**Analysis of Rhetorical Moves and Linguistic Realization of Research Article Abstract in Islamic Studies**

# ABSTRACT

Writing research articles and publishing them in reputable international journals indexed in Scopus becomes a necessity for lecturers in Indonesia, especially within the Ministry of Religious Affairs (UIN/IAIN and Kopertais). The lecturers still face difficulties in preparing and publishing their research articles in reputable international journals in the field of Islamic studies. This study investigates the rhetorical movement of research article abstracts (RAA) and analyzes the language features used to achieve rhetorical moves. Genre analysis (move analysis) and corpus linguistics approach were employed to examine the rhetorical moves in RAA and to investigate the language features used to achieve moves in Islamic studies RAA. The corpus made in the present study consisted of 20 RAA taken from 5 reputable international journals in Islamic studies indexed by Scopus. Several stages were conducted to analyze the data using Hyland's (2000) framework model. The results of the study show that Hyland’s model of rhetorical move occur in RAA in the corpus. Some RAA applied at least three moves and others used all five moves. Out of five moves, M2 and M4 are deployed in all RAA in the corpus and they can be considered obligatory moves. Regarding linguistic realization, voice and tense were used to achieve rhetorical moves of RAA in Islamic studies. Pedagogically speaking, this research is expected to provide important information regarding rhetorical movement and language features in writing RAA in the field of Islamic studies. This scholarly information may assist early career researcher in Islamic studies to write their research article before submitting to international reputable journals.

Keywords: corpus linguistic, genre analysis, research article abstract, rhetorical movement

# INTRODUCTION

In Indonesian context, university lecturers still face difficulties in preparing and publishing their research articles in reputable international journals. This problem is closely related with the lecturers’ low reading skill for journal’s research articles and poor command to perform manuscript writing (Afrizon & Arsyad, 2018) This is the case in Islamic higher education (IHE) institutions (UIN/ IAIN) particularly the lecturers preparing the manuscript in the field of Islamic studies (Alifah et al., 2022). The problem requires IHE institutions to support and boost their lecturers’ skill to write research article for international publication (Suhardi et al., 2019)

Preparing manuscript and submitting the manuscript to journals in Islamic studies require the knowledge and skill to write research article that meet the requirement of the journals. One of the components in research article is abstract. RAA is crucial for several parties including author, editors, reviewers and readers of the journals (Ghasempour & Farnia, 2017). When written appropriately, the manuscript sent having the chance to be accepted for review before publication (Aini et al., 2020). RAA is crucial since its presence may attract editors of a journal to accept or reject a manuscript (Pratiwi & Kurniawan, 2021). It is increasingly important in the age of internet where readers access RAA and decide whether to read or not the article (Samraj, 2002)

Previous studies on rhetorical movement and linguistic realization of RAA have been conducted by researchers. Some researchers investigated RAA in applied linguistics RAA (Alamri, 2023); (Zahra et al., 2020), tourism (Aini et al., 2020) law (Ghasempour & Farnia, 2017); Economy, law and sociology (Khany & Malmir, 2020) Politics (Alyousef, 2021). In the field of hard science, scholars have investigated RAA in applied mathematics and chemistry (Darabad, 2016); Biology and mechanical engineering (Hanidar, 2016).

Scholars have investigated RAA in several fields including, language, applied linguistics, and tourism. However little attention has been given to RAA in the field of religious studies particularly Islamic studies RAA. This study tries to fill the gap. The present study sought to analyze rhetorical movement and linguistic realization of RAA in the field of Islamic studies.

# METHOD

## Data collection

To achieve the objectives of the present study, a corpus of linguistics was made consisting of RAA taken from five journals on Islamic studies. Some criteria are set for the journals to be included in the corpus. They include: the scope of the journals should be Islamic studies, the publisher of the journals are Indonesian state Islamic higher education institutions (UIN/ IAIN) and the journal are indexed by Scopus.

