The Rhetorical Moves in Indonesian EFL Thesis Abstracts across Educational Levels

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Abstract: This study aims at investigating the rhetorical moves and steps of 24 undergraduate and graduate thesis abstracts. It mainly focuses on how the writers demonstrate the realization of linguistics yielding the conventional and standardized abstract writing convention. This corpus-based research utilizes the descriptive qualitative design. The result of this study reveals that most thesis abstracts have accommodated five moves. Interestingly, five out of eight abstracts written by students with low-level GPA come complete five moves, but only three out of five written by high-leveled GPA students present the complete five moves. In addition, several overlapping steps occur in the moves of the abstracts regardless of their GPA level.

Key Words: rhetorical moves, linguistics features, non-linguistic features

Abstrak: Penelitian ini bertujuan untuk menyelidiki pergerakan retoris dan langkah dalam 24 abstrak tesis S1 dan S2. Fokusnya pada bagaimana para penulis menunjukkan realisasi fitur linguistik untuk menghasilkan norma penulisan abstrak yang konvensional dan berstandar. Penelitian berbasis korpus ini menggunakan desain deskriptif kualitatif. Hasil penelitian menunjukkan bahwa sebagian besar abstrak tesis telah mengakomodasi lima pergerakan. Menariknya, lima dari delapan abstrak yang ditulis oleh mahasiswa ber-IPK rendah mengandung lengkap lima langkah, namun hanya tiga dari lima abstrak yang ditulis oleh mahasiswa ber-IPK tinggi tampil lengkap dengan lima langkah. Disamping itu, beberapa langkah tampil tumpang tindih dalam pergerakan abstrak terlepas dari tingkat IPK penulisnya.

Kata kunci: langkah-langkah retoris, fitur linguistik, fitur non-linguistik

INTRODUCTION

There are several issues regarding the academic writing that the EFL students concern about. These issues particularly deal with understanding and using the theories and conventions of academic writing as well as using the rhetorical and logical strategies to express ideas effectively in their writing, develop their own voice, and position themselves in the written academic discourse that they produce. As aforementioned issues, many undergraduate and graduate students have not succeeded in conveying their intended messages and ideas into a fine academic piece of writing, be it logically and rhetorically. Thus, it is necessary to investigate the rhetoric in academic writings and the associate aforementioned issues in the EFL context faced by undergraduate and graduate students.

In the context of writing, rhetoric is known as the techniques of effective written language used by authors or writers to determine how a language is organized to construct meanings and identities as well as to influence the readers' comprehension towards certain written discourse. In addition, rhetoric can be defined as the method of organizing syntactic units into larger patterns which involves the skill, techniques, and method of writing (Kaplan, 1987). In line with this statement, rhetoric is the choice of linguistic and structural aspects of discourse, which is chosen to produce an effect on the audience (Purves, 1988). He further explains that rhetoric is a matter of choice to produce certain effects as opposed to those that are determined by lexical and grammatical structures.

In the field of research, rhetoric studies have been intensively conducted in the area of academic writing. Many researchers, among others, Samraj (2002), Basthomi (2006a), and Zeng (2009) were respectively interested in conducting a rhetoric study on the introduction section of a thesis. Moreover, there

are some researchers who particularly studied the discussion section in academic writing, such as Holmes (1997) and Peacock (2002). These previous studies indicate that rhetoric studies have been a vast growing and interesting topic to be investigated since it was first introduced and raised in 1966 by Kaplan (Chien, 2006). As a result, the previous studies that focused on investigating thesis abstracts are numerous and provide guidelines for future researchers.

However, examining undergraduate and master's thesis abstracts, especially in Indonesian context, is rather atypical. To illustrate is a study in the Accounting Department of Brawijaya University, conducted by Junining (2003), which explored the translation of the thesis abstracts written both in Indonesian and English by master degree students. This study analyzed how the intended messages have been fully delivered into the correct translation, with Indonesian being the source language and English, the target language. Nevertheless, the rhetoric of the abstracts was not explored further.

