



The Rhetorical Structures, Passive and Active Voices, and Voices Mistakes in Undergraduate Students' Thesis Abstracts

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Abstract

Although a plethora of research has focused on the genre analysis of thesis abstracts, little is known about how rhetorical structures and linguistic features are manifested in the undergraduate students' thesis abstracts. This study intends to scrutinize the use of rhetorical moves and steps, alongside the use of passive and active voices that are followed by the mistakes in the use of voices in the undergraduate students' thesis abstracts. The study applied Hyland's (2000) theory of rhetorical moves and Azar & Hagen's (2009) theory of voice. Data from 40 undergraduate thesis abstracts by English Education students at UNP were analyzed using a checklist table as the instrument. The findings revealed that not all gestures and steps were used throughout the abstract. Move 2, Move 3 and Move 4 are found throughout the abstract. Furthermore, Move 1 and Move 5 were considered optional since not always used in the abstract. In Move 1 (Introduction), 56.1% Step 1 (arguing about the significance of the topic) was used. In describing Step 3 (methodology), 40.5% of step 1 (describing participants) was used. Finally, 89.2% Step 1 (deducing conclusions) of Move 5 was used. Moreover, active voices were used more frequently than passive sentences, with several mistakes identified, including articles, verb agreement, spelling, missing verbs, punctuation, and capitalization. To be concluded, this research offers pedagogical insights for improving academic writing, especially in relation to the language use in thesis abstracts.

Keywords:

Abstract,
Rhetorical Moves,
Passive and Active
Voices, Voices
Mistakes

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INTRODUCTION

Abstract is usually presented at the beginning part of a scientific writing like thesis. Walter (2008) states that abstract is a shortened form of a speech, article, book, etc. Abstract is an important component of scientific writing and becomes crucial when it comes to assisting readers in comprehending the contents of the study. In other word, abstract is described as a brief summary of the entire study. There are four reasons that

make abstract plays important roles include provides important information that are easy to be accessed, as the screening device that can help readers to decide whether they will finish reading the whole content, gives a framework for readers to read the article, and provides summaries of primary points (Berkenkotter & Huckin, 1995). In a thesis, the abstract plays role as a collection of concluding sentences that present brief content and research studies clearly.

However, as many faced by students in university levels, writing abstract in a thesis is considered as something difficult. The reason is because they have to pay attention to the rhetoric structure in the writing so that the ideas can be convey well. Therefore, in writing an abstract the writer must take into account the criteria for a well-structured abstract.

The study of the rhetorical structure and language features for a thesis abstract is worth examining. In rhetorical structure, there is a term known as “move” which refers to the sentence structure to compose the abstract. This study will analyze the moves in the rhetorical structure written by undergraduate students in their thesis abstract based on Hyland’s (2000) model. There are five moves generic structure of abstract proposed by Hyland (2000) includes introduction, purpose, method, product, and conclusion. The Introduction (Move 1) sets context of the study and drives the research or discussion forward; the Purpose (Move 2) states the thesis, purpose, or hypothesis, outlining the intention of the study; the Method (Move 3) describe the details on design, procedures, assumptions, approach, and data; the Product (Move 4) explain the primary findings, results, or accomplishments; and the Conclusion (Move 5) interprets results beyond the scope of the study, making inferences, and highlighting broader applications or implications. These rhetorical moves are used in many research fields.

Besides move, in rhetorical move analysis there is also a term known as “step”. Step is considered as a sub-move since it is placed under each move. In line with this, there are thirteen steps in the rhetorical moves model proposed by Hyland (2000), where each step serves a specific communicative function associated with the communicative purpose of each move. Therefore, analyzing the moves and steps of the thesis abstracts is useful to assist novice research writers in gaining understanding of the structure, textual arrangement, and language use.

Not only about the generic structure, the study of thesis abstract also served about linguistic features, one of them is voices. Voice is a grammatical category that expresses whether the subject of a clause initiates or receives the action of the verb. It is divided into two include passive and active voice. Passive voice is arranged in such a way as to highlight the object of a transitive verb by placing it at the front. On the other hand, active voice highlights the subject as the sentence equivalent in general. In all situations, active and passive sentences are interchangeable (Cooray, 2014).

