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Rhetorical Moves in Research Article Abstracts in the Education Discipline across Accreditation: Does Sinta Accreditation Matter?

Warsidi Warsidi
Universitas Islam Makassar, Indonesia

warsidi.dty@uim-makassar.ac.id
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Abstract

Although research article abstracts in Indonesian journals have received many scholarly attention, studies in this area have limited focus on education discipline, more particularly comparing those in different Sinta accreditation status. By understanding this gap, this study intends to investigate whether across Sinta accreditation status influence their rhetorical moves in three groups of data: group A (Sinta 1 and Sinta 2), group B (Sinta 3 and Sinta 4), and group C (Sinta 5 and Sinta 6). Data in this study were 30 abstracts, taken 10 research article abstracts from each group. The analysis used genre analytical approach and reporting the results qualitatively. The results showed more similarities and fewer differences between groups. Four of the five rhetorical moves occurred consistently across all accreditation levels, whereas only Move 1 (Situating the Research) showed substantial variation, appearing in 70% of Sinta 1–4 but only 10% of Sinta 5–6 abstracts. These findings may contribute to extend earlier genre studies in research article abstracts in Indonesian context and contribute more understanding for novice authors for writing practices. Besides, the findings can draw implication for training research abstract writings.
Keywords: Education discipline, research article abstracts, rhetorical moves, Sinta accreditation status

Introduction

Research article abstract move analysis has become an increasingly important area of genre research worldwide and indicates that understanding rhetorical moves in this promoting section is pivotal because its role in research articles may attract targeted audiences. In conducting analysis in this important section, some scholars investigated the abstract section with different focuses, including rhetorical moves (Amnuai, 2019; Andika et al., 2018; Behnam & Golpour, 2014; Can et al., 2016; Fatma & Yagiz, 2020; Warsidi, 2022b), linguistics realization (Tovar-Viera, 2019), stances taking (Xu, 2024; Богинская, 2024), hedge and booster (Ekoç, 2020), promotional genre (Zibalas & Šinkūnienė, 2019), and many more. All these studies imply that abstract section has a pivotal role in RAs, and thus, these research provide contribution for article authors.

In Indonesian context, abstract section also received many scholarly attention, such as rhetorical moves and gap strategies (Arianto et al., 2021; Arsyad, 2014; Pratiwi & Kurniawan, 2021), and some more. However, comparing rhetorical moves in the abstract section published in accredited journals still limited to date. This section, therefore, intends to review to identify to what extent move analysis is conducted in the abstract section within accredited journals.

Rhetorical moves in research article abstracts contain five functional moves: situating the current research, presenting purposes, presenting method, summarizing the findings, and

discussing the findings shortly (Pho, 2008). However, although English research article abstracts published in Indonesian Scopus indexed journals employed these moves, only two moves appeared in all data; they are presenting the purposes and summarizing the findings, and all data employed logical markers and codes glosses (Indarti, 2022). These findings, however have some differences from those in other Indonesian journals that introduction, method, and results (Firdausyiah & Roselani, 2025), and introduction becomes the most employed move in the abstracts (Kanafani et al., 2021). In other findings, presenting purpose is important as it is to show authors' intention in research papers.

Other research findings showed that purpose, method, and results are common in research article abstracts (Astria et al., 2023; Hakim et al., 2021; Kurniawan & Sabila, 2021). Then, the uses of present tense and active sentences are evidently dominant in the abstracts (Kurniawan & Sabila, 2021), except in presenting method, past tense and passive sentences become dominant (Hakim et al., 2021). These findings suggest that these five rhetorical moves appear in the abstract section, but three moves are evidently common in research article abstracts in Indonesian journals.

Another study within abstract section was conducted to begin writing research article abstracts published in Scopus-indexed journals Q1 (Warsidi, 2021b). The findings showed two ways to begin writing abstract: claiming centrality and presenting purposes of the research. However, most authors tend to make claiming centrality in the beginning of their abstract section. Then, abstract section contains five communicative moves: presenting background, purpose, method, results, and conclusion, but presenting background is optional in the abstract section in applied linguistics discipline (Warsidi, 2022b).

