



Tenses, Voices, and Moves in the ELT Research Abstracts: A Corpus-based Study

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ABSTRACT

In writing a research paper, the writers will, of course, include a concise report or the so-called abstract to pass on information to the readers concerning their studies. The problems not only arise in presenting an idea in reporting the study but also have trouble using grammatical structures and patterns established in the abstract they write. To this effect, this study was conducted to investigate elements used in the abstracts of ELT Journal. The aim of this study was to provide the researchers with the proper guideline in writing abstracts appropriately. The twelve journals ranging from 2015 to 2018 publications were selected to analyze with respect to tenses, voices, and move structures employed in the abstracts. Swales & Feak's (2004) move structures were adopted in this study so as to analyze the moves in the abstracts. The findings of the study show variations with regard to tenses, moves, and voices used in the abstracts. In tenses, introduction and results of the study employed present tense, whereas past tense was frequently used in aims, methods, and results. In the meantime, in terms of voice, four moves showed active voices in the abstracts including Move 1, Move 2, Move 4, and Move 5 in spite of the fact that Move 3 used passive voice. Furthermore, the rhetorical move following Swales & Feak's (2004) only certifies 8.3 %. In other words, only 1 article abstract followed it, whereas others demonstrated variation in moves. This finding makes a substantial contribution to the writers, especially for the novice writers in an ELT research context.

Keywords: *research paper, abstract, tenses, moves, voices*

ABSTRAK

Dalam menulis sebuah karya ilmiah, tentunya penulis akan menyertakan laporan ringkas atau yang disebut abstrak untuk menyampaikan informasi kepada para pembaca mengenai studi mereka. Masalah tidak hanya muncul dalam menyajikan ide dalam melaporkan penelitian tetapi juga kesulitan menggunakan struktur dan pola tata bahasa yang ditetapkan dalam abstrak yang mereka tulis. Oleh karena itu, penelitian ini dilakukan untuk menyelidiki unsur-unsur yang digunakan dalam abstrak di jurnal ELT. Tujuan dari penelitian ini adalah untuk memberikan para peneliti pedoman yang tepat dalam menulis abstrak secara tepat. Dua belas jurnal mulai dari publikasi 2015 hingga 2018 dipilih untuk dianalisis berkaitan dengan tenses, voices, dan moves yang digunakan dalam abstrak tersebut. Struktur moves dari Swales & Feak (2004) diadopsi dalam penelitian ini untuk menganalisis moves dalam abstrak tersebut. Temuan dari penelitian menunjukkan variasi dalam hal tenses, moves, dan voices yang digunakan dalam abstrak. Dalam tenses, pengenalan dan hasil penelitian menggunakan present tense, sedangkan past tense sering digunakan dalam tujuan, metode, dan hasil. Sementara itu, dari segi voices, empat moves

menunjukkan suara aktif (active voices) dalam abstrak termasuk Move 1, Move 2, Move 4, dan Move 5 meskipun Move 3 menggunakan suara pasif (passive voice). Selanjutnya, move retorik yang mengikuti Swales & Feak (2004) hanya menunjukkan 8,3%. Dengan kata lain, hanya satu abstrak artikel yang mengikutinya, sedangkan yang lain menunjukkan variasi dalam moves. Temuan ini memberikan kontribusi besar bagi penulis, terutama bagi penulis pemula dalam konteks penelitian ELT.

Kata Kunci: makalah penelitian, abstrak, tenses, moves, voices

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INTRODUCTION

In academic setting, either students or lecturers are strongly encouraged to conduct a study whether it is on the related field or on the other fields. Most of all, it is obligatory for the students such as the students at undergraduate and graduate levels to do research. Their research may have different topics one another. However, they have to report their research in the form of article or journal. As has been stated by Keartikul & Wimolkasem (2017) that research article is therefore considered as an essential part genre. Hence, when they provide research an article or a journal, they should give an abstract in the research article outright.

