



Rhetorical Moves in the Abstracts of Arabic Research Articles in Journals Indexed in Scopus and SINTA

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ENGLISH ABSTRACT

This study aims to analyze and compare the rhetorical move structures of Arabic-language journal article abstracts indexed in Scopus and Sinta based on Hyland's (2000) five-move model. A genre analysis framework using a comparative corpus linguistics method was employed to examine rhetorical structures and linguistic features in academic abstracts. The corpus consists of 35 journal article abstracts selected through purposive sampling, covering Scopus (Q1, Q3, Q4) and Sinta (S1-S6) journals. The data were analyzed to identify the frequency and distribution of each rhetorical move. The findings show high consistency (>86%) in Purpose (Move 2), Method (Move 3), and Product (Move 4) across both groups. Variations appear in contextualization and concluding elements. Sinta journals show higher Move 1 frequency (90%), whereas Scopus journals show lower Move 1 (40%) and higher Move 5 (80%). Differences were identified in rhetorical preferences, particularly in the balance between background information and concluding statements. Move 5 occurred less frequently in the Sinta corpus than in internationally indexed journals, indicating differences in rhetorical emphasis between national and international publication contexts. These findings suggest that internationally indexed journals tend to emphasize research implications and concluding remarks more consistently. Furthermore, the findings may serve as a useful reference for researchers and students in improving the effectiveness and quality of academic abstract writing. The study also contributes to genre analysis research by providing empirical data on rhetorical practices in Arabic-language academic publishing contexts.

Keywords: Rhetorical Moves, Abstract Structure, Genre Analysis, Arabic Journal Abstracts, Scopus and Sinta Journals

INDONESIAN ABSTRACT

Penelitian ini bertujuan untuk menganalisis dan membandingkan struktur rhetorical move abstrak artikel jurnal berbahasa Arab yang terindeks Scopus dan Sinta berdasarkan model lima move Hyland (2000). Penelitian ini menggunakan pendekatan genre analysis dengan metode comparative corpus linguistics untuk mengkaji struktur retorik dan ciri kebahasaan abstrak akademik. Korpus penelitian terdiri atas 35 abstrak artikel jurnal yang dipilih melalui purposive sampling dari jurnal Scopus (Q1, Q3, Q4) dan Sinta (S1–S6). Data dianalisis untuk mengidentifikasi frekuensi dan distribusi setiap rhetorical move. Hasil penelitian menunjukkan adanya konsistensi tinggi (>86%) pada Purpose (Move 2), Method (Move 3), dan Product (Move 4) pada kedua kelompok jurnal. Variasi ditemukan pada unsur kontekstualisasi dan penutup. Jurnal Sinta menunjukkan frekuensi Move 1 yang lebih tinggi (90%), sedangkan jurnal Scopus menunjukkan frekuensi Move 1 yang lebih rendah (40%) dan Move 5 yang lebih tinggi (80%). Perbedaan terlihat pada preferensi retorik, khususnya dalam keseimbangan antara informasi latar belakang dan pernyataan penutup. Move 5 lebih jarang ditemukan pada korpus Sinta dibandingkan jurnal internasional terindeks, yang menunjukkan perbedaan penekanan retorik antara konteks publikasi nasional dan internasional. Temuan ini menunjukkan bahwa jurnal internasional cenderung lebih konsisten dalam menekankan implikasi penelitian dan pernyataan penutup. Selain itu, hasil penelitian ini dapat menjadi referensi bagi peneliti dan mahasiswa dalam meningkatkan efektivitas dan kualitas penulisan abstrak akademik. Penelitian ini juga berkontribusi pada kajian genre analysis melalui penyediaan data empiris mengenai praktik retorik dalam publikasi akademik berbahasa Arab.

Kata Kunci: *Rhetorical Move, Struktur Abstrak, Genre Analysis, Abstrak Jurnal Bahasa Arab, Jurnal Scopus dan Sinta*

Introduction

The abstract constitutes a mandatory component of academic journal publications and functions not only as a concise representation of the study but also as a persuasive instrument for readers and editors. Positioned at the beginning of an article, the abstract provides an overall account of the research while simultaneously emphasizing the significance and validity of its findings (Hyland, 2000). It is therefore inherently strategic, performing both informative and promotional functions (Alyousef, 2021). This dual role requires authors (particularly novice writers) to master the conventional rhetorical patterns and linguistic features recognized within academic discourse communities. The complexity of the Research Article Abstract (RAA) and the demands of effective textual construction render this micro-text a significant object of inquiry in genre analysis and academic discourse studies (Gustilo et al., 2021).

