

Abstract in Undergraduate Thesis: a Study of Linguistic Realizations of Rhetorical Moves and Thematic Patterns of Indonesian EFL Students

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Abstract. In academic writing, an abstract is the most important initial part of a publication. Besides being substantive, an abstract is a reflection of the quality of the publication. Based on fifty abstracts from Indonesian undergraduate students' publications in two departments, this study aimed to explore these questions: (1) how do Indonesian undergraduate students apply the rhetoric moves in their research abstracts and (2) how do Indonesian undergraduate students apply the thematic patterns in their research abstracts? In doing so, Paltridge's (2012) Thematic Progression and Swales's (2004) CARS model were adopted. The results showed at least three obligatory rhetorical moves in the abstract written by Indonesian undergraduate students, viz., (a) situating the research, (b) describing the methodology, (c) and summarizing the findings. The results also indicated that both linear and constant thematic patterns tended to be predominantly utilized by students. This was evident in certain linguistic features including grammatical subjects, verb tense, and voice. This study provides practical and pedagogical implications for lecturers and undergraduate students involved in academic writing, and suggestions for future research.

Keywords: *Research Abstract, Rhetoric Moves, Thematic Patterns, Indonesian Undergraduate Students*

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INTRODUCTION

Academic writing is an important skill for university students. Besides being a requirement for graduation, academic writing is a primary pathway for students to involve in the academic communication system (Al-Otaibe & Al-Otaibe, 2021; Bardi, 2021; Crossley & Crossley, 2020; Fu et al., 2021; Klein & Boscolo, 2016; Ono, 2017; Zheng, 2021). The academic communication system occurs through the publication of scientific papers, both in journals and at seminars. To get published a journal requires students to learn the writing style according to the rules of the journal. Likewise, to get published in a proceeding obliges students to understand the scope of the conference. In both types of writing, students are strongly required to understand the substance and technical order of writing. Academic writing at university can be a means to reach this level of understanding and skill (Chang, 2021; Chang & Lee, 2019; Keskin et al., 2020; Na-on & Jaturapitakkul, 2017; Omizo & Hart-davidson, 2016; Zhan et al., 2021).

Many universities around the world require undergraduate students to compile a written paper as evidence of carrying out research activities. However, the process is not always easy. In addition to substantive constraints, writing strategy constraints are often an inhibiting factor (Akbarian & Farrokhi, 2021; Luna et al., 2020; Moreno & Swales, 2018; Qin & Zhang, 2019; John M. Swales & Post, 2018; Waes et al., 2021). For Indonesian undergraduate students, these challenges need to be resolved (Andriani et al., 2021; Bram, 2012; Mbato & Cendra, 2019; Nugraha, 2017; Qomariah, 2021). One of the strategies is to improve the abstract text elements of a scientific paper, which is accomplished through information management skills in the light of rhetoric moves (Swales, 2004) and thematic patterns (Paltridge, 2012).

In academic writing, an abstract is the most important initial part of a publication. Besides being substantive, it is a trajectory of the quality of the publication. Acquiring the skill of compiling abstracts is the key for novice researchers to join in a scientific communication in their field. Abstract text becomes a foregrounding part of a research report that requires appropriate techniques in its composition. The composition is primarily to make information constructed into a communicative written form. Being communicative means that the reader never faces obstacles when trying to grasp the main idea of the abstract (Bitchener et al., 2017; Paltridge, 2004, 2014).

In connection with the preparation of this abstract information, it has been stated by several experts that the structure of the thematic patterns is the main aspect in the collection of information in a text. In Halliday's view (2000), thematic structures are referred to as "Of the various structures which, when mapped on to each other, make up a clause, we will consider first the one which gives the clause its character as a message. This is known as the thematic structure." (p.181). Thus, if structurally a text must be built based on main sentences and explanatory sentences, in a standard transformative perspective, that alone is not enough. Text construction must be built as a manifestation of information. Following Halliday's (2000) view that the language used must be bound to the context, we place the object of research in the context of scientific communication. It should be stated

that the primary function of the presence of abstract texts is to communicate the essence of research work.

