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The Discourse Structure and Linguistic Features of Research Article Abstracts in English by Indonesian Academics

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Bio data

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Abstract

To effectively teach university students or apprentice writers to write a good research article (RA) abstract to publish in international journals, instructors need to know the present characteristics of abstracts written by the students or apprentice writers. This study examines the discourse structure and linguistic features of RA abstracts written in English by Indonesian academics published in national journals. The corpus for this study consists of 30 selected RA abstracts published mainly in university-based journals in Indonesia in social science and

humanity disciplines (i.e. education, economy and management, and humanity). Analyses were conducted using genre-based procedures with a clause or a simple sentence as the smallest unit of analysis. The results show that 1) unlike the common discourse structure of English abstracts found in RAs published in intenational journals, the majority English RA abstracts written by Indonesian speakers have only three moves (i.e. purpose, method and results); 2) the abstracts are mostly written in active sentence using present tense except for Move 3 (methods) in which a half of them are written in past tense and *that*-complement sentences are mostly found in Move 4 (results or findings); and 3) the use of interactional metadiscourse devices are dominated by hedges found in Move 4 while the use of attitudinal stance markers of the writers and self-reference words are very rarely found in the abstracts.

Keywords: research article abstracts, discourse structure, communicative unit, linguistic features, moves and steps.

1. Introduction

The abstract is an important part of any research article (RA) because it determines whether or not readers will go on reading the article. Although writers may write it last, the abstract is the first part of an academic writing, such as RAs, theses, research reports and so on to be read by potential readers after the title; this is simply because the abstract is located just after the title and if the writers do not write it appropriately and interestingly, readers may not continue reading the text after reading the abstract (Belcher, 2009 and Starfield, 2009). In addition, for academics from places where availability of literature is limited, abstracts may be the only part of RAs that are available for them (Cargill and O'Connor, 2009 and Fartousi and Dumanig, 2012). This is because, according to Thyer (2008:40), abstract is often reprinted by 'abstracting and indexing services connected with the journal in order to tell people what you did.' In other words, the quality of abstract in academic texts is very important to consider if they are to be read by potential readers.

The main purpose of an abstract in an RA is to tell as well as convince readers that the research which has been completed and is being reported in the article is interesting, important, valuable, valid and reliable, and therefore deserves further reading by the readers. According to Bathia (1993, p.78), an abstract "... is a description or factual summary of the much longer report, and is meant to give the reader an exact and concise knowledge of the full article." Bathia further suggests that an abstract should consist of four aspects of the research, namely a) the purpose, b) the method, c) the results, and d) the conclusions. Hence, through the abstract RA writers try to 'sell' their research findings to readers in order that readers read the article and if the marketing is successful readers will read the whole article.

In the Indonesian context, almost all academic texts written based on a research project such as theses, research reports, research articles, seminar or conference papers, and so on must have an English abstract (Saukah, 2003) although the rest of the text is written in Indonesian. This is done in order to have a wider scope of readership or audience when published in journals, books, research reports or uploaded into an online media for readers from in and outside Indonesia. Thus, Indonesian academics must be able to write abstracts in English well for several practical reasons. First, the majority of Indonesian journal editors will never publish an article without an English abstract included in the article. Second, the Indonesian academics, especially university lecturers, are encouraged by the government not only to publish in Indonesian; they are strongly requested to publish especially RAs in international journals where the language is mostly English. Finally, Indonesian academics are also strongly encouraged to participate as a speaker in international seminars or conferences in which the papers including the abstracts must be written in English (Ariwibowo, 2008 and Wahid, 2011). Hence, English abstracts by Indonesian academics must be written in the proper way as readers of international journals expect them to be.

Writing an abstract for an RA is not only difficult for university students; it is also hard for lecturers and novice writers. Suharno (2001) found that the majority of his students in an English for Academic Purpose or EAP class found writing an RA abstract very problematic although they were already familiar with writing such an academic text when they wrote a thesis, research

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reports, seminar or conference papers and so on which also have an abstract. One of the rea according to Suharno, was because the EAP class participants came from various dif disciplines in which the standard format of abstracts is different from one discipline to the o Another possible reason for the problem is that the students and/or lectures are not familia writing RA abstracts. Thus, according to Suharno the students and lecturers must be f with the rhetorical style of RA abstracts acceptable for journal readers in a particular disc either for local, national or international readers.

The rhetorical style and linguistic features of RA abstracts published in international jo although written in the same language may be different from those of RAs published in loc national research journals because of different academic and research environments practices. Publishing an RA for a reputable international journal is certainly far more d than one for a local or national journal because publishing in an international journal is more competitive than publishing in a local or national journal. Therefore, according to B (2009), in order to win the competition for an international journal publication, RA writers argue convincingly on the importance of their research project so that readers are interes and willing to read their RAs and the argument must have been presented from very early article i.e., in the abstract of the article.

The use of English as a means of international communication particularly in an aca context has become wider and more frequent. Nowadays, more and more people in the worl English as a second or foreign language for various reasons including for academic pur (Mukminatien, 2012). Nunn and Deveci (2014, p. 1) state:

> Competence in English as an international language is a rapidly developing construct, but it is already clear that it is not defineable as one standard for all local contexts. There is no one center to define a universal standard of English competence.

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In other words, since English has been used widely as a language for international communication it is very likely that English used by and for a local community, such as in a particular country, has developed some kinds of differences from the one used by and for the international community. The differences must be studied, known and taught to English students so that they do not hinder international communication using English especially for academic purposes as the most frequent use of English in international communication.

