

Original Research

Utilizing the Genre-Project Based Approach for Enhancing Students' English Research Article Writing: A Rhetorical Move Analysis

Lulus Irawati* & Erlik Widiyani Styati
Universitas PGRI Madiun, Madiun, Indonesia

Article Info

Article history:

Received 12 March 202x

Revised 20 July 202x

Accepted 26 October 202x

Keywords

Rhetorical moves

English Research article writing

Genre based approach

Project based learning



Abstract

Situated within English for Specific Purposes (ESP) writing, this study addresses the limited evidence on how genre based instruction can be combined with project based learning to develop novice writers' control of rhetorical moves in research articles. It investigates how a genre project based approach enhances the rhetorical organization of English research article (RA) sections and why particular moves are selected by students. Using a qualitative content analysis design, the study draws on 23 RAs produced in pairs by 46 Indonesian EFL undergraduates over a ten week course, complemented by a focus group interview with 10 volunteers. The pedagogy integrated three genre stages and five project phases, while the students' texts were analysed using Swales and Feak's move framework and the interview data were thematically coded and validated through peer debriefing. The findings show that students successfully deploy core moves in the abstract, method, and results sections, yet display fragmented control of move 1 (establishing a territory), move 2 (establishing a niche), the articulation of limitations, and recommendations in the introduction, discussion, and conclusion. At the same time, they develop emerging genre and metacognitive awareness, evident in more principled decisions about section purpose, title construction, and alignment between research design and move choices. Overall, the study demonstrates that a genre project based approach can scaffold ESP RA writing while raising rhetorical consciousness, with implications for the design of academic writing courses in EFL teacher education and for future work that traces students' move development over time.

Corresponding Author: Irawati, lulusirawati@unipma.ac.id

1. Introduction

Over the last decade, one of educational approaches for teaching English as a Foreign Language (EFL) students in Indonesia has transitioned from focusing on specific language forms to emphasizing the study of different genres. Students are provided with opportunities to acquire language proficiency not just by comprehending grammatical structures, but also by comprehending the contextual meaning conveyed via written writings. Each studied text has their own rhetorical style or structure. As a result, it is recognized as a genre. Learning English as a foreign language (EFL) requires a strong interest in the text's genre (text genres). This is because both students and instructors evaluate and comprehend the text (texts) by drawing from their own experiences and the surrounding context. Hyland (2007) suggests that genre enables community members to read, interpret, and write based on previous encounters with texts. The study concludes that genre-based learning is effective for EFL students.

In the academic field, there are two significant ways of using genre-based approach. One is the genre-based approach which is rooted in Systemic Functional Linguistics (SFL), commonly referred to as the “Sydney School”. As stated by [Martin \(2002\)](#), genre encompasses many forms of texts that serve distinct social settings and is a deliberate, purpose-driven social phenomenon. In classrooms, the genre-based approach involves learning several types of texts, such as narratives, recounts, arguments, expositions, processes, reports, and more. The writings have a standard structure and language characteristics. Several studies have used a genre-based approach to teaching English as a Foreign Language (EFL) writing, using carefully selected texts. The genre-based approach to teaching book summary writing involves many steps: reading the book, writing summary, providing context, modelling, working together, and autonomous writing ([Chen & Su, 2012](#)). The genre-based approach to teaching narrative writing demonstrated that the students’ essay displayed notable proficiency in certain rhetorical strategies, topic elaboration, textual coherence, and language proficiency ([Cheng, 2008](#)). Through using genre-based instruction, students are getting aware of metacognitive aspect of declarative writing ([Almacıoğlu & Okan, 2018](#)), interpersonal meaning in composing argumentative essay ([Nagao, 2022](#)), context, purpose and audience in writing ([Correa & Echeverri, 2017](#)), composing English expository texts ([Gómez Burgos, 2017](#)) and translation texts analysis ([Deng et al., 2016](#)). It leaves the students to have generic competence ([Deng et al., 2016](#)). Overall, this technique offers several benefits and offers various options for addressing issues related to teaching writing ([Ariyanfar & Mitchell, 2020](#); [Mukminati, 2011](#); [Wijayanti et al., 2017](#); [Yang, 2016](#)) reported that genre-based instruction is more efficient than the Mobile-Assisted Dynamic Assessment methodology in terms of efficiency, since it requires less time to generate a written work. In addition, it fosters greater confidence in students’ writing abilities and offers a more effective syllabus for teaching academic writing.

The other genre-based approach is seen within the field of English for Specific Purpose (ESP). According to [Hyland \(2007\)](#), ESP focuses on the significance of various genres in particular circumstances by boosting rhetorical-consciousness. The genres in ESP are possessed and recognized by the group members who typically use the genres within a certain setting. They are organizing a series of communication events that display similarities in the organization, style, content, and target audience ([Swales, 1990, 2004](#)). Subsequently, these genres are sometimes referred to as research genres or academic genres, including which include theses, dissertations, research articles, and other similar works. The research sections of these documents typically include an abstract, introduction (background), literature review, method, results (findings), discussion, and conclusion, all of which have similar basic moves. Every section has a distinct rhetorical move (style). Overall, it is essential to study research publications in classroom.

Having enhanced rhetorical quality, genres analysis, a genre-based approach and a project-based approach in the classroom may be useful strategies to attain this goal. Academia, such as instructors, lecturers, educational practitioners, and students, may acquire knowledge of the rhetorical move or organization of each section in a research article by studying the prior analysis completed by professionals in English for Specific Purposes (ESP). Several studies have examined the analysis of a specific research section. For instance, [Jeon and Eun \(2007\)](#) discovered that doctoral dissertation abstracts written by American and Korean writers followed the IMRD pattern, [Tseng \(2011\)](#) demonstrated that out of 90 RA abstracts from internationally respected journals, about the majority of abstracts adhered to a four-move model (Aim-Method-Result-Conclusion/AMRC) rather than a five-move model (Background-Aim-Method-Result-Conclusion/BAMRC). The following prominent inquiry pertains to the introduction and discussion sections. The genre analysis conducted on introductions revealed notable disparities in the structures and purposes of organizational strategies between native and non-native texts ([Basthomi, 2006](#); [Safnil, 2013](#)).

Additionally, [Al-Qahtani \(2006\)](#) incorporates educational background as an additional variable in examining the rhetoric moves of English and Arabian research articles Introduction. Further, the genre analysis is also reported in other RA sections. [Suherdi et al. \(2020\)](#) investigate finding and discussion sections had manifested the four moves: providing background information, reporting results, summarizing results, and commenting on results. [Irawati et al. \(2018\)](#) add to report that Indonesian authors use different moves in composing Indonesian RA discussion section and English RA discussion section. Later, [Aslam and Mehmood \(2014\)](#) reveal variations of RA conclusion section across various disciplines. Last but not at least, the genre-based approach and genre analysis can be simultaneously applied in the classroom. The effectiveness of composing the genre needs more times to accomplish. A project-based approach can become the other one applied in the class.

Some research of using a project-based approach at the academic writing class have previously conducted for years. [Syarifah and EmiliaSari \(2019\)](#) report that a project based learning assists the students in developing their story writing skills and creativity at multiple points by conducting ten phases in the EFL class namely, choosing the theme, determining the project outcome, creating the project framework, mapping the information, collecting the information, compiling and analysing the data, discussing the project result, presenting the project, and evaluating the project. Similarly, [Soffiany and Purbani \(2020\)](#) show that the project-based learning method prove effective for teaching writing to students with high creativity compared to those with poor creativity. The other implementation of the project-based learning in the teaching or writing revealed, from the research of [Argawati and Suryani \(2020\)](#), that there are five phases consisting of assigning the students topics, providing examples, setting the project plan, finishing the project of writing the text, and, doing peer correction. In summary, project-based learning is crucial for teaching academic writing in both secondary and tertiary education.

Regarding to prior research, it is noteworthy to fill the gap that the use of a genre-based approach and project-based learning have shown to be very beneficial for English as a Foreign Language (EFL) students. These approaches help the students learn how to write different types of academic compositions, such as narrative, expository essays, arguments, summaries, and so on. However, the combination of both genre-based approach and project-based learning are limitedly investigated. The prior research has mostly focused on teaching and analysing academic text in EFL classroom but not analysing ESP texts or research texts. This current study, therefore, deals with the written work of novice writers who are still students and have not yet had any experience on writing and publishing research articles. The research articles, therefore, have been seen as classroom materials, since the students have not fully understood how to compose the move flow of research article.

