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A GENRE ANALYSIS OF ENGLISH DEPARTMENT STUDENT THESIS ABSTRACTS AT UIN RADEN INTAN LAMPUNG

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ABSTRACT

An abstract is a significant component of a thesis that summarizes the key parts of a research study. Preliminary observation showed that students of the English Education Department at UIN Raden Intan Lampung display variation in the rhetorical structures used in their thesis abstracts. These differences may confuse readers and indicate a lack of consistent academic writing guidance. This research aims to analyze the rhetorical structure of thesis abstracts written by English Department students at UIN Raden Intan Lampung, to determine whether they align with the five-move model of Hyland, and to identify their linguistic features. This research employed a qualitative content analysis method. Thirty thesis abstracts from the 2022–2024 academic years were analyzed using Hyland's model, consisting of five moves: Introduction, Purpose, Method, Product, and Conclusion. The findings revealed that the most common structure was a truncated PMRC model (Purpose, Method, Results, Conclusion), found in most abstracts. The Introduction move appeared in only 43.33% of cases, suggesting a practical adaptation for internal readers. the Purpose and Method moves were present in all abstracts (100%), while the Results and Conclusion appeared in 90.00% and 73.33%, respectively. These findings indicate that students prioritize the essential empirical elements of their research—its aim, method, and findings. Rather than reflecting a writing deficiency, the structural variations demonstrate a functional adaptation of Hyland's model. Overall, the abstracts adhere to a simplified yet effective version of the model, showing students' awareness of audience needs and communicative purpose.

Keywords: *Thesis Abstract, Genre Analysis, Rhetorical Moves, Hyland's Model.*

ABSTRAK

Abstrak merupakan komponen penting dalam tesis yang merangkum bagian-bagian penting dari sebuah penelitian. Observasi awal menunjukkan bahwa mahasiswa Program Studi Pendidikan Bahasa Inggris UIN Raden Intan Lampung menunjukkan variasi struktur retorika yang digunakan dalam abstrak tesis mereka. Perbedaan ini dapat membingungkan pembaca dan menunjukkan kurangnya panduan penulisan akademik yang konsisten. Penelitian ini bertujuan untuk menganalisis struktur retorika abstrak tesis yang ditulis oleh mahasiswa Program Studi Pendidikan Bahasa Inggris UIN Raden Intan Lampung, menentukan kesesuaiannya dengan model lima langkah Hyland, dan mengidentifikasi ciri-ciri linguistiknya. Penelitian ini menggunakan metode analisis isi kualitatif. Tiga puluh abstrak tesis dari tahun akademik 2022–2024 dianalisis menggunakan model Hyland, yang terdiri dari lima langkah: Pendahuluan, Tujuan, Metode, Produk, dan Kesimpulan. Temuan penelitian menunjukkan bahwa struktur yang paling umum adalah model PMRC (Tujuan, Metode, Hasil, Kesimpulan) yang terpotong, yang ditemukan di sebagian besar abstrak. Langkah pendahuluan hanya muncul pada 43,33% kasus, menunjukkan adaptasi praktis bagi pembaca internal. Langkah Tujuan dan Metode terdapat pada semua abstrak (100%), sementara Langkah Hasil dan Kesimpulan masing-masing muncul pada 90,00% dan 73,33%. Temuan ini menunjukkan bahwa mahasiswa memprioritaskan elemen empiris esensial dari penelitian mereka—tujuan, metode, dan

temuannya. Alih-alih mencerminkan kekurangan dalam penulisan, variasi struktural menunjukkan adaptasi fungsional dari model Hyland. Secara keseluruhan, abstrak mengikuti versi model yang disederhanakan namun efektif, menunjukkan kesadaran mahasiswa akan kebutuhan audiens dan tujuan komunikatif.

