

“How should Undergraduate Students Compose Research Article Introduction?” The Move and Step Recommended

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Abstract

Writing a research article (RA) is not an understated substance that is complicated for undergraduate students. Introduction section is an essential part of RA since detail information about significance of the study and supporting researches are explored in the Introduction section. Pho's moves and steps are recommended as a realization for undergraduate students in composing research article Introduction (RAI). Consequently, this study presents a disquisition on the move pattern of novice students' RAIs as well as Pho's moves manifested in the RAIs. The selection of undergraduate students' RAIs was done in the field of English Education, Applied Linguistics, and Applied Literature. A qualitative study was conducted by doing observation and documentation in collecting the data. A Table of move-analysis was designed in identifying the description of each move and step of undergraduate students' RAIs. In analyzing the data, the Table was prepared to describe individual function of move and step. The findings imply the three moves of Pho's were necessary for writing RAI and inter-related among other moves, but undergraduate students were unaware of some Steps of the Moves. Related to the necessity of Moves and the students' ignorance, providing a rhetorical move course is recommended for further research on rhetorical moves.

Keywords: move, step, RAI, writing, undergraduate students

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Introduction

Studies on scientific article have been conducted in various approaches such as examining lexical bundles of L1 and L2 writers. Another example is a study on RAs which uses a genre-based approach (Lin & Evans, 2012; Mauludin, 2020). Lin & Evans (2012) initiated students need to select high quality RAs as starting point in the process of disciplinary acculturation. It proves the remarkable enterprise of discourse and genre analysts in reconnoitering academic discourse. It authenticates English academic writing as a universal interaction amongst inquiry publications (Shehzad & Abbas, 2016) and is one of the necessary resources for publicizing dedicated understanding in the present era (Al-Qahtani, 2006). It means to be circulated writers, novice researchers have to complete academic engagements including assignments, final-term papers, and thesis (Shehzad & Abbas, 2016). British and American English written texts had also been examined its relative clauses for the sake of teaching general writing. On the other hands, RA is one of the final-term papers for it is required for undergraduate students' graduation. Related to publications and academic engagements, the Indonesian government published a rule in 2012 about higher level education that undergraduate students as one of the academic society are obliged to compose research-based articles for the sake of accomplishing Tridarma—educational field, research in science and culture, dedication to community. Thus, writing research articles becomes certainly essential for the sake of conducting a research for discoveries.

Studies on academic writing, predominantly on scientific writing (Loan N.T. & Pramoolsook I., 2014; Shehzad & Abbas, 2016; Sukmana et al., 2021; Takimoto M., 2015) have been conducted in various fields and disciplines. Sukmana et al (2021) described student setting maps and research topics of social work-study programs, Takimoto (2015) investigated hedges and boosters in English academic articles, Loan and Pramoolsook (2014) analyzed the rhetorical structure of Introduction chapters by commissioning Bunton's CARS model, while Shehzad and Abbas (2016) examined Theses Introduction section of Linguistics and Literature. Rochma, Triastuti and Ashadi (2020) have analyzed the rhetorical styles of RAIs written by undergraduate students of a state university in Yogyakarta. This recent research also analyzes the Introduction section but as one of the RA sections particularly in English Teaching, Applied Linguistics, and Applied Literature. While Takimoto (2015) examined English academic articles, this present study analyzed RAIs composed by novice undergraduate students. Different from Loan and Pramoolsook (2014) which recycled Bunton's CARS model, this contemporary study uses Pho's (2013) model which can be used as a consideration in directing the writing of scientific papers. The model has three moves with sixteen steps that are similar to the revised Swales' CARS model.

Studies examining sections of RA applying a move-based approach have attracted scholars and researchers

(Amnuai & Wannaruk, 2013; Briones, 2012; Joseph et al., 2014; Pratiwi & Kurniawan, 2021). Two studies by Amnuai (2019), as well as Pratiwi & Kurniawan (2021), observed the abstracts of the research, while Briones (2012) and Joseph et al. (2014) examined Research Article Introductions (RAIs) article. Briones (2012) investigated RAIs written in the field of philosophy, Joseph's et al. (2014) are in the field of forestry RAIs. In the field of language education, studies examining sections of RA applying a move-based approach were also conducted (Hallek & Connor, 2006; Ren & Li, 2011; Sidek et al., 2016). Most of the researches have worked with first language studies which have been published on journals and focused on particular section of research article while this current study using Pho's modified moves and steps works with EFL learners which compose unpublished complete text of scientific article. However, move-based approaches in the introduction section of RA are scarce. Therefore, this present research endeavors to study the introduction section of RA by applying a move-based approach. Studying the introduction section of RA contributes insight into how undergraduate students generate ideas and theses in English and rejoin the requisite pointed out by Pho (2013) about English rhetorical conventions. By referring to Briones' (2012) definition that writing might go forward along the disciplinary culture, this current research investigates novice students of a private college in expressing their communicative purpose through moves and steps. For that reason, this current study investigates moves and steps used in RAIs by following Pho's (2013) model and attempts to figure out: (1) the pattern revealed from moves and steps engaged by undergraduate students in writing RAIs, and (2) Pho's moves and steps implemented in RAIs of undergraduate students.

