RHETORICAL STRUCTURE AND LINGUISTIC FEATURES OF ABSTRACTS: A COMPARATIVE STUDY OF LOCAL, NATIONAL AND INTERNATIONAL JOURNALS IN ENGLISH EDUCATION WRITTEN BY INDONESIAN AUTHORS

STRUKTUR RETORIKA DAN FITUR LINGUISTIK ABSTRAK: PENELITIAN KOMPARATIF ANTARA JURNAL LOKAL, NASIONAL DAN INTERNASIONAL DALAM BIDANG PENGAJARAN BAHASA INGGRIS OLEH PENULIS INDONESIA

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Abstract

The abstract is an important part of a research article; it is a research summary that must be attached, presented together with the research article. Therefore, the quality of an abstract is explicitly significant. This article aims to determine the similarities and differences of the rhetorical moves and linguistic features of abstracts of local, national, and international journals by Indonesian authors in the field of English language teaching. The method used is descriptive quantitative and qualitative methods or mix-methods by analyzing the communicative objectives and linguistic features of the abstract parts of research articles. The results show that the majority of Ijal abstracts have five moves while the majority of Edu-Ling abstracts have only three moves. In general, active sentences are used more dominantly used than passive sentences in all moves of all three groups of abstracts, and present tense is far more frequently used in Ijal and Teflin abstracts but past tense is more frequently used in Edu-Ling abstracts while that-complement clause in Move-4 of Ijal abstracts is the most frequently used among the three groups of abstracts. It can also be concluded that Teflin article abstracts are more similar to those of Ijal articles than to Edu-Ling articles in all aspects. This is probably because Teflin authors are more experienced in writing journal articles than those of Edu-Ling articles.

Keyword: *rhetorical structure, linguistic features, research article, language education, genre-based analysis*

Abstrak

Abstrak adalah bagian penting dari artikel penelitian; Ini adalah ringkasan penelitian yang harus dilampirkan, disajikan bersama dengan artikel penelitian. Oleh karena itu, kualitas abstrak secara eksplisit signifikan. Artikel ini bertujuan untuk mengetahui persamaan dan perbedaan gerak retoris dan ciri kebahasaan abstrak jurnal lokal, nasional, dan internasional karya penulis Indonesia di bidang pengajaran bahasa Inggris. Metode yang digunakan adalah metode deskriptif kuantitatif dan kualitatif atau metode campuran dengan menganalisis tujuan komunikatif dan ciri kebahasaan dari bagian abstrak artikel penelitian. Hasil penelitian menunjukkan bahwa abstrak artikel Ijal mayoritas memiliki lima 'move' sedangkan abstrak artikel Edu-Ling mayoritas tiga 'move'. Secara umum, kalimat aktif digunakan lebih dominan daripada kalimat pasif di semua 'move' dari ketiga kelompok abstrak dan 'present tense' jauh lebih sering digunakan dalam abstrak Ijal dan Teflin tetapi 'past tense' lebih sering digunakan dalam abstrak Edu-Ling sementara 'that-complement clause' dalam Move-4 dalam abstrak Ijal adalah yang paling sering digunakan di antara ketiga kelompok abstrak. Secara umum abstrak artikel Teflin lebih mirip dengan artikel Ijal daripada dengan artikel Edu-Ling dalam semua aspek. Hal ini mungkin karena penulis Teflin lebih berpengalaman dalam menulis artikel jurnal dibandingkan dengan penulis artikel Edu-Ling.

Kata kunci: *struktur retorika, fitur linguistik, artikel penelitian, pendidikan bahasa Inggris, analisis berbasis genre*

Introduction

Even though it has increased from year to year, the publication of Indonesian academics in reputable international journals is still below that of neighboring countries such as Malaysia and Singapore in terms of journal articles. Data from the Scimago Journal and Country Rank shows that Singapore is ranked 32nd, Malaysia is ranked 35th, Thailand is 43rd while Indonesia is ranked 57th in international journal publications from 1996 to 2015. Likewise, The Indonesian government has made it mandatory for every Indonesian student, especially those studying in postgraduate programs through Minister of Education decree (Number: 152/E/T/2012), Menristekdikti 2016 (No: 444/B/SE /2016) and 2019 (Number: B/B.B1/SE/2019) to publish the results of their research in nationally accredited journals and doctoral students in reputable international journals before they graduate. However, the results are still far from being satisfactory.