Writing an abstract of the study is still a big deal for several scholars including those being novice writers. As argued by Wahyu (2016) that it is still challenging for the writer particularly to attach an English abstract to the research article. Furthermore, the researchers who have been very often in writing a research paper still often run into difficulties in writing the abstracts regarding the use of tenses mainly in each move structures of the article including introduction, literature review, research design, and the result of study, discussion, as well as conclusion and suggestion. It is due to the fact that there is no particular reference for them to write the abstracts appropriately. It is therefore encouraged to provide a guideline that may be of advantage for them in writing abstracts appropriately and effectively. The aim of establishing an abstract in the research is not only to make the readers comprehend fully concerning arguments given in the original research (Swales, 1990), but also to inform the readers about the knowledge of the full texts (Oppenheim, 2006).

Writing an appropriate abstract in the research article is considered essential. The result of abstract the writers make may influence the readers to decide whether or not they

continue reading the article. Therefore, the writers are encouraged to have sufficient knowledge of abstract in order to stimulate readers' interest in reading the article. Keartikul & Wimolkasem (2017) notice that it is important to have knowledge and guideline in writing an effective appropriate abstract in order to maintain academic papers be interesting and also to draw the readers' attention for further reading, indexing, and citing. Since this is the case, it is of paramount importance to provide an explicit reference for writing abstract appropriately.

To date, there have been several previous studies conducted by the researchers on the abstracts in articles. A case in point is Abarghooeinezhad & Simin (2015) who carried out a corpus-based study on voices and tenses of abstract in engineering journals. In this regard, he observed the article abstracts written by native English speakers and nonnative English speakers. 25 article abstracts were selected. From the two different groups, the result revealed contrasted and compared the dominant move patterns. There was a typical tense and voice used in the abstracts. In addition, there were infinite varieties of abstracts written by native and nonnative English speakers.

In accordance with the corpus-based study, Can et al., (2016) also carried out the study on move structures in the research article abstract of applied linguistics. He examined move structures in the AL abstract and compared it with the previous studies both synchronically and diachronically. As many of 55 abstracts published in *English for Specific Purpose* ranging from 2011 to 2013 were selected. The result, compared with the previous studies, demonstrated that most AL abstracts gave the information on purpose, methodology, and findings of the related abstract, while half of them did not provide an introduction and discussion of the topic. He also found that the writers were often out of the current scheme in terms of move structures.

In the meantime, Wahyu (2016) also conducted a corpus-based study on rhetorical moves and verb tenses in the research article abstract. He used a corpus toolkit AntConc 3.2.4w. 29 research articles were taken out as the sample. The findings showed that the exceptional rhetorical moves of the abstracts are move 2 purposes, move 3 methods, move 4 results. Furthermore, the utilization of present tense is in great quantities in all five moves. Past tense is mostly discovered in method move.

A further study was done by Nurhayati (2017). She conducted analysis on article abstract in Asian EFL journal published between 2005 and 2006. She used a Hyland's theory including Introduction (Move 1), Purpose (Move 2), method (Move 3) Result (Move 4), and Conclusion (Move 5). Her findings showcased that simple present tense was mostly

used in Move 1, move 2, move 3, and move 4, and the past tense was outstanding in Move 3. Meanwhile, present perfect and future tense were used in move 1, move 4, and move 5. In addition, the active voices were predominant in all move's findings.

The other study was also done by Phuong (2018) in terms of move analysis in applied linguistic abstracts. He investigated the conference abstracts from the British association for applied linguistics (BAAL). He employed Biber's (2007) move identification and Santos' (1996) analysis of moves. His findings revealed that Move 1, Move 2, and Move 3 are frequently used in the abstracts, while move 4 and move 5 showed less frequent.

Following the corpus-based study above; the current study was undertaken in a different field. The researcher devotes more attention on abstracts of ELT Journals. 12 journals ranging from 2015 to 2018 publications were selected by the researcher to analyze in terms of tenses, voices, moves used in the abstracts. The findings are dedicated to serving an explicit guideline to write an abstract appropriately especially for those being novice writers in the ELT research context. Bashtomi (2006) suggests that it is required to develop the guideline for writing a journal abstract particularly for non-native English writers. In the meantime, more research needs to be carried out in terms of genre analysis, including moves in abstracts. Flowerdew (2010) asserts that research in terms of corpora decoding for rhetorical structures such as moves and steps is also deemed as one of the recommendations for further research extension. Therefore, the study was conducted.

