A Rhetorical Analysis of the Conclusion Section of Research Articles Published in International and Indonesian Applied Linguistics Journals

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ABSTRACT

The conclusion is the second part that will be read after the abstract when people want to know the entire contents of the research article with limited time and this section has what is unsaid or mentioned in the abstract. Therefore, the conclusion is an essential part of the research article. This research aimed to investigate the rhetorical structure in the conclusion section of the research articles published in international and national applied linguistics journals. The sample of this research was 20 international and 20 national research articles. The total sample was 40 RAs. This research used descriptive quantitative as the methodology. The data were collected by using a checklist table as an instrument. This research conducted a content analysis method using Moritz's (2008) move model. The result indicated that all moves occurred in datasets with different percentages. Most of the moves in international journals were relatively higher appearing than those in national journals except for move 6 (making deductions from the research). The highest move was move 4 (100%) in the international corpus and move 6 (75%) in the national corpus. At the same time, the last frequent move was move 1 both in national and international, with each percentage of 50% and 35%. Move 4 only appeared 100% in the international corpus and was categorized as obligatory. This study has pedagogical significance for a better comprehension of academic writing, especially concerning the genre of a research article.

Keywords: Rhetorical analysis, Conclusion section, Research article, Rhetorical Move, National journal, International journal.

1. INTRODUCTION

Journals have more purposes in academic life than only serving as a means of communication and a record-keeping medium. Most research findings are published as journal articles, and the number and caliber of publications a researcher produces are usually taken into consideration when evaluating their effectiveness and productivity. Journals are now firmly ingrained in the academic framework.

There are the differences between reputable international journal and accredited national journal. The process of publishing and the process of assessing the journal are some of the differences. However, A journal is a collection of information about several disciplines through articles. Articles have become an inseparable product of the academic world. Students, teachers, and lecturers are already familiar with this written product. To Produce a good article there are several parts that must exist (fulfilled) in an article and the author must follow the rules that have been provided. One of those parts is the conclusion part. Each part in article has their own pattern.

Some parts have been used in multiple studies on sections of research reports from scientific journals. For example, Swales (1990) and Samraj (2002) analyzed the introduction sections; Lim (2006) and Peacock (2011) analyzed the methods sections; Thompson (1993) and Williams (1999) analyzed the results sections; and Amirian, Kassaian and Tavakoli (2008), Peacock (2002), and

Yang and Allison (2003) analyzed the discussion sections. The conventional sections (introduction, methods, results, and discussion-IMRD) were also examined by Kanoksilapatham (2005, 2007), and Pho (2008).he convention of conclusion is often overlooked by most people because there are not many English Ras in practical linguistics. Based on the background above, the researcher will do the research about the conclusion and would put the study's focus just on the Conclusion pattern section of the Research Article.

1.1. Review of Related Theories
1.1.1.   Rhetorical
Rhetoric refers to the methods of communication used to convey and receive a message. This article discusses how people arrange their words into sentences before speaking. According to Bazerman (1988), rhetoric is the study of how individuals employ language and other symbols to accomplish human goals and engage in human activities.   Rhetoric is concerned with how language is used to express reality and how to accept and alter our perception of reality through the methods by which it is given.

According to Trimble (1985: 69), rhetorical functions in EST discourse may refer to "fundamental parts of the organization of scientific and technical information." They may take the forms of paragraph development methods such as description, narration, classification, and exemplification. The rhetorician's goals, the techniques (or tools) used, examples of those approaches, and the success of those tactics should all be explored in a rhetorical analysis. It is in   line   with Samraj, 2002 defines rhetorical function as "generic structures. "In addition, rhetorical functions may refer to "communicative moves" (Swales,1981)   and   "generic moves" (Bunton, 2002: 57).

Some investigators have been oriented more toward institutional contexts in which the RA genre has evolved and towards genre users' behaviour, especially in science articles (Bazerman, 1988, Berkenkotter and Huckin, 1995, Rymer, 1988). However, genre analysis has given research articles (RAs), the primary genre of knowledge production, a great deal of attention   (e.g., Berkenkotter   and   Huckin, 1995, Brett, 1994, Holmes, 1997, Hopkins and Dudley-Evans, 1988, Swales, 1981, Swales, 1990). Each research has been done on the organizational patterns of RA sections. However, most studies have focused on analyzing the result, finding, abstract, introduction, and suggestion sections.