However, the use of voices in writing thesis abstract is not an easy matter. It is difficult for students to learn English in Indonesia, especially for English as a Foreign Language (EFL) students at Universitas Negeri Padang, as it is considered as a foreign language. The more unfamiliar a language is, the greater the chance of mistake or error to occur. Mistake represents the accidental or intentional slip that writer made due to their lack of attention to the appropriate form in their writing. It can clearly be divined

by the inconsistency of the deviations in the language production and can be self-corrected by the writer when they have the proper knowledge.

In writing, students, particularly those at the university level, may still have struggle with passive and active voice even though they have studied grammar to an advanced level. In using voices, the students still confused with the tenses since they do not completely comprehend the shift of form. Not only tenses, lack of attention in writing is also inevitable for students in writing. Thus, in this study, the researcher will also seek for the mistakes of voices made by undergraduate students in their thesis abstracts.

There have been many researchers conducted research that discussed about move analysis in thesis abstracts. Some researchers analyzed and compared the rhetorical moves of abstracts in students' undergraduate thesis (Male, 2018; Lutfiyah, 2015; Juanda & Kurniawan, 2020), while other focus in master's thesis and dissertation abstracts (Pratiwi et. al., 2020). Besides the generic structure of the abstract, for instance, Lores (2004) also examines how the rhetorical moves are organized thematically; Tseng (2011) investigates the move structures and verb tense utilized in RA abstracts; Anhar et al., (2021) analyze the students' mistake in writing at Universitas Muhammadiyah Makassar. The previous studies above did not specifically focus on analyze the rhetorical moves, and the voices as well as the mistakes of voice in students' undergraduate thesis abstract. Thus, it is important to conduct a study regarding the rhetorical moves and the use of voices as well as the mistakes in the use of voices in students' undergraduate thesis abstract. Since it can assist the lecturers in teaching so that the students can gain knowledge on construct moves in rhetorical structure by using voices and be a reference in composing scientific writing, especially thesis abstracts.

Therefore, this study aims to investigate the use of rhetorical moves and steps, as well as the use of passive and active voices throughout the moves that are followed by the mistakes in writing voices in the undergraduate students' thesis abstract at the Universitas Negeri Padang (UNP) English Language Education Department.

METHOD

Research Design

This research employed a quantitative research approach and used a descriptive research design. A quantitative research design is an approach involves collecting and analyzing numerical data to describe, explain, predict or control phenomena of interest (Creswell & Creswell, 2018). Therefore, in this study, the data were analyzed quantitatively and presented in a numerical table. In addition, according to Gay (1992), descriptive research is scientific research that describes about event, phenomena or fact systematically dealing with certain area or population. Thus, the data of this research was described in a narrative form to explained the numerical data regarding the rhetorical moves followed by the steps and the tendencies use of the voices followed by the voice mistakes in the undergraduate students' thesis abstract at Universitas Negeri Padang (UNP) English Language Education Department.

Population and Sample

Population of this research was undergraduate thesis written by students from English Education Department at Universitas Negeri Padang who graduated between

the years 2021 to 2024. Meanwhile, 40 abstracts were chosen as the sample of this research. Due to the highly intensive manual coding process, it was difficult to use larger data. Thus, the number of abstracts was decided based on Corder and Foreman's (2009) minimal criteria for an in-depth study, which is 20-30 data sources (Fauzan et al. 2020).

Instrumentation

In this study, a checklist format was used to analyze the moves, steps, and voices as well as the voices mistakes in the thesis abstract. The indicator table based on Hyland's model of rhetorical moves and steps (2000), and indicator table of passive and active voice by Azar & Hagen (2009) were used to analyze the moves, steps, and voices in the thesis abstract. Moreover, the checklist format table was validated by an English Language and Literature lecturer at Universitas Negeri Padang.