In regards with the previous research, a study of rhetoric in journal article abstracts written by Indonesian was conducted by Basthomi (2006b). The data of this study were taken from two journals, i.e. English Language Education (July, 1999) and TEFLIN Journal (August, 1999). Prior to the study, it was found out that most of the abstracts written by Indonesian writers showed that they simply followed the abstract writing conventions rather than having knowledge on abstract writing. Moreover, the abstracts found in the Indonesian Journal were more likely to come after Indonesian rhetoric rather than English as shown by the fact that the first sentences of the abstracts were less proper to represent the comprehensive journal article and biases towards Indonesian way of writing.

Similarly, the study of journal abstracts was also conducted by Djuwari (2009). The data were journal abstracts of South East Asian Association for Institutional Research (SEAAIR). This study focused on analyzing the moves of the abstracts, function of language, linguistic element, verbs of process function, modalities, and non-linguistic element which reinforce rhetoric of the abstracts. This study adopted Samraj's (2002) five moves model on analyzing the abstracts and Hyland's (1999) model of taxonomy of textual meta-discourse to analyze the language functions and the grammatical categories. The study results in the three prominent moves to be found mostly in the abstracts such as the purpose of the research, methods of the research, and result. Additionally, in supporting the abstract writing both linguistic and non-linguistic

elements were found such like logical connector, frame markers, code glosses, hedges, and emphatics.

Furthermore, Djuwari (2009) concerned with finding out the formula of successful abstracts in order to win a publication in international conferences or journals. He intended to contribute to the writers especially NNS such a guidance on how to write a qualified abstract for international conferences and journals. This comparative study was intended, among other purposes, to check some pertinent models and claims. Specifically, it was an attempt to generically examine the structure of thesis abstracts written in English by EFL students. In doing so, it tried to address some of the problems and shortcomings of the previous genre studies hoping to assist non-native and/or novice scholars who aspire to become a functioning member of their own and international discourse communities.

This study analyzed undergraduate and master's thesis abstracts as the main source of the data, which was different from those conducted by Basthomi (2006b) and Djuwari (2009) who took the data from research articles (RA) and journal abstracts. The difference also lies in the fact that abstracts in RAs and Journals are usually selected under certain considerations by reviewers who hold responsibility for deciding whether the whole documents are worth publishing in a journal or presenting in a conference. Further, an abstract of the academic writing for undergraduate and master's thesis is written as the very last section of the document, i.e. after the study is conducted and the documentation is completed. Sometimes the readership of this abstract is neglected by the writer.

Previously Sujiyani (2015) conducted her study concerning the use of rhetorical moves in the abstracts written by Indonesian EFL Graduate students from Palangka Raya University. With regard to her study in analyzing the data, this current study also employed the model proposed by Samraj (2002) which consisted of five moves: Move 1- Situating the Research, Move 2- Purpose, Move 3- Methods, Move 4- Results, and Move 5- Conclusion, Hyland's (2002) model to analyze the verbs of process functions, and the thesis guide book from the relevant university to inspect the non-linguistic features of the thesis abstracts. However in terms of the scope of the study, this study attempted to seek answer to the patterns of abstracts writing produced by undergraduate and graduate students indicated by the levels of their GPA achievement from high, middle, and low, in this case the undergraduate and graduate students of English Language Teaching at State University of Malang.

Furthermore, this study favored Sujiyani's (2015) study which endeavored to provide a description and analysis particularly on the characteristics of undergraduate and master's thesis abstracts in the natural setting written by Indonesian EFL students in English Language teaching at State University of Malang. It focused on the descriptions of the rhetorical moves and steps found in the abstracts, verbs of process functions, the non-linguistic features that constructs the abstracts, and the distinctions of aforementioned features in both undergraduate and master's thesis abstracts. This study developed from Bahstomi's (2006b) yet with a different type of abstract, is similar to a study by Djuwari (2009) with a more specific scope, and the continuation of Sujiyani's (2015) with a different broader source of data and variable.

Taking the prior discussion and the previous studies into account, it was considered essential to conduct a more thorough study on the study of rhetorical moves in undergraduate and master's thesis abstracts more comprehensively. There is a scanty amount of previous studies, especially in the study of rhetoric of undergraduate and master's thesis abstracts. This study aimed at fulfilling the gap and serving as reference of rhetoric abstract study that the future researchers can refer. Secondly, there is a need to see the certainty and the focused writing that is visible through the mixture of the move cycles in both undergraduate and master's thesis abstracts at State University of Malang.