This study focuses to describe how the rhetorical moves of research article (RA) sections are enhanced by employing a genre-project based approach and why they operate the rhetorical structures or moves. Within the classroom setting, we combine to use the genre-based approach, following the three recommended steps proposed by [Gómez Burgos \(2017\)](#): the deconstruction phase, the joint construction, and the individual construction and use the project based approach, following the five phases adapted from [Argawati and Suryani \(2020\)](#) namely, assigning the students topics, providing examples, setting the project plan, finishing the project of writing the text, doing peer correction. Later, [Swales and Feak \(2012\)](#) model is exhibited for organizing research article, which serves as a guide for evaluating students' research articles.

2. Method

Since the purposes of the study focused on how the rhetorical moves of research article (RA) sections are enhanced by utilizing the genre-project based approach and why they operate the rhetorical moves, a content analysis of qualitative research was employed in order to analyze the rhetorical moves of students' research articles (RAs) and interview transcripts. According to [\(Creswell, 2019\)](#), the content analysis is a strategy for examining qualitative data, particularly textual data, in a purpose to find patterns, themes, and meanings within the material. Therefore, RAs were fitted to be analysed textually and reported in the forms of rhetorical moves.

A Total of forty-six students, consisting of twenty-eight females and eighteen males, took part in this research. The whole student body consisted of English major who had chosen to enrol were paired up to perform a small-scale investigation on the use of their instructional medium in the TEYL classroom. The students wrote a 2500-3000-word research piece to analyze the media application and presented it at a university conference. The students had previously completed the 'Academic Writing' and 'Language Teaching Media' courses. They have enough knowledge about the structure of a research report and the creation of instructional media. Therefore, they had a moderate proficiency in the English language.

Twenty-three research articles (RAs) written by students made up the main data source. An analysis was conducted on the students' research articles (RAs) to explore the rhetorical moves present in the RA sections. We examined the articles using rhetorical moves proposed by [\(Swales & Feak, 2012\)](#). The first element of the research article (RA) is the abstract, which includes the background, aim, method, result, and conclusion.

The second section comprises the introduction that consists of three moves: the first move is to establish a research territory namely (a) by showing that the general research area is important, central, interesting, problematic, or relevant in the area (optional), (b) by introducing and reviewing items of previous research in the area (obligatory). The second move is to establish a niche. This can be done by indicating a gap in the previous research or by extending previous knowledge in some way (obligatory).

Finally, the third move is to occupy the niche. This involves outlining the objectives or stating the nature of the present research. The third section is method comprising an overview, research aims, subjects (materials), locations, procedure, limitations, and data analysis. The fourth section, known as the results section, contains preparatory information (including connectors between sections, location statements, and previews) and reporting results followed by comments. The fifth section is discussion consisting of 5 moves: move 1 involves providing background information. Move 2 entails summarizing and reporting key results. Move 3 involves commenting on the key results. Move 4 consists of stating the limitations of the study. Move 5 involves making recommendations for future implementation and/or further research. The last section is conclusion proving suggestions or recommendations, like the last move of the discussion section.

The research lasted for a duration of 10 weeks, which was approximately equivalent to one semester. Each week, the study included a total 100 minutes. The genre-project based approach consisted of three stages: deconstruction stage, joint construction stage, and individual construction stage. The deconstruction stage employed assigning the students topics and providing examples, the joint construction stage exhibited setting the project plan, and then the individual construction stage provided finishing the project of writing the text and doing peer correction. The deconstruction stage lasted for a duration of three weeks (week 1-3), with the purpose of familiarizing the students with the overall structure of research articles (RAs) and the rhetorical moves specific to each component of a RA. The joint construction stage was implemented for a duration of two weeks (week 4-5) in order to comprehend the general structure and use it autonomously. The individual construction stage was scheduled for a duration 5 weeks (week 6-10) in order to assess and verify the students' research assignments either individually or via group presentations.

The following provides a description of the activities that took place in the classroom. First, revisiting prior research articles. During the first week, the students were tasked with reading and evaluating research articles in the field of Teaching English for Young Learners (TEYL). It was necessary for them to comprehend and recognize the different sections of the RA and the specific structure of each component. Analyzing the rhetorical moves used in each section of the RA. We undertook an analysis to clarify the rhetorical moves and linguistic features of RA by employing [Swales and Feak \(2012\)](#) model.

Second, introducing the data of collaborative teaching materials based on the analysis of research article. Upon evaluating the research articles, the students, who collaborated in pairs, introduced the idea of collectively created instructional materials for teaching English to young learners. With the approval of the lecturer, students may obtain additional information from external media sources beyond the classroom setting.

Third, it emphasizes conducting a research initiative, particularly the development of instructional materials and their application within a TEYL (Teaching English to Young Learners) classroom setting. After receiving approval from the lecturer, the students proceeded to develop instructional materials independently. Following the implementation of the instructional medium in the TEYL classroom, data were collected for the small-scale investigation. As a result, no class session was held during week 3.

Fourth, this phase focuses on documenting the findings of a small-scale study. Students systematically organized their results from the mini research. If interviews were available, transcription was required. Subsequently, the instructor guided them to present their findings using appropriate rhetorical conventions for the results section of a research article.

Fifth, composing a research article with a word count ranging from 2500 to 3000 words. Each student collaborated with a partner to compose the RAs. The data acquired from their results section of the RA served as the primary basis for composing the other sections of the RA. At the presentation, students presented and analyzed their research articles (RAs) with respect to the rhetorical moves. The feedback and critique provided during weeks 6-10 played a significant role in improving the quality of the students' research articles.

Sixth, during weeks 6 to 10, the students delivered presentations for each RA segment, considering the comment received before. The process began with the presentation of the abstract section during week 6. The introduction was addressed in week 7, followed by the technique section in week 8. Weeks 9 focused on the findings and discussion, while the conclusion and references were covered in week 10. The lecturer would assess each RA section according to the rhetorical moves recommended by [Swales and Feak \(2012\)](#). During the review of their RA sections, students were permitted to consult these materials outside of the classroom. Ultimately, they delivered presentations of their research articles at the following meeting.

To assess the students' writing performance, we conducted a focus group interview following the implementation of the approach. There were about 10 students that were willing to be interviewed. The interview focused on the students' comprehension and interpretation of the rhetorical moves and linguistic characteristics of research articles (RAs), as well as the challenges they had in producing RAs and their recommendation for improving the approach to writing them. To facilitate effective communication during the interview data, we used a combination of Indonesian and English languages. Therefore, we accurately recorded the interview data word by word. Further, the data were analyzed by reducing data, displaying data and drawing or verifying a conclusion. At last, the data were validated through using peer debriefing to assure the data accuracy.

3. Results

The results of the study are presented to describe how the rhetorical moves of research article (RA) sections are enhanced by employing a genre-project based approach and why they operate the rhetorical moves. Analysis on the rhetorical moves of each section of the article has been done using [Swales and Feak \(2012\)](#) model. Students have submitted their research articles (RAs) after a 10-week deployment of the genre-project based approach. A total of 23 RAs is submitted during employing the approach. Further, the rhetorical moves of each section are reported as follows. The Abstract follows the pattern Aims-Method-Result-Conclusion. The Introduction consists of move 1, establishing a research territory, namely by introducing and reviewing previous studies or by extending existing knowledge in the field (obligatory), move 2, establishing a niche by indicating a gap in previous research or extending current knowledge in a specific way (obligatory), and move 3, occupying the niche by outlining the purposes or stating the nature of the present study. The Method section follows the sequence overview, aims, subject, location, procedure, and data analysis. The Result section begins with preparatory information, such as section connectors, location statements, and previews, and is followed by the reporting of results. The Discussion section consists of move 1, providing background information, move 2, summarizing and reporting key results, move 3, commenting on the key results, and move 5, making recommendations for further implementation and future research. Finally, the Conclusion section consists of suggestions and recommendations.

