



Tenses Choice and Rhetorical Pattern of Unpublished Scientific Articles written by Non-Native English Speaker Student Teachers

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By employing the appropriate tenses, we communicate our feeling/intention appropriately. However, English tense is problematic for most EFL learners, even for upper-level students and for English teachers whose native language is tenseless. Non-native English speaker teachers (NNETs) as role models for English learners have an important role to succeed in the teaching and learning of English tenses. One way to know their English tense competence is by examining their unpublished scientific writing because academic writing demands a good feel of tense. This study aims at finding out the rhetorical patterns and tense shifts across rhetorical functions employed in the research article introductions (RAI) by NNETs. This research is a qualitative study that embraces the characteristics of a case study, text/genre analysis. The data of this research are tenses and rhetorical functions collected from 8 unpublished research article introductions by NNETs who were studying at the English Language Education Graduate Program, aiming at developing their quality. The data were analysed using Genre-Based Approach theory to reveal the rhetorical functions, rhetorical pattern, and tense shift. The research results revealed that most participants do not produce complete rhetorical stages. The most problematic rhetorical stage is the move 'indicating a gap'. The tense choice and tense shift in clause complexes are also problematic for them.

Keywords: tense choice, tense shift, rhetorical pattern, research article introduction, non-native English speaker teacher

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INTRODUCTION

Tenses are the most important element of the English language. If you want to write or to say anything to anyone, you need to express the idea in the right tenses or grammar, unless your idea will likely not reach your interlocutor. It is said that tenses form the backbone and the foundation of the English language. Correct use of tense will imply the use of the correct form of a verb. English tense is a basic; the basic system of past, present, and future allows the speaker or writer to derive more complex tense forms. Tense-Aspect-Modality (TAM) should be firstly mastered by EFL learners since TAM is a basis to learn other grammatical aspects such as active-passive voice, conditional sentences, dependent and independent clauses, etc. (Hermont & Martins, 2020). In other words, mastering tenses in depth is required for non-native speakers of English. Knowing how tense works in English is crucial.

Systemic functional grammar (SFG) views language as an interrelated set of options to convey meanings about field, mode, and tenor. Thus, SFG views that a language conveys three kinds of meaning simultaneously, namely ideational meaning, textual meaning, and interpersonal meaning. Ideational meaning is mostly influenced by the field of the discourse which is realized through transitivity patterns (participant, process, circumstances). Textual meaning is mostly influenced by the mode of the discourse which is realized by thematic progression. Interpersonal meaning is mostly influenced by the tenor of the discourse which is realized through the mood pattern (Repka, 2021).

Tense realizes the interpersonal meaning of a clause because it is located in the mood elements: Subject and Finite. Through interpersonal meanings, we communicate our feelings/attitudes/intentions. The Subject is realized by a nominal group while the Finite element is part of the verbal group. The remainder is called the Residue. The terms mood and residue indicate the importance of the mood in which the tense is located (Dalamu, 2019). Finite is an element in a clause containing verbal operators to express tense, modality, and polarity. The main verb of a clause contains finite and predicator (residue). Examples: drink = do (finite) and drink (predicator), drinks = does (finite) and drink (predicator), drank = did (finite) and drink (predicator) (Thompson, 2013).

Tense in English is not only realized morphologically but also realized as a verbal group as a whole. There are a lot of aspect alternatives to be chosen by a language user such as *took, takes, will take, had taken, has taken, will have taken, was taking, is taking, will be taking, was going to take, is going to take, will be going to take*. According to Halliday and Matthiessen, a language user is an expert chooser of the alternatives. He or she knows how to choose among the alternatives; he or she knows the choice mechanism (M A K Halliday & Matthiessen, 2004). This is in line with the concept of language strata explaining that the communicator's semantics or meanings resources are realized by lexicogrammar or resource for wording meanings, utilizing grammatical and lexical items. While lexicogrammar, a resource for wording meanings, is realized by phonology (sequences of sounds, pitch, etc.) in a spoken language, and in a written language it is realized by graphology (sequences of letters, syllables, etc.) (Kalantzis & Cope, 2020).

To be able to choose the appropriate tense, non-native English speakers should have *tense sense*. However, the English tense is problematic, even for upper-level students and for English teachers because of the first language interference (Rahman & Ali, 2015) (Abdullahi & Salisu, 2017). Acquiring *tense sense* is not easy for Indonesians since the Indonesian language is *tenseless*. Mastering English tenses in depth and applying them in texts for communication is one way to acquire tense senses.

Non-native English speaker teachers (NNESTs) as role models for English learners have important roles to succeed the English teaching and learning in the context of English as a foreign language in which English tenses are indispensable materials. And this is a challenge for them because English is not a language that is spoken in daily conversation. Having English and Indonesian language competence, and experience in learning and teaching situations, NNESTs are better than Native English speaker teachers (NESTs) at helping students enhance their English competence. NNESTs know more about the student's needs and have more ability to introduce multiculturalism (Mauludin, 2015). This reason underlies the choice of NNESTs as the subjects of the study.

