

**THE RHETORICAL MOVES IN THE BACKGROUND OF
THESIS PAPER BY ENGLISH LANGUAGE EDUCATION
DEPARTMENT STUDENTS AT UIN SUNAN AMPEL**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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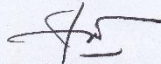
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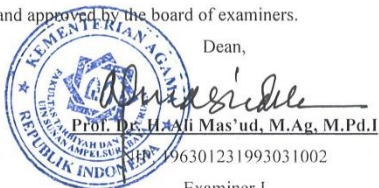
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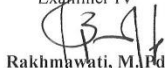
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ABSTRACT

Ulya, Solihatul. (2019). *The Rhetorical Moves in The Thesis Background of English Language Education Department Students at Uin Sunan Ampel*. Skripsi . Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya, Pembimbing: Dr. Mohamad Salik, M.Ag. & Siti Asmiyah, M. TESOL.

Key terms: Rhetorical Moves, Thesis, Thesis Background.

This research aims to analyze the rhetorical patterns used by English Language Department Students (ELED) at UIN Sunan Ampel in their thesis backgrounds. In this research, qualitative descriptive is used as the research design. The data of this study were collected from ELED students' thesis published in Digilib. There are nine students' thesis background taken and analyzed using the CARS model developed by Swales. The results revealed that the majority of research background in students' thesis follow Swales CARS model while some other thesis backgrounds tended to skip certain steps: 1-3 (*reviewing the previous studies*) and 3-2 (*announcing present research*). In move 2, the majority of thesis background do not use 4 steps but only one or two steps. This indicates that the research background of students thesis confirm the general pattern of research background in the discourse of research paper.

ABSTRAK

Ulya, Solihatul. (2019). *The Rhetorical Moves in The Thesis Background of English Language Education Department Students at Uin Sunan Ampel*. Skripsi . Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya, Pembimbing: Dr. Mohamad Salik, M.Ag. & Siti Asmiyah, M. TESOL.

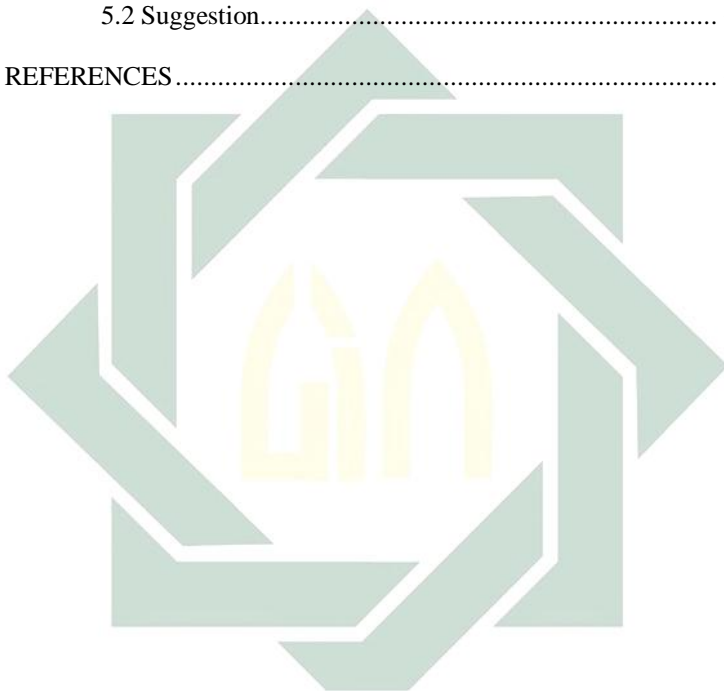
Kata kunci: Pola Retorika, Skripsi, Latar Belakang Skripsi.

Penelitian ini bertujuan untuk menganalisa pola retorik yang digunakan oleh mahasiswa PBI di UIN Sunan Ampel untuk menulis latar belakang skripsi. Penelitian ini menggunakan deskriptif kualitatif sebagai desain penelitian. Data dari penelitian ini diambil dari skripsi-skripsi mahasiswa PBI yang diterbitkan oleh Digilib. Ada sembilan latar belakang skripsi mahasiswa yang selanjutnya dianalisa dengan menggunakan CARS model yang dikembangkan oleh Swales. Hasil penelitian ini mengatakan bahwa mayoritas latar belakang skripsi mahasiswa mengikuti Swales CARS model sementara beberapa latar belakang lainnya cenderung melewati step 1-3 (*reviewing the previous studies*) dan 3-2 (*announcing present research*). Adapun dalam move 2, mayoritas latar belakang penelitian tidak menyertakan keempat step akan tetapi hanya menyertakan satu atau dua step saja. Hal ini menunjukkan bahwa latar belakang penelitian tesis siswa mengkonfirmasi pola umum latar belakang penelitian dalam wacana makalah penelitian.

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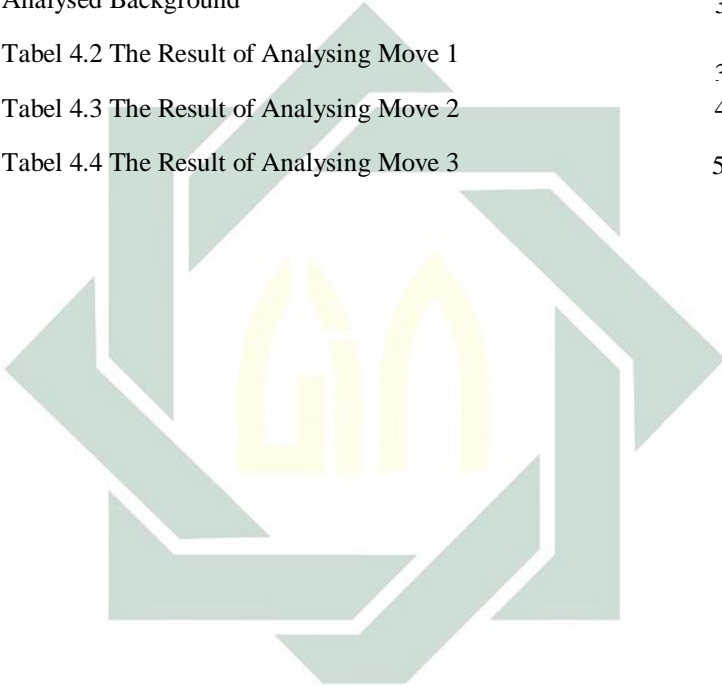
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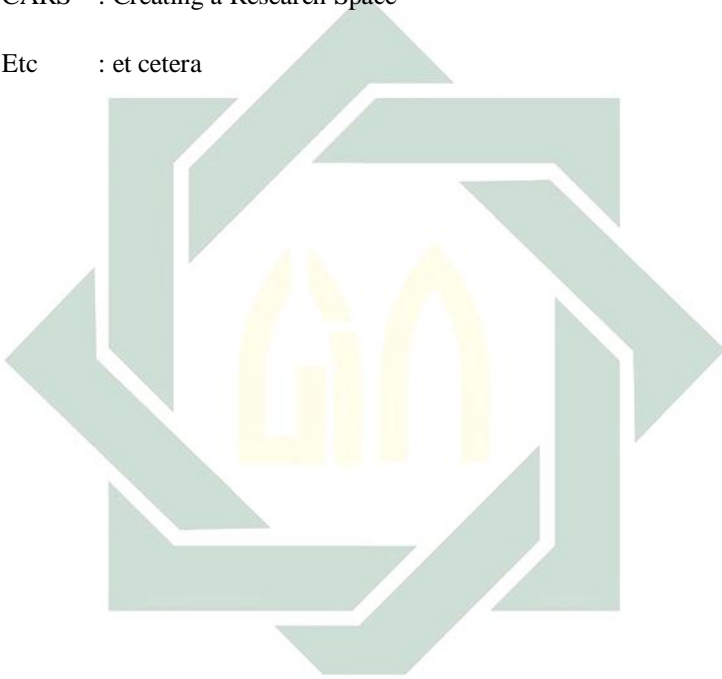
LIST OF ABBREVIATION

UIN : Universitas Islam Negeri

ELED : English Language Education Department

CARS : Creating a Research Space

Etc : et cetera



CHAPTER I

INTRODUCTION

This chapter presents the area of the study that will be covered in some headings, (1) background, (2) research question, (3) objectives of the study, (4) significance of the study, (5) scope and limitation, and (6) definition of key terms.

1.1 Background of Study

Thesis paper which is written by the students include some aspects. The first part is about the background of study which is very important because it measures the researcher's understanding of the study. A good background of study shows a good base of the significance of the research, as mentioned by Bhatia that the introduction is purely meant to inform and introduce the reader to what is coming their way in the following pages.¹ In writing a thesis paper, students must also be able to show that they have the competence to carry out the research. This can be indicated by good mastery of the problem and research theme. They must be able to explain to readers why their research is important to do. For this reason, student's writing skills are needed. Their competency in formulating a good academic writing are used here, especially their rhetorical knowledge.

¹ Vijay K. Bhatia. 2017. *Critical Genre analysis*. New York: Routledge, 75.

