CHAPTER IV

FINDINGS AND DISCUSSIONS

4. 1 Introduction

This chapter presents the findings and the discussion of the findings. First, Moves in introduction section of research journal articles. Second, Moves in discussion section of research journal articles.

4. 2 Findings

The findings of this study are related to the purpose and research questions explained in the chapter one. The findings are presented below:

4. 2.1 Moves in Introduction Section

This study obtains the average numbers of clauses used in each research journal articles of introduction section. The result is presented in the following table:

Table 9.
The average number of clauses in all research journal articles of introduction section

No	Journal	MOVE I	MOVE II	MOVE III	Total
		Frequency	Frequency	Frequency	
1	SAGE Publisher	72	42	7	121

2	TESOL Quarterly	33	47	7	87
3	CELT	16	20	3	39
4	TEFLIN	23	20	4	47
Total		144	129	21	294
Average Number		**36**	**32.25**	**5.25**	

The table above provides information of the average number of clauses used in all introduction section of research articles. Based on the data above, it can be seen that the total of entire moves are 294. Specifically, Move 1 (Establishing a territory) consists of 144 moves, move 2 (Establishing niche) consists of 129 moves, and Move 3 (Occupying the research niche) consists of 21 moves. We are able to know that in move I, the average number of clauses used by the writers is 36 clauses, whereas in move II, the average number of clauses used is 32.25 and in move III, the average number of clauses used is 5.25. It means in overall research journals the dominant used in their research articles is “move I” the highest average number from other moves. And which rarely used shows in move III. Mirahayuni (2013) points out that the last two steps of move III, move III-2 *"Announcing Principal Finding"* and move III-3 *"Indicating RA Structure"***,** announce in brief the major findings of the research, providing the readers with information of the expected findings.

Moving forwards, the following below is the average number and the interpretation of the result of moves in the Introduction section of English native writers published in SAGE and TESOL Journal:

Table 10.
The average number of clauses in research journal articles of introduction section of English native writers.

No	Journal	MOVE I	MOVE II	MOVE III	Total
		Frequency	Frequency	Frequency	
1	SAGE Publisher	72	42	7	121
2	TESOL Quarterly	33	47	7	87
Total		105	89	14	208
Average Number		**52.5**	**44.5**	**7**	

Based on the data above, We recognize that in move I, the average number of clauses used by the writers is 52.5, whereas in move II the average number of clauses used is 44.5 and in move III the average number of clauses used is 7. Move I has the biggest number of clauses. Move II has little higher number and the smallest showed in Move III.

This finding demonstrated that, move I (establishing territory) has the biggest average number of clauses; it means the researchers often establishes the territory of his/her study by orienting the reader to well-established knowledge and it's recognized as obligatory. Then, move II (establishing a niche) has little higher number, It is a key move featured in the

Introduction section as it connects move I with move III where researchers identify the information missing in earlier studies, this move can be realized as alternatives. And meanwhile the smallest showed in move III (occupying a niche), the researchers turn the niche established in move II into the research space that justifies the present article and it's as optional used.

Furthermore, the table below shows the description of frequency and percentage of moves and steps in the introduction section of English native writers published in SAGE and TESOL Quarterly.

Table 11.
The frequency of Moves/Steps in Introduction Section of the RAs of English Native writers

Moves / Steps	**(SAGE) Article 1**	**(SAGE) Article 2**	**(TESOL) Article 1**	**(TESOL) Article 2**	**Total**
Move 1 (Establishing a territory)	Frequency	Frequency	Frequency	Frequency	
Step 1 Claiming centrality	17	12	12	5	46
Step 2 Making topic generalization	14	7	4	3	28
Step 3 Reviewing items of previous research	8	14	8	1	31
Total Move 1	**39**	**33**	**24**	**9**	**105**
Move 2 (Establishing a niche)					
Step 1 A counter-claiming	8	4	17	9	38
Step 1 B Indicating gap	5	8	5	2	20
Step 1 C Question-raising	3	6	8	3	20
Step 1 D Continuing a tradition	5	3	3	0	11

Total Move 2	**21**	**21**	**33**	**14**	**89**
Move 3 (Occupying a niche)					
Step 1 A Outlining purpose	2	2	1	1	6
Step 1 B Announcing present research	0	1	1	0	2
Step 2 Announcing principal findings	1	0	2	1	4
Step 3 Indicating RA structure	0	1	0	1	2
Total Move 3	**3**	**4**	**4**	**3**	**14**
All TOTAL	**63**	**58**	**61**	**26**	**208**

Based on the above table, the most frequent was existed in article 1 of SAGE, move I step 1 (*claiming centrality)* there were 17 clauses. Swales (1990) state that claiming centrality is “appeals to the discourse community whereby members are asked to accept that research about to be reported is part of lively, significant or well-established research area”. Claiming centrality seems to be made in two ways; either by assertions about the importance of the topic being discussed or by assertions concerning active research activity in the area concerned. And the highest occurrences seems also in TESOL article 2 is move II step 1 (counter claiming) there were 17 clauses. The main communicative purpose of a move II (establishing a niche) step 1 (counter-claiming) is to use criticism or negative evaluation results in order to create a space for the present research. In order to achieve such communicative purpose, RA writers need logical arguments to convince and persuade

readers to accept that the previous related studies have some kind of defect. The findings of analyzing moves and steps presented in percentage (%). It can be seen in the following table:

Table 11.1.
The distribution of moves/steps Introduction section of SAGE (Article 1)

Moves	Steps	Frequency	Percentage
Move 1 (Establishing a territory)	Step 1 Claiming centrality	17	26.1
	Step 2 Making topic generalization	14	22.2
	Step 3 Reviewing items of previous research	8	12.7
Move 2 (Establishing a niche)	Step 1 A Counter-claiming	8	12.7
	Step 1 B Indicating gap	5	7.9
	Step 1 C Question-raising	3	4.8
	Step 1 D Continuing a tradition	5	7.9
Move 3 (Occupying a niche)	Step 1 A Outlining purpose	2	3.2
	Step 1 B Announcing present research	0	0
	Step 2 Announcing principal findings	1	1.6
	Step 3 Indicating RA structure	0	0
		63	100

Table 11.1 shows the frequency and the percentage of moves and steps of introduction of SAGE journal (article 1). From the table above, we can see the most frequently used is move I step 1 (claiming centrality) by 17 frequencies with percentage 26.1 %. It can be interpreted that RA writer have purpose to the discourse community to accept the research to be reported is part of a *lively*, *significant* or *well-established* area (Swales, 1990). Meanwhile no frequently used is occurred in move III by 0 frequency with percentage 0

%, It happened in the step 2 (announcing present research) and step 4 (indicating RA structure).

Furthermore, the details of result can be interpreted in here. Move I included three steps. Step 1 (claiming centrality) shows 17 frequencies (26.1 %) and this higher than other step in which it indicated that an obligatory step. Then, step 2 (making topic generalization) possesses 14 frequencies (22.2 %), it has little higher number. In step 3 (reviewing items of previous research) shows 8 frequencies (12.7 %), it has smallest number, it means the writer very little to relate or review what has been found or claimed with who has found it in the previous research.

Move I consist 1 step and 4 part (1 A, 1 B, 1 C, 1 D) its display 21 moves. In this sense, Step 1 A (Counter claiming) shows 8 frequencies (12.7 %). It has biggest number than other steps and it means the writer sets out giving solutions with introduce opposing viewpoint or pinpoint weaknesses in previous research. Step 1 B (gap indicating) indicates 5 frequencies (7.9 %) this step is stimulates to think critically and it frequently follow move 1 step 2 (making topic generalization). Further, step 1 C (question-raising) demonstrates 3 frequencies and its smallest occurrence than other steps. It means writer did not set out to raise question about previous research because only little occurrences in this step. The last step is step 1 D (continuing a tradition) occurred 5 frequencies (7.9 %).

Move III covers three steps. Step 1 A (outlining purpose) consists of 2 steps (3.2 %) and it the obligatory element in this move. Then, Step 1 B (Announcing present research) consists of no step. Next, step 2 (announcing principal findings) contains 1 frequency (1.6 %). Finally step 3 (indicating RA structure) there is no occurrence or (0 %).

Table 11.2.

