



## RHETORICAL MOVE AND LANGUAGE FEATURE ANALYSIS ON MULTILINGUAL RESEARCH ARTICLE ABSTRACTS ACROSS ENGLISH, INDONESIAN, AND ARABIC LANGUAGES IN ISLAMIC STUDIES

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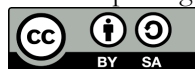
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### ABSTRACT

Research article abstracts play a critical role in academic communication, particularly in Islamic education, as they serve as a gateway for readers to access and evaluate scholarly contributions. This study investigates the rhetorical moves and linguistic features of trilingual paired abstracts (English, Indonesian, and Arabic) in Islamic studies research articles. Using a corpus-based approach and contrastive linguistic analysis, the study examines how authors structure their abstracts and employ linguistic strategies across these three languages. The findings reveal that all three languages follow Hyland's five-move framework, with Moves 2 (Purpose), 3 (Method), and 5 (Conclusion) being the most common. In contrast, move 4 (Product) emerged as obligatory across the corpus. At the step level, Step 8 (context and procedures) dominated in the Method move, and Steps 6 and 7 were prevalent for Move 3, while Steps 11 and 12 were rarely used in Move 5. Linguistically, there is a consistent preference for the present tense and active voice, with English abstracts heavily favoring the present tense and Indonesian abstracts relying on non-conjugated verbs. These results have practical implications for language departments in Islamic higher education institutions, guiding the development of academic writing curricula. They also offer insights for researchers in Islamic studies to craft effective abstracts and manuscripts aligned with international academic conventions.



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## INTRODUCTION

Islamic higher education institutions must excel in academic publication to maintain relevance and impact in the global academic arena. For Islamic universities, madrasah teacher education programs, and other centers of higher learning, publishing scholarly work is essential not only for advancing personal academic careers but also for fulfilling the institutional mission of contributing to transformative Islamic education (Yudhiantara et al., 2024). Lecturers and postgraduate students in Islamic higher education institutions must develop strong literacy in academic writing, journal publication processes, and manuscript preparation to thrive in the competitive academic landscape. The publication process is inherently challenging, requiring deep subject matter expertise and proficiency in crafting well-structured and impactful research outputs (Pratiwi & Kurniawan, 2021).

One crucial factor for successful publication is the ability to craft clear, concise, and impactful research article abstracts, as they serve as a gateway to engaging readers and meeting the expectations of academic journals (Ma'suq et al., 2024). Research article abstracts hold significant importance within the academic realm, serving as pivotal components in scholarly communication. Initially introduced in the health and medical research domain in 1960, the abstract has evolved into one of the most crucial genres of academic writing (Swales & Feak, 2012). The quality of abstract writing is paramount for publication in academic journals, as it is the first point of contact between authors and journal editors (Sabila & Kurniawan, 2020).

Additionally, RAA can captivate or deter visitors on journal websites, influencing their decision to engage further with the full article (Ghasempour & Farnia, 2017). Therefore, the role of the abstract extends beyond summarization, serving as a crucial gateway to scholarly knowledge dissemination and accessibility (Tocalo, 2021).

Abstracts possess a distinct generic structure that has attracted significant interest from researchers in academic writing studies (Kurniawan & Lubis, 2020). Scholars have explored the rhetorical structures of abstracts and their linguistic features to enhance understanding of this crucial academic genre (Ruiying & Allison, 2003). These studies provide valuable insights and guidance for inexperienced authors, helping them understand how to craft effective abstracts. According to Swales, rhetorical moves represent specific communicative events designed to fulfill particular purposes within a discourse community (Swales & Feak, 2012). One widely used framework for analyzing abstracts is Hyland's model, which identifies five key rhetorical moves: M1 Introduction, M2 Purpose, M3 Method, M4 Product, and M5 Conclusion (Hilmi & Afifi, 2021; Nurcik et al., 2022). This model has been applied extensively in various academic disciplines to examine the rhetorical structure of abstracts, offering a systematic approach to understanding and improving academic writing (Bouziane & Metkal, 2020).

In addition to rhetorical move analysis, researchers analyze language features used to realize a move in an abstract (Tawalbeh, 2019). Language features are crucial tools writers use to achieve the communicative objectives of the abstract (Tamela, 2020). Various language features are employed to realize rhetorical structures within abstract tense, voice, and modality (Vathanalaotha & Tangkiengsirisin, 2018). While the present tense is predominantly used to realize specific rhetorical moves (Kurniawan & Lubis, 2020), the past tense is frequently employed in other steps (Al-Shujairi, 2021). In terms of voice, active voice is preferred to realize movement in an abstract (Amnuai, 2019a; Hanidar, 2016). These

linguistic components enrich our understanding of their role in achieving the communicative goals of scholarly discourse.