Review of Related Literature

Research Article Introduction (RAI)

The research article takes account of the abstract, introduction, methodology, results, and discussion (see Figure 1). Among the five sections, the introduction is a sub-genre that has a definite purpose (Briones, 2012). The section takes the role of a crucial part since it is in the first segment to be read, gives an extra explanation to the previous studies (Rochma et al., 2020), and describes significant studies towards the progression of knowledge (Kendal et al., 2011; Rochma et al., 2020). Although there is an abstract before the introduction section but the detailed explanation about the significance of the study and supporting previous studies can only be found in the introduction section that is the part which should be read first. It has even become a more widespread section to be investigated after Swales (1990) proposed the CARS model (Rochma et al., 2020). Explanations on the significance of the study and previous studies are reflected through the first move by establishing a research territory. By referring to Pho's (2013) model, the first move has six steps with steps 1 and step 2 which explore previous studies. The next move also explores previous studies which are directed to indicate the research gap along with the reason.

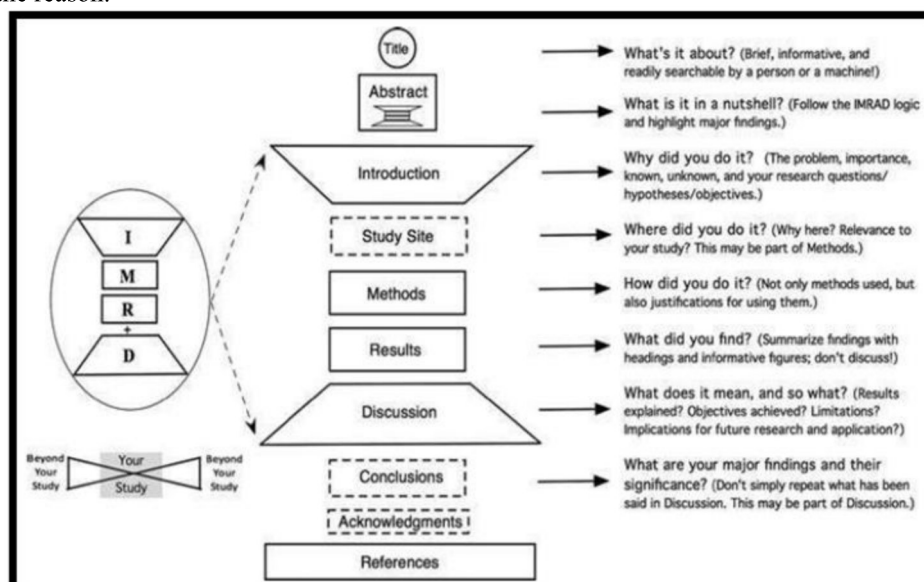


Figure 1 The IMRAD structure of the research paper (adapted from Wu, 2011)

RAI plays an indispensable role in a publication that many linguists had RAIs investigation (Adnan, 2011; Amnuai & Wannaruk, 2013; Suryani et al., 2015). The crucial role of RAI is that it must attract readers' interest (Amnuai & Wannaruk, 2013) which makes the RA to be read and cited (Adnan, 2011). Different from Suryani et al. (2015) in highlighting the importance of the citation index of RAIs, Adnan (2011) examined the applicability of both CARS and PJP models to be claimed as the model of Indonesian Humanities RAIs. As a result, the

rhetorical patterns of Indonesian RAIs are different from those of English (Adnan, 2011; Amnuai & Wannaruk, 2013), and further research is recommended (Adnan, 2011). On the other hand, RAI has been one of the most comprehensively explored areas and is considered the most perplexing (Suryani et al., 2015) and difficult item to write for native as well as novice students (Amnuai & Wannaruk, 2013). A lack of generic types is one of the reasons for the difficulties in writing RAs. Consequently, this existing study tends to scrutinize novice students' RAIs, particularly in English Education, Applied Linguistics, and Applied Literature.

Exploration of the introduction section has been tempting scholars that there are studies on the introduction section (Briones, 2012; Safnil, 2013; Sheldon, 2011). Sheldon (2011) analyzes applied linguistics research article introductions (RAIs) of English and Castilian Spanish, Briones (2012) evaluates philosophy RAIs of Filipinos, while Safnil (2013) examines engineering science, science, and medical science RAIs of Indonesian. RAI studies in Indonesia have been established and generally concluded that Indonesian Humanities RAIs was different from English structurally (Adnan, 2011). Nonetheless, there has been less information on Indonesian RAIs in Education has been published particularly in Applied Linguistics and Applied Literature written by undergraduate students. Besides structural differences, there are also differences in linguistic choices (Joseph et al., 2014). Those differences make the partial awareness of RAs as a genre. As Adnan (2011) states further that in Indonesia, there has been personalized step of genre studies of RAIs. Among those studies, there is a general finding that prerequisites for additional exploration as Indonesian RAIs have different rhetorical patterns from those of English.

Moves and Steps on Research Article Introduction

Related to trouble in writing RAI, Amnuai and Wannaruk (2013) mention four decisions that affect the problem. Those four decisions in writing RAI are suitable quantity and variety of background knowledge, the influential versus the genuine stance, the winsomeness of the niche application, and the truthfulness of the approach. Besides the four decisions, Asari, Kurnia and Suharsono (2018) recommend positive contribution to RA composition involves agreed content, language used, and suitable rhetoric. Analyzing moves of RAIs is one of the instances in comprising suitable rhetoric. Three considerations take part in making an allowance for readership as Adnan (2011) asserts the difficulty in writing RAI has an emotional impact on the publication opportunity. The considerations include editors, reviewers, and the research community (Suryani et al., 2013). Henceforth, a worldwide audience can get worthy implications from international journal publications of RAs (Suryani et al., 2015). In conclusion, RAIs must occupy audiences from various districts that are troublesome in writing RAI can be elucidated, especially for novice undergraduate students.