In applied linguistics, the abstract is regarded as an academic genre characterized by conventional structural patterns and a tendency to follow identifiable rhetorical moves. As argued by (Hyland & Tse, 2005) as cited in (Zare & Naseri, 2021) abstracts are highly rhetorical in nature and thus adhere to relatively systematic rhetorical organizations. These conventions are not merely technical but are shaped by linguistic, institutional, and cultural traditions (Pratiwi & Kurniawan, 2021). In recent years, scholarship on academic writing has increasingly addressed the issue of “writing for the real world” (Permyakova et al., 2024), signaling the need to examine the complexities of writing pedagogy for professional communication, often through genre-based approaches.

Within this context, abstract writing (including abstracts written in Arabic) should be understood not merely as a classroom exercise but as a professional practice that determines an article’s readability, credibility, and publication prospects. Most genre-analytic studies of abstracts have focused on English within the framework of English for Academic Purposes (Swales, 1990). However, investigations into rhetorical conventions in other languages, including Arabic, remain relatively limited. This is notable given that Arabic is a major language of scholarship with a rich intellectual tradition and distinctive rhetorical conventions. Accordingly, examining the rhetorical structure of Arabic-language journal article abstracts is essential for broadening our understanding of cross-linguistic and cross-cultural variations in academic genres.

Research on rhetorical structure has largely examined the extent to which academic writing conventions are shared across languages and disciplinary contexts. Previous studies have consistently shown that academic abstracts tend to follow Hyland’s five-move model regardless of language, suggesting a considerable degree of similarity in rhetorical organization. At the same time, variation has been observed in the linguistic resources used to realize these moves, including preferences for tense, voice, and other grammatical features (Yudhiantara et al., 2025) and (Humairoh et al., 2025). In the context of Arabic-language and Islamic studies writing, particular attention has been drawn to the prominence of Move 2 (Purpose) and Move 4 (Findings), as well as to the functional use of active and passive constructions in abstract writing (Haryudin, 2023).

Alongside these findings, previous research has highlighted the importance of methodological approaches that combine genre analysis with corpus-based investigation. Such approaches allow researchers to examine not only the overall rhetorical structure of texts but also the linguistic features through which rhetorical functions are realized. This perspective has proven useful for identifying variation in writing practices across different academic contexts and publication environments (Sorayyaei Azar, 2017) and (Maamuujav, 2025).

Despite the extensive validation of Hyland's and Swales' theoretical frameworks, most previous studies have primarily adopted cross-genre or cross-linguistic perspectives. Consequently, limited attention has been devoted to the contrastive analysis of rhetorical constructions in Arabic-language abstracts based on journal accreditation levels, particularly between internationally indexed journals (Scopus) and nationally accredited journals (Sinta). Differences in academic environments and discourse expectations across indexing systems may lead authors to face different communicative demands. From a genre perspective, rhetorical move structures are shaped not only by individual writing choices but also by the expectations of the academic communities in which texts are produced and evaluated. Journals with higher accreditation or indexing status generally place greater emphasis on the significance, originality, and contribution of research. As a result, differences in journal indexation levels may be reflected in the rhetorical organization of abstracts.

To examine these potential differences systematically, a suitable analytical framework is required. Rhetorical move analysis provides a means of investigating how authors organize information and communicate research value within academic texts. (Nikpei, 2016) as cited in Herlyna et al. (2024) defines a rhetorical move as a unit of analysis that embodies the writer's communicative purpose as well as the mechanism through which meaning is conveyed in a text. In this sense, moves are not merely structural segments but functional units that reflect strategic rhetorical choices.

Conceptually, this framework is closely linked to the theoretical evolution initiated by Swales (1990), who first defined a move as a functional textual unit characterized by a specific communicative purpose. Within the tradition of English for Specific Purposes (ESP), Swales established the overarching principle that genres are defined by their communicative purposes. Building upon this functional logic, Hyland

(2000) refined and updated the model to make it more analytically practical for examining discourse practices across disciplines (Suraprajit, 2024).

Meanwhile, Kessler and Polio (2024) explain that the rhetorical move-step framework constitutes an approach to text analysis that focuses on examining patterns of organization and rhetorical functions within genre practices as they develop in specific discourse communities. The move-step approach has been widely applied in applied linguistics, particularly in second language writing research, and is commonly used to describe and characterize discourse practices enacted within academic and professional communities.