Scholars are interested in analyzing rhetorical moves and language features in a particular language and comparing abstracts in two languages (Muangsamai, 2018). The existing literature has focused on comparing abstract concepts between two languages, particularly English and Arabic (Sultan, 2011). Some studies have compared Indonesian with other languages, including Arabic and English (Nikmah, 2020). Three-language comparison has attracted some scholars (Pratiwi & Kurniawan, 2021). A contrastive study on multilingual abstracts across Arabic, English, and French has been reported (Bouziane & Metkal, 2020). Those studies have examined abstracts from different journals in countries with similar fields. Studies concerning paired abstracts have received little attention. Some scholars have investigated paired abstracts using English and Arabic (Alotaibi, 2015). While previous studies have compared English and Arabic, no studies have included Indonesian as a focal language in such comparisons (Khasanah & Baehaqie, 2021; Kheryadi et al., 2022). In addition, while researchers have conducted specific studies focusing on bilingual research article abstracts, multilingual research article abstracts have been rarely reported. Therefore, further research is needed to provide a more comprehensive understanding of rhetorical moves and language features of multilingual abstracts using English, Arabic, and Indonesian.

## METHOD

This contrastive linguistic research investigated the rhetorical structure and language features of paired research article abstracts in three languages: Indonesian, English, and Arabic, as featured in the *Studia Islamika* journal published between 2014 and 2023. The study employed two methodological approaches: corpus linguistics (Neilson et al., 2018; O’Keeffe & McCarthy, 2010) and contrastive linguistics (Alhuqbani, 2013; Sultan, 2011). The corpus linguistic approach facilitates the compilation of trilingual abstracts from the *Studia Islamika* journal, a reputable, Scopus-indexed journal known for its multilingual abstracts in English, Indonesian, and Arabic. It was selected for its representativeness in Islamic Studies, strong reputation, and open-access availability. Unlike most journals with monolingual English abstracts, the *Studia Islamika* journal offers a trilingual format, making it ideal for this research. The corpus includes 20 research articles with their 60 abstracts (20 in each language). To ensure anonymity, abstracts are coded as 1E (English), 1I (Indonesian), and 1A (Arabic) for the first article, and so on.

In the data analysis process, this research adopts Hyland’s model to examine the rhetorical move of multilingual abstracts in English, Indonesian, and Arabic. Hyland’s framework has been the most frequently employed in recent studies due to the comprehensiveness of boundaries across moves and steps (Kurniawan & Lubis, 2020). To analyze the data, this study follows the steps conducted by Kurniawan & Lubis. First, we began by reading and comprehending 60 abstracts in the corpus (Kurniawan, 2023). This initial immersion provided a broad understanding of the research at a glance. Second, following Hyland’s rhetorical move model, each abstract in English, Indonesian, and Arabic was segmented into distinct communicative purposes (moves). These moves were organized in a table using Microsoft Word. Each idea was subsequently labeled with its corresponding move and step from Hyland’s framework, as seen in Table 1.

Table 1. Hyland’s Schema Model of Rhetorical Move

Move	Step	Label
<b>M1</b> <b>(Introduction)</b>	1	Arguing for topic significance or prominence
	2	Making topic generalizations: What is currently known?
	3	Defining the key terms
	4	Identifying gap
<b>M2</b> <b>(Purpose)</b>	5	Stating the general and/ or specific purpose of the research, including the hypothesis
<b>M3</b> <b>(Method)</b>	6	Describing participants
	7	Describing instruments
	8	Describing procedure and context
<b>M4</b> <b>(Product)</b>	9	Describing the main specific findings of the research
<b>M5</b> <b>(Conclusion)</b>	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

Following the linguistic corpus analysis, this study conducted a contrastive linguistic examination of three languages, English, Indonesian, and Arabic, to identify and elucidate both the similarities and differences in the rhetorical moves and linguistic features within abstracts (Hashemi & Gohari Moghaddam, 2019; Sultan, 2011). Similarities were identified by the concurrent presence of specific moves and steps across the three languages. At the same time, differences were highlighted by the absence of specific steps in one or more languages (Nabilla et al., 2021). Data triangulation was employed to ensure the reliability and validity of the analysis and minimize researcher bias. This involved two parties, the lead researchers and other researchers, independently conducting inter-coder reliability tests to assess the level of agreement in analyzing the data. Any discrepancies were resolved through re-examination and discussion until complete consensus was reached, ensuring consistency and accuracy in interpreting the abstracts (Kurniawan, 2023).

RESULT AND DISCUSSION

The Occurrences and Salience of Move and Step Across English, Indonesian, and Arabic Abstracts

Move Occurrence across English, Indonesian, and Arabic Abstract

Table 2 below shows the realization of Hyland’s rhetorical move from M1-M5. Each abstract in the corpus was analyzed according to the occurrence of the move.

Table 2. Move Occurrences Across English, Indonesian, and Arabic RAA

Move	Occurrence/ Percentage		
	English	Indonesian	Arabic
M1	12(60%)	12(60%)	12(60%)
M2	15(75%)	15(75%)	15(75%)

Move	Occurrence/ Percentage		
	English	Indonesian	Arabic
M3	3(5%)	3(5%)	3(5%)
M4	20(100%)	20(100%)	20(100%)
M5	12(60%)	12(60%)	12(60%)

Analyzing rhetorical moves (M1-M5) across English, Indonesian, and Arabic abstracts reveals distinct usage patterns. M4 is the most frequent, appearing in all abstracts (100%), underscoring its essential role across languages. In contrast, M3 is the least common (15%), suggesting it is less emphasized. M1, M2, and M5 occur at moderate rates (60%-75%), highlighting their importance but not universal necessity. These findings suggest a hierarchical structure, with M4 as indispensable and M3 as optional. A detailed analysis using Hyland's framework will further explore how these moves are realized across the three languages, shedding light on rhetorical strategies in multilingual research communication.