The mixture of the move cycles was observed in the abstracts written by EFL students in State University of Malang since in the guidebook (Pedoman Penulisan Karya Ilmiah, 2010) there is no exact statement concerning which part of a study should be put into which sequences in an abstract. The guide book provides information limited to non-linguistic features, technical or format of abstract writing, and about the content, which should include a condensed thesis—namely the background, research problems, methods, results, conclusions and suggestions of a thesis. Thus, this study was expected to give a contribution towards the improvement of the guidebook and the existing knowledge of undergraduate and master's thesis abstracts, not only in the State University of Malang but also in a broader context.

In accordance with the background of the study above, this study sought answers to the following general research question: "How is the rhetoric of Undergraduate's and master's thesis abstracts realized by Indonesian EFL Undergraduate and graduate students of ELT program at State University of Malang?" To get a deeper investigation on this issue, some sub-questions included: What are the moves found in undergraduate and master's thesis abstracts written by Indonesian EFL undergraduate and graduate students across educational levels in ELT program at State University of Malang?; and, What are the steps in each move of undergraduate and master's thesis abstracts?

METHOD

This study employed the descriptive qualitative research design, which relied the focus on the text analysis in the form of thesis abstracts. As one of the most significant approaches to text level analysis, genre analysis is used as the technique to explore thesis abstracts as a genre. Therefore, this present study utilized genre analysis. A genre is a set of identified communicative purpose which is recognized by the academic community (Bhatia, 1993). Meanwhile, a genre analysis is defined as the study of linguistic behavior which occur in institutionalized academic (Bhatia, 2006). Accordingly, this present study investigated the communicative purpose(s) that configures the features and the internal structure to the master's thesis abstracts written by Indonesian EFL undergraduate and graduate students of English Language Teaching, State University of Malang as means to reveal the rhetorical patterns as well as the linguistic realization used in their thesis abstracts.

Additionally, the research was conducted in a natural setting as the direct source of the data and the researcher was responsible as the key part of instrumentation process, also delved into the collected data in depth and detail in the form of words presented in the thesis abstract.

Setting and Subjects of the Study

This study was conducted at State University of Malang particularly at the English Language Teaching bachelor and master degree program. It involved the undergraduate and master's thesis abstracts academic year of 2014-2015. Furthermore, this present study indirectly involved the students' academic writing or theses, particularly abstract section of their theses.

The followings were the criteria of the abstracts selected to be analyzed in this study on the basis of: (1) written by undergraduate and graduate students who finished their study in English Language Teaching program at State University of Malang. (2) The thesis

abstract publications are in the academic year of 2014-2015. (3) Thesis abstracts has been reviewed, supervised, examined by the thesis advisors as well as the board of the examiner to ensure the quality of abstract and then revised by the writers. In other words, the abstracts used as the source of data are the final version of the thesis writing.

Data and Source of Data

This present study explored 24 thesis abstracts written by undergraduate and graduate students who finished their study in English Language Teaching program at State University of Malang in the academic year of 2014–2015 whose GPA is graded to high (3.7–4.0), mid (3.4–3.6), and low (2.9–3.4). The data were in the form of a set of thesis abstracts written by undergraduate and graduate students in English Language Teaching program at State University of Malang.

Research Instruments

In this present study, there were three instruments that supported the researcher who acted as the key instrument. The first instruments consisted of several tables providing the moves identification, its sequence, frequency, occurrence, patterns, and steps. The second instrument was AntfileConverter 1.2.0 corpus software. This freeware tool enabled the data conversion from PDF or .docx (Ms. Word) format into plain text files (.txt) to be used in corpus tools like AntConc 3.4.4w.

The third instrument was AntConc 3.4.4w. Both AntfileConverter 1.2.0 and AntConc 3.4.4w were downloadable freeware from http://www.laurence anthony.net/software.html and multiplatform tools for analyzing corpus linguistics, discourse research, data-driven learning developed by Laurence Anthony. One of the features of this tool was the ability to load entire folders, besides individual files. This allowed one to make quick work of archives and documents directories. Once two or multiple files have been loaded, users have a wide range of tools at their outcome.