In line with the research conducted by the researcher, the questions that are to be addressed are: (1). What are the preferred tenses used in each move in the ELT abstract? (2). what are the preferred voices used in each move in the ELT abstract? (3). What are the preferred obligatory rhetorical moves used in the ELT abstract?

Following that, the objectives of this study are also declared: (1). The study aims at identifying the preferred tenses used in each move in the ELT abstract. (2). The study aims at recognizing the preferred voices used in each move in the ELT abstract. (3). The study aims at presenting the preferred obligatory rhetorical moves used in the ELT abstract.

Research Article

Research article is usually provided both in the printed form and in the electronic form. The article provided is to inform the readers concerning several investigations conducted by the author, Nurhayati (2017). In essence, the research article provided by researcher is to be read by the people or public in which it can be literature resource or just to have knowledge of reading the article. Latief (2016) informs that researchers report on

their research products in thesis, dissertation and research journals to be read by public. The research article can be qualitative and quantitative studies grounded upon what design the researchers employ. The investigation may include several disciplines including medicines, history, education, and so forth.

Abstract

As stated in the previous chapter that abstract is the concise report of the studies, Bavdekar & Gogtay (2015) note that abstract is a summary of a full article. The abstract usually ranges from 150 up to 300 words. There are two types of abstracts that the researcher may recognize, namely descriptive and informative abstract. Descriptive abstract is not presented in details; it consists, at least, introduction, aim, and focus of the paper. Bavdekar & Gogtay (2015) further claim that the descriptive abstracts can only portray what the paper contains. On the other hand, informative abstract is stated in details. In the informative abstract, it may consist of introduction, aim of the study, research design, result of the study, discussion, and conclusion and suggestion. The research study in this abstract is stated in details and has sufficient information as a proxy of the whole paper (Bavdekar & Gogtay, 2015).

In abstract, the writers, to the very least, know the knowledge of writing the abstracts appropriately, including patterns used in the abstracts. Besides, the abstracts should be concisely written by the writer as what has been stated earlier. Weissberg & Buker (1990) argue that abstract is not only written as succinct as possible but also refers to three elements, importantly spotlighting the result of the study, demonstrating the purpose and method in the first, and reckon the conclusion and recommendation in the last paragraph. In addition, Rathbone (1985) proposes that generic structure of abstract should be the replica of research article that comprise beginning, a middle, and an end spotlighting the result of the research article.

Move Structure

Move has been defined as a discursal or rhetorical unit that serves a communicative function in a written or spoken discourse (Swales & Askehave, 2001). Over and above that, Lores (2004) articulate that a move is a rhetorical element that serves the function of linking with and clinging to the written or spoken context.

In this case, the writer employed the Swales & Feak's (2004) move structures in analyzing the moves in the abstracts. He has made five structures of move including Background, Purposes, Method, Findings, Discussion and Conclusion. See the following:

Table 1. A framework for abstract analysis

Moves	Parts of articles	Function
Move 1	Background/ Introduction/ Situation	What do we know about the topic? Why is the topic important?
Move 2	Present Research/ Purpose	What is this study about?
Move 3	Methods/ Material/ Subjects/ Procedures	How was it done?
Move 4	Results/ Findings	What was discovered?
Move 5	Discussion/ Conclusion/ Implication/ Recommendation	What do the findings mean?