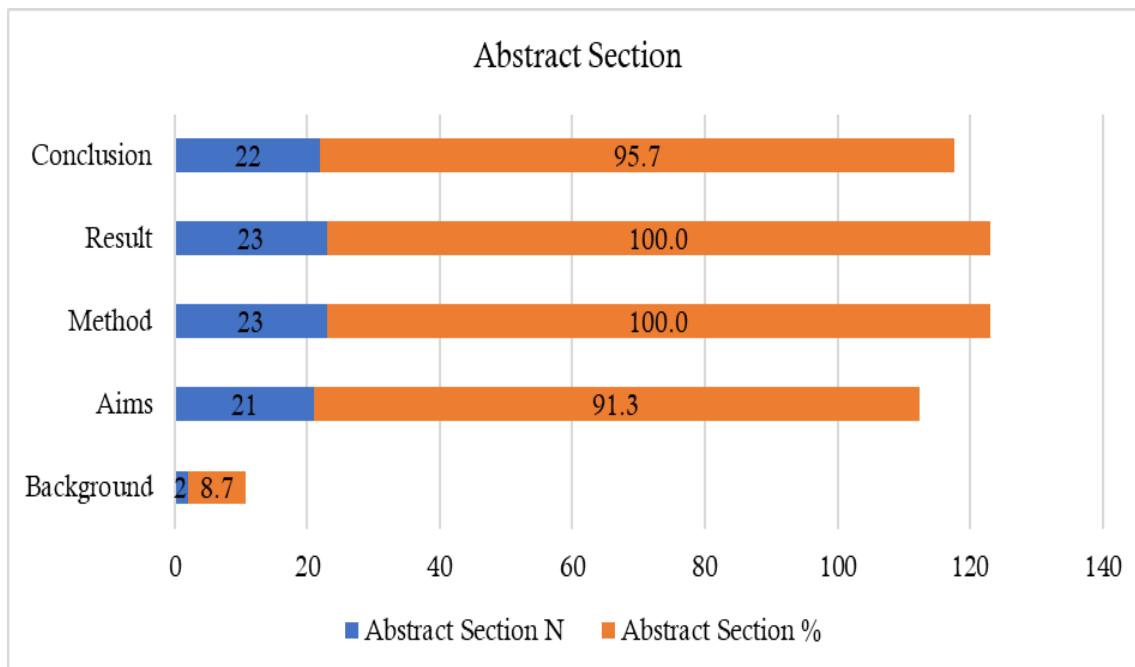
To support the analysis of rhetorical moves in each section of the research articles, we present data accompanied by corresponding codes, ranging from D1 to D23. A focus group interview is then conducted to validate the identified rhetorical moves. The results of the rhetorical move analysis for each section, together with the interview transcript, are presented in the following part.

As the students' RAs pertain to the utilization of media in TEYL, they tend to use a uniform approach while creating titles. Certain students effectively showcase their academic credentials by explicitly stating the location of their mini research. The other students demonstrate the subject or the study variables without including the research location. In general, the titles of the students' research articles adequately meet the criteria for a good research article. The titles clearly identify the subject and scope of the study, and they are self-explanatory to readers in the selected field. The titles are concise, with no more than 15 words. For examples are the titles 'the application of Stick Puppets for the Third Grade Students' of Elementary School', 'the use of Animation Video to Teach Listening for the Fourth Grade Students of Elementary School'.

Previously, the students had challenges while formulating their research article titles. They often mimic the content of comparable research articles without fully comprehending the underlying nature of the investigation. Using the interview findings, they create research assistant RA titles that accurately reflect the unique characteristics of their studies. They have an interest in performing qualitative research, but they choose a title that states "the effect of folktale for teaching reading..." as an example. The term 'the effect' is associated with quantitative research. As an additional illustration, they create a piece titled "Developing comic strips to teach writing...". The term 'developing' seems to pertain to the characteristic of research and

development (R&D) design. Hence, the students understand that the selection of research design should serve as the foundation for determining the study titles.

The RA abstract typically includes sections on background, purpose, method, results, and conclusion, as outlined by [Swales and Fpeak \(2012\)](#). Meanwhile, the moves of abstract section found in the present study shows that only 8,7 % exhibit background. Moves containing of aims, method, result and conclusion exist in most English RA abstract written by the students, approximately from 95,7% to 100% scale. It can be seen in the figure as follows.



The students categorize their background according to the variable included in the RA title. Here are few instances of such background:

Teaching English language using media is one of strategy to help teacher to transfer knowledge in learning | speaking process with interesting way. The teacher use hand-doll media and combining with colorful card pictures will surely increase students' interest to learn English speaking. (D15)

Reading is an essential skill that should be taught in the primary school. It is in line with the objectives of the teaching English to young learners. The elementary school students have many different characteristics. They easily get bored and lost interest when studying English, especially in reading. To attract the attention and interest of students, using pop-up book is a good alternative media for teaching reading. (D17)

The two backgrounds shown above illustrate the students' description of the variables or key phrases used in their study. In D15, the variables or key concept are hand-doll and colourful card pictures as media, while the main concept emphasized in D17 are pop-up book as reading media for teaching reading. Later, both students who have written articles D15 and D17 inform in the interview that they compose a research background viewed from variables and key terms or words. It can be interpreted from the interview excerpt '*we feel easier to compose a research background by understanding the key terms first*'. Thus, they can consider their choice to be a move used for future article writing.

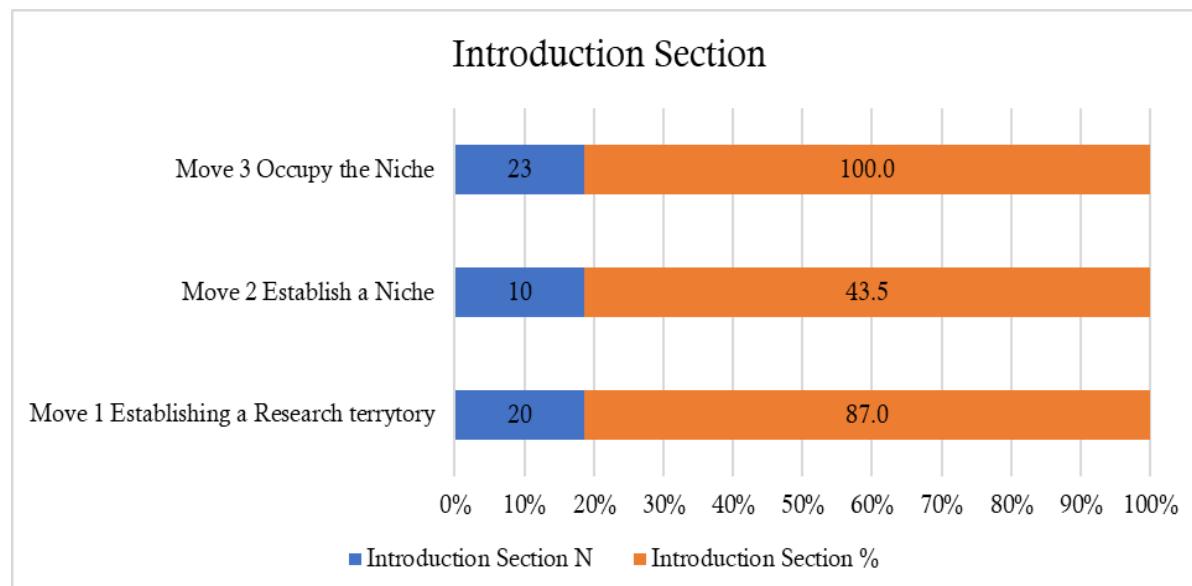
Abstract structures are present in many students' RAs. Most students employ direct sentences to present their aims, method, results, and conclusion, whereas other students demonstrate indirect language to explain the framework. It is seen in the following.

This study tried to investigate how the stick puppet is implemented in teaching speaking in young learner context. The data are gathered using two different kinds of research methods: observation, interview and documentation. The participants of this study were 22 students whose ages range between 7 and 8 years old. Analysis of the data showed that teaching speaking to young learners in this study is conducted by implementing the sequence of activities that generally can be divided into three main phases: the activities before, during and after role play using stick puppet... The data show that stick puppets are engaging and motivating for young learners. Students also can produce two kinds of speaking performance during the teaching learning process, these include: naming objects, and getting involved in a dialog. By conducting role play by using stick puppet, the students are able not only to memorize and mention the word regardless its context but also use the language in meaningful contexts. Further studies may focus on the role of stick puppets in English students of other level such as junior and senior high school. (D2)

Thirty two students of 4C class in MIN Manisrejo Madiun participated in this study. Comic strips is a medium that can be used in teaching writing narrative text since they contained pictures and texts in boxes that can ease students to write a story. Therefore, the writer conducted an observation towards the issue to describe the findings of the use of comic strips in teaching narrative writing. By means of all theories and finding found during the investigation, it is found that using proper activities with comic strips consisted of images and texts in boxes which tell the story through sequence parts of narrative effectively overcome the students' problem stated above, raise their motivation, and improve their ability as well. The content of comic strips was analyzed to identify the contents of narrative text, the patterns of simple past tense and the responses of the students toward comic strips. To conclude, through all the features included in comic strips combined with appropriate activities in learning process, the students' ability in writing narrative text improve steadily. (D5)

In D2, the students compose the structure of aim, method, results and conclusion initiated with very straight language use. They provide the sentences 'the study tried to', 'the writer conducted', and 'the data show'. Meanwhile, D5 exhibits different sentences. They prefer reporting to conduct an observation towards the issue, to using the sentence 'the study aims'.

Next RA section reported is introduction section. The structure of introduction, the so-called moves, consist of move 1—establishing a research territory namely (a) by showing that the general research area is important, central, interesting, problematic, or relevant in some way (optional), (b) by introducing and reviewing items of previous research or by extending previous knowledge in the area (obligatory), move 2—establishing a niche, by indicating a gap in the previous research or by extending previous knowledge in some way (obligatory, move 3—occupying the niche, by outlining purposes or stating the nature of the present research (Swales & Feak, 2012). The move 1 establishing a research territory is found in the English RA Introduction section at 87%, the move 2 establish a niche exists at only 43.5% and all RAs are reported 100% exhibiting the move 3 occupy the niche. The recap of data is shown in the figure below.