The present study have selected five Indonesian journals of Islamic studies that meet the criteria. In terms of institutions, they are as follows: Studia Islamika journal from UIN Jakarta, Al- Jami’ah journal from UIN Yogyakarta, IJIMS (Indonesian Journal of Islam and Muslim Societies) from UIN Salatiga, QIJIS (Qudus International Journal of Islamic Studies) from IAIN Kudus, JIIS (Journal of Indonesian Islam) from UIN Surabaya. The journals listed in the corpus are currently indexed by Scopus.

When it comes to RAA selection for the corpus, the present study collected 20 RAA. In other words, there were four articles from each journal. The detailed of the journals, number of RAA taken and the coding scheme for each RAA are provided in table 1.

Table 1. Journal names and number of RAA used in the corpus

|  |  |  |  |
| --- | --- | --- | --- |
| no | Journals | RAA | Coding |
| 1 | Studia Islamika journal | 4 | 1,2,3,4 |
| 2 | Al-Jami’ah journal | 4 | 5,6,7,8 |
| 3 | IJIMS (Indonesian Journal of Islam and Muslim Societies) | 4 | 9,10,11,12 |
| 4 | QIJIS (Qudus International Journal of Islamic Studies) | 4 | 13,14,15,16 |
| 5 | JIIS (Journal of Indonesian Islam) | 4 | 17,18,19,20 |
|  | total | 20 |  |

Those RAA in table 1 are used to analyze in the corpus of this study. They were listed in the corpus and analyzed using the framework proposed by Hyland (2000) to analyze rhetorical movement of RAA and their linguistic realization.

## Data analysis

To analyze rhetorical movement of RAA in the corpus, Hyland’s (2000) revised model of M1 Introduction, M2 Purpose, M3 Method, M4 Product, and M5 Conclusion (I-P-M-Pr-C) was used. There are five moves in this model and each move is used to analyze RAA in the corpus. In detailed description, Hyland’s model can be seen in table 2.

Table 2. Hyland (2000) five-model of rhetorical movement of research article abstract

|  |
| --- |
|  |

The analysis of RAA was conducted in several stages. In a detailed description, it involved the stages as follows:

1. Coding each RAA
2. Copying and pasting each RAA into Microsoft word
3. Providing label of move using Hyland’s (2000) model for sentences in RAA
4. Tabulating the occurrence of move and linguistic realization
5. Reporting move analysis and linguistic realization
6. Discussing the findings of the present study with relevant literature and previous studies
7. Drawing conclusion from the findings

# RESULTS

Based on data collection and analysis, there are two results to describe in this section. The first results deal with rhetorical movement of RAA in the corpus and the second results address linguistic realization to achieve rhetorical movement of RAA in the corpus.

# 1. Rhetorical Moves of the RAA

In the corpus, RAA in general have deployed several rhetorical moves. While some RAA have all five moves, other RAA have fewer moves. Hyland’s model (2000) has proposed five moves for RAA. M1 Introduction, M2 Purpose, M3 Methodology, M4 Findings, and the last one M5 Conclusion. The corpus in this study has 20 RAA to analyze. To reveal rhetorical movement of each RAA, Hyland’s model was used. The results of the analysis can be seen in table 3.

Table 3. Analysis of Rhetorical Movement of RAA in the corpus

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| no | RAA code | Move 1 | Move 2 | Move 3 | Move 4 | Move 5 | occurrence |
| 1 | 1 |  | V | V | V |  | 3 |
| 2 | 2 | V | V | V | V |  | 4 |
| 3 | 3 |  | V | V | V |  | 3 |
| 4 | 4 |  | V |  | V | V | 3 |
| 5 | 5 | V | V | V | V | V | 5 |
| 6 | 6 | V | V | V | V | V | 5 |
| 7 | 7 |  | V | V | V |  | 3 |
| 8 | 8 | V | V | V | V |  | 4 |
| 9 | 9 | V | V | V | V |  | 4 |
| 10 | 10 |  | V | V | V |  | 3 |
| 11 | 11 | V | V | V | V |  | 4 |
| 12 | 12 |  | V | V | V |  | 3 |
| 13 | 13 | V | V | V | V | V | 5 |
| 14 | 14 | V | V | V | V | V | 5 |
| 15 | 15 | V | V | V | V | V | 5 |
| 16 | 16 |  | V | V | V | V | 4 |
| 17 | 17 |  | V | V | V |  | 3 |
| 18 | 18 | V | V | V | V |  | 4 |
| 19 | 19 | V | V |  | V |  | 3 |
| 20 | 20 |  | V | V | V |  | 3 |
|  | Percentage | 11(55%) | 20(100%) | 18(90%) | 20(100%) | 7(35%) | 73 out of 100 |