Furthermore, to see the reliability of the data, both intra-code and inter-code methods were employed. The amount of data was 25% of the entire data were randomly chosen to be analyzed by the coders. The intra-code method was employed where the researcher individually analyzed the data by read intensively the abstract and classified the move and the steps according to the description. Meanwhile, an intercoder was invited for inter-code method. The intercoder was chosen due to her strong grammar knowledge which proven by her English proficiency certificate and great grammar grades. The coder was briefed regarding grouping moves and voices to analyze the data. Also, the coder was asked to identify mistakes that the students made when writing the voices in their thesis abstracts. Following that, the agreement percentage reached between the two coders was 0.96. This indicates that the level of agreement is nearly perfect, suggesting the analysis results are highly reliable.

RESULT AND DISCUSSION

Research Findings

Finding 1

The data consisted of 362 sentences which collected from 40 abstracts students' undergraduate thesis. The tables below show the frequency of the rhetorical moves and steps, passive and active voices, and voices mistakes written by undergraduate students of UNP in their undergraduate thesis abstracts.

Table 1. Frequency use of Rhetorical Moves

Moves	F	%
Move 1	15	37.5%
Move 2	40	100%
Move 3	39	97.5%
Move 4	40	100%
Move 5	22	55%

According to the analysis, it was found that the use of moves from sample data was as depicted in the table above.. The fact that Moves 2 and 4 had the highest percentages and were followed by Move 3, which was likewise utilized in practically all student-written abstracts, suggested that these three sections were required to be included in an abstract. Additionally, Move 5 was classified as a common part for use

and was employed more frequently. Move 1, on the other hand, had the lowest percentage and suggested that it may be optional to utilize in an abstract thesis.

Table 2. Frequency use of Steps in the Moves

No.	Moves	Steps	F	%
1.	Introduction	1	23	56.1%
		2	9	22%
		3	3	7.3%
		4	6	14.6%
2.	Purpose	1	44	
3.	Method	1	64	40.5%
		2	33	20.9%
		3	61	38.6%
4.	Product	1	82	
5.	Conclusion	1	33	89.2%
		2	-	-
		3	-	-
		4	4	10.8%
Total			362	

Based on the table provided, Move 1 was used by the students in writing their abstracts but with relatively small frequency. It can be seen from the percentage figures of the data analysis, which showed that in this move, the one that appeared most frequently was Step 1, at 56.1% (23 sentences). Then, followed by Step 2 and Step 4 at 22% (9 sentences) and 14.6% (6 sentences). Meanwhile, the least used step in this move was step 3, at 7.3% (3 sentences).

a. Move 1 (Introduction)

The Introduction provides the scene for the reader, providing necessary background for the paper while also emphasizing the topic's significance to the community and the writer's comprehension of the issues involved.

1) Step 1 (Arguing for topic significance)

Step 1 emphasizes the significance and relevance of the research topic and was the common step used in Move 1 in students' undergraduate thesis abstracts. 23 sentences were identified as representing this step.

Excerpt 1

Hortatory exposition text is one of factual genres that close with students' life. (SA-02-MIS1)

Excerpt 2

Authentic assessment can help teachers to find out the extent to which students can apply their knowledge and skills in the context of real situations. (SA-09-MIS1)

These sentences highlight the relevance of the topic and reflected the argumentation of writers to establish the importance of their research. In excerpt 1, the writer stated the connection between the hortatory exposition text and students' everyday lives, and indicating the significance of the topic in a familiar context. Similarly, excerpt 2 also shows the argument of the writer, but it is in the context of

the utility of authentic assessment in evaluating students' skills to apply their knowledge in real situations.

2) Step 2 (Making topic generalization)

In making topic generalization, the writer presents general and provide a broad context for the research and common perspectives or trends within the field. In this study, Step 2 of Move 1 appeared in 9 sentences.

Excerpt 3

The most common problem faced by students in writing hortatory exposition text is stating and organizing ideas to start writing. (SA-02-MIS2)

Excerpt 4

During the COVID-19 pandemic, many schools are required to conduct distance learning or online learning. (SA-06-MIS2)

These sentences typically provide broad statements or general observations about the research topic, setting the stage for more specific discussions later in the abstracts. Excerpt 3 generalizes the topic by stating that writing and combining ideas in writing hortatory exposition text is a problem generally faced by students. Likewise, excerpt 4 states that online learning is the type of learning that has been generalized during the COVID-19 pandemic.