To enable to be models for the EFL students and to be able to teach English tenses professionally, NNESTs should be competent or have a sense of English tenses. One way to know the NNESTs' English tense competence is by examining their unpublished scientific writing. Applying tenses to write English academic writing demands a tense sense or a good feel of tense from the non-native speaker writers because, in scientific writing, tense usage is not only governed by time but also by non-temporal factors such as by considering the rhetorical functions of the clauses (Taylor, 2001). Thus, investigating NNESTs' tense choice and shift in their unpublished scientific writing is crucial to reveal their tense sense or tense competence.

Unpublished scientific articles were chosen as research objects since the articles were the writers' original products, without being edited. To maximize the study, we focused on the article introduction section. The consideration is that introduction section of an academic text is one of the most important and difficult sections for most writers because they must decide the background, purpose, significance of the study, and state of the art. And it is also considered a troublesome part (J. M. Swales, 2011). Based on the research results, the NNESTs can do self-introspection and compensate for their weaknesses by doing self-development. Then, this will impact the quality of English teaching and the student's skills and mastery of English which is getting more and more important in this global era.

A scientific article is a genre or text type. Scientific article introduction as part of a scientific article is also a genre. Martin defines a genre as a staged, goal-oriented, and purposeful communicative event in which speakers engage as members of culture (Uday, 2019).

Every genre has a communicative purpose that a speaker or a writer wants to achieve. The purpose is achieved by making meaning in stages. That a genre has stages is because we cannot convey the meanings at once. Thus, a genre moves through stages to

a point of closure. Each stage contributes to the overall meaning that a genre will achieve. The stages in a genre are typically termed schematic structure which refers to the overall text structure, and global structure of messages (Van Dijk, 2017) (Thongchalermsri & Jarunthawatchai, 2020). Some stages of the schematic structure are obligatory and some others are optional.

A genre is realized through language. There is an association between a particular genre and lexicogrammar or linguistic features. Even the different stages of a genre employ different linguistic features (Van Dijk, 2017).

The research object of this study is a genre, meaning that the nature of this study is genre analysis, employing the genre-based approach (GBA) theory. The concept of GBA is that a text has a communicative purpose, schematic structure, and linguistic features.

In this study, the linguistic features and schematic structure of the research article introduction section were analysed using genre analysis by Swales (J. M. Swales, 2011). In terms of linguistic features, this study focused on analysing tense choice and tense shift. And in terms of the schematic structure, this study focused on analysing the moves or rhetorical functions.

The schematic structure of a text conveys the textual meaning of the text; and thus, reflects the author's textual competence. Textual meaning is among others realized by the text organisation and flow of ideas (Michael Alexander Kirkwood Halliday & Matthiessen, 2013).

Thus, the data of the study are the tenses and rhetorical functions of unpublished articles of NNESTs studying at the Graduate Program of English Education at Semarang State University. Based on the interview, the researchers learned that they have got a certification allowance from the government and used the allowance to fund their education. Through this, they hope to develop their quality, participate in the world's academic publications, and even hope to be able to teach in tertiary education. Based on this situation, the research finding is also useful for graduate program education as a basis to write teaching materials for scientific writing lessons for upper-level students.

Based on the background above, the research problems of this study can be formulated as follows: (1) What tenses are employed by NNESTs in writing article introductions? (2) How do NNESTs shift the tenses in relation to the rhetorical functions? (3) What rhetorical patterns are used by NNESTs in writing article introductions?

Theoretically, the research findings can enrich the existing literature on genre analyses of research articles introductions. The existing literature is mostly about research on published research articles introductions. Thus, the findings of unpublished research articles' introductions can add to the existing literature.

Practically, the research findings are expected to provide a suggestion for NNESTs to do self-introspection and compensate for their weaknesses by doing self-development.

They can learn more about tenses and research article genres and subsequently, they can promote a research culture that can promote their career.

Pedagogically, the research findings are expected to provide suggestions for graduate program education. The research finding can be used as a basis to write teaching materials for scientific writing lessons for upper-level students. Tense choice, tense shift, and rhetorical pattern can be added to the existing teaching materials.

The previous studies of research article introductions (RAI) are as follows. A study of English language teaching (ELT) and Civil Engineering (CE) research article introduction (RAI) was conducted in Malaysia. It is meant to reveal the structural pattern of the RAI considered the troublesome and crucial part of scientific writing, employing Anthony's modified Create-A-Research-Space (CARS) model. Twelve RAI as the research data were taken from ELT and CE journals. The research findings revealed that the structural pattern of the RAI in ELT is different from that of the RAI in CE. The rhetorical pattern of the modified model is applicable in CE articles but it slightly fits the ELT research articles (Mauludin, 2015).

The second previous study explored 20 journals of RAIs of science and technology written by lecturers from five state universities. It aims at finding out the rhetorical functions by applying Swales' move analysis (1990). The research results revealed the problems of scientific writing in English by Indonesian lecturers. On average, the RAIs seem to contain incomplete moves ranging from 2 to 3 moves (Suharno, A. Badib & Sutopo, 2012).