As defined in Merriam-Webster dictionary, rhetoric is the art of speaking or writing effectively such as the study of principles and rules of composition communication or persuasion.² Corbett in his book stated that rhetoric means how writers and speakers use the language effectively to inform, persuade, or motivate certain audiences in certain situations.³ The relation between rhetoric and academic writing is it is the activity of persuading others by using the language so other people know, understand, and accept the information or descriptions delivered. The rhetoric in writing are likely applied in academic writing such as academic essay, research article, research proposal, also thesis.

For the university students in Indonesia, thesis or known as *skripsi* is a requirements to get bachelor status (S1). It is the final task that should be submitted by the students to achieve the graduation. This is in line with what Lipson states in his book that thesis is written by the most students as the requirements to graduate with honors.⁴ In indonesia context, the process of thesis writing by the university students are generally guided by one or two supervisors who are lecturers at the college where students study. For thesis writing which is guided by two people, it is known as the supervisor I and the supervisor II. Usually, Supervisor I has a more dominant role compared to Supervisor II.

² Retrieved from <https://www.merriam-webster.com/dictionary/rhetoric#learn-more>

³ Edward P. J Corbett. 1990. *Classical rhetoric for the modern student*. New York: Oxford University Press., 6.

⁴ Charles Lipson. 2005. *How to Write a BA Thesis*. London: The University of Chicago Press, 9.

Discussing the rhetorical moves in thesis writing, a number of existing studies have been conducted before. Many of them focus on analyzing the rhetorical moves on certain section such as abstract (see Hongwei Ren & Yuying Li⁵, Wahyu⁶, etc.), introduction (see Yatmikasari⁷, Parnawati⁸, etc). These previous studies have been conducted in a different concern of research article. By comparing the rhetorical steps in the abstracts of Chinese Master's English theses and the research articles which is published in applied linguistics, Hongwei Ren and Yuying Li found some differences between the student writers and the expert writers in accomplishing the abstract rhetorical objectives in this discipline.⁹ Differing from Hongwei Ren and Yuying Li's, Harjono conducted a research which focus on analyzing the content of the

⁵ Hongwei Ren & Yuying Li. 2011. *A Comparison Study on the Rhetorical Moves of Abstracts in Published Research Articles and Master's Foreign-language Theses*. English Language Teaching Journal. Vol. 4, No. 1; March 2011. www.ccsenet.org/elt

⁶ Leo Candra Wahyu. 2016. *The Rhetorical Moves and Verb Tense in Research Article Abstracts*. Jurnal Pendidikan Humaniora. Vol. 4 No. 4, 187-192, Desember 2016

⁷ Ika Yatmikasari. 2017. *Studi Komparatif Penulisan Background Skripsi Mahasiswa Bahasa Inggris*. Sukma: Jurnal Pendidikan. Vol. 1 Issue 2, Jul-Dec 2017, 359-388
<https://jurnalsukma.org/index.php/sukma/article/view/01206>

⁸ Tantri Ajeng Parnawati, Yazid Busthomi, & Suharmanto Ruslan. 2017. *Rhetorical Moves in the Introductions of Islam-Related Research Articles*. Jurnal Pendidikan Humaniora. Vol. 5, No. 4, December 2017, 169-174

⁹ Hongwei Ren & Yuying Li. 2011. *A Comparison Study on the Rhetorical Moves of Abstracts in Published Research Articles and Master's Foreign-language Theses*. English Language Teaching Journal. Vol. 4, No. 1; March 2011. www.ccsenet.org/elt

background of study written by the college students. The study aimed to understand the appropriateness of writing background of study at proposal of research paper that covers (1) flow of writing, (2) problem presented in the background, (3) the purpose of doing the research. Using technic componensial analysis, crossing between students works and theories of writing a good background of the study, it can be concluded that the students are still lack understanding on the flow of writing a background of study.¹⁰ In addition, Yatmikasari also studied about comparative study in writing thesis background of English department students between UIN Sunan Gunung Djati Bandung and Universitas Negeri Medan. This paper reviews the background part of English students' thesis which often has an unclear pattern. Using Swales and Feak 1994 and Bunton 2002 model, this paper compares the patterns (moves) developed in writing thesis backgrounds from those two institutions and analyzes their advantages and disadvantages.¹¹

In English Language Education Department (ELED) of UIN Sunan Ampel, The course about how to write a good research proposal has been learned on the 6th semester at academic writing class. The components that should be discusses in writing background of study also has been dicussed briefly in the early meetings of Seminar Proposal class.

¹⁰ Sigit Harjono. 2014. *Analisis Isi "Background Of The Study" Proposal Penelitian Mahasiswa Bahasa Inggris Fkip-Ums Tahun 2014*. Jurnal VARIDIKA. DOI: <https://doi.org/10.23917/varidika.v26i1.1108>

¹¹ Ika Yatmikasari. 2017. *Studi Komparatif Penulisan Background Skripsi Mahasiswa Bahasa Inggris*. Sukma: Jurnal Pendidikan. Vol. 1 Issue 2, Jul-Dec 2017, 359-388
<https://jurnalsukma.org/index.php/sukma/article/view/01206>

After taking those classes, the students are expected to be able to write a good background of study as an output of the course. However, there are still a lot of students who have not succeeded in writing a good background of study. That was proven from the preliminary research about the students belief in writing background of study. The background of study from three thesis papers which have been published in Digital Library of UIN Sunan Ampel (Digilib UINSA) were read. The result is two backgrounds were not arranged well. One of them begin to explain the background with too broad topic while another one do not follow a good pattern so that the paragraph flow become chaotic.

Considering the above phenomenon, this study aims to analyse more about the rhetorical moves used by the students in writing background of study in their thesis paper. In another hand, the researcher wants to complete the previous research conducted by Kusetyowati where topic discussed about the rhetorical problem in background of proposal research. She analyzed the research proposal background of the eighth semester students and found the model schematic structure and rhetorical problem in each analysed background. From ten proposal analyzed, all proposals have variative schematic structure and the schematic structure in each proposal do not follow the ideal schematic structure by Swales. Here, this research calls on analysing the rhetorical moves in thesis paper published by Digilib UINSA in the last three year (2016, 2017, 2018). The study tried to determine the pattern of rhetoric in the thesis paper with the assumption that the proposal has developed into thesis and has many changes, besides the students are expected to have succeeded in writing a

good background considering that they have done guidance over and over with their supervisors and have successfully graduated so that their thesis papers were published.

This study focuses on investigating the rhetorical moves which are applied to write the background of study. The collected data are analyzed using Swales C.A.R.S. (The Creating a Research Space) model which were developed by John Swales¹² with the expectation that the result of this research can be used by the lecturer and the students to know how the students write their background of study whether they have selected the appropriate rhetorical moves to fulfill their rhetorical goals.

1.2 Research Question

This study was aimed to answer the following question, “How do the English Language Education Department students at UIN Sunan Ampel use the rhetorical move in the background of their thesis paper?”

1.3 Objective of The Study

Considering the research question which was being asked before, the objective of the study was then to analyze the rhetorical move used by ELED students at UIN Sunan Ampel in background of thesis paper.

1.4 Significance of The Study

The researcher hopes that this study will have some significance :

¹² USC (University of Southern California) Libraries, Organizing Your Social Sciences Research Paper: The C.A.R.S. Model. Accessed on 20 Dec, 2018. <http://libguides.usc.edu/writingguide/CARS>

1. Theoretical Significance

Findings from this research can bring new insights into theoretical development of rhetorical moves in particular genre commonly used in specific discipline. In research article or thesis, each section usually has their own rhetorical moves. Each moves also vary from one discipline to other. Therefore, finding from research will extend knowledge on variation in thesis background in this discipline.

2. Practical Significance

The result of this research is expectedly beneficial for English Language Education Department at UIN Sunan Ampel, especially for the students and the lecturers in academic writing and thesis supervisors. For the lecturers, the result of this study can give the information about the right pattern variation in writing background and the lecturer can lead the students to write the background of study based on moves and steps, expression and function, discipline variation, section variation, and genre variation. For the students, this research might be useful to help them to have knowledge on the rhetorical move which is used as a guide in writing background of study so that errors in writing a background of study can be minimized.

1.5 Scope and Limitation

The scope of this research is the rhetorical moves that the students used in the background of study in thesis paper published in Digilib UIN Sunan Ampel. The focus of the research is limited as follow,

1. The research is applied to the thesis background of English Language Education Department students published in Digilib UIN Sunan Ampel in 2016, 2017, and 2018.
2. The focus of this research is limited on analyzing the rhetorical moves in writing background of thesis paper by English Language Education Department students at UIN Sunan Ampel.