3) Step 3 (Step 3 (Defining the key term(s))

This step involves defining key topics or terminology utilized in the research. A total of 3 sentences of step 3 Move 1 were found in this study.

Excerpt 5

Roundtable is one of cooperative learning technique in which each student in turn writes one answer in a paper and a pencil which passed around the group. (SA-02-MIS3)

Excerpt 6

Translation is the process of transferring meaning from one language to a recipient language using a semantic structure without changing the meaning of either language. (SA-25-MIS3)

By defining key terms, the writers ensured that the reader understands the specific meanings of the terms as they are used in the study. Excerpt 5 and excerpt 6 state the definition of both terms roundtable and translation, which will help the reader to understand the topic that will be discussed in the research.

4) Step 4 (Identifying gap)

Step 4 Move 1 highlights the gap in the existing research that the current study aims to fill. In this study, this step appeared in 6 sentences.

Excerpt 7

While there is a lot of research that focuses on discovering perceptions of online learning, studies on perceptions of online vs. offline learning is generally ignored. (SA-27-MIS4)

Excerpt 8

Nevertheless, in reality, the majority of students continue to struggle with paraphrasing and their proficiency in this skill remains limited. (SA-40-MIS4)

These sentences are crucial in justifying the research, as it shows that there is an unexplored area or a need for further investigation in the topic. Excerpt 7 states that perceptions regarding online learning vs. offline learning, which is still neglected, is a new focus that will be discussed in this research. Likewise, excerpt 8 conveys the real phenomenon that students' difficulties in paraphrasing and students' skills are new limitations that can also be discussed in this research.

b. Move 2 (Purpose)

Move 2 or the Purpose states the thesis, purpose, or hypothesis, outlining the intention of the study. Additionally, in writing an abstract of undergraduate thesis, the purpose section is typically an obligatory part since the students always include. This can be seen from the results of this study, which showed that Move 2 was identified in 44 sentences.

1) Step 1 (Stating general and/or specific purpose of the research including hypothesis)

Move 2 explicitly states the main objectives or aims of the study. This step only has one step include the formulation of a hypothesis or research question. In this study, 44 of the 362 sentences were identified as Move 2.

Excerpt 9

The purpose of this research is to find out translation problems and translation techniques used by English Department students when dealing with swear words in the Fight Club novel. (SA-18-M2S1)

Excerpt 10

This study aims to analyze students' attitudes towards the use of reading aloud in learning reading skills at SMP Muhammadiyah 6 Padang. (SA-35-M2S1)

In these sentences, the writers clearly communicated to the reader what the research intends to investigate. They also provided a concise overview of the focus and direction of the study.

c. Move 3 (Method)

Move 3 or the Method describes the details on design, procedures, assumptions, approach, and data that is used in the study. Besides, Move 3, with its three steps, is a part that always be written in an abstract. It is because this Move explained the objects, instruments, and steps for conducting research. Step 1 appeared as frequently used in Move 3, at 40.5% (64 sentences). Meanwhile, in last place was Step 2, which described the instrument at 20.9% (33 sentences). In addition, it was found that the writers, in most cases, described the instrument in one sentence with a description of the participants or methods in the abstracts. Furthermore, Step 3, which explained the methods, was identified as the second place at 38.6% (61 sentences).

1) Step 1 (Describing participants and/or sources)

Step 1 Move 3 involves providing details about the participants or the sources of data that were used involved in the study. 64 sentences were found describing the participants/data sources in this study.

Excerpt 11

Data was collected from 21 international class PGSD students in the 2019 entry year at Universitas Negeri Padang. (SA-10-M3S1)

Excerpt 12

Participants in this study included 20 sixth-semester English Education students at Universitas Negeri Padang who taken a translation course and were enrolled for the 2019-2020 academic year. (SA-23-M3S1)

These sentences include the information about the demographic characteristics of participants, the selection criteria, sample size, or the origin and nature of the data sources. Excerpt 11 explains the source of the research data by stating the number of participants and the origin of the selected participant group. In the same way, excerpt 12 also clarifies the research participants, starting with the quantity and on to the selected group.