Research on the generic organization of English RAIs written by native English and Iranian non-native speakers of English concludes that native English writers use significantly more strategies than Iranian non-native speakers of English. The study used Swales' Create A Research Space (CARS) model to analyze 160 published articles selected from journals in *Applied Linguistics* (Farnia & Barati, 2017).

A rhetorical patterns study on twenty English RAIs written by Computer Science researchers in Malaysian private universities found that some obligatory rhetorical steps proposed in the CARS model are being underutilized. Seven out of 13 rhetorical strategies suggested in the CARS model (Swales, 2004) are underutilized (Suryani et al., 2018).

A study of 73 RAIs written by undergraduate students of English Language Education at a state university in Yogyakarta applying the CARS model (Swales and Feak, 2004) reveals the rhetorical pattern of the student authors' RAIs. The data were taken from *English Language Teaching Journal*. The study found that most undergraduate research papers lack 1 step in Move 1, 2 steps in Move 2, and 3 steps in Move 3 (Rochma et al., 2020).

A study on 30 RAIs taken from 3 international journals published in Indonesia by employing Swales' CARS model (1990) revealed that only half of RAIs employ Move 2 (establishing a niche). Although published in international journals, the RAIs did not

conform yet to the rhetorical style of English RA introductions as expected by English native speakers (Safnil, 2013).

All of the previous studies explored the rhetorical patterns of published RAIs. The writers of the research articles are university lecturers and undergraduate students. Different from the previous studies, this current study investigated unpublished RAIs by NNESTs. Thus, the research gap to be filled in this study is that unpublished NNESTs scientific articles as the writers' original products which have not been edited were rarely explored. Therefore, they need to be more investigated to reveal the writers' competence. Besides investigating the RAI's rhetorical patterns, this current study also investigated the tense choice and shift which was rarely studied. Thus, this study extends the previous studies.

The novelty of this study is in terms of its pedagogical contribution to the teaching material of scientific writing. To our knowledge, tense shift to developing the EFL students' tense sense is rarely taught. This study recommends that tense shift is required to be explicitly taught.

METHOD

Research design

Relevant to the research problems aforementioned, this study is qualitative. It employed case study and discourse analysis strategies (Creswell, 2009) (Paltridge, 2021). A case study is a strategy in which a researcher explores a small scale, case. It focuses on one or more individuals (Gerring, 2016) (Yazan, 2015). Discourse analysis is the study of the language in use, the corpus (Flowerdew, 2013). It focuses on discourse units (Larsen-Freeman & Long, 2014). Thus, this study is a qualitative case study.

Research participants and objects

The population of this study is 16 NNESTs studying at the Graduate Program of English Education at Semarang State University from 2017 to 2020. On average there are 17 students in one class, and 3-5 of them are NNESTs. The distribution is 4 NNESTs in 2017, 3 NNESTs in 2018, 5 NNESTs in 2019, and 4 NNESTs in 2020. The research participants are 8 NNESTs.

The corpus or the research objects of this study comprise 8 unpublished RAIs written by 8 NNESTs. This small number sample is relevant to a case study principle, namely small scale to allow for an 'in-depth study' (Tight, 2017). The RAIs were collected from 2017 up to 2020, with two samples each year. This is in line with the important aspect of a case study to employ 'multiple sources of the same set of issues, 'and multiple data gathering' to construct validity (Yazan, 2015). One researcher member who is a guest lecturer there assigned the students to do mini-research and reported the research result in a research article format. Purposive sampling was employed; the articles selected were those written by NNESTs teaching in different cities in Indonesia. The research articles' titles and information about the authors are summarized below.

Table 1
The research articles' titles and the information about the authors

Article title	Code	Writer		
		Article writer	Place of teaching	City
Hyponyms in the "The Peanuts" Movie	RAI1	NNEST1	Elementary School	Wates
Associative Meanings in Market Places Sale Advertisement Slogan	RAI2	NNEST2	Elementary School	Semarang
Transitivity Realized in Junior High School Students' Recount Texts	RAI3	NNEST3	Junior High school	Banda Aceh
Lexical Density in the English Club Students' Recount Texts	RAI4	NNEST4	Junior High school	Cirebon
Anaphora References Found in CNN Style Post	RAI5	NNEST5	Junior High school	Palembang
Figurative Language in Song Lyrics 'Through the dark'	RAI6	NNEST6	Senior High School	Samarinda
Communication Accommodation Strategies Within Transaction	RAI7	NNEST7	Senior High School	Kupang
Anaphora and Cataphora Used in Sports Articles of Indonesian Online Newspapers	RAI8	NNEST8	Senior High School	Jombang

Notes:

NNEST: Non-native English speaker teacher

RAI: Research Article Introduction

Method of data collection and data analysis

The researchers are the main instruments for data collection and data analysis. Based on Create A Research Space (CARS) model (Swales & Feak, 2001) (J. M. Swales, 2011), RAIs of NNESTs were explored. This is relevant because the communicative purpose of RAI is to win the competition for space and readers. RAI is realized into stages or moves, each of which performs its function to fulfil the text's purpose. Each stage is realized in certain tenses in relation to its function. Thus, the data of this study are rhetorical functions and tenses. To collect the data on rhetorical functions, content analysis at the macro level was done. Having known the rhetorical functions, tenses choices in each move/ rhetorical function are identified.