If Swales provided a grand design through the CARS (Create A Research Space) model for research article introductions, Hyland extended and specified this functional logic to the abstract section, which is regarded as the “gateway” of a research article. Building on these principles, Ken Hyland (2000), as cited in Yudhiantara et al. (2025) formulated a systematic model consisting of five moves and thirteen steps, as outlined below:

Table 1. Hyland's systematic model of five moves and thirteen steps

Move	Step	Label
M1 (Introduction)	1	Arguing for topic significance or prominence
	2	Making topic generalizations: What is currently known?
	3	Defining the key terms
	4	Identifying gap
M2 (Purpose)	5	Stating the general and/ or specific purpose of the research, including the hypothesis
M3 (Method)	6	Describing participants
	7	Describing instruments
	8	Describing procedure and context
M4 (Product)	9	Describing the main specific findings of the research
M5 (Conclusion)	10	Deducing conclusions from results by commenting on or interpreting the results or deducing claims from the results
	11	Evaluating the significance or contribution of the research
	12	Stating limitation
	13	Presenting recommendations and implications

These five moves operate collaboratively to fulfill the communicative purpose of the abstract: to summarize the content of the article while simultaneously promoting the value of the research to readers, editors, and reviewers. (Biber et al., 2007) explains that a move serves as a text segment performing a particular communicative function, while a step represents a more specific rhetorical strategy embedded within it a conceptual distinction further supported by Li et al. (2025)

It is at this analytical level that Hyland's model demonstrates its strength. It not only offers a structural framework but also provides a functional analytical tool for examining how writers systematically and persuasively construct representations of their research within abstracts. As a dynamic component of academic genres, the rhetorical move structure in Hyland's model may vary according to disciplinary conventions, linguistic traditions, and publication contexts (L. Li et al., 2020). Nevertheless, the five-move framework proposed by Hyland remains one of the most widely applied models in cross-disciplinary abstract analysis due to its structural clarity and strong relevance to scholarly publishing practices.

This study seeks to address this gap by conducting an in-depth analysis of rhetorical moves constructed in Arabic-language academic journal abstracts at both Scopus and Sinta levels, employing Hyland's move-and-step analytical model. The research aims to explore the rhetorical structure of Arabic academic journal abstracts by identifying their rhetorical move components across Scopus- and Sinta-indexed journals within Ken Hyland's theoretical framework. The analysis focuses on abstracts published in reputable international journals and nationally accredited journals to map the rhetorical strategies employed by authors in constructing abstracts as concise representations of academic genres.

Through a genre-analytic approach, this study is designed to uncover general patterns of rhetorical structure while examining the functional units authors employ in organizing information across both journal levels (Mathew & McCallum, 2024). This analytical focus enables a deeper understanding of how abstract structures are conventionally constructed within scholarly communities. The article is organized systematically, beginning with a discussion of the theoretical framework on rhetorical moves and academic genres, followed by a description of the research methodology. The subsequent section presents the findings of rhetorical move identification in Scopus and

Sinta journal abstracts, which are then discussed in depth within the broader context of abstract rhetorical structure. The final section highlights the implications of the findings for the development and pedagogy of Arabic academic writing.

Methods

This study employs a Genre Analysis framework combined with a comparative corpus linguistics method to examine the rhetorical structure and linguistic characteristics of academic journal article abstracts. Within this framework, Genre Analysis is used to interpret texts not merely as sequences of words but as forms of formal communication, social actions, that follow recognizable patterns within scholarly communities (Hajimia et al., 2022). The method integrates corpus linguistics techniques for the systematic management and organization of textual data with comparative linguistic analysis to identify differences and similarities in writing patterns across two distinct journal groups.

The dataset analyzed in this study consists of 35 Arabic-language journal article abstracts published between 2021 and November 2022. This strict temporal delimitation was intentionally applied to ensure that the corpus exclusively represented rhetorical constructions produced by human authors prior to the widespread commercial adoption of generative artificial intelligence tools, such as ChatGPT and Gemini, in academic writing practices. Accordingly, the corpus is assumed to reflect authentic genre competence and organically developed rhetorical strategies rather than machine-assisted textual patterns.

To minimize selection bias, clear inclusion criteria and operational definitions were established. The corpus was operationally defined to include abstract samples from multiple indexing categories rather than exclusively from high-tier international journals. Specifically, the dataset comprises abstracts published in Scopus-indexed journals Q1, Q3, and Q4 and nationally accredited journals across several Sinta categories S1, S2, S4, S5, and S6. This corpus design enables a comparative examination of rhetorical structures across journals representing different levels of publication prestige and accreditation. Second, the term "accredited national journal" refers to journals indexed in the Science and Technology Index (Sinta), the national journal accreditation system administered by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. Sinta 1 and Sinta 2 journals were selected as

representatives of the highest accreditation levels, whereas Sinta 4, Sinta 5, and Sinta 6 journals were chosen to represent lower accreditation levels. Sinta 3 was not included because the study was designed to compare journals at the upper and lower ends of the accreditation spectrum, thereby allowing clearer observation of potential differences in rhetorical structure.

