

A Rhetorical Moves of English Research Article Abstracts on Undergraduate Thesis STKIP PGRI Pacitan

Mufida Nadira Yuni Pureka^{a,1,*}, Indah Puspitasari^{b,2}

^{ab}English Education Department, STKIP PGRI Pacitan, Pacitan, Indonesia
mufidanadira13@stkippacitan.ac.id, indahkusdinar47@gmail.com

* corresponding author

ARTICLE INFO

Article history:
Received: 15/11/2024
Revised: 16/12/2024
Accepted: 20/12/2024

Keywords:
Rhetorical moves
Writing
Abstract article

ABSTRACT

As we know that abstract has an important role in the research article. Besides, it has its own organizational framework. Every researcher must create an abstract after the research project was completed. This article aims to identify the rhetorical moves of English abstract articles on undergraduate theses at STKIP PGRI Pacitan. The analysis guideline was based on Hyland's theory (2004). The data were collected from 20 abstracts of published journal articles. The results revealed that all moves were appeared on the students' abstract organization. However, it was found that the degree of occurrence or the frequency appearance was differed in every moves. The data informed that moves 3 and moves 4 were found in all students' thesis abstracts. Moves 5 appeared in 12 students' thesis abstracts. Then, moves 1 appeared in 8 students' thesis abstracts and moves 2 appeared in 19 students' thesis abstracts. The findings also revealed that there were many rhetorical organizations generated by the occurrences of moves and steps in students' abstracts. The variation moves that created by students depend on the students' writing ability. This study can be a bridge to fill the gap in improving the quality of students' writing, especially about abstract article.

I. Introduction

One of the most important things of education at the university level is a thesis report. Thesis report is the main goal of higher level at the university. Besides, a thesis report is the ultimate project in completing-higher education study. Writing an academic paper is one of the kinds of thesis. As we know, writing an academic paper is categorized as an academic writing. In academic writing, the writer must notice about grammatical skills, writing principles, spelling, punctuation, and others. The writer must be able to arrange the thoughts and information to be great sentence structure. So, the writer can create the best article or writing based on their style.

An informative abstract is a highly condensed version of the article or report. [1]. Writing abstracts in academic writing needs to be clear and brief summary of the entire content of the manuscript. An abstract is a summary of a publication or article accompanied by an adequate description, such as keywords to enable tracing the article's publication [2]. A good abstract makes the readers to know more about the research. On the other hand, abstract is also called as a miniature of the research because it consists of background, purpose, method, result, and conclusion which is written in a concise and brief paragraph [3]. Important findings are including results, recommendations, conclusions, and implications. It can be concluded that to find out the whole content of students' research, it can be seen from the abstract.

An abstract is an important section of a research article (RA) since it is used to capture the essence of the whole article [4]. It is useful for the readers or examiners of research articles because they have limited time to read all parts of the research. For that reason, "most readers limit their initial research looking at titles and abstracts before choosing what research Articles (RA) to purchase and read" [5]. By reading the abstract, readers can learn some of the key points contained

in a journal article. Besides, an abstract is also required to be eye-catching even if it has limited words [6].

In terms of quality, abstracts have different level of quality. In this case, the realization of the tenses and organization structure move in an abstract becomes a fascinating thing to be explored. Besides, writing an English abstract likely becomes a challenging skill for undergraduate students. It is a challenging task for research article authors in which English is a second language. So, the research article authors needs to establish their main claims and present themselves as competent members of a language community in a language that is not their mother tongue [7]. Due to this problem, the quality of abstract is not written clearly, cohesively, and coherently.