### The Realization of Move across English, Indonesian, and Arabic Abstract

Table 2 shows the realization of M1 across English, Indonesian, and Arabic abstracts, appearing in 36 out of 60 cases (60%). As it establishes the research context, its consistent presence underscores its role in helping readers understand the study's significance and scope. Examples from the corpus for M1 realization can be seen in examples 1,2 and 3.

#### Example 1

في كتبه الصادرة حديثا, بين كاتب هذه المقالة أن آسيا هي (المختبر الكبير للتعددية الدينية).  
(6A-RM-M1)

#### Example 2

Developments in our understanding of Javanese history have displaced a previously influential paradigm about the role of Islam in Javanese society. (3E-RM-M1)

#### Example 3

*Walaupun prinsip-prinsip jurnalistik—kebenaran, verifikasi, seimbang, dan bebas dari kekuasaan—adalah mungkin hal yang universal, semua itu ditafsirkan melalui prisma budaya setempat.* (4I-RM-M1)

M2 clarifies the research motive and objective. This move appeared in 45 of 60 abstracts (75%) across English, Indonesian, and Arabic in this corpus. Its high frequency underscores its crucial role in helping readers understand the study's significance, direction, and contributions. Examples from the corpus for M2 realization are as follows:

#### Example 4

*Artikel ini menjelaskan tentang peran organisasi-organisasi Islam dalam penggulingan secara perlahan Presiden Sukarno antara 30 September 1965 dan 12 Maret 1967* (1I-RM-M2)

#### Example 5

This article explores the empowerment and promotion of Inclusive Islam on the tourist island of Gili Trawangan, Lombok, Indonesia. (20E-RM-M2)

#### Example 6

يستكشف هذا المقال تمكين وتعزيز الإسلام الشامل في جزيرة جيلي تراوانغان السياحية بلومبوك، إندونيسيا.

(20A-RM-M2)

M3 presents key details on research design, methodology, and data collection. The move appears in 12 out of 60 abstracts (20%) across English, Indonesian, and Arabic in the corpus. Its low frequency suggests it is not commonly included, though it remains essential for research transparency and reproducibility.

#### Example 7

*Selain itu, analisa buku ini akan diverifikasi dengan melakukan interview dan mencari relasi antara teks-teks Asy'ariyah lainnya untuk menemukan tentang sisi baru dan peran Sirajuddin Abbas dalam pemakaian konsep Ahl al-Sunnah wa al-Jama'ah dikalangan masyarakat Dayah di Aceh* (13I-RM-M3)

#### Example 8

*Our multi-disciplinary approach examines relevant historiographies, the insights of Islamic Studies scholars, and ethnographic data collected in Pattani's provincial capital.* (7E-RM-M3)

#### Example 9

كما يوضح المقال أهمية الالتزام بدمج البحث الميداني في المجتمعات الريفية المحافظة والتفاعل مع الأدبيات الثانوية.

(10A-RM-M3)

M4 summarizes the key findings and arguments from the data analysis, providing a concise overview of the research outcomes. The corpus analysis shows that M4 appears in all 60 abstracts across English, Indonesian, and Arabic, highlighting its universal importance in presenting research findings. This widespread occurrence emphasizes M4's crucial role in conveying the essence of the research.

#### Example 10

*The text shared the emerging intellectual discourse in 17th-century Aceh, in which al-Raniri's reform of Muslims' religious practices to uphold shari'ah-based principles gained its prominence* (19E-RM-M4)

#### Example 11

*Di kalangan kelompok hijrah, Gerakan Pemuda Hijrah menyerukan dampak buruk music bagi moral dan keyakinan Islam* (18I-RM-M4)

#### Example 12

وقد احتل هذا الكتاب مكانة عالية في أوساط الحركات الإسلامية التقليدية آتشييه، بل أصبح دليلا عاما في البحث عن المبررات للإجراءات الفوضوية التي وقعت بين الجماعات الإسلامية الحديثة والتقليدية.

(13A-RM-M4)

Finally, M5 provides interpretation, draws conclusions, and discusses the implications of the research findings, bringing closure to the abstract. The corpus analysis reveals that M5 appears in 36 abstracts. 60% occurrence rate in the corpus, emphasizing its role in contextualizing and synthesizing the research results.

**Example 13**

(20A-RM-M5)

ولذلك توصي هذه الدراسة بأهمية الحفاظ على التقاليد الإسلامية الشاملة في الوجهات السياحية للأغراض الدينية والاقتصادية.

**Example 14**

*This study recommends the important endeavours to preserve inclusive traditions of Islam in tourist destinations for religious and economic purposes.* (20E-RM-M5)

**Example 15**

*Studi ini mengusulkan bahwa lebai berasal dari istilah ini, yang menunjukkan pengaruh Sino-Muslim selama Islamisasi Jawa.* (10I-RM-M5)

**Step Occurences for M1, M3 and M5 Across English, Indonesian and Arabic abstracts**

Table 3 below presents data on the step realization in English, Indonesian, and Arabic abstracts. This table highlights the steps to realize a particular move within an abstract.