The   investigation   of   the   rhetorical structure of academic article conclusions is quite limited, with just a few published publications. Our immediate concerns are with aspects of organizational patterning, which we see as remaining centrally important for pedagogic purposes in many contexts. However, we would also emphasize the value of various investigative approaches to fully understand RA writing and reading as aspects of academic practice

1.1.2   Discourse
The language used in discourse might include both clauses and sentences. It can be a collection of clauses and sentences that make up a spoken or written text. Any written succession of speech   or   grouping   of   sentences   that uses succeeding clauses or utterances together is referred to as discourse. Language is employed in discourse to convey extensive historical meanings in a social context. It is a language that may be recognized by its social context of use, its users, and particular circumstances. Language connects our social and personal worlds; therefore, it can never be "neutral." (Tator and Henry 2002) According to the functional paradigm, it is impossible to analyze language without also understanding its purpose and functions in human beings. Discourse is viewed as a socially and culturally ordered kind of speech.   The   Experts agreed   on   this definition of discourse as the final definition. Richardson (2007) believes that language is employed to signify something and to do something and that "meaning and doing" is tied to the context of its employment.

Discourse analysis is a broad term for studying how language is utilized in spoken and written   communication.   Discourse   analysis examines ongoing conversation between the speaker and the listener, as opposed to other language studies focusing on specific language components like words, phrases, and linguistics. Some discourse analysts look at the broader discourse context to understand how it influences the sentence's meaning.   Discourse   analysis   is often known as language analysis, "beyond the phrase." By examining structural elements like organization and cohesiveness, this discourse method focuses on the shape that "language above the sentence" takes but only pays attention to the social ideas that underpin language use. Discourse analysis is concerned with language use as a social

phenomenon. Thus, it has to look beyond one speaker or newspaper item to discover more broadly relevant elements, claims Stephanie Taylor (2013). Discourse analysis also focuses on how language is used in a continuous discourse that spans several sentences and involves interaction between the speaker, writer, auditor, or reader in a particular situational context and within a framework of social and cultural convention.

1.1.3. Academic writing

Writing is considered one of the most difficult human actions since it calls for applying a design concept and comprehending knowledge and subject- specific mental models. Writing is a written product of thinking, drafting, and revising, according to Brown (2001), requiring specialized skills on how to generate ideas, how to recognize them coherently, how to use discourse makers and rhetorical conventions to put them cohesively into a written text, how to revise a text for precise meanings, and how to produce a final product. Understanding language fundamentals is crucial since academic writing is different and involves more particular writing tasks. Academic writing in English requires grammar, punctuation, and sentence structure proficiency. Academic writing can be classified as descriptive, persuasive, critical, or analytical. Academic writing is centred on critically assessing intricate concepts and facts rather than relying on sentiment, claim Oshima and Houge (1997). He also thinks that a writer should maintain an argument using formal language, citations, and supporting data rather than trying to convince the reader using emotive language or judging terms like dreadful, appalling, magnificent, or incredible.

According to Bowker (2007), academic writing accomplishes several tasks that personal writing does not. According to him, a structure with a beginning, middle, and end is necessary. Essay formats and other assignment writing jobs without an apparent system fall under simple forms. In addition, he asserts that the distinction between academic writing and different types of writing is based on the citation of authors who have already had their works published.

1.1.4. Research Article

A research article (RA) is a piece of academic writing in which the researcher can describe the study's findings. According to Balleste (2003), the research's findings are disseminated as scholarly papers. One of the critical genres employed by scientific communities is RA. Research Articles (RA) are typically published as journal articles with a medium writing style. According to Hyland (2000), RA employs dual goals simultaneously: the first is to distribute new information among the members of their discourse community, and the second is to persuade them to accept the claims. He added that a research article (RA) aims to convince the academic community to receive the claims made in the article. Therefore, the linked academic community should pay close attention to the various portions of a RA as a genre. The significance of research assistants (RAs) has increased recently because of the vast amount of information that is shared within the academic community. The students must become aware of how text structure varies in order to publish successfully in the global society.