2) Step 2 (Describing instrument(s))

In this step, the tools, instruments, or methods used to collect data are described. It could be surveys, tests, interviews, or any other research instruments that were employed to gather information relevant to the study. In this study, 11 sentences were classified as Step 2 Move 2.

Excerpt 13

The instrumentations of this research were questionnaire as the primary and interview as the secondary to get deeper information. (SA-01-M3S2)

Excerpt 14

This descriptive research used a semi-structured interview as its instrument. (SA-14- M3S2)

Both writers explained what instruments they used to get the data. In excerpt 13, the writer stated that two instruments were used in the study: a questionnaire and an interview. In contrast, the writer in excerpt 14 only used one type of instrument, a semi-constructed interview.

3) Step 3 (Describing procedure and context)

Step 3 Move 3 describes the processes, procedures, or steps followed during the research. It provides context for how the study was conducted, including the setting, time frame, and any specific procedures. 61 sentences were identified as representing this step.

Excerpt 15

In 8 Experimental Class meetings, the researcher implemented the role-play method. (SA-29-M3S3)

Excerpt 16

Students were given a treatment by the lecturer in classroom by implementing Character-based Project, then the researcher find out the students' perceptions toward it, especially in students' character development and critical thinking ability. (SA-32-M3S3)

These sentences give the reader an understanding of how the research was carried out in practice. Excerpt 15 mentions the method used by the researcher during the process of data collecting. Meanwhile, excerpt 16 explains how the research process took place to obtain the research objectives.

d. Move 4 (Product)

The Product explains the primary findings, results, or accomplishments of the study that are gained after applying the method. Furthermore, in this study, Move 4 was found 82 sentences. It showed that this Move held the highest numbers of all

Moves and was considered as the main other obligatory part since students had to described their research findings in this section.

1) Step 1 (Describing the main specific findings of the research)

This step entails describing the significant and important findings of the study. It focuses on concisely communicating the key findings that address the research questions or hypotheses. In this study, 82 sentences were classified as product of the research.

Excerpt 17

The results of this study indicate that the student's perception of online learning in the micro-teaching class in the English Department of UNP is good. (SA-03-M4S1)

Excerpt 18

Based on the data analysis by using Paired Sample T-test in SPSS 23 for windows, the mean pre-test score in the experimental class was 51.25 while the mean post-test score in experimental class was 81.25 (SA-07-M4S1)

Both excerpts provide the outcomes of the research in a way that is specific and relevant to the objectives of the study. Excerpt 17 clearly states the result of the study about students' perception toward online learning in micro-teaching is good. Moreover, the excerpt 18 attaches the data results which are the test scores in the form of numbers that have been calculated using SPSS.

e. Move 5 (Conclusion)

The Conclusion interprets results beyond the scope of the study, making inferences, and highlighting broader applications or implications. In Move 5, only two of the four steps were found, Step 1 and Step 4. Step 1 was found in 89.2% (33 sentences). This step was common because in this section, the students conclude the key results of the research. Meanwhile, step 4 was found at 10.8% (4 sentences). This figure was relatively small because not all abstracts written by students provide recommendations for the sustainability of research results as a conclusion to their writing.

1) Step 1 (Deducing conclusion)

Step 1 in Move 5 involves summarizing the overall findings of the research and drawing general conclusions. 33 sentences found were classified as this step in this study.

Excerpt 19

For the conclusion, Teachers 1, 2, and 3 in carrying out English language teaching were considered good because it used almost all of the variable that the experts suggested during before the pandemic. (SA-11-M5S1)

Excerpt 20

From this research, it is concluded that self-revision has an essential role in the translation process. (SA-12-M5S1)

These sentences restate the key points that have been demonstrated or proven through the study. Excerpt 19 explains the conclusion that the research results showed good results for the teachers who were the research sample and provides

reasons that support the results that have been obtained. Likewise, excerpt 20 concludes that the research topic variable plays an important role for another variable.