Kata Kunci: *Abstrak Tesis, Analisis Genre, Langkah Retoris, Model Hyland.*

INTRODUCTION

An abstract, which provides a concise yet comprehensive summary of a research work, is an essential part of scholarly communication, serving as a "sales pitch" that allows readers to quickly assess a study's relevance (Afolaranmi, 2024; Kosasih, 2018). In thesis writing, the abstract plays a vital role as the first section read by examiners and serves to communicate key information to the academic community (Aziz et al., 2021). To understand how such communication is structured, genre analysis is used to examine how language and organization are employed to achieve specific communicative purposes within academic discourse. This context, rhetorical moves refer to the functional steps writers use to organize their texts and guide readers through their arguments. Building on this concept, Hyland's model identifies five key moves in abstracts—Introduction, Purpose, Method, Product, and Conclusion—each realizing a distinct communicative function. This model provides a clear and comprehensive framework for analyzing how students construct meaning in their thesis abstracts, making it the foundation of the present study.

Previous studies on the genre analysis of thesis abstracts from students in the English department have yielded important information about this scholarly genre. For example, Mustaqim and Zuhra looked at the rhetorical devices and writing style of English education students' thesis abstracts from five Acehnese universities. They discovered that Hyland's five-move structure is a helpful analytical tool and that moves two, three, and four are required (Mustaqim & Zuhra, 2023). According to Suwarni et al, who examined abstract patterns and variations from a particular institution in the Bone Region, pupils typically understand the logical order of rhetorical devices (Suwarni, 2021). In a broader context, Kosasih conducted a cross-disciplinary study of thesis abstracts in a State University in Banten, identifying the A-M-R (Aim-Method-Result) structure as the most frequent. Even though these studies have effectively examined the rhetorical devices used in English thesis abstracts from different parts of Indonesia, a sizable gap still exists (Kosasih, 2018). Essoun et al. analyzed the move structure and lexico-grammatical features of ninety Research Article (RA) abstracts published in Forensic Linguistics journals. The research offers insightful implications for pedagogy, knowledge within the field of Forensic Linguistics, and future research (Essoun et al., 2022). Kurniawan & Sabila (2021) analyzed 120 tourism research abstracts from Scopus-indexed and Sinta-indexed journals using Hyland's move model to compare their structures and linguistic features, ultimately suggesting that journal indexation does not profoundly influence abstract writing. The study found more similarities than differences (Kurniawan & Sabila, 2021). Finally, Dewi et al.'s (2022) literature review confirmed that rhetorical moves are categorized as obligatory/supplementary and that their pedagogical application has positive effects on academic writing instruction, recommending further research into genre development (Dewi & Harmawan, 2023).

The research gap in this study lies in two main areas. The first gap is the under-researched context of UIN Raden Intan Lampung. Although many previous studies have examined the genre analysis of academic abstracts, none have specifically explored the writing conventions and linguistic features used by students in the English Education Department at this university. This gap needs to be addressed because abstract writing conventions may differ

across institutions and departments, often reflecting local teaching methods and academic standards. Therefore, this study seeks to fill this gap by analyzing the rhetorical moves and linguistic features of students' thesis abstracts within this institutional setting. The second gap is the limited number of regional studies within Islamic university contexts. While several studies have analyzed rhetorical structures in English thesis abstracts across Indonesia, research focusing on Islamic higher education institutions remains scarce. By focusing on UIN Raden Intan Lampung, this study provides a new regional perspective on academic writing practices and contributes to a broader understanding of how genre conventions are realized in Islamic university contexts. Thus, this research not only addresses a local gap but also enriches the academic discussion on genre analysis within the Indonesian higher education landscape.

This research aims to address these problems by conducting a genre analysis of the thesis abstracts of English Education Department students at UIN Raden Intan Lampung. Specifically, this research aims to identify the rhetorical move structures used in the thesis abstracts of English Education Department students, determine the extent to which these rhetorical move structures align with existing theoretical models, particularly the model proposed by Hyland, which is one of the most commonly used frameworks in analyzing abstract structures and analyze which rhetorical moves consistently appear in students' thesis abstracts, and which moves are optional or not always present (Hyland, 2007). By analyzing abstracts produced by students in this unique setting, the research aims to identify localized patterns, challenges, and strengths in their writing. The findings will not only contribute to the broader body of knowledge on genre analysis but will also offer practical implications tailored to improving academic writing instruction at UIN Raden Intan Lampung. The practical implications of this research are designed to directly benefit English students, particularly in their academic development. By applying Hyland's five-move framework to their abstract writing, students will gain a clear, structured model that enhances their ability to effectively summarize their research. This process not only improves their abstract writing skills but also contributes to the overall quality of their theses, as they learn to adhere to established academic conventions. The confidence and proficiency gained from this study are not limited to a single assignment; they are transferable skills that prepare students for future academic endeavors, such as writing research articles, conference papers, and other scholarly documents in their careers. Ultimately, this research provides a tangible tool for students to navigate the complexities of academic discourse and become more confident and competent academic writers.