Meanwhile, Scopus Q2 journals were excluded from this study due to data unavailability, as no Arabic abstracts were found in this tier published during the 2021–2022 period. This step was taken to enable a more distinct contrast in rhetorical move patterns. This approach was adopted to enable a clearer comparison of rhetorical move patterns across contrasting journal categories. The distribution of abstracts across the selected categories was not entirely even. Only two eligible abstracts were identified from Sinta 6 journals, largely because relatively few lower-accredited national journals publish research articles fully in Arabic. To compensate for this limitation, three additional abstracts were drawn from the Sinta 4 category. All selected abstracts, however, met the same predefined inclusion criteria. A detailed table of the abstract corpus used in this study is presented below:

Table 2. Detailed table of the abstract corpus

Total	Distribution	Quartile or Level	Journal Name	Sample	
35	15 Scopus	Q1	JJMLL: Jordan Journal of Modern Languages and Literatures	5 papers	
		Q3	Dirasat: Human and Social Sciences	5 papers	
		Q4	An-Najah University Journal for Research - B (Humanities)	5 papers	
	20 Sinta	S1		Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature	5 papers
			S2	Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban	3 papers
			An Nabighoh: Jurnal Pendidikan dan Pembelajaran bahasa Arab	2 papers	
		S4		LISANUL ARAB: Journal of Arabic Learning and Teaching	1 paper
				Kalamuna: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban	1 paper
				El-Tsaqafah: Jurnal Jurusan PBA	1 paper

S5	Al HIMAM: Journal of Education & Arabic Language Sciences	1 paper
	JALSAT: Journal of Arabic Language Studies and Teaching	1 paper
	Lisan An Nathiq: Jurnal Bahasa dan Pendidikan Bahasa Arab	1 paper
	Al- Muyassar: Journal of Arabic Education	1 paper
	LISANUNA: Jurnal Ilmu Bahasa Arab dan Pembelajarannya	1 paper
S6	Al-Fakkaar: Jurnal Ilmiah Pendidikan Bahasa Arab	2 papers

As illustrated in the corpus distribution table above, the dataset reflects a structured representation of abstracts across journal accreditation levels. There was a limitation in the number of abstracts available in the Sinta 6 category, as only two journal articles at this level met the criterion of using Arabic in the abstract. To ensure the adequacy and balance of the research data, this shortfall was addressed by adding three abstracts from journals categorized as Sinta 4.

To facilitate the analytical process and maintain the confidentiality of the sources, each abstract was assigned a specific code. For example, the code SC1-1 refers to the first abstract sampled from a Scopus Quartile 1 journal, while SN1-1 refers to the first abstract sampled from a Sinta 1 journal.

The data analysis process began with an immersion stage, involving repeated readings of all abstracts to gain a comprehensive understanding of the research content. This was followed by segmentation and coding, in which each abstract was divided into smaller units based on their communicative functions (moves) in accordance with Hyland's framework. These units were then systematically organized into analytical tables.

Subsequently, a comparative analysis was conducted to identify points of convergence and divergence in rhetorical structure and linguistic style between the two journal groups. Convergence was established when both journal levels employed the same rhetorical moves, whereas divergence was identified when particular moves or steps were absent in one of the groups.

To ensure the rigor and credibility of the independently conducted analysis, an intra-coder reliability procedure was implemented (R Pugu, & Riyanto, 2024). This involved persistent observation, periodic data verification, intensive consultation with academic supervisors, and continuous reference to foundational theoretical frameworks. These measures ensured that the interpretation of each abstract component remained accurate, consistent, and methodologically sound.

Result and Discussion

Identification of Rhetorical Move Components in Arabic-Language Journal Article Abstracts at the Scopus and Sinta

Based on the analysis of 35 Arabic-language journal article abstracts, selected according to the previously outlined criteria, the findings indicate that the rhetorical structures generally conform to the move analysis schema proposed by Hyland (2000). The identification results demonstrate that each textual unit performs a specific communicative function aimed at fulfilling established writing conventions within the global academic community.

The findings further reveal that, despite differences in journal indexation levels (Scopus and Sinta), most authors consistently maintain the macro-structural pattern of Introduction, Purpose, Method, Product, and Conclusion as the dominant rhetorical framework. This consistency suggests a shared adherence to internationally recognized genre conventions in abstract writing.

However, the analysis also uncovers two contrasting perspectives in the construction of abstract genres between Scopus-indexed journals and nationally accredited Sinta journals. These differences reflect divergent rhetorical orientations, which can be summarized as follows:

Informational Efficiency vs. Narrative Redundancy (M1 & M2)

The analysis of the Scopus-level journal corpus indicates that the move construction in the abstracts is characterized by dynamism and variation, while consistently adhering to the principle of rhetorical efficiency. The data reveal diversity in how abstracts are initiated. Some authors retain Move 1 (Introduction) to establish the research context and urgency, whereas a

considerable number of others proceed directly to Move 2 (Purpose) without including an explicit introductory move. This tendency reflects a strategic prioritization of informational economy, whereby authors minimize contextual elaboration in favor of foregrounding the research objective at an early stage of the abstract.