Based on table 3, several points can be drawn. M2, purpose and M4, results have gained 100% occurrence in the corpus. Other moves have gained lower occurrence in the corpus. M2 and M4 occur in each RAA in the corpus. The two moves can be considered obligatory move in RAA of Islamic studies in the corpus. Unlike M2 purpose and M4 findings, M5 conclusion has the lowest occurrence in the corpus. M5 occurs in seven RAA (35%). In this corpus, M5 can be considered optional move.

Based on table 3, some points can be taken into consideration in terms of rhetorical movement occurrences. Out of 20 RAA, 5 RAA (25%) have employed all moves, 6 RAA (30%) have used four moves, and 9 RAA (45%) have applied three moves. In this corpus, at least RAA used three moves to achieve the communicative purpose.

Each RAA in the corpus has applied several moves to achieve communicative function in its genre. The authors of RAA in the corpus have written their move to realize rhetorical move of their communicative function. The following section provides examples how authors realize M1 Introduction, M2 Purpose, M3 Method, M4 Findings and M5 Conclusion.

## 1.1. Move 1 -Introduction

This move occurred in 11 RAA (55%) in Islamic studies RAA in the corpus. This move is considered as optional move. This move was aimed to establish context for the paper and motives for the research and discussion. In this move, the authors informed topic significance argument, made topic generalization, and identified gap. The example taken from the corpus is as follows:

*Tarekat or tarīqah is the Muslim spiritual path toward direct knowledge (maʿrifah) or ultimate truth (ḥaqq) of God* (RAA 13).

## 1.2 Move 2 -Purpose

This move occurred in 20 RAA (100%) in the Islamic studies research article abstracts. This move is considered obligatory move. This move is functioned to indicate and outlines the intention behind the paper. The example taken from the corpus is as follows:

*This study is aimed to look at how Hadrami majlis taklim in the urban area maintains, develops and transmits Islamic tradition to the Muslim community and give theological response to the Salafi group’s attack to their practices* (RAA 20)

## 1.3 Move 3 -Method

This move occurred in 18 RAA (90%) of Islamic studies in the corpus. This move is intended to provide information for designs, procedures, assumptions, approaches and data. In this move, the authors informed about the participants or data sources, instruments, and also the procedure and context. The example taken from the corpus is as follows:

*A qualitative approach was used with data obtained through interviews with informants, including female priests (imam), religious scholars, village guardians, community leaders, and women figures in Bangka*. (RAA 12)

## 1.4 Move 4 –Findings

This move occurred in 20 RAA (100%) in the Islamic studies in the corpus. This move is considered as obligatory move. This move is used to state the main findings and arguments. The example taken from the corpus is as follows:

*Findings showed that three Islamic virtues of amānah, ikhlās and ukhūwah provided a guiding framework for the Chiang Mai Zakat (Bayt al-Māl) Fund in its effort to meet the social goal of the Islamic prescription of zakat and respond to needs of underprivileged Muslims*. (RAA 7)

## 1.5 Move 5 –Conclusion

This move occurred in 7 RAA (35%) in Islamic studies research article in the corpus. This move is considered as conventional move. This move is intended to interpret results, draws inferences, points to applications or broader implications. The authors deduced conclusion, evaluated the significance of the research, stated limitation, and presented recommendation or implication. The example taken from the corpus is as follows:

*Therefore, this study recommends the important endeavors to preserve inclusive traditions of Islam in tourist destinations for religious and economic purposes*. (RAA 4)

# 2. Linguistic Realizations of the Moves

Having presented analysis of rhetorical movement in RAA in the corpus, this study is now describing linguistic realization of rhetorical movement in RAA of Islamic studies. This linguistics realizations concerns voice: active and passive; and tense: past and present deployed by the authors to achieve rhetorical movement in RAA in the corpus.