The distribution of moves/steps Introduction of SAGE (Article 2)

Moves	Steps	Frequency	Percentage
Move 1 (Establishing a territory)	Step 1 Claiming centrality	12	20.7
	Step 2 Making topic generalization	7	12.1
	Step 3 Reviewing items of previous research	14	24.1
Move 2 (Establishing a niche)	Step 1 A Counter-claiming	4	6.9
	Step 1 B Indicating gap	8	13.8
	Step 1 C Question-raising	6	10.3
	Step 1 D Continuing a tradition	3	5.2
Move 3 (Occupying a niche)	Step 1 A Outlining purpose	2	3.4
	Step 1 B Announcing present research	1	1.8
	Step 2 Announcing principal findings	0	0
	Step 3 Indicating RA structure	1	1.7
		58	100

Table 11.2 shows the frequency and the percentage of moves and steps of introduction of article 2 from SAGE journal. From the table above, the most frequently used is move 1 step 3 (reviewing items of previous research) by 14

frequencies with percentage 24.1 %. Reviewing items of previous research or a Step 3 of Move 1 is considered as the obligatory of Move I. in the CARS model is the primary place where RA writers review what has been discovered (or claimed) in previous studies (Swales 1990). Meanwhile, there is no frequently used is move III step 3 (Announcing principal findings) by 0 occurrences with percentage 0 %. The details showed in the below:

Move I Step 1 (claiming centrality) shows 12 occurrences (20. 7 %) and this has little high number. Then, step 2 (making topic generalization) possesses 7 frequencies (12.1 %), it has smallest number. In step 3 (reviewing items of previous research) shows 14 frequencies (24.1 %), it has highest number, it means the writer much to relate or review what has been found or claimed with who has found it in the previous research and this step as an obligatory of move 1.

Move II Step 1 A (Counter claiming) shows 4 frequencies (6.9 %). Step 1 B (gap indicating) indicates 8 frequencies (13. 8 %) and it the highest number of occurrences, this step is stimulates to think critically and it frequently follow move 1 step 2 (making topic generalization). Further, Step 1 C (question-raising) demonstrates 6 frequencies, it has enough number, it means writer did set out to raise question about previous research. The last step is step 1 D (continuing a tradition) it occurred 3 frequencies (5.2 %), and its smallest occurrence than other steps.

Move III step 1 A (outlining purpose) consists of 2 frequencies (3.4 %) and it the obligatory element in this move. Then, step 1 B (Announcing present research) consists of 1 step. Step 2 (announcing principal findings) no occurred step (0 %). Finally Step 3 (indicating RA structure) there is 1 step (1.7 %).

Table 11.3.
The distribution of moves/steps in introduction section of TESOL (Article 1)

Moves	Steps	Frequency	Percentage
Move 1 (Establishing a territory)	Step 1 Claiming centrality	12	19.7
	Step 2 Making topic generalization	4	6.6
	Step 3 Reviewing items of previous research	8	13.1
Move 2 (Establishing a niche)	Step 1 A Counter-claiming	17	27.9
	Step 1 B Indicating gap	5	8.2
	Step 1 C Question-raising	8	13.1
	Step 1 D Continuing a tradition	3	4.9
Move 3 (Occupying a niche)	Step 1 A Outlining purpose	1	1.6
	Step 1 B Announcing present research	1	1.6
	Step 2 Announcing principal findings	2	3.3
	Step 3 Indicating RA structure	0	0
		61	100

Table 11.3 shows the frequency and the percentage of moves and steps of introduction of article 1 from TESOL journal. From The table above, the most frequently used is move II step 1 (Counter-claiming) by 17 frequencies with percentage 27.9 %. Move II (establishing a niche) mainly involves pointing at the weaknesses of previous relevant work, denying earlier claims made by earlier investigators and making claims that may dispute other's

work; this is the common way the English RA writers establish a niche or create a space for research (Swales 1990). In other words, the English RA writers justify their present work by criticizing the work of other people. It might the reason why researcher took counter claiming as the most frequently used. Meanwhile, no frequently used is move III step 4 (Indicating RA structure) by 0 frequency with percentage 0 %.

The details showed here, Move I present 24 moves. Step 1 (claiming centrality) shows 12 frequencies (19.7 %) and it the highest number of occurrences, in which it indicates an obligatory step. Then, step 2 (making topic generalization) possesses 4 frequencies (6.6 %), it smallest number. In step 3 (reviewing items of previous research) shows 8 frequencies (13.1 %), it has little higher number.

Move II present 21 moves. In this sense, step 1 A (counter claiming) shows 17 steps (27.9 %), and it's the highest number of frequencies, it means the researcher sets out an opposing viewpoint or pinpoint weaknesses in previous research in order to give imagine for current research. Step 1 B (gap indicating) indicates 5 frequencies (8.2 %). Further, Step 1 C (question-raising) demonstrates 8 frequencies. The last step is step 1 D (continuing a tradition) it occurred 3 frequencies (5.2 %), and its smallest occurrence than other steps.

Move III present 4 moves. Step 1 A (outlining purpose) consists of 1 step (1.6 %) and it the obligatory element in this move. Then, Strategy 1 B

(Announcing present research) consist 1 frequency. Step 2 (announcing principal findings) 2 frequencies (3.3 %), it the highest number occurred in this article it means a researcher considers the results to be the most important aspect and therefore report this as part of introduction. Finally step 3 (indicating RA structure) no occurred frequency (0 %).

Table 11. 4.
The distribution of moves/steps in introduction section of TESOL (Article 2)

Moves	Steps	Frequency	Percentage
Move 1 (Establishing a territory)	Step 1 Claiming centrality	5	19.2
	Step 2 Making topic generalization	3	11.5
	Step 3 Reviewing items of previous research	1	3.8
Move 2 (Establishing a niche)	Step 1 A Counter-claiming	9	34.6
	Step 1 B Indicating gap	2	7.7
	Step 1 C Question-raising	3	11.5
	Step 1 D Continuing a tradition	0	0
Move 3 (Occupying a niche)	Step 1 A Outlining purpose	1	3.8
	Step 1 B Announcing present research	0	0
	Step 2 Announcing principal findings	1	3.8
	Step 3 Indicating RA structure	1	3.8
		26	100

Table 11.4 shows the frequency and the percentage of moves and steps of introduction of article 2 from TESOL journal. From The table above, the most frequently used is move 2 step 1 (counter-claiming) by 9 frequencies with percentage 34.6 %. It same with article 1, the biggest frequencies existed in step 1 of Move II. And no occur frequency are happened in move II

step 4 (continuing a tradition) and move III step 2 (announcing present research) by 0 occurrences with percentage 0 %.

Furthermore, the details of result interpreted here. The details showed here, move I step 1 (claiming centrality) shows 5 frequencies (19.2 %) and it the highest number of occurrences, in which it indicates an obligatory step. Then, step 2 (making topic generalization) gain 3 frequencies (11.5 %). In step 3 (reviewing items of previous research) shows 1 frequency (3.8 %), it smallest number.

Move II step 1 A (counter claiming) shows 9 steps (34.6 %). Step 1 B (gap indicating) indicates 8 frequencies (13. 8 %) and it the highest number of occurrences, this step is stimulates to think critically and it frequently follow move 1 step 2 (making topic generalization). Further, Step 1 C (question-raising) demonstrates 6 frequencies, it has enough number, it means writer did set out to raise question about previous research. The last step is step 1 D (continuing a tradition) it occurred 3 frequencies (5.2 %), and its smallest occurrence than other steps.

Move III step 1 A (outlining purpose) consists of 1 frequency (3.8 %) and it the obligatory element in this move. Then, step 1 B (announcing present research) no step (0%). Step 2 (announcing principal findings) 1 step (3.8 %). Finally Step 3 (indicating RA structure) there is 1 frequency (3.8 %).

The following below is the average number and the interpretation of the result of moves in the Introduction section of native Indonesian writers published in CELT and TEFLIN Journal:

Table 12.
The average number of clauses in research journal articles of introduction section of Indonesian native writers.

No	Journal	MOVE I	MOVE II	MOVE III	Total
		Frequency	Frequency	Frequency	
1	CELT	19	20	3	42
2	TEFLIN	23	20	5	48
Total		42	40	8	90
Average Number		**21**	**20**	**4**	

Based on the data above, We recognize that in move I, the average number of clauses used by the writers is 21 clauses, whereas in move II, the average number of clauses used is 20 and in move III, the average number of clauses used is 4. Move I has the biggest number of clauses. Move II has little higher number and the smallest showed in Move III.