The existence of an abstract in a scientific journal article is important because it is a brief description of the research and since it appears at the

beginning of an article, it functions to promote the article to readers. In other words, an abstract can be interpreted as a summary of the essence of a scientific paper that reflects the objectives and results of research concisely. Lores (2004) states that abstracts are the entry point for readers to find out the quality of articles. If the abstract is of good quality, then the reader will be interested in reading the article further (Belcher, 2009). Also, a good quality abstract has the potential to be published in accredited journals both locally and internationally. Belcher further illustrates that abstract is like a movie trailer, if it is good, then the viewer will continue to watch or vice versa. If it is not of high quality, then the viewer will not be interested in knowing more.

Writing abstracts is not easy for most students including postgraduate students and new authors because they are required to be able to put their ideas and thoughts into written form and compose words with good quality (Arsyad, 2014). In composing words, there are steps (rhetorical moves) that need attention so that the writing has a logical explanation and has a clear framework. Besides, the quality of an article can be evaluated by the abstract; for most researchers or writers, reading article abstracts is the right choice to save their time before actually reading the entire article (Swales et al., 2009). Belcher (2009) claims an abstract like an advertisement that marketize an article. Arsyad and Arono (2018) also give the view of the importance of the meaning of an abstract, who say that an abstract is like a movie trailer, if it is good, viewers will be interested in watching. If it is not quality, viewers will not watch.

According to Pedretti (2018), abstracts are described as a cognitive roadmap for readers that provide a signal of choice and hope whether it is necessary to explore further or not. He adds that simplicity is the key to the success of an abstract (Forester, 2018). Huckin (2001) underlines 5 abstract functions, namely: 1) as a miniature of an article, 2) as a selection of articles to be read, 3) as a preview and roadmap for an article, 4) a tool for indexing scientific papers, and 5) as an overview or description of an article. If access to scientific literary sources is limited, the existence of abstracts is an option that can be used as a source of information (Cargill and O'Connor, 2009; Fartousi and Dumanig, 2012).

Two important factors that need to be considered in writing abstracts, namely rhetorical moves and linguistic features. Rhetorical moves are structural patterns of parts or frames of composition. In terms of Move, abstracta can be divided into two types: structured abstracts and unstructured or traditional abstracts (Arsyad, 2014). Structured abstract consists of 5 Moves, namely 1) background information 2) research objectives 3) method 4) research results,

and 5) conclusions and suggestions. Meanwhile, traditional abstracts do not include background information in their rhetorical pattern. The simplest abstract usually contains only objectives, methods, and research results. The tendency to use a different tense is also seen in the abstract Moves (Wang & Tu, 2014). The use of passive sentences is also an important aspect in describing reasons to avoid personal or subjective explanations, but so that writing is more objective (Emeksiz, 2015). However, studies also found that authors prefer using active sentences. For example, Arsyad's research results (2014) show that the use of active sentences is more dominant than passive sentences in his corpus.

That complement clause is also an important linguistic feature in an abstract. That clause is more often used in Move 4 which is the part that explains the research results (Swales & Feak, 2009). Although not all authors use that complement clause, the use of this linguistic feature according to Hyland and Tse (2005) is at least considered capable of explaining four things, namely 1) the authors explain their findings, 2) the findings of previous researchers 3) the statement of research objectives described by the author 4) the methods or theories that the authors refer to. Also, the use of meta-discourse helps the reader determine the direction of the discussion. The elements included in meta-discourse include transitions, frames, markers hedges, attitudinal, stance, and self-reference. Al-Shujairi et al. (2016) said that metadiscourse is useful so that readers can easily understand the message of the sentence conveyed. Furthermore, Al-Shujairi et al. (2016) describe the details included in each metadiscourse element: 1) word transition 2) word frame markers 3) word elaborator 4) word hedges 5) word booster 6) word attitude markers 7) word engagement markers 8) word self- mention or self-reference.

In a study conducted by Arsyad (2014), it was found that metadiscourse elements often used in abstract especially in Move 4 are hedges. Examples of the word hedges used are: could and should. These findings are inversely proportional to the use of meta-discourse elements attitudinal markers that are rarely used, for example: clearly and essentially. Zhang et al., (2012) argue that meta-discourse of attitudinal markers and hedges should be used more often because the use of these metadiscourse markers avoids subjective assessments that can support the validity and reliability of the research results.