Step	Occurrence/ Percentage		
	English	Indonesian	Arabic
S1	13 (68.42%)	13 (68.42%)	13 (68.42%)
S2	9 (47.37%)	9 (47.37%)	9 (47.37%)
S3	3 (15.79%)	3 (15.79%)	3 (15.79%)
S4	1 (5.26%)	1 (5.26%)	1 (5.26%)
S6	0 (0.00%)	0 (0.00%)	0 (0.00%)
S7	1 (5.26%)	1 (5.26%)	1 (5.26%)
S8	5 (26.32%)	5 (26.32%)	5 (26.32%)
S10	10 (52.63%)	10 (52.63%)	10 (52.63%)
S11	1 (5.26%)	1 (5.26%)	1 (5.26%)
S12	0 (0.00%)	0 (0.00%)	0 (0.00%)
S13	3 (15.79%)	3 (15.79%)	3 (15.79%)

Analyzing rhetorical move occurrences across English, Indonesian, and Arabic abstracts reveals consistent patterns. In M1, S1 is the most common step, appearing in 68.42% of abstracts, highlighting its role in establishing the study's context. S2 follows with 47.37%, while S3 and S4 are less frequent at 15.79% and 5.26%, indicating less emphasis on detailed background and gap identification. In M3, the absence of S6 (0%) shows a lack of focus on participant descriptions, and minimal occurrences of S7 (5.26%) and S8 (26.32%) suggest limited emphasis on methodology. In M5, S10 is the most frequent step at 52.63%, emphasizing the summary of findings. However, S11 and S13 appear rarely (5.26% and 15.79%, respectively), and S12 is absent (0%), reflecting a preference for conclusions over practical recommendations. These patterns suggest a focus on simplicity and clarity, prioritizing efficiency and relevance in abstract writing across all three languages.

## Realization of Step for M1, M3, and M5 Across English, Indonesian and Arabic abstracts

The corpus analysis on the realization of steps for M1, M3, and M5 will show how these rhetorical steps are used in English, Indonesian, and Arabic abstracts. The examples taken from the corpus will highlight the authors' strategies to realize M1, M3, and M5 with their respective steps in their abstracts.

### Example 16

*Kajian Tafsir al-Qur'an di Dunia Melayu telah banyak menarik perhatian secara ilmiah pada beberapa dekade belakangan ini* (2I-RM-M1-S1)

### Example 17

*Developments in our understanding of Javanese history have displaced a previously influential paradigm about the role of Islam in Javanese society.* (3E-RM-M1-S2)

### Example 18

تعود الأختام الملايوية لتسمية الأختام من جنوب شرقي آسيا المكتوبة بالحروف العربية إلى القرن السادس عشر حتى القرن العشرين، والتي كان مصدرها جميع مناطق نوسانتارا.

(8A-RM-M1-S3)

### Example 19

*Namun, tektual analisis terhadap buku-buku firqah Asy'ariyah; Abl al-Sunnah wa al-Jamā'ah, masih kurang mendapat perhatian akademisi secara serius* (13I-RM-M1-S4)

The realization of M1 through S1, S2, S3, and S4 in the corpus shows how authors in English, Indonesian, and Arabic abstracts establish topic significance, context, and research gaps. S1, "Arguing for topic significance," is illustrated in Example 16, highlighting the growing scholarly focus on Qur'anic exegesis in Malay. S2, "Making topic generalizations," appears in Example 17, where developments in Javanese history are summarized to provide context. S3, "Defining key terms," is seen in Example 21, where Malay seals are clearly defined. S4, "Identifying gaps," is demonstrated in Example 19, showing the lack of academic attention to textual analyses of Asy'ariyah sect books. These examples highlight a consistent approach to M1 across the three languages, with variations in linguistic realization.

### Example 20

*Dengan mewawancarai beberapa informan di Indonesia, Vietnam, Kamboja, kemudian mempelajari studi empirik dan konteks terkait di Malaysia, Thailand dan Brunei,...* (16I-RM-M3-S7)

### Example 21

وعلى نفس القدر من الأهمية، أدى إشراك العمل الإثنوغرافي ومراجعة الأدبيات الثانوية ذات الصلة إلى دراسات حالة عن تمرد الملايو الذي حدث خلال فترة الاضطرابات الجيوسياسية في جميع أنحاء شبه جزيرة الملايو التايلاندية، والتي غاب عنها العلماء المهتمون بالفوضى السياسية الناجمة عن حالة تايلاند المضطربة.

(10A-RM-M3-S8)



The realization of M3 in the corpus reveals distinct approaches to presenting research methodology, focusing on instruments and procedures. In Example 20, S7, “Describing instruments,” is demonstrated through interviews with Southeast Asian informants and empirical studies, combining qualitative data collection and literature review. S8, “Describing procedure and context,” involves ethnographic work and secondary literature review, leading to case studies on Malay rebellions and political unrest. These examples emphasize qualitative methods and contextual framing. However, S6, “Describing participants,” is often absent in Islamic studies abstracts, reflecting the discipline’s focus on historical, theological, or textual analysis rather than participant-based research, unlike in the social sciences, where participant descriptions are central.