This finding presented that, move I (establishing territory) has the biggest average number of clauses; it means the researchers often establishes the territory of his/her study by orienting the reader to well-established knowledge and it's recognized as obligatory. Then, Move II (establishing a niche) has little higher number, It is a key move featured in the

Introduction section as it connects Move I with Move III where researchers identify the information missing in earlier studies, this move can be realized as alternatives. And meanwhile the smallest showed in Move III (occupying a niche), the researchers turn the niche established in Move II into the research space that justifies the present article and it's as optional used.

Furthermore, the table below shows the description of frequency and percentage of moves and steps in the introduction section of native Indonesian writers published in CELT and TEFLIN.

Table 13.
The frequency of Moves in the Introduction Section of the RAs of Indonesian Native writers

Moves / Steps	**(CELT) Article 1**	**(CELT) Article 2**	**(TEFLIN) Article 1**	**(TEFLIN) Article 2**	**Total**
Move 1 (Establishing a territory)	Frequency	Frequency	Frequency	Frequency	
Step 1 Claiming centrality	4	3	3	5	15
Step 2 Making topic generalization	1	6	5	5	17
Step 3 Reviewing items of previous research	1	4	4	1	10
Total Move 1	**6**	**13**	**12**	**11**	**42**
Move 2 (Establishing a niche)					
Step 1 A counter-claiming	1	7	8	5	21
Step 1 B Indicating gap	0	0	0	1	1
Step 1 C Question-raising	4	0	1	0	5
Step 1 D Continuing a tradition	4	4	2	3	13
Total Move 2	**9**	**11**	**11**	**9**	**40**
Move 3 (Occupying a niche)					
Step 1 A Outlining purpose	1	0	1	1	3
Step 1 B Announcing present research	1	0	1	0	2

Step 3 Announcing principal findings	1	0	1	0	2
Step 3 Indicating RA structure	0	0	0	1	1
Total Move 3	**3**	**0**	**3**	**2**	**8**
All TOTAL	**18**	**24**	**26**	**22**	**90**

The Table above shows the result of moves and steps introduction section from native Indonesian writers which published in CELT and TEFLIN. Based on the above table, the most frequent which recent appeared is articles 1 from TEFLIN journal is move II *(establishing a niche)* step 1 (*counter claiming)*, there were 8 clauses. It means that native Indonesian writer sets out main communicative purpose to use judgment or weaknesses evaluation results in order to create a space for the present research. In order to achieve such communicative purpose, RA writers need logical arguments to convince and persuade readers to accept the previous related studies have some kind of fault.

The findings of analyzing moves and steps presented in percentage (%). It can be seen in the following table:

Table 13.1.
The distribution of moves/steps in introduction section of CELT (Article 1) in percent %

Moves	Steps	Frequency	Percentage
Move 1 (Establishing a territory)	Step 1 Claiming centrality	4	22.2
	Step 2 Making topic generalization	1	5.5
	Step 3 Reviewing items of previous research	1	5.5

Move 2 (Establishing a niche)	Step 1 A Counter-claiming	1	5.5
	Step 1 B Indicating gap	0	0
	Step 1 C Question-raising	4	22.2
	Step 1 D Continuing a tradition	4	22.2
Move 3 (Occupying a niche)	Step 1 A Outlining purpose	1	5.5
	Step 1 B Announcing present research	1	5.5
	Step 2 Announcing principal findings	1	5.5
	Step 3 Indicating RA structure	0	0
Total		**18**	**100**

Table 13.1 shows the frequency and the percentage of moves and steps of introduction of article 1 from CELT journal. In The table above, the most frequently used occurred in move I step 1 claiming centrality, move II Step 3(question-raising), step 4 (continuing a tradition). No frequently used are happened in move II step 4 (continuing a tradition) and move III step 2 (announcing present research) by 0 occurrences with percentage 0 %.

Furthermore, the details of result can be interpreted in here. Move I its demonstrate 6 moves. Step 1 (claiming centrality) shows 4 frequencies (22.2 %) and this higher than other step in which it indicated that an obligatory step. Then, step 2 (making topic generalization) possesses 1 frequencies (5.5 %), it has little higher number. In step 3 (reviewing items of previous research) shows 1 frequency (5.5 %).

Move II consist 1 step and 4 parts (1 A, 1 B, 1 C, 1 D) its display 9 moves. In this sense, step 1 A (counter claiming) shows 1 frequency (5.5 %). Step 1 B (gap indicating) indicates 1 step (5.5 %) this step is stimulates to think critically and it frequently follow move I step 2 (making topic generalization). shows 0 step (0%), Further, step 1 C (question-raising) demonstrate 4 steps (22.2%), it means writer did set out to raise question about previous research. The last step is step 1 D (continuing a tradition) occurred 4 frequencies (22.2%), it means the researcher most frequently signaled by logical connectors in his/her research.

Move III covers three steps. Step 1 A (outlining purpose) consists of 1 frequency (5.5 %) and it the obligatory element in this move. Then, Step 1 B (Announcing present research) consists of 1 frequency (5.5 %) it same with step I A it the obligatory element in this move. Next, Step 2 (announcing principal findings) contains 1 frequency (5.5 %). Finally Step 3 (indicating RA structure) there is no occurrence or (0 %). So, along with its steps demonstrates obligatory moves and steps.

Table 13.2.
The distribution of moves/steps in introduction section of CELT (Article 2) in percent %

Moves	Steps	Frequency	Percentage
Move 1 (Establishing a territory)	Step 1 Claiming centrality	3	14.3
	Step 2 Making topic generalization	6	28.6

	Step 3 Reviewing items of previous research	4	19.1
Move 2 (Establishing a niche)	Step 1 A Counter-claiming	7	33.3
	Step 1 B Indicating gap	0	0
	Step 1 C Question-raising	0	0
	Step 1 D Continuing a tradition	4	19.1
Move 3 (Occupying a niche)	Step 1 A Outlining purpose	0	0
	Step 1 B Announcing present research	0	0
	Step 2 Announcing principal findings	0	0
	Step 3 Indicating RA structure	0	0
Total		**21**	**100**

Table 13.2 shows the frequency and the percentage of moves and steps of introduction of article 2 from CELT journal. In The table above, the most frequently used occurred in move II step 1 counter claiming, meanwhile no frequently used are happened in move I step 1 (claiming centrality), Move II step 2 (indicating gap), step 3 (question-raising), and All move III by 0 frequencies with percentage 0 %.

Move I step 1 (claiming centrality) shows 3 frequencies (14.3 %) it indicates the researcher links the research topic to be investigated with what has been established in the wider research area and with a more general state of knowledge. Then, step 2 (making topic generalization) gain 6 frequencies (28.6 %), it most frequently used in move I, and it means mainly researcher identified based on the content of the statement. In step 3

(reviewing items of previous research) shows 4 frequencies (19.1 %), it has high enough number of frequencies is considered as the obligatory step in move I.

Move II step 1 A (counter claiming) shows 7 frequencies (33.3 %). Step 1 B (gap indicating) indicates 0 step (0 %). Further, step 1 C (question-raising) demonstrates 0 frequencies. The last step is step 1 D (continuing a tradition) shows 4 frequencies (5.2 %), it has high enough number of frequencies in Move II, it means researcher more frequently used logical connectors in his/her writing.

Move III step 1 A (outlining purpose), step 1 B (announcing present research), step 2 (announcing principal findings), and step 3 (indicating RA structure) didn't found frequencies in every steps, it means researcher didn't set out of occupying the niche for his/her writing in order to stating the purpose, to explaining the principal features of the research, and to announcing the main findings by highlighting the framework of the research articles.

Table 13.3.
The distribution of moves/steps in introduction section of TEFLIN (Article 1) in percent %

Moves	Steps	Frequency	Percentage
Move 1 (Establishing a territory)	Step 1 Claiming centrality	3	11.5
	Step 2 Making topic generalization	5	19.2

	Step 3 Reviewing items of previous research	4	15.4
Move 2 (Establishing a niche)	Step 1 A Counter-claiming	8	30.8
	Step 1 B Indicating gap	0	0
	Step 1 C Question-raising	1	3.9
	Step 1 D Continuing a tradition	2	7.7
Move 3 (Occupying a niche)	Step 1 A Outlining purpose	1	3.9
	Step 1 B Announcing present research	1	3.9
	Step 2 Announcing principal findings	1	3.9
	Step 3 Indicating RA structure	0	0
Total		**26**	**100**

Table 13.3 shows the frequency and the percentage of moves and steps of introduction of article 1 from TEFLIN journal. In The table above, the most frequently used occurred in move II Step 1 (counter-claiming), meanwhile no frequently used are happened in Move II step 2 (indicating gap), and move III step 4 (indicating RA structure) by 0 occurrences with percentage 0 %.