Adopted from Swales & Feak (2004)

METHOD

Since this is a corpus-based study, 12 article abstracts were chosen to analyze with regard to tenses, moves, and voices used in the abstract. On this occasion, the researcher employed a purposive sampling in which the researcher took the sample intentionally based on the purpose of this study. 12 abstracts selected in this study ranges from 2015 to 2018 publications. First of all, the researcher searched for Abstracts in a number of ELT journals, including Google Scholar. The researcher found a number of journals that have been published in the database. However, when the researcher identified the abstracts, some of the journal abstracts are not completed in terms of moves provided in the abstracts. Only twelve research abstracts of the journals that have met the requirements and have been officially published from 2015 to 2018 after identification by the researcher. Therefore, the researcher subsequently took the twelve abstracts as the main data of this study. Those abstracts were selected due to the fact that they belong to the intended field. Therefore, it was regarded as the sample of this study. The data were presented quantitatively and qualitatively. The analysis of this study was focused on three main analyses, namely tenses analysis, voices analysis, and move structures analysis. It includes: First, if it indicates that the move is in the form of the sentence, then the tense used in the sentence is the tense used in the move. Second, if it indicates that the move is in the form of the sentence, and then voice used in the sentence is the voice used in the move. Third, if it indicates that the move is in the form of the sentence, then the move structures used in the sentence are the obligatory move structures used in the sentence.

FINDINGS AND DISCUSSION

Table 2. Frequency of Preferred Tenses and Moves

Moves (M)	Present Tense	Past	Present perfect	Total
M1	4	2	3	9
M2	3	6		9
M3	2	10		12
M4	4	8		12
M5	4			4

Move 1: Al-khasawneh (2017) states that **the introduction move usually establishes the research by demonstrating the present knowledge and discussing some points related to the field.** It is clear that the researchers discuss important points in introduction related to the field in their research.

Based on the analysis above, it can be known that the tense used in Move 1 is variety. The most frequent tense used in the Move 1 was present tense with the result of 4. Present perfect was also used in this move with the number of 3. In the meantime, past tense was used with the frequent number is 2.

The present tense used mostly in the move 1 is to refer to the introduction of the research. It can be the mainstream topic of the research and referring to the former studies of the research even though the present perfect tense is also used in this section. See the following:

- a. *Introduction: Present tense: In general, the level of proficiency of English in Japan is not very high. The causes may be manifold and complex but one of them is certainly the grammar-translation method. Most of class time is spent on word by word translation of English texts into Japanese (Morita, 2015). (M1).*
- b. *Introduction: Present perfect tense: Over the last three decades, the standards of English in Cameroon as well as the performance of students in the English language at the General certificate of Education (GCE) Examination have been on a steady decline (Achiri-Taboh & Lando, 2017). (M1).*
- c. *Introduction: Present tense: The analytic rating scale is often used in the assessment of learners' speaking ability. Compared with holistic rating scale, the analytic rating*

scale can provide much more information about the test takers. But the students in this case are not so fruitful (Tian, 2017). (M1).

- d. *Introduction: Present tense: There is growing consensus that implementation of planning time exerts an effect on oral speech production of learners. Research has yet to find out what strategies are used by learners in oral speech production (Maghsoud, 2018). (M1).*

2. Move 2 is the purpose: **the purpose move is employed to present the purpose of the study (Al-khasawneh, 2017). In this case, the move only portrays the aim of the study.**

The preferred tense used in this move was the past tense with the frequent occurrence is 6 even though present tense was utilized with the frequency is 3. In this part, the researcher used past tense to refer to the objective / purpose of the research. See the following:

- a. *Aim: Past tense: The purpose was to determine if students increased their reading abilities after receiving direct, one-one, intense instruction in comparison to students that did not receive the intervention (John & Carrington-Blaidies, 2015). (M2)*
- b. *Aim: The purpose of this study was to scrutinize the effect of strategy instruction on the frequency of reading strategy use as reported by Iranian EFL learners (Ghafoori et al., 2016). (M2).*
- c. *Aim: Past tense: The study investigated whether audiovisual perception training can improve learners' auditory perception of L2 speech sounds, (Li, 2016). (M2).*
- d. *Aim: Past tense: Our main objectives were to test teachers' language skills (Achiri-Taboh & Lando, 2017). (M2).*