2) Step 4 (Presenting recommendation or implication)

Step 4 in Move 5 offering suggestions for future research, practical applications, or policy changes based on the findings. In this study, 4 sentences were identified as this step.

Excerpt 22

Thus, it is suggested to the English teachers to carry out not only 8 but 11 professional development strategies during their teaching career in order to make their teaching better and better. (SA-14-M5S4)

Excerpt 23

Therefore, educators or lecturers are strongly advised to be able to develop their potential in following the era of technological development by utilizing various applications that can detect student assignments using AI assistance or chat GPT and the like. (SA-34-M5S4)

These sentences state that from the research results there needs to be an evaluation carried out on the field that is the object of discussion in the research. In excerpt 22 and excerpt 23, both authors provide suggestions that educators need to make improvements in using their strategies and potential in teaching.

Finding 2

Not only the use of moves and steps, this study also examined the frequency use of passive and active sentences across the moves. This can be seen in the table below.

Table 3. Frequency of Passive and Active Voices

No.	Voices	F	%
1.	Passive	67	18.5%
2.	Active	126	34.8%
3.	Non-passive and active	169	46.7%
Total		362	100%

Of the total 362 sentences, 126 were identified as active sentences and 67 passive sentences. This means that 34.8% of the sentences are active, while around 18.5% of the sentences are passive. Meanwhile, the remaining 169 sentences are not classified as passive or active sentences but are nominal sentences.

Not only identify the use of passive and active sentences as a whole, the use of passive and active sentences across the moves was also examined in this study. This can be seen in the following table.

Table 4. Frequency of Passive and Active Voices Across The Moves

Moves	Voices		Total	
	Passive	Active		
Move 1	F	4	12	16
	%	25	75	100
Move 2	F	4	25	29
	%	13.8	86.2	100
Move 3	F	46	31	77
	%	59.7	40.3	100

Move 4	F	11	49	60
	%	18.3	81.7	100
Move 5	F	2	9	11
	%	18.2	81.8	100
Total		67	126	193

Based on the table provided, active sentences were most often found in Move 4 in 81.7% (49 sentences). Besides, passive voices were most frequently found in Move 3, as many as 59.7 % (46 sentences).

a. Passive Voice

In passive voice, the subject of the sentence receives the action, and the focus is on the action itself rather than on who is performing it. 67 sentences in this study were identified as passive voice.

Excerpt 24

During the COVID-19 pandemic, many schools are required to conduct distance learning or online learning. (SA-06-MIS3)

Excerpt 25

This research was aimed to find out the types of self-revision done by the English Department students of Universitas Negeri Padang in translating an analytical exposition text from Bahasa Indonesia into English and to find out kinds of online resources used by the English Department students of Universitas Negeri Padang in doing self-revision. (SA-12-M2S1)

Excerpt 26

The translation task was used as the instrument of the research. (SA-25-M3S2)

Excerpt 27

From the result of interview with 29 students, these mistakes were conducted because most of the students did not comprehend the formula and the concept of Present Perfect Tense. (SA-13-M4S1)

Excerpt 28

Thus, it is suggested to the English teachers to carry out not only 8 but 11 professional development strategies during their teaching career in order to make their teaching better and better. (SA-14-M5S4)

These sentences are the examples of passive voices. Excerpt 24 to excerpt 28 each represent one example of the passive voice found in each move.

b. Active Voice

In active voice, the subject of the sentence performs the action expressed by the verb. In this study, 167 sentences were classified as active voice.

Excerpt 29

Motivation is very important and affects students' ability to learn English. (SA-22-MIS1)

Excerpt 30

This study attempts to learn and understand the difficulties faced by Universitas Negeri Padang's sixth-semester students who are translating texts from English to Indonesian. (SA-23-M2S1)

Excerpt 31

The instruments were observation checklist and note-taking. (SA-17-M3S2)

Excerpt 32

The result showed that these students had many obstacles in listening, speaking, reading, and writing. (SA-10-M4S1)

Excerpt 33

It proved that the use of FluentU application to improve students' vocabulary mastery is effective. (SA-36-M5S1)

In this study, it was found that active voice as the highest number of voices that was used in students' thesis abstract writing. These sentences in the form of active voices were represented in the five example sentences above, at excerpt 29 to excerpt 33.