The academic genre of abstract has its own organizational framework and language characteristics. The background, purpose, method, result, and conclusion sections of the abstract are normally written in this order. Furthermore, an abstract should contain between 150 to 250 words. In addition, various forms of tenses, such as simple present tense, simple past tense, and present perfect tense are widely employed in abstracts. Besides, abstract also uses different verb tenses based on the functions. In the sections of purpose, method and result past tense form is usually used. Meanwhile present tense forms is used in the background and conclusion section. Besides, the tenses are available in both active and passive voice. Genre analysis is the study of how language is used within a particular context. It has different goal and structures to achieve the goals. Genre analysis as an analytical framework which reveals not only the utilizable form-function correlations but also contributes significantly to our understanding of the cognitive structuring of information in specific areas of language use [8].

In genre analysis, move analysis is the most popular aspect that should be applied [9]. While, a move is a section of a text that serves a particular communicative purpose. Each move has specific role and goals that give contribution in communication [10]. An abstract of a research article generally consists of five rhetorical patterns or moves, namely introduction, method, result, discussion, and conclusion [11]. In the beginning of the abstract, author tried to explain the background of the problem in the introduction briefly. In method section, research problems were resolved by using a method that chosen by the author. Result section describes the results of the study. The discussion section informs the interpretation of the analysis of the results. The abstract ends with a conclusion. It explains about summary of the article.

Abstract writing in English is important. English is a universal language that is recognized and understood throughout the world [12]. The author should arrange the structural move and content in abstract itself. Mostly, a well-written abstract will engage readers interest to read the article. A well-written abstract does not simply summarize all the parts of an article, but it will underline the important elements to help readers reach their purpose in reading that article. This article focuses on the rhetorical structure or move that forms an abstract. The goal to be achieved in this research is to identify the existing structures in a scientific abstract. It focuses on research article (RA) abstract of undergraduate thesis at STKIP PGRI Pacitan.

II. Method

This study is corpus-based research. It is a descriptive qualitative study. Qualitative research is intended to deeply explore, understand and interpret social phenomenon within its natural setting [13]. According to [14] Qualitative studies about circumstances associated with organizational types or occupational settings have provided new insights into the dynamics of leadership. It means that the researcher wants to seek information deeply about the conduct of the study. In this situation, the researcher wants to know and explore the quality and strategy of students' writing abstract. Because of the phenomenon of the study and the types of data sources that were employed, the instrument used a document. As we know, a document analysis is the most essential source of the data in a qualitative study. The data were selected from abstracts of students in STKIP PGRI Pacitan who graduated in 2024.

To answer the research problem, the researcher conducted interviews, observations, documentation, and analysis. The researcher randomly selected 50 thesis from abstracts in students' articles. According to Lewiston (2002), an abstract summarizes in one paragraph and is usually 200–300 words, and the components of the abstract should contain the introduction, purpose of the

study, methods, result, and keywords. In this case, the researcher categorized the rhetorical moves by using Hyland's theory.

There are five moves or stages and functions in research abstract rhetorical moves Hyland (2004) in [15]. The moves or stages were introduction, purpose, method, product, and conclusion. Introduction (I) or move 1 functioned for establishing the context of the paper and motivating the discussion of research. Purpose (P) or move 2 functioned for indicating the purpose of the research, theses, or hypothesis, and outlining the intention behind the paper. Method (M) or move 3 was providing the information of the research design, research assumption, research approach, and research data. Product (Pr) or move 4 performed for asserting the main findings, discoveries, or results of the research, the argument of the research, and explaining what was accomplished in this research. Thus, conclusion or move 5 performed for interpreting or extending the result of the research beyond the scope of paper. Besides, move 5 was intended to point out the the result of the research.

III. Results and Discussion

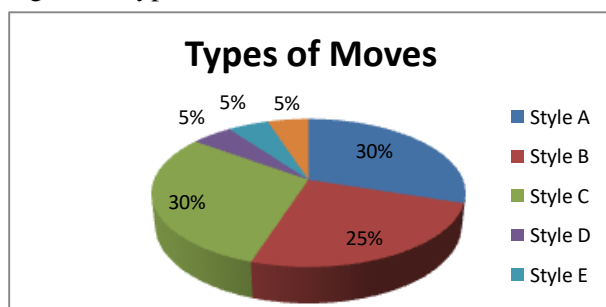
A. Finding

This section, the researcher categorized the research findings of the data into 2 sub-analysis. Firstly, the researcher identified the types of move steps that were employed by the students in writing research abstracts. Secondly, the researcher analyzed the frequency of rhetorical moves used by students in abstract article.

a. The variation of rhetorical moves on students' abstract article.

