
THE PATTERN OF UNDERGRADUATE THESIS BACKGROUND RHETORIC OF TWO UNIVERSITIES IN ACEH

by

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Abstract:

This research examined the rhetorical pattern of thesis background, mainly the undergraduate scripts of English education department students. The purpose of the study is to find out the tendency of rhetorical patterns by students in writing thesis backgrounds. The approach used in this study is a qualitative method. The researcher investigates twenty English education undergraduate scripts from UIN Ar-Raniry and Syiah Kuala University. The instrument was used to document the undergraduate thesis background to collect the data. The data were collected from both universities' electronic repository thesis and dissertation. Then, the researcher examined the data based on Swales's CARS model (2004) framework. This research revealed that the undergraduate students of English departments have similar rhetorical patterns in the thesis background. Furthermore, the research identified the cyclical pattern, which showed that the students tend to repeat the cycle. Students use the first language style, leading them to write circumstantially to deliver their points in the thesis background. In conclusion, the rhetorical pattern of the thesis background used by students is compatible with the theoretical framework. This research implies that the students majoring in English Education will employ more effective rhetorical patterns in the background of undergraduate scripts crafted in English.

Keywords: Rhetorical Pattern, Thesis Background

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INTRODUCTION

The background of the study becomes one of the essential sections in the introduction. The introduction aims to inform the readers about the research problems and show them why to conduct the research. In this case, students should be able to explore the main plot of their research to establish the situation and implement the rhetorical knowledge for designing excellent academic writing. The ideas and rhetorical knowledge synergize to support and generate the quality of the research. As Perneger and Hudelson (2004) state, research papers typically have complex rhetorical form codification.

Consequently, in the research background, students are demanded to have good proficiency in explaining the significance of the investigated topic (Bhatia, 2016). This research was conducted because English education students in undergraduate programs frequently struggled to craft a perfect background section. Due to the central role of the background section in academic writing, at least four prior studies align with the topic of the present research. The findings from prior research shape the idea of the distinction between those researches and the current research. Zhang & Wannaruk (2016) investigate the rhetorical structure in the method sections of education research articles. The results show that the education researchers use three rhetorical moves in the method sections of their research article, such as describing research design, data collection procedures, and data analysis procedures. Besides Zhang, another researcher who conducted his study on rhetorical structure is Rawdhan et al. (2020). They looked into the rhetorical structure variety in literature reviews written by Iraqi and International students. They found that Iraqi students do not pay much attention to the critical approaches to the current status of the established research in literature. However, they are prone to familiarize themselves with their research interest (Rawdhan et al., 2020). In addition, Viera (2019) explored the rhetorical move structure in abstracts in research articles. He discovered that the selection of rhetoric and composing patterns of the abstracts are influenced by specific discursive conventions and discourse community practices. Pujiyanti & Arsyad (2018) analyzed the rhetorical structure on the introduction section of postgraduate thesis. He found two results. First, three moves and fifteen steps are identified in the introduction section per

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Bunton's theory, and three new steps lie outside the theory. Second, three moves are regarded obligatory, seven steps are obligatory, other four steps are conventional, and the other four steps are optional.

All the studies mentioned above have examined the employment of rhetorical structure in differing sections. However, none of them explored the rhetorical structure in the background section of the undergraduate thesis. In the writing context, rhetorical knowledge improves the students' writing convenience, particularly in choosing appropriate words with the proper grammar structure and vocabulary meaning to reach the excellent concept for the research (Silverman & Marvasti, 2008). In addition, these researchers mention that nowadays, academic writing is already provided as an essential subject for undergraduate students. It is also beneficial for them to complete and pass the academic requirement and apply the skill in many other fields, such as writing a thesis, article, essay, and pedagogic competence design (Suryani et al., 2014).

This research contributes to the theory of academic writing, mainly how to write an adequate study background with the proper rhetorical structure. The closer the writers pay to the rhetorical structure in academic writing, the more understandable and practical it becomes. For example, due to the rhetorical patterns, the community of writing can establish their language standards, and the students rely on these standards to upgrade their reasoning styles (Xu et al., 2016). More importantly, rhetorical knowledge can directly level students' critical thinking. When students want to write an academic paper, they need to have complex thinking to arrange the appropriate language and create the paper analytically. College students must increase their writing proficiency by thinking the appropriate scientific expression orderly. The skill of understanding rhetorical patterns is used to simplify the researcher's intention in writing an academic thesis. It also increases written communication skills to attract readers' interest in learning the research topic (Yayli & Canagarajah, 2014).

The background of the study is to inform readers of the basis of the research and why researchers explore the research topic. The criticality of the study background can be seen through a rhetorical structure in that particular section of

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academic thesis writing. This research used the rhetorical structure CARS model by Swales (2004). There are three moves— move 1, move 2, and move 3—given by Swales, which become the basis to delve into the pattern of undergraduate thesis background rhetorical styles. However, undergraduate students are not familiar with writing a thesis background. They only have an introduction to writing academic research in the sixth semester, and it is not enough to cover all aspects of writing a thesis (Diyana Binti Maznun et al., 2017). As a result, many students, as a beginner, start to write the background with a broad or general explanation.