RAIs studies in Indonesia have been established and generally concluded that Indonesian Humanities RAIs was different from English structurally (Adnan, 2011). Nonetheless, there has been less information on Indonesian RAIs in Education has been published particularly in Applied Linguistics and Applied Literature written by undergraduate students. Besides structural differences, there are also differences in linguistic choices (Joseph et al., 2014). Those differences make the partial awareness of RAs as a genre. Joseph et al explain further that the awareness of genre, as well as linguistic competence, equip the students to apply the understanding of the genre that eases instructors and course designers in helping the students to understand the ways of constructing RAIs as well as composing publishable articles. Scholarships that are elaborated on the exploration of text as genre complementary related discourse structures to the communicative functions of texts, resulting approach of conducting genre analysis using rhetorical moves.

Pioneered by Swales in 1981, a move does not only show a purpose but also contributes to the overall communicative purposes of the genre. A move expresses a communicative function formed that provides a common communicative goal representing the unabridged genre. After investigating forty RAs out of one hundred thirty-four, Pho (2013) recognized more complex steps in the development of a move that assists comparable functions in different sections. She claims Swales' move has a very short Introduction since the corpus is mainly of research articles of science that she breakdowns Move 1 (see Table 1), Move 2 (see Table 2), and Move 3 (see Table 3) into fluctuating steps. The steps are formulated so that there is the possibility for other corpora besides science can use them as this latest study analyses three disciplines.

Table 1 Move 1 Description of Introduction Section (adopted from Pho, 2013)

Move	Step	Description
Establishing a territory	1: Summarizing existing studies	Reporting findings from previous studies, presenting background information, reviewing existing theories, frameworks, presenting general knowledge, indicating the importance of the field
	2: Drawing inferences from previous studies	Discussing and interpreting previous research
	3: Raising questions/ generating preliminary hypotheses	Generating questions and/or tentative hypotheses out of previous studies
	4: Referring to context of the study	Presenting the context or background information of the study
	5: Foreshadowing aim of the study	Mentioning what the study is going to be about
	6: Outlining structure of the section	Indicating the outline of the section

While Swales' (2004) CARS establishes the territory by providing topic generalization on the use of the word interesting, significant, classical, unique, challenging, and important (Shehzad & Abbas, 2016), Pho's (2013) has six steps with various description each. Among the six steps, the first step involves the most various descriptions. In summarizing previous studies, Pho encompasses reporting previous inquiries finding, giving background information, reviewing existing literatures, framework, presenting general information, and indicating the importance of the field analyzed. While step 1 reporting previous inquiries finding, step 2 draw inferences from previous inquiries by discussing and interpreting previous studies. After discussing and interpreting previous inquiries, questions and/or hypotheses are then generated on step 3. Thus, further research can be done by applying step 3.

After establishing a territory, Swales CARS then establishes a niche by indicating a gap (Amnuai & Wannaruk, 2013; Briones, 2012; Shehzad & Abbas, 2016) as well as adding to what is known (Amnuai & Wannaruk, 2013; Shehzad & Abbas, 2016) and extending existing knowledge in some way (Briones, 2012) and/or presenting positive justification (Shehzad & Abbas, 2016). Based on Swales' revised CARS model, establishing a niche is an obligatory move (Briones, 2012) although possesses presenting positive justification as an optional step (Amnuai & Wannaruk, 2013). Different with Swales' CARS model, Pho (2013) mentions three steps (see Table 2):

Table 2 Move 2 Description of Introduction Section (adopted from Pho, 2013)

Move	Step	Description
Establishing a niche	1: Indicating a gap	Indicating gap in previous studies
	2: Explaining reason for gap	Explaining why there is a gap
	3: Presenting positive justification	Explaining why the gap has to be filled or the expansion of previous studies is necessary

Based on Table 2, explaining reason for gap does not exist on Swales' CARS but there is positive reasons for conducting the research described on step 2 (Amnuai & Wannaruk, 2013). Explaining reason for gap is different with reason for conducting the research. As Amnuai and Wannaruk (2013) assert that positive reasons for conducting the research is an optional step, explaining reason for gap is then better posited. By explaining reason for gap, the contemporary study explains reasons on the gap existence. By showing reasons on the occurrence of gap, research novelty can be then directed.