Data Collection Techniques

The first step of the data collection was done through selection of the data that meet the criteria. The sampling technique was applied to convey the efficiency and practicality. Purposive sampling was selected as it was seen to best at yielding the result

for this study. Thus, this study identified the rhetoric moves, steps, verb of function tenses found in the 24 thesis abstracts in which each level of education namely undergraduate and master's thesis abstracts were represented by 12 thesis abstracts written in the recent year of publication, which was academic year of 2014–2015. Another criterion was the students' GPA achievement which was classified into High (3.7–4.0), Middle (3.4–3.6), and Low (2.9–3.3) The second step was getting the data from offline university library and online university website (http://karya-ilmiah.um.ac.id/), since not all the data were available in the online library. The data were available in the PDF and .docx formats. The data were then downloaded and copied into computer. The data were sorted into specific folder based on the levels of education.

The next step was the classification of the thesis abstracts by using code that identified the number of the thesis abstracts, the initial of the writers, the level of the degree (S1= Undergraduate; S2= Graduate), and the level of the achievement ranked based on the total GPA.

Data Analysis

To gain the result of the data, the selected and coded thesis abstracts were analyzed using proposed by Samraj (2002), modified, and collaborated with other models of rhetoric analysis as follow. The first step began when the general rules of overall surface format found in the thesis abstracts are identified by employing the model of analyzing the rhetoric or generic structure of the abstract. There were five moves proposed in the model of rhetoric analysis namely Move 1- Situating the Research, Move 2- Purpose, Move 3- Methods, Move 4- Result, and Move 5- Conclusion. In addition, the linguistic realization on each move was also analyzed along with the generic structure of each thesis abstract. The analysis was done through the probe of words, clauses, sentences, as well as paragraphs. The result was presented in the table. The final steps were discussing and drawing the conclusion of the overall steps and the results were presented in tables.

RESULTS

The Moves

This subchapter deals with the rhetorical moves found in each of undergraduate and master's thesis

abstracts written by Indonesian EFL students in English Language Teaching Program at State University of Malang. The Moves consist of five Moves based on the analysis with Samraj's (2002) and the other proponents' framework. The Moves are Move 1- Situating the Research, Move 2-Purpose, Move 3- Methods, Move 4- Results, and Move 5- Conclusion. The Moves in each of the abstracts were analyzed based on the paragraphs, sentences, clauses, and words which were determined as the linguistics realization that supported the rhetorical function in each Moves. In order to obtain information about certain moves that exist in each abstract, Table 1 shows the result of moves analysis.

The finding in Table 1 indicates that there were only three Moves considered as obligatory and two others were optional. Move 2-Purpose, Move 3-Methods, Move 4- Results were considered as obliga-

Table 1. Rhetorical Moves and Its Sequence Employed in an Abstract

No.	Abstracts	Moves					Patterns
		1	2	3	4	5	
1	01/AL/S1/H	-	✓	✓	✓	-	M2-M3-M4
2	02/EAK/S1/H	-	✓	✓	✓	✓	M2-M3-M4-M5
3	03/DEP/S1/H	✓	✓	✓	✓	✓	M1-M2-M3-M5-M4-M5
4	04/MR/S1/H	✓	✓	✓	✓	✓	M1-M2-M3-M4-M5
5	05/ADR/S1/M	✓	✓	✓	✓	✓	M1-M2-M3-M4-M5
6	06/IM/S1/M	✓	✓	✓	✓	✓	M2-M3-M1-M3-M4-M5
7	07/DAS/S1/M	✓	✓	✓	✓	✓	M1-M2-M3-M4-M5
8	08/AS/S1/M	✓	✓	✓	✓	✓	M1-M2-M3-M4-M5
9	09/GST/S1/L	✓	✓	✓	✓	✓	M1-M2-M3-M4-M5
10	10/WAI/S1/L	✓	✓	✓	✓	✓	M1-M2-M3-M4-M5
11	11/IDS/S1/L	✓	✓	✓	✓	✓	M1-M2-M3-M4-M5
12	12/HWA/S1/L	-	✓	✓	✓	-	M2-M3-M4
13	13/IGAPP/S2/H	✓	✓	✓	✓	✓	M1-M2-M3-M4-M5
14	14/WKW/S2/H	✓	✓	✓	✓	✓	M1-M2-M3-M2-M4-M5
15	15/IF/S2/H	-	✓	✓	✓	✓	M3-M2-M3-M4-M5
16	16/PSF/S2/H	✓	✓	✓	✓	✓	M1-M2-M3-M4-M5
17	17/FER/S2/M	✓	✓	✓	✓	✓	M2-M4-M3-M4-M5
18	18/AII/S2/M	✓	✓	✓	✓	✓	M1-M2-M4-M3-M4-M5
19	19/NA/S2/M	✓	✓	✓	✓	✓	M1-M2-M3-M4-M5
20	20/SM/S2/M	-	✓	✓	✓	✓	M2-M3-M4-M5
21	21/MAS/S2/L	-	✓	✓	✓	✓	M2-M3-M4-M5
22	22/IMB/S2/L	✓	✓	✓	✓	✓	M1-M2-M3-M4-M3-M5
23	23/AN/S2/L	✓	✓	✓	✓	✓	M1-M2-M3-M4-M5
24	24/CR/S2/L	-	✓	✓	✓	✓	M2-M1-M3-M4-M5