The details showed here, move I step 1 (claiming centrality) shows 3 frequencies (11.5 %). Then, step 2 (making topic generalization) presents 5 frequencies (19.2 %), it has the highest number of frequencies, it most frequently used in move I, and it means mainly researcher well-known based on the substance of the assertion. In step 3 (reviewing items of previous research) shows 8 frequencies (15.4 %), it has little higher number.

Move II present 21 moves. In this sense, step 1 A (counter claiming) shows 8 frequencies (30.8 %), and it has the highest number of occurrences, it means the researcher sets out an opposing viewpoint or pinpoint weaknesses in previous research in order to give imagine for current research. Step 1 B (gap indicating) indicates 0 step (0 %). Further, Step 1 C (question-raising) demonstrates 1 frequency (3.9 %). The last step is step 1 D (continuing a tradition) it occur 2 frequencies (7.7 %).

Move III present 3 moves occurrences. Step 1 A (outlining purpose) consists of 1 frequency (3.9 %).Then, step 1 B (Announcing present research) consist 1 step. Step 2 (announcing principal findings) 1 frequency (3.9 %). Finally Step 3 (indicating RA structure) didn't occurred frequency (0 %).

Table 13.4.
The distribution of moves/steps in introduction section of TEFLIN (Article 2) in percent %

Moves	Steps	Frequency	Percentage
Move 1 (Establishing a territory)	Step 1 Claiming centrality	5	22.7
	Step 2 Making topic generalization	5	22.7
	Step 3 Reviewing items of previous research	1	4.6
Move 2 (Establishing a niche)	Step 1 A Counter-claiming	5	22.7
	Step 1 B Indicating gap	1	4.6
	Step 1 C Question-raising	0	0
	Step 1 D Continuing a tradition	3	13.6
Move 3 (Occupying a niche)	Step 1 A Outlining purpose	1	4.6
	Step 1 B Announcing present research	0	0

	Step 2 Announcing principal findings	0	0
	Step 3 Indicating RA structure	1	4.6
Total		**22**	**100**

Table 13.4 shows the frequency and the percentage of moves and steps of introduction of article 2 from TEFLIN journal. In The table above, the high frequently used occurred in move 1 step 1 (claiming centrality), in step 2 making topic generalization and move 2 step 1 (counter-claiming), meanwhile no frequently used are happened in move II step 3 (question-raising), and Move III step 2 (announcing present research), step 3 announcing principal findings by 0 occurrences with percentage 0 %.

Move I step 1 (claiming centrality) shows 5 frequencies (22.7 %). Then, Step 2 (making topic generalization) presents 5 frequencies (27.5 %), it has the highest number of frequencies, it most frequently used in move I, and it means mainly researcher well-known based on the substance of the assertion. In step 3 (reviewing items of previous research) shows 1 frequency (15.4 %), it has little higher number.

Move II present 9 moves. In this sense, step 1 A (counter claiming) shows 5 frequencies (22.7 %), and it has the highest number of occurrences, it means the researcher sets out an opposing viewpoint or pinpoint weaknesses in previous research in order to give imagine for current research. Step 1 B (gap indicating) demonstrates 1 frequency (4.6 %).

Further, Step 1 C (question-raising) 0 step (0 %). The last step is step 1 D (continuing a tradition) it occur 3 frequencies (13.6 %).

Move III present 1 move. Step 1 A (outlining purpose) consist 1 step. Then, Step 1 B (Announcing present research) and Step 2 (announcing principal findings) there is no frequency (0 %). Step 3 (indicating RA structure) consists of 1 frequency. It means, the researcher sets out the obligatory element (move III- 1) and highlighting the framework of research article (move III-3).

4. 2.1 Moves in Discussion Section

This study acquires the average numbers of clauses used in each research journal articles of discussion section. The result is presented in the following table:

Table 14.
The average number of clauses in all research journal articles of Discussion section

No	**Journal**	MOVE I	MOVE II	MOVE III	MOVE IV	MOVE V	MOVE VI	MOVE VII	Total
		Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	
1	SAGE Publisher	4	5	0	4	1	2	13	29
2	TESOL Quarterly	6	6	0	5	1	2	3	23
3	CELT	1	22	1	5	0	0	1	31
4	TEFLIN	2	8	0	5	4	3	0	21
****	****	**13**	**41**	**1**	**19**	**6**	**7**	**17**	**104**
Average Number	****	**3.25**	**10.25**	**0.25**	**4.75**	**1.5**	**1.75**	**4.25**	****

The Table above provides information of the average number of clauses used in Discussion section. Based on the data above, it can be seen that the total of entire moves is 104. Move 1 (background information) consists of 13 moves, move 2 (reporting result) consists of 41 moves, move 3 (summarizing result) consists of 1 moves, move 4 (commenting on result) consists of 19 moves, move V (summarizing the study) consists of 6 moves, move VI (evaluating the study) consists of 7 moves, Move VII (deduction from research) consists of 17 moves. We are able to identify that in Move I the average number of clauses used by the writers is 3.25 clauses, whereas in Move II the average number of clauses used is 10.25, in Move III the average number of clauses used is 0.25 clauses, then in Move IV the average number of clauses used is 4.75 clauses, next Move V the average number of clauses used is 1.5 clauses, Move VI, the average number of clauses used is 1.75 clauses and the last Move VII, the average number of clauses used is 4.25 clauses.

The following below is the average number and the interpretation result of Moves in the Discussion section of native English writers published in SAGE and TESOL Journal:

Table 15.
The average number of clauses in all research journal articles of discussion section of English native writers

No	Journal	MOVE I	MOVE II	MOVE III	MOVE IV	MOVE V	MOVE VI	MOVE VII	Total
		frequency	frequency	frequency	frequency	frequency	frequency	frequency	
1	SAGE Publisher	4	5	0	4	1	2	13	29
2	TESOL Quarterly	6	6	0	5	1	2	3	23
		10	11	0	9	2	4	16	52
Average Number		**5**	**11.5**	**0**	**4.5**	**1**	**2**	**8**	

The Table above provides information of the average number of clauses used in Discussion section of native English writers. We recognized that in move I the average number of clauses used by the writers is 5 clauses, in move II the average number of clauses used is 11.5, whereas in move III the average number of clauses used is 0, then in move IV, the average number of clauses used is 4.5 clauses, next Move V the average number of clauses used is 1 clauses, Move VI the average number of clauses used is 2 clauses and the last Move VII the average number of clauses used is 8 clauses.

This finding demonstrated that, Move II (reporting result) has the biggest average number of clauses; it means the researchers focus on relevant evidence such as statistics and example of research result. Then, move VI has little higher number, it means the researchers presents their studies in term of its significance, limitations, delimitations, innovation, strengths, and

weaknesses, and meanwhile the smallest showed in move III (commenting on result), it means the researchers less to establish the meaning and significance of the research results in relation to the relevant field.

In addition, the table below shows the description of frequency and percentage of Moves and steps in the Discussion section of English native writers published in SAGE and TESOL Quarterly.

Table 15.1.

The distribution of Moves/Steps in Discussion section of SAGE (Article 1)

Moves	Steps	Frequency	Percentage
Move 1 (Background Information)		1	8.3
Move 2 (Reporting Result)		3	25
Move 3 (Summarizing Results)		0	0
Move 4 (Commenting Results)	Step 1 (A): Interpreting results	1	8.3
	Step 2 (B): Comparing/contrasting results with literature	0	0
	Step 3 (C): Accounting for results	0	0
	Step 4 (D): Evaluating results	0	0
Move 5 (Summarizing the study)		1	8.3
Move 6 (Evaluating the study)	Step 1 (A): Indicating limitation	0	0
	Step 2 (B): Indicating significant	1	8.3

	Step 3 (C): Evaluating methodology	0	0
Move 7 (Deduction from research)	Step 1 (A): Making Suggestion	4	33.3
	Step 2 (B): Recommending Research	1	8.3
	Step 3 (C): Implication	0	0
Total		**12**	**100**

Table 15.1 shows the frequency and the percentage of moves and steps of discussion section of SAGE journal (article 1). From the table above, the analysis found that move VII step 1 (making suggestion) is the core element, with an average occurrence of 33.3 %, the highest among all the elements. Nodoushan (2011) states that move VII is one of an obligatory moves it's concerning areas for further research or solutions to certain problems.