The studies on article abstracts that have been conducted so far are generally descriptive and very few of them are comparative. To the author's knowledge, there has been no research on rhetorical patterns and linguistic features of abstracts comparing among articles published in journals in the same field of science but published in journals of different quality, namely local

journals, national journals, and international journals. According to Connor et al. (2008), comparative research is needed because the results of these studies will provide valuable information for teaching academic writing in the context of a foreign language. This is the main motivation for this research, namely to see the differences and similarities in rhetoric patterns and linguistic features of journal articles in the field of English language teaching (Applied Linguistics) between local, national, and international journal articles, especially on abstracts. The results of this study are expected to provide very important information, especially for teaching academic writing for postgraduate students so that they can improve the quality of their abstracts so that they are suitable for publication in accredited journals and reputable international journals.

Research on journal article abstract has been conducted by several researchers, such as Zhou & Liao (2018), and Zhang et al., (2017), and others. In Indonesia, similar research was conducted by Arsyad (2014) when he analyzed 30 abstracts in the fields of social sciences and humanities. The results of the study indicate that the majority of rhetorical Move in the abstracts only contains the research objectives, methods, and research results without addressing the background and conclusions of the research in the abstracts. The results of this study are in line with the results of research conducted by Zhang, et al (2017). However, most of the previous studies were only descriptive, without looking at the comparison of the structure and linguistic features of journal abstracts with different quality levels. This research was conducted to answer the following questions; 1) How are rhetorical moves used in local, national, and international journal article abstracts in language education written by Indonesian authors? 2. How are active and passive sentences used in local, national, and international journal article abstracts in English education written by Indonesian authors? 3. How are tenses used in local, national, and international journal article abstracts in English education written by Indonesian authors? and; 4. How are that-complement clauses used in local, national, and international journal article abstracts in English education written by Indonesian authors?

Method

The total number of abstracts selected were 90 abstracts of English articles in the field of English education. These abstracts came from three types of journals: local, national, and international journals. These journals are 1) Edu-Ling journal, the Journal of English Education and Linguistics, 2) Teflin journal, and 3) Ijal journal (Indonesian Journal of Applied Linguistics). Each journal is

represented by 30 abstracts. The reasons behind the selection of these three journals are that these three journals are open-source journals which can be accessed for free besides being nationally accredited and internationally reputable or internationally indexed journal which reflect the quality of the articles but all written by Indonesian authors. Edu-Ling is a local journal published by the University of Hazairin in Bengkulu; this journal at the time the articles were taken was not accredited as a national journal yet and therefore, it is categorized as a local journal. Teflin journal is published by the association of English teachers in Indonesia and although this journal has recently been indexed by Scopus it is considered as a national accredited journal in this study since the majority of the authors of the articles published in this journal are Indonesian authors and when the articles were taken Teflin journal was not indexed by Scopus yet. Ijal journal is already considered as a reputable international journal indexed by Scopus for some time and now it is in Quartile 2; this journal is published by Indonesian Education University in Bandung Indonesia.

The research method used is descriptive quantitative and qualitative methods or mix-methods by analyzing the communicative objectives and linguistic features of the abstract part of the research sample. As a guide for analysis, the rhetorical analysis model of text and linguistic features from Swales (2004), Dudley-Evans (1994), and Safnil (2001) were used where each smallest unit of analysis or t-unit in the form of a clause was seen in its communicative objectives and linguistic features to support the communicative goals of larger sections and subsections. To identify each move in abstracts, Swales and Feak's (2009) five move model was used, according to a step-by-step procedure following Dudley-Evans (1994). The following is a detailed process of analyzing the abstract move structure. First, we read the entire article from the title, abstract, introduction, method, results and discussion, and conclusions to get an overview of the article being analyzed. Second, we read the abstract again to identify the possible move with the help of keywords (specific lexicons) and the use of discourse markers or based on an understanding of the context. Third, we identified the linguistic features of each move in the abstracts by re-reading the entire abstract content, namely: 1) the use of tenses (present tense, past tense, present perfect, and future tense); 2) use of active and passive sentences and 3) the use that-complement clause. Finally, we identified any differences and similarities in rhetorical patterns and linguistic features from 90 abstract samples from three different journals.