Table 2. Frequency of Each Move Occurrence in Abstracts

Moves	Numbers of Abstracts	Frequency of Occurrence
M1- Situating the Research	16	66.7 %
M2- Purpose	24	100 %
M3- Method	24	100 %
M4- Result	24	100 %
M5- Conclusion	22	91.7 %
Total	24	100 %

tory since the frequency of occurrence was the most in the abstracts, while Move 1- Situating the Research and Move 5- Conclusion were considered as optional. Thus, the percentage of the moves occurrence in all the abstracts is also presented in Table 2.

Table 2 above is presented to show the frequency of each move occurrence in the abstract and the number of the abstract that employed certain moves. In The obligatory moves are Move 2-Purpose, Move 3- Methods, Move 4- Results, these were indicated by the frequency of 100%, while the optional moves were Move 1- Situating the Research and Move 5- Conclusion indicated by percentage of 66.7 % and 91.7%.

The Steps

There were five moves presented in the abstracts. First, in introducing the importance of the research topic, or also known as Move-1, there were four steps employed by the writers. However, the abstracts did not share the equal number in the distribution of the steps. There were eleven abstracts that were analyzed to use Step 1 to state the current research topic. Next, in Step 2- providing a discussion of previous research, there were only two (2) abstracts found. After that, Step 3- claiming or indicating a problem, it was found out that there were nine abstracts. In addition, there were six abstracts employed Step- 4 to present the justification of the conducted research.

Second, in move 2- Purpose, there were two steps that wasemployed by the writers to acknowledge their purpose of the study. These two steps were outlining the main purpose and stating the purpose/research questions/hypotheses of the study. This was done by presenting the present research purposively (20 thesis abstracts) and introducing or announcing the purpose of the current research (12 thesis abstracts).

Third, there were three steps functions as describing the methods. Step 1-describing the methods or research design (20 thesis abstracts), Step 2- describing the research procedures by mentioning the research instrument, the data/ sample of the research, the assumptions, the data collection, etc. (23 thesis abstracts), and Step 3- describing data analysis procedure (recounting data analysis procedures) (10 thesis abstracts).

Fourth, in reporting the main findings and the results of the research, there were three steps in Move 4- Result that were employed by the writers to convey the communicative purpose. The steps were for instance Step 1- Reporting specific or individual results

(24 thesis abstracts), Step 2- Interpreting results (18 thesis abstracts), and Step 3- Commenting on specific results (14 thesis abstracts).

Lastly, in presenting the interpretation beyond the scope of the research, there were three steps in Move 5- Conclusion. They were notably Step 1- Drawing the inferences of the research which are employed by twelve (12) thesis abstracts , Step 2- Pointing to application or wider implications which are employed by fourteen (14) thesis abstracts, and Step 3- Stating recommendations for further research which were employed by seventeen (17) thesis abstracts.