Furthermore, the details of result can be seen in here, move VII step 1 (making suggestion) was the most frequent move (*f*=4); it accounted for 33.3 % of the moves observed in the article. And move 2 (reporting results) with (*f*=3) with percentage 25 % were the second most frequent moves. The least frequent moves were placed in move 1 (providing background information; f=1), move III (summarizing results; f=1), move V (summarizing the study; *f*=1), move 6 (evaluating the study; *f*=1), move 6 (indicating significance; *f*=1), move VII (recommending Research; f=1).and meanwhile no occur frequently

used were move IV (accounting for result, evaluating result), move VI (indicating limitation, evaluating methodology), move VII (implication).

Table 15.2.
The Distribution of Moves/Steps in Discussion section of SAGE (Article 2)

Moves	Steps	Frequency	Percentage
Move 1 (Background Information)		3	17.7
Move 2 (Reporting Result)		2	11.8
Move 3 (Summarizing Results)		0	0
Move 4 (Commenting Results)	Step 1 (A): Interpreting results	1	5.9
	Step 2 (B): Comparing/contrasting results with literature	1	5.9
	Step 3 (C): Accounting for results	1	5.9
	Step 4 (D): Evaluating results	0	0
Move 5 (Summarizing the study)		0	0
Move 6 (Evaluating the study)	Step 1 (A): Indicating limitation	1	5.9
	Step 2 (B): Indicating significant	0	0
	Step 3 (C): Evaluating methodology	0	0
Move 7 (Deduction from research)	Step 1 (A): Making Suggestion	5	29.4
	Step 2 (B): Recommending Research	3	17.7
	Step 3 (C): Implication	0	0
total		**17**	**100**

Table 15.2 shows the frequency and the percentage of moves and steps of discussion section of SAGE journal (article 2). From the table above, the analysis found that move VII step 1 (making suggestion) is the highest number occurrence, with an average of 29.4 %, this move is one of an obligatory moves it's in connection with areas for further research or solutions to certain problems. Then, move II (reporting result) the second highest number occurrences.

Next, the specifics of result can be construed in here, move VII step 1 (making suggestion) was the most frequent move (*f*=5); it accounted for 29.4 % of the moves observed in the article. Move 1 (background information; f=3) 17.7 % were the second most frequent moves. Move 2 (reporting results) with (*f*=2) with percentage 11.8 %. The least frequent moves were in Move 6 (evaluating the study; *f*=1), move VII (recommending Research; f=1).and meanwhile didn't occurred frequently used were move III (summarizing results), move IV (evaluating result), Move V (summarizing the study), move VI (indicating significance, evaluating methodology) and move VII (implication).

Table 15.3.
The Distribution of Moves/Steps in Discussion section of TESOL (Article 1)

Moves	Steps	Frequency	Percentage
Move 1 (Background Information)		3	23.1

Move 2 (Reporting Result)		5	38.5
Move 3 (Summarizing Results)		0	0
Move 4 (Commenting Results)	Step 1 (A): Interpreting results	0	0
	Step 2 (B): Comparing/contrasting results with literature	3	23.1
	Step 3 (C): Accounting for results	0	0
	Step 4 (D): Evaluating results	0	0
Move 5 (Summarizing the study)		1	7.7
Move 6 (Evaluating the study)	Step 1 (A): Indicating limitation	0	0
	Step 2 (B): Indicating significant	0	0
	Step 3 (C): Evaluating methodology	1	7.7
Move 7 (Deduction from research)	Step 1 (A): Making Suggestion	0	0
	Step 2 (B): Recommending Research	0	0
	Step 3 (C): Implication	0	0
total		**13**	**100**

Table 15.3 shows the frequency and the percentage of moves and steps of discussion section of TESOL journal (article 1). From the table above, the analysis found that move II (reporting result) is the highest number of frequencies with percentage of 29.4 %, it means this move is an obligatory moves. This is commonly known as data commentary, move II presents a brief, general statement of the results of the research, which may be

presented in order of strength: the stronger results will be dealt with first, followed by the weaker results. Then, move II (reporting result) as the second highest number frequencies found in Move I (background information) and Move IV-2 (comparing/contrasting results with literature) the amount of 3 frequencies (23.1 %).

Next, the specifics of result can be interpreted in here, move II (reporting result) was the most frequent move (*f*=5); it accounted for 38.5 % of the moves observed in the article. Move 1 (background information), move IV-2 (comparing/contrasting results with literature) were the second most frequent moves there were 3 frequencies (23.1 %). The least frequent moves were move 5 (summarizing the study; f=1), move 6-3 (evaluating methodology; *f*=1). And meanwhile didn't occur frequently used were move IV-3, 4 (accounting for results, evaluating result), Move VI-1,2 (indicating limitation, indicating significant,) and all steps of Move VII-1,2,3 (making suggestion, recommending research, and implication).

Table 15.4.
The Distribution of Moves/Steps in Discussion section of TESOL (Article 2)

Moves	Steps	Frequency	Percentage
Move 1 (Background Information)		3	30
Move 2 (Reporting Result)		1	10
Move 3 (Summarizing Results)		0	0
Move 4	Step 1 (A):		

(Commenting Results)	Interpreting results	0	0
	Step 2 (B): Comparing/contrasting results with literature	1	10
	Step 3 (C): Accounting for results	1	10
	Step 4 (D): Evaluating results	0	0
Move 5 (Summarizing the study)		0	0
Move 6 (Evaluating the study)	Step 1 (A): Indicating limitation	0	0
	Step 2 (B): Indicating significant	0	0
	Step 3 (C): Evaluating methodology	1	10
Move 7 (Deduction from research)	Step 1 (A): Making Suggestion	0	0
	Step 2 (B): Recommending Research	2	20
	Step 3 (C): Implication	1	10
Total		**10**	**100**

Table 15.4 shows the frequency and the percentage of moves and steps of discussion section of TESOL journal (article 2). The analysis found that move I (background information) is the highest number of frequencies with percentage of 30 %, it means this move is an obligatory moves. Move I it's relatively free occurrence and function to support the discussion by highlighting theoretical or technical information. The second highest number frequencies found in Move VII-2 (recommending research) it occur 2 frequencies (20 %), move VII step 2 presents the main points of the study results by giving feedback to the further research.

Next, the particulars of result can be taken in here, move I (background information) was the most frequent move (*f*=3); it accounted for 30 % of the moves observed in the article. Move VII-2 (recommending research) was the second most frequent moves there were 3 frequencies (23.1 %). The least frequent moves there was 1 frequency (10 %) were happened in Move 2 (Reporting Result), Move IV-2,3 (comparing result with literature, Accounting for result), move VI-3 (evaluating methodology), move VII-3 (implication). whereas no occur frequently used were in move IV-4 (evaluating result), Move 5 (summarizing the study), move VI-1, 2 (indicating limitation, indicating significant), and move VII-1 (making suggestion).

Moving forwards, the following below is the average number and the interpretation results of the analysis of moves in the discussion section of native Indonesian writers published in CELT and TEFLIN Journal.

Table 16.
The average number of clauses in all research journal articles of discussion section of Indonesian native writers

No	**Journal**	MOVE I	MOVE II	MOVE III	MOVE IV	MOVE V	MOVE VI	MOVE VII	Total
		f	F	f	f	F	f	f	f
1	CELT	1	22	1	5	0	0	1	31
2	TEFLIN	2	8	0	5	4	3	0	21
		3	**30**	**1**	**10**	**4**	**3**	**1**	**52**
Average Number		**1.5**	**15**	**0.5**	**5**	**2**	**1.5**	**0.5**	

The table above gives information of the average number of clauses used in Discussion section of Indonesian native writers. We recognized that in move I the average number of clauses used by the writers is 1.5 clauses, in move II the average number of clauses used is 15 clauses, whereas in move III the average number of clauses used is 0.5, then in Move IV the average number of clauses used is 5 clauses, next move V the average number of clauses used is 2 clauses, move VI the average number of clauses used is 1.5 clauses and the last move VII the average number of clauses used is 0.5 clauses.