Abstract SC1-1:

"يهدف هذا البحث إلى اكتشاف ما إذا كان التناوب بين المتغيرين (مو) و(مُش) مقيداً بعوامل اجتماعية أم لا"

Abstract SC1-5:

"تبين الدراسة الحالية وجها من اوجه الاعجاز اللغوي في القران الكريم، اذ حاول الكثير من المترجمين نقل بعض الاساليب اللغوية القرانية الى اللغة الانجليزية ولكنهم عجزوا عن النقل الكامل للرسلة القرانية، ولما كانت الدراسات الانجليزية حول الاساليب في اللغة العربية ضئيلة، صارت تلك هي احد العوائق التي تحدث غير العرب من المترجمين"

Of the five samples analyzed above, Abstract SC1-1 demonstrates the strongest representation of contemporary scientific abstract writing practices. This abstract strategically omits Move 1 (Introduction) in favor of spatial efficiency and begins directly with Move 2 (Purpose). In contrast, SC1-5 retains the Introduction; however, it manages it concisely, ensuring that the primary emphasis remains on Move 2 (Purpose), Move 4 (Product), and Move 5 (Conclusion) as the most dominant and information-rich components.

This pattern indicates that informational efficiency has become a central principle in modern scholarly communication. Accordingly, the omission or minimization of Move 1 should not be interpreted as neglecting the research context, but rather as a deliberate rhetorical strategy aimed at avoiding narrative redundancy and allocating greater textual space to the presentation of findings and high-value research implications for readers.

These findings further confirm that highly reputable journals (Q1) do not categorically eliminate Move 1. However, when it is included, its function is no longer definitional or decorative; instead, it serves as a highly condensed and purpose-driven justification of the research urgency.

Meanwhile, authors publishing in Scopus Q3 and Q4 journals tend to position the abstract as a highly concise executive summary. The realization of Move 1 is minimal and, in several cases, entirely omitted in order to achieve optimal spatial efficiency.

This phenomenon indicates that within the global publication ecosystem, informational density has become a primary priority, whereby the research objective (Move 2) is often considered a sufficient point of departure without the need for an extended contextual prologue.

Abstract SC3-8:

"أخذت عينة عشوائية بسيطة, على مستوى البكالوريوس من الجامعات الفلسطينية الشمالية بلغت ٦٣٢ طالبا وطالبة, كان منها ٢٣٩ من جامعة النجاح, و ٢٠٠ من الجامعة العربية الأمريكية, و ١٩٣ من جامعة فلسطين التقنية/ خضوري, وطبق عليهم استبانة وتكونت من ٣٧ فقرة تقيس العلاقة الديمقراطية بين الأستاذ الجامعي والطالب في مجالين الأكاديمي والاجتماعي"

Abstract SC3-9:

"هدفت الدراسة إلى تعرّف فاعلية برنامج تدريبي مبني على التفكير الشمولي في تحسين الرضا عن الحياة لدى عينة من طلبة جامعة مؤتة"

Abstract SC3-10:

"يهدف هذا البحث إلى بيان أثر القرآن الكريم في شعر الشاعر محمد الشبتي، وذلك بتتبع الأبيات المتضمنة للتناص القاري، ثم تحليلها لاستخراج آليات التناص التي ظهرت في شعر"

In contrast to the previous samples, the Arabic-language abstracts drawn from Q4 journals exhibit a consistent pattern in the sequencing of rhetorical

moves. These abstracts strategically omit Move 1 (Introduction) in favor of spatial efficiency and begin directly with Move 2 (Purpose). This structured and streamlined organization reflects a deliberate prioritization of communicative economy in abstract construction.

Abstract SC4-11:

"هدفت هذه الدراسة إلى التعرف على مستوى تلبية الاحتياجات التعليمية لطلاب الجامعة المتفوقين أكاديميا في كلية التربية بجامعة جازان بالمملكة العربية السعودية خلال التحول الكلي الطارئ للتعليم عن بعد استجابة لازمة فيروس كورونا المستجد (كوفيد- ١٩)"

Abstract SC4-12:

"هدفت الدراسة إلى معرفة أثر التنمر الإلكتروني على التحصيل الدراسي لدى طلبة جامعة إربد الأهلية"

Abstract SC4-13:

"هدفت هذه الدراسة إلى بحث علاقة الإجهاد الذهني بالمرونة المعرفية لدى طلبة كلية العلوم التربوية في جامعة آل البيت"

Based on the foregoing findings, it can be inferred that for authors publishing in Scopus Q4 journals, the notion of an executive summary is defined more by the density of results than by the brevity of the introduction. In other words, emphasis is placed on delivering compact and substantive findings rather than allocating space to an extended contextual preamble.

Accordingly, the trend of eliminating Move 1 for the sake of spatial efficiency appears to have been increasingly adopted, particularly in experimental and intervention-based research. However, this strategy remains more difficult to implement in qualitative textual studies, which are inherently context-dependent. This abstract-writing convention further suggests that research urgency is considered sufficiently represented in the article title, rendering the repetition of background information in the abstract potentially redundant and inefficient.