To assess the level of reliability of data collection processes, an independent rater was asked to carry out the same analysis processes. The

results of the analysis of researchers and that of independent rater were compared using Cohen's Kappa coefficient analysis following Brown's (1996) model. Then, following Kanoksilapathan (2005), the Cohen's Kappa score was categorized as bad or poor when less than 0.40, between 0.40–0.59 sufficient or fair, between 0.60–0.74 good, and 0.75 or more very good or excellent.

To validate the data, an independent rater involved in this study. He was a lecturer with a doctoral degree in English education at the English Education Postgraduate Program of Education Faculty of Bengkulu University. First, the independent rater was introduced and trained on how to identify the possible moves, the voice of the sentences, the tenses, and that-complement clause with examples in an abstract. Then, he was given two weeks to do the processes of identifying and coding moves, voice, tenses and that-coplement clause in 18 (20%) randomly selected abstracts from the corpus of this study. Inter-rater correlation agreement was then calculated and the results show an 85 percent agreement or an excellent inter-rater agreement (Orwin 1994, cited in Kanoksilapatham, 2005). The difference only occurred in identifying and coding the voice (active or passive) of the sentences in the sample abstracts while almost no difference occurred in identifying and coding the moves, tenses, and that-complement clause. After a few discussions between the researcher and the independent rater, a full agreement was finally achieved.

Result and Discussion

Tuliskan hasil penelitian dan pembahasan serta pemaknaan dari penelitian pada sub judul ini.

Rhetorical Moves in the Three Groups of Articles

The first analysis was conducted on the rhetorical Moves of abstracts in the three groups of articles in the corpus of this study and the results are summarized in the following table.

Table 1: The Distribution of Moves in the Three Groups of Articles

Rhetorical Move		Ijal n=30	Teflin n=30	Edu-Ling n=30	Total N=90	Move Category
Moves	Description	Freq.	Freq.	Freq.	Freq.	
Move 1	Introduction	21	17	9	47	Conventional
Move 2	Aim/Purpose	30	30	29	89	Obligatory
Move 3	Methods	30	30	26	86	Obligatory

Move 4	Results/ Findings	30	30	26	86	Obligatory
Move 5	Conclusion/ Suggestion	29	19	19	67	Conventional

Table 1 shows that the main difference between the three groups of abstracts in terms of the rhetorical Move 1 (introduction) and Move 5 (conclusion/suggestion. The majority of abstracts in Ijal journal (21 or 70%) have a complete 5 moves and the majority of abstracts in Edu-Ling (21 or 70%) have only three moves. Also, among the three groups of abstracts, abstracts from Ijal journal have the most frequent Move-1 and abstracts from Edu-Ling have the least. The similarity among the three groups of abstracts is that Move- 1, Move-2 and Move- 3 are obligatory in the three groups of abstracts. Below are given examples of abstract with three Moves, four moves, and five moves.

Extract 1

This study was designed: (1) to find out significant progress on the English speaking skill of students' Economics using Internet reading materials. (2) to find out a significant effect by using visual and auditory learning styles toward English Speaking Skill. (3) to know an interaction effect between Group Investigation Model and learning style toward English speaking skill (M-2). Quasi-experimental research 2 x 2 factorial design used in this research, and all the computational procedure were run by using SPSS (M-3). The results showed that, 1) there was a significant progress of students' Englsih Speaking skill after given Group Investigation Model, 2) there was the effect of learning style to the students' English speaking skills, 3) there was an interaction effect between the use of Group Investigation Model to the reading materials from the multimedia and learning styles on speaking competence (M-4). (Edu-Ling-2)

Extract 2

This study investigates teachers' views on the role of technology in building their creativity during teaching practices within the context of Indonesian higher education (M-2). An exploratory mixed methods design was employed by interviewing 20 EFL teachers about the role of technology in teachers' creativity and administering a creativity questionnaire to 175 teachers (M-3). The findings revealed that teachers are aware of the importance of technology in creativity. Technology appears to help them explore their creativity and encourages learners' creativity in a way that it helps transfer their creativity into reality, makes the activities more authentic, and provides teaching materials on various topics. However, there is no clear evidence about how these teachers use technology in their actual classrooms. In general, the way in which technology was utilized in teaching was limited and largely influenced by other factors, such as teachers' willingness to learn, students' participation, frequent interaction, and cooperation (M-4). This implies the need for future research to investigate the creative pedagogy of technology use in the classroom to contribute to

improving classroom practices with regard to creativity and technology use (M-5). (Teflin-14)