This finding confirmed that, move II (reporting result) has the biggest average number of clauses; it means the researchers focus on relevant evidence such as statistics and example of research result. Then, move IV has little higher number, it means the researchers provided subjective judgments about studies' results, interpreting their findings, and comparing their studies with the literature, and meanwhile the smallest showed in Move III (commenting on result), And move VII (deductions from Research), it means the researchers less to establish the meaning and significance of the research results in relation to the relevant field. And rarely gives suggestions concerning areas for further research or solutions to certain problems.

In addition, the table below shows the description of frequency and percentage of Moves and steps in the Discussion section of Indonesian native writers published in CELT and TEFLIN Journal.

Table 16.1.
The Distribution of Moves/Steps in Discussion section of CELT (Article 1)

Moves	Steps	Frequency	Percentage
Move 1 (Background Information)		1	14.2
Move 2 (Reporting Result)		3	42.9
Move 3 (Summarizing Results)		0	0
Move 4 (Commenting Results)	Step 1 (A): Interpreting results	1	14.2
	Step 2 (B): Comparing/contrasting results with literature	1	14.2
	Step 3 (C): Accounting for results	0	0
	Step 4 (D): Evaluating results	0	0
Move 5 (Summarizing the study)		0	0
Move 6 (Evaluating the study)	Step 1 (A): Indicating limitation	0	0
	Step 2 (B): Indicating significant	0	0
	Step 3 (C): Evaluating methodology	0	0
Move 7 (Deduction from research)	Step 1 (A): Making Suggestion	0	0
	Step 2 (B): Recommending Research	1	14.2
	Step 3 (C): Implication	0	0
Total		**7**	**100**

Table 16.1 shows the frequency and the percentage of moves and steps of discussion section of CELT journal (article 1). The analysis found that - move II (reporting result) is the highest number of frequencies with percentage of 42.9 %, it means this Move is an obligatory moves. Move II is used to present the results of the studies. The main textual features than often signals this move are 'reporting verbs' and 'past tense'. The move is often made through the presentation of examples, numerical values, graphs, tables, or observations as well as comments on the expectedness and unexpectedness of outcomes**.**

Next, the particulars of result can be taken in here, move I (Background information) was the most frequent move (*f*=3); it accounted for 30 % of the moves observed in the article. Move which occur 1 frequency (14.2 %) were happened in Move I (background information), Move IV-1, 2 (interpreting result, comparing result with literature). And all other moves except explain above didn't raise any frequency.

Table 16.2.
The Distribution of Moves/Steps in Discussion section of CELT (Article 2)

Moves	Steps	Frequency	Percentage
Move 1 (Background Information)		0	0
Move 2 (Reporting Result)		19	79.2
Move 3 (Summarizing Results)		1	4.2

Move 4 (Commenting Results)	Step 1 (A): Interpreting results	2	8.3
	Step 2 (B): Comparing/contrasting results with literature	0	0
	Step 3 (C): Accounting for results	2	8.3
	Step 4 (D): Evaluating results	0	0
Move 5 (Summarizing the study)		0	0
Move 6 (Evaluating the study)	Step 1 (A): Indicating limitation	0	0
	Step 2 (B): Indicating significant	0	0
	Step 3 (C): Evaluating methodology	0	0
Move 7 (Deduction from research)	Step 1 (A): Making Suggestion	0	0
	Step 2 (B): Recommending Research	0	0
	Step 3 (C): Implication	0	0
Total		**24**	**100**

Table 16.2 shows the frequency and the percentage of moves and steps of discussion section of CELT journal (article 2). The analysis found that move II (reporting result) is the highest number of frequencies with percentage of 79.2 %, it means this move is an obligatory moves.

Next, the details of result acquired in here, move II (reporting result) was the most frequent move (*f*=19); it accounted for 79.2 % of the moves observed in the article. Move IV-3 (accounting for result) was the second most frequent moves there were 2 frequencies (8.3 %). The third is move III

(summarizing results) was 1 frequency (4.2 %), whereas other moves/steps didn't found in RA writer.

Table 16.3
The Distribution of Moves/Steps in Discussion section of TEFLIN (Article 1)

Moves	Steps	Frequency	Percentage
Move 1 (Background Information)		1	11.1
Move 2 (Reporting Result)		2	22.2
Move 3 (Summarizing Results)		0	0
Move 4 (Commenting Results)	Step 1 (A): Interpreting results	1	11.1
	Step 2 (B): Comparing/contrasting results with literature	2	22.2
	Step 3 (C): Accounting for results	0	0
	Step 4 (D): Evaluating results	0	0
Move 5 (Summarizing the study)		1	11.1
Move 6 (Evaluating the study)	Step 1 (A): Indicating limitation	0	0
	Step 2 (B): Indicating significant	2	22.2
	Step 3 (C): Evaluating methodology	0	0
Move 7 (Deduction from research)	Step 1 (A): Making Suggestion	0	0
	Step 2 (B): Recommending Research	0	0
	Step 3 (C): Implication	0	0
Total		**9**	**100**

Table 16.3 shows the frequency and the percentage of moves and steps of discussion section of TEFLIN journal (article 1). The analysis found that move II (reporting result), move IV-2 (comparing result with literature), Move VI-2 (indicating significant) were the average number obtain 2 frequencies with percentage of 22.2 %, it means this RA writer used those move as obligatory in his/her research. And meanwhile the least moves occurred in move I (background information), Move IV-1 (interpreting results), move V (summarizing the study) were occurred 1 frequency (11.1 %), whereas the other moves were obtained 0 frequency.

Table 16. 4.
The Distribution of Moves/Steps in Discussion section of TEFLIN (Article 2)

Moves	Steps	Frequency	Percentage
Move 1 (Background Information)		1	7.7
Move 2 (Reporting Result)		6	46.2
Move 3 (Summarizing Results)		0	0
Move 4 (Commenting Results)	Step 1 (A): Interpreting results	0	0
	Step 2 (B): Comparing/contrasting results with literature	0	0
	Step 3 (C): Accounting for results	2	15.4
	Step 4 (D): Evaluating results	0	0
Move 5 (Summarizing the study)		3	23.1
Move 6 (Evaluating the study)	Step 1 (A): Indicating limitation	0	0

	Step 2 (B): Indicating significant	1	7.7
	Step 3 (C): Evaluating methodology	0	0
Move 7 (Deduction from research)	Step 1 (A): Making Suggestion	0	0
	Step 2 (B): Recommending Research	0	0
	Step 3 (C): Implication	0	0
Total		**13**	**100**

Table 16.4 shows the frequency and the percentage of moves and steps of discussion section of TEFLIN journal (article 2). The analysis found that move II (reporting result) is the highest number of frequencies with percentage of 46.2 %, it means this move is an obligatory moves.

Next, the details of result acquired in here, move II (reporting result) was the most frequent move (*f*=6); it accounted for 46.2 % of the moves observed in the article. Move V (Summarizing the study) was the second most frequent moves there were 3 frequencies (23.1 %). The third most frequent is move IV-3 (Accounting for result) was 2 frequency (15.4 %), the least moves occurred in Move I (background information), move VI-2 (indicating significant) were 1 frequency (7.7 %), whereas other moves/steps didn't found in RA writer or 0 frequency (0 %).

4.3 Discussions

The function and realizations of each move/step found in the present study are presented below. The distinct lexical clues that are regarded as the keywords for each example are given in bold text.

4.3.1 Introduction section

Swales' 1990 model specifies that this move consists of three steps: Step 1 (Claiming centrality of the topic), Step 2 (Making topic generalizations), and Step 3 (Reviewing items of previous research).

Move I: Establishing territory. Chahal (2014) defines that "move I is achieved primarily through Step 1-2, where the author provides general information on the examined topic, highlighting their research area as significant partly through the use of emphatic lexical items or quantifiers such as certainly, one of the most, popular, completely and most broadly".