#### Example 22

*Artikel ini mengungkapkan perbedaan pandangan kelompok-kelompok tersebut tentang musik dan hijrah, serta menunjukkan jalan alternatif di tengah Islamisme dan globalisasi. (18I-RM-M5-S10)*

#### Example 23

*It thereby provides revealing insights into the political thinking and practices of Indonesia’s Muslim organizations in this period of political transformation and flux. (1E-RM-M5-S11)*

#### Example 24

*ولذلك توصي هذه الدراسة بأهمية الحفاظ على التقاليد الإسلامية الشاملة في الوجهات السياحية للأغراض الدينية والاقتصادية*

*(20A-RM-M5-S13)*

The realization of M5 in the corpus highlights steps that emphasize the broader implications of research. Example 22 shows S10, “Deducing conclusions from results,” by summarizing diverse views on music and hijrah, highlighting the intersection of Islamism and globalization. Example 23 demonstrates S11, “Evaluating the significance of the research,” by emphasizing the political relevance of Muslim organizations’ practices in Indonesia. Example 24 illustrates S13, “Presenting recommendations and implications,” advocating for preserving Islamic traditions in religious and economic tourism. These examples show how steps in M5 summarize outcomes, assess significance, and propose applications, reinforcing research relevance. The absence of S12, “Stating limitations,” reflects the discipline’s focus on broader theological or historical analysis, where limitations are often implicit, unlike fields such as social sciences or medicine, which emphasize transparency about methodological constraints.

### The Salience of Moves and Steps Across English, Indonesian, and Arabic Abstracts

The categorization of move-step salience provides valuable insights into the prominence of rhetorical structures in abstracts. In this study, Kanoksilapham’s categorization is adopted. Moves and steps are classified as optional if they appear in less than 66% of abstracts, conventional between 66% and 99%, and obligatory if they are present in 100% of the abstracts. This three-tiered approach offers a more nuanced framework for analyzing rhetorical elements compared to Santos’ (1996) model, which is limited to only two categories: obligatory (at least 80% occurrence) and optional. By adopting this refined classification, the study captures a more accurate representation of the variability in move

and step occurrences across abstracts, allowing for a deeper understanding of their communicative significance (Kurniawan, 2023).

### **Move Salience Across English, Indonesian, and Arabic Abstracts**

Referring to Table 2, the categorization of move salience across English, Indonesian, and Arabic abstracts reveals interesting patterns of rhetorical structure usage. In this study, M4 emerges as an obligatory move, appearing 100% of the time across all three languages. M2 falls into the conventional category, occurring in 75% of the abstracts in each language. On the other hand, M1 and M5 are also categorized as conventional moves, as they are present in 60% of the abstracts for all three languages. M3, with its low occurrence rate of 15%, is classified as an optional move, reflecting a less frequent yet still relevant rhetorical structure across the abstracts. This classification clearly shows how each move is prioritized in different languages within research article abstracts.

### **Step Salience Across English, Indonesian, and Arabic Abstract**

Referring to Table 3, the categorization of step salience for M1, M3, and M5 across English, Indonesian, and Arabic abstracts highlights varying levels of prominence for each rhetorical step. For M1, S1, with a frequency of 68.42%, is categorized as conventional, appearing in more than 66% of the abstracts but less than 100%. Other steps to realize M1: S2, S3, and S4 are less prominent, with S2 appearing in 47.37%, S3 in 15.79%, and S4 in just 5.26%, all considered optional. In M3, S6 and S12 do not appear in any abstracts, marking them as optional, while S7 and S8 are present in 5.26% and 26.32% of the abstracts, respectively, making them optional but with a slightly higher occurrence. M5, S10, and S13 are more frequent, occurring in 52.63% and 15.79% of the abstracts, placing them in the conventional and optional categories, respectively. Step S11 is only present in 5.26%, marking it as optional. The data shows that certain steps in each move, particularly those tied to critical rhetorical functions like introduction and conclusion, are more frequently realized. In contrast, others, such as method and specific conclusion aspects, are optional and less consistent across the three languages.

### **The Manifestation of Rhetorical Structure**

This sub-section elucidates the manifestation of step-based and move-based configurations and the sequential starting and ending move patterns.

#### **Step-Based Configuration**

Table 4 below presents the step-based configuration for M1, M3, and M5 across English, Indonesian, and Arabic abstracts. The configurations and patterns show the frequency and combinations of steps used in each move for the three languages, offering a comparative overview of their rhetorical structures.