The preliminary analysis of 6 thesis abstracts through the lens of Hyland's framework reveals a generally consistent pattern of strengths and weaknesses. Most abstracts are having underdeveloped conclusion. The conclusion is integrated into the findings section. There isn't a separate concluding statement with broader implications. The conclusion is directly tied to the statistical finding. It lacks a broader discussion of the implications of this significant influence. Linguistic features such as academic verbs and passive voice are commonly present, indicating an attempt to adhere to the conventions of academic discourse. However, several recurring shortcomings emerge across the data set. A significant number of abstracts lack explicit justification for the research, failing to adequately articulate the "why" behind the study and its potential contribution to the field. Conclusions are often underdeveloped, merely restating findings instead of providing broader implications or future directions. Issues with clarity, including awkward phrasing, vague language, and grammatical errors, are also observed, which detract from the overall effectiveness of communication. Furthermore, many abstracts exhibit limited reader engagement, lacking meta-discourse to guide the reader or emphasize the study's significance. These findings suggest that while researchers generally understand the basic structure of an abstract, there is a need for greater attention to articulating

the significance of the research, crafting robust conclusions, ensuring clarity and grammatical accuracy, and employing strategies to enhance reader engagement. Addressing these areas would bring the abstracts into closer alignment with Hyland's principles for effective academic writing and improve their overall quality.

To ensure the relevance and timeliness of the data, this research focused on thesis abstracts from a specific period, that is the thesis abstract of the last three years. In addition to analyzing the rhetorical structure, this research considered the linguistic features commonly used in academic abstracts. These features include the use of academic verb and the use of passive constructions. Thus, this research aims to provide a comprehensive understanding of abstract writing conventions, both in terms of structure and language use.

RESEARCH METHOD

This study employs a qualitative approach using content analysis to systematically examine data from written communication sources. The primary data source, purposively selected, consisted of thirty abstracts from English Language Education students at UIN Raden Intan Lampung submitted in the last three academic years: 2022, 2023, and 2024. The sample size was determined based on sound methodological considerations, believing that this number was sufficient to achieve data saturation. Recent studies on information power indicate that for content analysis or move analysis, a sample of between 20 and 40 documents is sufficient to obtain the rich data needed to carefully identify rhetorical patterns, depending on the sample specifications and the analysis strategy used (Hennink & Kaiser, 2022). Furthermore, empirical evidence from methodological reviews supports that text-based qualitative studies often reach information saturation with 30 to 70 cases, making the selection of 30 abstracts a reasonable and commonly practiced measure (Squire et al., 2024). The literature on qualitative content analysis also recommends analyzing at least 30 textual units when the goal is to describe frequency and recurring patterns, rather than simply exploring a single case (Kuckartz, 2025).

The primary instrument used in this study was a coding scheme developed based on Hyland's rhetorical move model for academic abstracts. This coding scheme consists of categories representing each rhetorical move, including Introduction, Purpose, Method, Product, and Conclusion, and includes subcategories for specific linguistic features or strategies employed within each move. This instrument was systematically designed to dissect the text's structure in detail, enabling the identification of rhetorical elements that might otherwise be overlooked during a cursory reading. Using Hyland's model as the theoretical foundation for the instrument ensures that the analysis adheres to widely recognized academic standards in applied linguistics. Through this instrument, researchers can map how students construct their arguments, present their findings, and draw conclusions in a concise abstract format. Clarity of categories in this instrument is crucial for maintaining objectivity throughout the data collection process, ensuring that each section of text can be appropriately classified according to its function within the academic discourse being studied.

