

ABSTRACT

Ichsan Aditya Rosandy. 2025. Rhetorical Moves Analysis of EFL Undergraduate Thesis Abstracts Across English Research Subfields. Thesis. Faculty of Teacher Training and Education. UNIVERSITAS PGRI MADIUN. Advisor: Dr. Lulus Irawati, S.S., M. Pd., Co-Advisor: Arri Kurniawan S.S., M. Pd.

Key Words: Rhetorical moves, Thesis abstracts, Hyland's model, Research Subfields

Rhetorical moves are important in organizing academic abstracts and communicating research information effectively. However, EFL students often experience difficulties in constructing abstracts according to academic conventions. This study aims to describe the rhetorical moves found in undergraduate thesis abstracts in English Education, English Literature, and English Linguistics based on Hyland's (2004) five-move model. This study employed a descriptive qualitative design. The data consisted of fifteen undergraduate thesis abstracts collected from the English Department of the University of PGRI Madiun, comprising five abstracts from each research subfield. The data were analyzed through content analysis by identifying and classifying rhetorical moves according to Hyland's (2004) framework: Introduction (Move 1), Purpose (Move 2), Method (Move 3), Product (Move 4), and Conclusion (Move 5). The findings revealed that all five rhetorical moves were identified across the three subfields, although their frequency and distribution varied. English Education and English Linguistics abstracts were dominated by the Method move, indicating a strong emphasis on research procedures and analytical frameworks. In contrast, English Literature abstracts were dominated by the Product move, reflecting the interpretative nature of literary analysis. The Conclusion move appeared more frequently in English Literature abstracts, whereas the Introduction move was the least consistently realized across the data. The study concludes that rhetorical move realization varies according to disciplinary orientation and communicative priorities. The variation observed across disciplines highlights the influence of disciplinary conventions on how EFL undergraduate students construct thesis abstracts and may provide insights for improving genre-based academic writing instruction.

ABSTRAK

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Kata Kunci: Rhetorical moves, abstrak skripsi, model Hyland, subbidang penelitian

Rhetorical moves memiliki peran penting dalam mengorganisasi abstrak akademik dan menyampaikan informasi penelitian secara efektif. Namun, mahasiswa EFL sering mengalami kesulitan dalam menyusun abstrak yang sesuai dengan konvensi penulisan akademik. Penelitian ini bertujuan untuk mendeskripsikan rhetorical moves yang ditemukan dalam abstrak skripsi sarjana pada subbidang Pendidikan Bahasa Inggris, Sastra Inggris, dan Linguistik Bahasa Inggris berdasarkan lima *moves* dari Hyland (2004). Penelitian ini menggunakan desain deskriptif kualitatif. Data penelitian terdiri atas lima belas abstrak skripsi sarjana yang dikumpulkan dari Program Studi Pendidikan Bahasa Inggris Universitas PGRI Madiun, yang terdiri atas lima abstrak dari masing-masing subbidang penelitian. Data dianalisis menggunakan analisis isi dengan mengidentifikasi dan mengklasifikasikan rhetorical moves berdasarkan kerangka Hyland (2004), yaitu *Introduction* (Move 1), *Purpose* (Move 2), *Method* (Move 3), *Product* (Move 4), dan *Conclusion* (Move 5). Hasil penelitian menunjukkan bahwa kelima rhetorical moves ditemukan pada ketiga subbidang penelitian, meskipun frekuensi dan distribusinya bervariasi. Abstrak pada subbidang Pendidikan Bahasa Inggris dan Linguistik Bahasa Inggris didominasi oleh *Method move*, yang menunjukkan adanya penekanan yang kuat pada prosedur penelitian dan kerangka analisis. Sebaliknya, abstrak pada subbidang Sastra Inggris didominasi oleh *Product move*, yang mencerminkan karakter interpretatif dalam analisis sastra. *Conclusion move* lebih sering muncul dalam abstrak Sastra Inggris, sedangkan *Introduction move* merupakan move yang paling tidak konsisten direalisasikan dalam keseluruhan data. Penelitian ini menyimpulkan bahwa realisasi rhetorical moves bervariasi sesuai dengan orientasi disiplin ilmu dan prioritas komunikatif masing-masing subbidang. Variasi yang ditemukan antardisiplin menunjukkan adanya pengaruh konvensi disipliner terhadap cara mahasiswa EFL menyusun abstrak skripsi dan dapat memberikan wawasan untuk meningkatkan pengajaran penulisan akademik berbasis genre.