DISCUSSIONS

The Move-Step(s)

The findings of the study indicated that most of the thesis abstracts already applied five moves (M1- Situating the research, M2- Purpose, M3- Method, M4- Result, M5- Conclusion). 15 out of 24 abstracts (62.5 %) employed five moves, they were data 03, 04, 05, 06, 07, 08, 09, 10, 11, 13, 14, 16, 18, 19, 22, 23, and 24. While the other abstracts applied four or three moves. In addition, the obligatory moves (Move 2- Purpose, Move 3- Methods, Move 4- Results) of the abstracts have 100%. In contrary, the non-obligatory moves, Move 1- Situating the research and M5- Conclusion has the frequency of 66.7 % and 91.7 %.

Moreover, from the findings of the study it was found out that thesis abstracts written by undergraduate and graduate students with high GPA level that 3 out of 8 abstracts did not consist of all moves (data 01, 02, and 15). On the contrary, the thesis abstracts written by undergraduate and graduate students with low GPA level 6 out of 8 managed to write complete five moves in the abstracts. However, the moves that were left out were the optional moves (Move 1- Situating the research and M5- Conclusion), thus the communicative purpose of the research could still be delivered with the compulsory moves (Move 2-Purpose, Move 3- Methods, Move 4- Results) even though it was not as prominent.

Further descriptions on each move and step found in Indonesian EFL Undergraduate and Master's Thesis Abstracts in English Language Teaching Program at State University of Malang are described as follows.

Overview of Move 1- Situating the Research and Its Steps

Move 1- Situating the Research functions to set the scene for research by contextualizing the topic. In

order to realize the communicative purpose of Move 1, there were four steps found existing in the current study. Step 1-Stating current research (topic generalization) (e.g. abstract 03, 06, 08, 23), Step 2- Providing a discussion of previous research (e.g. abstract 14, 19), Step 3- Claiming/indicating a problem or a gap (e.g. abstract 18, 22), and Step 4- Presenting the justification to the conducted research (e.g. abstract 04, 07). The combination of two steps (Step 1 and Step 2) was found in abstracts 14, 19. In addition, another combination (Step 1 and Step 3) appeared in abstracts 10, 13, 16. Next, the combination of two step was also found consisting Step 3 and Step 4 were found in abstract 04, 09, and 11.

Overview of Move 2- Purpose and Its Steps

Move 2 was found in all abstracts both undergraduate and master's thesis abstracts. The use of Move 2- Purpose as an initial part of thesis abstracts is found in 8 abstracts (41.67%) namely abstracts 01, 02, 06, 12, 17, 20, 21, 24. Beside that, Move 2- Purpose also existed in the middle of the abstracts although the position are not all linear. In addition, M2- Purpose in the middle sequence can be found in abstracts 03, 04, 05, 07, 08, 09, 10, 11, 13, 14, 15, 16, 18, 19, 22, and 23. The sequence of Move 2- Purpose which was linear and placed after Move 1 and before M3 was found in abstracts 03, 04, 05, 07, 08, 09, 10, 11, 13, 14, 16, 18, 19, 22, and 23.

In outlining the purpose of the research, the writers involved 2 steps. The steps were Step 1a Presenting the present research purposively and Step 1b Introducing/announcing the purpose of the current research by stating the purpose of the study, research questions and/hypotheses. According to the research findings, Step 1a was the most used Step to realize Move 2- Purpose. Further, there were 20 thesis abstracts involving Step 1a which made up to 83.3 %. The implementation of Step 2 was indicated by the lexical item for instance objective, focus, purpose, and aim of the study. The following excerpts 08 and 11 exemplified the functions of Move 2 which utilizing Step 1a.

Overview of Move 3- Methods and Its Steps

Move 3 described the information on how the research should be conducted, the rationale beyond the certain usage of methods or tools. It concerned about the research design, subjects, data, instruments, procedures, data collection, data analysis, and variables that were involved to answer the research questions or to test the hypotheses in the study. In addition, this move was marked by reporting verbs of mental or physical processes such as employ, obtain, observe, calculate, analyze, and measure. Move 3-Methods was categorized as an obligatory move since it was included in all abstracts (100%). However, the positioning of Move 3- Methods was not always in the middle between M1, M2 and M4, M5. Abstract 15, which was written by a high GPA student, was initiated with Move 3- Methods to introduce the research design. Furthermore, the use of Move 3- Methods was embedded in Move 2- Purpose within the same paragraph.