The data collection and analysis procedures were conducted by examining the text structure in depth using the instrument to map students' writing patterns. In its implementation, the coding process did not rely solely on a single interpretation but involved a rigorous validation mechanism. Intercoder reliability was established to ensure the consistency and validity of the coding process, where the analysis results were checked to minimize subjective bias and ensure uniformity in data categorization. The application of this scheme allowed researchers to decompose complex rhetorical structures into measurable units of analysis. Thus, the designed instrument and procedures ensured that the resulting data were accurate and representative of the academic writing phenomenon being studied, providing a solid foundation

for drawing conclusions regarding students' rhetorical competence in writing thesis abstracts. The data verification process was carried out repeatedly to ensure that each code assigned truly reflected the communicative function of the analyzed text, so that the final results could be scientifically justified and provide comprehensive insights.

RESULT AND DISCUSSION
Result
1. Rhetorical Move Structures

Hyland's approach to genre analysis includes five moves: Introduction, Purpose, Method, Product, and Conclusion (IPMRC)—the five-move framework to identify the rhetorical structure. According to this framework, five moves are involved: Introduction (M1), Purpose (M2), Method (M3), Product (M4), and Conclusion (M5). Each move represents the realization of a communicative purpose. The table below presents the comparison between the researcher's move identification and the second coder's identification. The goal was to maximize agreement to ensure the coding was consistent, yet allowed for 2–3 key variations in interpretation. (Appendix 3). The following was the result.

Table 1. Presentation of Research Data

No	Data	M1	M2	M3	M4	M5	Rhetorical Move
1	A1	X	✓	✓	✓	✓	M2, M3, M4, M5
2	A2	X	✓	✓	✓	✓	M2, M3, M4, M5
3	A3	X	✓	✓	✓	✓	M2, M3, M4, M5
4	A4	X	✓	✓	✓	✓	M2, M3, M4, M5
5	A5	✓	✓	✓	✓	✓	M1, M2, M3, M4, M5
6	A6	X	✓	✓	✓	✓	M2, M3, M4, M5
7	A7	✓	✓	✓	✓	✓	M1, M2, M3, M4, M5
8	A8	X	✓	✓	x	✓	M2, M3, M5
9	A9	X	✓	✓	✓	✓	M2, M3, M4, M5
10	A10	X	✓	✓	✓	X	M2, M3, M4
11	A11	X	✓	✓	✓	X	M2, M3, M4
12	A12	X	✓	✓	✓	X	M2, M3, M4
13	A13	✓	✓	✓	✓	✓	M1, M2, M3, M4, M5
14	A14	X	✓	✓	✓	X	M2, M3, M4
15	A15	X	✓	✓	✓	✓	M2, M3, M4, M5
16	A16	✓	✓	✓	✓	✓	M1, M2, M3, M4, M5
17	A17	✓	✓	✓	✓	✓	M1, M2, M3, M4, M5
18	A18	✓	✓	✓	✓	✓	M1, M2, M3, M4, M5
19	A19	✓	✓	✓	✓	✓	M1, M2, M3, M4, M5

20	A20	✓	✓	✓	✓	✓	M1, M2, M3, M4, M5
21	A21	✓	✓	✓	✓	X	M1, M2, M3, M4
22	A22	✓	✓	✓	✓	X	M1, M2, M3, M4
23	A23	X	✓	✓	✓	✓	M2, M3, M4, M5
24	A24	X	✓	✓	✓	✓	M2, M3, M4, M5
25	A25	X	✓	✓	✓	✓	M2, M3, M4, M5
26	A26	X	✓	✓	✓	X	M2, M3, M4
27	A27	X	✓	✓	✓	X	M2, M3, M4
28	A28	✓	✓	✓	✓	✓	M2, M3, M5
29	A29	✓	✓	✓	✓	✓	M2, M3
30	A30	✓	✓	✓	✓	✓	M2, M3, M5
	Total	**13/30**	**30/30**	**30/30**	**29/30**	**22/30**	