In relation with Move 1 and Move 2, the last move—occupying the niche can be best positioned after establishing a territory and a niche (Keshavarz et al., 2007). By means of Move 2 Step 3 is an optional step, so authors do not have to include all the steps of RAI. APA Fifth Edition affirms the basic goal of introduction section is giving a “firm sense of what was done and why” (Al-Qahtani, 2006) that introduction section need to be the most consideration in composing RA compared to the other sections. The word ‘what was done’ is related to the research while the word ‘why’ revenues reason that introduction section needs to explore reasons. By exploring reasons, the background of the research can be strengthened then. Different with Move 1 and Move 2 which poles apart Swales CARS, Move 3 is similar to Swales'. Pho mentions the last move of introduction section as presenting the study which involves seven steps while Swales' presenting the present work also

includes seven comparable steps. Further explanation on move and steps in presenting the study is displayed in the following Table 3:

Table 3 Move 3 Description of Introduction Section (adopted from Pho, 2013)

Move	Step	Description
Presenting the study	1: Announcing the research descriptively	Announcing the purpose or content of the study
	2: Presenting research questions or hypotheses	Formally (and explicitly) presenting the research questions or hypotheses
	3: Defining terms	Giving definition of key terms involved in the study
	4: Summarizing methods	Briefing the method of the study
	5: Announcing principal outcomes	Announcing major findings of the study
	6: Stating the value of the research	Stating the significance of the study

For more than a decade, researchers have studied innumerable sections of research article genre (Amnuai & Wannaruk, 2013; Stoller & Robinson, 2013) such as rhetorical structure of RAs particularly the move structure (Pho, 2010). By investigating move and identifying purpose based on communicative goal can ease authors, specifically novices who are not involved in discourse community (Parodi, 2010). There are three criteria in identifying moves; they are linguistic evidence, comprehending the text, and the text possession of both overall academic community and specific discourse community. Joseph et al. (2014) explain further that explicit knowledge on RAs rhetorical moves as well as linguistic mechanism can guarantee students' admittance to forms of language in the educational domain. In addition, move expresses a communicative function formed which provides common communicative goal represent the unabridged genre. However, sections established in research article comprise abstract, introduction, method, result, and discussion which is abbreviated as AIMRD (Amnuai & Wannaruk, 2013). Among the five section, genre analyst consider introduction takes an essential role in appealing readers interest (Ebadi et al., 2019) particularly indicating gap in previous studies and/or the expansion of previous studies is necessary that RAIs are indispensable to be analyzed.

Research Method

This current study analyses novice students' RAI on English Teaching, Applied Linguistics, and Applied Literature. There were nine RAs in English Teaching, seven RAs in Applied Linguistics, and six RAs in Applied Literature from four periods of class. The data of this current study involves RAs written by the students who join the inauguration period as an inaugural ceremony requirement. As one of inaugural requirement, the articles were unpublished.

The data was compiled from the introduction section of novice undergraduate students' RAs on Jombang. The institution chosen to get the data was the English Department of educational personnel. In identifying moves and steps that characterize novice RAIs, a qualitative approach was applied in this current study. Each move is displayed in a Table (see Table 4) with moves and steps involved as the research instrument. The Table displayed includes all three corpus data of RAIs.

The RAIs collected for this study consisted of three disciplines, namely English Teaching, Applied Linguistics, and Applied Literature. The composed RAIs are in Ms Word documents submitted by the students. The data collected was focused on the introduction section. Each sentence of the Introduction section which describes the function of Pho's move as well as the step was copied and then pasted into Table of Pho's moves and steps to be analyzed based on the function described in the Table.

In analyzing the data, each sentence of RAI was scrutinized respectively. The data analysis applied three steps of Miles, Huberman, and Saldana (2014). The first step focused on selecting each sentence of RAI based on Pho's (2013) moves and steps. Then, identify the description or function of each sentence separately. The last step was done by drawing a conclusion after verifying the research finding. The verification dealt with data trustworthiness.

Wilson (2014) asserts that the validity of data does not deposit the credibility and validity of findings, hence this current study contrivance investigator triangulation for the sake of trustworthy and useable research results. The triangulation was done by confirming Table of data analysis to the other investigators. Investigator triangulation is also called method triangulation (Heale & Forbes, 2013) which avoids potential biases and determines the completeness of data. Hence, triangulation assures the trustworthiness of analysis results is equitable and impartial. The triangulation was carried out by giving a Table of investigator triangulation to an expert who has inspected rhetorical moves.

The researcher took a role as the key instrument of this current study in collecting, analyzing, and interpreting the data while the other two writers took role as investigators triangulation. Besides the key instrument, a supporting instrument was also needed in accomplishing those three activities. Table 4 was designed as a supporting instrument in collecting and analyzing the data. The Table is used to figure out Pho's step implemented in RAIs by confirming the sentences used in answering the questions stated in the Table.

Table 4 Moves and Steps of RAI (adopted from Pho, 2013)

Move	Step	Questions
Establishing a territory	1: Summarizing existing studies	What is the research trend? Why is it important?
	2: Drawing inferences from previous studies	What is the writer's view of existing studies? What are the writer's interpretations of previous
	3: Raising questions/ generating preliminary hypotheses	What questions does the writer raise about existing research?
	4: Referring to context of the study	What is the context of the study?
	5: Foreshadowing aim of the study	What is the study going to be about?
	6: Outlining structure of the section	What is the organization of the section?
Establishing a niche	1: Indicating a gap	What has not been done in the field?
	2: Explaining reason for gap	Why is there a gap?
	3: Presenting positive justification	Why does the gap have to be filled or why is it important to expand previous research?
Presenting the study	1: Announcing the research descriptively	What is the study about? What is the purpose of the study?
	2: Presenting research questions or hypotheses	What are the research questions or hypotheses of the study?
	3: Defining terms	What do the terms mean?
	4: Summarizing methods	What methods are used in the study?
	5: Announcing principal outcomes	What are the main findings of the study?
	6: Stating the value of the research	What is the significance of the study?