Table 4. Step-Based Configuration

Move	English			Indonesian			Arabic		
	Config	Pattern	Abst	Config	Pattern	Abst	Config	Pattern	Abst
M1	1S	1,2,3	6	1S	1,2,3	6	1S	1,2,3	6
	2Ss	1-2/2- 3/2-4	7	2Ss	1-2/2- 3/2-4	7	2Ss	1-2/2- 3/2-4	7
	3Ss	1-2-4/	1	3Ss	1-2-4/	1	3Ss	1-2-4/	1
M3	1S	2,3	5	1S	2,3	5	1S	2,3	5
	2Ss	N/A	N/A	2Ss	N/A	N/A	2Ss	N/A	N/A
	3Ss	N/A	N/A	3Ss	N/A	N/A	3Ss	N/A	N/A
M5	1S	1,2,4	10	1S	1,2,4	10	1S	1,2,4	10
	2Ss	2-4-	1	2Ss	2-4-	1	2Ss	2-4-	1
	3Ss	N/A	N/A	3Ss	N/A	N/A	3Ss	N/A	N/A

The step-based configurations for M1, M3, and M5 in English, Indonesian, and Arabic abstracts reveal varying patterns, with a preference for concise structures. For M1, three configurations were identified: one-step (1S), two-step (2S), and three-step (3S). The 1S and 2Ss configurations were standard, appearing in 6 and 7 abstracts per language, respectively, while the 3Ss configuration was rare, appearing in only 1 abstract per language. In M3, only the 1S configuration (Step 2 or 3) appeared in 5 abstracts per language, with no 2Ss or 3Ss configurations. Similarly, for M5, the 1S configuration dominated, appearing in 10 abstracts per language, while the 2Ss configuration was rare, and the 3Ss configuration was absent. Overall, M1 showed the most variation, while M3 and M5 relied heavily on single-step configurations, reflecting a preference for clarity and brevity in abstract writing.

Move-Based Configuration

Table 5 below presents the move-based configuration for English, Indonesian, and Arabic abstracts. It outlines the patterns of moves and their occurrences, offering a comparative analysis of how each language organizes the rhetorical structure across various moves.

Table 5. Move-based Configuration

English			Indonesian			Arabic		
Config	Pattern	Abst	Config	Pattern	Abst	Config	Pattern	Abst
2Ms	1-4-	2	2Ms	1-4-	2	2Ms	1-4-	2
	2-4-			2-4-			2-4-	
3Ms	1-2-3-	8	3Ms	1-2-3-	8	3Ms	1-2-3-	8
	1-2-4-			1-2-4-			1-2-4-	
	1-4-5-			1-4-5-			1-4-5-	
	2-4-5-			2-4-5-			2-4-5-	
4Ms	1-2-3-4-	9	4Ms	1-2-3-4-	9	4Ms	1-2-3-4-	9
	1-2-4-5-			1-2-4-5-			1-2-4-5-	
	2-3-4-5-			2-3-4-5-			2-3-4-5-	
5Ms	1-2-3-4-	1	5Ms	1-2-3-4-	1	5Ms	1-2-3-4-	1
	5-			5-			5-	

Move-based configurations in English, Indonesian, and Arabic abstracts reveal consistent rhetorical patterns, ranging from two-move (2Ms) to five-move (5Ms) structures. The 2Ms configuration, appearing in two abstracts per language, typically pairs M1-M4 or M2-M4 for concise summaries. The 3Ms configuration, found in eight abstracts per language, is standard and balances key elements with sequences like M1-M2-M3 or M1-M4-M5. The 4Ms configuration, the most frequent, appears in nine abstracts per language, often following M1-M2-M3-M4 for detailed yet efficient structures. The comprehensive 5Ms configuration (M1-M2-M3-M4-M5) is rare, found in just one abstract per language, likely due to space constraints. Overall, 3M and 4M configurations dominate, reflecting a shared preference for balancing detail and brevity while including essential elements like Methods and Conclusions.

Starting-Ending Moves

Table 6 below presents the starting-ending move patterns across English, Indonesian, and Arabic abstracts. It shows the frequency of different move combinations at the beginning and end of abstracts, providing insight into how these languages structure their rhetorical flow.

Table 6. Starting-ending Move

Pattern	English Abstract	Indonesian Abstract	Arabic abstract
M1-M5	10	10	10
M2-M5	3	3	3
M1-M4	4	4	4
M2-M4	1	1	1

Analyzing starting-ending move patterns in English, Indonesian, and Arabic abstracts reveals distinct strategies in how authors structure their work. The identified configurations, such as M1-M5, M2-M5, M1-M4, and M2-M4, highlight preferences in organizing the flow of information. The most common pattern, M1-M5, appears in 10 abstracts across all three languages. It reflects a typical structure where authors introduce the research topic and conclude with its implications or results, creating a cohesive narrative. The M2-M5 pattern, found in 3 abstracts per language, suggests a preference for stating the research objectives first, followed by a summary of findings, bypassing detailed contextualization or methodology due to abstract space limitations. Less frequent patterns like M1-M4 and M2-M4 (Objectives and Products) occur in 4 and 1 abstracts, respectively. These configurations indicate a more direct presentation of the research background and results, with M2-M4 emphasizing research objectives and outcomes in a concise format.

The Realization of Linguistic Features

This section presents the analysis of linguistic features, focusing on verb tense and voice, as observed across rhetorical moves in English, Indonesian, and Arabic abstracts. The findings highlight typical patterns in how authors employ these features to write their research. All excerpts analyzed were cited verbatim to ensure the authenticity and accuracy of the linguistic patterns identified.