RA abstracts in English published in international journals in a particular discipline must have developed a particular rhetorical style which may be different from those of RAs published in local or national journals in the same discipline. For example, since English has been widely used especially for academic purposes including in writing RAs in Indonesia the local variation of English must have been developed and according to Mete (2011) this can not be ignored. Therefore, the local and international variation of English found in academic texts such as RAs must be studied in order to know the differences and similarities in order to promote successful international academic communication through RAs. If this difference is known, it will be easier to advise the students and/or new writers such as those from Indonesia on how to write good RA abstracts for international journals by showing them the rhetorical and linguistic differences and similarities and how to adjust their abstracts into ones acceptable for international journals.

Literature Review

As with research articles in general, studies on the schematic structure and linguistic features of abstracts may take one of the following designs: a) a descriptive rhetorical and linguistic analysis of abstracts written in one language and of a single discipline; b) a comparative rhetorical and linguistic analysis of abstracts written in one language but in two or more different disciplines; c) a comparative rhetorical and linguistic analysis of abstracts written in two or more different languages of one discipline; and d) a comparative rhetorical and linguistic analysis of abstracts written in two or more different languages and in two or more different disciplines. In other words, studies on research article abstracts more often adopt a comparative method rather than just descriptive and among the possible formats of comparative rhetorical and linguistic study the

one comparing between English abstracts in one or more disciplines and published in international journals is more dominant for the benefits of the teaching of English as a second or foreign language (Connor et.al., 2008). According to Connor et.al. the findings of these contrastive or comparative rhetorical and linguistic studies have greatly influenced the teaching of English academic writing in EFL and ESL contexts.

Although discourse study on abstracts is rarely conducted (Swales, 1990), several studies on research article (RA) abstracts written in English can be found in the literature. Zhang et al. (2012), for example investigated how Vietnamese organized their ideas in their English RA abstracts in the discipline of agriculture. After analyzing twenty RA abstracts in the corpus of their study, Zhang et al. found that, unlike the standard format of abstracts accepted by global academic community, the dominant rhetorical moves found in their abstracts are 'purpose', 'method' and 'product' without having 'introduction' and 'conclusion' (p:145). According to Zhang et al., the absence of 'introduction' and 'conclusion' in the majority of abstracts in their corpus has lowered the quality of the abstract itself because through these two segments of abstracts writers can persuasively attract readers to read the whole article. Another finding of Zhang et.al.'s study is the use of correct linguistic features, such as 'tense', 'voice' and '*that*-complement clause' in addressing the necessary communicative units in the abstracts; however, the most problematic aspects in the abstracts by Vietnamese agricultural academia are the use of incorrect noun forms, inappropriate lexicon, and wrong punctuation (p:145).

Tseng (2011) conducted a rhetorical study on RAs in the discipline of applied linguistics. In this comparative study, Tseng analyzed 90 RA abstracts taken from three different international journals and analyzed on two aspects: communicative unit structure and the use of tenses in each move. Tseng found that a four-move structure (i.e., aim, method, results and conclusion) was more preferred by the majority of RA writers in the corpus of her study and only a few abstracts had a background or introduction move at the beginning of the abstracts. In addition, in terms of the use of tense in each of the five moves Tseng found that present tense is mostly used in background, aim and conclusion moves while past tense is mostly used in method and results moves. Tseng also found distinctions of abstracts in the corpus of her study; one of them is that

the writers wrote their results move in the present tense. This is, according to Tseng, for the purpose of addressing 'the continuing applicability of their [research] findings' (p:32).

Fartousi and Dumanig (2012) conducted a rhetorical structure study on English abstracts of conference papers written by Iranian academics in the discipline of higher education. They found that, although there are four possible moves of the abstracts (*problem, aims, method, and results*), only three are considered compulsory (*aims, method and results*) while the problem move is optional. According to them, the rhetorical structure of English conference paper abstracts in higher education is different from the ones in the disciplines of English language and linguistics and communication which may have up to six or seven moves with four compulsory moves and two or three optional ones respectively. Fourtasi and Dumanig claim that their findings confirmed the findings of previous relevant studies in which different disciplines may have different rhetorical structures of abstracts of conference papers.

Another comparative study on abstracts is between RA abstracts and master theses abstracts both written in English conducted by Ren and Li (2011). Ren and Li studied the rhetorical moves of 25 abstracts taken from 5 different popular journals in applied linguistics written by professional applied linguists and 25 abstracts taken from master theses written by postgraduate students of Chinese speakers. By using Hyland's schematic structure of abstracts as guidelines, Ren and Li found all five moves as suggested by Hyland (i.e., *introduction, purpose, method, product* and *conclusions*) in the majority of the two groups of abstracts in the corpus of their study; however master theses abstracts tend to be descriptive while RA abstracts are more persuasive and promotional in their style. Another difference between these two groups of abstracts, according to Ren and Li, is that the introduction move (Move 1) in the master theses abstracts tend to be long while the product move (Move 4) tend to be simple and short while in the RA abstracts these two moves tend to be equal in length. Ren and Li's interpretation of this difference reflects a common attitude of student writers who are normally not confident in addressing, claiming and arguing for their research and tend to write introductions longer as a compensation and to meet the number of words required for an abstract.

Studies on English RA abstracts, such as by Chinese speakers, Vietnamese, Iranian or speakers of other languages where English is a foreign language as in Indonesia may have been a few but a serious study on the ways Indonesian speakers write abstracts in English from schematic structure and linguistic features points of view is hard to find in the literature (Basthomi, 2006). According to Basthomi, the majority of references on RA abstracts in English available in Indonesia are in the form of guidelines of academic writing, such as of theses and dissertations, essays, laboratory experimental reports, research articles, research reports and so on in which writing a good abstract in English is usually included. However, these kinds of guidelines are often hard for university students and/or novice writers to follow because they are often more theoretical than practical (Swales, 1990). There must be RA writing guidelines designed especially for university students or apprentice writers and these must be written based on comprehensive analyses of similarities and differences between the schematic structure and linguistic features of English RA abstracts published in local or national journals and the one published in international journals.