Introduction, Method, Results, and Discussion are the standard sections in English Research Articles (RA) (IMRD). In addition, Journal entries often include records of study, hypotheses, observations of the research, problems, and solutions to problems. A journal paper can also be used as support for articles in other journals in the future. Therefore each writer's argument must be carefully written with evidence from relevant expert opinions or earlier studies that were considered in the research.

1.1.5. Components of Research Article

According to Hardling (2004), thesis writing is a task carried out by a researcher to provide the results of their research in written form. Finding, focusing, and selecting a researchable topic are just a few stages of writing a research paper. Others include gathering, sorting, and reading sources; organizing, sequencing, and documenting information; creating an outline and prospectus for the researcher; writing the introduction, body, and conclusion; and editing the final draft.

1.1.5.1 Abstract (Foreword)

The opportunity to capture the reader's interest is presented by the Abstract, which they will read first. The major points from the paper, particularly the thesis statement, the methodologies, the findings, and the conclusion, should be highlighted in the abstract. An abstract does not have to contain every facet of the study and should be completed towards the end. The main objective

is to give the reader a good idea of the article. It is never a good idea to work continuously on a draft. Writing a good abstract can be difficult because it should only include the most critical work points. However, this is also why writing an abstract can be valuable because it makes it easy for the researcher to identify the crucial elements of the research Article.

1.1.5.2. Introduction

The opening has two primary purposes: to summarize the thesis' main arguments and pique the reader's curiosity. When writing is complete, it is advised to proofread or modify the beginning one last time to ensure that it is cohesive with the rest of the research paper. The context for the theme selection, a discussion of the research question or thesis statement, and a conceptual sketch of the remaining theses should all be included in the introduction section.

1.1.5.3. Theory Section

An empirical study's theory aims to present the findings in a scholarly or scientific way. Data analysis and interpretation are the key goals of the theory portion. As a result, it should not give theoretical viewpoints that will not be applied. When writing the theory part, there are a few things to keep in mind. First, decide what kind of theory to use. Since theory serves as the foundation for data analysis, it is possible to choose a theory that identifies and classifies various phenomena. Different viewpoints on a phenomenon can be developed by the researcher with the aid of other theories. In other words, the researcher has the option to make the data less complex or to go further with something that, at first glance, seems straightforward. Second, how much time and space the theory chapter deserves? Some researchers spend a lot of time on theory without ever getting to the analysis and discussion, which are the keyelements. To know what to look for when gathering data, it is also vital to read enough theoretical material. Finally, the type of study should be determined; some studies merely focus on the methodology and do not need much theory, but other studies require a robust theory part to allow for an engaging discussion.

1.1.5.4. Method Section

The technique portion of a research article is vital. This section may be challenging for pupils to write, mainly if the aim is unclear.

The contents of methodology handbooks should not be changed in the method chapter. For instance, if the researcher has conducted interviews, it is not necessary to list every sort of interview. Additionally, there is no need to differentiate between qualitative and quantitative methodologies or explain various forms of reliability and validity.

The researcher must demonstrate how the design and research methodology they choose is appropriate for addressing the study issues. Show that the validity and dependability of the selected approach were taken into consideration in the research. Showing is more consistent with demonstrating that the researcher is familiar with the concepts than telling. The research's various components can be joined together in the technique section, which also makes the section entertaining to read.

1.1.5.5. Result

The section that is highlighted in the IMRaC format is the Results section. This part is where the researcher reports their findings and organizes them. The reader has been asked to progress through the remaining chapters in order to ensure that the research meets these demands.

Analyzing involves comparing several phenomena of various categories. The idea is applied by switching between various phenomena. It could take some time to determine how to present the results in the best possible way. For example, the researcher could want to take into account the reader's emotions if the topic is analyzing human behaviour. It will be important in this situation to select analytical categories consistent with the selected theory.

1.1.5.6. Discussion

The most crucial part of a research article is discussion section. Make sure there is adequate time and room for a fruitful debate. This section is the writer's chance to demonstrate that writers are capable of independently applying theory and that readers understand the importance of the findings.