Finding 3

In the analysis of passive and active sentences usage across the moves, the mistakes in construct these sentences were also identified. It is displayed in the table below.

Types of Mistakes	P	A	Moves				
			M1	M2	M3	M4	M5
Article	9	10	1	1	15	1	1
Verb Agreement	3	6	-	-	3	6	-
Spelling	-	1	-	1	-	-	-
Missing Verb	-	1	-	-	-	1	-
Punctuation	-	4	-	-	1	3	-
Capitalization	3	8	1	3	2	4	1
Total	15	30	2	5	21	15	2
Percentage (%)	33.3	66.7	4.4	11.1	46.7	33.3	2.2

The table above shows that there are several mistakes found in passive and active voices such as article, verb agreement, spelling, missing verb, and punctuation. These mistakes occurred in constructing the sentences located in the moves. In its construction, the most mistakes are highlighted in active voices. Moreover, the most frequent mistake made by the students was mistake in the use of articles, followed by verb agreement and other mistakes with small frequencies such as spelling, missing verbs, and punctuation mistakes. Furthermore, article mistakes were found the most in constructing active voices in Move 3.

a. Article

Article mistake involving the misuse of definite and indefinite articles ("the," "a," "an") in students undergraduate thesis abstracts. In this study, it was found that the article mistakes made by students were missing articles in composing voices. 9 sentences were found not using articles which should be used in passive voice. Meanwhile, 10 sentences were found not using articles which should be used in active voice.

Excerpt 34

In other words, students are classified as having obstacles in using English as medium of instruction. (SA-10-M4S1)

Excerpt 35

The researcher took 60 students, 30 students as experimental class and 30 students as control class from total 240 students as a sample. (SA-04-M3S1)

In excerpt 34, the article "a" should be added before the word *medium*. Meanwhile, article "the" should be written before the words *experimental class* and *control class* in excerpt 35.

b. Verb Agreement

A verb agreement mistake is a mistake that occurs when a verb in a sentence that does not match the subject in terms of number (singular or plural). In passive voice, 3 sentences in this study were identified as this mistake. Meanwhile, 6 sentences in this study were identified as this mistake.

Excerpt 36

The results of the study was found with the frequency of 47 times of errors. (SA-25-M4S1)

Excerpt 37

The results shows mean of the students' post-test for experiment class 41,67 and for control class 19,33. (SA-04-M4S1)

Excerpt 36 shows the disagreement between the verb and subject in the sentence. The word *result* is followed by the suffix *-s*, which indicates the plural form, while the auxiliary verb that should be used is "were" instead of "was". Likewise, The two sentences above both show mistakes in verb usage. In excerpt 37, the subject in the sentence is plural, but a mistake occurs due to the use of a verb followed by *-s*.

c. Spelling

Spelling mistake refers to a mistake where a word is misspelt, such as the position of letters are switch or the missing of a letter in a word. From the results of data analysis, it was found that 1 sentence had a spelling mistake.

Excerpt 38

This paper aims to explain to teach wiring hortatory exposition text by using Roundtable technique. (SA-02-M2S1)

The only one misspelling in this study occurs in excerpt 38. This sentence shows that the letter *t* is missing in the word *writing*.

d. Missing Verb

Missing verb mistake refers to omission the main verb in a sentence, resulting in an incomplete or unclear statement. This study identified 1 sentence as had a missing verb.

Excerpt 39

This study a quantitative research approach. (SA-20-M3S3)

The sentence above shows that there is one component that is missing. This sentence should contain a linking verb "is" after the word *study* as the predicate in the sentence.

e. Punctuation

This type of mistake refers to the mistake in the use of punctuation marks (such as commas, periods, or semicolons) that can disrupt the clarity, flow, or meaning of a sentence. This study also found 1 sentence that had a punctuation mistake.