From a trial study, Basthomi (2006) found that Indonesian writers tend to produce a different style of RA abstracts in English especially in the first sentence of the abstracts. For example, according to Basthomi, out of 16 English abstracts he analyzed only 3 (18,75%) are written in a direct manner while the rest of them are written in indirect ways. According to Basthomi, this implies that the Indonesian writers use their Indonesian rhetorical style when writing an abstract in English and this is not the appropriate way of writing a journal article abstract in English. However, a more extensive study on English abstracts written by Indonesian speakers is necessary in order to see how Indonesians actually write an RA abstract. More rhetorical and linguistic analyses must be done on abstracts written in English by Indonesian speakers and published in Indonesian journals and this is the main motivation of this study; that is to know how Indonesian writers write RA abstrats in English from rhetorical and linguistics points of view. As a guideline for this study, the following research questions are addressed:

a. What communicative units or moves are mostly found in RA abstracts written by Indonesian academics published in national research journals?

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b. What linguistic features characterize the RA abstacts written by Indonesian academics published in national research journals?

c. Are there any differences of rhetorical and linguistic features between the English abstracts by Indonesian academics published in national research journals and those published in international research journals?

2. Methods

2.1. The Corpus of the Study

Thirty RA abstracts in three disciplines (i.e., humanity, economics and management, and education) written in English by Indonesian writers were selected for this analysis. The three disciplines were chosen to represent the field of social sciences and humanity and the abstracts were taken from the latest possible volume of the journals to represent the current condition of English abstracts written by Indonesian speakers from rhetorical and linguistic points of view. It is assumed that all RA abstracts published in the journals had gone through a standard editing and reviewing process following the submission guidelines enforced by the journal editorial boards and therefore all abstracts published in the journals had conformed to the guidelines, such as on the content, number of words, linguistic features and text structure or style. The distribution of the RA abstracts as the corpus of this study is given in Table 1.

Table 1: The Distribution of Research Article Abstracts in the Corpus of this Study

No.	Disciplines	Codes	Number of RAs	Percentage
1.	Education	EJ	10	33,33%
2.	Economics and Management	EMJ	10	33,33%
3.	Humanity	HJ	10	33,33%
Total			30	100%

The list of the 30 RAs from three different journal disciplines from which they were taken for corpus of this study is given in the appendices.

2.2. Genre Analysis Method of Research Article Abstracts

Several authors of academic writing guidelines have rather different suggestions on the con of an abstract. Paltridge and Starfield (2007), for example, suggest that an abstract sho address five communicative units or moves of the research project which has been comple the main aims, specific objectives, reasons, processes and results of the research. Howe according to Bathia (1993), an abstract should contain only four moves: the aim, meth findings and conclusions. Yet another slightly different suggestion about RA abstracts is gi by Belcher (2009) in which she suggests that an RA abstract should contain six moves: reason, topic, method, results, conclusions, and recommendations of the study. In addit according to Swales et.al. (2009) most recent genre analysis studies on RAs reveal that abstracts in various languages and in various disciplines have five moves and these moves are follows:

> Move 1: background/introduction/situation which is written to answer the
> question of what the writer/s know about the research topic;

> Move 2: the purpose of research which is meant to explain what the research
> is about;

> Move 3: methods/materials/subjects/procedures which tell readers how the
> research is conducted;

> Move 4: results/findings which address what the researcher/s discover from the
> research; and

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Move 5: discussion/conclusion/significance which are aimed at discussing what the research results mean.

As shown in the above definition and examples of moves in a typical abstract, although the terms for each particular move may vary the content of the move is similar. Particular sets of terminology for each move may be common in a particular discipline while other sets of terminology are more commonly used in other disciplines. In the present study, the above five moves were used as a guideline.

This study used genre analysis method as suggested by Swales (1990) in which the communicative function of each clause or simple sentence (herewith called T-unit). In this study, following Safnil (2000, p.82), a move is defined as:

> ... a clause or a set of clauses or a paragraph which shows a clear indication of a specific identifiable communicative purpose, signaled by linguistic clues or inferred from specific information in the text. The communicative units or moves in a particular text together develop a set of communicative purposes relevant to the genre of the text.

Thus, the classification of one or more T-units into a particular move was based on several considerations, such as understanding of the T-units, the use of specific lexicon in the T-units, the position of the T-unit/s in the abstract, and so on.

The smallest unit analysis in this study is a clause or a simple sentence because it is unlikely that two or more communicative purposes or moves are addressed in one clause because a clause should have only one topic or subject and one comment or predicate. In addition, the identification of moves in the discussion section of RAs was done by using linguistic and discourse clues; these are formulaic expressions, particular lexical items, cohesive markers, by inferencing from the information contained in the text, and other kinds of discourse clues, such as sub-titles or sub-section titles, paragraph as a unit of ideas, and other possible linguistic and

discourse clues available in Indonesian language which may help chunking the text into moves and identifying the move boundaries.

The linguistic analyses on the research article abstracts focused on several features which significantly characterize English abstracts. Swales (1990) mentions that the use of tenses (i.e., present and past tense) are clear characteristics of abstract written in English; 'present tense' is used to refer to the information available in the article and 'past tense' is used to stress the importance of the research results or findings. Other linguistic analyses on English RA abstracts (i.e., Pho, 2010 and Hyland and Tse, 2005 quoted in Zhang et. al., 2012) identified more linguistic features characterizing the text type in their study; these include 'authorial voice including self-reference words', 'stance expression', 'modal auxiliaries', 'semi-modal verbs', '*that*-complement clause', 'voice' and 'tense' (p:134). According to Almeida (2012), writer's stance in academic discourse is a hard concept to define because it involves various interpretations rather than shapes; however, following Biber et.al. (1996) for this study stance is defined as '... speakers' and writers' personal feelings, attitudes, value judgements, or assesments' (p.20). In addition, Almeida (by referring to Hyland, 1998) defined 'hedge' as '... the means by which the writers can present a proposition as an opinion rather than a fact: items are only hedges in their epistemic sense, and only then when they mark uncertainty (p.20)'.