Extract 3

Not all aspects of Western culture, reflected in the language used in Walt Disney's Donald Duck comics, are acceptable in Indonesia. So, in translating the comics, the translators have to manipulate the text for it to be acceptable by the target readers and parents (M-1). This research aims at finding out censorship through the translation techniques used by the translators in translating the English humorous texts in the Walt Disney's Donald Duck comics into Indonesian and the reasons underlying the translators' choice of the translation techniques. It also aims at analyzing whether or not the choice of the translation techniques affects the rendering of meaning, maintenance of humor, and acceptability of the translation (M-2). For these purposes, a qualitative method was employed with content analysis technique and reader-response analysis. Content analysis was used in comparing the source text (ST) and target text (TT) to find out the translation techniques used as a means of censorship and to find out the translators' reasons for choosing the techniques. Reader-response analysis was done to find out the readers' response to the rendering of meaning and maintenance of humor in the translation (M-3). The research findings discovered that the translators performed censorship through the dominant use of reduction and generalization techniques to reduce sarcasm and insults. The interview with the publisher's Senior Editor also revealed that "decency" was the priority in the translation decision making, followed by the clarity of meaning and maintenance of humor (M-4). Further research to investigate other elements censored, and compared with other translated comics is recommended (M-5). (Ijal-3)

Extract 1 was taken from an article in Edu-Ling journal titled 'The Effect of Group Investigation (GI) Model and Learning Style toward Students' Economic English Speaking Competence of Prof. Dr. Hazairin, SH University'. In the abstract, there are only three Moves (Move-2, 3, and 4) as indicated in the abstract; this abstract does not have a Move- 1 (introduction) and a Move-5 (conclusion). Extract 2 was taken from an article in Teflin journal titled 'The Role of Technology in Teachers' Creativity Development in English Teaching Practice 1'. It can be noticed that the abstract has four Moves (Move-2, 3, 4, and 5); the author starts her abstract by directly addressing the objective of her study or Move-2. Extract 3 was taken from an article in Ijal journal and as indicated in the abstract, it has a complete five Moves (Moves-1, 2, 3, 4, and 5).

Active and Passive Sentences in the Three Groups of Articles

The second analysis was on the use of passive and active sentences in the three groups of abstracts in the corpus of this study. The results are given in the table below.

Table 2: Passive and active Sentences in the Three Groups of Abstracts

Rhetorical Moves		Ijal N=30		Teflin N=30		Edu-Ling N=30		Total N=90	Average
		Active	Passive	Active	Passive	Active	Passive		
1	Introduction	13	8	12	5	6	3	47	0.52
2	Aim/purpose	25	5	27	3	20	9	89	0.99
3	Method	9	21	15	15	17	9	86	0.96
4	Findings/ results	26	4	27	3	21	5	86	0.96
5	Conclusion	19	10	12	7	12	7	67	0.74
Total		92	48	93	33	76	33		

Table 2 shows that active sentences are used more frequently than passive sentences in all moves in three groups of abstracts except in Move-3 (method) of Ijal abstracts. In Move- 3 of Ijal article abstracts, passive sentences are more frequently used than active sentences. Below are given two examples of passive and active sentences taken from the abstracts in the corpus of this study.

Extract 4

Fifteen EFL students participated in this case study. They were second, third, and fourth-year students of the English Education Department of a university in Bandung, who voluntarily joined a Facebook closed group for about four months and contributed their journal entries (M-3). (Teflin-26)

Extract 5

Data were garnered mainly through their reflective teaching journals and were analyzed using thematic analysis techniques to identify the emerging themes in the level of reflection and to extract their narratives of experience (M-3). (Ijal-2)

Extract 4 was taken from Move- 3 of abstract in an article of Teflin-26 and it can be noticed that the authors use active sentences to address the method of the study. Extract 5 was taken from Move- 3 of an article in Ijal-2 but the authors use a passive sentence to address the method of the study.