Argumentation will make up the discussion portion. In other words, the researcher examines a phenomenon from a variety of angles. Discuss what it means to inquire about the results and take into account other theories. Here are a few expressions that indicate argumentation. However, it might also be claimed that another reason might be and so forth. On the one hand, on the other hand, and so forth.

1.1.5.7. Conclusion / Summing Up

The study article's conclusion can take a number of distinct forms. Some research articles require a conclusion, while others can benefit from a summary. The type of thesis statement and/or research topic will be the deciding element. Although available research topics cannot always have definitive answers, the study report must offer a conclusion if one can be drawn. It may also be unfavourable in conclusion. The most important points addressed in the study piece should be reiterated in conclusion (in the discussion

1.1.6.   Conclusion section

About 5% of the essay's total word count—or roughly 50 words out of a 1000-word essay—come from the conclusion paragraphs. First, reiterate the thesis from the introduction (without verbatim repeating it), give a brief overview of supporting evidence, and then end with a conclusion on the subject. To get started, this may be utilized this fundamental structure (recipe) for introduction paragraphs. Conclusions typically lack references unless it comes up with a "punchy" quote from a particular person as a concluding statement because the conclusion is not the appropriate place to give fresh data (it should be in the body of your essay).

1.2. Review of Relevant Study

The examination of the conclusion section of an English article published in Thai and foreign journals is the subject of a study report by Amnuai and Wannaruk (2013). Their investigation, which used Yang and Allison's (2003) move model, indicated that all three moves of the proposed model occurred in both data sets, but at different frequencies. Furthermore, move structures in the Thai corpus' conclusion sections deviated more from the suggested model than those in the international corpus' conclusion sections.

Rhetorical Conventions in the Conclusion Genre: Comparing English and Persian Research Articles in the Social Studies Field, by Omid Tabatabei and Leila Azimi (2015). The purpose of this study is to look into the differences between the two languages. Yang and Allison's (2003) model was also used in this investigation. The findings demonstrated that, while there was some similarity between the two languages, there were disparities between the two corpora.

According to the findings, English authors tended to select Move 5 (Summarizing the study) as the opening move of the conclusion section, whereas Persian authors used Move 1 (Background information) as the most prominent beginning move. This research will show us what the least common motion and phase is in the conclusion parts of English Ras.

Morales (2015), entitle Conclusions in Research Articles: A Filipino-Japanese Contrastive Rhetoric Study. The study's goal is to uncover organizational and mandatory shifts from two writing cultures. The results demonstrate that Yang's and Allison's (2003) three-move strategy was valid for Japanese RA authors.

In contrast, for Filipino RA authors, Step 2, Evaluating Methodology, of Move 2, Evaluating the Study, may not be a required component of the conclusion section, making this step less important than others. In this study, he argues that more research is needed to establish intercultural variance in rhetorical preferences in RA conclusion parts.

Of all relevant studies mentioned above, three studies used Yang and Allison's (2003) move model and no analysis used Moritz et al. (2008), so the researcher will conduct a study based on the Moritz model. The title of this research is A Rhetorical Analysis on the Conclusion Section of English Article in Applied Linguistics Journal.

2. MORITZ MODEL

It is necessary to take into account the components of an article's conclusion section. This statement is consistent with Swales (1990) and Posteguillo (1999), who state that the conclusion section is considered part of the discussion. This could explain why there have been few studies on the structural organization of RA conclusion sections. Although most writers are unaware of the conventions of a conclusion, they are frequently regarded as the most challenging section of an essay to write.

Pavilions and Ramanauskas back this (2008), Researchers correctly point out that writing conclusions is quite challenging since they need to be both incredibly focused and brief while still being written in a suitable amount of depth. Nonetheless, they are one of the most important aspects of work because they provide insight and clarity into the subject. As a result, it is worthwhile to use all remaining mental capacity to reach a firm conclusion. Fortunately,

there is a pattern (recipe) for strong conclusions that you can follow.