To date there has been little research about abstracts in academic writing, specifically rhetoric moves and thematic patterns. Several studies have investigated some elements of academic writing, such as study about lexical richness (Choemue & Bram, 2021), grammatical analysis of reflective writing (Aulia & Bram, 2020), and grammatical errors in undergraduate students' research proposal writing (Wijaya et al., 2019). Other similar studies focused on self-regulation strategies in thesis writing (Mbato & Cendra, 2019) and motivation regulation in thesis writing (Diasti & Mbato, 2020). In particular, another study found a relationship between academic writing and the realization of move-steps by Japanese language learners (Ono, 2017). Similar relationships were also found in research on learners with Thai cultural backgrounds (Na-on & Jaturapitakkul, 2017). In the two studies, it was found that there were patterns of realization of rhetoric although they were not the same due to different mother tongue backgrounds. In Indonesian, some research has been done in limited because it tend to separate rhetoric moves from thematic patterns (Kurniawan et al., 2019; Nugraha, 2017; Qomariah, 2021). We argued that a combination of analysis of the abstract, namely rhetoric moves and thematic patterns, is needed to obtain a complete description.

LITERATURE REVIEW

The theory of rhetorical moves provides a systematic framework to analyze the text as a discourse that presents the social reality. The theory implies that this textual structure gives the prominence to the subjects or themes of the sentences, and it is likely that this preferred referencing style helps the authors in the academic community. In particular, the theory is closely related to the CARS or Creating a Research Space model (Swales, 2004) formulated as a part of thematic patterns theory. Initially, the analytical model was based on the scientific work when analyzing journal articles from various disciplines in an academic writing exercise. The essence of the model is the existence of organizational patterns in scientific writing that can be detected concretely through language instrumentation. When combined with a functional linguistic perspective, as proposed by Paltridge (2012), who adopted the Hallidayan paradigm, the analysis of the CARS model is appropriate to dissect scientific work. Therefore, in this study, the CARS model is used in combination with the thematic patterns proposed by Swales (2004).

Structure, in general, can be understood as a linear arrangement of patterns between language elements at the grammatical level. This definition indicates the existence of intertwining or intertwining between elements of language, but it does not explicitly describe the type of affinity (Crystal, 2007). Structure there are associated with three statements, namely, (a) structure can be seen as a set of elements which includes extrinsic relationships (the elements and relationships are abstract and free from intuitive contents); (b) structure can be seen as the organization of various elements of language, each of which is a meaningful pattern; and (c) structure is a pattern of arrangement in a syntagmatic relation (Crystal, 2008; Paltridge, 2014; Swales & Feak, 2016). Some keywords from the two views are linear pattern arrangement, extrinsic relationship, meaningful pattern

organization, and syntagmatic arrangement of patterns. When reviewing, some of these keywords provide an initial understanding of the thematic structure. Thematic structures are explicit disclosures of textual component (metafunction) that handles the organization of themes and information structures from the content of the proposition of a sentence. The thematic structure consists of essential elements, namely theme and rheme. Theoretically, all speech or sentence constructions have a theme and rheme structure. The theme is defined as follows:

“a term used in linguistics as part of an analysis of the structure of sentences (their thematic structure): it refers, not to the subject-matter of a sentence (its everyday meaning), but to the way, speakers identify the relative importance of their subject-matter and is defined as the first major constituent of a sentence (seen here as a string of constituents).” (Crystal, 2008, p. 483)

In addition, the meaning of rheme is as follows:

“a term distinguished from THEME, as part of an analysis of the INFORMATION structure of messages the part of a sentence which adds most to the advancing process of communication; in other words, it expresses the largest amount of extra MEANING, in addition to what has already been communicated.” (Crystal, 2008, p. 416)

The rheme is a part of new information from the concept of given and new information; new information is what speakers and writers assume their listeners cannot pick up, maybe because it is being mentioned for the first time (Swales, 2004).

Furthermore, to enrich the current literature, this study was conducted focusing on rhetoric moves and thematic patterns. As reviewed earlier, these two topics have been underrepresented and are in short supply in the academic literature particularly in the context of the Indonesian undergraduate students' setting. Specifically, this study attempted to find the answers to these two research questions: (a) how do Indonesian undergraduate students apply the rhetoric moves in their research abstracts; (b) how do Indonesian undergraduate students apply the thematic patterns in their research abstracts?

RESEARCH METHOD

Research Design

This research was qualitative research with the main data in the form of abstract texts. The research was conducted to describe the rhetorical moves and thematic patterns contained in the abstract texts of the thesis compiled by Indonesian undergraduate students from two departments at Universitas Sanata Dharma, namely, English and Indonesian departments. The subjects and research locations were chosen using educational purpose sampling (cf. Check & Schutt, 2017), that is based on specific or pragmatic considerations regarding the

accessibility and practical implications of this research. This research is expected to contribute to the academic writing process at the university.