1.6 Definition of Key Term

The following key terms are used to help the readers to have the same interpretations in understanding the study:

1.6.1 Rhetorical Moves

Corbett defines rhetoric as the language used by the writer effectively to inform, persuade, or motivate certain audiences in certain situations,¹³ while “moves” based on Swales is three actions (*Establishing territory, establishing a niche, and occupying the niche*) which are proposed in The Creating a Research Space (C.A.R.S.) model that can be used as a template or guide for writing the introduction in a research paper.¹⁴ The rhetorical moves meant in this study is the structure and language

¹³ Edward P.J. Corbett. 1990. *Classical Rhetoric For The Modern Student*. New York: Oxford University Press., 6

¹⁴ John M. Swales & Christine B. Feak. 1990. *Genre Analysis: English in Academic and Research Setting*. Cambridge: Cambridge University Press, 174.

in thesis background written by English Language Education Department at UIN Sunan Ampel which follow the rhetorical rules.

1.6.2 Background of Study

According to Librero, Background of study is the section in a research which contains basic information and assumptions that show the state of the art of particular field or endeavor.¹⁵ This study defines background of study as a part in students' thesis which reviews the area being researched containing the basis information which allows the readers to understand phenomena, fact, some previous studies, and researcher interest in doing a research as the requirement for ELED students' bachelor thesis.

1.6.3 Thesis

Thesis is a written record of the work that has been undertaken by a candidate for an academic degree.¹⁶ In some context, the word "thesis" is used for part of a bachelor or master's course. In this study, thesis means the report of research written by ELED students at UIN Sunan Ampel as a requirement to complete their bachelor degree.

¹⁵ Felix R. Librero. 2012. *Writing Your Thesis (A Practiocal Guide For Students)*. Philippines: University of Phillipines Open University, 12.

¹⁶ R. Chandrasekhar. 2008. *How to Write A Thesis: A Working Guide*. Australia: The university of Australia.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will give a brief explanation of some related theories and literature also previous studies which will support this research. It deals with theories related to Introduction of research paper and rhetorical moves in background of study.

2.1 Theoretical Framework

2.1.1 Thesis

A thesis is a document submitted in support of candidature for an academic degree or professional qualification presenting the author's research and findings.¹⁷ In some contexts, the term 'thesis' is usually used as the final term in a bachelor or master's degree while dissertation is applied at the doctoral level. In Indonesia, the term thesis is more for the master's degree, while the bachelor thesis uses the term *skripsi*. as for dissertation is a doctoral dissertation. This term is called a final project. In general, the final assignment is carried out by students in the third or fourth year depending on the requirements specified at each university and study program. Before working on the final assignment the students are usually required to submit research proposals. If the research proposal they are referring

¹⁷ R. Chandrasekhar. 2008. *How to Write A Thesis: A Working Guide*. Australia: The university of Australia.

to has fulfilled the requirements for further research, the final assignment can begin.

As for the requirements for this research to be carried out depending on university policies, programs, and others. At ELED of UIN Sunan Ampel Surabaya, after organizing cover, some required documents, appendices, table of content, students must organize the main part of the thesis writing. The components of thesis in ELED is the same as most theses in general. Specifically, the framework formatted in this department contains of five chapters, and each chapter contains several points as follows,¹⁸

1. Chapter I : Introduction

Introduction is the first chapter of the thesis that lead the reader to answer questions what being studied is, for what and why the study conducted. Introduction generally covers things as follows:

(a) Background of study

In this section the gap is raised between hope and reality, both theoretical gaps as well as practical background problems researched. The material delivered in background of research includes phenomena related to thesis that is occurring in the field,

¹⁸ Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah Dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. 2017. *Pedoman Teknik Pengajaran Judul Skripsi, Penulisan Proposal, Skripsi Dan Jurnal Bagi Mahasiswa*. Surabaya: UINSA, 46

attention and interest in the phenomenon that is happening, identification of problems, previous research, and significance of research.

(b) Research question

Research problems are the focus of the study described in the research background, and formulated in the research problem section. Formulation of the problem should be arranged in a concise, clear, and outlined in a sentence or statement. A good problem formulation will reveal the variables studied, the type or nature of the relationship between these variables, and the research subject. In addition, the formulation of the problem should be able to be empirically tested in the sense of allowing data to be collected to answer the questions asked.

(c) Objectives of study

The objectives of the study revealed the purpose that want to be achieved in research. the content in the objective os research is based on the formulation of the problem. The difference lies in how to formulate it. Research problems are formulated with the use of question sentences, while the purpose of the research is stated in the form of statement.

(d) Hypothesis (If any)

The hypothesis referred to in this case is temporary answers to the problem statement and not the

formulation of the statistical hypothesis described in the research methodology section. Hypothesis is only used in quantitative research. However, not all quantitative research requires hypothesis, such as quantitative research that is nature explorative and descriptive do not require hypothesis. Technically, the hypothesis is listed in chapter I so that the relationship between problems studied and the possibility of the answer becomes more clear.

(e) Significance of the study

This section shows the use or the importance of research. In other words, it is expected the description in this section can shows the worthiness of the problem chosen in the research. The significance of the research includes:

- 1) Contribution of research results to the development of education and English language.
- 2) Solutions of the results of research problems within the world of language education and English learning.

(f) Scope and limitation

The scope of the research includes: the themes related to education and English language learning including education policy, curriculum, English language learning practice in class, assessment,

learning media, learning methods, class strategy and management as well as linguistics applied in education. Meanwhile, the limitation of the research include approach, method, data, location and research time.

(f) Definition of key terms

The definition of key terms contain an explanation of important terms related to the research problem.

2. Chapter 2: Review of related literature

This chapter reviews the related literature and previous studies

(a) Review of related literature

The theoretical foundation contains studies and / or theoretical analysis to structure the framework of theoretical thinking in solving the problem of research and / or answer the research questions also achieve the goals of research. This part also describe the theories that have relevance to research variable.

(b) Review of previous studies

Reviewing the previous research describe the differences in research which have been done before with the present research.

3. Chapter 3: Research Method

In the this section, research can be explicitly described all matters related to elements contained within the

research or may exist according to the type of the selected research. The design of this section is different based on the type of research.

(a) Research design

In this section, the researcher needs to explain that the approach used is quantitative approach and include brief reasons why this approach is used. In addition, theoretical orientation is also proposed, namely foundation of thinking to understand the meaning of a symptoms, for example phenomenological, symbolic interactions, culture, ethnometodology, or art criticism (hermeneutic). Researcher also needs to point out the type of research used whether it is a case study, grounded theory, interactive, or participatory.

(b) Research Setting

In this section, the location of the study is explained and the reasons for choosing the location and how the researcher entered the location. Site selection must be based on considerations of attractiveness, uniqueness, and suitability with the chosen topic. With the selection of this location, researchers are expected to find things that are meaningful and new. It is not justified if the researcher expresses reasons such as being close to the researcher's house, the researcher was a student or having practiced at an educational

institution (school), or the researcher has known people in a particular institution / institution.

(c) Research Instrument

This section describes research instruments which can be used such as participant observation, in-depth interviews, and documentation.

(d) Data and Source of Data

In this section, the types of data, data sources, and data collection techniques are reported with adequate information. The description includes what data collected is, how the characteristics are, who the subject is and the research informant, how the characteristics of the subject and the informant, and how the data is obtained so that credibility can be guaranteed.

(e) Data Analysis Technique

In the data analysis section, a systematic data collection process such as interview transcripts, field notes and other materials are described so that researchers can present their findings. This analysis involves workmanship, organizing, solving, disclosure of important matters, and determination of what is reported.

In qualitative research, data analysis is carried out during and after data collection, with techniques such as domain analysis, taxonomic analysis, compound analysis, and theme analysis. In this case the researcher

can use non-parametric, logical, ethical, or aesthetic statistics. In the description of this analysis also included operational examples, such as matrices and logic.

4. Chapter 4: Research finding

In this chapter, the researcher should report the findings and the discussion related to the theory.

(a) Research Findings

In this section, data and findings are obtained using the methods and procedures described in the previous chapter. This description consists of exposure to data presented with topics in accordance with research questions and the results of data analysis. The exposure is obtained from observations (what happened) and / or the results of interviews (what was said) and descriptions of other information (eg documents, photos, video recordings, and measurement results). The results of data analysis in the form of research findings are presented in the form of patterns, themes, trends, and motives that arise from data.

(b) Discussion

In this section the researchers' ideas are expressed, the interrelationships between patterns, categories, and dimensions, the position of findings / theories against theories and previous findings, and the interpretation

and explanation of findings / theories revealed from the ground (grounded theory).

5. Chapter 5: Conclusion and suggestion

In this chapter, the researcher have to present the conclusion that summarizes the result of the study which has been explained the chapter four.

(a) Conclusion

This section contains a description of the conclusions of the research results in the form of answers to the research problem formulation. Therefore, conclusions are easier for readers to read if they are presented in a list or numbering according to research problems.

(b) Suggestion

This section contains suggestions for further research that are deficiencies in the research that has been carried out by researchers, or is more easily linked to suggestions to the users of the usefulness of the research conducted by researchers.