The Use of Tenses in the Three Groups of Abstracts

The third analysis in this study was on the use of tenses in the groups of abstracts in the corpus of this study. The analysis results are summarized in the following table.

Table 3: The Distribution of tenses in the Three Groups of the Abstracts

Tenses	Ijal	Teflin	Edu-Ling	Total	Average
	Freq.	Freq.	Freq.	Freq.	Freq.
Present Tense	87	75	47	209	2.32
Past Tense	43	45	62	150	1.67
Present Perfect Tense	10	5	0	15	0.17
Future Tense	0	1	0	1	0.01

As can be seen in Table 3, abstracts from Ijal journal have the highest frequency of present tense while abstracts from Edu-Ling have the highest frequency of past tense. It is also worth noting that in general, abstracts from Teflin journal are more similar to abstracts from Ijal than to Edu-Ling in terms of the use of tenses. Below are given examples of present tense and a past tense taken from the data of this study.

Extract 6

*The findings **indicate** that the students responded positively to this activity and perceived improvement in their writing, especially in vocabulary and grammar. The power of learning and sharing from others is also emphasized (M-4).* (Teflin-26)

Extract 7

*The findings **indicated** that regarding the framework of the level of reflection, the EFL pre-service teachers' level of reflectivity is mostly in the range of dialogic reflection Level 3 and dialogic reflection Level 4. Within the range of dialogic reflection, the pre-service teachers **revealed** the ability to further describe, analyze and evaluate their instructional practices (M-4).* (Ijal-2)

Extracts 6 and 7 are both categorized as Move- 4 in the two abstracts and both use that complement clause at the beginning of their Move- 4 to address the findings of their study. Thus, although in the same move the authors of the two abstracts use a different tense.

The use of That-Complement Clause in the Groups of Abstracts

The final analysis was the use of that complement clause in the three groups of abstracts. The results are displayed in the following table.

Move	Linguistic Feature	Ijal	Teflin	Edu-Ling	Total	Average
Move-4	That-Complement Clause	33	14	18	65	0.72

Table 4 shows that authors from Ijal articles use that-complement clause most frequently among the three groups of articles and surprisingly, abstracts from Teflin journal use it the least frequently. Below is an example of that complement clause used in Move 4 (results or findings) an abstract taken from the data of this study.

Extract 8

> *The finding showed **that** students'ability is dominant in collocation type of adjective and noun because to translate it just simple and the phrase of the word is most familiar in their activities not also in translation subject but other skill language material (M-4).* (Edu-Ling-28)

In the above example, the authors use that-complement clause at the beginning of the sentence to address the results of finding of their study or Move- 4 (results or findings).

Discussion

The first finding is this study is that the majority of abstracts in Ijal journal have five Moves while the majority of abstracts in Edu-Ling journal have only three Moves and abstracts in Teflin journals are more similar to those in Ijal journal than to Edu-Ling journal. This implies that the majority of authors in Ijal and Teflin journals are already aware of the importance of Move-1 (introduction) in an abstract. According to Swales (2009), Move-1 in an abstract is aimed to answer the question of what the authors know about the research topic; therefore, by addressing a Move-1 in an abstract the authors show that they know their research topic well. Zhang et al. (2012) suggest that the absence of Move-1 (introduction) and Move-5 (conclusion) in an article abstract may lower the quality of the abstract because, through these two Moves, authors can attract readers to read their entire article. In terms of obligatory Moves in an abstract, this finding is similar to that of Fartousi and Dumanig (2012) who also found that three moves (Move-1, Move-2, and Move-3) are obligatory in the abstracts written by Iranian authors in the field of higher education. This finding is also in line with that of Arsyad (2014) who found that the majority of journal article abstracts in Social Sciences and Humanities written by Indonesian authors have three compulsory Moves (Move-2, Move-3, and Move-4).