Based on the individual style of the students, the rhetorical moves in students' theses abstracts appear six models of rhetorical organization. The model of rhetorical moves occurs because every student has different style in developing their ideas through abstract. They have different way in arranges the move step. In other words, the variation of move and step in the abstracts also become the cause of rhetorical organization structure variation. The variation of rhetorical organization structure can be seen on the figure 1 below.

Figure 1. Types of Moves



Based on Figure 1 above, it can be seen that there were various different rhetorical moves in students' thesis abstracts. Students created any types of moves that suitable with their writing style. There were six types or styles of the rhetorical moves that frequently appeared. The rhetorical moves types were Introduction-Purpose-Method-Product-Conclusion (Style A), Purpose-Method-Product-Conclusion (Style B), Purpose-Method-Product (Style C), Purpose-Method-Conclusion (Style D), Introduction-Purpose-Method-Product (Style E), Introduction- Method- Product (Style F).

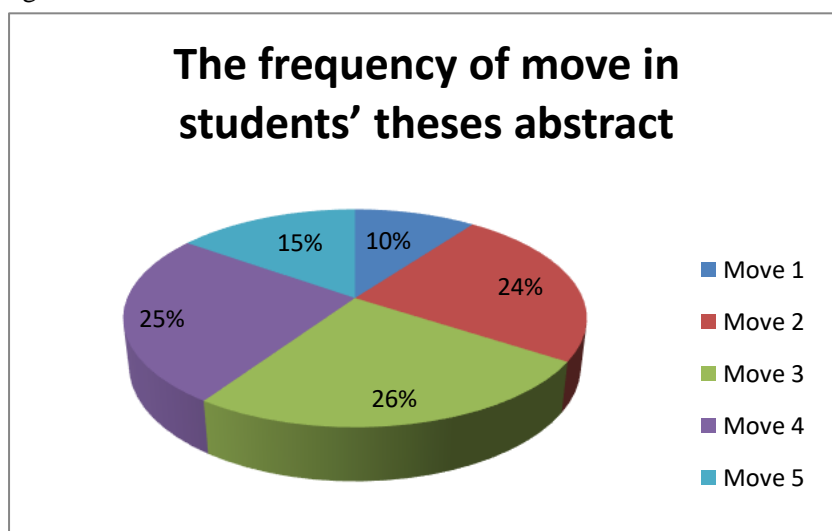
It can be seen that Style A is a complete moves. It consists of Introduction, Purpose, Method, Product, and Conclusion. There were 6 students' thesis abstract that accured in this analysis. While style C (Purpose-Method-Product) also used by 6 students'

thesis abstracts. The frequency of rhetorical moves style A and C had the same results. Style A and style C were the highest percentage in these kinds of rhetorical moves. Nevertheless, Style B (Purpose-Method-Product-Conclusion) occurred in 5 students' thesis abstracts. Whereas, style D (Purpose-Method-Conclusion), style E (Introduction-Purpose-Method-Product), and style F (Introduction- Method- Product) only occurred in 1 abstract at each respective style. As a result, it can be concluded that styles of rhetorical organization are influenced by students' writing ability.

b. The frequency of rhetorical moves on students' abstract article.

The students' writing ability likely had the impact on the style moves on thesis abstract. It can be seen that the frequency and the sequence of the abstracts from all students are not the same. Some moves not found in the students thesis abstract. The frequency of move in students' thesis abstracts can be seen on the figure below.