Most of RA introduction section written by the students are started by elaborating each key term, only a few of them establish a research territory by showing the important or interesting sections of the research area. The move 1a is seen as follows:

These can be challenges as well as opportunities for teachers in improving their English skills in which English is the most spoken language in the world, not only as a first or as a second language, but also as a foreign language. (D12)

Based on the paragraph above, the students make an effort to enlighten the readers about the fascinating portion of the study field, as in the statement 'these can be challenges as well as opportunities for teacher in improving their English skills in which English is the most spoken language in the world'. The territory of the research is English skills. Nevertheless, they remain to confront obstacles of move 1b introducing and reviewing items of previous research inside their RA introduction sections. There are only few examples of earlier studies are displayed, as seen below.

In the previous research, the researcher investigated the perceptions of the students of the English Teaching Research Program (Nazara, 2011). The action research is the use of puppets as teaching media to teach conversation for young learners-an action research of the sixth grade students of and how well do puppets give contribution to teach conversation for young learners (Hayati, 2009) (D20)

In Move 2 of their RA introduction section, the students fail to explicitly establish a niche by indicating a gap, instead, they merely extend existing knowledge or report previous research results without presenting a distinct research gap. Similarly, the students also confess in the interview that they are confused of what they should do to present a gap in the RA introduction section. They only highlight the reason of selecting the particular media based on a few previous research. It can be seen below.

Based on Arianti's results showed that the pop-up book is very good and feasible to be used as a medium to teach reading to the third grade students of elementary school. So, that was the reason why teaching reading using pop-up book can make the student interest and also help the students comprehend the lesson better, and motivating them to learn English more, particularly reading. Considering the lack of media sources used in SDN 2 Kanigoro Madiun, the researcher believed that the students need new interesting media and materials in learning English. This mini research was conducted at second grade students of SDN 2 Kanigoro Madiun that focus to develop the reading skill using pop-up book and make the students interest in reading also enjoy the learning process using pop-up book that the most students have never seen before. (D23)

Another example demonstrating an alternative way of highlighting a research gap is presented in the RA introduction below.

Based on the explanation above, it is important to provide young learners with the activity that involved playing. One of the ways to deal with it is by using a game. Teaching Listening for young learners through game can be an interesting activity. However, to find a game for teaching young learners that is appropriate with learning objective is not an easy job. One best alternative to find an appropriate game is by creating it. One of the games that could be used is called Moving about Game. (D9)

In the RA introduction section previously mentioned, they strategically occupy a gap. They present an alternate scenario than prior investigation. It is indicated in the sentence 'One best alternative to find an appropriate game is by creating it'. In conclusion, the way the students present a gap in terms of offering a solution to be investigated.

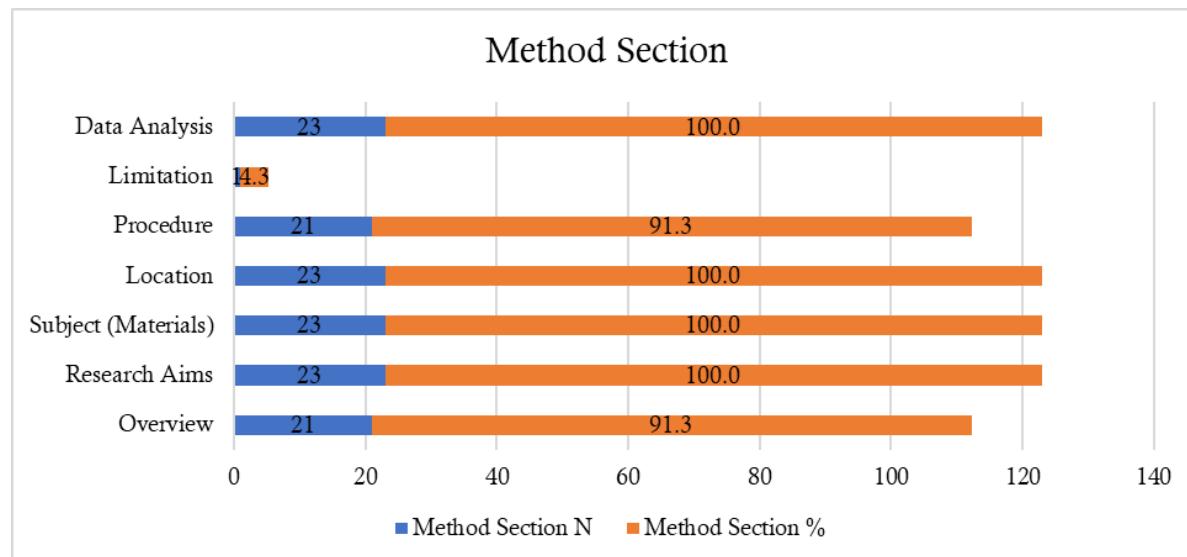
Move 3 of RA introduction section occupies a niche that is outlining purposes or stating the nature of the present research. Most of RA introduction sections conclude with the research purposes in the final paragraph.

Furthermore, (2012) through the use of picture books, including postmodern picture books, we can excite children about the reading process, the writing process and how these two processes can be linked together to provide meaningful, contextual literary experiences. Therefore, the purpose of this study is to help them to understand and comprehend the material in reading classroom, besides, it helps them to build their skill and knowledge that will make them effective readers in English language. (D21)

Based on the explanation above, this research discusses the suitable teaching English method and technique in teach elementary school student especially third grade. In this research, we used media named Animal Bingo game that using an animal surrounding them. It will make them easier to understand about the material and they can follow the instruction clearly because they feel comfortable and interested to follow the learning process especially to increase their listening ability. (D8)

Viewed from the RA introduction section of D21, the students, as the writers of the article, conclude the paragraph by illustrating the aim of the research, which is shown in the sentence 'the purpose of this study is to help them to understand and comprehend the material in reading classroom'. Meanwhile, the research purpose in D8 does not appear exactly in the last sentence, does not close the paragraph as it is stated in the sentences 'the research discusses.... and we used media....'. Further, the interview results shows that the writers of D8 prefer to explain or outline the research purpose completed with underlying background or supports.

The next section following the RA introduction is RA method section. The structure or the move of the method section is overview, research aims (questions, or hypotheses), subjects (materials), location, procedure, limitations, and data analysis (Peacock, 2011). In this study, the move limitation is the least used in the English RAs at about 4.3%, while other moves namely, overview, research aims, subject (materials), location, procedure, and data analysis appear from 91.3% to 100%. Thus, the move of RA method section consists of overview, research aims (questions, or hypotheses), subjects (materials), location, procedure, and data analysis, as it is figured out in the following.



Most RA method sections here exhibit overview by mentioning the research design, as seen in the paragraph below.

In this research, the researcher applied descriptive qualitative research. The researcher collected data from teaching learning process to prove the effectiveness of picture sequence as media in teaching writing at Elementary School. The researcher used some previous statements and research from expert to support the findings. The researcher chose one of Elementary School at Madiun, which is SDN 5 MadiunLor as the research object. The researcher applied the research at second grade that consist of 34 students. (D22)

In the aforementioned RA method section, the student authors provide an overview of the research design and describe the procedures implemented in accordance with that design. It is seen from the sentence 'the researcher used some previous statements and research from expert to support the findings'. However, the position of the move in the beginning emphasizes on summarizing the research design, then it is followed by implicit research aims, subject, and location.

The students, as writers, can clearly structure the steps of the procedure. Almost all of them carry out the study flows in a sequential manner, such as firstly of first, second, next, etc. it is presented below.

Things were done in the planning stages As follows: The first step was introducing these media. The second was giving the material the name of fruits to the whole students in the class. The teacher talked to the student using Hand-doll as a communicator to them. the teacher used right hand for Hand-doll and the left hand to took the Card-picture. There were 10 Card-picture of fruits for this research. The teacher choose one of Card-picture but not yet showed to the students and giving explanation about the fruits on that card picture, then the student must guessed what is the fruit from teacher explanation. After the student answered, the teacher showed the picture of card and asked to the student "ada yang tahu bahasa Inggrisnya buah...?" (what is the English of ...?). Then the teacher mentioned the name of fruits in English and ask the students to repeat what was teacher mentioned before in several times. The third step, the teacher asked to student came forward in front of the class one by one to tried Hand-doll by themselves. Then...(D17)

Within the procedure move, students articulate the research methodology in accordance with the lesson plan they have developed. They not only discuss the topic chosen for their teaching technique but also describe how they administer the class.