For this study following Zhang et.al. (2012) only six linguistic features were included in the analyses and these six features were grouped into two categories: 'grammatical' and 'interactional metadiscoursive' forms. The grammatical form includes voice (active and passive voices), tense (present and past tenses) and *that*-complement clause and 'interactional metadiscoursive' form includes hedges, attitudinal stance markers and self-reference words. While the grammatical forms are clear and easily understandable, the interactional metadisoursive forms need clear definition and examples as given below (the definitions and examples are taken from Zhang et.al., 2012):

a. Hedges are words or phrases which express a notion of imprecision or qualification, such as *can, could, might, probably, likely*, etc;

b. Attitudinal stance markers are words or phrases which show the writer's opinion or evaluation on a statement or an object of their discourse, such as *unfortunately, honestly, actually, frankly, no doubt,* etc; and

c. Self-reference words are first-person pronouns such as *I, we, my, our* and other words referring to the author himself or herself, such as *the author, the writer or the researcher.*

The rationale for including only six linguistic features of the abstracts was for the practical purpose of discourse analyses. It is assumed that the majority of abstract writers (i.e., the Indonesian academics) are not able to write good RA abstracts using complicated or various linguistic elements as international journal readers expect.

2.3. Analyses Procedure

The processes of identifying the communicative units in the RA abstracts went through the following steps. First, the entire article was read carefully to get a rough understanding of the research project. Second, the abstract was reread to better undesrtand it. Third, the abstract was read again to identify the possible communicative units in it. Fourth, the abstract was read again to identify the possible linguistic features found in it. Finally, an acceptable model of discourse structure, which characterizes the English RA abstracts written by Indonesian writers, was developed if possible. These steps were carried out manually since the size of the text was quite manageable to analyse. However, manual analyses of discourse structure and linguistic features of texts might involve subjective judgment or evaluation which could reduce the reliability and validity of analysis results. Crookes (1986) suggests that to ensure the accuracy of text analysis, such as the identification of the communicative units, it can be tested by defining the communicative units in a practical way so that an independent rater/s can identify them and confirm their decisions with a sufficiently high level of agreement. Crookes further suggests that, if the analysis model represents an accurate reflection of a particular text, then it should be

possible to reach a high level of agreement. For this study, the independent rater was a lecturer of an English study program at the same university who graduated from a Master of Arts program in Linguistics from an English speaking country. She was asked to follow the same procedure as described above in order to identify the rhetorical structure and linguistic features of the abstract. When there was a disagreement between us in the analysis results, a discussion was then held to find an agreement.

3. Results and Discussion

3.1. The Frequency and Percentage of Move Appearance

The first result in this study concerns the occurrence frequency of the Moves found in RA abstracts in the corpus of this study as shown in the following table.

Table 2: The Frequency and Percentage of Move Appearance

Moves	Research Article Abstracts				
	HJ n=10	EMJ n=10	EJ n=10	Total N=30	%
Move 1	4	3	1	8	26.6%
Move 2	10	8	9	27	90%
Move 3	9	10	9	28	93.3%
Move 4	10	10	10	30	100%
Move 5	4	1	4	9	30%

As shown in Table 2, the majority of RA abstracts in the corpus of this study have Moves 2, 3 and 4 (*purpose, methods, and results*) but only 8 RAs (26.6%) have Move 1

(*background/introduction/situation*) and 9 RAs (30%) have Move 5 (*discussion/conclusion/significance*). This may indicate that for the Indonesian writers in the disciplines of humanity, economics and management and education, three moves (Moves 2, 3 and 4) are compulsory and Moves 1 and 5 are optional in their English abstracts. The examples of a complete abstract with Moves 2, 3 and 4 in each discipline are given in appendices. This finding is in line with Tseng (2011) in which he found three compulsory moves (*aim, method, and results*) in his English RA abstracts in applied linguistic. However, this is different from Paltridge (2007) in which he suggests that a RA abstract should have five moves (*main aim, specific objective, reasons, processes and results*) and Bathia (1993) four moves (*aim, method, findings and conclusion*). This finding is also not in line with Belcher (2009) who proposes that a RA abstract should have five moves (*the reason, topic, results, conclusion, and recommendation*). According to Indonesian RA guidelines, an abstract should contain only 50-75 words and be written within one paragraph (Ibnu, 2003:78); this may be the reason why the Indonesian RA writers have a shorter abstract containing only three compulsory moves instead of four, five or even six as in the one by RA writers in international journals. In addition, Waseso (2003) claims that every journal in Indonesia has its own in-house style or writing which is based on national RA writing styles, such as of Indonesian Institute of Science or LIPI or of international RA writing styles such as, American Psychological Association (APA); however once a journal management decides to apply a certain writing format and style, the RA writers contributing to the journal must comply with the style consistently.

Move 1 (*Background/introduction/situation*) and Move 5 (*discussion/conclusion/ significance*) seem to be considered unimportant by the majority of Indonesian RA writers considering the rare existence of the two moves in the data of this study. This finding is in line with the finding of Zhang et.al., (2012) from their agriculture RA abstracts. According to Zhang et al., the nonexistence of Move 1 and Move 5 in their agriculture RA abstracts may have been because of abstract writing style in that particular discipline. However, according to Zhang et. al., RA abstracts without Moves 1 and 5 are ineffective to attract potential readers to read the whole article because through Move 1 RA writers could convince readers that the topic of the research

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reported in the RA is important or necessary and through Move 5 they could tell readers the immediate practical benefits of the research findings.