2.1.2 Introduction of the Research Paper

In academic writing, there are several frameworks and parts that must be obeyed. The framework and parts of this academic paper besides functioning as a basic reference for writing, it also facilitates the author to explain the flow of the writing. In general scientific writing has the same structure namely introduction, content, and closing. Specifically talking about the background

(research background) in the introductory chapter, this section occupies the first and important position in a thesis. Moreover the greek philosopher Plato has mentioned long time ago that “*the beginning is half of a whole*”.

Swales stated in his book that constructing a good introduction section always needs a hard effort because writing introduction is challenging either for the native speakers or non native speakers.¹⁹ Furthermore, Wallwork mentioned that the introduction sections provides the information to the readers so they can know how the findings of the paper are an advance on current knowledge in the field. Wallwork also added that introduction generally answers the following questions: (a) What is the problem? (b) Are there any existing solutions (i.e, in the literature); (c) Which solution is the best; (d) What is its main limitation (i.e. what gap am I hoping to fill); (e) What do I hope to achieve; (f) Have I achieved what I set out to do.²⁰ The answer of those questions can be used as a guide to structure the introduction of the research. From wallwork’s guide, it can be interpreted that background of study is a compilation of adequate information which will help the readers knowing the whole of the research.

¹⁹ John M. Swales & Christine B. Feak. 1990. *Genre Analysis: English in Academic and Research Setting*. Cambridge: Cambridge University Press, 173.

²⁰ Adrian Wallwork. 2011. *English For Writing Research Papers*. New york: Springer, 197.

2.1.3 Rhetorical Moves in Background of Study

The background of research is the first and very important part in compiling scientific writings, both in the form of papers or thesis. The background of the research problem explains the topic of the study, the research problem, and the reason of conducting the research in a certain topic. It is in line with what Silverman said that the role of introduction section is like an abstract. It helps to direct the readers as well as abstract. By quoting Murcott, Silverman explained that the background of study should answer these step: (a) why you have chosen this topic rather than any other; (2) why this topic interest you; (3) the kind of research approach or academic discipline you will utilize; (4) your research question or problems.²¹

In a different way, Swales developed The Creating a Research Space (C.A.R.S.) Model which tries to define and explain the structure in writing the introduction section to scholarly research studies. Swales stated the moves of the introduction part as follows,

Move 1: Establishing a Research Territory [The situation]

Generally, this step can be written in two ways. *Firstly*, it can be done by representing the importance of area researched, problematic, critical, relevant, interesting, and worthy to investigate. *Secondly*, by reviewing the prior research and indicating the gap exists or the focus of the prior research in overcoming research problem.

²¹ David Silverman & Amir Marvasti. 2008. *Doing Qualitative Research*. California: Sage Publications, Inc, 362.

The steps taken to achieve this move are the following.

Step 1: Claiming centrality or importance. In this step, the writer may illustrate the research problem and give evidence to show that the topic is necessary to observe. Here are some further examples of statements which signal centrality claims.

Recently, there has been growing interest in...

The possibility of... has generated wide interest in...

The development of... is a classical problem in...

(Other examples can be seen on appendixes)

Step 2: Making topic generalizations. The writing step that can be done to show this step is by expressing the opinion of the author about the current phenomenon, discussing the knowledge about the topic. Here are some example of sentences which can be used to make the topic general.²²

Last century X was considered to be / viewed as / seen as the most ...

Initial / Preliminary / The first studies of X considered it to be

Traditionally X / In the history of X, the focus has always been ...

²² Adrian Wallwork. 2011. *English For Writing Research Papers*. New York: Springer, 276.

*Scientists / Researchers / Experts have always seen X
as ...*

(Other examples can be seen on appendixes)

Step 3: Reviewing the previous research. In this step, researchers may review or synthesize several previous studies that support the topic being studied. Wallwork in his book said that there are some phrases used to review the prior study in research writing.²³

Many / Few studies have been published on ... [Ref]

X has been shown / demonstrated / proved / found to be ... [Ref]

X has been widely investigated / studied / addressed ... [Ref]

A growing body of literature has examined / investigated / studied / analyzed / evaluated ... [Ref]

(Other examples can be seen on appendixes)

Move 2: Establishing a Niche [The problem]

This action refers to how the author presents clear arguments which can convince the reader that this research is very feasible and important to do. This can be done by indicating a gap from previous studies with broad and

²³ Ibid, 276.

acceptable assumptions, raising questions, revealing hypotheses, or pursuing previous research in certain ways.

The steps would be mentioned below.

Step 1a: Counter claiming. Counter claiming means that the researcher presents the opposite viewpoint or perspective from previous research. In addition, researcher can also identify weaknesses from previous research arguments. The following are examples of expressions that can be used.²⁴

The research has tended to focus on... rather than on...

These studies have emphasized..., as opposed...

Although considerable research has been devoted to..., rather less attention has been paid to...

Step 1b: Indicating a gap. It refers to unexplored area or knowledge gap that have not been researched yet. In this case, the researcher may fill the gap by expanding the problem of the prior research. Indicating a gap in writing a research can be signaled by this examples.²⁵

Few researchers have addressed the problem / issue / question of ...

²⁴ John M. Swales & Christine B. Feak 1990. *Genre Analysis: English in Academic and Research Setting*. Cambridge: Cambridge University Press, 189.

²⁵ Adrian Wallwork. 2011. *English For Writing Research Papers*. New York: Springer, 276.

Previous work has only focused on / been limited to / failed to address...

A basic / common / fundamental / crucial / major issue of ...

The central / core problem of...

Step 1c: Question raising. Actually, this step is similar to indicating a gap. This step asks the question related to the gap discussed earlier. Then Swales added some useful phrases to express question raising in the research writing. the following phrases as follow,²⁶

However, it remains unclear whether...

I would thus be of interest to learn how..

If these result could be confirmed, they would provide strong evidence for...

These findings suggest that this treatment might not be so effective when applied to...

It would be seem, therefore, that further investigation are needed in order to...

Step 1d: continuing a tradition. If the previous step indicates a gap and tries to raise questions about the gap. Then, this step follows up from the previous step with expanding the

²⁶ John M. Swales & Christine B. Feak. 1990. *Genre Analysis: English in Academic and Research Setting*. Cambridge: Cambridge University Press, 174., 280.

previous research or clarify the problem. This is often indicated with connecting words, such as, *thus*, *hence*, *consequently*, *therefore*, or language that indicates a need. The examples are as follows,²⁷

These recent developments in ... clearly have considerable potential. In this paper, we demonstrate...

The literature shows that Rasch analysis is a useful technique for validating multiple choice tests. This paper uses Rasch analysis to...

Such active-R networks eliminate the need for any external passive reactance elements. This paper utilizes the active-R approach for the design of a circuit...

Move 3: Occupying the Niche [The solution]

The last move is the contribution of present study in new knowledge and new understandings that are different from previous research topics.

The steps include in this move are given below.

Step 1a : Outlining purposes, or. This step is an opening position which the researcher may begin it by stating the purpose of the study. In this step the researcher should explain

²⁷ *ibid*, 189.

the objective of the study in clear way. Wallwork indicates the phrases which signal outlining purposes as follows,²⁸

In this report / paper / review / study we ...

This paper outlines / proposes / describes / presents a new approach to ...

This paper examines / seeks to address / focuses on / discusses / investigates how to solve ...

(Other examples can be seen on appendixes)

Step 1b : Announcing present research. The researcher can explain the purpose of the present study about what the research will do or achieve.. Swales stated in his book that announcing present research as secondary aims or purpose. Sometimes this second step is needed to complete the step 3-1a. The sentence can be used to indicate this step are the following,²⁹

These present work extends the use of the last model to asymmetric, body vortex cases, thus increasing in the range of flow patterns that can be investigated.

In addition, an effort is made to improve the numeral procedure to....

²⁸ Adrian Wallwork. 2011. *English For Writing Research Papers*. New York: Springer, 277.

²⁹ John M. Swales & Christine B. Feak. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press, 190.

These statements are often introduced by such language as,

In addition,....

Additionally,....

A secondary aim...

A further reason for...

Move 1: establishing territory (the situation)

Step 1 Claiming importance

Step 2 Making topic generalizations

Step 3 Reviewing item of previous research

Move 2: establishing a niche (the problem)

Step 1a Counter Claiming

Step 1b Indicating a gap

Step 1c Question-raising

Step 1d Continuing a tradition

Move 3: occupying the niche (the solution)

Step 1a Outlining Purposes

Step 1b Announcing present research

Swales³⁰

2.2 Review of Previous Study

The studies about the rethorical moves has been widely investigated before. Few related journal articles have investigated the rhetorical

³⁰ John M. Swales & Christine B. Feak. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press, 175.

pattern in research paper. Parnawati conducted a study which aimed at investigating the rhetorical pattern of research articles introductions in Islam-related research articles published in Indonesia. Using Swales model version 2004, Parnawati found that the rhetorical or the generic structures of the research articles in Islamic related journals published in Indonesia is not in line with the general generic structure of research articles in genre analysis. Moreover, the result also revealed the different structure of research articles and variant of moves placement in introduction and the tendency of skipping Move 2 (Establishing a niche) in the introduction section.³¹

In addition, Fazilatfar & Naseri carried out another study regarding to the rhetorical moves in applied linguistics Research-based articles by Iranian researchers. They used Pho's model to analyze overall rhetorical structure of applied linguistics research articles.³² Findings shows that rhetorical moves performing various functions in articles need to be carried out by specific categories of authorial identity to better satisfy the expectations of their respective applied linguistics communities.