Unfortunately, there is no limitations on the movement of RA method sections submitted by students. Based on the interview, they inform that limitations have been declared in the introduction section similarly as a focus of the research, as quoted from the sentence '*I don't think there are limitations in the RA method section, I think limitations are similar with focus of the research, ma'am*'. However, they show a definite instrument to obtain data in the research. It appears below.

To collect the qualitative data the researchers came to the school and observed the situation school at SDN 2 Kanigoro Madiun and was obtained from the interview with the teacher. The data from interview and observation were about the classroom condition, the learning teaching process. In the interview, the researcher asked several questions to the teacher related to the class to know the main problem of the class. It was recorded and transcribed. (D10)

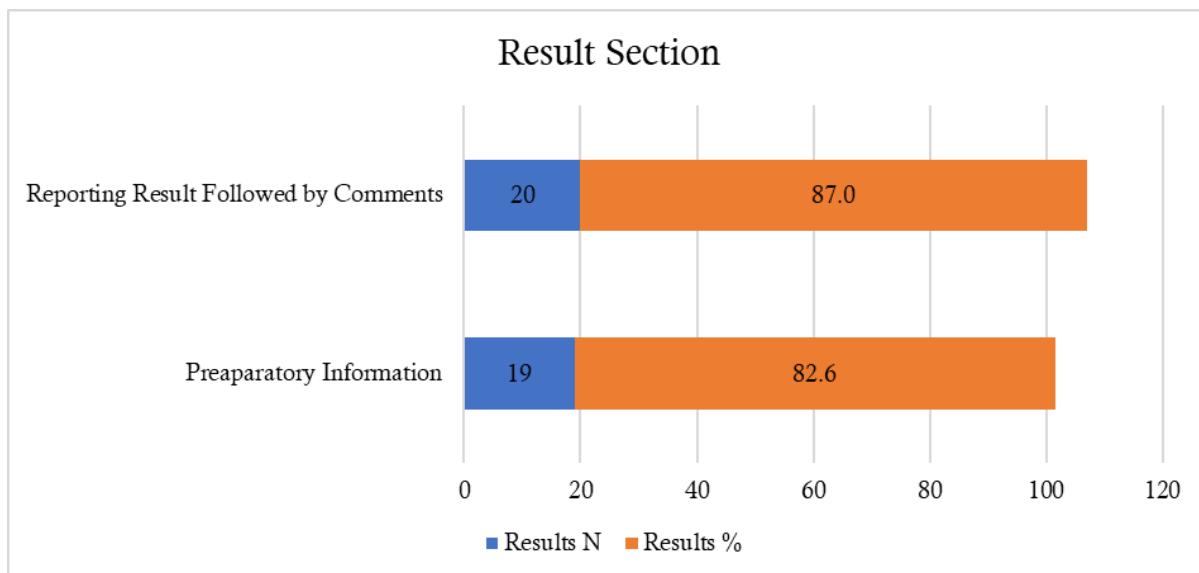
The final move of the RA method section is data analysis. Almost all students include the data analysis in their RA method sections, nevertheless they do not expand on the point for the data analysis. Here are some instances.

The data were analyzed with 6 steps: organize and prepare the data for analysis, read through all the data, conduct analysis based on the specific theoretical approach and method, generate a description of the setting or people and identify themes from the coding, represent the data within a research report, and interpret the larger meaning of the data (Creswell, 2009: 247-250). Finally, the researcher chose the data related to research. (D1)

The data were analyzed throughout the research. Therefore, the researcher obviously worked with data by organizing the data, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned, and deciding which parts will be told to others (Bogdan & Biklen, 1982). It means that the researcher selected and chose only data which were importantly supported the purpose of the research. (D8)

Within the RA method sections, students organize their data analysis into distinct phases; however, they do not clearly identify the specific type of data being analyzed. They use nonspecific comments like "read through all the data" or "breaking them into manageable units." According to the interview results, students operate the data analysis in the RA method section, exactly based on the references without making any adjustments for their own study.

The RA results section follows the RA method section. The RA results section consists of the preparatory information (such as section connectors, location statements, and previews) and reporting results, followed by comments (Swales & Feak, 2012). Among 23 RAs, about 19 to 20 RAs operates all the two moves of RA result section or at about 82.6 to 87% scale. The rest of RAs only reports the RA result without providing comments and no clear arrangements. The percentage data of using the move can be seen in the figure below.



Since all students employ a qualitative research approach, their RA findings reflect an inherent tendency to categorize observed occurrences. The data presented in the RA results section is subsequently referenced in the methodological adjustments described in the RA method section. The RA results section typically begins with a clear statement of the research objectives. It is seen below.

This qualitative research was conducted in Teaching Writing on the second grade of SDN 05 Madiun Lor, consisting of 34 students. Teaching writing use picture sequence is effective apply to students at SDN 5 Madiun Lor. The students can follow and enjoy the lesson very well. The data collected by using student project likes their writing task. The Materials are divided into two points they are visual material and non-visual material. The Visual material offers, an attractive and stimulating students framework for their writing practice. (D20)

The RA results section above reproduces the information provided in previous sections. The sentence 'this qualitative research was conducted in Teaching Writing on the second grade of SDN 05 Madiun Lor, consisting of 34 students' illustrates the design, research topic and data sources provided in the method section.

The next move of the RA results section is to report the results. Students here employ an identical way to organize their results. They often disclose research results through operating a sequence order. It can be seen as follows.

First, before the researchers start main activities, classes start with opening. The researchers ask the leader of the class to lead his friends to praying together. After the students and the researchers have finished praying, the researchers introduced their selves one by one and told their intentions and goals to come in their class. It is the first time the researchers enter in the class, therefore the students expressions are happy, scare, and even some of them are busy to running around and ignoring. After that, the researchers start the activity by checking the attendance list of students. (D23)

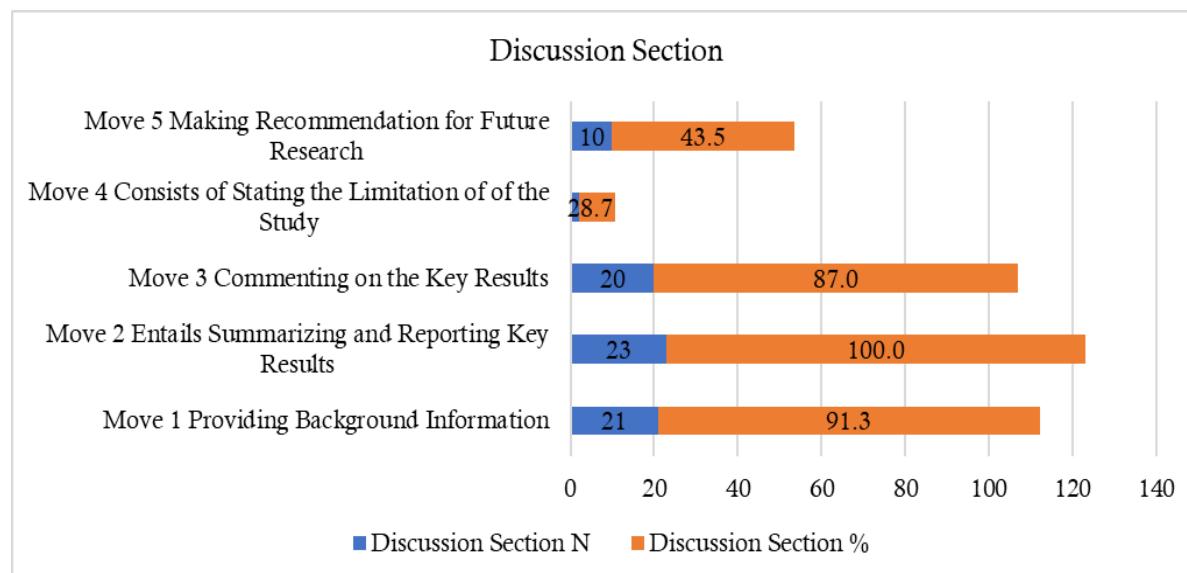
Furthermore, Students report their results by exhibiting the interview excerpts. It may be verified as follows.

Accordingly, they find that it is not easy and simple to have a conversation and speak up their dialogue in front of the class. It seems that they are shy and little confused to speak the word. However, they are enthusiastic in practicing their greetings dialogue. As it is stated by the students, G and R as follows:

We actually felt happy when we came forward in front of the class to perform our dialogue, but we also still felt shy and confused. (D7)

In the RA results section above, students, as writers, share embarks based on interview results. They use the statement 'however, they are enthusiastic in practicing their greeting dialogue'. Thus, their RA findings sections integrate information obtained from noticing the research and interviewing participants.