The sequence of moves of the RA abstracts in the samples of this study mainly follows the order as suggested by Swales et. al., (2009) as spelled out in the method section of this article. This order follows the guidelines of writing an abstract in Indonesian journal articles as suggested by Ibnu (2003) in which, according to him, RA abstract should contain problem, purpose, method and results. Thus in terms of the order of the move appearance, the English RA abstracts written by Indonesian academics are not problematic when they write RAs to be published in Indonesia. However, the problem in terms of the rhetorical structure is on the absence of Move 1 (*background/introduction/situation*) and Move 5 (*discussion/conclusion/ significance*) in the majority of the abstracts especially when submitting an article to an international journal.

3.2. Linguistic Features on the RA Abstracts

3.2.1. Grammatical Features

The second result of this study is the grammatical feature of the abstract in terms of the use of voice, tense and *that*-construction in the abstract. In this study, only the main verb of every sentence was analyzed while the verbs other than the main verb or of dependent clauses were not included. The rationale for this decision is that every move in the abstract is usually expressed through one sentence (a simple or a complex sentence) and it is the main verb or the verb of the main clause which grammatically characterizes the move. If in a move there was more than one sentence, then only the first sentence was analyzed because the first sentence often determines the type of the move. The result of grammatical analysis is shown in Table 3 below.

Table 3: The Grammatical Feature of Moves

Grammatical Features	Moves					Total
	Move 1 N=8	Move 2 N=27	Move 3 N=28	Move 4 N=30	Move 5 N=9	

Active voice	5	22	18	25	5	75
Passive voice	2	5	10	5	5	27
Present tense	5	18	14	22	9	68
Past tense	2	9	14	8	1	34
That-complement	-	-	-	19	-	19

Notes: N = the number of abstract with the particular move.

As gleamed in Table 3 above, the use of active voice sentences is far more dominant than the u of passive voice sentences in all moves except Move 5 (discussion/conclusion/ significanc This finding is similar to the finding of Zhang et. al., (2012) in which they found the frequen of active voice sentence is twice as many as the frequency of passive voice sentences in th agricultural science RA abstracts. Below are examples of active voice sentences from the data this study:

1. ... This study has two objectives, the first is to know the influence of the service quality and saving product quality towards the immage of PT. Bank Sinarmas. The second is to know the influence of the service quality, saving product quality and the company immage towards the customer loyality of PT. Bank Sinarmas. (Move 2 in EMJ-8)

2. ... The study is qualitative research using phenomenology approach which employs interview, observation, and documentation technique in collecting data. (Move 3 in EJ-1)

3. ... The study reveals the following findings: 1) linguistic code varieties in the social interaction in 'pesantren' includes Arabic, Indonesian and Javanese; 2) the

use of the linguistic codes in the social interaction in 'pesantern' depends on social factors of the 'santri' studying Islam, the degree of formality and the speaking partner's characteristics, communication facilities, the intimacy and atmosphere, the speaking partner's respect, and the influence of the speaking partners and relaxing atmosphere; 3) the contribution of the use of linguistic codes in the social interaction in 'pesantern' to the Indonesian language comprises the development of status, corpus and language acquisition. (Move 4 in HJ-8)

It is important to note that, although the use of active voice sentence is far more dominant in Moves 1, 2, 3 and 4, but in Move 5 (*discussion/conclusion/significance*) the use of passive sentence is equally frequent. Below are given examples of passive and active sentences used in Move 5 of the abstracts.

4. ... Consequently, textbooks can be included as texts difficult to understand; this situation may be caused by both language and material presentation deficiencies. (Move 5 in EJ-4)

5. ... This justifies a conclusion that the experiment proves the hypothesis. In other words, teacher's comment gives positive effect to the improvement of morphosyntactic accuracy of student's essays. (Move 5 in HJ-10)

As shown in the above examples, it does not seem to be just a matter of choice of the writers whether to use a passive or active sentence but it is determined by the sub-communicative purpose of Move 5. The passive sentences seem to be used to draw a conclusion from the results while an active sentence is used to discuss the results or to propose a suggestion.

The use of present tense in the abstracts as shown in Tabel 3 is twice as frequent as the use of past tense in all moves except in Move 3 (methods/materials/subjects/procedures). This finding is different from the finding of Zhang et. al., (2012) in which they found that past tense is more frequently used in method and product (results) moves in their agriculture RA abstracts. Zhang

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et. al., concludes that the use of tenses (past or present) does not charaterize their RA abstracts. In addition, the finding of this study is contradictory to the finding of Graetz (1985) who found that RA abstracts are written mostly using past tense (Graetz quoted in Swales, 1990). However, according to Swales the use of present tense in RA abstracts is also frequent; that is in order to show that 'the research reported [in the RA] is alive or because it reflects wider knowledge claims (p:181)'. The use of past tense, as Swales further comments, is for the purpose of stressing the findings or the application of the findings of previous relevant studies.

Unlike in other moves, the use of present tense and past tense in Move 3 is equally frequent as shown in Table 3. Below are examples of Move 3 using present tense and past tense from the abstracts:

6. ... It **involved** 180 primary teachers in the municipality of Malang. Multistage cluster technique was employed for the selection of sample. The data anslyses **was** conducted using Structural Equation Modelling (Move 3 in EJ-8)

7. ... The population of this research **are** 65 leader and staff of the office of Malikussaleh University Lhokseumawe who usually make budgetary policy. Data analyses **uses** multiple regression model through SPSS version 14. (Move 3 in EMJ-3)

As can be seen in the above examples, Move 3 in EJ-8 is written in past tense while in EMJ-3 it is written in present tense. It may imply that for the Indonesian writers whether to write Move 3 in their abstract in past tense or in present tense is not important. The right way of writing Move 3 of an abstract is actually using a past tense because the writers describe how they conducted the research reported in the RA as found by Tseng (2011) in the abstracts of her applied linguistic RAs published in international journals. However, since in Indonesian language grammar there is no concept of tense, some Indonesian writers may not be aware of the importance of the tense concept in English when writing an abstract. In other words, Indonesian writers may still use their first language competence in writing in a foreign language as far as the tenses concept goes.