3. **The method move is used by authors to describe the mechanism of conducting their research by clarifying the population and sample, materials and instrument, research procedures, and the design of the study the researchers use (Al-khawasneh, 2017).**

In this Move, the frequency of tense used was past tense with the frequent occurrence is 10 even though others employed present tense with the frequency is 2. This move is used to introduce the method or procedures employed in the research as well as the sample of the study. See the following:

- a. *Method / Procedures / Sample: Past tense: The study group consisted of 54 primary school students in infants 1 to standard 3 grade level in Trinidad and Tobago. This study used an experimental design approach that sought to determine whether the UTT program of reading intervention had the intended causal effect on the program participants (John & Carrington-Blaidies, 2015). (M3).*

- b. *Method / Procedures / Sample: Past tense: Two intact classes were selected from Islamic Azad University of Malekan. Then, each of them was randomly assigned to act as control group CG) and experimental group Exp.) (Ghafoori et al., 2016). (M3).*
- c. *Method / Procedures / Sample: Past tense: 29 subjects experimental group who had difficulty in the perception of English /o/ /s/ and / o/ z/ were recruited to attend a Sembilan session audiovisual perception training program with identification tasks on the target contrasts (Li, 2016). (M3).*
- d. *Method/ Procedures/ Sample: Past tense: Six nonnative teachers and their students N=40) participated in collaborative talks to construct teacher identity in separate discussion sessions (Maghsoud, 2018). (M3).*

4. The product move is employed to briefly present and summarize the major results of the study. It might also incorporate the arguments or description of the achieved research objectives (Al-Khawasneh, 2017). This move presents the result of the study. The preferred tense used in this move was past tense with the number of frequency 8; even though present tense was exerted with the frequent number 4. See the following:

- a. *Results: Present tense: The results indicate that the socio-cultural approach motivates the students to learn English and seek for the higher communicative skills and they perceive globalization related topics as relevant to the ability to function in intercultural contexts (Morita, 2015). (M4).*
- b. *Results: Past tense: Findings of the study showed that there was a significant difference between students receiving additional Tier 3 instructions when compared to students receiving Tier 1 instruction, based on the pupils' DRA2 Reading scores (John & Carrington-Blaides, 2015). (M4).*
- c. *Results: Past tense: The results indicated that there were significant differences between the CG and the Exp. Groups in reporting the frequency of reading strategies in the posttest (Ghafoori et al., 2016). (M4).*
- d. *Results: Past tense: The results revealed that the pre task planning time caused the participants to activate a high degree of sociopragmatic, pragmalinguistics, and content knowledge awareness. Implication: therefore, implementation of planning time in speaking tests may help individuals to produce more fluent and socially appropriate utterances (Maghsoud, 2018). (M4).*

The result of this study, particularly in move 4, makes the writer aware that the use of tense in this move is past tense for the most part. This is in line with Santos (1996) that applied linguistics author preferred past tense in Move 4, presumably due to the fact that the reference to one's own research results requires a narrow claim. He subsequently further claims that the use of past tense signified the narrower claim of the research results.

1. The next move is the fifth move, including conclusion, suggestion, and implication. Al-Khawasneh (2017) states that **the conclusion move is employed by writers to make their claims about the research and summarize the implications drawn from the results.**

The preferred tense employed in this move is the present tense. See the following:

- a. *Suggestion: Present tense: EFL teachers can benefit from the findings of this study in the field of communication, task-based L2 classes, and reading strategies to enhance the EFL student' reading comprehension (Ghafoori et al., 2016). (M5).*
- b. *Implication: Present tense: This study gives some implication in the design of rating criteria and the rater training as well (Tian, 2017). (M5).*
- c. *Recommendation: Present tense: Therefore, the implementation of planning time in speaking tests may help individuals to produce more fluent and socially appropriate utterances. (Maghsoud, 2018). (M5).*