Described below are the procedural steps of data collection:

1. The first step focused on reading the overall article to know the research topic.
2. The second step focused on reading the introduction section to get a full understanding of the content, meaning, and ideas in the layers of the texts: clauses, and paragraphs. Thus, this stage focused on content analysis.
3. The third step focused on identifying the occurrences of the move types based on the CARS model (Swales & Feak, 2001) (J. M. Swales, 2011). The boundary of each move is determined. A table was used to record the data occurrence and move classification. Here is an example:

RAI 8: Anaphora and Cataphora Used in Sport articles of Indonesian Online Newspaper

Stages	Move/ rhetorical function
...Anaphora is important in both everyday speech and in more serious rhetoric. Anaphora serves to emphasize certain ideas, ...	Move 1: Establishing a research territory 1a. By showing that the general research area is important
Some studies on anaphora and cataphora have been	1b. By introducing and reviewing items of previous

carried out by a number of researchers ...	research in the area
...However, this phenomena needs to be verified whether it also occurs in 136 other types of writing such as sport news. ...	Move 2: Establishing a niche 2a. By indicating a gap in the previous research
This research then tries to find the answers to...	Move 3: Occupying the niche 3a. By outlining purposes

4. The fourth step centred on identifying the tense choice in each stage. Here, each text was segmented into clauses. A table was used to record the tenses choice. Here is an example:

Paragraph (Par.)	Sentence (Sent.)	Clause simplex/Clause complex	Tense, Aspect, Modality (TAM)	Stage
I	1	Anaphora and cataphora are endhoporic cohesion devices that operate by using reference.	Present tense Present tense	1a

Upon completion of data collection, the researchers analysed them. The analysis at the macro and the micro level was done to know the rhetorical pattern, tense shift across the rhetorical pattern, and the problems faced by the research participants. Here is the procedure for data analysis:

1. Interpreting the completeness of the rhetorical pattern by comparing each RAI pattern with the pattern of CARS model. RAI pattern is composed of its rhetorical functions or moves.
2. Predicting and interviewing the respondent concerning the problem of why the RAI lacks certain obligatory moves. The interview aims at validating the analysis.
3. Interpreting the rhetorical concept of each clause since tense choice and tense shift are governed by the rhetorical concept. Example:

RAI 7: Communication Accommodation Strategies Within Transaction

Par	Sent.	Clause simplex/Clause complex	TAM	Rhetorical concept	Note	Stage
I	2	Language is a sort of the necessary tool in communication.	Present tense	Definition		1a
	3	Language is defined as a system of arbitrary vocal symbol used for human communication (Ronald Wardaugh, 1972).	Present tense	Definition	Citation of famous scholar	
	5	When humans can use language appropriately in social context it means that they have been able to apply Sociopragmatic.	Modality Present tense Present perfect tense	Opinion		

4. Interviewing the respondents is to validate the researcher's interpretation; the interview is also to reveal their problems in tense shifts.

FINDINGS

Tenses, aspect, and modality (TAM) employed in NNESTs' RAIs

The tense, aspect, and modality employed by NNESTs in their RAIs are as follows. Present tense, present-future tense, past tense, present perfect tense, past perfect tense, and modality were employed. The present tense dominates the occurrence.

Table 2
Distribution of TAM occurrence found in RAIs by NNESTs

Move	Present tense	Present future tense	Present continuous tense	Past tense	Past continuous tense	Present perfect tense	Present perfect continuous tense	Past perfect tense	Past perfect continuous tense	Modality	Total
1a	147	5		8		2				30	192
1b	34			27		4		1		2	68
2a	20			3						1	24
3a	9										9
	210 (71.6%)	5 (1.6%)		38 (13%)		6 (2.1%)		1 (0.4%)		33 (11.3%)	293 (100%)

Tenses, aspects, and modality across rhetorical functions

Table 3
TAM across rhetorical functions

Move/ Rhetorical function	TAM
1a (Establishing a research territory: By showing that the general research area is important, central, interesting, problematic, or relevant in some way)	present tense, present future tense, past tense, present perfect tense, modality
1b (Establishing a research territory: By introducing and reviewing items of previous research in the area)	present tense, past tense, present perfect tense, past perfect tense, modality
2a (Establishing a niche: By indicating a gap in the previous research, raising a question about it, or extending previous knowledge in some way)	present tense, past tense, modality
3a (Occupying the niche: By outlining purposes or stating the nature of the present research)	present tense

Rhetorical patterns found in RAIs by NNESTs

The rhetorical functions of the texts are firstly presented before the presentation of the texts' rhetorical patterns. In this study, the rhetorical pattern is characterized as complete (C) when it has all of the obligatory moves (1b, 2a, 3a), while it is characterized as incomplete (IC) when lacking one or more of the obligatory moves.