In contrast, abstracts in Sinta-indexed journals tend to be conceptualized as miniature versions of the full article, expected to begin with a theoretical or argumentative foundation at the outset of the text.

Abstract SN1-16

"التقييم هو أحد العمليات الأساسية في العملية التعليمية بعد تحديد الأهداف وتعليم الطلاب"

Abstract SN1-18

"يعتبر تعليم النحو والصرف مادة مخيفة من قبل الطلاب في كل المدارس أو في المعاهد الإسلامية. أحد الأسباب هو أن المناهج الحالية لم يتم تخطيطها وتقديمها بشكل صحيح"

Abstract SN2-23

"ينطلق هذا البحث من مشكلات تعليم اللغة العربية الأساسية التي يشعر بها التلاميذ للصف الثامن "ب" في مدرسة الروضة الثانوية الإسلامية شيلنجي باندونج وهي لا يتطلب من التلاميذ فهم الحوار ولا تطبيق المفردات التي قد تمّ تعليمها"

Abstract SN2-24

"تعالج من خلال هذه الدراسة المشاكل الموجودة حول مواد الكتب الدراسية للغة العربية بعنوان "اللغة العربية" الصادرة عن وزارة الشؤون الدينية وعلاقتها بسياق تعليم وتعلم اللغة العربية كلغة أجنبية للطلبة بإندونيسيا"

Abstract SN5-26

"المواد العربية ليست هي الخيار الرئيسي لكل طالب في المؤسسات التعليمية، ويمكن ملاحظة هذه المشكلة في نهاية الدرس أن الطلاب لديهم اهتمام ضعيف ببدء تعلم اللغة العربية"

Abstract SN5-30

"الهدف من هذه الدراسة لبيان عن أسلوب الإيمان ومشتقاته في القرآن الكريم"

Abstract SN4-31

"لقد قام الباحث بمشاهدة وملاحظة تطبيق وتعليم اللغة العربية في فصل الثاني العالية بمعهد نور الاسلام غنتي فوجد الباحث بعض المشكلات اللغوية خصوصا في مهارة القراءة، منها عدم الممارسة على قراءة الجهرية، القراءة المتقطعة، القفز عن بعض الكلمات، التكرار في القراءة، عدم معرفة قواعد الصرفية"

Abstract SN4-32

"كما هو المعروف أن أحدا من الكتب الدينية الذي يبحث النحو هو كتاب ألفية ابن مالك. ألفية هي كتاب شعر في قواعد اللغة العربية، ويسمى الآخر كتابا منظوما على بحر رجز، وكذلك المختصر ولكن يحتوي على معان عميق"

Abstract SN6-34

"إن الحروف تقوم دورا فعالا ومهما في الربط بين المعنى وتوضيحها في اللغة العربية، في هذا البحث بحث الباحث عن تحليل الأخطاء في الكتابة الإملائية. الإملاء هو علم يبحث عن كيفية طريقة الكتابة الصحيحة بناء على القواعد التي قد اتفق عليها من قبل اللغويين"

Abstract SN6-35

"استهدف هذا البحث على معرفة استراتيجية معهد جامعة الأمين الإسلامية في تحسين مهارة الكلام باللغة العربية لدى الطلاب"

Referring to the analysis of the Sinta-indexed journal abstracts presented above, it can be asserted that the implementation of rhetorical structure does not demonstrate uniform consistency across accreditation levels. Although the majority of abstracts continue to reflect the Indonesian academic writing tradition, which foregrounds the presentation of research background, lower accreditation tiers exhibit a tendency toward structural simplification,

characterized by the omission of Move 1 and the direct presentation of the research purpose as the opening of the abstract.

The primary findings indicate a high frequency of Move 1 (Introduction) across all Sinta levels. In Sinta 1 and Sinta 2 journals, this move appears in full realization (100%). However, the analysis of abstracts from Sinta 5 and Sinta 6 journals reveals irregularities in the application of rhetorical patterns. Unlike higher-tier Sinta journals, several abstracts in these categories tend to eliminate the contextualization stage (Move 1) and begin directly with the statement of research purpose (Move 2). This pattern suggests that at lower accreditation levels, the rhetorical construction of abstracts is more variable and has not yet fully conformed to established standards.

This condition presents a notable contrast. On the one hand, the majority of Sinta journals continue to position introductory narration as a central element of the abstract. On the other hand, the structural simplification observed in lower tiers distinguishes them from the abstract-writing practices of internationally reputable journals (Scopus), which consistently demonstrate concise, efficient, and standardized genre structures. While authors in Scopus-indexed journals generally conceptualize the abstract as a compact executive summary, minimizing the realization of Move 1 to maximize spatial efficiency, authors in Sinta journals, particularly at the Sinta 4, 5, and 6 levels, tend to retain a more extended narrative structure to establish the urgency of the research topic.