The analysis of table 1 in 30 thesis abstracts based on Hyland's five-move model revealed that the Purpose (Move 2) and Method (Move 3) moves appeared in all abstracts (30/30), indicating that students consistently highlight the main objective and the methodological approach of their research. The Result (Move 4) move was also highly frequent (29/30), showing that most students recognize the importance of presenting research findings clearly. However, the Introduction (Move 1) and Conclusion (Move 5) moves appeared less frequently, with 13 and 22 occurrences respectively. This suggests that while students understand the core communicative purpose of an abstract—to summarize what the study is about, how it was done, and what was found—they tend to omit the broader contextual justification (Introduction) and the overall implications or significance of the study (Conclusion). Overall, the findings indicate that students at UIN Raden Intan Lampung generally follow a simplified version of Hyland's five-move model (Purpose–Method–Result), reflecting a focus on the empirical and descriptive functions of the abstract rather than its promotional or evaluative aspects.

2. Alignment with Hyland Model

The subsequent table presents a comprehensive overview of the frequency of rhetorical moves identified in the analyzed texts. This data is organized to align with Hyland's established rhetorical move model, offering a clear and systematic overview of the persuasive strategies and structural patterns employed by the authors. By examining the frequency and percentage of each move.

Table 2. Summary of Rhetorical Move Frequencies

Rhetorical Move	Frequency (Count)	Frequency (Percentage)
Move 1 (Intro)	13 /30	43.33%
Move 2 (Purpose)	30 / 30	100.00%
Move 3 (Method)	30 / 30	100.00%
Move 4 (Results)	29 / 30	96.67%
Move 5 (Conclusion)	22/ 30	73.33%

The high frequency of the core moves indicates that students at UIN Raden Intan Lampung have a strong grasp of the empirical, communicative function of an abstract: to

summarize the what, how, and what-was-found of a study. The lower frequency of introductory and concluding moves is not an indicator of writing deficiency, but rather a manifestation of a distinct genre convention. While academic journal abstracts often require establishing a research territory to justify the work to a wider academic community, student thesis abstracts function more as an internal document for the university. The full justification and background are housed within the complete thesis, making the explicit introduction less critical for the abstract's primary communicative function. The findings are thus consistent with previous studies on student-authored abstracts. The abstracts, therefore, align with a functional, simplified version of Hyland's model, confirming the hypothesis posed in the user's research questions.

3. The Linguistic Features

Beyond the rhetorical structure, the linguistic features of the abstracts provide deeper insights into how the communicative functions are realized. The analysis of lexico-grammatical features such as verb tense, voice, and nominalization can illuminate a writer's command of genre conventions.

a. Verb Tense Analysis

The use of verb tense in the abstracts is highly patterned and directly correlates with the rhetorical moves. This is not a random occurrence but a consistent and functional choice that demonstrates an intuitive or learned mastery of academic writing conventions.

Present Tense

This tense is used almost exclusively in the Purpose (M2) and Conclusion (M5) moves. For example:

> This research aims to analyze...
> This research concludes that...

Both use the present tense. This choice is logical and functional; it describes the current state of the document itself or articulates a general truth about the research's contribution

Past Tense

In stark contrast, the past tense is the dominant feature of the Method (M3) and Results (M4) moves. Examples include:

> This research was conducted by using... ,
> The data were gathered through... ,
> The findings revealed that....

The use of the past tense here is a direct reflection of the fact that the research actions—the collection, analysis, and discovery—are completed processes. This consistent functional use of verb tense is a strong indicator of a high level of linguistic competence in this specific academic genre.

Voice (Active vs. Passive) UsageThe choice between active and passive voice also follows a discernible pattern within the abstracts, though with some interesting stylistic variations. The passive voice is often used in the Method section, particularly when the agent of the action is a generalized procedure or when the focus is on the object of the action.

For instance:

The sample was chosen by using cluster random sampling.... In this construction, the emphasis is on the selection process itself, rather than the researcher as the agent. However, a notable feature of this corpus is the frequent use of the active voice in the Method section, with the researcher or the study as the agent. Examples include:

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The researcher used a descriptive qualitative method...
This study used quantitative research....
While many Western academic conventions favor a more impersonal, passive voice in the Method section to emphasize objectivity, the consistent use of the active voice here suggests a local stylistic preference or a direct reflection of the research process, with the researcher as the central agent. This is not an error, but a subtle, genre-specific variation that warrants acknowledgment. The following table provides a summary of the distribution of these linguistic features across the rhetorical moves.