Table 4
Rhetorical patterns found in RAIs by NNETs

RAI	Move 1		Move 2	Move 3		Rhetorical Pattern	Total of Move
	a	b (obl)	a (obl)	a (obl)	b		
RAI1	v	v		v		1a,1b,3a	3(IC)
RAI2	v	v	v	v		1a,1b,2a,3a	4(C)
RAI3	v	v		v		1a,1b,3a	3(IC)
RAI4	v		v	v		1a,2a,3a	3(IC)
RAI5	v	v		v		1a,1b,3a	3(IC)
RAI6	v			v		1a,3a	2(IC)
RAI7	v	v	v	v		1a,1b,2a,3a	4(C)
RAI8	v	v	v	v		1a,1b,2a,3a	4(C)

Note:

Move 1: Establishing a research territory

a. By showing that the general research area is important, central, interesting, problematic, or relevant in some way (optional).

b. By introducing and reviewing items of previous research in the area (obligatory).

Move 2: Establishing a niche

a. By indicating a gap in the previous research, raising a question about it, or extending previous knowledge in some way (obligatory).

Move 3: Occupying the niche

a. By outlining purposes or stating the nature of the present research (obligatory).

b. By announcing principal findings (optional).

c. By indicating the structure of RP (optional).

(Swales & Feat, 2001)

Table shows that of the 8 RAIS, only 3 contain complete obligatory moves while the 5 others do not. The rhetorical patterns can be classified into 4 groups as follows:

1. 1a,1b,3a (3 RAIs)
2. 1a,1b,2a,3a (3 RAIs)
3. 1a,2a,3a (1 RAI)
4. 1a,3a(1 RAI)

Table 5

The problems of writing obligatory moves faced by NNETs

Problems	Frequency	Sample of NNET's perceptions	Code
Presenting and reviewing previous studies	2	I do not realize the importance of writing the previous research findings in my RAI, I am not aware that it is useful to see the gap to be filled.	IQ1-4
Indicating a gap	4	I think by presenting the previous research, the readers can find the research gap.	IQ2-5
Indicating a gap without presenting previous studies	1	The research gap is based on my experience and my assumption.	IQ3-4

Interview questions:

1. *Why don't you present previous studies in your RAI?*
2. *Why don't you write a research gap that you will follow up in your study?*
3. *How can you indicate a research gap without presenting previous studies?*

Other problems of tense choice and shift

Table 6
The problems of tense choice and shift in reporting previous studies

Problems	Frequency	Sample of NNET's perceptions	Code
Tense choice and shift in clause complexes	8	I'm often confused about whether I need to shift tense or not in my sentence consisting of more than one clause.	IQ -5
In determining the rhetorical concept and the tense choice.	6	I often ignore the rhetorical concept of my sentence in choosing tense. I hardly think with concept such as 'referring to the researcher activity, commenting on the research results, etc.'	IQ -2

Interview question:

What is the most problematic matter you face in the tense choice and shift in reporting previous studies?

DISCUSSION

An introduction section of an article aims at winning the competition for research space, acceptance, recognition, and competition for readers. Thus, the RAI rhetorical pattern is called CARS (Create a Research Space) (J. M. Swales & Feak, 2001) (J. M. Swales, 2011). Therefore, the discussion and interpretation of the research finding in this study are based on the CARS model.

TAM Choices in RAIs by NNETs

RAI is a general-specific text. It goes from a general statement to more specific detail and specific detail. It is like a shape of a glass or a cup (J. M. Swales & Feak, 2001). The tense usage of each move is discussed based on Swales' and Feak's analytical framework (J. M. Swales & Feak, 2001), (J. M. Swales, 2011).

In move 1a 'claiming centrality'

Move 1a 'claiming centrality' contains background information. It provides a brief overview of the research paper's main topic by telling the readers the topic general ideas that they need to know before reading the body of the article. It may start with concepts, factual generalization, a short definition, extended definition, prediction, opinion, and history, which are written in the present tense, present future tense, past tense, present perfect tense, and modality. These phenomena are found in the data. Here are some examples:

Definition written in present tense

- 1. The study of the meaning of language is semantics. (RAI1)*
- 2. Anaphora and cataphora are endhoporic cohesion devices that operate by using reference. (RAI8)*
- 3. According to Meyer (1997:1), literature is a term that describes written texts characterized by careful use of language, including features such as creative metaphors, beautiful phrases, elegant syntax, rhymes, and aesthetic alliterations. In learning and understanding literature, people not only understand a form of language or utterances but also the meaning in it. (RAI6)*

Sentences 1 and 2 are sentence definitions, while sentence 3 is an extended definition, i.e. one-sentence definition provided with additional details. Presenting a definition is a common way to start academic writing. It is a 'hook' from which the following ideas in the following paragraphs can be hung. The definition is written in the present tense since it contains a general truth.