Figure 2



Based on the data, it can be concluded that each moves appeared on the students' abstract organization. Nevertheless, it had different frequency in every moves. The data informed that move 3 and 4 appeared at all students' theses abstracts. Then, move 5 appeared on 12 students' theses abstracts at students number 2,3,4,5,7,8,10,11,15,17,18, and 20. Move 1 appeared on 8 students' theses abstracts at students number 2,6,7,10, 11, 12, 15, and 20. Move 2 appeared at all abstracts except student 12.

B. Discussion

a. The variation of rhetorical moves on students' abstract article.

The rhetorical moves in students' thesis abstract can be categorized in six types or styles. The styles will be discussed below.

1. Style A (Introduction-Purpose-Method-Product-Conclusion)

The finding above shows that about 30% students used Introduction-Purpose-Method-Product-Conclusion type (Style A) in their abstracts. This type is in line with the ideal type suggested by Hyland (2004). The students mentioned and described all moves in the abstracts. The sample of this style can be seen on the abstract below (Table 1).

Table 1.

Students Abstract	Types of moves
This study was conducted to address the need for more engaging and effective methods of teaching English vocabulary to elementary school students. Traditional vocabulary learning techniques often lack the interactive elements that can capture students' interest and improve retention.	Move 1 (Describing introduction of the abstract)
Therefore, this research aims to develop "Your English Buddy," an interactive multimedia application designed to enhance vocabulary mastery among students at SD Negeri 1 Gunungsari.	Move 2 (Describing the aim of the study)
The research employs the Research and Development (R&D) methodology, specifically utilizing the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), combined with qualitative methods. Initially, an analysis of existing vocabulary learning methods was conducted to identify the gaps and needs. During the design phase, interactive multimedia content, including text, images, and animations, was created to cover key vocabulary topics. The development phase involved creating this content and implementing it with feedback from subject matter experts and media experts. Qualitative data was gathered through interviews and observations to assess the application's feasibility.	Move 3 (Describing methodology of the study)
Material feasibility was rated at 95% by subject matter experts, while media feasibility received a perfect score of 100% from media experts.	Move 4 (Describing the product of study)
It indicates that "Your English Buddy" is highly feasible as a learning tool. This demonstrates that the application can substantially enhance English vocabulary skills among elementary students.	Move 5 (Describing of conclusion)

2. Style B (Purpose-Method-Product-Conclusion)

The findings in the previous section of this article informed that there were 25% students applied Purpose-Method-Product-Conclusion type (Style B) in their abstract articles. It can be seen that this type of moves is not complete with ideal type suggested by Hyland (2004). The author of the abstracts did not mention the introduction or background in the first abstract. The abstracts only contained the description about the aims, methodology, result and conclusion. The example of this type can be seen on the abstract below (Table 2).

Table 2

Students Abstract	Types of Moves
This research aims to 1) describe and understand the implementation of the independent curriculum in the fifth grade at SD Negeri 2 Tinatar, 2) describe and identify the obstacles in the implementation process of the independent curriculum in the fifth grade at SD Negeri 2 Tinatar.	Moves 2 (Describing purpose)
This research is a qualitative study using a descriptive approach. The informants in this study are the fifth-grade teachers of SD Negeri 2 Tinatar, the fifth-grade students of SD Negeri 2 Tinatar, and the principal of SD Negeri 2 Tinatar. The data collection techniques were observation, interviews, and documentation. The data analysis technique uses the Miles and Hubberman model.	Moves 3 (Describing methodology)
The results of this study were: 1) The implementation of the independent curriculum in the fifth grade at SD Negeri 2 Tinatar is not yet fully in accordance with the regulations and guidelines issued by Kemendikbudristek, which include aspects such as administration, teaching methods, and assessment. 2) In the implementation of the independent curriculum at SD Negeri 2 Tinatar, there are still several obstacles in terms of planning, execution, and assessment.	Moves 4 (Describing product)
The implementation of the independent curriculum in the fifth grade at SD Negeri 2 Tinatar is still in the adjustment phase with various obstacles encountered. This is evident from the limited learning media, teachers' difficulties in preparing learning tools, and challenges in adjusting the time allocation. Based on this, it can be concluded that the implementation of the independent curriculum in the fifth grade at SD Negeri 2 Tinatar has not yet found the standards by Kemendikbudristek.	Moves 5 (Describing conclusion)