Further, discussion section is the final structure of an Introduction-Method-Result-Discussion (IMRD) paper. The RA discussion section also has a certain form that serves as a framework for writing the RA conclusion section. In other words, [Swales and Feak \(2012\)](#) propose that the structure of RA discussion/conclusion sections consists of five steps: Move 1. Background information, move 2. Summarizing and reporting key results, move 3. Commenting on the key results, move 4. Stating the limitation of the study and move 5. Making recommendations for further implementation and/or research. As shown in the figure below, the move of English RA discussion section appears from Move 1. Background information, move 2. Summarizing and reporting key results, move 3. Commenting on the key results, move. The move 4 consists of stating the limitation of the study and the move 5 making recommendation for future research are exhibited at only 8.7 % and 43.5%. The move 5 making recommendation seems appear in the conclusion section, since one of RA conclusion section suggests providing recommendations.



Move 1-background information includes a description of the research objectives, theory, and methodology, which are repeated at the beginning of the paragraph to introduce the RA discussion section. Only one of the twenty-three RAs, D17, operates the move 1, despite its simplicity. The introductory paragraph of the RA discussion section is shown below.

In the first stage of this study, the information is related to the subject respondents of this study was collected. The subjects were 28 students of grade 3 of SDN Kanigoro 2, Madiun. The age of the students is varied from 8 to 9 years old. The findings are discussed in three main parts in lesson plan to teach reading using pop-up book there are : opening , main activity and closing . the opening consist of ; greeting, pray, check attendant list, and brainstorming. In the main activity the teacher explain the material, question-answer, and give worksheet. In closing consist of ; reviewing and close the meeting section.(D17)

In the RA discussion section above, the students, as authors, assess their research work. They mention how they received the data, as seen in the sentences 'the information is related to the subject respondents of this study was collected...'. It provides such background information.

Likewise, most RA discussion sections here are in move 2: summarizing and reporting key results. The students commence their RA discussion section by summarizing key results like in the sentences 'Related with the findings above, there are some points found in relation using picture book in reading class. 'First point, the findings show that the use picture book is successful way to get...(D19) and 'there are some important things in relation to the use of drawing techniques to improve the speaking of the first- grade students in English at 6-7 years old' (D4). Unexpectedly, both RA discussion sections above use identical expressions to get started with substantial results summary.

Move 3 is the next move, which is to comment on the key results. This can involve making claims explaining the results, drawing comparisons between the new and prior research, or offering an alternative expression. Claims are made in the sentences 'students successfully speak based on the context' (D12) and 'it is the way to improve their reading skill and their comprehension which is make them because effective reader' (D23). Afterwards, as stated below, the claims are backed up by an explanation and/or a comparison with earlier studies.

It is indicated that students can do such self-evaluation in which they can find and solve their own problems.

As the consequence, they to be more confident in performing role play. They act and speech as attractive as possible. Thus, meaningful context of speech automatically improve as the quality of students' speaking performance. This is in line with the investigation result by Yap (2006: 12) and Gupta and Lee (2015: 16) shown that stick puppet increases their confidence and caring for others as children express their strengths. (D12)

More proper use of move 3 is demonstrated in the D12 RA discussion section than by other students. While the other researchers do not compare their findings with the prior study as well as D12 does in move 3, D 12 offers more prior research. They make comparison based on the opinions of experts found in the textbook rather than on earlier research. The findings of the interviews show the notion that the students had trouble choosing the earlier studies. It is, therefore that they also struggle to comment on the key results, as seen in the excerpt '*we are sometimes lost, ma'am, to identify which sections of the results we should comment on*'.

Move 4—stating the study's limitations—is not present in all of the RA discussion sections. Only a few of the RA discussion sections highlight the study's limitations. The remaining RAs address the study's limitation in their conclusion sections. The study's limitations are highlighted in the RA discussion section of D3, which is quoted below.

However, this mini research has weaknesses. First, the student come forward one by one watch and read the name of vegetables and repeat the pronunciation clearer if they are wrong. It is not effective and spends much time. The second is that the picture cards are not eye-catching; it makes the students less interesting in learning vocabulary. (D3)

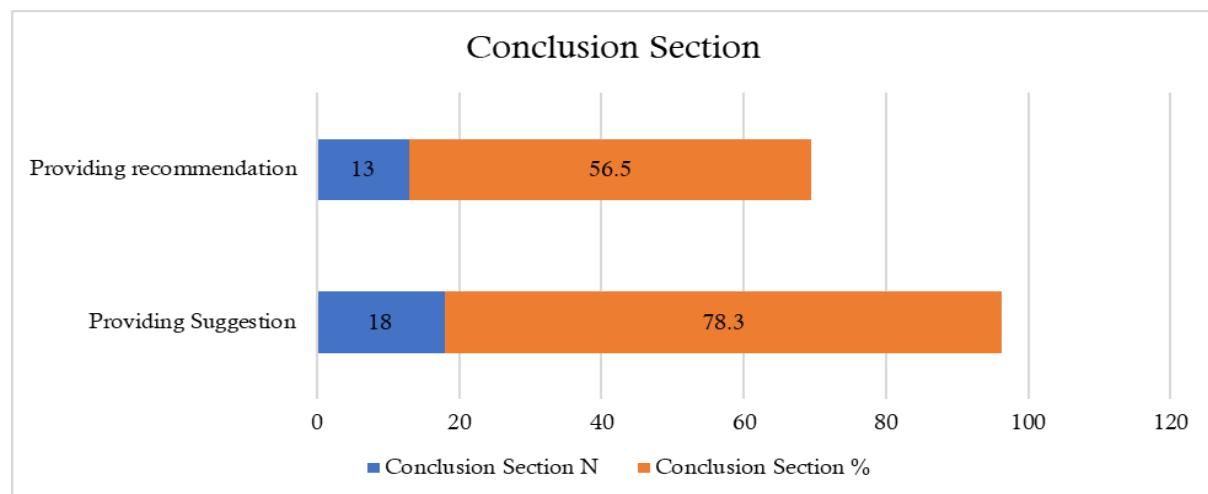
The study's limitations are not explicitly stated in the RA discussion section above, but the phrase idea has been changed to weaknesses. Fortunately, the concept of demonstrating the limitations of the study can still be found there.

The final move, move 5, which making recommendations for future implementation and/or future research, is similarly absent from the entire RA discussion section. Some RAs make recommendations for further study, whereas others do so in the RA conclusion section. An example of move 5 can be seen in the RA discussion section as follows:

This study suggests for other or new researchers to investigate the using of picture book to teach reading comprehension in primary school. The picture book can be more creative which is added another topic or more than one topic in it. But firstly, it would be better to know their weaknesses and goodness's in their reading class. Then, the media can be created based on their abilities. (D19)

Reviewing the RA discussion section above, it is apparent that the recommendation presented is appropriately measured and not unduly severe. The recommendation sounds like a proposal to select something fascinating, as in the phrase 'which is added another topic or more than one topic in it'. It is not intended to directly prescribe how to conduct future research in terms of design, topic matter, materials, and other factors.

The last section of RA is conclusion section containing 2 moves namely, providing suggestion and providing recommendations. Both moves alternatively seems appear as a move in the previous section. As a result, the move of conclusion section is reported at about 78.3% operating move providing suggestion and 56.5% operating move providing recommendations, meanwhile the rest of RA only exhibit summary of result as the move of the conclusion section. The report recap of the move is seen in following figure.



Additionally, an alternate style to present the recommendation can be found in the RA discussion section on D5. The recommendation offers possibilities for further inquiry, as in the phrase 'to conduct further research to improve the students' ability in writing sentences or, paragraphs using certain grammatical structure'. Thus, the phrase 'writing sentence or paragraph' provides an alternate concept for conducting comparable further research.

To summarize, a genre-project-based approach helps students focus on writing research articles. The students are characterized as having challenges providing past research articles. The students are characterized as having challenges providing past research. They have typically relied on textbooks as the primary references in their writing, which have not been updated in recent years. As a result, several students have problem composing the RA introduction, discussion, and conclusion sections. Instead of evaluating past studies, they tend to become caught up in identifying the variables. However, as novice RA writers, they are capable of writing abstracts, methods, and results sections.

4. Discussion

The explanation in the previous section shows that employing a genre-project-based approach to enhance research article writing produces considerable advances. Firstly, using a genre-project-based approach, students receive a clear instruction throughout the educational process. They get first-hand experience in genre composition and language use. As it is supported by [Emilia and Hamied \(2015\)](#), genre-based approach can generally help students to assist their writing and other skills or components such as reading, speaking, and grammar. All paragraph of the essay shows a clear topic with their respective elaboration and the essay follows the suggested moves ([Gómez Burgos, 2017](#)). Secondly, the genre-based approach, therefore, is exhibited specifically to assist the students writing the RA in the current study.