## 2.1 Voice to realize rhetorical moves

The findings showed that the voice that the authors like to use in the abstracts is active voice. To provide an example, RAA 1has deployed active voice for all movement.

*This article examines the current traditional Islamic education…(M2) We focus on aspects of the Pesantren Legislation…(M3). People who engage in the pesantren system…(M4). The authors argue… (M4)*

The excerpt illustrates that active voice is deployed by the author to realize rhetorical movement in RAA. The verb *examines, focus, engage and argues* used in the RAA show that they are in active voice.

Passive voice was also used in some RAA to realize rhetorical movement. RAA 7 has deployed passive voice for some moves.

*Data were collected through in-depth interviews… (M3). Non-participatory observation was also conducted on its activities between 2017 and 2018 (M3). The data were analyzed to find out about religious motivation and understandings behind the organizational reform and practice (M3).*

The above excerpt shows how passive voice is used to realize M3 Method in RAA. In RAA 7, while M3 applied passive voice, other moves were realized by using active voice.

## 2.2 Tense to realize rhetorical moves

When it comes to tense, some RAA have applied present tense. The choice of present is realized mostly in present tense and some are in present perfect. RAA 8 in the corpus provides the examples for the choice of present tense.

*International law has developed since its pre-20th century…(M1). This development, however, still reproduces its pre-20th century colonialist features… (M1). Stronger voices have demanded international law to generally include … (M1). Contemporary literature of fiqh al-siyar (Islamic international law) suffers from lethargy (M1)*

The above excerpt shows that present tense is applied by the author. Present tense is realized in several aspects: present perfect and present simple. The verb used include: *has developed, reproduces, have demanded* and *suffers* represent the tense of present simple and present perfect.

Past tense is also applied in some RAA in the corpus. The use of past tense to realize rhetorical movement can be seen in RAA 12.

*This study aimed to determine the relationship between the fiqh understanding (M2). A qualitative approach was used… (M3). Furthermore, documentation and observation were also used to collect data (M3). The results showed a relationship between the dynamics of fiqh…(M4)*

The above excerpt shows that past tense is used to realize rhetorical movement. The verb used include *aimed to, was used, were also used, showed.* In RAA 12, while past tense is used to realize M2, M3, and M4, present tense is applied to realize M1 and M5.

# DISCUSSION

Based on the findings of the present study, there are several points to discuss. In Islamic studies field, RAA are a critical aspect in the effort to publish manuscript to a reputable international journal. RAA might attract readers' curiosity to read the article (Ghasempour & Farnia, 2017), and serve as the basis for editors to accept or reject the submitted manuscript for publication in journals (Pratiwi & Kurniawan, 2021). For readers, RAA are vital as they provide a concise overview of an article from the beginning to the end (Samraj, 2002). The advancement of the internet and international indexing has made the abstract component of research articles crucial in reporting accessible research to the public (Tocalo, 2021).

The findings of the present study show that RAA in Islamic studies have to some extent applied the move proposed by Hyland’s model. This scholarly information may help authors to improve writing skill when preparing to submit their articles to international journals. Each journal in the corpus of the present study has its template that authors should follow when writing RAA in Islamic studies (Kanafani et al., 2021). Therefore, research article authors need to understand the rhetorical movement in crafting abstracts. Knowledge of rhetorical movement and correct language features for abstract writing assists authors in effectively conveying accurate information to achieve communication goals in presenting their research findings (Chalak & Norouzi, 2013).