3. Style C (Purpose-Method-Product)

The finding shows that most students used this style. It shows that about 30% students used style C (Purpose-Method-Product). The evidence shows that students started the abstract without introduction. The students only wrote the abstract as simple as they can. It can be seen how the students developed the sentences. Besides, the students did not create a conclusion after explaining the product. Whereas, the main purpose of abstract was a summary of the whole research. The example of this type can be seen on the abstract below (Table 3).

Table 3

Students Abstract	Types of Moves
The aim of the research is to develop a product and introduce the basic techniques of petanque, especially for elementary schools in Pacitan	

district, through game modification.	Moves 2 (Describing purpose)
This research used a development design. The development procedures are as follows: (1) preliminary study (literature study) and field study, (2) developing a plan (conduct analysis), (3) developing initial products, (4) developing research instruments, (5) conducting scale trials small-large, (6) arranging the final product. In the small-scale trial, 37 students from SDN Klesem I and SDN Klesem II were carried out. Meanwhile, for large groups, there were 97 students from SDN Pucangsewu, SDN Baleharjo I, SDN Baleharjo II, and SD Alam Pacitan. The instruments were observation techniques, interviews, questionnaires, and documentation. Validation through material experts and media expert validation. The data analysis technique is using a Likert scale.	Moves 3 Describing methodology)
The results of the research that has been carried out are: (1) data from the validation results of material experts, namely the average score obtained was 4.48 in the "very valid/very good" category. (2) According to media experts, the average gain is 4.23 and is declared "very valid/very good." (3) Small Scale 4.14 is included in the "valid/good" category. (4) The average score is 4.62 in the "very valid/very good" category.	Moves 4 (Describing product)

4. Style E (Introduction-Purpose-Method-Product)

The findings reveal that there were about 5% students used Introduction-Purpose-Method-Product in their abstract. This style has slightly complete moves, but no conclusion to close the abstracts. In this style, the students seemed to have challenges to conclude the product of the research. The example of this style can be seen on the abstract sample below (Table 4).

Table 4

Students' Abstract	Types of moves
Writing skills are very important for students because, by writing, they can express their ideas and thoughts. However, in reality in the classroom, many problems are found. For examples some students think that English is difficult and students who lack vocabulary, so they cannot write well.	Moves 1 (Describing introduction)
To overcome this problem, the researcher applied the Two Stay, Two Stray technique to this research. The objectives of the research were: (1) To find out whether the Two Stay Two Stray technique is effectively used in the learning process. (2) To find out whether there is a significant difference in students ability to write descriptive text between classes that apply the Two Stay Two Stray	Moves 2 (Describing purpose)

<p>technique and classes that do not apply it.</p> <p>The research method used quantitative research. It was conducted using an experiment design. The data of this research was taken from at SMPN 2 Pacitan. The subjects of this research were seventh-grade students of SMPN 2 Pacitan in the academic year 2023/2024, which was divided into two classes as a sample. To determine the sample, the researcher used cluster random sampling as a sampling technique. The researcher used class VII C as the experimental class that applied Two Stay, Two Stray for the treatment and class VII A as the control class that applied conventional learning for the treatment. In collecting data, the researcher used pre-test and post-test instruments in the form of writing tests. Data analysis techniques using Microsoft Excel.</p>	<p>Moves 3 (Describing Methodology)</p>
<p>The result of the research using the t-test and observation is 2.22, and the table for the significance level $\alpha = 0.05$ with the $df = 54$ is 2.005. So, H_0 is rejected and H_1 is accepted. It means that there was an effective of the Two Stay Two Stray technique on students' ability in writing the descriptive text.</p>	<p>Moves 4 (Describing Product)</p>

5. Style F (Introduction- Method- Product)

The finding shows that there were about 5% students used Introduction-Method-Product in the abstract. This type is quite unique, because the organization of the rhetorical moves has no aims of the research. As we know that the aims or purpose is the core of the research. If the writer does not create the aims in their abstract, the reader does not understand what the purpose of the research. The example of this style can be seen on the abstract sample below (Table 5).