Instruments

Based on fifty abstracts from Indonesian undergraduates' publications in two departments, this study explored not only the realization of thematic patterns using [Paltridge's \(2012\)](#) Thematic Progression classification, but also rhetorical patterns in different abstracts by using [Swales's \(2004\)](#) CARS model. This study was designed using a linguistics theoretical approach. Based on this approach, the instruments used in the study were (a) matrix for identifying the rhetorical moves and (b) matrix for identifying the thematic patterns. Both matrixes were constructed manually by researchers based on the theoretical frameworks (see Table 1). Other practical were (a) web browser to download the open accessed abstract as a part of data collection and (b) microsoft excel program or software to make an identification and simple calculation.

Table 1. Construct of Matrix each Abstract Analysis

Variable	Indicator	Sub-Indicator	Check Mark
Rhetoric Moves	Situating the research	Background	
		a. aims/goals	
		b. researcg questions	
	Describing the methodology	Design & an approach	
		a. Data collection technique	
		b. Data analysis technique	
Summarizing the finding	a. Instruments		
	Result summary		
	Suggestions & implications		
Thematic Patterns	Linear pattern	T1 – R1 → R1=T2 T2 – R2 → R2=T3 T3 – R3 → R3=T4	
	Constant pattern	T1 – R1 T1 – R2 T1 – R3 T for theme R for rheme	
Linguistic devices:			
grammatical subjects, verb tense, voice			

Data Collection and Analysis

To answer the above research questions, we adopted [Paltridge's \(2012\)](#) Thematic Progression classification and rhetorical patterns proposed by [Swales's \(2004\)](#) CARS model. The research procedure consisted of two parts, namely (a) data gathering technique and (b) data analysis technique. First, the data in this study were declarative sentences in abstract texts that containing the linguistic marker for the rhetoric moves and thematic patterns. The linguistic marker mentioned above were presented in the Table 1. Construct of Matrix. The sentences derived from open accessed abstract texts downloaded from the page Repository of Universitas Sanata Dharma ([Sanata Dharma, 2021](#)). We used the web browser to collect the abstract texts and used code of AL for applied linguistics and code ET for educational technology topic. Next, we determined the parts of the text that contained criteria as the structure of theme-rheme. Third, the data analysis technique focused on the construction of declarative sentences which had complete syntactic functions. Distribution or distribution methods with techniques for direct elements were used to analyze all data units. Each unit of data was analyzed at the level of categories, functions, and roles. Furthermore, each constituent that filled a function has been identified into the type of structure of the themes.

RESULT AND DISCUSSION

Linguistic Realizations of Rhetorical Moves

The finding suggested that Indonesian undergraduate students used at least 47 acceptable rhetorical patterns from 50 abstract text in their abstracts. Specifically, the patterns were (a) situating the research (coded as Move 1), (b) describing the methodology (coded Move 2), and (c) summarizing the findings (coded as Move 3). These patterns were manifested in the abstract text of the thesis. Table 2 provides information about the occurrences of the pattern.

Table 2. Rhetorical Pattern Occurrence

No	Category	Occurrence	Percentage (%)
1	Move 1	32	25.40
2	Move 2	47	37.30
3	Move 3	47	37.30
	TOTAL	126	100

Based on Table 2, it can be stated that Move 1 or situating the research gets the lowest number of occurrences. Move 1 only appeared 32 times out of 50 analyzed texts or by 25.40%. The limited number of occurrences indicated that it is common for Indonesian undergraduate students to be unaware of the importance of statements in the context of research in written abstract texts. Usually, a statement about the context of conducting research was seen as an introduction. As an introduction, this section attempted to bridge the reader's initial

understanding (schemata) and the new understanding presented in the text. That was the communicative function that had not appeared in the abstract in Move 1. Some of the facts found were that the authors tended to directly state the research objectives, even though the aspects of the research objectives needed to be introduced first. For example, based on the analysis, it revealed that abstracts in both applied linguistics (AL) and technological education (TE) did not include Move 1. This indicated that the understanding of and skills of academic writing based on the theory of rhetorical moves (Paltridge, 2004, 2020; Paltridge & Starfield, 2020; Starfield & Paltridge, 2019) was behind the surface structure of the abstract texts.