On the other side, some researchers have also investigated the rhetorical moves and linguistics features in abstrac section. The research conducted by Wahyu for instance, The researcher observed the move

³¹ Tantri Ajeng Parnawati, Yazid Busthomi, & Suharmanto Ruslan. 2017. *Rhetorical Moves in the Introductions of Islam-Related Research Articles*. Jurnal Pendidikan Humaniora. Volume 5, Number 4, December 2017, pp. 169–174

³² Ali Mohammad Fazilatfar & Zainab Sadat Naseri. 2016. *The Study of Rhetorical Moves in Applied Linguistics Research-Based Articles Written by Iranian Researchers*. International Journal of Linguistics. Vol. 8, No. 6

structure of abstract by using a corpus toolkit AntCone 3.2.4w to find out the lexical signal to identify the movement of the rhetorical abstract.³³ According to Nikpei who also investigated the rhetorical moves in abstract of research articles, he tried to investigate and compare the rhetorical moves of the abstract section written by TEFL students and Molecular Biology Graduate students by using Bhatia's four move structure. The result reveals that both disciplines tended to employ all of those four moves in writing their abstract.³⁴

Several studies have been carried out to discuss the background of study. The previous thesis conducted by Muh. Yusuf which are success in analysing students' problem in writing element of research proposal, but he didn't analyse the rhetorical problem, he only analyse the element aspect of problem in research proposal. Through his study he found that 46,6 % percentage students faced problem in writing introduction. Therefore, this study aims to complete the previous research finding in research proposal problem by doing a research which focus on the rhetorical problem in background of research proposal.

The second thesis is a thesis conducted by Kusetyowati that discuss the rhetorical problem faced by students in writing background of study in research proposal. . She analyzed the research proposal background of

³³ Leo Candra Wahyu.2016. *The Rhetorical Moves and Verb Tense in Research Article Abstracts*. Jurnal Pendidikan Humaniora. Vol. 4 No. 4, Hal 187-192, Desember 2016

³⁴ Hosseion Nikpei. 2016. *Rhetorical Moves of Abstracts Written by TEFL Students and Molecular Biology Graduate Students- A Comparative Study*. International Journal of English Language & Translation Studies. 4(4), 172-179. Retrieved from www.eltsjournal.org

the eighth semester students and found the model schematic structure and rhetorical problem in each analysed background. From ten proposal analyzed, all proposals have variative schematic structure and the schematic structure in each proposal do not follow the ideal schematic structure by Swales.

A large number of rhetorical pattern studies have been conducted by some researcher. Some of those studies emphasized on the investigation of the whole structure of the rhetorical pattern in the article while others focus on analyzing the spesific section such as abstract or introduction. Some studies also have comparative model in investigating the rhetorical pattern. Even some previous studies has conducted a research which analyzing the rhetorical moves in introduction section, (such as the study which has been done by Parnawati et al.), the data is only limited to the research articles which have been accredited and published by certain journals website. Hence, this is still widely open in investigating the rhetorical moves in different discipline and context. The present study deals with the rhetorical moves in introduction section of research proposal written by the college students at English Language Education Department.

CHAPTER III

RESEARCH METHOD

This chapter will discuss the method used by the researcher. It includes research design, subject and setting of the research, data and source of the data, data collection technique, research instruments, and data analysis technique.

3.1 Research Design

This research will use qualitative approach because this study explores the rhetorical moves in students' thesis background. According to John W. Creswell, research design is a plan and procedure for research that includes decisions ranging from broad assumptions to detailed methods of data collection and analysis.³⁵ In this step, the researcher is required to choose what kind of method is appropriate to this study. This study employs qualitative research. Qualitative research, is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. This type of research aims at discovering the underlying motives and desires, using in depth interviews for the purpose. Other techniques of such research are word association tests, sentence

³⁵ John W. Creswell. 2009. Third Edition: Research Design. California : SAGE Publications, inc, 3.

completion tests, story completion tests and similar other projective techniques.³⁶

In this study, the phenomenon observed is rhetorical moves in thesis background. This research will examine deeply the background of thesis paperwritten by the students in English Education Department, Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel Surabaya which have been published in Digilib UINSA in 2016, 2017, and 2018. The data was analyzed used Swales's CARS Model. In the model, the data was be analyzed by identifying the use of phrase, clauses, sentences or paragraph that represents the moves and steps proposed by Swales's CARS model.

3.2 Subject and Setting of the Research

The subject of this research is the students' thesis background at English Language Education Department, Faculty Of Tarbiyah And Teacher Training, State Islamic University Of Sunan Ampel Surabaya published in Digilib UINSA in 2016, 2017, and 2018. There are nine students' thesis backgrounds analyzed. From each year, the researcher takes three thesis papers as sample.

3.3 Data and Source of The Data

The data of the research are the rhetorical moves in students thesis paper background. The data in the rhetorical pattern was collected from students' research background as the source of the data.

³⁶ C.R. Kothari. 2004. *Second Edition: Research Methodology*. New Delhi : New Age International (P) Ltd., Publishers, 3.

3.4 Data Collection Technique

The researcher collect the data through some steps. The first step, the researcher accessed the website of Digilib UINSA and searched “*Fakultas Tarbiyah dan Keguruan*”. Then, “*Prodi Pendidikan Bahasa Inggris*” was clicked to know the list of English Language Education Department students’ thesis published. In this study, nine students’ thesis paper were selected to collect the data and the respondents should meet the following requirements,

1. The thesis paper must be published in Digilib in the past three years (2016, 2017, and 2018)
2. The thesis paper must be qualitative research

The nine students’ thesis background which meet those requirements will be chosen as the data and analyzed deeply in this research.

3.5 Instrument

In this study, the researcher needs an instruments. The instrument is designed by the researchers by adapting from the theory, CARS model by Swales.³⁷ The instrument used to collect the data on rhetorical problem through content analysis is record table and sample of expression of each move. The table will have the following features and columns.

³⁷ John M. Swales & Christine B. Feak1990. *Genre Analysis: English in Academic and Research Setting*. Cambridge: Cambridge University Press, 189.

Tabel 3.1 Record Table of Expressions in Theory and Students' Background

No	Move	Step	Sample expression from theories	Sample expression from students' background	Comment	
					Following	Not following
1						
2						
3						

3.6 Data Analysis Technique

The data on the rhetorical problem was analyzed through content analysis. Content-analysis consists of analysing the contents of documentary materials such as books, magazines, newspapers and the contents of all other verbal materials which can be either spoken or printed.³⁸ According to Patton, Content analysis usually refers to analyzing text (interview transcripts, diaries, or documents) rather than observation-based fields notes. Generally, content analysis is used to refer to any qualitative data reduction and sense making effort that takes a volume of qualitative material and attempts to identify core consistencies

³⁸ Ibid, 110.

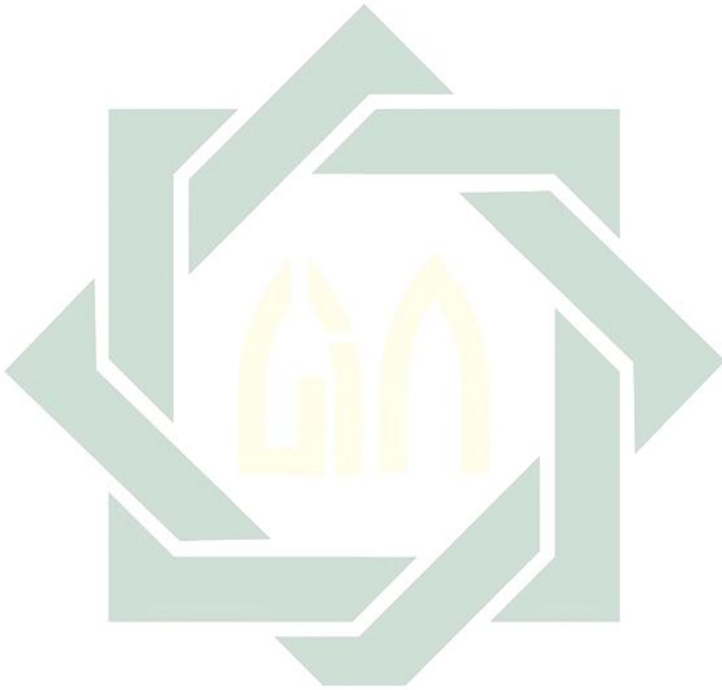
and meanings.³⁹ In this study content analysis is chosen to facilitate the researcher in analyzing the data from the document.