Table 5

Students' abstract	Types of moves
<p>Problem solving can be done and developed with students' creativity. In order for learning to obtain good mathematics learning outcomes, students must be given the freedom to construct their knowledge and skills. One form of skill that is useful in learning activities is mathematical soft skills, and it is supported by mathematical representation abilities.</p>	<p>Move 1 (Describing Introduction)</p>
<p>This research uses quantitative research with an ex-post facto approach. The research subjects were class XI students at Pringkuku State Vocational School in the odd semester of the 2024/2025 academic year with a population of 198 students. The sampling technique was simple random sampling, so that a sample of 66 respondents was obtained. Data was obtained from documentation, questionnaires, and tests. Data analysis techniques use the R Studio program and the</p>	<p>Move 3 (Describing methodology)</p>

<p>3S-AR application.</p> <p>The results of data analysis show: 1). The influence of mathematical representation ability on the mathematics learning outcomes of class 2). The influence of mathematical soft skills ability on the mathematics learning outcomes of class 3). The influence of mathematical representation ability and mathematical soft skills ability on the mathematics learning outcomes of class.</p>	<p>Move 4 (Describing Product)</p>
---	------------------------------------

b. The frequency of rhetorical moves on students' abstract article.

1. Move 1 (Introduction)

Based on the data, there were 8 students used move 1 or Introduction in their thesis abstracts. Those were students' number 2,6,7,10, 11, 12, 15, and 20. Other students did not state the introduction or background in their thesis abstract. It can be proven from the abstract available.

"This study was conducted to address the need for more engaging and effective methods of teaching English vocabulary to elementary school students. Traditional vocabulary learning techniques often lack the interactive elements that can capture students' interest and improve retention. Therefore, this research aims to develop "Your English Buddy," an interactive multimedia application designed to enhance vocabulary mastery among students at SD Negeri 1 Gunungsari."
 (Student thesis abstract number 7)

From the evidence above, it can be concluded that writer mentioned some sentences of background or introduction before the aims of the study. The writer tried to give introduction related to the study before telling the next step of the abstract. The writer suggested at the beginning of the abstract to make the reader understood the concept of the study.

2. Move 2 (Purpose)

From all students' thesis abstracts, only 1 abstract did not mention move 2 or purpose of the study. It was students abstract number 12. It is shown in the evidence below.

"Problem solving can be done and developed with students' creativity. In order for learning to obtain good mathematics learning outcomes, students must be given the freedom to construct their knowledge and skills. One form of skill that is useful in learning activities is mathematical soft skills, and it is supported by mathematical representation abilities. This research uses quantitative research with an ex-post facto approach. The research subjects were class XI students at Pringkuku State Vocational School in the odd semester of the 2024/2025 academic year with a population of 198 students. The sampling technique was simple random sampling, so that a sample of 66 respondents was obtained. Data was obtained from documentation, questionnaires, and tests. Data analysis techniques use the R Studio program and the 3S-AR application."
 (Student thesis abstract number 12)

The writer started the abstract with the background or the introduction. After writing the background or the introduction, there was no aims or purpose section found in the next paragraph. The writer wrote the background of the study only to build the general writers' experience about the abstract. This is different from the abstract that

mentioned the purpose or aim of the study. The evidence of this kind found in student thesis abstract number 11. The excerpt of the abstract, can be seen below.