Table 3. The Linguistic Features

Linguistic Features TENSE	Frequency	Percentage (%)
Past Tense (PT)	18	60.00%
Present Tense (PrT)	12	40.00%
VOICE		
Active Voice (AV)	20	66.67%
Passive Voice (PV)	10	33.33%

Note:
    PT : Past Tense
    PrT : Present Tense
    AV : Active Voice
    PV : Passive Voice.
The classification indicates the predominant feature used across the abstract.

The table 3 presents the distribution of predominant linguistic features identified by both coders across the 30 thesis abstracts. The results show full agreement between the two coders, indicating a strong consistency in the analysis. In terms of tense usage, the Past Tense (PT) was the most frequently used (60%), reflecting its common function in describing research procedures and findings. The Present Tense (PrT) accounted for 40%, typically appearing in statements of purpose or general background information. Regarding voice, the Active Voice (AV) dominated with 66.67%, while the Passive Voice (PV) appeared in 33.33% of the abstracts. These findings suggest that students tend to combine both tenses and voices appropriately according to the communicative function of each rhetorical move, showing a reasonable awareness of academic writing conventions.

Discussion

The analysis of rhetorical structure in the thesis abstracts of English Education students at UIN Raden Intan Lampung provides empirical evidence regarding the alignment of local academic writing practices with established genre theory, specifically Hyland's five-move model. Quantitative findings indicate strong adherence to the Purpose (M2), Method (M3), and Product (M4) moves, which collectively form the core Aim-Method-Result (A-M-R) structure. The dominance of these three moves strongly supports the theoretical definition of an abstract as a miniature version of the entire work, functioning as a concise representation. The primary communicative purpose of an abstract is to act as a screening device and provide a quick overview for readers regarding the essence of the research. By prioritizing the A-M-R moves, these abstracts successfully fulfill this function by clearly stating what the research aims to achieve, how it was conducted, and what the main results are, demonstrating that students

possess a sound understanding of the abstract's core function despite variations in contextual elements.

The consistency of the Purpose and Method moves, which reached perfect frequency across all analyzed abstracts, confirms their status as obligatory elements in this writing genre. Similarly, the Product or research result move also exhibits a very high frequency of occurrence, establishing it as a mandatory component that cannot be omitted. These findings align with previous genre analysis studies in similar contexts conducted by prior researchers. Research by Mustaqim and Zuhra (2023), Essoun et al. (2021/2022), and Kurniawan et al. (2021) all identified that the purpose, method, and result moves are the most frequent or obligatory moves in academic abstracts. This underscores the existence of shared conventions in academic discourse, both at regional and international levels, where the core of an abstract is the delivery of factual information regarding the research process and findings, and where students prioritize the informative function over the promotional function (Fitriani et al., 2025; Karmila & Laila, 2020).

Although the core A-M-R structure appears robust and consistent, the analysis results show that abstracts in this institutional setting often appear incomplete due to the low frequency of the Introduction move (M1). This move is the least frequently found element, whereas according to rhetorical theory, the introduction is crucial for establishing the background and significance of the research for the reader. The consistent omission of this move suggests that many students fail to explicitly articulate the rationale behind their research and its contribution to the related field. This contrasts with established practice where the presence of an introduction would make the abstract more informative and aligned with global academic practices. These findings echo the results of studies by Arnaiz et al. (2021) and (Budiyono & Fadhly, 2023; Karimah et al., 2023), which also noted the absence of the introduction move in similar collections of abstracts, potentially indicating a tendency for students to jump directly into research technicalities without first framing the context of the problem.

In addition to the introduction, the Conclusion move (M5) also exhibits relatively low occurrence and is often less substantially developed in the examined abstracts. Qualitative analysis highlights that the conclusion often merely consists of a repetition of findings (M4) rather than providing broader implications or future directions for the field of study. This inconsistency suggests that students have not fully adhered to the theory that the closing move should provide a final affirmation by stating main conclusions and implications, as proposed by Swales. These findings align with observations by Kurniawan et al. (2021) and (Soler-Monreal, 2019; Suwarni, 2021), who noted that the conclusion move is often overlooked in abstracts from Indonesian journals. This implies the existence of a local convention where rhetorical weight is placed more on empirical results than on broader significance, or it may reflect a lack of student ability in synthesizing findings into meaningful theoretical or practical implications.