Nevertheless, this study also identified preliminary indications of a stylistic shift in several samples, particularly in abstracts SN5-30 and SN6-35. In these cases, the authors directly realized Move 2 (Purpose) without an extended introductory stage, signaling an emerging adaptation to global writing conventions that are more strongly oriented toward research objectives and outcomes.

Overall, it can be concluded that the abstract structures in Sinta-accredited journals (across both higher and lower tiers) remain substantially influenced by local academic culture, which positions contextualization (Move 1) as a primary element. The dominance of Move 1 across categories reinforces the argument that the genre construction of Indonesian national journal abstracts tends to be

more descriptive and expansive compared to international journal abstracts, which are more explicitly oriented toward results or research products.

Rhetorical Gap and Scholarly Impact (M5)

The most critical finding lies in the realization of Move 5 (Conclusion). In Scopus Q3 journals, the presentation of results (Move 4) is consistently reinforced with statements of implications or operational recommendations. This pattern indicates that the abstract does not merely report findings but actively articulates their broader significance and potential impact.

Abstract SC1-3

"من هنا، ينبغي على المترجم أن يحيط بالمعنى الحرفي والمجازي في كلتا اللغتين كي يقدم نصاً موازياً في التوصيف الجسدي ويحافظ على القيمة الجمالية للبعد المجازي"

Abstract SC3-10:

"وفي ضوء ذلك أوصى الباحثان بعدد من التوصيات منها توظيف المفاهيم الزراعية"

Abstract SC4-15:

"وفي ضوء ذلك أوصى الباحثان بعدد من التوصيات منها توظيف المفاهيم الزراعية المحلية في المناهج الدراسيّة، وتصميم المناهج الدراسيّة بما يتناسب مع بيئات الطلبة التي يعيشون فيها، والاستفادة من الأسر وخبراتهم الحياتيّة وتوظيفها في العمليّة التعليميّة"

In contrast to this pattern, abstracts in Sinta-indexed journals tend to exhibit a "suspended" or incomplete rhetorical closure. In many cases, authors conclude at the stage of reporting numerical data or descriptive findings without providing interpretive commentary or articulating the practical or theoretical significance of the results for readers. This absence of Move 5 weakens the persuasive force of the abstract and limits its potential scholarly impact.

Abstract SN6-25

"فيما يتعلق بالعوامل المثبطة للطلاب في تحسين مهارة الكلام باللغة العربية، من بين أمور أخرى: الافتقار إلى الحماس للتعلم، عدم المعنى، عدم كفاية المرافق والبيئة"

Abstract SN6-34

"فالتتيحة من هذا البحث هي: أ) الأخطاء الإملائية لدى طلاب الفصل السابع في مادة اللغة العربية لمدرسة الثانوية معارف كليغو فونوروكو سبعة أنواع، وهي: (١) استعمال الألف واللام (٢) حذف الألف...."

Abstract SN4-32

"ألفية حصل الباحث على نتائج منها الأنظمة التي برتوي على الدسالة الخلافية بثُ البصريثُ والكوفيثُ في كتاب الفية وبي عشروف بابا"

Based on the data above, the absence of Move 5 (Conclusion) in Sinta-indexed journal abstracts (particularly at the Sinta 4 and Sinta 6 levels) indicates a weakened communicative function of the abstract as a medium of scholarly synthesis. Readers are often presented merely with raw data or descriptive lists of findings without being guided toward the meaning, implications, or broader scholarly contributions of those findings. As a result, the abstract appears rhetorically "unfinished" and fails to perform its role as the "gateway" to the scientific article.

Further exploration of the analyzed journal abstracts reveals an indication of a direct correlation between journal accreditation level and the completeness of rhetorical structure. In higher-reputation journals, such as Sinta 2 and Scopus-indexed journals, the integration of Move 5 is consistently maintained (100%). In contrast, in Sinta 4 and Sinta 6 journals, the concluding element of the abstract demonstrates noticeable degradation, reflecting a reduced emphasis on articulating research implications and scholarly impact.

Rather than calling for immediate changes to established academic writing practices, the findings of this study provide a basis for reflection on academic writing instruction in Indonesia. The results indicate that authors publishing in national journals may consider giving greater attention to contribution statements and the wider significance of their findings in abstract writing. In the corpus examined, these rhetorical elements appeared more frequently in abstracts from internationally indexed journals than in those from nationally accredited journals. Although this study does not directly investigate editorial

policies or peer-review practices, the patterns identified may help inform academic writing instruction and contribute to further discussions of rhetorical conventions in scholarly writing.