Without ignoring the fact of Move 1, we found that Move 2 and Move 3 tended to be consistently used by Indonesian undergraduate students. The consistency of use was a sign that cognitively the authors have understood the two key essences of abstract writing, namely, methods and results. By presenting the method, the authors were able to narrate the research methods. The description of the methods largely depended on the type of research. While applied linguistics research might have a different method from technological education, the steps in carrying out research were the essence of preparing Move 2. Not much different from Move 2, the author also showed that there was an arranged form of Move 3. The composition of Move 3 in the abstract of the thesis was a sign that the writer knew that there had to be findings presented in the abstract of their thesis. Of all the abstract texts analyzed, Move 3 was presented in 47 works.

Table 3. Example of Rhetorical Moves Marker

Part	No	Excerpt	Code
Move 1: situating the research	(1)	There are many kinds of media in the world. One of them is written media such as magazines and newspapers. Based on this fact, the ability to read and comprehend a text is necessary to avoid misunderstanding the text and information.	ET
	(2)	Learning English as a foreign language in Indonesia is always seen as something difficult, especially for non-English department students like Primary School Teacher Education students. There are many factors which influence the students in learning the English language and one of them is motivation.	AL
	(3)	This research deal with a survey on students' perception in learning grammar using Kahoot! In Grammar I class in Sanata Dharma University. The researched aimed to find students' perceptions in learning grammar using Kahoot! And the factors affecting students' perception.	ET
Move 2: describing the methodol ogy	(4)	This is a qualitative case study research. The data gathering techniques used in this research were interviews and observation. In validating the data, the researcher did crosscheck to the respondents. The data analysis technique used was descriptive analysis.	ET
	(5)	This research is a classroom action research. The	ET

	researcher looks at the importance of the ability to read and comprehend a text and decided to discuss the way to improve students reading engagement through a mind map technique. The type of this research is qualitative research.	
	(6) The researcher used descriptive research to gather the information and the data. There were two research instruments in this research: questionnaire and interview. The questionnaire was distributed to twenty-eight students of Academic Writing class Ebatch 2017 of ELSP of Sanata Dharma University.	ET
Move 3: summarizing the findings	(7) Based on the data analysis, the result of this research showed that a mind map technique was an effective technique to improve students' affective and behavioral engagement in reading.	ET
	(8) The researcher found that there were 47 cases (52.80%) belonging to command, 14 cases (15.37%) for request, 16 cases (17.97%) for suggestion, and 12 cases (13.48%) for warning.	AL
	(9) After analyzing the data, the researcher found six speech function categories used by Ellen DeGeneres. Those functions were instrumental, regulatory, representational, interactional, personal, and heuristic.	AL

Linguistic Realizations of Thematic Patterns

How the Indonesian undergraduate students applied the thematic patterns in their abstract texts are summarized below. We found 26 linear and 21 constant patterns from 50 selected abstracts as presented in Figure 1. As presented in Figure 1, we found that thematic patterns as a chain of rhetorical moves are used in two patterns by Indonesian undergraduate students. The first chain was linear which amounts to 52%. This number was the most dominant number of occurrences of all analyzed data. This dominance was caused not only by accident but also by the context of academic writing. As understood by many researchers (Mauranen et al., 2020; Paltridge, 2018, 2019c, 2020; J. Swales & Feak, 2016; Swales & John M., 2016) that one method of scientific thinking was linear. Usually, the flow of thinking was translated into a deductive thinking model which then becomes a feature of the research implementation (Al-Otaibe & Al-Otaibe, 2021; Ebrahimi, 2016; Zheng, 2021). In line with this, the constant chain was also used by Indonesian undergraduate students in writing abstracts. Thinking linearly and constantly was like a coin that cannot be separated from one another. Constant chain was found in 42% of occurrences in all analyzed texts. Meanwhile, we also found that there were texts that did not contain both types of chains. After exploring, it turned out that texts that do not contain rhetoric moves also do not have thematic patterns.