Moreover, as the students are novel writers, they tend to employ deductive patterns in writing owing to their preferences (Torres & Medriano Jr, 2020). When the novice writer wants to write academic writing, some obstacles do not just involve structure or grammatical errors. However, the writing process is considered to have other rhetorical difficulties for EFL learners (Bennui, 2008).

In order to solve the challenges experienced by novice academic writers, they should encounter proper guidelines to write the background of the study. Swales (2004) designed the guidance for researchers with his thriving- known framework of research article introduction named Creating a Research Space model (CARS). It can guide the author to find the current characteristics of the community's concepts in writing Research Article Introductions (RAIs), for instance, the intention of content, writing style, structure preference, and the expression of language communication. Hence, the competency of writing skills and rhetorical knowledge is necessary for students who want to write an excellent research background. Students should learn about rhetorical knowledge and the standard framework as a guide in writing research which is expected to formulate good academic writing.

Upon all, the study seeks to find answer and thus this study is guided by one research question: *What are the rhetorical patterns of undergraduate thesis background in English Education Departments of two universities in Aceh, Universitas Islam Negeri (UIN) Ar-Raniry and Universitas Syiah Kuala (UNSYIAH)?*

METHOD

Design

The study on Discourse Analysis used qualitative research to collect and analyze the data. The qualitative approach is employed in this study as its context aligns with Creswell's description of the qualitative method. The study's design concerns the phenomenon or explores the social problems and processes the data to be interpreted into some themes or meaning. It is a procedural result of descriptive data in the form of oral and textual from people and their observable behavior. The study investigates the rhetorical structure of the background section in an undergraduate thesis of two universities in Aceh. Swales' CARS model is used to break down the data of this present research associated with discourse analysis. Swales' CARS model was also operated in discourse research by Ranawake and Wilson (2016), who analyzed the rhetorical moves in introducing students' reports.

Subject

The subject of this study was the background section of the undergraduate thesis written by students from the English Language Education Department of UIN Ar-Raniry and Syiah Kuala University. The undergraduate thesis was taken from the currently published thesis. In this study, purposive sampling was used to choose the subjects. The researcher selected twenty thesis backgrounds, ten from UIN Ar-Raniry and the rest from Syiah Kuala University. Hence, the object of this study concerns the background section of the undergraduate thesis to discover particular discourse elements—the type of the research data—called rhetorical patterns.

Instrument and types of data

The research instruments are tools to acquire information which are relevant to the research (Birmingham & Wilkinson, 2003). In this study, the main instrument is the researcher himself. The additional instruments are documents used to serve as evidence or characteristic information of the rhetorical pattern from the undergraduate thesis background section structurally. The data for this research is the rhetorical patterns recognized from language signals used in the background of

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the study. Moreover, the research looks into the rhetorical knowledge in the thesis background of the undergraduate thesis of UIN Ar-Raniry and Syiah Kuala University following the Swales CARS Model in 2004 as the instrument.

Data collecting technique

The research chooses to collect the data through documentation techniques. The sources are taken from the undergraduate script of thesis background in the English Education Department of UIN Ar-Raniry and Syiah Kuala University. This research is focused on finding the stages and expressions of the data analysis content to make the background script (Griffiee, 2012).

Collecting the data is assisted through the facilities provided in the digital library of both universities to help the researcher find the targeted data. There are some following steps to collect the data by the researcher. First, the researcher opens the served online website platform of repository UIN Ar-Raniry and search for "Fakultas Tarbiyah dan Keguruan". Afterward, the researcher chose "Prodi Pendidikan Bahasa Inggris," since the samples of undergraduate scripts are English department students, to see some list of thesis backgrounds. Second, the source data of Syiah Kuala Universities are taken from the Electronic Thesis and Dissertation or directly ask permission from the undergraduate students. Third, twenty students' theses are selected, and the data limits only to the currently published theses from 2019-2021. The last, the downloaded data will be analyzed with the guidance framework.

Data analysis technique

The investigating data concerns identifying the content analysis based on the observation of the text, for instance, the expression, the material, and the variable or terminologies used. Analyzing thorough content analysis is to simplify and narrow the existed qualitative data. Narrowing the data aims to reduce the data which is eligible and supportive of the research.