From the results above, it can be recognized that the tenses used in each move is different one another. As the aforementioned, introduction (Move 1) belongs to present tense mostly, aim (Move 2) belongs to past tense for the most part, Method (Move 3) also belongs to past tense, and Result (Move 4) is the same using past tense mostly, whereas Conclusion, Suggestion, and Implication (Move 5) employ Present tense. It can be drawn the conclusion that Present tenses are used only in two moves mostly in Introduction and Conclusion, Suggestion, and Implication, while Past tense is put in three moves, including Aim, Method, and Result for the most part. The findings confirm the theory that moves used in the article is having different usage in terms of tenses. As Swales & Freak (2004) state that while the initial statements and conclusions are frequently in the present tense, there appears to be substantial disciplinary and solitary tense variation in sentences dealing with results. In addition, past tense is also used in the rhetorical moves, such as in aim, method, as well as results. Graetz (1985) notes that abstract is characterized by the use of past tense, third person, passive, and non-use of negatives. Furthermore, in Move 4, the writer found that the use of tense used in the move is past tense. Past tense seems obligatory to be used in this move. This result is in line with the statement expressed by Pho (2008).

He states that the use of past tense to report the study left the reader with the impression that the writer is objective and simply informs the findings of the research.

Furthermore, regarding the method used in the move, the past tense plays a considerable role in the move. The writers preferred using past tense to employing other tenses. This result is in line with the previous studies findings conducted by (Wahyu, 2016) and (Chalak & Norouzi, 2013). Wahyu (2016) found that past tense is discovered in method move for the most part, while Chalak & Norouzi (2013) emphasize that Method (Move 3) typically used past tense. The findings emphasized that it goes well with the tenses used by the researcher in the abstract. In the meantime, other moves showed variation.

Table 3. Frequency of Preferred Voices of Tense

Move (M)	Verbs			Total
	Active	Passive	Active + Passive	
Move 1	6	2	1	9
Move 2	6	2		8
Move 3	4	7	1	12
Move 4	12			12
Move 5	3	1		4

It can be seen that the voice of tense used from move 1 to move 5 is different from each other.

Move 1: Voice of tense used in this move was active voice for the most part. The frequency number is 6. See the following:

- a. *Active voice: in general, the level of proficiency of English in Japan is not very high. The causes may be manifold and complex but one of them is certainly the grammar translation method used in teaching English, (Morita, 2015). (M1)*
- b. *Active voice: Over the last three decades, the standards of English in Cameroon as well as the performance of students in the English language at the General Certificate*

of Education GCE) examination have been on a steady decline,(Achiri-Taboh & Lando, 20172017). (M1).

- c. Active voice: There is a growing consensus that implementation of planning time exerts an effect on oral speech production of learners, (Maghsoud, 2018). (M1).*

Move 2: Voice of tense used in this move was active voice for the most part. See the following:

- a. Active voice: the purpose was to determine if students increased their reading abilities after receiving direct, one-one, and intense instruction in comparison to the students that did not receive the intervention, (John & Carrington-Blaidies, 2015). (M2).*
- b. Active voice: the purpose of this study was to scrutinize the effect of strategy instruction on the frequency of reading strategy use as reported by Iranian EFL Learners. (Ghafoori et al., 2016). (M2).*
- c. Active voice: Our main objectives were to test were to test teachers' language skills. (Achiri-Taboh & Lando, 2017). (M2).*

Move 3: Voice of tense used in this move was passive voice even though active voice was employed with the low frequency. See the following:

- a. Active voice: the study used an experimental design approach that sought to determine whether the UTT program of reading intervention had the intended casual effect on the program participants (John & Carrington-Blaidies, 2015). (M3)*
- b. Passive voice: Employing homogenous purposive sampling, a total of 40 ESL teachers in Tiko and Buea sub divisions of the south west region of Cameroon were investigated using questionnaire and interviews (Achiri-Taboh & Lando, 2017). (M3).*
- c. Passive voice: The multi facet Rasch Modelling Method and the correlation analysis are combined to investigate the construct validity (Tian, 2017). (M3).*

Move 4: in this part, voice of tense used was the active voice. See the following:

- a. Active voice: the results indicate that sociocultural approach motivates the students to learn English and seek for higher communicative skills and they perceive globalization related topics as relevant to the ability to function in intercultural contexts (Morita, 2015). (M4).*
- b. Active voice: findings of the study showed that there was a significant difference between students receiving additional Tier 3 instructions when compared to students*

receiving Tier 1 instruction, based on the pupils' DRA2 Reading scores (John & Carrington-Blaides, 2015). (M4).