RAA in this study is considered a type of genre. There are several prominent figures like John Swales (1990), Vijay Bhatia (1993), and James Martin (1984) who study the definition, illustration, and concept of genre in applied linguistics (Zainuddin, 2012). According to John Swales (1990), genre is defined as "a class of communicative events, the members of which share some set of communicative purposes." (Zainuddin, 2012). The present study investigates rhetorical movement of RAA in Islamic studies. Genre analysis is applied to investigate the rhetorical movement of RAA in the corpus. Genre Analysis began to develop in the early 1970s and 1980s as part of the development of discourse analysis. Its purpose is to examine the communicative purposes of a discourse and how language usage strategies are employed in producing a genre(Cross & Oppenheim, 2006).

Swales developed the concept of move analysis for genre. In his work, Swales showed a shift in focus from purely linguistic origins to genre analysis as a discourse unit. In this work, Swales introduced the method of analysis for genre called move analysis or move structure analysis (Marefat & Mohammadzadeh, 2013). In short, Swales (1990) viewed that the text structure contains several parts that have specific rhetorical functions (moves). Furthermore, Swales observed that each move would be realized in steps or several stages. Steps are defined as "a lower-level unit than a move that provides a detailed perspective on the options open to the writer in setting out the moves"(Lu et al., 2021).

The findings of the present study show that some RAA in the corpus have applied all five moves and other RAA feature three to four moves. Moves and steps in research articles have been developed in English for Specific Purposes (ESP) to facilitate English language learners in writing research articles (Vathanalaoha & Tangkiengsirisin, 2018). A move refers to aspects written within a text framework and has a communicative purpose or intention that the writer wants to convey (Amnuai, 2019). A move is sometimes realized in several obligatory steps that function as additional aspects to achieve the goal of a move. Therefore, the combination of moves and steps will assist article writers in achieving their goals in writing research article abstracts (Aini et al., 2020).

In this study, the findings show that all moves occur in RAA in the corpus. According to Swales (1990), RAs generally consist of the Introduction, Method, Results, and Discussion (IMRD) structure. With the IMRD structure, genre analysis is used to explore the discourse structure of various sections within the RA and the patterns of linguistic features used to realize moves (Kafes, 2012a).

In terms of linguistic realization, this study investigates the use of voice and tense to realize rhetorical movement in RAA in Islamic studies. To realize moves and steps in the abstract of a research article, language features such as tense and voice are crucial. Tense features aid writers in achieving moves in the abstract of a research article (Tseng, 2011). Both tense and voice features facilitate writers in realizing moves in abstract writing (Hanidar, 2016). The present tense feature is commonly used to state conclusions. It is also frequently employed in writing the introduction, objectives, and conclusions. On the other hand, past tense is predominantly used to describe the methods and results or findings of the research (Tseng, 2011).

The use of active voice is more dominant in writing abstracts of research articles (Hanidar, 2016). The combination of rhetorical structure and linguistic realization is essential knowledge in writing abstracts of research articles. Writers are expected to have sufficient knowledge of rhetorical movement and the language features used in writing research article abstracts (Wannaruk & Amnuai, 2016).

# CONCLUSION

This study discusses rhetorical movement of research article abstract (RAA) of Islamic studies and its linguistic realization. The findings demonstrate that Hyland’s model occur in RAA of Islamic studies. In the corpus of the present study, some RAA have applied at least three moves: M2, M3, and M4. On the other hand, some RAA have applied all moves from Hyland’ model. Out of five moves, two moves: M2 purpose and M4 findings occur in all RAA in the corpus and they might be considered obligatory moves. When it comes to linguistic realization, voice and tense have been used by the authors to realize rhetorical movement of RAA in Islamic studies. Active voice has been used mostly in M1, M2, M4 and M5. Passive voice is frequently used in M3. Regarding tense, while present tense is frequently used in M1, M2, M5, past tense occurred in M3 and M4. The present study is expected to contribute to scholarly discussion on rhetorical movement in Islamic studies research article publication. Pedagogically speaking, it is expected to shed the light on ESP and English for Academic purpose in Islamic studies delivered in Islamic higher education institutions.

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