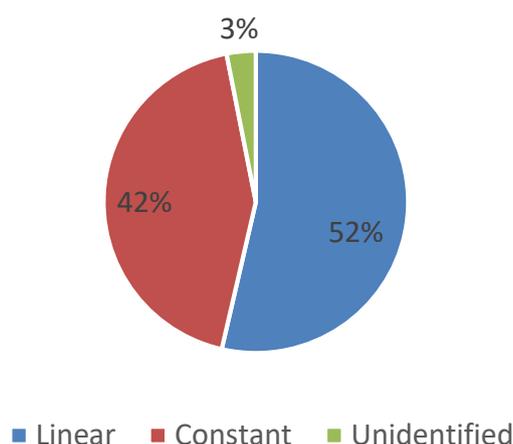


Figure 1. *Thematic Pattern Occurrence*

As presented in Figure 1, we found that thematic patterns as a chain of rhetorical moves are used in two patterns by Indonesian undergraduate students. The first chain was linear which amounts to 52%. This number was the most dominant number of occurrences of all analyzed data. This dominance was caused not only by accident but also by the context of academic writing. As understood by many researchers (cite author/s from intro or lit. review) that one method of scientific thinking was linear. Usually, the flow of thinking was translated into a deductive thinking model which then becomes a feature of the research implementation (Crossley & Crossley, 2020; Laist, 2021; Zhan et al., 2021). In line with this, the constant chain was also used by Indonesian undergraduate students in writing abstracts. Thinking linearly and constantly was like a coin that cannot be separated from one another. Constant chain was found in 42% of occurrences in all analyzed texts. Meanwhile, we also found that there were texts that did not contain both types of chains. After exploring, it turned out that texts that do not contain rhetoric moves also do not have thematic patterns.

Table 4. *Thematic Pattern Marker Occurrence*

Linguistics Marker	Occurrence	Percentage (%)
T1: grammatical subjects	1250	34.20
T2: verb tense	1175	32.15
T3: voice	1230	33.65
TOTAL	3655	100

Rhetorical moves can be identified completely by considering the existence of thematic patterns that tend to be at the surface level or language realization. In this section, we find that structurally, thematic patterns form a linguistic network in abstract texts. The network can be identified by observing grammatical elements such as (a) grammatical subject, (b) verb tense, and (c) voice. The three tools for marking patterns or thematic networks can be found in abstract texts compiled by

Indonesian undergraduate students. The findings in this study are presented in table 3. In the table, T1 is the code for the grammatical subject, T2 is the code for verb tense, and T3 is the code for voice. Regarding its occurrence, from a total of 3655 occurrences, T1 was used 1250 times (34.20%), T2 was used 1175 times (32.15%), and T3 was used 1230 times (33.65%). In particular, it can be stated that T1 or grammatical subject is a marker that is very commonly used in thesis abstract texts (Chang, 2021; Chang & Lee, 2019; El-Dakhs, 2018; Wei, 2016). The identification of these markers becomes the basis for determining the type of thematic pattern. A discussion of the relationship between T1 and the determination of linear or constant types is presented in discussion section.

Table 5. Example of Thematic Pattern Marker

Patterns Marker	No	Excerpt	Code
grammatical subjects	(10)	<u>This research</u> applies the literature study method. The main data from <u>this research paper</u> is Paulo Coelho's novel titled <i>Veronika Decides to Die</i> .	AL
	(11)	To answer the research questions, <u>the researcher</u> uses Yule's theory (1996). <u>The researcher</u> used qualitative method in this study by employing content analysis to analyze the data.	AL
	(12)	<u>This research</u> applied qualitative research and survey method. <u>This research</u> applied qualitative survey research because the data was gathered through survey method and the results were interpreted or described with qualitative interpretation.	ET
verb tense	(13)	The aim of the research <u>was</u> to investigate and identify the students' perceptions on the use of scripted role-play in Play Performance class to develop reading comprehension skills. There <u>were</u> two formulated research questions.	ET
	(14)	The researcher <u>used</u> survey and observation as the research method. The instruments that the researcher used <u>were</u> questionnaire and observation checklist.	ET
	(15)	The result of this study <u>indicated</u> that students had different perceptions of Flipped Classroom in Academic Writing class. The different perceptions <u>appeared</u> because of the differences in habit, interest, and ability to understand the material.	AL
voice	(16)	Test and reflection <u>were used</u> as the data gathering methods and the results <u>would be presented</u> in a form of graph and explanation.	ET
	(17)	The first problem <u>is</u> about the main female characters. The second problem <u>is</u> about the liberal feminism as	AL

depicted by the main female characters in the novel.

- (18) The data was analyzed by the discourse analysis AL technique. The data was taken from the words spoken by Heath Franklin “Chopper”.
-