The result of collected data was analyzed through the following steps. As the first step, the data from students' thesis backgrounds are obtained. There are nine thesis papers which were analyzed based on CARS models by John Swales. Then, the researcher read each students' thesis background several times to obtain the information and overall meaning of the data. While reading the data, some expressions used by the students which signaled each rhetorical moves were highlighted in different colors based on each move. The expressions which shows move 1 were coloured by Blue, The expressions of move 2 were colored by yellow, and the move 3 were indicated by green. Next, the rhetorical moves from the students thesis background were compared to the theory to find out how the way they arranged it. As a result, the data were discussed descriptively into findings. To make it easier in describing the analyzed data, the researcher will use the code from each moves and steps. The code is as follows,

- | | |
|--|---------------------------------|
| 1-1 claiming importance | 2-1c question-raising |
| 1-2 making topic generalizations | 2-1d continuing tradition |
| 1-3 reviewing items of previous research | 3-1 outlining purposes |
| 2-1a counter-claiming | 3-2 announcing present research |
| 2-1b indicating a gap | |

³⁹ Michael Quinn patton. 2001. *Qualitative Research And Evaluation Methods*. California : Sage Publications, inc, 453.

For example, if a background of thesis has a rhetorical structure 1-2, 1-1, 1-3, and so on, it means the researcher start writing the background by claiming importance, then making topic generalization, and followed by reviewing items of previous study, and so on.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the data analysis, the findings, and the discussion of the data. These include the rhetorical pattern in the analysed theses background.

4.1 Research Findings

The description of this section is arranged based on the research question asking about the rhetorical moves used by English Language Education Department students at UINSA in thesis background. The data were from students' theses published in Digilib UINSA particularly in the background of study section. The researcher analyses the expression used in nine students' theses background and clasifies them by using CARS model by John Swales. It helps the researcher in concluding the structure of the rhetorical pattern used in students' background. The following table represents the rhetorical pattern in each theses background. The table consists of two column, the first column is the theses number, while the second column is the structure of rhetorical pattern of each theses.

Tabel 4.1 The Structure of Rhetorical Moves of the Analysed Background

Thesis Background	The Rhetorical Structure
Thesis A	2-1, 1-1, 1-3, 1-1, 3-1, 2-1b, 3-2

Thesis B	1-1, 1-2, 3-1
Thesis C	1-1, 1-2, 1-3, 2-1a, 2-1d, 3-1
Thesis D	1-1, 1-2, 1-1, 1-2, 3-1, 3-2
Thesis E	1-2, 1-1, 1-2, 3-1, 3-2, 1-3, 2-1b, 1-3, 2-1b, 2-1d, 3-1
Thesis F	1-1, 1-2, 3-1, 1-3, 2-1a, 2-1d, 3-1, 3-2
Thesis G	1-1, 1-2, 1-3, 2-1b, 1-3, 2-1b, 2-1a, 2-1b, 3-1
Thesis H	1-2, 1-1, 1-3, 2-1a, 2-1d, 3-1, 3-2
Thesis I	1-1, 1-2, 1-3, 2-1b, 3-1

Note:

- | | |
|--|---------------------------------|
| 1-1 claiming importance | 2-1c question-raising |
| 1-2 making topic generalizations | 2-1d continuing tradition |
| 1-3 reviewing items of previous research | 3-1 outlining purposes |
| 2-1a counter-claiming | 3-2 announcing present research |
| 2-1b indicating a gap | |

The table above shows that in students' theses backgrounds which have been published in Digilib UINSA have variant of rhetorical move structures. The most frequent move in the background is move 1-1 (claiming importance), move 1-2 (making topic generalization), and

move 3-1 (outlining purposes). The data also revealed that some students' theses backgrounds are mostly miss *move 2*, establishing a niche. The rhetorical structure in students' theses background can be identified by finding some expression, phrase, or sentence which signaled the moves and steps. The following analysis will make the discussion clearer.

A. Move 1: Establishing a territory

The result of analysing the move 1 on the nine thesis backgrounds are presented in the table below.

Tabel 4.2 The Result of Analysing Move 1

Move	Step	Number of steps used in thesis background
1	1	11
	2	10
	3	9

From the table, it can be seen that step 1-claiming importance has been repeated for 11 times. This step found in each thesis background, moreover in one thesis background it can be mentioned 2 times. Then the second step in move 1 commonly used is step 2: making topic generalizations. It is found 10 expressions which signaled this step. In step 3, there are 9 expressions signaled this steps.

1) Step 1: Claiming importance

It has been stated by Swales that this step can be accomplished by demonstrating the study are worthy to be investigated. The researchers should develop their area of study by stating that the area of study is important, interesting, or essential. These are the expression of analysed background.

“Translation is an important element in the process of communicating English by those who are not native speakers of the language.” (Thesis I)

This thesis background is opened with the statement that *“Translation is an important element...”*, the word *important* here shows centrality claim by the researcher.

“In writing classes, feedback is viewed as essential. Written comments or feedback can be given to students at any point during the writing process.” (Thesis H)

This thesis background the researcher tried to claim the importance of her research by using word *essential* to inform the readers that feedback is important in writing class.

“The economic perspective of labor’s English language proficiency in the AEC era, that an adjustment was being a necessity for workers to stay competitive under

this globalizing trend is the enhancement of labor's (society) English proficiency.” (Thesis B)

This thesis began the background with too broad statements which discuss the economic rapid in Indonesia. The statements which shows this step is found in paragraph 3. Claiming importance can be indicated with the word *necessity* in sentence *an adjustment was being a necessity for workers*.

“In higher education such as English Education Department of UIN Sunan Ampel Surabaya, academic writing is one of the skills students *must master*.” (Thesis G)

Claiming importance in this thesis was found in statement *academic writing is one of the skills students must master*. The researcher used *must* to show that the topic is noteworthy.

“In this modern and global era, with the improvement of information and communication technology, *the English language is absolutely necessary* because the world could not be limited by territorial divisions.” (Thesis E)

As like the third example, this thesis shows the importance of the topic by word *necessary* in sentence *the English language is absolutely necessary*.

From the examples above, it can be observed that the researchers pointed out the area are important using the word important, essential, must, etc. In the most theses background analysed, this step is used to begin the background of study.

2) Step 2: Making topic generalizations

As same as step 1, this step is found in each theses background. Some thesis backgrounds used this step by stating the description of phenomena or the current state of knowledge.

“Al-Islam junior high school in Nganjuk is one of the educational institutions who feels the need of English as a communication tool. *The educational institutions which are under the auspices of the Al Islam Islamic Boarding School Foundation, feel that English is an international language that is really needed in facing the global market.*” (Thesis E)

The step 2 of move 1 in this thesis is signaled by the sentence *The educational institutions which are under the auspices of the Al Islam Islamic Boarding School Foundation, feel that English is an international language that is really needed in facing the global market.* The researcher provide this statement about the current phenomena to make the topic generalizations.

“*As it is known that Ministry of Education and Culture has published the newest curriculum, which is known as 2013 curriculum.*” (Thesis D)

The statements of phenomena can show the topic generalization. In this thesis background, it is found in sentence “*As it is known that Ministry of Education*”. The researcher informed the reader that ministry of education and culture has published curriculum 2013 as the newest curriculum in Indonesia. “*Several researches regarding to this issue* have been widely conducted.” (Thesis C)

The currents state of knowledge has been used by the researcher in this thesis background to show the step 2 in move 1. It can be pointed out by the expressions “*Several researches regarding to this issue...*”.

“*Some studies* have shown the fact of plagiarism work regarding to writing field..... and show that there are problems in students’ writing.” (Thesis A)

As like the previous example, the researcher in this thesis background show the generalization of the topic by revealing the current knowledge under the topic.

From the expression above, mostly the researchers caimed the generalizations of the topic by stating the current phenomena or knowledge. The data in the table also showed that this step were always used in each thesis background analyzed. This variant is the most often used after step 1.

3) Step 3: Reviewing items of previous research

Reviewing the prior research is seen as an important step to provide in introduction section. Here are some example of the expressions which exist such as,

“In particular, there have been some studies which examined the quality of translation. *The first previous study* was conducted by Hanifah Khoirun Nisak entitled An Analysis of Students’ Translation Quality at Seventh Semester of English Department IAIN Surakarta in The Academic Year 2014/2015.” (*Thesis I*)

Here, the researcher reviewed the previous study of the research by listing each study and explain the author, title, method, etc. This is signaled by the sentence *The first previous study*.

“In fact, *there are previous studies which discuss* feedback such as those by Fasya, Dessy, Ulil and Rendy. These studies however have similarity and the differences from the current research.” (*Thesis H*)

Reviewing the previous study in this thesis background can be indicated when the researcher mentioning all the authors of the prior research and explain the conclusion. The word , *there are previous studies which discuss feedback such as...* indicate step 3 in move 1.