Table 7. Manifested Tense and Voice

Move	Feature	English	Indonesian	Arabic
M1	Past	3 (15%)	0	6 (30%)
	Present	13 (65%)	0	10 (50%)
	Active	13 (65%)	12 (60%)	13 (65%)
	Passive	7 (35%)	6 (30%)	2 (10%)
M2	Past	0	0	1 (5%)
	Present	15 (75%)	0	13 (65%)
	Active	14 (60%)	14 (60%)	14 (60%)
	Passive	2 (10%)	1 (5%)	0
M3	Past	0	0	1 (5%)
	Present	4 (20%)	0	4 (20%)
	Active	3 (15%)	3 (15%)	5 (25%)
	Passive	2 (10%)	2 (10%)	0
M4	Past	7 (35%)	0	8 (40%)
	Present	16 (80%)	0	13 (65%)
	Active	18 (90%)	18 (90%)	18 (90%)
	Passive	6(30%)	8 (40%)	0
M5	Past	3 (15%)	0	5 (25%)
	Present	12 (60%)	0	9 (45%)
	Active	13 (65%)	10 (50%)	12 (60%)
	Passive	0	1 (5%)	1 (5%)

**Tense Realization across English, Indonesian, and Arabic abstracts**

Table 7 shows data on tense realization across English, Indonesian, and Arabic abstracts for each rhetorical move from M1 to M5. It highlights the frequency of past and present tense usage across English, Indonesian, and Arabic to realize every move in the abstract. The use of tense to realize M1, M2, M3, M4, and M5 in English, Indonesian, and Arabic abstracts demonstrates notable cross-linguistic variations. In English abstracts, the present tense dominates M1 (65%), M2 (75%), M3 (20%), M4 (80%), and M5 (60%), indicating a preference for discussing ongoing relevance and findings. The past tense is more frequent in M4 (35%) and M5 (15%), reflecting completed actions or findings. Arabic abstracts balance past and present tenses, particularly in M1 (30% past, 50% present) and M4 (40% past, 65% present), suggesting a blend of past research context and current relevance. Indonesian abstracts, however, do not use past or present tenses explicitly, relying on other linguistic devices to convey temporality. Active voice predominates across all moves in all three languages, with English and Arabic using active voice most frequently in M4 (90%) and passive voice appearing less often, especially in Arabic. These patterns highlight language-specific conventions in presenting research information while reflecting shared rhetorical strategies in academic writing.

**Voice Realization across English, Indonesian, and Arabic abstracts**

Based on the data shown in Table 7, the use of voice to realize M1, M2, M3, M4, and M5 in English, Indonesian, and Arabic abstracts reveals a strong preference for active voice across all moves and languages, with slight variations in frequency. In English and Arabic

abstracts, active voice is dominant, reaching its peak in M4 (90% for both languages), emphasizing clarity and directness when presenting findings or research outcomes. Indonesian abstracts show a similar trend, with active voice appearing most prominently in M4 (90%), aligning with the other languages in emphasizing the importance of results. Passive voice is used less frequently, particularly in Arabic abstracts, where its occurrence is minimal or absent in M2, M3, and M4, reflecting a preference for direct expression. English abstracts employ passive voice more often than the other languages, particularly in M1 (35%) and M4 (30%), likely to foreground the research rather than the researcher. Indonesian abstracts use passive voice sparingly, with its highest occurrence in M4 (40%) to describe results. These trends highlight cross-linguistic preferences for active voice to convey research with clarity and focus. In contrast, passive voice is strategically employed in English and Indonesian to achieve varied rhetorical effects.

## Discussion

The findings revealed that the Hyland model is realized across English, Indonesian, and Arabic abstracts with some variations. The frequency of occurrence for M1 is 60%, M2 is 75%, M3 is 20%, M4 is 100%, and M5 has a 60% occurrence in the corpus. Hyland's model was realized across English, Indonesian, and Arabic abstracts (Curry et al., 2024). This finding confirms previous studies (Kurniawan & Sabila, 2021). The obligatory status of M2, M3, and M4 seems to resonate with the findings of the previous studies (Amnuai, 2019b).

Previous studies on rhetorical moves in research article abstracts have primarily focused on the salience of moves, often overlooking the proportional distribution of each move. The present study thoroughly examines the occurrence and proportion of rhetorical moves across English, Indonesian, and Arabic abstracts (Jasim Al-Shujairi et al., 2016). By highlighting these patterns, the study offers valuable insights into how rhetorical strategies are employed in multilingual academic writing (Sanah et al., 2024).

The present study found that M4 was an obligatory move in the corpus. The obligatory status of Moves 2 and 4 resonates with most previous studies conducted by Chalak & Norouzi comparing American and Iranian academic writing (Chalak & Norouzi, 2013); Darabad investigating a Cross-Disciplinary study and with their cultural traces (Darabad, 2016). The findings of the present study show that cultural and linguistic factors shape rhetorical strategies across these languages, with English and Indonesian achieving clarity through longer texts and Arabic relying on fewer but more intricate sentences (Alharbi & Swales, 2011; Kafes, 2012). While the rhetorical organization of abstracts in English, Indonesian, and Arabic follows a similar structure, there are notable differences in linguistic realization (Yudhiantara et al., 2024).

When it comes to move-based configuration, the present study found a 2M configuration in some abstracts, and this supports a previous study from Kafes, who reported the presence of the 2M configuration in English language studies abstracts (Kafes, 2012; Tu & Wang, 2013). This finding partially aligns with previous studies conducted by Darabad (Darabad, 2016).