Throughout data analysis, the data sheet was classified based on the description of moves and steps. In displaying the research findings, each move is presented in a Table and discussed separately. In the last step, verification was done in interpreting the collected data for the sake of useable research consequences. The data interpretation involved investigator triangulation. The investigator has a doctoral degree and had investigated rhetorical move.

Discussion and Analysis

In order to displays the research findings related to moves and steps manifested by undergraduate students in writing RAIs, the research findings explore: 1) the move pattern of undergraduate students' RAIs, and 2) Pho's moves and steps implemented in undergraduate students' RAIs.

Move Pattern of Undergraduate Students' RAIs

Pho (2013) mentions three moves and sixteen steps on RAI which are distributed as six steps in Move 1, three steps in Move 2, and seven steps in Move 3. As Joseph et al (2014) found most forestry RAIs open with Move 1 of Swales' CARS model and Move 3 as the closing move entirely undergraduate students RAIs also open with Move 1 of Pho's and ended with Move 3. Both Swales' and Pho's Move 1 is 'establishing a territory' but Swales' includes two steps while Pho's has six steps. As Joseph et al (2014) found most forestry RAIs open with move 1 of Swales' CARS model and Move 3 as the closing move, entirely undergraduate students RAIs in this present study open with Move 1 of Pho's and the closing is also Move 3. The following Table 5 displays the moves and steps of undergraduate students' RAIs.

Table 5 Move Description of Undergraduate Students' RAIs

Moves	Steps	English Teaching	Applied Linguistics	Applied Literature
1: Establishing a territory	1: Summarizing existing studies	√	√	√
	2: Drawing inferences from	√	√	√
	3: Raising questions/ generating	√	-	-
	4: Referring to context of the	√	√	√
	5: Foreshadowing aim of the	√	√	√
	6: Outlining structure of the	-	-	-
2: Establishing a niche	1: Indicating gap in previous	√	√	√
	2: Explaining reason for gap	-	-	-
	3: Explaining the necessity of	√	√	-
3: Presenting the study	1: Announcing the research	√	√	-
	2: Presenting research questions	-	-	-
	3: Defining terms	-	√	√
	4: Summarizing methods	√	√	√
	5: Announcing principal	-	√	-
	6: Stating the value of the	√	√	√

In 'establishing a territory', Swales' includes two steps while Pho's has six steps. Among the six steps of move 1, step 3 is missed by undergraduate students RAIs on Applied Linguistics and Applied Literature, while step 6 is unused on all the RAIs. It means undergraduate students were unaware on outlining the structure of their RAs, particularly in 'raising questions/generating preliminary hypotheses' for writing Applied Linguistics and Applied Literature RAIs. Predominantly on Applied Linguistics and Applied Literature RAIs, undergraduate students were insensible on generating question as well as tentative hypotheses out of existing studies. It is supported by Annuai and Wannaruk (2013) that they recommend to equip students about ways in writing English language RAIs. The recommendation meant to guide undergraduate students in raising questions related to the topic analyzed. Further explanation is displayed in Table 6.

Table 6 Move 1 of Undergraduate Students' RAIs

Step	English Teaching	Applied Linguistics	Applied Literature
1: Summarizing existing studies	In line with Hattie (2007) giving feedback in class can cause a positive and negative effect for the student. However, among of all the skills reading is considered as the most important skill.	One type of figurative language is hyperbole, which is commonly found in many literary works such as poetry, novel, and song.	Deconstruction is turned up from a strong traditional idea of French that is influenced by Edmund Husserl and Martin Heidegger's phenomenological project
2: Drawing inferences from previous studies	He revealed that the high achieving informants initiated more interaction than the low achievers, due to teachers' interventions; they become more active, though still unwilling to participate	Lilik (2010) found the types of references in advertisement by time's magazine, her suggestion is to find the types of references in the other subject.	It is due to the increasingly difficult competition in life today, almost everyone is forced to endure having a solid routine with the same activities continuously for years

3: Raising questions/ generating preliminary hypotheses	The research problem is “Do the students who are taught writing recount text by using clustering technique completed with photograph series have better achievement than the students who are taught by Free writing technique at the eighth grade students of MTsN 3 Jombang?”		
4: Referring to context of the study	Three factors caused anxiety are communication apprehension	The limitation in this research is about ten songs of Christina Perri.	The researcher focused on analyzing the part of personality development, namely the defense mechanism as personality development experienced by Audrey in dealing her anxiety using a defense mechanism in the novel of Finding Audrey that written by Sophie Kinsella.
5: Foreshadowing aim of the study	In this study the researcher focuses more on the investigation of anxiety factors	Here, the researcher will be connected meaning in utterances using pragmatic study.	In this study, a researcher will analyse the characterization of Maleficent as the main character in the film Maleficent: Mistress of Evil.