“Most studies have been content to writing in higher education. *Research from Lestari Setyowati, Sony*

Sukmawan and Mohamad Anan Latief found problem that most of students said that writing is the most difficult skill. (Thesis G)

As like the example before, this thesis background reflected the previous research by mentioning the name of the writers and stating the problem found. It can be signaled by the “*Research from Lestari Setyowati, Sony Sukmawan and Mohamad Anan Latief found...*”

In Ukraine, *Tetyana Smotrova and James P. Lantolf have conducted the research entitled The Function of Gesture in Lexically Focused L2 Instructional Conversations. (Thesis C)*

The step 3 in this thesis background is indicated by sentence *Tetyana Smotrova and James P. Lantolf have conducted the research entitled.*

From nine thesis backgrounds analyzed, there are two thesis background which did not state this step (Proposal B, and D). In those two thesis background, the researchers only wrote the present study without reviewing the previous research.

B. Move 2: Establishing a niche

The result of analysing the move on the nine thesis backgrounds are presented in the table below.

Tabel 1 The Result of Analysing Move 2

Move	Step	Number of steps used in thesis background
2	1a	4
	1b	7
	1c	-
	1d	3

According to Table 2, the investigation shows that most rhetorical moves in students' theses background miss the steps in this move. The step that are commonly used in theses background is step 1b. There are 7 expressions which signaled this step. It is found in proposal C, F, G, and H. For the step 1a, it shows only 4 expressions which signaled this step. It is found in proposal A, E, G, and I. Then, the step 1d only got 3 expression, while step 1c only 1 out of 9 theses background use it.

1) Step 1a: Counter claiming

This step represents the opposing viewpoint or stating statements the weakness in previous studies. Here are the example of the statements found in the analysed backgrounds

“In general, the first and second previous researches commonly focused on the students' view about the

teacher's gestures. *While the third and fourth studies focused on the instructions without addressing gestures as the mediational strategies.*" (Thesis C)

After mentioning the previous study, here the researcher showed the part which was not discussed by the prior research. the statements which shows this step is *While the third and fourth studies focused on the instructions without addressing gestures as the mediational strategies.*

"Referring back to the previous studies above, *there is no information how students incorporate* the referencing system and the frequent types of referencing system used in writing a research proposal." (Thesis F)

The researcher in this thesis background stated counter claiming by mentioning the information which was not discussed by the prior research. it is signaled by the statement *there is no information how students incorporate.*

"From it is indicate that research both of them *are not focus* yet on generating ideas." (Thesis G)

Counter claiming in this background was stated by "*not focus yet*". Here, the researcher stated the weaknesses of the prior research. Besides, the researcher in this background is still lack of awareness in grammar use. From the verb "*is indicate*", it appears

that the form of the verb *indicate* does not work with *is* in this sentence. If the researcher wanted to make a passive sentence it should be “*is indicated*”.

The research done by Fasya and Dessy focuses on effectiveness of peer feedback and students’ responses about it *but does not explore the students’ preferences*. (Thesis H)

As like the previous examples, the statements of this thesis background signaled the weakness of the prior research. the counter claiming can be indicated from the statement “*but does not explore the students’ preferences*”.

The italic sentence above indicates the statements of the writers stating the weakness of prior research. From 9 backgrounds analysed, only 4 theses using this step in background. It is found in thesis C, F, G, and H.

2) Step 1b: Indicating a gap

Swales argued that showing the story of the previous research is not yet complete. Establishing a niche by indicating a gap is a particular kind of critique. Usually the expressions used in this step are quite short. Here are some expressions identified from the background,

“The difference with the previous studies is that this research focuses on identifying the level of paraphrasing appropriateness using the criteria of

appropriate paraphrase adapted from Shirley's¹³ instructional notes on paraphrasing." (*Thesis A*)

The researcher's statement "*The difference with...*" in the beginning of the paragraphs, represents that the following statements will be gap indicating of the prior research.

"*Yingjie's research is different from this study* since it focused only on one activity (4/3/2 technique) inside the class, while researcher's study explores the activities focusing on fluency inside and outside the classroom." (*Thesis G*)

After reviewing the previous study, the researcher stated the differences of the previous research with the present research. It is signaled with the researcher's statement *Yingjie's research is different from this study*.

"If research from Lestari Setyowati concern planning writing process used as problem solving *meanwhile in my research* writing process used especially in the part of generating ideas used by students to appear ideas for their research." (*Thesis E*)

The adverb *meanwhile* used by the researcher in this background also shows the difference between the researcher's study and the prior research.

"In general, these previous studies are same with this present study to measure the quality of students"

translation, *but the present study would like to analyze in depth students' translation using electronic dictionary; Line dictionary application.*" (Thesis I)

Here, the researcher tried to express the gap in the literature by the word *but*. After stating that the previous research are the same as the current research, the researcher stated the strength of her own research.

Only 4 out of 10 thesis backgrounds which indicated using this step. It is found in thesis A, E, G, and I. In thesis E, this step was repeated twice, while in thesis G, this step was repeated for three times. In A and E thesis, this step was used once.

3) Step 1c: Question raising

In this step the researcher asks questions about gaps in previous research that will be discussed in this study. From the nine thesis background analyzed, no one use this step as the way to establish the niche. It seems like the researchers were unfamiliar to raise a question to indicate the gap.

4) Step 1d: Continuing a tradition

This step emphasizes the conclusion of the prior studies that show how some findings in the immediate research literature can be applied in some way. Here are the expression used from the analyzed thesis background,

"Therefore, this research will investigate how gestures mediate teachers' instructions." (Thesis C)

The use of *therefore* by the researcher in this statement shows that the researcher wanted to follow up the gap found from the previous literature or understudied area.

“Therefore, the researcher is interested in conducting research entitled The activities focusing on fluency in English Language Teaching in Al-Islam Junior High School Sukomoro Nganjuk.” (Thesis E)

As same as the previous example, this background use *therefore* to continue the tradition.

“Even though the most of previous study focus on feedback, what seems to be missing from these previous study especially on teacher written feedback is investigation of students’ preferences which according to Guenette cannot be neglected. Hence, investigating students’ preference on teacher feedback and the reason for preference by the students is important.” (Thesis H)

In this case, the researcher stated the contining tradition by *hence*. After mentioning the weaknesses found from the previous research, the researcher provide the solution in the present research. it is signaled by the researcher’s statement *“Hence, investigating students’ preference on teacher feedback and the reason for preference by the students is important.”*

Those expression above can be indicated by the words hence and therefore which extend the prior research to clarify a research problem. Besides, another word can be used to indicated this step, for example, consequently, thus, etc. Those expressions were found in thesis C, E, and H.

C. Move 3: Occupying the niche

The last move in CARS model is move 3: occupying the niche. The purpose of this step is to make an effort to fill the gap. This move contain of two steps, step 1 is outlining purposes and step 2 announcing present research. The following table will represents the number of expressiond that shows this move.

Tabel 4.4 The Result of Analysing Move 3

Move	Step	Number of steps used in thesis background
3	1	10
	2	6

The table shows that the highest frequency step used is step 1. There are 10 expressions which signaled this step, while step 2 there are 6 expressions identified.

1) Step 1: Outlining purposes

In this step, the writer should explain the present research descriptively, including the purpose of the research. Here are the examples of the expressions used.

“This research *will not only discuss* about students’ perspective but teachers’ perspective of the gesture mediated instructions in classroom environments.”
(Thesis C)

The first step in move 3 is signaled by the word *will not only discuss* which used by the researcher to lead the sentence into her objective stated with expression “*but teachers’ perspective of the gesture mediated instructions in classroom environments.*”

“In short, this researcher *would identify* students’ paraphrasing appropriateness in English Teacher Education Department.” (Thesis A)

“*This present study aims to* identify the referencing system used by students in writing a research proposal.”
(Thesis F)

The step 1 in this background is signaled by the word *aim* at sentence *This present study aims to* which are typically used to indicate the main objective of the research.

“The researcher *is interested in* conducting research entitled The activities focusing on fluency in English Language Teaching in Al-Islam Junior High School Sukomoro Nganjuk.” (Thesis E)

In this thesis background, the word *interested in* is used by the researcher to show the goal of his own research.

Those statements above include the outlining purposes of the research. The researchers seem familiar with this step because this step appears in all analyzed thesis background.

2) Step 1b: Announcing the present research

Sometimes this step is needed to complete the previous step, outlining purposes. This are the example of expressions used in analyzed thesis background.

“This study also could raise the students’ awareness in the referencing system especially for quoting and acknowledging outside sources to avoid plagiarism in their academic writing.” (Thesis F)

The statements of the researcher that shows this step is *“This study also could raise the students’ awareness....”*.

“Furthermore, the researcher also examines the difficulty faced by the students there in order to be taken positive value for other educational institutions and also can be evaluated for modern Islamic boarding school Al-Islam itself.” (Thesis E)

Announcing the present research in this step was signaled by the expression *“the researcher also examines the difficulty”*.

“Furthermore, researcher also wants to find the particular techniques that students use to meet appropriateness level in their paraphrases.” (Thesis A)

In this case the researcher wanted to tell the reader that the research is going to accomplish her study regarding the techniques that students use to meet appropriateness level in their paraphrases. It is indicated by the researcher's statement "*Furthermore, researcher also wants to find...*"

"This research investigates type of teacher written feedback and students' preference on type of teacher written feedback in English descriptive writing. *This study further investigates the reason why the students prefer the certain type of teacher written feedback.*" (Thesis H)

Besides investigating the type of teacher written feedback and students' preference, this research also shows announcing the present research which is indicated from sentence "*This study further investigates the reason why the students prefer the certain type of teacher written feedback.*"

From nine thesis background analyzed, those expressions were found in 5 thesis A, D, E, F, and H. Even in thesis E, this step were repeated twice.