A total of 35 journal abstracts in this research corpus were systematically analyzed based on the presence of each rhetorical move, enabling a mapping of distribution patterns and the level of structural consistency across journal categories. The following table presents the realization of Hyland's rhetorical moves (Move 1-Move 5) in the analyzed abstracts. The data were calculated using the formula:

Table 3. Results of Move Occurrence in Scopus Journal Article Abstracts

Move	SC Q1	SC Q3	SC Q4	Total	Percentage
M1 (Introduction)	4	2	0	6	40%
M2 (Purpose)	4	4	5	13	86,6%
M3 (Method)	5	4	5	14	93,3 %
M4 (Product)	5	4	5	14	93,3 %
M5 (Conclusion)	3	4	5	12	80%

Based on the percentages presented in the table, the rhetorical move structure in Scopus journal abstracts demonstrates a relatively well-organized pattern, with strong prominence given to Move 3 (Method) and Move 4 (Product), each reaching 93.3%, making methodology and research findings the most dominant components. Move 2 (Purpose) also shows a high occurrence rate of 86.6%, indicating that the majority of abstracts clearly state the research objectives. Meanwhile, Move 5 (Conclusion) appears at 80%, suggesting that most authors still include conclusions or implications to emphasize the contribution of their findings.

On the other hand, Move 1 (Introduction) has the lowest percentage at 40%, indicating that background or research context is often briefly summarized or not explicitly stated. Overall, this distribution confirms that abstracts are more

focused on presenting objectives, methods, and results as the primary information rather than elaborating on the research context.

Table 4. Results of Move Occurrence in Sinta Journal Article Abstracts

Move	SN 1	SN 2	SN4	SN5	SN6	Total	Percentage
M1 (Introduction)	5	5	3	4	1	18	90%
M2 (Purpose)	5	5	3	5	2	20	100%
M3 (Method)	5	4	3	5	2	19	95%
M4 (Product)	5	3	3	5	2	18	90%
M5 (Conclusion)	2	3	1	2	1	9	45%

Based on the percentages presented in the table, the rhetorical move structure in Sinta journal abstracts demonstrates fairly strong completeness in the opening through the presentation of results, but shows weakness in the closing section. Move 2 (Purpose) is the most dominant, reaching 100%, meaning that all abstracts consistently state the research objective. Move 3 (Method) is also very high (95%), while Move 1 (Introduction) and Move 4 (Product) each reach 90%, indicating that most authors explicitly present the research background, methodology, and findings.

In contrast, Move 5 (Conclusion) appears only 45%, showing that less than half of the abstracts explicitly include conclusions or research implications. Overall, this pattern suggests that Sinta journal abstracts emphasize context, objectives, methods, and results, but are not yet consistent in presenting a closing section that reinforces the research contribution.

The analysis of rhetorical structures in abstracts from both Scopus and Sinta journals reveals solid consistency in M2 (Purpose), M3 (Method), and M4 (Product), with frequencies exceeding 86%. This confirms the fundamental research pillars within the Arabic academic tradition. However, a sharp divergence is found in presentation orientation: Sinta journals demonstrate reliance on Introduction (M1 90%) while neglecting Conclusion (M5 45%), whereas Scopus journals strategically reduce Introduction (M1 40%) to strengthen Conclusion (M5 80%). These findings demonstrate a paradigm shift from a nationally contextual narrative pattern toward a more strategic and functional international model.

Conclusion

This study concludes that although there is strong rhetorical stability in the operational aspects of abstracts, particularly in Purpose (Move 2), Method (Move 3), and Product (Move 4), notable differences remain between Scopus-indexed and Sinta journals in constructing Arabic-language abstracts. International reputable journals indexed in Scopus tend to demonstrate a more strategic and concise rhetorical orientation, reflected in the lower use of Introduction elements (Move 1 = 40%) and the stronger emphasis on Conclusion or implication-related statements (Move 5 = 80%). In contrast, Sinta journals generally exhibit a more context-oriented rhetorical pattern by providing broader introductory framing (Move 1 = 90%) while presenting fewer explicit concluding statements or research implications (Move 5 = 45%). These findings indicate that different publication contexts may influence the rhetorical preferences and organizational patterns used by authors in writing academic abstracts.

The rhetorical patterns identified in this study should be understood as descriptive tendencies within the analyzed corpus rather than as evidence of a direct causal relationship between journal indexing status and rhetorical practices. Since the analysis was conducted using a relatively limited dataset, the findings are intended to describe observable variations in abstract writing practices. Nevertheless, the results contribute to discussions on academic writing instruction, especially in Arabic-language scholarly publishing in Indonesia. The more frequent use of contribution statements and concluding elements in internationally indexed journals may provide useful references for researchers, students, and academic writing instructors in improving the effectiveness and quality of Arabic-language academic abstracts.

Overall, this study highlights the importance of rhetorical awareness in academic writing, particularly in preparing abstracts for different publication contexts. Understanding rhetorical move structures may help authors produce clearer, more organized, and internationally competitive academic abstracts.

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