Factual generalization written in the present tense

- (1) *Humans are kinds of creatures who have to be with other humans... (RAI7)*
- (2) *Systemic functional linguistics is a theory firstly developed by. (RAI3)*

The ideas in the sentences above are common knowledge, general truth, or concept known by everyone in a group. Therefore, they are realized in simple present sentences.

Prediction, an opinion written in present future tense and/ or in modality

- (1) *If a language has ambiguous and unclear meaning, there will be misunderstandings. ... (RAI1)*
- (2) *The use of the lexical choices will influence how people... (RAI2)*
- (3) *In discourse, lexical density can be used as a tool ... (RAI4)*

The sentences above contain an argument, a forecast. Thus, modality is employed.

History written in past tense, present perfect tense

- (1) *Mostly, the literature writers used it to express their ideas, feelings, and emotions. A song has appealed to and attracted interest... (RAI6)*
- (2) *When humans can use... it means that they have been able to apply...(RAI6)*
- (3) *Market places... offered program (RAI2)*

Past tense is used when the author emphasizes the activity of the agent while present perfect tense is employed when the author focuses on the development.

The data show that present tense, present future tense, past tense, present perfect tense, and modality are employed by NNESTs in move 1a 'claiming centrality'. Present tense dominates the occurrences, i.e. 147 (77%) out of 192. This is understandable since move 1a 'claiming centrality' mostly explains the concept of the research topic.

In move 1b 'reviewing previous studies'

Tense usage of citing statements is: first, past tense is employed when attention is given to researcher activity, referring to single studies. Second, the present perfect tense is used when attention is given to the researcher's activity, referring to areas of inquiry. Third, the present tense is employed when there is no reference to the researcher's activity; attention is given to what has been found (J. M. Swales & Feak, 2001) (J. M. Swales, 2011). The reporting or projecting verbs of the reported or projected clause(s) can be mental or verbal processes such as *write, state, say, think, claim, conclude, etc.* And there may be a tense shift in the clause complex, reflecting the writer's intended meaning.

The data show that present tense and past tense dominates the occurrence, i.e. 50% and 40%. The present tense is used when the previous studies reported are close to the writer's current research, and close to the current state of knowledge.

Examples:

- (1) *It is also concluded that cosmetic advertisements use, first indirect literal illocutionary act to give information about the product and to persuade ... (RAI2)*
- (2) *They design their study entitled...(RAI3)*

The present tense is used by the writer to focus on the research findings.

Examples:

- (1) *...the use of nouns and pronouns as anaphora and cataphora is inevitable. (RAI8)*
- (2) *The results of the study are cosmetic advertisements consist of.. (RAI2)*

The past tense is used when the focus is on what the previous research did.

Examples:

- (1) *Fisk and Vaarala (2017) conducted research related to ... (RAI7)*
- (2) *A previous study by Amelia Dwi Lestari, analyzed... (RAI5)*

In move 2a 'establishing a niche'

This section is indicating a gap, showing that further research is needed. That is why; the present tense is employed in this part.

Examples:

- (1) *What makes this research different from those four-previous studies is ... (RAI2)*
- (2) *....but none of them discussed... (RAI7)*
- (3) *However, this phenomenon needs to be verified. (RAI8)*

In move 3a 'occupying the niche'

To make the research purpose seems relevant, fresh, and new, the purpose statement is written in the present tense (J. M. Swales & Feak, 2001) (J. M. Swales, 2011). This is not a matter at all for most research participants.

Examples:

- (1) *The researcher is interested in...(RAI1)*
- (2) *The objective of this research is... (RAI2)*
- (3) *In this present study, the writer also intends to ... (RAI3)*

The data indicate that present tense and past tense dominates the RAIs by NNESTs, i.e. present tense occurs in 210 (71.6%) clauses out of 293, while past tense occurs in 38 (13%) clauses. This is in line with the academic writing characteristics that present tense usage is high and past tense is mid in the Introduction section (J. M. Swales & Feak, 2001) (J. M. Swales, 2011).

Tense Shift across Rhetorical Moves/ Functions in RAIs by NNESTs

The research findings revealed that in move 1a 'claiming centrality', NNESTs employed present tense, present future tense, past tense, present perfect tense, and modality. The

present tense dominates this stage since it mostly explains the concept of the research topic. In move 1b 'reviewing previous studies', present tense and past tense dominates the occurrences, report the previous researchers' activities, and to declare the research findings closely related to the NNESTs' research topics. In move 2a 'establishing a niche', the present tense is employed to show that further research is needed. In move 3a 'occupying the niche', the present tense is employed to present research objectives. These findings mean that there is a shift across moves, from present tense, past tense, present tense, and present tense. The tense shifts following the shift of the rhetorical function. These findings are relevant to the previous study that each function is associated with a particular verb tense (İsmet, 2019). Although tense shift across moves is relatively not problematic for NNESTs, some patterns of errors are found in each stage as discussed below:

Tense errors in different moves

In move 1a 'claiming centrality'

In this move, the tense errors mostly committed by the research participants are in conveying opinions. Present tense should be used in writing the writer's prediction and current opinion. However, they often use the past tense. Examples:

...Thus, the implicit meaning ...was important to be more explored.(RAI6)

... lexical density was useful to study because it can be used as a tool ... (RAI4)

The writers want to show their current opinion concerning the importance, the usefulness of the study. It seems, when choosing the tense, they ignored and were not aware of the rhetorical concept of what they were going to write.