As matters of writing in English is complicated for both ESL as well as EFL learners and both undergraduate along with graduate level (Hawari et al., 2021), this present study aims at focusing on academic writing, predominantly linguistic factors on undergraduate level of EFL students. The linguistic factors meant include move pattern of RAIs and Pho’s moves as well as steps manifested on the RAIs. The move patterns of undergraduate students’ RAIs incorporate establishing a territory, establishing a niche, and presenting the study. Establishing a territory has summarizing existing studies, drawing inferences from previous studies, referring to context of the study, and foreshadowing aim of the study. There is a step on establishing a territory skipped by Applied Linguistics and Applied Literature RAIs—raising question or preliminary hypotheses. By referring to Joseph et al (2014) that genre-based thoughtful of research articles (RAs) supports learners’ consciousness on the concord of writing and ease them in producing well-rounded texts, it verifies undergraduate students were unaware and minus capable in indicating the outline of RAIs section since their insufficiency of writing support. Related to problem of writing in English as stated by Hawari et al (2021), one of linguistic factors which causes students’ difficulty in English writing for novice learners is indicating the outline section because of insufficient writing support that they were lacking sense on raising question or tentative hypothesis related to the topic.

The following move of Pho’s model is ‘establishing a niche’ which involves three steps—indicating gap, explaining reason for gap, explaining the necessity of expanding previous studies. Among those three steps, ‘explaining reason for gap’ is missed by the entire undergraduate students’ RAIs while ‘explaining the necessity of expanding previous studies’ is missed by undergraduate students RAIs on Applied Literature. In other words, the exploitation of Move 2 Step 2 was ignored by undergraduate students in RAI writing while Move 2 Step 3 was overlooked in writing Applied Literature RAI. The finding of this current study is similar to Sheldon’s (2011) related to the misuse of Move 2, this present study initiates exclusively undergraduate students distort Move 2 Step 2 in RAI writing. In addition, Move 2 Step 3 is disfigured by undergraduate students in writing Applied Literature RAIs. The result proved L2 students justified gap indication without displaying resemblance to the discourse convention in English. Additional explanation is displayed in Table 7.

Table 7 Move 2 of Undergraduate Students' RAIs

Step	English Teaching	Applied Linguistics	Applied Literature
1: Indicating a gap	Based on exposure the problem faced by the researcher English as foreign language and exposure the result of three previous studies above that have shown how anxiety affect the learners in speaking English by some factors	From the previous study above, there were differences in analyzing characterizations, previous researchers focused on characterization research seen from the physical, social, moral, and psychological appearance of these characters	Context is very important in pragmatics study, how to interpreted the utterances or sentences as well as to give knowledge of the speaker and writer. So context is very important to the people because it is condition as bridge communication and the background of knowledge belong to speaker and listener in understanding the utterance.
2: Explaining reason for gap	-	-	-
3: Presenting positive justification	Of course, the different research subject will distinguish the result too	In linguistic research, there are many benefits that can be obtained in research, namely regarding the variety of language used by a person, we can find out the background of people who speak and communicate so that their goals and objectives can be achieved, besides that we can also understand why they use language and why one person with other people have different ways of conveying things	-

As the second Move of Pho's (2013), establishing a niche involves indicating gap, explaining reason for gap, and explaining the necessity of expanding previous studies. In establishing a niche, undergraduate students were oblivious in explaining reason for gap on the three corporuses of RAIs as well as explaining the necessity of expanding previous studies on Applied Literature RAI. Related to gap in RA writing, Rochma et al (2020) also found the elimination of replenishing the gap by undergraduate students of English Language Education. It verifies that 'explaining reason for gap' and 'explaining the necessity of expanding previous studies' are not well thought-out. Moreover, Move 2 had been misused by L2 writers due to intercultural and interlingua contacts (Adnan, 2011) whereas introduction section necessarily gives prominence to supplementary knowledge can be gained and the way bridges the gap in knowledge (Dewan & Gupta, 2016). In view of Move 2 is considered as a fundamental move of introduction section (Sheldon, 2011), the compliance of Move 2 is confirmed by bachelor investigators in this study that they mindful content knowledge on structure of text consciously. The conformity also supports Dewan and Gupta's (2016) proposition in writing introduction; predominantly bundle the readers by showing reason into the way on fulfilling the gap. As one of challenges in education (Klingner & Boardman, 2011), exploration on gap is necessarily included in writing RAI that it challenges readers finding further information related to the topic of research.

The last move of Pho is 'presenting the study' which has six steps—announcing the research descriptively, presenting research questions or hypotheses, defining terms, summarizing methods, announcing principal

outcomes, stating the value of the study. Among those steps, ‘announcing the research descriptively’ is missed by undergraduate students RAIs on Applied Literature, ‘presenting research question or hypothesis’ is unused by undergraduate students entirely, ‘defining terms’ is unemployed by undergraduate students’ RAIs on English Teaching, while ‘announcing principal outcomes’ is unexploited by undergraduate students’ RAIs on English Teaching and Applied Literature. Move 3 has not also been displayed strongly by Spanish writer, particularly on Applied Linguistics to the established English discourse convention which caused mixed discourse features to discourse community at a national level (Sheldon, 2011) that gives negative impact on international publication. Applied Linguistics RAIs in this present study also unexploited Move 3 but specifically on ‘presenting research question or hypothesis’ which also missed by English Teaching as well as Applied Literature RAIs. Further explanation is displayed in the following Table 8.

Table 8 Move 3 of Undergraduate Students’ RAIs

Step	English Teaching	Applied Linguistics	Applied Literature
1: Announcing the research descriptively	The purpose of this study is to know the different effects of direct and indirect written electronic corrective feedback on student speaking ability	Here, researcher want to know the effect of animation movie in writing narrative text of the ninth grade student at SMP Negeri 1 Tembelang	-
2: Presenting research questions or hypotheses	-	-	-
3: Defining terms	-	Figurative language is a language that has a different meaning from its word	Novel is a literary work that tells the story of a person’s life with detail description so it has a long form where the story reflects social life in the real world.