Discussion

Based on the results presented in two sections above, we compiled an elaboration of the discussion. The discussion is based on the main theories used in this research, namely rhetoric moves and thematic patterns (Paltridge, 2012; Paltridge & Starfield, 2020; Swales, 2004, 2009; Swales & Post, 2018) In addition, some justifications from other relevant research have been added in this discussion. Systematically, the discussion part is organized into two sections as follows. The discussion aimed to answer the two research questions, namely: (1) how do Indonesian undergraduate students apply the rhetoric moves in their research abstracts and (2) How do Indonesian undergraduate students apply the thematic patterns in their research abstracts? The first part of the discussion section focuses on answering the he first question, that is, how Indonesian undergraduate students employed the rhetorical patterns in their abstract writing. The use of rhetorical patterns is not the same for all objects studied but shows a tendency for patterns. The patterns that are often used are: (a) situating the research (SR), (b) describing the methodology (DM), and (c) summarizing the findings (SF) as summarized in Figure 2. This pattern appears in almost all the texts analyzed. It is a sign that Indonesian undergraduate students not only have an understanding of information organization but also technical skills in writing abstract texts. To discuss rhetorical moves, this section presents a discussion of Move 1, Move 2, and Move 3 sequentially in this section.

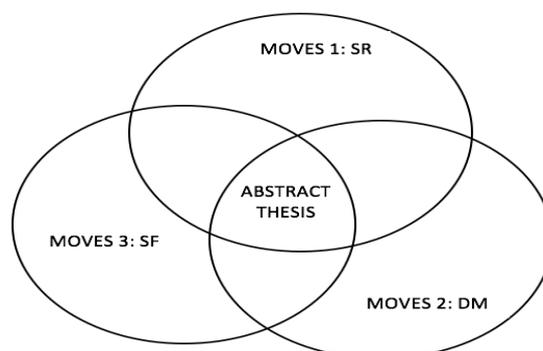


Figure 2. Rhetoric Moves in Abstract based on CARS Analysis

Firstly, Move 1 is situating the research. The earliest movement to emerge in scientific writing was research placement. Placement means placing topics and methods of conducting research systematically in a scientific location. Usually, scientific locations are marked by information about the scientific field and the various research methods carried out. The movement of Move 1 can be tracked by

paying attention to excerpt (19).

(19) *Excerpt 19 | The breakdowns of Move 1: Situating the research*

Video is one of the media that is able to support the teaching learning process in school, especially English lessons. Video is an audio visual that have a function as a media for students to understand the material easier [+ **STEP 1**]. The use of video as a learning medium is very common among the education world [+ **STEP 2**]. Furthermore, this latest research aims to investigate the benefits of the use of video in English classes at SMPN 1 Yogyakarta [+ **STEP 3**].

Move 1 in excerpt (19) occurs in three steps. The three steps are indicated by [+ STEP ...] in the sample data citation. As a realization at the lowest level, step is a form of identification of rhetorical moves that can be traced. Through this identification, analysis related to the presence or absence of moves can be carried out. If there are no steps at all, it can be stated that there are no moves in the analyzed discourse quotes (Mauranen et al., 2020; Melander et al., 2011; Swales, 2000, 2016, 2003).

Secondly, Move 2 is describing the methodology. Move 2 is usually used as part of the methodological representation of an abstract. Methodological representation is representative of the contents of the chapter which specifically presents a detailed description of the research method used. Move 2 is realized through several steps such as presentation of (a) types of research, (b) theoretical framework, (c) types of data and data sources, and (d) data collection and analysis techniques (Melander et al., 2011; Tardy & Swales, 2009; Wulff et al., 2012). These steps are a fundamental part of Move 2. Consider excerpt (20) which presents Move 2 of an abstract text.

(20) *Excerpt 20 | The breakdowns of Move 2: Describing the methodology*

This study applies the synthesized theory of plot from Freytag and Tasrif. This theory forms a pyramid-shaped pot structure consisting of exposition, generating circumstances, rising action, climax, and denouement [+ **STEP 1**]. Besides, this research also uses a study of environmental issues done by Anand (2013) as a reference to help the researcher identify the environmental issues in the novel [+ **STEP 2**].

Different from Move 1, Move 2 are only supported by two steps. This difference does not mean that Move 2 are better or better structured but it means that Move 2 contains dense rhetorical information. Condensation of information is usually followed by compaction of rhetorical movements (Moreno & Swales, 2018; Swales & Feak, 2016; Tardy & Swales, 2009). Such a process can also occur in other moves, such as in Move 3.

Thirdly, Move 3 is summarizing the findings. The third move on the thesis abstract compiled by Indonesian undergraduate students is summarizing the findings. These moves are used at the end of the abstract essay. The contents of these moves are very important because they contain the essence of research, namely research results (Cortes, 2013; Swales, 2009). Consider the example presentation (21) which contains the third move.