Similarly, [Arono and Arsyad \(2019\)](#) and [Arsyad et al. \(2020\)](#) reported that using genre-based mentoring and genre-based instruction workshop assist Indonesian lecturers writing journal RAs for international publication, while [Ueasiriphan and Tangkiengsirisin \(2019\)](#) investigated the genre-based teaching to enhance Thai Engineers' technical writing ability. In addition, project-based approach learning provides some phases assigning the students a project of writing a research article. Lastly, by assigning them the project, the students can become more creative since they must organize the project plan. It is similar to what [Syarifah and Emilia \(2018\)](#) investigate that project-based learning improves students' writing abilities and creativity. It offers students an opportunity to improve their writing skills through the challenge and situational learning ([Soffiani & Purbani, 2020](#)). Genre-based approach and project-based learning, therefore, can help the students both to understand the rhetorical move of certain genre and to improve their writing skill.

Referring to the rhetorical moves of English research article (RA) reported in the results above, each section is organized differently and uniquely based on [Swales and Feak \(2012\)](#) model. Most of investigated students write the RA abstract sections with the move IMRD/C, which is consistent with what ([Jeon & Eun, 2007](#); [Swales, 1990](#); [Swales & Feak, 2012](#)) reported. Only a few of articles exhibit AMRC in the RA abstract sections composition. [Tseng \(2011\)](#) reports a similar approach by AMRC. The RA introduction section is particularly difficult for students to understand. The students struggle to organize moves 1 and 2, which involve establishing a research territory and a niche. Based on the interview results, they confirm that they have not reviewed previous research and are still unable to identify research gaps. [Loi \(2010\)](#) discovered that less Chinese writers focus as much attention on highlighting previous research gaps. Furthermore, they struggle to define their own research domain; they typically began their introduction with an explanation of the variables or key terms of the study. Without a doubt, the scenario differs from what ([Swales & Feak, 2012](#)) have suggested. In other words, their rhetorical move of the RA abstract appears into IAMRD/C (introduction, aim, method, result, discussion/ conclusion sections).

Regarding the structure of the RA method section, the students are effective in organizing it, however they do not include any limitations. Their RA method sections explain the aim, subjects, process, location, and data analysis, which are consistent with what ([Peacock, 2011](#)) informed. However, the data analysis is not explained in depth. This is confirmed by [Fazilatfar and Naseri \(2014\)](#) stating that just 50% of the article's findings disclose how the data were examined. Here, the students prefer to follow the data analysis concepts outlined in the research textbook. The rhetorical patterns or movements in the method section exist differently depending on their occurrences and move sequences, which are also comparable to [Kanoksilapatham \(2005\)](#) research. In sum, the students, as novice writers, operate selected rhetorical move of RA method comprising an overview, research aims, subjects (materials), location, procedure, and data analysis.

Students do an excellent job reporting on the RA results sections. The moves of prepared information and reporting results appear in the results sections. The students are not only describing but also reporting their results. [Kanoksilapatham \(2005\)](#) supports this by stating that in biochemistry, RAs not only provide data but also remark on it in accordance with the style stipulated in a published writing guideline. To make the results description more apparent, they describe the sections using sequence markers. Furthermore, [Lim \(2010\)](#) reported that some writers of Applied Linguistic RAs use the linking verbs as an attempt of making varied levels of expediency or frequency in RA result section. Thus, either novice or proficient writers have chosen a strategy or an approach to create informative RA result section with proper and clear moves.

The students have not completely followed [Swales and Feak \(2012\)](#) rhetorical movements in the RA discussion section. Only one article displays Move 1—background information. [Khany and Tazik \(2010\)](#) and [Irawati et al. \(2018\)](#) also discovered that background information appears the least move in Applied Linguistics RAs. Move 2-summarizing and reporting key results—becomes the most popular move in the discussion section. They do a wonderful job of explaining crucial results. It is similarly reported by [Ash'ari et al. \(2023\)](#) that both summarizing the study and reporting results are the most dominant moves appearing in the opening move, then the reporting results move also appears as recurrent move. The students perform well in Move 3-commenting on the key results in the form of claim even though they do not contrast or support the claim with earlier research. This differs from [Kanoksilapatham \(2005\)](#) recommendations that the discussion section presents findings from earlier relevant research by comparing and contrasting them with the current findings. Thus, moves 4 and 5-stating the study's limitations and giving recommendations for further research are not included in all discussion sections. Some students still struggle to compare limitations and shortcomings. They believe that the two terms may be used interchangeably while maintaining a comparable connotation. Students attempt to incorporate recommendation in their discussion sections using move 5, however some of them do so in the conclusion section instead. However, [Swales and Feak \(2012\)](#) noted that making recommendation for future study is an optional move in the discussion section. It means that students, as authors, can insert into either the discussion or conclusion sections.

As novice writers, students learn to evaluate and interpret the rhetorical moves of each RA section and to review multiple RAs to identify research gaps. The findings show that they are beginning to develop genre awareness, recognizing that each section follows specific rhetorical moves needed for clear and coherent writing. However, they still struggle to thoroughly explore previous studies and accurately detect research gaps. Similarly, [Kelly-Laubscher et al. \(2017\)](#) found that most students who were instructed to write laboratory reports using RA as a model achieved substantial gains acquisition and genre awareness. Again, metacognitive awareness also appears during writing the RAs process.

Furthermore, students' awareness might progressively shift or increase as they read and write RAs more frequently. [Negretti and Kuteeva \(2011\)](#) described this type of awareness as metacognitive genre awareness, in which pre-service English instructors increase their comprehension of the text, including language, style, and rhetorical choices depending on the target audience. The metacognitive awareness shows up when the RA writer concerns about differences of generic structure, coherence of discourse unit, and writing quality connected to their cultural background. It is as stated by [Wei and Zhang \(2020\)](#) that the construct of this metacognitive awareness can be interpreted as a three-factor structure, consisting of Reader awareness across language, understanding the disparities in discourse unit coherence between L1 and L2 writing, as well as the differences in argumentation style between the two.

In other words, students will eventually develop rhetorical awareness. [Hyland \(2007\)](#) defines rhetorical consciousness-raising as the ability to recognize texts as similar or genres are two alternate approaches to assisting novice writers in developing their rhetorical consciousness. To summarize, understanding genres and creating RAs are two alternate approaches to assisting novice writers in developing their rhetorical and meta-cognitive awareness.

All in all, there are some new points of the current study derived from the previous explanation. First, the current study exhibits the synthesis of two approaches: genre-based approach and project-based learning to teach students writing English RA. It implies that the approach can be effectively applied in the teaching of writing either for higher or secondary education, since the particular steps are prescribed. Second, the students carry on their own chosen moves of RA, although they still consider the suggested moves model to be a guidance. This reveals students' special or unique choices as novice writers in writing an RA in which their choices might be influenced by their background knowledge, culture, and their experiences. Third, through understanding genres and creating an RA, they gradually develop their rhetorical and meta-cognitive awareness. It considers the students to become ones who are more self-reliant and have great self-autonomy in an attempt to decide what they need to include in their writing. These new points, therefore, can also become recommendations for further studies.

5. Conclusion

This study concludes that integrating a genre-based approach with a project based approach meaningfully strengthens novice EFL writers' control over rhetorical moves in English research articles, particularly in the abstract, method, and results sections, while also revealing persistent challenges in establishing a research territory and niche in the introduction, articulating limitations, and formulating grounded recommendations in the discussion and conclusion. The main contribution lies in demonstrating a systematically staged genre project-based pedagogy that not only guides students to realise the core move structures across all research article sections but also documents how they shape a distinctive move pattern that reflects their local academic culture and experience as first time writers. At the same time, the findings show that students gradually develop genre awareness and metacognitive genre awareness, becoming more reflective about section purpose, title construction, alignment between research design and move choices, and the rhetorical effects of their decisions, which has important implications for the design of English for Specific Purposes writing courses, scientific writing modules, and lecturer mentoring programmes in Indonesian and comparable EFL contexts.

Given the limitations of this research, which draws on a single cohort, focuses on final products rather than draft trajectories, and includes only a modest amount of interview data, future studies are recommended to conduct longitudinal tracking of students' move development from early drafts to publication stage, to compare genre project based instruction with alternative pedagogies across different disciplines or proficiency levels, and to explore in more detail the linguistic realisation of moves in sections that remain problematic, especially introductions, discussions, and conclusions in research articles written by EFL undergraduates.

Acknowledgment

We express our gratitude to the Research and Civil Community Department (LPPM) of Universitas PGRI Madiun for their financial support. Furthermore, we thank the manuscript reviewers for their insightful feedback.

References

Al-Qahtani, A. A. (2006). *A contrastive rhetoric study of Arabic and English research article introductions* [Unpublished doctoral dissertation]. Oklahoma State University, Stillwater, OK, United States.

