2003) and Darabad (2016).

“Finally, this article concludes with further EMI implications for university planning of its English language teaching.” (TEFLIN no. 5)

“The article concludes with practical recommendations for TESOL programs that seek to instill more tolerant dispositions toward linguistic differences while avoiding superficial inscriptions of Western discourses.” (TESOL no. 9)

IV. CONCLUSION

This study suggests that the move pattern mostly found in SCOPUS indexed journals is Introduction, Purpose, Method, and Product (I-P-M-Pr), with the distribution: 3 TEFLIN abstracts and 10 TESOL Quarterly abstracts. In addition, the second dominant move pattern is P-M-Pr (Purpose-Method-Product) which appeared 11 times in both journals; 6 TEFLIN abstracts and 5 TESOL Quarterly abstracts, which revealed that the Purpose, Method, and Product units are the most frequent and the obligatory element in both journals.

A detailed analysis on the purpose and method units also emerges the fact that there are integration of the purpose and method unit, as well as the method and the product unit. The frequency of occurrence in both journals are similar; two abstracts in each.

In terms of the analysis of the language features of each move, it is found that there are the use of specific verbs in the Purpose unit (*reports, aims, investigated, examined, etc.*), nouns (*the findings, the analyses, the results, etc.*), the common use of active voice in the Product unit, and present tense in the Conclusion.

The result of this study is hoped to emphasize the norms and standards generally appeared in a national and international SCOPUS indexed journals. This may assist those who are eager to publish their research articles in such journals.

However, this study focuses only on the move structure analysis in a national and international SCOPUS indexed journals. It does not provide an in-depth analysis regarding to language features commonly used to identify each move. Thus, further research is needed to examine this issue to provide a better insight on the abstracts in SCOPUS indexed journals.

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