The review above shows that move analysis in research article abstracts has been becoming common in linguistics and applied linguistics concerns because providing linguistic comprehension rhetorically and linguistically to students and novice authors about rhetorical contents within research article abstracts is pivotal. The findings indicate that presenting introduction, purpose, method, and results is commonly found in literature (e.g. Humairoh et al., 2025), while discussion appears to be the least discovered. The findings within the review have been conducted from various disciplines, and linguistics and applied linguistics disciplines become evident dominant in the review. Besides, background status of the abstracts have been from various levels, including published in Sinta 2, Sinta 4, Scopus Quartiles (Q1 and Q2), and some other backgrounds. However, comparative abstract studies in whole Sinta status are still hardly found in literature, and more particularly in the education discipline. Providing understanding how higher-accredited journals may impose stricter editorial standards may encourage fuller rhetorical realization. Besides, studies how institutional quality influences abstract structure remains largely unexplored. Understanding this limitation, this study intends to contribute providing comprehension for students in this discipline by addressing comparative study in Sinta accreditation status with the following research question:

1. Does Sinta accreditation status influence rhetorical moves?
2. If so or not, to what extent are their influence?

By addressing the research questions above, this study may provide contribution for genre analysis in research article abstracts in Indonesian contexts as a part of global cultures. Then, it is also practically intended to make students aware about writing research article abstracts for their new publication because most study program in Indonesia currently encourage their students to publish academic paper before graduation. To address this intention, this study categorizes data into three groups: group A (Sinta 1-2), group B (Sinta 3-4), and group C (Sinta 5-6). More details about the data in this study are described further in the method section.

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Method

Research design

This study used genre approach for the analysis and used qualitative approach for reporting the findings. The reason of employing these two approaches is that these combined approaches may support each other. Thus, combining them in this study may result the analysis more comprehensive and convincing.

Data collection

Data in the present study are 30 English RAAs published in the Education discipline within three different groups of Indonesian journals. The first group as called group A is research articles (RAs) published in Sinta accreditation one and two (Sinta 1 and Sinta 2). The second group as called group B is RAs published in Sinta three and four (Sinta 3 and Sinta 4). The last group as called group C is RAs published in Sinta five and six (Sinta 5 and Sinta 6). These accreditation statuses were identified in Sinta website.

Based on these three categories, the author selected five journals from each categories and selected two research articles randomly from each journals that were published in recent year (2026). Thus, the total numbers of selected RAs are 10 papers from each group: group A (10 RAs), group B (10 RAs), and group C (10 RAs). As a result, the total numbers of RAs are 30, but the focus of the analysis is the abstract section of the RAs.

Data analysis

The rhetorical moves of the abstract section in this study were analyzed by identifying their communicative functions as suggested in Swales (1990) and other genre analytical approaches (Warsidi & Maniam, 2024; Warsidi et al., 2026). Besides, move analysis was also conducted using an analytical framework presented in (Pho, 2008). The analytical approach presented in Pho (2008) contain five rhetorical moves: Introduction, Purpose, Method, Results, and Discussion (IPMRD). In this regard, introduction refers to situate the research; purpose refers to present the research aims; method is intended to describe the employed method; results means to report the findings of the study; discussion is conducted to interpret the meaning of the findings. However, to make the analytical framework more understandable, Table 1 describes how to analyze rhetorical moves in the data sets.

Table 1. The analytical framework designed based on earlier findings (Pho, 2008)

Moves (Pho, 2008)	**Functions**	**Examples**	**Ways to identify (coding)**
M1: Situating the research	setting the backgrounds of the current study	Although many earlier studies revealed that genre in the abstract section contains similarities from one to another, hardly found such research paid attention in details….	- Reading the abstracts from the top to down - Recognizing the functions of each sentences contained in it - Ensuring the contexts and functions manually
M2: Presenting the research	stating the purpose of the study	This study aims to….. It intends to…. The purpose of this study is…	- Coding the sentences in the abstracts

M3: Describing the method	describing about the method	This study used descriptive approach….. This study employed qualitative analysis…. This study used mix method…. Data in this study were collected…. Data were analyzed through….	according to their functions.
M4: Reporting the findings	presenting the findings shortly	The analysis showed…. The findings revealed…. The analysis results suggested….	
M5: Discussing or concluding the research	interpreting the meaning of the findings and/or giving recommendations	The findings indicate…. The results implied…. The results have implication…. The findings may contribute… The finding have implication…	

As presented in Table 1, communicative moves, their functions, examples, and ways of codding the communicative moves are presented. By employing this analytical framework, the analysis results may become reliable. However, to make more convincing, the author also used several strategies to ensure the validities of the analysis results. First, after analyzing data manually using the above framework. Second, the data analysis results were then re-checked and re-ensured about their functions. At this stage, the results were still consistent with the first data analysis. By manual repeated analysis and coding, the results may become convincing. Furthermore, to classify the level of importance of move appearances, this study used earlier standard categories, either obligatory, quasi-obligatory, conventional, or optional (Warsidi, 2022a; 2024a; 2024b). By employing these classifications, the move appearance can be identified regarding the levels of importance in the three groups of data.

