

**NOVICE STUDENTS' WRITERS AND EXPERIENCED STUDENTS' WRITERS IN
WRITING RESEARCH ARTICLE CONCLUSIONS: A MOVE-BASED ANALYSIS**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Master's Degree in English
Language Education**



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister
Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan Seni

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APPROVAL PAGE

A Thesis

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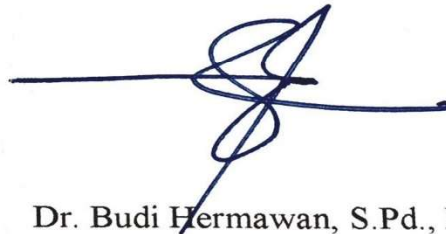
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Demikian surat pernyataan ini saya buat dengan sebenar-benarnya, tanpa ada unsur paksaan dari pihak manapun. Apabila di kemudian hari terdapat ketidaksesuaian atau pelanggaran terhadap etika akademik, saya bersedia menerima sanksi sesuai dengan ketentuan yang berlaku di Universitas Pendidikan Indonesia.

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AUTHOR'S DECLARATION

I, the undersigned, hereby declare that the thesis entitled “*Novice Students’ Writers and Experienced Students’ Writers in Writing Research Article Conclusion*” is truly my own work with the guidance of the academic supervisor, not an expropriation of the writings or thoughts of others which I acknowledge as the result of my own writings, or thoughts. If in the future it is proven or can be proven that this thesis is plagiarized, then I am willing to accept sanctions for such actions.

Bandung, March 2025

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I sincerely hope that this thesis serves as a valuable contribution to the field of English teaching and learning, not only enhancing my own understanding but also benefiting educators, students, and researchers alike. May it inspire further exploration and improvements in academic writing and pedagogy, ultimately fostering a more effective and enriching learning experience for all.

ABSTRACT

This study examines the structural and rhetorical differences in research article conclusions written by novice and experienced student writers using a move-based analysis framework. Employing Yang and Allison's (2003) model, which consists of three moves—summarizing the study, evaluating the study, and deductions from the research—the research identifies patterns in the organization and execution of these moves. The study analyzed 80 research article conclusions, with 40 written by novice writers and 40 by experienced writers, sourced from Scopus-indexed and non-Scopus-indexed journals. The findings reveal that while both groups consistently include Move 1 (*Summarizing the Study*), novice writers tend to produce basic restatements, whereas experienced writers synthesize their findings with broader academic discourse. Move 2 (*Evaluating the Study*) highlights significant differences, with novice writers rarely addressing limitations or critically assessing their methodology, while experienced writers engage in reflective discussions. Move 3 (*Deductions from the Research*) shows that experienced writers are more likely to provide actionable recommendations and pedagogic implications, enhancing the impact of their research. These results suggest that novice writers require further guidance in constructing effective conclusions to meet academic writing conventions. The study's findings contribute to writing instruction by identifying areas where novice writers need support in developing critical and reflective writing skills.

Keywords: academic writing, experienced writers, move-based analysis, novice writers, research article conclusions, rhetorical structure, Yang and Allison's model

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