Excerpt 40

The instrument of this research was a questionnaire, Foreign Language Speaking Anxiety questionnaire (FLSA) it was adopted from Ozturk & Gurbuz and coping strategy questionnaire it was adopted from Kondo & Yang. (SA-08-M3S2)

Excerpt 40 shows a punctuation mistake which is the absence of commas. In this sentence, a comma should be placed before the two words *it*, which serves to separate it from the previous sentence.

f. Capitalization

Capitalization mistake is a mistake in using uppercase and lowercase letters according to standard grammar rules. In this study, there were 3 sentences found had this type of mistake.

Excerpt 41

The researcher used a voice recorder to record the process of the Interview.

In excerpt 41, the underline word shows the wrong use of capitalization where the first letter of “interview” was written with an uppercase instead of lowercase.

Discussion

The results highlighted that Move 3 (Methodology) was used the most in undergraduate students' thesis abstracts, where the Step 1 dominated the explanation of whole methodology part. Then, it was followed by Move 4 (Product) and Move 2 (Purpose) which have the higher number of percentages. Meanwhile, Move 1 (Introduction) and Move 5 (Conclusion) have the lowest percentage and at almost the same figure. Similar to the study conducted by Suhadi (2022), which also found that Move 3 and Move 4 had the highest percentage, then Move 1 and Move 5 had the smallest percentage, with Move 2 being in the middle with the highest and lowest results. This indicates a strong emphasis among students on detailing methodology and findings, with relatively less focus on introduction and conclusion sections in their abstracts.

Additionally, the use of active voice in undergraduate thesis abstracts written by the students showed a significantly higher percentage than passive voice. Besides, both voices were found most frequently in the same Move, namely Move 3. This aligns with Kitjaroenpaiboon & Kesprathum's (2014) study, which also found that active sentences were used more often than passive ones. In addition, passive voices in their research were found most frequently in Move 3. Meanwhile, active voices were found the most in Move 4. This pattern suggests a preference among students to use active voice for clarity in describing methods and outcomes.

Moreover, while examined the voices usage in undergraduate students' thesis abstracts, some of voice mistakes were also identified such as article, verb agreement, spelling, missing verb, punctuation, and capitalization. These mistakes are similar to the two categories of mistakes stated by Junaid & Santaria (2022) including mechanical inaccuracies and content mistakes which is grammatical mistakes. Spelling, punctuation, and capitalization mistakes are classified as mechanical inaccuracies. Meanwhile, article, verb agreement, and missing verbs are categorized as grammatical mistakes. Furthermore, article mistake was found as the frequent mistakes that occurred in students' undergraduate thesis abstracts. Furthermore, the

most frequent mistake made by the students was mistake in the use of articles. In addition, the mistakes were found the most in constructing active voices which located in Move 3. This suggests a need for focused instruction on both mechanics and grammar in academic writing, especially in constructing active voice sentences.

CONCLUSION

This research purposively identifies the use of rhetorical moves and steps, as well as the use of passive and active voices throughout the moves that are followed by mistakes in the use of voices in the undergraduate thesis abstract written by English Education students at Universitas Negeri Padang. Based on research, Step 1 in Move 3 tends to be used a lot by students in writing abstract theses. It is because in this section participants or data from the research was described. In addition, not all Moves from Hyland's (2000) theory is used by students in writing abstract theses. Furthermore, in writing Move in the thesis abstract, active voice was used most often. Apart from that, the results of the study also show that in writing both passive and active voices, some mistakes include article, verb agreement, spelling, missing verb, punctuation, and capitalization were identified, even though with small frequencies. Therefore, the research results may encourage the educators, particularly lecturers who teach academic writing, to bring out their students to pay more attention to writing abstracts, particularly for their thesis.

Based on the findings of this study, there are some of suggestions need to be considered for the lecturers and future researchers. Lecturers who teach academic writing courses are encouraged to be more effective, especially in teaching students about structure in writing such as abstracts. Aside from that, the lecturers can also direct students to use more varied sentences, such as passive and active voice. Since the diversity in writing can describe the quality of the writing. Furthermore, for future researchers who are interested in the same research field, the investigations regarding appropriate tenses across the moves in the abstract could be the continuation of the topics discussed in this study.

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