Results

After analyzing data in the present study, the results showed that all five moves of the model have appearance(s) in three groups of data. However, the numbers of appearance are different from one group to another. More details about the analysis results are presented in Table 2.

Table 2. Rhetorical analysis results found in three groups

Moves (Pho, 2008)	Group A (Sinta 1-2)	Group B (Sinta 3-4)	Group C (Sinta 5-6)
M1: Situating the research	70%	70%	10%
M2: Presenting the research	100%	100%	100%
M3: Describing the method	100%	100%	100%
M4: Reporting the findings	100%	100%	100%

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M5: Discussing or concluding the research or drawing contribution	90%	80%	80%

As shown in Table 2, the analysis results indicate that while Move 1 has the same appearance between group A and Group B, it has a significant different appearance in group C. Then, Move 2, Move 3, and Move 4 have the same occurrences in the three groups of data. Last, Move 5 has the highest appearances in group A, while it has the same appearance in group B and C. These findings suggest that the only significant difference in these three groups of data is the employment of Move 1, about situating the research. The appearances of these five moves in the three groups of data are presented as follows:

M1: Situating the research

Situating the research means providing background information about the research undertaken, and some scholars also mention this move as introduction. This move is conventional in group A and group B, but it is optional in group C. The appearances of this move are exemplified as follows:

Ex.01: “Students' low critical thinking skills remain a global educational challenge, often attributed to conventional pedagogy and the lack of contextualized learning resources." data02

Ex.02: The low level of reading literacy among Grade VC students at SDN 3 Surutanga, Palopo City, served as the background for conducting this study." Data27

The examples above are the ways authors provide background information to situate their current research. The bolded texts indicate that authors intend to provide background information to situate their study.

M2: Presenting the research (aims)

Presenting the research means stating the purpose or aim of the current research. This move is obligatory in three groups of data. The examples of this move in the data analysis are provided below:

Ex.03: "This research investigated how STEM-integrated project-based learning (STEM-PjBL) affected students' problem-solving and numeracy skills in circular motion." data01

Ex.04: "This study aims to analyse the use of Instagram as an innovation in Social Studies learning through content presented by Medan Amruallah." Data12

In the examples presented above, authors present their purposes of their research. It is common and appears in all data sets in the three groups.

M3: Describing the method

Describing method means presenting either research design, data, instruments, data collection, data analysis, or any other related to data. This move is also obligatory in three groups of data because it appears in all data. Here are the examples found in the data analysis.

Ex.05: “The study used a quasi-experimental nonequivalent control group design with 72 tenth-grade students purposively sampled.” Data01

Ex.06:"This study is a Classroom Action Research (CAR) conducted in two cycles, with each cycle comprising the planning, implementation, observation, and reflection stages. The research subjects were 27 students. Data collection techniques included..." Data13

Two examples above, particularly the bolded texts, indicate presenting data and method, and such these examples are common the data sets. Thus, they are included as a move of describing the method.

M4: Reporting the findings

Reporting the findings means presenting the data analysis results to the audiences after completing the analysis. This move is also obligatory in the present study in three groups because all data in the three groups employed it. Here are the examples found in the data analysis:

Ex.07: "The results indicated that the post-test problem-solving skills (N-gain = 0.81) and numeracy skills (N-gain = 0.78) of the experimental group were better than those of the control group.." data01

Ex.08: "The results showed an improvement in student learning outcomes. In Cycle I, all students met the minimum competency standard (KKM), though some remained at the threshold of proficiency. In Cycle II, learning outcomes improved more evenly…" data13

The examples above are included as reporting the findings because authors intend to show their results. This move is common in the present study, and thus, it is also obligatory.

M5: Discussing or concluding the research

This move is not only summarizing the study but also presenting the implication, contribution, and the benefits of the study. The purpose is possibly for promoting their research findings. However, its highest appearance is in group A, while it has equal appearances in group B and group C. The appearances are exemplified as follows:

Ex.09: "This study provides a more integrated qualitative empirical understanding of the relationship among these three factors. It serves as a basis for developing interactive learning strategies, managing academic stress, and strengthening social support to improve students' psychological well-being." Data04

Ex.10: "These findings indicate that contextual learning is effective in improving student learning outcomes and the quality of their understanding. This study provides…" data13

The above examples indicate that authors discuss their research findings shortly by providing either contribution or implication. However, this move sometimes disappear in the abstract section. In short, the analysis revealed that Sinta accreditation status does not really influence rhetorical moves in three groups of data, except in Move 1 (situating the research). In this regard, while situating the research appears to be conventional in group A and group B, it is just optional in the group C. However, the appearances of three moves (Move 2, Move 3, and Move 4) are obligatory in the three groups of data. Then, the appearance of Move 5 is quasi-obligatory in the group A, it is conventional in group B and group C.