(21) *Excerpt 21 | The breakdowns of Move 3: Summarizing the findings*

This study showed that there were four types of swear words used by Heath Franklin “Chopper”, namely epithet, profanity, vulgarity, and obscenity [+ **STEP 1**]. The frequency of swear words in speeches is 97 times. The most used swear word was obscenity that occurred 87 times or (89.70%). Profanity was the least type used by Heath Franklin “Chopper” or (0%). The researcher also found the reason for swear words which was perceived as entertainment such as the cognitive process, motivational process, and funny perception [+ **STEP 2**].

Although in excerpt (21) only two steps are found, it can be stated that the discourse unit is very dense in rhetorical information. When compared with excerpt (19), it can be seen that the realization of language or linguistics is not directly proportional to the number of steps used in rhetorical moves. It may be that the steps are only two in number, but the linguistic realization is more than that quantity. On the other hand, there may be three steps, but the linguistic realization is only in one or two declarative sentences. Such is the uniqueness of rhetorical moves and their sentence or linguistic realization (Starfield et al., 2017; Wei, 2016; Xuan & Zhang, 2021).

The second study question focused on thematic patterns and its linguistics realizations regarding how Indonesian undergraduate students apply the thematic patterns in their research abstracts. All Indonesian undergraduate students attempted to employ thematic patterns in their research abstracts but on different linguistics realizations. In particular, we discuss the two main patterns that emerge from the abstract studied, namely linear and constant. The linear pattern is presented in figure 3 and the constant pattern is presented in figure 4. Both linear and constant are both realizations of the thematic structure at the language structure level. The identification process is also based on linguistic tools that stand out or can be easily identified. In order, consider the following descriptions.

Concerning the use of language or linguistics realizations for linear thematic progression pattern, it is mandatory to keep in mind that the subject matter in the Rheme of one clause is engaged in the Theme of the succeeding clause (Paltridge, 2018; Paltridge & Starfield, 2020; Wu & Paltridge, 2021). For examples the excerpt (22) and its analysis showed by figure 3.

(22) Excerpt 22

Flipped Classroom is a method that **reverses traditional learning method**. Sams and Bergman (2012. p.13) said that “Basically **the concept of a flipped class** is this: that which is **traditionally done in class** now done at home, and that is **traditionally done as homework** is now completed in class.” Flipped Classroom is an innovative model in learning process, because the media use is **technology**. This method is very suitable **in this era**. Nowadays in **21st century, technology** is one of the mandatory requirements.

Figure 3 explicitly illustrates the thematic movement of the excerpt information structure (22). In figure 3, a linear pattern can be found. This pattern occurs when a piece of information moves from position T to R periodically. In other words, changes in information clusters occur serially. This differs from the constant pattern where changes in clusters of information occur in parallel. Based on this linear pattern, we argue that the Indonesian undergraduate students' abstracts have been compiled with their information content in mind. With these considerations, the manifestation of thematic patterns can be identified by the researchers.

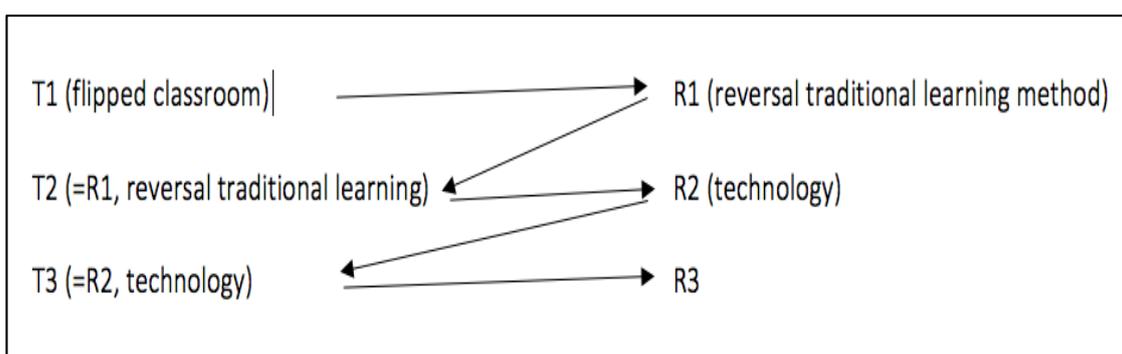


Figure 3. Linear Thematic Pattern

In addition to the linear thematic patterns, constant thematic patterns were also used by Indonesian undergraduate students' in their abstract texts. To discuss the constant thematic patterns, one may put attention on the rule that the first theme in one clause is repeated and taken up as the theme of the next clause, beckoning that first theme of each clause will be discussed continuously (Paltridge, 2014, 2019a, 2019b; Paltridge et al., 2012; Starfield & Ravelli, 2006). For instances the excerpt (23) and its analysis captured by figure 4.