Overview of Move 4- Result and Its Steps

Based on the findings, Move 4- result's frequency of occurrence was 100% since it was found in all abstracts. Thus, this Move was categorized as an obligatory move. The placement of Move 4- Result was commonly after Move 3 and before Move- 5. However, the occurrence was not always linear. There was also a tendency that they abstract use a repeated Move 4, it was used after Move 2 and after Move 3. This occurrence was found in abstracts 17 and 18.

According to the function, Move 4- Result has three steps. In this study, it was found that there were 24 abstracts used Step 1- Reporting specific or individual results. Next, 18 abstracts were investigated using Step 2- Interpreting results, and then there were 14 abstracts including Step 3- commenting on specific results. Various combination of steps was exemplified in the following excerpt 20 and 21.

Overview of Move 5- Conclusion and Its Steps

In Excerpt 13 and 15, the writers explicitly used the word conclusion and suggested to express general suggestions for wider implications and recommendation for future researchers. Whereas, in Excerpt 14, the writer did not use the words implications or recommendations, the readers understood from the verb need to be taken into consideration to imply possible further applications of the study. In sum, this move occurred in 22 out of 24 abstracts (91.7%). In addition, this move occurred in 7 out of 8 thesis abstracts which belong to high GPA students, in 8 out of the 8 thesis abstracts of mid GPA students, and in 7 out of the 8 thesis abstracts of low GPA students.

CONCLUSIONS

In conclusion, there are several point necessary to be taken into consideration in this research. First, the findings revealed that there were several variant

of rhetorical patterns employed by Indonesian EFL undergraduate and graduate students in English Language Teaching program at State University of Malang. The rhetorical patterns employed by 24 thesis abstracts in this study follow these move patterns, the most common pattern M1-M2-M3-M4-M5 or SPMRC (Situating the research- Purpose- Method- Result- Conclusion).

Although some variations of the patterns occurred in the thesis abstracts (M1-M2-M3-M5-M4-M5, M2-M3-M1-M3-M4-M5, M1-M2-M3-M2-M4-M5, M1-M2-M4-M3-M4-M5, M1-M2-M3-M4-M3-M5, and M2-M1-M3-M4-M5), there were also the M2-M3-M4-M5 pattern (with other variants of M2-M4-M3-M4-M5 and M3-M2-M3-M4-M5) and the rhetorical pattern of M2-M3-M4. The variant of move pattern or the unexpected rhetorical patterns occurred was then believed due to the influence of Indonesian rhetorical patterns.

Second, in realizing the moves, students made several overlapping steps in the moves of the abstracts regardless their GPA level. The redundancy on the use of Step 1a and Step 1b in Move 2- Purpose occurred in some abstracts. While in Move 3- Methods, there were overlapping and disordering pattern with Move 2- Purpose. Meanwhile, in some cases Move 4- Result tended to substitute the function of Move 5- Conclusion, although the number was no significant. Furthermore, regarding the fact that 4 out of 8 abstracts written by high-leveled GPA students across educational level are linear, 6 out of 8 abstracts written by mid-leveled GPA students across educational level were linear, 7 out of 8 abstracts written by mid-leveled GPA students across educational level were linear, and 4 out of 8 abstracts written by low-leveled GPA students across educational level were linear, accordingly, it can be concluded that most thesis abstracts written by Indonesian EFL undergraduate and graduate students in English Language Teaching program at State University of Malang have accommodated the five moves. Interestingly some abstracts written by high-leveled GPA students across educational level did not include the complete five moves. On the other hand, the abstracts written by low-leveled GPA students across educational level did not include all five moves.

The suggestions based on the findings and discussion are elaborated as follows. In terms of direct contribution to the pedagogical implication, it is imperative for the undergraduate and graduate students particularly in English Language Teaching at State University of Malang to have better understanding of rhetorical moves of thesis abstract writing with English convention. Students may also benefit from the list of the reporting verbs in order to enrich their vocabulary when writing thesis abstracts.

It is also recommended that lecturers get the students accustomed to English rhetorical pattern in academic writing in their teaching and learning activity. Besides, thesis supervisors may also benefit from this study in terms of supervising the students' thesis abstract utilizing the frameworks of this study. Moreover, the findings are also able to give contribution to research related courses such like qualitative and quantitative research in ELT.

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