Discussion

The findings of this study revealed that rhetorical moves of three groups of data are mostly similar, except Move 1 in situating the study. For example, Move 2, Move 3, and Move 4 are obligatory in the three groups. Then, while Move 1 is conventional in group A and group B, it is only optional in group C. These findings imply that although there is a variation between the three groups, it happens significantly in situating the current research. Those writing and publishing in higher Sinta levels present research background as introductory topics to their audiences more than those in lower Sinta status. However, the variation is only happened in this starting move, function to provide background information the targeted readers.

These present findings have similarities to those found in literature, for one hand, but these also have differences from those in other previous research findings, for the other hands. For Move 1 (situating the study), while group A and B employed it as conventional move to start the

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abstract, group B used it as optional. This lack employment of this move is similar to those in English education journals published in Indonesia (Astria et al., 2023), and those published in lower Sinta accreditation (Sinta 4) employed fewer numbers than those of Sinta 1 journals (Firdausyiah & Roselani, 2025). Besides, post graduate students in applied linguistics employed it fewer than national and international authors (Andika et al., 2018). All these findings imply that functional move (situating the current research, introduction, or background information) is more common for experienced authors than those of novice authors. To do so, authors in reputable journals prefer starting writing abstract section by making claiming centrality by promoting that their current research topics is essential (Warsidi, 2021b; Warsidi, 2026). Thus, this finding supports genre theory suggesting that rhetorical conventions are shaped not only by disciplinary norms but also by publication contexts (Warsidi, 2021a; Warsidi et al., 2025).

However, the employment of the next three following moves (Move 2, Move 3, and Move 4) is obligatory in the present study. This finding suggests that these functional moves have important roles in writing abstracts for research papers. This finding seems consistent with majorities of earlier research findings that presenting purposes, method, and results within the abstract section is obligatory (Astria et al., 2023; Hakim et al., 2021), including in both English and Persian research article abstracts (Behnam & Golpour, 2014). On the other hand, some studies found a few differences that these three important moves are conventional in their research findings (Andika et al., 2018; Can et al., 2016; Fatma & Yagiz, 2020). This discussion implies that although some findings revealed obligatory, but some others are conventional, these two different findings still suggest that the roles of functional moves for presenting purposes, method, and results are still very important. The reason may be that summarizing research within abstract needs to show these functional moves as comprehensive research.

Last move, discussing the study, is conventional in the present findings and conducted shortly. The ways of discussion may be either through concluding the study, presenting contribution or promoting the implication. However, while this finding is consistent with those found in earlier research that this functional move is conventional (Andika et al., 2018; Behnam & Golpour, 2014; Can et al., 2016; Hakim et al., 2021), it is different from those found in other findings as optional move (Firdausyiah & Roselani, 2025). These differences suggest that providing either conclusion, implication, contribution, or short discussion is needed to some extent but just a choice to fewer authors. These differences may be influenced by authors' experiences, backgrounds, or comprehension.

In short, the discussion implies that authors' backgrounds and experiences may influence the ways they write abstracts for some instance. The present finding is the evident that the appearance of Move 1 (situating the study) is optional in lower Sinta accreditation, but conventional in higher Sinta accreditation. However, the other moves have no significant different from one group to another.

Conclusion

The findings of this study showed that Sinta accreditation status have an influence toward the rhetorical moves in research article abstracts, but the influence is significantly happened in situating the study (Move 1). In this regard, while it is conventional in group A and group B, it is optional in group C. However, the other moves seem similar in the one to another group. This finding may contribute to advance genre studies in Indonesian contexts, and for academic writing practices that English teachers need to train their students about how to situate current research in the beginning of their abstracts.

Unfortunately, this study has limitation as it is only analyzing one disciplinary abstract, education discipline, and only focused on rhetorical moves. Thus, as this limitation well identified, further studies are suggested to investigate abstract sections with other linguistics features and linguistic genres. By doing so, the findings may expand this study and contribute to academic related knowledge in abstract writings.

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