4: Summarizing methods	The SSS method was designed for outside of learning material in the class as the form of additional activity to encourage students to read a lot and gain a lot of experiences about English vocabularies at the eighth grade of students in SMP Plus Al-Islamiyah VII to encourage students to read a lot and gain a lot of experiences with English vocabularies as much as possible. And it was designed to know the effect of SSS method on the students vocabulary mastery.	The researcher used quasi experimental design as the research design. The sample are the student of IX-B class as experimental group and the student of IX-C class as control group with there are 24 students in each class. The researcher used test as instrumentation. Before conducting post-test, the researcher give treatment in experimental group.	In this study, the researcher explains the concept of masculinity on the main character Judy Hoops in Byron Howard and Rich Moore's Zootopia film using deconstruction theory approach
5: Announcing principal outcomes	-	Some English learners tend to use code mixing in their speaking because they are still influenced by their first language	-
6: Stating the value of the research	The findings of this study will provide insight into the online teaching methods used by teachers in online learning and help raise awareness about the importance of choosing the right online teaching method especially in teaching reading comprehension	With references people can pick out entities in the world and describe something or indicate relations between them when they are communicate trough language because reference is concerned with designating entities in the world by linguistics means.	In real life, especially in the field of education, this concept or thought can be used as a rationale so that there no longer the thought that women are different from men

Among the six steps on move 3, 'summarizing method' and 'stating the value of the research' are the most used steps. Although undergraduate students 'summarizing method' in describing move 3 of RAIs, unfortunately they did not mention the research instrument. The role of research instrument in conducting a research is important that Asmoro et al (2019) conducted a study on the purpose of explaining the significance of developing instruments specifically which coordinated with Indonesian perception. Research instruments with Indonesian perception is necessary for Indonesia since Indonesia has diverse characteristics judge against other countries (Asmoro et al., 2020).

The last Move of Pho's (2013)—presenting the study, describes announcing the purpose, giving definition of key term, briefing the method, announcing major finding, and stating the significance of the study found on bachelor investigators' RAIs. Among those five steps, announcing the purpose and announcing major finding of the study were missed. Rochma's et al (2020) found students of English language teaching extrude Move 3 that disobey completing the gaps of study as well as giving recommendation related to supplementary actions. By referring to Dewan and Gupta's (2016) assertion that writing the introduction need to mention the objectives of research, novice students in this study were numbered on the necessity of presenting the purpose of research.

Pho's Moves and Steps Implemented in Undergraduate Students RAIs

As it has been displayed on Figure 1, Introduction section as the first section of IMRAD structure discusses reasons on doing the research—the problem, importance, research questions/hypotheses, objectives of the study (Wu, 2011). It is in line with Kliever's (2006) conclusion that the basic structure of writing introduction for beginner investigator in publishing scientific manuscript includes statement of the issue, reason on the necessary of writing paper as research report, and explicit purpose or hypothesis of the study. By referring to the structure, Pho (2013) mentions three key moves with totally fifteen steps. The following are Pho's moves and steps manifested in undergraduate students RAIs.

Based on the finding on Table 6, Move 1 with six steps has the uppermost occurrences. It reveals undergraduate students' awareness of establishing the territory of RAI writing. In establishing the territory, undergraduate students tended to inform reasons on doing the research by notifying three of four Wu's reasons discussed on doing the research—the importance, research questions/hypotheses, and objectives of the study.

The three reasons are implied on Move 1 of Pho's (2013)—indicating the importance of the field, generating question/hypothesis, mentioning what the study about. Those reasons are dedicated to induce the readers about the topic investigated and built the researcher's self-reliance in the hypothesis. It is in relevance to Dewan and Gupta (2016) that introduction is meant to persuade the readers of what the researcher had examined related to the topic investigated.

Besides influencing the readers to have interest in reading the article, introduction section fundamentally serves commonsensical clarification of the study (Rochma et al., 2020) by exploring significant writing as well as depicting the novelty of disquisition. In convincing the readers, undergraduate students notified primarily eleven description—presenting background information, presenting general knowledge, interpreting previous studies, presenting the context of the study, mentioning aim of the study, indicating gap, explaining why the gap has to be filled, announcing the purpose of the research, giving definition of key term involved in the study, briefing the method of the study, and stating the significance of the study. Besides those eleven descriptions, there are other four descriptions informed by several undergraduate students—reporting finding from previous studies, indicating the importance of the field, generating question out of previous studies, announcing major finding of the study. Reporting finding from previous research, indicating the importance of the field, and generating question out of existing studies were found only on English Teaching RAIs, while announcing main finding were merely found on Applied Linguistics RAIs. Indicating the importance of the field as one of Pho's description on Move 1 Step 1 confirms Wu's first reason on doing a research, then reporting finding from previous studies also one of description on Move 1 Step 1 which supports the importance of the field.

The research result is in line with Rochma et al (2020) due to the omission of one step in Move 1. Conversely, Rochma et al. found the omission of Step 3—reviewing items of previous research, while this present study found the omission of Step 6—outlining structure of the section. The elimination of one step among six claims Pho's move and step of establishing a territory complies the essential structure of writing introduction for bachelor investigators in publishing systematic writing.