Table 3 also shows that the use of *that*-complement is only in Move 4 (results/findings) of the abstracts. Below are examples of *that*-complement in the English abstracts by Indonesian speakers.

8. The study reveals that they are 1) the influence of PBL model ... (Move 4 in EJ-7)

9. The results of the research and hypothesis testing show that : 1) ROI current ratio, DER, EPS and firm size simultaneously cash divident ... (Move 4 in EMJ-5)

10. The results of the research show that 1) the simple lexical incorporation affixes are : the affix incorporation... (Move 4 in HJ-9)

This finding is in line with the finding of Zhang et. al, (2012) in which they found that *that*-complement clauses are mainly found in 'product' or result move (Move 4) although this type of clause is also found in other moves in their study. According to Pho (2010 quoted in Zhang et. al., 2012), *that*-complement clause is an important feature of RA abstract functioning to address the results or findings of the research reported in the RA. As shown in Table 3, not all abstract writers use *that*-complement clause to introduce the results or findings of their study; the other types of clause used to introduce Move 4 are as in the followings:

11. The results of the action research **can be briefly stated** as follows. (Move 4 in EJ-3)

12. The result of this research **is** in simultaneous budgetary participation... (Move 4 in EMJ-3)

13. The results of this research **are**... (Move 4 in HJ-3)

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14. Implementation of such syntagmatic model **is able** to increase student's cognition... (Move 4 in HJ-5)

15. The study **reveals** the following findings... (Move 4 in HJ-6)

16. The results **indicated** various greetings based on vertical relationships... (Move 4 in HJ-2)

As shown in the above examples, the Indonesian writers use various sentence forms to address their research results other than using *that*-complement, such as passive form, declarative form, or using a modal auxiliary. However, this paper is not intended to evaluate whether or not these grammatical forms are grammatically correct or acceptable in English.

3.2.2. The Use of Interactional Metadiscourse Devises

The next analysis is on the use of interactional metadiscourse devices in the RA abstracts. The analyses results are shown in Table 4 below.

Table 4: Interactional Metadiscourse Devices Found in the RA Abstracts

Metadiscourse Devices	Communicative Units or Moves					Sub-Total
	M 1 N= 8	M 2 N=27	M 3 N=28	M 4 N=30	M 5 N=9	
Hedges	1	-	-	10	1	12
Attitudinal Stance Markers	-	-	-	2	-	2
Self-Reference Words	-	1	1	1	-	3
Total	1	1	1	13	1	17

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As shown in Table 3, the most dominant use of interactional metadiscourse devices is 'hedges' which mostly appears in Move 4. Below are examples of 'hedges' found in the RA abstracts in the corpus of this study.

17. ..., it **could** be concluded that... (Move 4 in EJ-9)

18. The subjects **seem** to be aware of using... (Move 4 in HJ-8)

19. The results of this study **indicate** that... (Move 4 in JE-7)

Table 4 also shows that the use of attitudinal stance markers of the RA writers is very rare; only 2 of them are found in Move 4 of the same RA abstracts. The examples of these devices are given below:

20. The spirit of nationalism is **clearly** shown in this novel. (Move 4 in HJ-7)

21. The rebellion taken place in 12 November 1926 and 1927 in the novel indicates this nationalism spirit which is **essentially** desire of a place for self-actaulization... (Move 4 in HJ-7)

The frequency appearance of interactional discourse markers in the data of this study is far from ideal condition; this is probably because the Indonesian writers are worried about the subjective tone of their abstracts and therefore avoid using such discourse markers in order to appear objective. However, Zhang et.al. (2012) claim that the use of interactional meta discourse devices especially 'hedges' and 'attitudinal stance markers' should be frequent in RA abstracts because this discourse contains subjective evaluation of writers, such as in justifying the choice of research topic, research method, results or findings and conclusion to convince readers that the research is important, interesting, valid and reliable. A similar statement is addressed by Crompton (2013) in which he claims that quality academic discourses in English utilize frequent correct and appropriate use of hedges and this shows the importance of such interactional

metadiscourse device characterizing the academic discourse. From his study, Crompton also found that university students from Middle East countries use hedges less frequently in their RA abstracts compared to the writers of international research journals do.

Self-reference words appear only three times in the RA abstracts using the words 'writer' and 'researcher' to refer to the author of the RAs. Below are examples of self-reference words found in the data of this study:

22. **The researcher** wants to know the problems faced by teachers in teaching and learning using Tell and Story method. (M 2 in EJ-1)

23. In the analysis, **the writer** applies comparative method using the theory of language change. (M 3 in HJ-4)

24. After examining closely and analysing the data, **the writer** comes to a conclusion that the Arabic language elements ... (M 4 in HJ-4)

According to Zhang et.al. (2012) the frequent use of self-reference words in academic discourse indicates a subjective mode of the discourse and therefore they must be avoided. Zhang et.al. suggests that in order to appear objective RA writers have to avoid using self-reference words such as personal pronoun, the writer, the researcher, the author, and so on. Hence, the rare use of self-reference words in English RA abstracts by Indonesian speakers show their positive attitude or good practice in writing academic discourse in English.