“Writing skills are very important for students because, by writing, they can express their ideas and thoughts. However, in reality in the classroom, many problems are found. For examples some students think that English is difficult and students who lack vocabulary, so they cannot write well. To overcome this problem, the researcher applied the Two Stay, Two Stray technique to this research. The objectives of the research were: (1) To find out whether the Two Stay Two Stray technique is effectively used in the learning process. (2) To find out whether there is a significant difference in students ability to write descriptive text between classes that apply the Two Stay Two Stray technique and classes that do not apply it.”
(Student thesis abstract number 11)

Based on the evidence above, it shows that writer mentioned the statement of background of the study then continued with the purpose. The writer mentioned the purposes of the study clearly. The writer mentioned it after writing the introduction in the theses abstract.

3. Move 3 (Methodology)

Based on the data, all of students used move 3 in their theses abstract. All students explained the methodology used in their research. Methodology is one of important parts in theses abstract. From this part, the readers are able to know the data collection techniques and other methods used in research writing. The evidence can be seen below.

“The researcher used qualitative method with linguistics type of study and focused on semiotics analysis. Observation and documentation technique was a research technique that is used to collect data. The analysis in this study will be guided by the concepts and theories of Roland Barthes’ semiotics, involving the interpretation of denotation, connotation, and myth within the context of the film, also gaining an in-depth understanding of dialogues and actions between the actors in “Elemental: Forces of Nature” that depict the moral messages. Then, triangulation was carried out to establish credibility and dependability in this research.”

(Students thesis abstract number 10)

The evidence above shows that the writer mentioned and explained methodology used to analyze the data. The writer also showed the concept of the theory to guide the analysis. The methodology shared and explained by writer well. It can make the reader easy to catch what the concept of the research.

4. Move 4 (Product)

Based on the data, all students used move 4 in their thesis abstract. There was no students who did not mention the result of the research. All students explained what the results that they found in the analysis process. Many various types and styles were found in explaining the result. It was based on the students’ writing ability and their developing idea skills. From this move, the readers could get the results or products that writers’ found. It shown in the evidence below.

“The results of this study were: 1) The implementation of the independent curriculum in the fifth grade at SD Negeri 2 Tinatar is not yet fully in accordance with the regulations and guidelines issued by Kemendikbudristek, which include aspects such as administration, teaching methods, and assessment. 2) In the implementation of the independent curriculum at SD Negeri 2 Tinatar, there are still several obstacles in terms of planning, execution, and assessment. The implementation of the independent curriculum in the fifth grade at SD Negeri 2 Tinatar is still in the adjustment phase with various obstacles encountered. This is evident from the limited learning media, teachers' difficulties in preparing learning tools, and challenges in adjusting the time allocation. Based on this, it can be concluded that the implementation of the independent

curriculum in the fifth grade at SD Negeri 2 Tinatar has not yet met the standards set by Kemendikbudristek.”
(students theses abstract number 18)

It can be seen that the writer tried to explain the results based on the research data. There were two points shared to reader about the results. After mentioning and explaining the result, the writer concluded the results based on real evidence. The writer informed that implementation of the independent curriculum in the fifth grade at SD Negeri 2 Tinatar still required serious efforts to face various challenges.

6. Move 5 (Conclusion)

From all students thesis abstract, only 1 abstract did not mention move 2 or purpose of the study. It was students abstract number 12. It shown in the evidence below.

“The results of data analysis show: 1). The influence of mathematical representation ability on the mathematics learning outcomes of class 2). The influence of mathematical soft skills ability on the mathematics learning outcomes of class 3). The influence of mathematical representation ability and mathematical soft skills ability on the mathematics learning outcomes of class.”
(Students thesis abstract number 12)

From the data, it can be concluded that writer only mentioned the results or products that found in the research. They writer did not explain the conclusion from the result. There is no statement that can be concluded all of the research results.