In move 1b 'reviewing previous studies'

In this move, the respondents often committed errors in reporting a previous study that is close to their current research and close to the current state of knowledge, which is called a citational present (J. M. Swales & Feak, 2004) (J. M. Swales, 2011). In this case, the citation should be written in the present tense or present perfect tense, but the respondents often wrote the citational present in the past tense. Examples:

...There were some similar previous studies on hyponymy. (RAI1)

... According to Halliday and Hasan (1976) cataphora was ... (RAI8)

The errors above can be categorized as overgeneralization errors namely the use of a form to an inappropriate context (Richards, 2015).

In move 3a 'occupying the niche'

Some respondents used past tense which gives an impression that the original purpose has at present changed. Examples:

... This research aimed to know ... (RAI6)

... This research tried to find... (RAI8)

The present tense usage is more recommended to make the research objective relevant.

Other problems in tense choice and shift

The interview with the research participants revealed that the tense choice and tense shift in clause complexes are not easy for them, especially in reporting speech. Some sample problems are the following:

- (1) *I'm often confused about whether I need to shift the tense or not in my sentence consisting of more than one clause. (IQ-5)*
- (2) *I often ignore the rhetorical concept of my sentence in choosing tense. I hardly think with the concept such as 'referring to the researcher activity, commenting on the research results, etc.' (IQ-2)*

Here are examples of the correct and incorrect tense choices and tense shifts in clause complexes.

Correct example 1(RAI1):

- (1) *The result revealed*
- (2) *that the most dominant type of hyponymy is "part of the body"*
- (3) *and the least dominant type of hyponymy category is "bird, drink, fruit, and occupation"*

The rhetorical concept of the first clause is 'referring to what the previous research did'. Therefore, the past tense choice 'revealed' is appropriate. Then, the writer shifted to the present tense in the second and third clauses because there is no reference to the researcher's activity but the focus is on what has been found, and the finding is of primary importance for the writer's current research (J. M. Swales, 2011).

Correct example 2(RAI2):

- (1) *Alwasilah stated*
- (2) *language is a purely human and non-instinctively method of communicating ideas, emotions, and desires, utilizing a system of voluntarily produced symbols (1990).*

The rhetorical concept of the first clause is 'the agent's activity, thus; past tense is employed. Then, the writer shifted to the present tense since the concept of the second clause is the current state of knowledge.

Incorrect example 1 (RAI5):

- (1) *... (2012) investigates aspects of cohesion ...*
- (2) *that is on CNN..*
- (3) *which is uploaded on December 15, 2020...*

The first clause should use past tense since it focuses on the researcher's activity in the past, referring to a single study. The present tense choice in the second clause is appropriate since the data, in this case, the news exists on CNN. But the third clause should be written in the past tense since the activity of 'uploading' occurs in the past.

Incorrect example 2 (RAI6):

- (1) *Griffiee (2001) mentioned*
- (2) *that song was part of the music*

(3) *that was formed through words*

(4) *that aims to be sung.*

The past tense choice in the first clause is appropriate since it refers to a single study, the agent's activity. But, the writer should shift to the present tense in the second and third clauses since the concept of these clauses is the current state of knowledge. The present tense choice in the fourth clause is appropriate since the concept is the current state of knowledge.

These findings support the previous study that knowing the function or concept is needed to use appropriate verb tense in writing a research article (İsmet, 2019). In teaching academic writing, teachers tend to focus on the form and rarely explicitly teach the function. The novelty of the study is in terms of its pedagogical implication, namely the 'function-first' approach is more effective than the 'form-first' approach in teaching academic writing.

Rhetorical patterns of RAIs by NNETs

Move 1a 'claiming centrality' is employed in all of the data. Swales explains that claiming centrality is a step to convince the readers that the research topic is worthy and deserves more exploration (J. Swales, 1990). This is a way to attract the readers to read the article. The keywords used by the NNETs in this step are among others *important, interesting, and relevant* as seen in the following data examples:

... *A movie is..., so it is an **interesting** object...* (RAI1)

... *The effect of this set of written discourse is **very important** as it provides....* (RAI5)

... *The use of the lexical choices.. Thus, it is **relevant** to...* (RAI2)

All of the respondents are familiar with the 'claiming centrality' move, seen from the appropriate use in their RAIs. This finding is similar to that of the previous studies (Farnia & Barati, 2017) (Rochma et al., 2020).