Beyond rhetorical structure, the linguistic features of the abstracts provide deeper insights into how communicative functions are realized, particularly in the use of English tenses. Analysis indicates that tense usage is highly patterned and directly correlates with rhetorical moves, rather than being random occurrences or grammatical errors. Past tense becomes the dominant feature in the method and result moves, logically reflecting that research actions such as data collection, analysis, and discovery are processes that have been completed. Conversely, present tense is used almost exclusively in the purpose and conclusion moves to describe the document's current state or to articulate general truths about the research contribution. This functional consistency in verb tense usage is a strong indicator of a high level of linguistic competence in this specific academic genre, where writers are able to appropriately

adapt tense forms to the rhetorical function being performed (Harisbaya et al., 2023; Ramadhini et al., 2021).

The choice between active and passive voice in abstracts also follows an observable pattern, albeit with some interesting stylistic variations distinct from Western conventions. Although many international academic conventions favor the impersonal passive voice in the method section to emphasize objectivity, the data corpus in this study shows a frequent use of active voice. The finding that active voice dominates the majority of abstracts indicates a local stylistic preference or a direct reflection of the research process with the researcher as the central agent. The use of active sentences such as "the researcher used qualitative methods" suggests that students feel the need to highlight their agency in the research process. This is not an error, but rather a genre-specific and local academic culture variation that needs to be acknowledged as part of the students' academic writing identity at the institution, which is dynamic in nature.

The core issue identified from the overall analysis is genre awareness, which is crucial for students' academic success and scientific publication. The analysis confirms that while students understand basic structural components, they struggle with rhetorical moves that contextualize the research, specifically in articulating significance and constructing strong conclusions. These findings strongly support the pedagogical implication that supervisors must pay close attention to genre during the thesis supervision and academic writing process. Targeted instruction can directly address these weaknesses by focusing on the mandatory inclusion of the introduction move to establish the research gap and the development of the conclusion move that goes beyond a mere restatement of findings. By utilizing Hyland's framework as a tangible tool, educators can enhance students' abstract writing skills, resulting in higher-quality theses that adhere to established academic conventions and effectively communicate their research.

CONCLUSION

An analysis of thesis abstracts from English Language Study Program students at UIN Raden Intan Lampung revealed a distinctive rhetorical structure pattern based on Hyland's five-step model. The research findings confirmed the formation of a very strong core structure centered on Purpose, Method, and Product, creating a dominant Aim-Method-Result pattern in students' academic discourse. The Method step was identified as an obligatory element appearing in every abstract, while the Purpose and Product steps also had a very high frequency of occurrence. Conversely, contextual elements such as the Introduction and Conclusion were marginalized; the Introduction was the least frequently occurring step, while the Conclusion was often underdeveloped and tended to simply reiterate findings without presenting practical or theoretical implications. This partial inconsistency with Hyland's comprehensive model indicates local writing conventions that prioritize the technical and procedural aspects of research over building a coherent, contextual argument. Students appeared to focus more on reporting empirical data than on situating their research within the broader scholarly conversation through in-depth background and conclusions.

The linguistic characteristics of these abstracts are characterized by the use of specific linguistic features to support the rhetorical function of each step. A strategic mix of Past Tense and Present Perfect Tense is observed, where the Past Tense is consistently used to describe the Method and Product as past activities, while the Present Perfect or Simple Present is used to state the Purpose of the research. The balance is also seen in the dominant use of Passive Voice in the method section to emphasize the objectivity of the process, alongside the Active Voice in the purpose statement. For future research, it is recommended that researchers expand the scope of the analysis by using qualitative approaches, such as in-depth interviews with students

and supervisors, to explore the pedagogical or curricular reasons behind the minimal use of the Introduction and Conclusion steps. In addition, comparative studies across universities or across disciplines are needed to determine whether this technically oriented rhetorical pattern is a unique phenomenon at that institution or a general trend in the academic writing of English language students in Indonesia.

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