Move I step 1, claiming centrality of the topic. Example:

1. *Given their intellectual and behavioral challenges associated with reading, it would seem particularly **important** that instruction for students with ID explicitly and systematically address phonics, a critical foundational skill identified in reading research*
2. *Monitoring and evaluating are **essential elements** of reflection process.*
3. *Similar ambivalence **was found** by Storch and Wigglesworth (2003), who discovered considerable variation in Australian students' reaction to being*

allowed to use the L1, possibly related to students' beliefs about learning; the L1 helps them achieve tasks and have more meaningful discussions

4. *Among these factors, teachers are considered **the most prominen**t one as other factors cannot play important roles when the teachers do not perform their duties well.*

The instances claim the importance of the research topic. The linguistic features used to express this particular move/step include the examples show that the noun is often strengthened by the adjectives such as ***essential elements.*** The authors may claim that the topic under investigation is important and significance for his/her own research such as *important*, ***the most prominent.***

Move I step 2: Making topic generalization. Example:

In the current study Step 2 and its constituent strategies were fulfilled as mentioned by Swales (1990) through making either A) statements about the knowledge or practice or B) statements about the phenomena. See two examples in this regard below.

1. *Based on the cognitive approach, literacy is **seen as** "cognitively encoding (writing) and decoding (reading) skills"*
2. ***It is acknowledged** that reading ability is critical to overall academic success and social outcomes (Biancarosa & Snow, 2004; Kamil et al., 2008)*
3. *Whilst providing an L1 equivalent **may seem** a shortcut to developing understanding of that word, it could deprive the learner of the opportunity to attempt comprehension by inference.*
4. *The teaching style **is viewed as** one in which the activities in the classroom are predominantly teacher led and the students are considered to adopt a more passive role.*

Move 1 step 3: Reviewing items of previous research. Example:

1. ***Kassens-Noor (2012)*** ***suggests*** *that Twitter can enhance active learning in higher education outside of the classroom, finding that Twitter enhanced communication and supported informal learning practices.*
2. ***(Macaro, 1997) reported*** *that learners were often left floundering by L2-only instruction, particularly when teachers were giving instructions for carrying out a task, a finding echoed by other researchers (Clark & Trafford, 1996) and with different age groups.*
3. ***Wulandari et al. (2008)*** *has shown that teaching English pronunciation using audio visual aids resulted in improved suprasegmentals, notably intonation and stress.*

In step 3, the writer/researcher provides the academic circle with an account of previous studies, their findings and their conductors (Lakic, 2010). This is the very moment when the researcher specifically links claims, assertions, and findings with the person who has put them forward. (Habibi, 2008).

Move II: Establishing a niche, serve the function of establishing a need for research (Kanoksilapatham, 2005). After describing important features of the research territory (move I), academic writer typically try claim a “niche” for their research. They can do this by showing the previous research that the aspects of the research field still needing further investigation. Swales states that this often signaled by words expressing a contrast or negative evaluation such as in “Contrast” i.e. *however, but, yet, nevertheless, unfortunately, although.* “Quantity” i.e. *few, less, no, none.* “Verbs” fail, ignore, prevent, etc. “Adjective” difficult, restricted, uncertain, ineffective, scarce, etc.

Move II step 1 A: Counter-claiming. This step frequently follows move 1-step 3, and is used to introduce an opposing viewpoint or pinpoint weaknesses in previous research (Swales, 1990). Example:

1. *Moreover, the four options improved **not only** their knowledge in their disciplinary study **but also** in curricular aspects such as in making lesson plans and in applying teaching methodologies.*
2. **However**, by far the most common function of L1 use is to provide information about the meanings of lexical items (Liu et al., 2004; Rolin-Ianziti & Brownlie, 2002)
3. There are very **few** studies with a psycholinguistic perspective, one in which language usage by both types of teachers, in interaction with language learners, is being investigated (see also Moussu & Llurda, 2008).

Move II step 1 B: Indicating a gap is characterized by the use of conjunctions *however, but, yet*. Different lexical means are used to express the gap in the existing knowledge and it frequently follows move I step 2 making topic generalizations (Swales, 1990). Example:

1. *All students in the Chaudron research (1983, cited in Topping et al., 2000) showed a similar pattern of improvement from the first draft to the final draft, **regardless** of the origin of the feedback.*
2. *It is essential, **however**, that instructors provide a rubric and or/editing form that incorporates all aspects of the assignment guidelines.*
3. *The peer editors used the criteria to comment but **did not** assign grades. The researcher did assign grades for each performance trait.*

The instances demonstrate explicit critical comments addressing a current gap on procedures, techniques, or existing research for being inadequate or limited by using lexical items with negative connotations (*regardless*). The use of contradiction connectors (*however*) indicates that

existing knowledge stand some limitations, and thus remains to be ameliorated. Authors may also use negation within verb phrase (did not).

Move II step 1 C: Question-raising is another way of establishing the niche. The author puts forward the questions that previous research did not answer. The questions that the author raises may be both direct and indirect. The noun *question* is frequently used in sentences containing an indirect question (Lakic, 2010). Example:

1. *This is due, in part, to the paucity of research on teaching ELLs with ID **how** to read.*
2. ***How did** peer editors engage in discovery mode interactions during the peer critique process?*
3. ***How will this** recommendation affect the company's Return On Investment (ROI)?*

Move II step 1 D: Continuing tradition is frequently signaled by logical connector such as *therefore, hence, consequently, need to, or thus* (Swales, 1990). And this step can be motivated by the fact that the current body of knowledge is not enough and thus needs to be further investigated by additional research.

Example:

1. *It can be assumed, **therefore** that students having a high interest in writing, will have a higher achievement in their writing skill.*
2. *An appropriate instructional approach is **needed to** support some learning objectives, because suitable instructional approaches will determine the students' learning achievements.*

Move III: Occupying a niche. In this move the writer/researcher reveal their solution to help fill the gap, answer the specific question or continue a research tradition that has been presented in Move II (Swales, 1990). This move is fulfilled through the following constituent steps: (1A) Outlining purposes (1B) Announcing present research. 2. Announcing principle findings, 3. Indicating RA structure (Swales, 1990).

Move III step 1A: Outlining purposes. The writer introduces his/her solution to the problem described in move 2 by stating the main purpose or aim of the study and the verb tenses used depend on whether the writer is referring to physical or abstract concept (Swales, 1990). The statement of purpose is the first of the two obligatory steps in move III. Swales identifies this step by the use of standard or collapsed structure, choice of present tense, the absence of references to previous research and the use of deictic references to the present text, such as *this, the present, we, here, now, I*, and *herein* (1990:159, 160).

Example:

1. *The current study was **aimed** at describing how reflective learning method can improve the students' pronunciation of English suprasegmental features.*
2. *The secondary **purpose of the study was** to determine how discovery mode (Lockhart and Ng, 1995) interactions were naturally present among the peer editors.*
3. ***this study sought to** compare the effects of phonics and sight word instruction on the reading skills of four Spanish-dominant middle school students with mild cognitive impairments.*

Move III step 1B: Announcing present research. This step represents an alternative strategy to that used in step 1A. Here, the writer describes the aims in terms of what the research sets out to do or accomplish (swales, 1990). Example:

1. **In the present study**, video is chosen to help create a condition which best favors reflective learning. Video has fixative property, with which it can record, save, and reproduce information when needed (Suwatno, 2012). With these characteristics, students can utilize video to record, play and replay events.
2. **The study** also sought to explore how or in what ways style of teaching affects attitudes towards Facebook.

Move III step 2: Announcing principal findings. In this step the writer considers the result to be the most important aspect of the research (swales, 1990). Example;

1. *One found that teaching English environmental print (e.g., store signs) words to four Spanish-dominant middle school students with ID produced **equally effective results** in both treatment conditions.*
2. **Findings to date have shown** that learners do not appear to want the L1 excluded from classroom interaction.

Move III step 3: Indicating RA structure. This step starts with an introductory sentence. Example:

1. ***This latter study was conducted** with 32 older participants ranging in age from 9 to 20, a rarity in the extant literature.*
2. *There are **two views** of out-of-school literacies. First, out-of-school literacies refer to any literacy practice− including school-like or school centric literacies occurring in contexts outside formal school settings. Second, those refer to any literacy practice that excludes school literacies from consideration (Knobel & Lankshear, 2003).*

4.3.2 Discussion section

Move 1: Background information. This move is used to prepare the readers for the report or discussion of results that follows. This includes some main statements such as research questions, the aims and purposes of the study, theoretical background or established knowledge and the study's research methodology (Wirada & Amnuai, 2013). To realize this move, both present and past simple tenses in the form of active or passive voices were used (Yang & Allison, 2003). Realizations of this move are as follows. Examples:

1) ***This study demonstrates*** *that the students practiced various kinds of out of school English literacy activities.*

2) ***This study*** *has attempted to link the debate regarding the language background of English teachers (whether they can or cannot speak the learners' L1) with the issue of whether English-only instruction is preferable to allowing some switching to L1.*

3) In regard to **the use of reflective learning method in this action research study, the intervention was** a successful attempt to improve the pronunciation of English suprasegmental features.