Moritz et al.'s model/pattern (2008) will be utilized in this research as the instrument. The model consists of six moves, as shown in Table 1:

Table 1. Moritz et al.'s model/pattern (2008)

No.	Move	Detail
1.	Move 1	Restating the introductory statement
2.	Move 2	Consolidating Research space
3.	Move 3	Summarizing the study
4.	Move 4	Commenting the result
5.	Move 5	Evaluating the study
6,	Move 6	Making deductions from research

(Moritz et al.'s model)

3. METHDOLOGY

A descriptive quantitative research design was used by the researcher. According to Arikunto (2010), quantitative research is an attempt to investigate a problem through the use of numerical data and statistical analysis. The descriptive quantitative method was commonly used to analyze, explain the phenomenon being studied, and find answers to research questions. To achieve its goal, this study employs the purposive sampling technique.

This research applied the purposive sampling technique to meet the purpose. This strategy used to investigate the Conclusion Section of the article in applied linguistics journals. The data in this study were also analyze using content analysis. This study was involved 30 conclusion sections of an article in the field of Applied Linguistics. The population for this study is the international and national writers of English Research articles in applied linguistics.

The standards for defending and categorizing the frequency of each movement were established. The cut-off points for move classification adopted in the present study was
60%, just like in Kanoksilapatham's (2005) study.
The current study makes use of three categories. A move is considered "obligatory(Ob)" if it appears in every conclusion section (80% -

100%), "optional (Op)" if it appears in less than 50% of the conclusion sections, and "conventional(Co)" if it appears in between 50% and 80% of the conclusion sections.

4. RESULT AND DISCUSSION
Table 2. The differences Pattern.

Move	WLJ		IDN		NOTE
	Freq	per	Freq	per	
Move 1 Restating the introduc	7	47%	5	34%	WLJ>IDN
Move 2 Consolidating the research	8	54%	6	40%	WLJ>IDN
Move 3 Summarizing the	10	67%	10	67%	WLJ=IDN
Move 4 Commenting on	15	100%	8	54%	WLJ>IDN
Move 5 Evaluating the	12	80%	10	67%	WLJ>IDN
Move 6 Making deductions	10	67%	11	75%	WLJ<IDN

Based on the table above, it can be said that most of the moves in international journals were relatively higher appearing than those in national journals except for one move, which is making deductions from the research (move 6). The rhetorical structural results of the 30 conclusions of RAs revealed in the conclusion section in the international corpus has one mandatory move which is commenting on the results (move 4). This move observed in all international conclusions. While in national corpus there is no obligatory move.

Additionally, move 1 (Restating the introductory statement) and 2 (Consolidating the research space) are the least frequent. These moves were categorized as optional moves in both datasets. This may be because most of the authors assumed that repeating the introductory statement is not essential in the concluding section and consolidating the research space becomes the thing that complicates the author.

Borja (2014) states that a common failing of authors is to just restate the abstract or to focus solely on experimental data while composing the conclusion section. Here, authors should explain the study's relevance to the scientific community, highlighting its potential applications and future directions. As can be seen from the data, Move 5 (in WLJ) was classified as a conventional move. The proportion of evaluative studies in the foreign corpus is much larger than in the Thai corpus (80% vs. 21%), which is consistent with the findings of Amnuai and Wannaruk (2013). This is undoubtedly the case because writers from all over the world understood the significance of critically analyzing the research they were publishing.

5. CONCLUSION

The current study aims to see how RA conclusion sections are organized rhetorically between those published in Indonesian national and international journals. There are some implications of this research. First, to succeed in academic writing, learners must be made aware of the discourse community's conventions, encouraged, or given instructions to understand structural complexity and linkages between functions, and familiarized with proper language usage in RAs. Second, the findings are intended to assist non-native beginner writers, particularly those under increasing pressure to publish in foreign journals, in developing RAs that will increase their chances of having their work accepted for publication in renowned journals. Lastly, the pedagogical significance of this research helps better comprehend of academic writing, especially concerning the genre of research papers.

From the research's result, it can be indicated that the authors who want to get more chance to publish their articles in international journal must apply at least one sentence or function of Move 4. It is because move 4 categorized as obligatory move while the other move can be categorized as conventional move to exist in the article. Meanwhile, for the authors who want their articles published in national journal must apply at least 1 move in categorized conventional move. Customized devices are important to continued studies to get field-specific instruments. Additional effects include teaching pupils about structural complexity and function links and RA language. The findings are intended to help beginner non-native writers, especially those under pressure to publish in foreign journals, create

RAs that increase their prospects of publishing in renowned journals.

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