- c. Active voice: the results indicated that there were significant differences between the CG and the Exp. Groups in reporting the frequency of reading strategies in the posttest (Ghafoori et al., 2016). (M4).*

Move 5: Voice of tense used in this move was the active voice. See the following:

- a. Active voice: EFL teachers can benefit from the findings of this study in the field of communication, task-based L2 classes, and reading strategies to enhance the EFL student' reading comprehension (Ghafoori et al., 2016). (M5).*
- b. Active voice: This study gives some implication in the design of rating criteria and the rater training as well (Tian, 2017). (M5).*
- c. Active voice: Therefore, the implementation of planning time in speaking tests may help individuals to produce more fluent and socially appropriate utterances (Maghsoud, 2018). (M5).*

It can be summed up that each move employs different voices each other. Introduction (Move 1) employs active voices, aim (Move 2) takes active voices, method (Move 3) applies passive voices, and Result (Move 4) uses active voices mostly, while Conclusion (Move 5) wields active voices. This result is in tune with Nurhayati's finding (2017). She found that active voices were the most dominant in all moves findings.

Table 4. The Occurrences of Move Patterns used in Abstracts

Move Patterns	Abstracts	Frequency
M1, M2, M3, M4, M5	1	8.3 %
M1, M2, M3, M4	4	33.3 %
M1, M3, M4	2	16.6 %
M2, M3, M4, M5	1	8.3 %
M2, M3, M4	2	16.6 %
M1, M3, M4, M5	2	16.6 %
Total	12	

Regarding the investigation of the move structures employed in the abstract, move patterns used mostly in the abstract are M1, M2, M3, and M4 with the highest percentage, that is, 33.3 %. These move patterns seem obligatory to use in the abstract. However, the findings revealed that only 8.3% of the moves followed the Swales and Feak's (2004) five move patterns, while the others have different rhetorical moves. Bhatia (1993) notes that discrepancies of style and rhetorical structure are available in the macro organization of writing; and they could be due to distinct genres serving different communicative purposes. To this end, the researcher brings it to an end that variation of rhetorical moves may be available in each abstract. The writer possibly takes different rhetorical moves in abstract due to different communicative purposes they serve. In brief, the researcher in the ELT research context should follow the aforementioned rules in writing an abstract.

CONCLUSION AND SUGGESTION

Concerning the background of this study, this study was conducted to analyze with respect to tenses, moves and voices of the published article abstract in the ELT journal. It can be decided that there are various tenses, voices, and moves applied in the abstract. In regard to tenses, the present tense and past tense play a determining role in the abstract in which Move 1 and Move 5 enact present tenses for the most part, while past tenses are put mostly in Move 2, Move 3, and Move 4. In terms of voice, the researchers mostly utilize active voices in expressing their opinions in the abstract. Active voices are frequently employed in Move 1, Move 2, move 4 and Move 5, whereas move 3 employs passive voice which was different from others. Apart from them, move structures following Swales & Feak's (2004) are only 8.3 %. It means that only 1 abstract goes along with it, while other abstracts shed light on variations in the abstracts. After all, similarities and differences concerning tenses, voices, and moves in the abstract are applied by the writers. The findings of this research can contribute significantly to the teachers or the students as the writers in that it can help them write an abstract appropriately, specifically in the field of English Language Teaching Research, based on the guidelines of this paper. This finding emphasizes that the researcher in the ELT research context should follow the aforesaid rules including M1, M2, M3, M4, in writing an abstract in the research paper. However, since this only recruited twelve abstracts, further studies with respect to this field are strongly recommended.

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