(23) Excerpt 23

Newspaper have become a source of information nowadays. In this digital era, **newspapers** can be accessed anywhere and anytime through people's gadgets. **A headline** is an important part of the newspaper, it is used as a hook for the readers to read the news. However, the language of **news headline** is different from the usual English Language.

Figure 4 clearly illustrates the thematic pattern in excerpt 23. Theme 1 in the form of newspaper is used repeatedly in the discourse unit of excerpt 23. The repetition occurs in the theme position, not the rheme. The recurrence of the theme is a key indicator of the formation of a constant pattern (Burns et al., 2008; Paltridge, 2004). In its embodiment, a theme in a constant pattern can be accompanied by various forms of rheme. In discourse 23, there are three rhema marked with R1, R2, and R3. R1 is source of information, R2 is accessed anywhere and anytime, and R3 is as a hook for the readers. This is how the constant thematic pattern is used by Indonesian undergraduate students in their abstract texts.

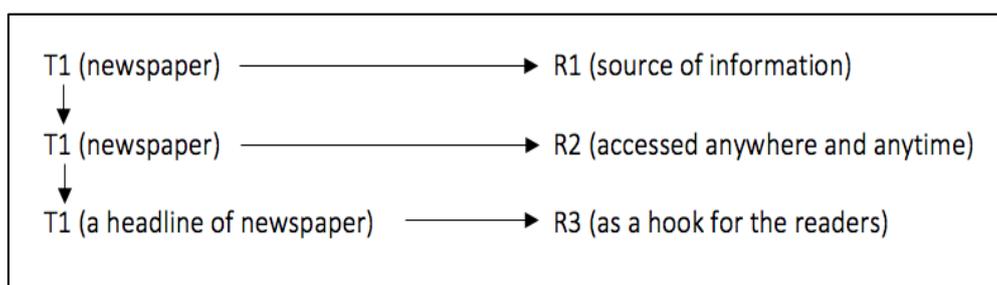


Figure 4. Constant Thematic Pattern

It should be stated that the thematic pattern can be manifested in the parts of the rhetoric moves sequentially. When starting an abstract text with moves 1 (situating the research), for example, writers can choose to use the type of thematic patterns they want. They can use both a linear pattern and use a constant pattern. Indeed, the selection seems arbitrary, but in fact there is no specific parameter that must be followed by the author in choosing the thematic pattern (Paltridge, 2016, 2019a; Starfield et al., 2017; Wu & Paltridge, 2021). The relation between rhetorical moves and thematic patterns occurs in a textual discourse, usually written discourse. For this reason, a more comprehensive and in-depth explanation can be done by considering the genre of the writing being analyzed. We see that this discussion can still be developed by involving the realm or genre of the written work.

CONCLUSION

Overall, the abstract texts written by Indonesian undergraduate students contain rhetoric moves and thematic patterns. From two topic clusters derived from two departments, it was found that there were patterns of moves consisting of (a) Move 1: situating the research (25.40%), (b) Move 2: describing the methodology (37.30%), and (c) Move 3: summarizing the findings (37.30%). Move 1 is the smallest in number, while Move 2 and Move 3 are commonly found in abstracts written by Indonesian undergraduate students. We realize that these moves may be much simpler when compared to the moves on the works of master or doctoral students. Thus, it can be stated that as beginning writers, Indonesian undergraduate students are at least aware of the three basic moves that need to be conveyed in their abstract texts. Meanwhile, concerning the coherence of an essay or discourse, the thematic patterns used by Indonesian EFL undergraduates consist of 52% linear patterns and 42% constant patterns. Although the number is small (i.e., 3%), attention needs to be paid to students who have not been able to compose abstract texts coherently. In sum, both rhetoric moves and thematic patterns are underlying structures that need to be considered in academic writing at the undergraduate level.

There are some limitations to this study. For example, the number of abstracts was limited to fifty texts sourced from two departments at Universitas Sanata Dharma, Yogyakarta. The texts are also limited to research topics on clusters of applied linguistics (AL) and educational technology (ET). For further research, the number of abstract texts analyzed can be increased to determine the trend of rhetorical moves and thematic patterns in the context of writing scientific papers from various universities in Indonesia. The existence of a wider scale can encourage the generalization of research findings. Concretely, increasing the number of departments, the number of research topics, and the number of abstract texts studied is steps that can be taken in further research.

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