4. Conclusions and Recommendations

Several useful conclusions can be drawn from the findings of this study. First, the majority of RA abstracts written in English by Indonesian academics in the corpus of this study have only three moves (i.e. purpose, method and results). This is different from the discourse structure of

RA abstracts as suggested in academic writing guidelines and from the English abstracts commonly found in international journals in which an abstract should have five moves: Move 1 (background/introduction/situation), Move 2 (the purpose of research), Move 3 (methods/materials/subjects/procedures), Move 4 (results/findings) and Move 5 (discussion/conclusion/significance). Second, the English abstracts found in the data of this study are mostly written in active sentences using present tense except for Move 3 (methods) in which half of them are written in past tense and *that*-complement sentences are mostly found in Move 4 (results or findings). This is in line with the findings from previous studies except for the frequent use of present tense in Move 3 (methods) which should be written using past tense. Finally, the use of interactional metadiscourse devices are very rare and dominated by hedges mostly found in Move 4 while the use of attitudinal stance of the writers and self-reference words are even rarer in the abstracts. This finding although in line with the findings of previous studies does not show the characteristics of good abstracts in terms of the use of interactional metadiscourse markers especially of hedges and attitudidal stance markers of the writers.

Based on the conclusions above, several practical recommendation can be proposed to different people or group of people dealing with the writing of RAs and research journal publication in Indonesia. First, journal editors in Indonesia must study the characteristics of good RA abstracts in English (ie., rhetorically and linguistically) and encourage RA writers submitting their manuscript to publish in the journals to use such characteristics. Second, Indonesian academics must adjust the rhetorical structure and linguistic features of their RA abstracts when writing an abstract in order to be acceptable by international academic community who happen to read them. Finally, the teaching of English academic writing especially in writing RAs must be based on the information from contrastive or comparative study results on the rhetorical structure and linguistics features of RAs written by Indonesian academics published in national research journals and those found in RAs published in international journals in a particular discipline or a group of disciplines.

For future studies it is recommended that the study includes RA abstracts in English from other disciplines in the corpus of the study. It is also necessary to do a direct comparative or

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contrastive study which includes a set of RA abstracts in English written by Indonesian academics and the ones written by the RA writers published in international journals in the same discipline or group of disciplines. Finally, since all abstracts published in print or online in Indonesia such as theses, research reports, dissertations, conference or seminar papers, etc. must be in English, a comparative or contrastive study between English abstracts of different academic discourse types seems also very important.

Acknowledgements

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Appendix1 : List of RAs Included in the Corpus of The Study.

Code	Research Articles
EJ.1	Rindaningsih, Ida (2008) 'Penerapan Metode *Tell Story* Dalam Pembelajaran Anak Usia Dini,' in Halaqa, vol. 7, no. 2, p: 9.
EJ.2	Ranto, Basuki (2011) 'Pengaruh Return on Investment of Human Capital

(ROIHC) Efektifitas Terhadap Kinerja Organisasi: Studi Kasus Pada PT TGU Jakarta 2011' in Manajemen Pendidikan, vol.1, no.2 pp: 101-109.

EJ.3   Zamzani Dkk. (2006) 'Peningkatan Perkuliahan Bahasa Indonesia untuk Membina Keterampilan Mahasiswa Dalam Menulis karya Ilmiah' in Cakrawala Pendidikan, vol.25, no.2 pp: 309-325.

EJ.4   Abdulkarim, Aim (2007) 'Analisis Isi Buku Teks dan Implikasinya dalam Memberdayakan Keterampilan Berpikir Siswa SMA', in Forum Kependidikan, vol.26, no.2 pp: 118-132.

EJ.5   Patmadewi, Ni Nyoman (2010) 'Model Pengentasan Kemiskinan dalam Upaya Peningkatan Pemerataan Pendidikan' in Penelitian Inovasi dan Rekayasa Pendidikan, vol.1, no.1 pp: 1-30.

EJ.6   Setyaningsih, Yuliana (2010) 'Peningkatan keterampilan Menyimak (Listening) dan Berbicara (Speaking) pada Pelajaran bahasa Inggris Melalui Metode Pair-check' in Didaktikum, vol. 1, no.3 pp: 288-297.

EJ.7   Sastrawati, Eka; Rusdi Muhammad and Syamsurizal (2011) 'Problem-Based Learning, Strategi Meta Kognisi, dan Keterampilan Berpikir Tingkat Tinggi Siswa' in Tekno-Pedagogi, vol.1, no.2 pp: 1-14.

EJ.8   Atmoko, Adi (2011) Model Tindakan Guru Menanggapi Perilaku Siswa Dalam Pembelajaran, in Jurnal Ilmu Pendidikan, vol. 17, no. 4, pp: 255-264.

EJ.9   Kartono; Marwiyanto; Noer Hidayah (2010) 'Peningkatan Kreatifitas dan Motivasi Blajar IPA Melalui Pembelajaran Kontekstual Siswa Kelas V SD 3 Karang Asem Laweyan Surakarta' in Didaktika Dwija Indria, vol.1, no.1, pp: 1-21.

EJ.10   Nurudin (2010) 'Proses kebijakan Pendidikan Gratis Pasca Pemilihan Kepala Daerah Langsung di Kabupaten Banyuwangi' in Edukasi, vol.8, no.2 pp: 4057-4073.

EMJ.1   Widodo, Haryanto (2009) 'Analisis Kelayakan Investasi Perkebunan Kelapa Sawit PT XYZ' in Organisasi dan Manajemen, vol.2, no.4 pp: 1-26.

EMJ.2   Nainggolan, Elfirisma T. Dkk (2011) 'Kelayakan dan Strategi Pengembangan Usaha Silo Jagung di Gapoktan Ridomanah Kcamatan Nagreg Kabupaten Bandung' in Manajemen IKM, vol.6, no.1 pp: 1-8.

EMJ.3   Akhyar, Khairil Dkk. (2010) 'Pengaruh Partisipasi Anggaran, Gaya Kepemimpinan dan Komitmen Organisasi Terhadap Kinerja Manajerial; Studi Kasus Pada Universitas Malikus Saleh Loksmawe' in Mepa, vol.5, no.1 pp: 1-14.