IV. Conclusion

Each abstract has a rhetorical structure or moves on scientific articles. An abstract is usually constructed by five moves, including introduction or background, aims, methods, results or products and conclusion. However, the results indicate that not all students' abstract theses followed by the five move types. The sample researchers of this study used different styles in rhetorical moves in their abstracts thesis. Mostly, the abstracts were formed by three or four moves. The findings inform that Move 2 (Purpose), Move 3 (Method), and Move 4 (Product) were regarded as mandatory moves in students' abstract theses. However, in Move 5 (Conclusion) was regarded as standard. In Move 1 (Introduction), students rarely used the introduction part in the abstract. Move 1 or the introduction was an optional for the students to write an abstract. This study only discusses the problem of rhetorical moves. There are many problems left that can be analyzed in scientific articles. Therefore, the other researchers can examine other focuses in abstract theses.

References

- [1] F. A. Sheikha and D. Inkpen, “Generation of formal and informal sentences,” *Enlg 2011 - 13th Eur. Work. Nat. Lang. Gener. Proc.*, no. September, pp. 187–193, 2011.
- [2] P. M. Yates, “Treatment of Sexual Offenders : Research , Best Practices , and Emerging Models,” vol. 8, no. 3, pp. 89–95, 2013.
- [3] A. Chalak, “Rhetorical moves and verb tense in abstracts : A comparative analysis of American and Iranian academic writing,” no. January 2013, 2014.
- [4] L. L. T. Journal, L. L. T. Journal, and L. Learning, “Sanata Dharma University, Yogyakarta, Indonesia,” vol. 23, no. 1, pp. 168–181, 2020.
- [5] M. N. Alhuqbani, “Genre-Based Analysis of Arabic Research Article Abstracts across Four Disciplines,” *J. Educ. Soc. Res.*, no. September 2013, 2013, doi: 10.5901/jesr.2013.v4n3p371.
- [6] A. R. Nabu, “Rhetorical Moves and Linguistic Realization: Corpus-Based Analysis of

- Bachelor Theses Abstracts in Islamic University,” *Al-Lisan*, vol. 8, no. 2, pp. 171–188, 2023, doi: 10.30603/al.v8i2.3756.
- [7] M. Vasheghani Farahani, “Metadiscourse: Exploring Interaction In Writing, Second Edition By KenHylandBloomsbury Academic. ISBN PB: 978-1-3500-6358-7. Price €179.53 (hardcover). 279 pages.,” *TESOL J.*, vol. 12, no. 2, 2021, doi: 10.1002/tesj.575.
- [8] V. K. Bhatia, A. Genre, L. Use, P. Settings, G. Analysis, and T. Preliminaries, “Review article On Vijay K . Bhatia : Analysing Genre : Language Use in Professional Set- tings (1993) Genre Analysis - Step by Step,” no. 19, pp. 207–240, 1997.
- [9] G. Myers, “Book Reviews M . Hewings (Ed .), Academic Writing In Context : Implications and Applications,” vol. 32, no. 2, pp. 1–4, 2009.
- [10] S. Hesse-Biber, “Qualitative approaches to mixed methods practice,” *Qual. Inq.*, vol. 16, no. 6, pp. 455–468, 2010, doi: 10.1177/1077800410364611.
- [11] I. Askehave and J. M. Swales, “Genre identification and communicative purpose: A problem and a possible solution,” *Appl. Linguist.*, vol. 22, no. 2, pp. 195–212, 2001, doi: 10.1093/applin/22.2.195.
- [12] T. N. Fitria, “Structure Analysis of English Abstracts in International Journal Published in 2020,” *J. English Lang. Cult.*, vol. 12, no. 1, pp. 57–71, 2021, doi: 10.30813/jelc.v12i1.2815.
- [13] C. T. K.-H. Stadtländer, “Qualitative, Quantitative, and Mixed-Methods Research,” *Microbe Mag.*, vol. 4, no. 11, pp. 485–485, 2009, doi: 10.1128/microbe.4.485.1.
- [14] J. Mackiewicz, *A Mixed-Method Approach*. 2018. doi: 10.4324/9780429469237-3.
- [15] S. C. Weigle, “Second language writing expertise,” *Expert. Second Lang. Learn. Teach.*, pp. 128–149, 2005, doi: 10.1057/9780230523470_7.