4.2. Discussion

As mentioned earlier, moves developed by Swales in CARS consist of 3 moves, 1-Establishing territory, 2-establishing a niche, and 3-occupying the niche where each of the mentioned moves has several steps in it. The earlier investigation that used CARS as a tool to know the

rhetorical move shows that CARS is an appropriate tool to be applied in writing the introduction section. This is as stated by Muhtadin that the CARS model is a successful model to be used as the right picture in the writing introduction section especially based on the English academic writing style.⁴⁰

From all the moves analyzed from the student background thesis, it shows that the variants which appear are not necessarily the same as those expressed by CARS model by Swales. Variations of moves in the students' thesis background generally have a similar pattern. In general, the students' background begin with move 1-1 or 1-2 and then revolves around discussion between move 1 with several backgrounds continuing to move 2 and move 3. The result from the previous study conducted by Yatmikasari shows that all analysed backgrounds have similar moves. The development of rhetorical move from those backgrounds were commonly started with making the topic generalizations and defining terms.

Most of the background theses that have been studied have included the steps mentioned by Swales yet most of them do not completely include all the steps in move 2 even one of the background theses does not include steps in move 2 at all. Thus, this research brings different finding from the previous study conducted by Kusetyowati who

⁴⁰ Muhtadin. 2017. *Struktur Retorika Dan Fitur Linguistik Bagian Pendahuluan Artikel Jurnal Penelitian Berbahasa Indonesia Bidang Ilmu Hukum*. KEMBARA: Jurnal keilmuan bahasa, sastra, dan pengajarannya. Vol. 3, No. 2, 123-134.

examined the introduction of the section in the research proposal. All the steps in the CARS model were included except the last 2 steps in move 3.

From nine background theses that have been analyzed, some of them have followed the pattern used in the CARS model.⁴¹ Move 1 in CARS model, *establishing a territory*, is dominated by claiming importance and making topic generalization, which have been mentioned by all theses background analyzed. While in move 1 step 3, *reviewing the previous study*, is almost mentioned in all backgrounds, but among the 9 backgrounds there is one background that does not include this step. In fact, reviewing previous studies is very important and is needed to indicate gaps and make claims about topics to be discussed. This finding shows that the students can already understand the important of relating the present study to the studies conducted previously.

Move 2, *establishing a niche*, is dominated by the indicating gap, counter claiming, and continuing tradition. Meanwhile those background missed to include step 1c in move 2, question-raising. It indicated that they seem unfamiliar with using this step and prefer the other 3 steps. In move 2, the indicating gap is something that should be noted because it can show the difference between the presents and the prior research. Besides, the indicating gap is an opportunity for the readers to know areas that have not been studied from the prior research.

For move 3, *occupying the niche*, is supported by two steps. one of them is the step that must be mentioned namely outlining purposes. this step has been mentioned in all thesis background analyzed and is signaled

⁴¹ USC (University of Southern California) Libraries, Organizing Your Social Sciences Research Paper: The C.A.R.S. Model.

by the words "*This paper aims at*". Actually, move 3 has 4 steps, namely outlining purposes, announcing the present research, announcing the finding, and indicating the article structure. However, the last 2 steps are not mentioned in analyzing the background study in the thesis because if announcing the principle finding is mentioned then the findings in the study will be mentioned three times. In the abstract, introduction, and result. Therefore based on the Swales' statement in his book, this step is only mentioned when there is no abstract attached. Meanwhile, this step is an obligatory in dissertation and it is only included in research paper under certain circumstances.⁴²

The structure of rhetorical moves which typically appear in students' thesis background is 1-1 claiming centrality, 1-2 making topic generalizations, 1-3 reviewing of the previous researcher, and 3-1 outlining purposes. those steps are signaled by these common expressions,

"As it is known that Ministry of Education and Culture has published the newest curriculum, which is known as 2013 curriculum."*"* (Thesis D)

"In this modern and global era, with the improvement of information and communication technology, the English language is absolutely necessary because the world could not be limited by territorial divisions."*"* (Thesis E)

⁴² Swales, J.M. & Feak, C. B. 1990. *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press, 193.

“Research from Lestari Setyowati, Sony Sukmawan and Mohamad Anan Latief found problem that...” (Thesis G)

“In short, this researcher *would identify* students’ paraphrasing appropriateness in English Teacher Education Department.”
(Thesis A)

Meanwhile, there are some lacks that must be considered in the future, the most common mistake is that the researchers did not mention move 2 in the study. whereas move 2 has a very important role for researchers to determine their research position. In addition, some backgrounds still have irregular patterns such as move 3 that precedes move 2 or there is a cyclical structure of step 1 and step 2 in move 1 which can be seen from the result of analysis in thesis D (1-1, 1-2, 1-1, 1-2, 3-1, 3-2). Seeing this, it is better for lecturers in academic writing, supervisors, or the examiners in students’ proposal to emphasize more on the understanding of students in managing rhetorical structures that exist in research so that mistakes in writing background are minimized. In other possibilities, this kind of rhetorical moves are the moves that are typically applied in thesis background in Indonesia which are different with English moves developed by Swales.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion that summarizes the research findings and suggestion. The conclusion section describes the main or salient findings of the research and propose several suggestion lecturers, and further research.

5.1 Conclusion

Through in-depth analysis of nine background theses written by ELED students, the researcher found the structure of rhetorical moves used the students' in writing thesis background (See table 4.1). The research shows that the majority of the rhetorical structure in the thesis background is in line with the proposed rhetorical structure by Swales. Although some of them are not in accordance with the pattern of background writing in the CARS model. Most of the background theses have included a mandatory element from move 1, which is reviewing the prior research, eventhough from the 9 background theses studied there is one background that does not include it. However, not all of the backgrounds which displayed move 1 can review it well, because there is still a background that starts the topic with too broad explanation.

From all thesis background analyzed, it can be concluded that the majority of research background in students' thesis follow

Swales CARS model while some other thesis backgrounds tended to skip certain steps, 1-3 and 3-2 (*reviewing the previous studies* and *announcing present research*). and thesis background writing is usually started with move 1-1 then moves 1-2 or vice versa. In move 2, the majority of thesis background do not use 4 steps but only one or two steps. The existence of move 2 and move 3 is often lacking in order because in some cases move 3 still precede of move 2.

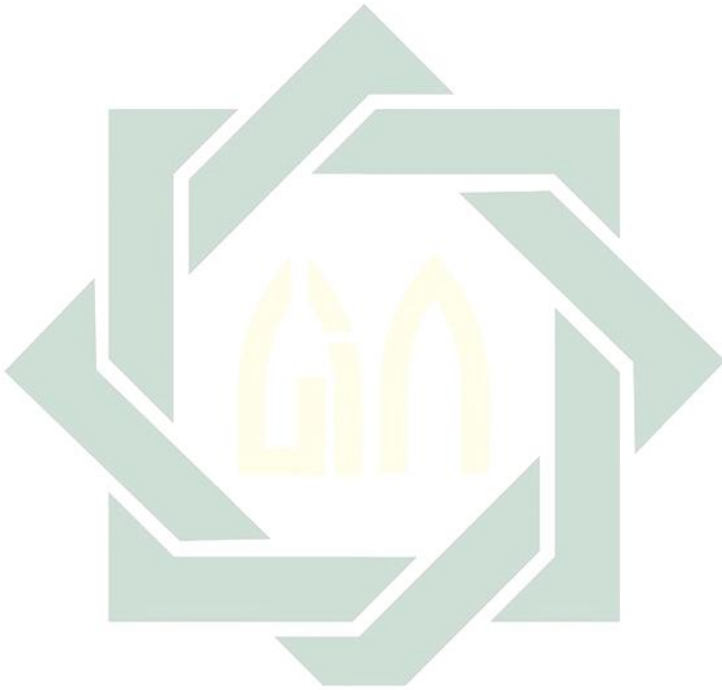
5.2 Suggestion

By raising research topics related to rhetorical moves in thesis background, the researcher hopes that this research can provide benefits for students who will write background of study. By knowing the correct way to make a good research background, mistakes can be minimized. This research is also expected to provide information for lecturers in academic writing or proposal seminars to emphasize the correct way of writing background considering that the background of study has a very important.

Besides, the recommendation is addressed to future researchers dealing with rhetorical moves analysis. The data in this study is limited to the thesis background by UINSA students especially ELED students published in Digilib UINSA. Hence, it is still widely open to conduct similar research which focuses on analyzing one move only. The next researcher can conduct a research in

- analyzing the establishing territory in the introduction section
- analyzing the introduction section with different model from CARS by Swales

- other parts of theses
- theses from other universities
- other research genre such as research report, research summary, or research article.



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