Move 1b 'introducing and reviewing items of previous research' is employed in 6 RAIs, while the 2 others do not contain move 1b. This move is obligatory since the citation of the previous studies is used to create a research space. Reviewing what has been done is a way to know what has not been done to prepare a space for new research (J. Swales, 1990). Presenting previous studies is a way to acknowledge intellectual property, the previous achievement of the previous scholars. Citation also gives the authors' statements greater authority and shows the authors' familiarity with the research area. It is the distinctive property of academic writing. Another important thing for the previous studies is to indicate that the current study will contribute to expanding the building of knowledge of the research area. Interviews with NNET4 and NNET6 revealed that they didn't realize the important role of the citation to find the gap to be filled. Here is a sample perception:

I do not realize the importance of writing the previous research findings in my RAI, I am not aware that it is useful to see the gap to be filled. (IQ1-4).

This matter is in line with the previous study's finding that to inexperienced researchers and postgraduate students, reviewing previous studies is boring (Mohammed & Ahmed, 2019).

Move 2a 'indicating a gap' is the most difficult step for NNETs. It was only employed in 4 RAIs. Move 2a is the key move in RAI; it is the hinge to connect what has been done in the previous studies and what the current study is about (J. M. Swales & Feak, 2001) (J. M. Swales, 2011). Thus, the 'gap' is the motivation to conduct the current study. Move 2a should state that the previous studies are not complete yet. So, it is a kind of criticism. Examples:

However, none of the previous research explored accommodation strategy in the communication between a trader and customers. (RAI7)

... What makes this research different from those four-previous studies is the theory used and also the data. (RAI2)

Two data (RAI3 and RAI5) contain previous studies but the gap is not mentioned. The interview with NNEST3 and NNEST5 indicate that the respondents are confused to formulate the gap and unaware of the important role of this step. Thus, they let the readers find the gap. Here is a sample perception:

I think by presenting the previous research, the readers can find the research gap. (IQ2-5).

This finding is contradictory to the previous research finding that majority of Indonesian writers employ Move 2a (indicating a gap) (Safnil, 2013). RAI4 does not present previous studies but it contains Move 2a. This is quite unusual because a research gap can be identified only after reviewing previous studies of a research area. Answering an interview question, NNEST4 said "*The research gap is based on my experience and my assumption.*" (IQ3-4).

Move 3a 'outlining purposes or stating the nature of the present research' is employed in all of the data. This means that all respondents are familiar with this step. This final obligatory step is to make an offer to fill the gap by stating the purpose or describing the nature of the research (J. M. Swales & Feak, 2001) (J. M. Swales, 2011). Example:

This research aims to know... (IQ3-6).

The research findings revealed that 62.5% of the NNETs' RAIs do not have complete rhetorical patterns. This implies that genre analysis needs to be employed to improve the quality of the NNETs' RAIs (Arsyad, 2019) (Thongchalerms & Jarunthawatchai, 2020).

The limitation of this study is in terms of the research subject variable. The 8 student teachers come from 8 cities in Indonesia; the number is less representative of NNETs in Indonesia.

CONCLUSION

We have so far discussed the grammatical mechanism of tenses. It turns out that present tense, present-future tense, past tense, present-perfect tense, past perfect tense, and

modality were employed by NNESTs in writing RAIS. The tense choice of RAIs by NNESTs is in line with academic writing characteristics in which the present tense is of high usage, and the past tense is of middle usage.

There are tense shifts across rhetorical functions 'claiming centrality', 'reviewing previous studies', 'establishing a niche', and 'occupying the niche'. Present tense dominates 'claiming centrality', present tense and past tense dominate 'reviewing previous studies', present tense dominates 'establishing a niche', and present tense dominates 'occupying the niche'. The tense shifts following the shift of the rhetorical function, although some problems of tense choice are found.

Most rhetorical patterns employed by the NNESTs are (1) 1a,1b,3a, (2) 1a,1b,2a,3a. Most NNESTs have not been able to produce complete rhetorical stages; they do not realize the importance of obligatory stages to achieve the writer's purpose. The most problematic rhetorical stage is move 2a 'indicating a gap'.

Based on the data analysis, the tense choice and tense shift in the citational present, in conveying opinion, and in clause complexes, especially in reporting speech are problematic for them.

Based on the conclusion above, some pedagogical implications are proposed: (1) Since the student teachers have problems in writing complete rhetorical patterns, the teachers need to apply a genre-based approach to teach academic writing in which text schematic structure is explicitly taught, supplemented with schematic structure analysis. (2) Since the respondents still find difficulty in identifying the rhetorical function or concept of the text parts, which results in problems in tense choices and shifts, thus, the 'function-first' approach is more effective than the 'form-first' approach in teaching academic writing. (3) For the graduate programs, it is recommended that rhetorical patterns, tense choice, and shifts become parts of the teaching materials in academic writing subjects. (4) The students need to do more writing practice to develop their tense-sense level to feel the rhetorical concept in producing a piece of writing. (5) For future research, the study that covers the respondents coming from various cities in Indonesia will supplement this current study.

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