The analysis of move patterns in English, Indonesian, and Arabic abstracts reveals both shared and distinct preferences, reflecting similarities and differences with prior studies. The most common pattern in this study, M1-M5, aligns with the emphasis on clarity and brevity in previous research. However, without extensive contextualization, patterns like M2-

M5 and M1-M4 indicate a more focused approach to presenting research objectives and results. These findings partly echo Doró's (2013) study, which identified configurations like 1-3, 1-4, 2-3, 1-5, and 3-5. Notably, the 3-5 pattern was absent here, possibly due to differences in journal flexibility or abstract structure. Similarly, Saeew and Tangkiengsirisin (2014) preferred the 2-5 pattern, contrasting with the dominant M1-M5 pattern in this study. These variations highlight the role of journal requirements, disciplinary norms, and cultural practices in shaping abstract organization.

The study highlights distinct linguistic and rhetorical strategies by examining the functioning of different languages in the same scholarly context. The analysis reveals the field's specialized nature, language policies' impact, and the discourse communities' unique characteristics. These factors interact to shape abstract structure and style.

The present study found the dominance of the present tense in English and Arabic abstracts for M1, M2, and M5. This finding aligns with a previous study by Chalak & Norouzi (Chalak & Norouzi, 2013). This choice emphasizes the ongoing relevance of research topics and the implications of the research reported in the abstract. In contrast, the past tense is more prevalent in Move 3 (Methods) and Move 4 (Products), especially in Arabic, reflecting the completed nature of methodological actions and findings. Indonesian abstracts lack explicit tense markers, relying instead on contextual cues to convey temporality, highlighting a linguistic distinction between English and Arabic.

Regarding voice, active voice dominates all moves in all three languages, particularly in Move 4, where clarity in presenting results is prioritized (90% for English, Indonesian, and Arabic). Passive voice is more frequent in English abstracts, notably in Move 1 and Move 4, to foreground the research over the researcher, consistent with Chalak and Norouzi's findings (Chalak & Norouzi, 2013). However, Arabic abstracts exhibit minimal use of passive voice, reinforcing a preference for direct expression. The alignment of active present verbs for Move 2 and Move five across languages, along with the strategic use of passive past verbs in Move 3, underscores how the rhetorical role of each move shapes linguistic choices.

Since the corpus of the present study is a paired abstract using trilingual, the corpus analysis highlights the successful translation of rhetorical moves in English abstracts into Indonesian and Arabic, demonstrating the ability to preserve the rhetorical moves of each language. This achievement underscores the importance of understanding these adaptations for multilingual writers striving to enhance their academic writing across different languages. The translated abstracts effectively retain the original emphasis while accommodating the varying formality, directness, and stylistic conventions unique to academic writing in English, Indonesian, and Arabic. These findings emphasize translation as a critical tool for examining cross-linguistic academic communication (Al Farisi, 2023).

For Islamic higher education institutions offering English, Arabic, and Indonesian language programs, this study provides valuable insights into rhetorical moves and linguistic features in research article abstracts across these languages. It highlights the universal functions of rhetorical moves, such as structuring information and guiding readers, and the specific linguistic adaptations required, including differences in tense and voice. Applying Hyland's framework, the study underscores how scholars in Islamic studies should structure their abstracts to align with linguistic and rhetorical conventions, ensuring clarity, coherence, and cultural adaptability for international journal submissions. By offering practical strategies for crafting well-structured and persuasive abstracts, the findings benefit lecturers, PhD

students, and researchers, particularly in Indonesian Islamic higher education institutions, aiming for global academic recognition. Additionally, this research enriches the understanding of rhetorical strategies in Islamic academic writing and lays the foundation for future studies on rhetorical moves in other genres of Islamic discourse.

## CONCLUSION

Using Hyland's framework, this study investigated the rhetorical moves and linguistic realizations in multilingual research article abstracts across English, Indonesian, and Arabic. The analysis revealed more similarities than differences across the three languages. All three languages employ Hyland's five moves, with M2, M3, and M5 being the most common. M4 emerged as the most frequently occurring and was deemed an obligatory move in the corpus. At the step level, S8 of M3 was the most prevalent, while S1 of M1 was the most frequently realized. S6 and S7 were commonly used for M3, whereas S11 and S12 were rarely utilized for M5. Linguistically, the study found a consistent preference for the present tense and active voice across the three languages. English abstracts predominantly used the present tense, while Indonesian abstracts reflected the absence of tense marking through verb conjugation. The active voice was extensively employed to realize all rhetorical moves across English, Indonesian, and Arabic abstracts. These findings contribute valuable insights for early-career researchers and lecturers in Islamic higher education, guiding the crafting of research article abstracts that align with scholarly journal conventions. Additionally, the results offer practical implications for language educators, suggesting directions for developing educational materials and workshops to improve academic writing skills in Islamic studies.

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## AUTHOR CONTRIBUTIONS STATEMENT

[RAY] was the lead researcher responsible for data collection, analysis, and writing this article. [EK], as a research mentor, provided crucial guidance on research design and helped shape the conceptual framework. [MZA] contributed as discussion partners, enriching various article sections.

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