Establishing a niche is a move which delivers ratification of an inquiry by considering the obstacle of previous investigation (Sheldon, 2011). In validating the research, undergraduate students mostly indicated gap in previous enquiries as well as explaining the necessity of expanding the previous enquiries. The inclusion of two steps among three reiterates Move 2 which bridges “what has been done and what present study is about” in RAI writing (Tarvirdizdeh & Nimehchisalem, 2021). Shehzad (2016) affirms the overlapping of Move 2 with both previous and subsequent Moves.

The research finding proves bachelor investigators realized the importance of previous studies in representing communicative purpose of introduction section. It is in opposition with students of undergraduate English study program who did not notice the significance of previous studies in representing communicative purpose of introduction section (Kheryadi, 2018). In conclusion, bachelor investigators in this study were able to put on view the signal of gaps in establishing a niche which confirms Rochma's et al (2020) assertion that indicating a gap is considered as an obligatory step. Additionally, as introducing academic matter is foremost grounds in conducting a research, the leading argument can be explored are earlier studies, shortcomings, or deficiencies in the academic setting (Creswell, 2014; Tarvirdizdeh & Nimehchisalem, 2021).

Move 3 signifies further actions related to research topic represented in Move 1 and Move 2 (Rochma et al., 2020) by replenishing the research objective, structure, features and main finding (Sheldon, 2011). Loan and Pramoolsook declare further that the components of Move 3 include purpose of the study, research questions/hypotheses, research significance and summary of thesis chapters (2014). Among those components, there are steps of Pho's (2013) conform three of four components—announcing the purpose, briefing the method, announcing major finding, stating the significance of the study. Besides conforming those three components, there is a step as well which kowtows concepts in the RAI (Dewan & Gupta, 2016) by clarifying key terms—giving definition of key term involved in the study.

Step 3, Step 4, and Step 6 are on the whole repeatedly used steps on undergraduate students' RAI of English Teaching, Applied Linguistics, and Applied Literature. It contradicts to English Language Teaching research proposal introduction which used Step 1 as mostly used step (Dewan & Gupta, 2016) and Rahman et al (2017) that consider Step 1 as the compulsory step. The finding of this current study confirms Dewan and Gupta's (2016) scheme of “Well begun is half done” since students' RAIs fulfill most steps that they can be said well drafted. Accordingly, undergraduate students begin their RAIs well thought-out that can help them continue the other next sections in completing draft of RA.

The proposed moves and steps of Pho (2013) can be used as a manifestation for undergraduate students in organizing RAI. Considering the crucial role of RAI (Amnuai & Wannaruk, 2013), it is crucial to make novice bachelors aware of RAI move descriptions. The essentiality of awareness due to the function related to author of RA. Related to students' awareness of move and step of RAI writing, it is necessary to equip and motivate them with course of rhetorical move that can assist them in writing RA. The necessity of providing rhetorical move course for undergraduate students due to the requirement of assistance in introducing and reviewing previous

studies in RAI writing (Kheryadi, 2018). By providing rhetorical move course, novice students can be facilitated to have better understanding on rhetorical move of RAI as well as afford L2 lecturer to have effective strategies in equipping novice students with pragmatic knowledge of RAI move and step. As a result of the course, novice students are not only acquainted with the prototypical move of RAI but also the way of both organizing and composing the move and step linguistically appropriate. In composing the move and step linguistically appropriate, pattern of organizing RAI is necessarily well thought-out. The unavoidably pattern was fundamental due to meaning of words depend on the context of sentence in a passage (Kwary & Jurianto, 2017). In addition, rhetorical move is one of genre-based instruction which is proven to improve students' knowledge and skills on writing particularly on research article writing by considering the use of rhetorical move (Huang & Zhang, 2020; Rochma et al., 2020) which proposes persuasion to the readers particularly by using Pho's model. Students' motivational state also influence their improvement on writing. Related to the students' motivation, genre-based approach helps upgrading their writing skill (Mauludin, 2020). Upgrading students' writing skill is not the only way to help students. Conducting a research for the sake of helping students was also done by Kwary & Jurianto (2017). Selecting and creating a word list also helped students support during English class by supplying further analysis of a text (Kwary & Jurianto, 2017). As a consequence, equipping students rhetorical move is not the only indispensable thing but motivating them is crucial as well.

Conclusion

Writing RA is not a simple matter for novice students that knowledge on RAs rhetorical moves is necessarily equipped to undergraduate students. The necessity is in accordance to Joseph et al (2014) allegation that knowledge on rhetorical move and linguistic mechanism of RA acknowledge students to forms of language in didactic domain. This present study discloses pattern of Pho's (2013) move and step engaged by novice students in writing RAI as well as the moves and steps manifested in their RAIs. In relation to rhetorical move of RA, Pho (2013) mentions linguistic features as essential signals of moves (Rochma et al., 2020). By referring to Pho's feature, Move 1 is essential structure of writing RAI, Move 2 is a fundamental move, and Move 3 signifies activities related to both Move 1 as well as Move 2. Those three moves have various functions—Move 1 inspects evidence and theories related to research concern, Move 2 explores essential arguments in occupying the niche, Move 3 bridges both previous moves to elucidate further actions related to the focus of research.

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