Almacıoğlu, G., & Okan, Z. (2018). Genre-based approach to writing instruction for students at an English language and literature department. *Eurasian Journal of Applied Linguistics*, 4(1), 71–100. <https://doi.org/10.32601/ejal.460635>

Argawati, N. O., & Suryani, L. (2020). Project-based learning in teaching writing: The implementation and students' opinion. *English Review: Journal of English Education*, 8(2), 219–226. <https://doi.org/10.25134/erjee.v8i2.2120>

Ariyanfar, S., & Mitchell, R. (2020). Teaching writing skills through genre: Applying the genre-based approach in Iran. *International Research Journal of Management, IT and Social Sciences*, 7(1), 242–257. <https://doi.org/10.21744/irjmis.v7n1.843>

Arono, A., & Arsyad, S. (2019). The effect of genre-based mentoring on rhetorical quality of research article drafts by Indonesian lecturers in social sciences and humanities. *International Journal of Instruction*, 12(3), 35–50. <https://doi.org/10.29333/iji.2019.1233a>

Arsyad, S., Ramadhan, S., & Maisarah, I. (2020). The rhetorical problems experienced by Indonesian lecturers in social sciences and humanities in writing research articles for international journals. *The Asian Journal of Applied Linguistics*, 7(1), 116–129.

Ash'ari, N., Barabadi, E., & Shirvan, M. E. (2023). The rhetorical organization of discussion sections of qualitative research articles in applied linguistics and the use of metadiscourse markers. *Journal of English for Academic Purposes*, 66, Article 101310. <https://doi.org/10.1016/j.jeap.2023.101310>

Aslam, I., & Mehmood, A. (2014). Genre analysis of conclusion sections of Pakistani research articles in natural and social sciences. *Journal of Natural Sciences Research*, 4(22), 106–112.

Basthomi, Y. (2006). *The rhetoric of research article introductions written in English by Indonesians* [Unpublished doctoral dissertation]. State University of Malang, Malang, Indonesia.

Chen, Y.-S., & Su, S.-W. (2012). A genre-based approach to teaching EFL summary writing. *ELT Journal*, 66(2), 184–192. <https://doi.org/10.1093/elt/ccc061>

Cheng, F.-W. (2008). Scaffolding language, scaffolding writing: A genre approach to teaching narrative writing. *Asian EFL Journal*, 10(2), 167–191.

Correa, D., & Echeverri, S. (2017). Using a systemic functional genre-based approach to promote a situated view of academic writing among EFL pre-service teachers. *HOW*, 24(1), 44–62. <https://doi.org/10.19183/how.24.1.303>

Creswell, J. W., & Guetterman, T. C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson.

Deng, L., Chen, Q., & Zhang, Y. (2014). *Developing Chinese EFL learners' generic competence: A genre-based and process genre approach*. Springer. <https://doi.org/10.1007/978-3-642-54845-1>

Emilia, E., & Hamied, F. A. (2015). Systemic functional linguistic genre pedagogy (SFL GP) in a tertiary EFL writing context in Indonesia. *TEFLIN Journal*, 26(2), 155–182. <https://doi.org/10.15639/teflinjournal.v26i2.155-182>

Fazilatfar, A. M., & Naseri, Z. S. (2014). Rhetorical moves in applied linguistics articles and their corresponding Iranian writer identity. *Procedia – Social and Behavioral Sciences*, 98, 489–498. <https://doi.org/10.1016/j.sbspro.2014.03.444>

Gómez Burgos, E. (2017). Use of the genre-based approach to teach expository essays to English pedagogy students. *HOW*, 24(2), 141–159. <https://doi.org/10.19183/how.24.2.345>

Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 16(3), 148–164. <https://doi.org/10.1016/j.jslw.2007.07.005>

Irawati, L., Saukah, A., & Ruslan, S. (2018). Indonesian authors writing their discussion sections both in English and Indonesian research articles. *Jurnal Cakrawala Pendidikan*, 37(3), 447–456. <https://doi.org/10.21831/cp.v38i3.21536>

Jeon, B. M., & Eun, H. Y. (2007). A contrastive rhetoric of doctoral dissertation abstracts written by American writers and Korean writers. *한국언어학회지* [Linguistics], 15(3), 161–188. <https://kiss.kstudy.com/Detail/Ar?key=2637181>

Kanoksilapatham, B. (2005). Rhetorical structure of biochemistry research articles. *English for Specific Purposes*, 24(3), 269–292. <https://doi.org/10.1016/j.esp.2004.08.003>

Kelly-Laubscher, R. F., Muna, N., & van der Merwe, M. (2017). Using the research article as a model for teaching laboratory report writing provides opportunities for development of genre awareness and adoption of new literacy practices. *English for Specific Purposes*, 48, 1–16. <https://doi.org/10.1016/j.esp.2017.05.002>

Khany, R., & Tazik, K. (2010). A comparative study of introduction and discussion sections of sub-disciplines of applied linguistics research articles. *Journal of Research in Applied Linguistics*, 1(2), 97–122. https://rals.scu.ac.ir/article_10425.html

Lim, J. M.-H. (2010). Commenting on research results in applied linguistics and education: A comparative genre-based investigation. *Journal of English for Academic Purposes*, 9(4), 280–294. <https://doi.org/10.1016/j.jeap.2010.10.001>

Loi, C. K. (2010). Research article introductions in Chinese and English: A comparative genre-based study. *Journal of English for Academic Purposes*, 9(4), 267–279. <https://doi.org/10.1016/j.jeap.2010.09.004>

Martin, J. R. (2002). Meaning beyond the clause: SFL perspectives. *Annual Review of Applied Linguistics*, 22, 52–74. <https://doi.org/10.1017/S026719050200003X>

Mukminati, N. (2011). Teaching EFL learners to write an argumentative essay by adopting genre literacy approach. In B. Y. Cahyono (Ed.), *Best practice in the teaching of English*. State University of Malang Press.

Nagao, A. (2022). A genre-based approach to teaching descriptive report writing to Japanese EFL university students. *TESL-EJ*, 26(3), Article n3. <https://doi.org/10.55593/ej.26103a13>

Negretti, R., & Kuteeva, M. (2011). Fostering metacognitive genre awareness in L2 academic reading and writing: A case study of pre-service English teachers. *Journal of Second Language Writing*, 20(2), 95–110. <https://doi.org/10.1016/j.jslw.2011.02.002>

Peacock, M. (2011). The structure of the methods section in research articles across eight disciplines. *Asian ESP Journal*, 7(2), 99–124.

Safnil, S. (2013). A genre-based analysis on the introductions of research articles written by Indonesian academics. *TEFLIN Journal*, 24(2), 180–200. <https://doi.org/10.15639/teflinjournal.v24i2/180-200>

Soffiany, N. K., & Purbani, W. (2020). The effectiveness of project-based learning to teach writing in relation to students' creativity. *LingTera*, 7(2), 205–214. <https://doi.org/10.21831/lt.v7i2.14967>

Suherdi, D., Kurniawan, E., & Lubis, A. H. (2020). A genre analysis of research article findings and discussion sections written by Indonesian undergraduate EFL students. *Indonesian Journal of Applied Linguistics*, 10(1), 59–72. <https://doi.org/10.17509/ijal.v10i1.24989>

Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.

Swales, J. M. (2004). *Research genres: Explorations and applications*. Cambridge University Press.

Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). University of Michigan Press.

Syarifah, E. F., & Emiliahari, R. N. (2019). Project-based learning to develop students' ability and creativity in writing narrative story. *Indonesian EFL Journal*, 5(1), 85–94. <https://doi.org/10.25134/ieflj.v5i1.1627>

Tseng, F.-p. (2011). Analyses of move structure and verb tense of research article abstracts in applied linguistics journals. *International Journal of English Linguistics*, 1(2), 27–39. <https://doi.org/10.5539/ijel.v1n2p27>

Ueasiriphan, T., & Tangkiengsirisin, S. (2019). The effects of genre-based teaching on enhancement of Thai engineers' technical writing ability. *International Journal of Instruction*, 12(2), 723–738. <https://doi.org/10.29333/iji.2019.12246a>

Wei, X., & Zhang, W. (2020). Investigating L2 writers' metacognitive awareness about L1–L2 rhetorical differences. *Journal of English for Academic Purposes*, 46, Article 100875. <https://doi.org/10.1016/j.jeap.2020.100875>

Wijayanti, M. A., Emilia, E., & Gunawan, W. (2017). Genre pedagogy to the teaching of academic writing in tertiary level and cognitive empowerment. *Journal of English Language Studies*, 2(2), 120–131. <https://doi.org/10.30870/jels.v2i2.2239>

Yang, Y. (2016). Teaching Chinese college ESL writing: A genre-based approach. *English Language Teaching*, 9(9), 36–44. <https://doi.org/10.5539/elt.v9n9p36>