EMJ.4   Suratman, Sasa Syaifulrohman (2012) 'Hubungan Finansial Disstres dan Konservatisme Akuntansi' in Gema, vol.4, no.2 pp: 119-131.

EMJ.5   Foenay, Kristien Corina (2010) 'Analisa Pengaruh Faktor Internal Terhadap Dividen Tunai pada Emiten Nonkeuangan di Bursa Efek Indonesia' in Bisnis dan Manajemen, vol.2, no.1 pp: 403-414.

EMJ.6   Kumanaung, Anderson G. and Debi C. Rotinsulu (2009) 'Analisis Kemampuan Keuangan Daerah Dalam Pembiayaan Pembanguan di Kabupaten Kepulauan Sangihe' in Pembanguan Ekonomi dan Keuangan Daerah, vol. 2, no.3 pp: 1-26.

EMJ. 7   Sawaji, Jamaludin (2012) 'Pengambilan Keputusan Mahasiswa dalam Memilih Perguruan Tinggi Swasta,' in Jurnal Bisnis, Manajemen, dan Informatika, vol. 4, no. 1, pp: 1-20.

EMJ.8 Hidayat, Cecep and Pritha Putri Warahapsara (2010) 'Pengaruh Kualitas Pelayanan dan Produk Terhadap Citra Perusahaan dan Loyalitas Nasabah' in Jurnal Manajemen, vol.1, no.2 pp: 95-102.

EMJ.9 Hartati, Anny (2009) 'Peningkatan Pendapatan Petani di Kabupaten Banyumas dengan Cara Memberdayakan Petani Padi Organik melalui Kemitraan' in Soca, vol.9, no.1 pp: 1-5.

EMJ.10 Widati, Suryan; Iwan Triyono; Eko Ganis Suharsono (2011) 'Wujud, Makna dan Akuntabilitas Amal Usaha Sebagai Aset Ekonomi Organisasi Religius Feminis,in Jurnal Akuntasi Multipradigma', vol.2, no.3, pp: 369-380.

HJ.1 Arono (2005) 'Praanggapan dan Implikatur Wacana Dialog Dalam Pembelajaran Bahasa Indonesia' in Wacana, vol.13, no.2 pp: 169-187.

HJ.2 Amir, Johar (2011) 'Sapaan Dalam Bahasa Bugis Dialek Sidrap' in Linguistik Indonesia, vol.29, no.1 pp: 70-83.

HJ.3 Umar, Fatmah AR. (2011) Wacana Tujaqi Pada Prosesi Adat Perkawinan Masyarakat Suwawa Propinsi Gorontalo, in Bahasa dan Seni, vol. 39, no. 1, pp: 27-37.

HJ.4 Fauziah, Jiah (2011) 'Fitur-Fitur Fonologis Penggunaan Elemen-Elemen Bahasa Arab Dalam Komunikasi Masyarakat Keturunan Arab Surakarta' in Adabiyyat, vol.10, no.2 pp: 207-232.

HJ.5 Mulyani, Mimi (2012) 'Sintakmatik Pembelajaran Menulis Catatan Harian Berbasis Kearifan Budaya Lokal: Suatu Alternatif Model Pembelajaran Keterampilan Menulis yang Berorientasi Pada Pendidikan Karakter' in

Metalingua, vol.10, no.1 pp: 27-39.

HJ.6   Rokhman, Fatur (2004) 'Kode Bahasa dalam Interaksi Sosial Santri: Kajian Sosiolinguistik di Pesantren Banyumas' in Litera, vol.3, no.1 pp: 12-26.

HJ.7   Indica, Channa (2011) 'Semangat Kebangsaan dalam Roman Drama di Boven Digul Karya Kwee Tekhaai' in Bahasa dan Sastra, vol.11, no.2 pp: 134-143.

HJ.8   Putra, I Nyoman Adi Jaya (2008) 'Pilihan Kode Masyarakat Tutur Muslim Pegayaman, in Jurnal Penlitian dan Pengembangan Sain dan Humaniora,' vol. 2, no. 1, pp: 1-13.

HJ.9   Prihadi (2003) 'Afiks Inkorporasi Leksikal Sederhana Verba dan Fitur Semantinya Dalam Bahasa Indonesia,' in Diksi, vol. 10, no. 1, pp: 71-83.

HJ.10   Refiakli (2003) Komentar Dosen dan Pengaruhnya Terhadap Peningkatan Ketepatan Morfosintaksis Esai Mahasiswa, in Komposisi, vol. 4, no.1, pp: 95-110.

Appendix 2: Samples of RA Abstracts with Five or Complete and with Three or Simple Moves.

A: Abstract with five Moves

Moves	Text (HJ-1)
Move 1	Not all of preposition and implicature have relation each other; the research problems discussed in this article were teachers' presupposition and student's implicature.

Move 2	The aim of this research was to know the teacher's presupposition and student's implicature.
Move 3	This research was qualitative by using content analysis.
Move 4	The result of this research showed that there were cooperation without unsure answer (qualitative context), cooperation using appropriate answer (quality), cooperation depends on questionnaire interpretation (relation), cooperation because of habit (manner).
Move 5	So, presupposition and implicature had based on appropriateness, mutual knowledge, and cooperative principle.

B. Abstract with three Moves

Moves	Text (EMJ-7)
Move 2	The research studied the internal factors (university immage, motivation and attidude) and external factors (tariff, reference group, and marketing communication) that influence the decision making process of the students in choosing the private university they have entered.
Move 3	A structural analysis method is applied to the response of the questionaire received from 250 students.
Move 4	The result shows that all tested relationships among variables are positively significant except the decision of the students. However, two lines of relationships are not found significant, the relationship between marketing communication and motivation and attitude variables.