The second finding of this study is that in general, active sentences are used more dominantly than passive sentences in all moves of all three groups of

abstracts. This finding is in line with that of Zhang et al. (2012) in which they found the dominant use of active sentences in their agriculture science article abstracts. This finding is also similar to that of Arsyad (2014) where he found that the use of active sentences are more dominant than passive sentences in all moves of his Social Science and Humanities article abstracts except in Move- 5 (conclusion) where the use of active and passive sentences are equally frequent. However, it is interesting to note that in Move- 3 (method) Ijal article authors use passive sentences far more frequently than active sentences. According to Banks (2017), the main reason for using passive sentences in scientific writing is that it is impersonal and the use of passive sentences helps authors show the impersonality in their texts. Another objective of using passive sentences, as Banks suggests, is to highlight the object of a study or experiment rather than highlight the authors. Thus, for Ijal article authors, unlike in other Moves, in Move- 3 (method) the object of their studies, such as the population and samples of their study and their research instruments are more important to emphasize. A similar finding was reported by Alvin (2014) where he found that 29% of passive sentences in the entire articles he analyzed are found in the method section of the articles. It implies that international authors prefer using passive sentences to address their research methodology in their journal articles and journal article abstracts.

The third finding of this study is that the present tense is far more frequently used in Ijal and Teflin abstracts but past tense is more frequently used in Edu-Ling abstracts. It implies that the use of present tense in journal article abstracts is more preferable by more experienced authors as they are in Ijal and Teflin than by young authors as they are in Edu-Ling journal. This is because it is believed that Indonesian authors in Ijal dan Teflin journals are more experienced authors than they are in Edu-Ling journal since Ijal and Teflin journal are much older than Edu-Ling and to write for Ijal and Teflin journals is much harder and more competitive than to write for Edu-Ling journal. A commonplace in an abstract where authors use past tense is in Move- 3 (method); this is because, in this move, authors explain how their study is carried out (Zhang et al., 2012). This finding is in line with that of Arsyat (2014) who also found that the use of present tense is twice more frequently than past tense in all moves. According to Swales (1990), the use of present tense in an abstract is important to show that the reported study reflects a wider knowledge in the topic.

The final finding of this study is that the use of that-complement clause in Move-4 of Ijal abstracts is the most frequent among the three groups of abstracts. According to Pho (2010) (cited in Zhang et al., 2012), that-complement

clause is an important linguistic feature of journal article abstracts to address the research results or findings. Commonly, journal article authors to start their sentences in Move- 4 (results or findings) of their abstracts by using that-complement clause such as *The results show that* ..., *The findings reveal that* ... or *The findings demonstrate that* ... etc. This finding is in line with that of Arsyad (2014) and Zhang et al. (2012) who also found a common use of that-complement clause in Move-4 of their journal article abstracts. However, Zhang et al. (2012) found that the use of that-complement clause not only in Move-4 of their abstracts but also in other moves (Move-1, Move-2, Move-3, and Move-5) although the most frequent use is in Move-4.

Conclusion

From the results and discussion section of this article, it can be concluded that: 1) the majority of Ijal article abstracts have five moves while the majority of Edu-Ling article abstracts have three moves and Teflin article abstracts are more similar to Ijal article abstracts than to Edu-Ling article abstracts in terms of the frequency occurrence of moves and linguistic realizations; 2) in general, active sentences are used more dominantly than passive sentences in all moves of all three groups of abstracts; 3) present tense is far more frequently used in Ijal and Teflin abstracts but past tense is more frequently used in Edu-Ling abstracts, and 4) that-complement clause in Move-4 of Ijal abstracts is the most frequently used among the three groups of abstracts. It can also be concluded that Teflin article abstracts are more similar to those of Ijal articles than to Edu-Ling articles in all aspects. This is possibly because Teflin authors are believed to be more experienced in writing journal articles than those of Edu-Ling articles since it is much harder to publish in Teflin journal than in Edu-Ling journal.

Ijal journal is already a reputable journal and therefore, the rhetorical structure and linguistic realizations of abstracts in Ijal articles can be viewed as a model to follow since they are already similar to those of articles published in international journals written by international authors. It is then suggested that young or new authors should learn and be familiar with the rhetorical structure and linguistic features of article abstracts published in Ijal journal. It is also suggested that the editors of newly established journals review the abstracts of submitted articles so that they comply with the common rhetorical structure and linguistic features of abstracts in reputable international journal articles. This is because the quality of abstracts determine the quality of the entire article and to improve the quality of an article should include improving the quality of

abstracts. If the quality of articles including abstracts in a particular journal improves then the ranking of the journal will automatically improve.

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