Move 2: Reporting results. The function of this move is to present the results of the study. Move 2 was the first most frequent move in both Indonesian English journals and international English journal were the highest number appeared. Noticeably, the results being presented were also likely to

be commented upon. To indicate this move, some linguistic signals or expressions associated with numerical values, reporting verbs, and statements about upcoming outcomes involving graphs, figures, examples, and tables were employed extensively (yang & Allison, 2003). Both past and present simple tenses were used in this move (Wirada & Amnuai, 2013).

Examples:

1. ***The study shows that*** *the English literacy of the majority of the fourth grade students (≥60%) was in early advanced and advanced levels for almost all aspects of reading and writing skills.*
2. ***This study has filled some knowledge gaps*** *in the area of faculty/educators' use of SNSs and their attitudes towards using SNSs as an educational tool.*

Move 3: Summarizing results. The function of this move is to sum up the results. Linguistic clues used to identify this move were summarizing verbs/nouns/phrases such as *to sum up, to summarize, in summary, and in* brief, can be concluded. (Holmes, 1997).

Examples:

1. *From this it* ***can be concluded*** *that the data of the two experimental groups is homogent. The variance homogenity testing from the attribute categories of the groups in this study was done through the stages used from part (a) above.*

Move 4: Commenting on results. The objective of this move is to establish the meaning and significance of the research results in relation to the relevant field. Move 4 is considered as a central move in which the results

of the study are commented on through four different steps, including ‘Interpreting results’, ‘Comparing results with literature’, ‘Accounting for results’, and ‘Evaluating results’. The finding conforms to Yang and Allison’s (2003) study in which the occurrence of this move was obligatory, and it could occur repeatedly in the Discussion sections.

Move 4 step 1: Interpreting results. This is the step where the authors make claims or generalizations based on the results of the study. This step was considered conventional for sets of Discussions.

Examples:

1. *Taking this perspective into account,* ***it is quite possible that students in the current study*** *were afraid of losing face, so they avoided asking questions.*

Move 4 step 2: Comparing results with literature. This step allows the authors to compare their study’s findings with those of previous works. Some distinct linguistic features were used to realize this step, particularly in the forms of ‘be’ plus some adjectives (e.g. *be consistent with, be similar to*) or certain words or phrases such as *agree with, reported in, consistent with, in line with* and these linguistic signals coexisted with citations (Zahra amirian, et al, 2008).

Examples:

1. ***This is highly consistent with the views of many researchers and experts, including Derwing*** *(2009) that teaching pronunciation should be integrated into oral communication skills.*

2. **This is in line with what Alip** (2009) argues for in another section of this article.

Move 4 step 3: Accounting for results. In this step, the authors provide the readers with further explanation or give the reasons for the observed differences in findings or unexpected outcomes. The rational explanations used to realize this particular communicative purpose were highlighted by the use of words or phrases such as *possible explanation for*, *difference between, etc* (Khalili & Maryam, 2015)

Examples:

1. *The results of Test 2 show an improvement in both aspects. Figures 1, 2, 3, 4, and 5 at the end of this section of the article illustrate clear **differences between** high, middle, and low performers' English proficiency.*
2. ***The difference** of out-of-school nonacademic English literacy activities **between** the high, middle and low performers is in the frequency of their engagement and the number of books they have in their home.*

Move 4 step 4: Evaluating results. This is the step where authors evaluate their results by stating the strengths and weaknesses of the results. Move 4 Step 4 was an optional step for both sets of Discussions, as shown in Yang and Allison's (2003) study. Noticeably no occurs in overall articles.

Move 5: Summarizing the study. The function of this move is to provide the readers with the main findings of the research study. The key words used to signal this move were similar to those found in Move 3; however, some differences were observed. The major difference is that summary or

conclusive words or phrases, such as *in sum, in conclusion* were commonly followed by particular statements related to overall results, while those in Move 3 were followed by specific results (Wirada & Amnuai, 2013).

Examples:

1. *The use of reflective method in teaching and learning has impact on students' mastery of suprasegmental features being taught.* ***Sufficient result*** *of doing in-class learning tasks* ***has affected their performance in completing outside class task.***
2. ***The study uncovers six significant characteristics of the students' English literacy practices****: 1) the students were engaged in more academic English literacy activities; 2) they were engaged in pleasurable light reading and writing; 3) their activities occurred in online, electronic audio visual and print environments; 4) the students practiced online English literacy activities, which blended writing and reading; 5) some students were engaged in English speaking activities; and 6) six students had extra English instruction from other sources as their efforts to improve their English.*

Move 6: Evaluating the study. The objective of this move is to evaluate the overall study by pointing out the limitations, indicating the contributions or evaluating the methodology.

Move 6 step 1: Indicating limitations. The objective of this step is to describe the limitations of the research being conducted. Examples:

1. *It is acknowledged that* ***the study was limited*** *in focus on discovery mode interactions during the peer critique process, with the exclusion of evaluative mode feedback.*

Move 6 step 2: Indicating significance/ advantage. The function of this step is to allow the authors to point out the strengths of the study which may be significant for applications or implications. Statements in present simple tense, relating to the significance of research conducted, such as *value, benefit, fascinate, advantage, essential, encouraged* were commonly used. The realizations of this step are shown in the following examples.

Examples:

1. ***Reflective learning method*** *using video which was integrated into communicative, meaningful language activities* ***has encouraged student involvement in the learning process.***
2. *Previously, the "menu" of classroom activity was not appealing; after reflective method was applied, the students perceived that the classroom instruction* ***was fascinating****.*

Move 6 step 3: Evaluating methodology. This step is used in realizing Move 6, and is used to comment on the strengths or weaknesses of the research methodology.

Examples:

1. *This revealed that the PF group read significantly more words correctly at pretest than the DE group, F(1, 2) = 29.867, p = .03, but there was no statistically significant difference in performance by the final BPST-III administration.*
2. *Resolving these questions requires research which* ***not only asks young learners for their perceptions of EO instruction, but also documents their teacher's attempts to put across meaning in English****.*

Move 7: Deductions from the research. This is the move where authors draw inference about the results by suggesting what can be done to solve the problems identified by the research, proposing areas for further study or drawing pedagogical implication.

Move 7 step 1: Making suggestions. This step allows authors to highlight how the research contributes to the existing knowledge in the field. Also, Khalili (2008) stated that the authors provide some guidelines from the research findings for the readers in order to solve the problems identified by the research.

Examples:

1. ***Students' concerns must be eased by understanding*** *that they will not be assigning grades to the projects and that directed peer review (following a rubric) is well suited to students who have limited subject-matter and writing skills (Rieber, 2006).*
2. ***Instructors must emphasize*** *collegiality, professionalism and fair play.*

Move 7 step 2: Recommending further research. This step states some possible areas for future studies. This step can be signaled by words/phrases such as '*further studies/research* '*future studies/research*', '*more studies are needed'* (Nodoushan (2011), Wirada & Amnuai (2013), Khalili (2015).

Examples:

1. *Van Den Berg et al. (2006)* ***called for further study*** *of these discoveries mode interactions, and Karegianes et al. (1980)*

recommended investigations of peer editing with different types of students.

2. ***Further analysis*** *of the growth between the initial draft and final proposal revealed that the greatest gains occurred in support, followed by audience focus, writing, and, finally, organization.*
3. **Future study** may center on both *discovery mode* and *evaluative mode* feedback.

Move 7 step 3: Drawing pedagogical implication. This step allows authors to state the pedagogical significance of the study or indicate necessity for pedagogic changes. This may be due to the fact that there is a need to enhance. Research findings may serve this particular need.

Examples:

1. ***Despite its limitations, this study offers promise that*** *middle school students with mild cognitive impairments enrolled in classes taught in a nonnative language can still profit from explicit reading instruction.*