The researcher takes the provided data simplified, signs them through the coding process, and uses two frameworks to analyze the data. The data are examined using the Swales CARS model to observe the rhetorical pattern in the

thesis background. The content is explored in the students' undergraduate' scripts. Each university is represented by ten thesis backgrounds and categorizes the students' research backgrounds based on the framework guidance. Afterward, the data that has been coded is analyzed by discovering the expressions used in the background of the study. The expression that signals the rhetorical pattern of the research article by John Swales will be highlighted as a movement in their language preference of academic writing (Sheldon, 2011). Henceforth, the investigated document is proved to verify the data based on the guidance framework in which the movement results show a conclusion. The whole citation process uses Offline Model using the Mendeley desktop(Turmudi, 2020, p. 59).

RESULT AND DISCUSSION

Result

The result answers the research question mentioned at the end of the introduction session. The researcher examines the students' expressions in writing the background of study from both universities in Aceh. Afterward, the expressions function as signals to seek students' structure or language preference, where the researcher categorized them based on the CARS model. The results of the data analysis were examined by presenting the detail of three major moves and steps in the Swales CARS model to elaborate the generic structure of the rhetorical pattern.

Table 1: Data of the rhetorical pattern in students' thesis background

Number of Thesis Background	MOVES			Move Cycle	Number of Paragraphs
	MOVE 1	MOVE 2	MOVE 3		
TBU 1	6	2	1	1 2 1 2 1 3	11
TBU 2	7	2	1	1 2 1 2 3	11
TBU 3	6	1	3	1 2 1 3	11
TBU 4	7	2	1	1 2 1 2 1 3	8
TBU 5	5	2	2	1 2 1 2 3	9
TBU 6	7	2	3	1 2 1 2 1 3	10
TBU 7	5	2	2	1 2 1 2 1 3	9
TBU 8	7	2	2	1 2 1 2 3	7
TBU 9	5	2	2	1 2 1 2 1 3	5

TBU 10	6	2	2	1 2 1 2 1 3	9
TBU 11	5	2	1	1 2 1 2 3	7
TBU 12	7	2	2	1 2 1 2 3	8
TBU 13	8	2	2	1 2 1 2 1 3	12
TBU 14	5	2	2	1 2 1 3	10
TBU 15	6	2	2	1 2 1 2 1 3	11
TBU 16	7	2	1	1 2 1 2 1 3	9
TBU 17	6	2	2	1 2 1 3	8
TBU 18	5	2	2	1 2 1 2 1 3	13
TBU 19	5	2	1	1 2 3	7
TBU 20	5	2	2	1 2 3	9

*TBU: Thesis Background of UIN Ar-Raniry

*TBS: Thesis Background of Syiah Kuala University

*Move 1 contains 1 step and 8 sub-steps.

*move 2 contains 3 steps

*move 3 contains 7 steps

The preceding table 1 represents all the data, including some variables; the number of thesis background, move/pattern, cycle pattern, and the number of paragraphs. The table showed how the students wrote the background of the study by using the movement of rhetorical patterns based on the CARS model.

Each move in the table has been incorporated based on the analysis of the framework guidance. In this case, the framework reveals a different way to present the steps necessary to be recognized. The first move will be elaborated only with one step, and the rest are explained through the eight sub-steps. The second move is the shortest pattern that has two steps but has three main points in detail. The last is the third movie, in which the steps are classified into seven steps. The researcher describes the step and sub-steps in the rhetorical pattern of the research background as follows.

Table 2 Data of the Detailed Description of Move

	Structure of Move 1	Number of Thesis Background
Step 1	Topic generalization of increasing specificity	20
(i)	Reporting conclusion of previous study	17

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(ii)	Narrowing the field	20
(iii)	Writer's evaluation of existing research	17
(iv)	Time-frame of relevance	20
(v)	Research objective/process of previous studies	
(vi)	Terminology/definition	14
(vii)	Generalizing	3
(viii)	Furthering knowledge or advancing knowledge	0

*TBU: Thesis Background of UIN Ar-Raniry

*TBS: Thesis Background of Syiah Kuala University

*Move 1 contains 1 step and 8 sub-steps.

*move 2 contains 3 steps

*move 3 contains 7 steps

Based on the presented table above, it is found that step 1 is the most common way to start the thesis background in which students have to explain the topic discussion from the general information. The information is primarily stated broadly so readers can understand the research issue. The following is the illustration of step 1:

TBU 8 (S1) Ice breaking is an activity that is accustomed to welcoming and warming up conversations among participants during meetings, training classes, team building sessions, or other events.

The data shows the standard definition or information related to the research topic in which the author begins to connect the information as a bridge to know about the surface knowledge regarding the research field.

Additionally, the move of step 1 is followed by sub-steps (i) "Reporting the conclusion of previous studies." The participants' thesis background seems familiar to conclude after identifying the previous studies. The data are presented as follows:

TBS 14 (i) Based on the definitions above, the researcher concludes that sociolinguistics is one field in language study that focuses on discussing the language related to society, the variety, function, and the user of language.

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Students apply the expression of reporting a conclusion from previous studies differently. Based on 17 research backgrounds, some students reported a conclusion only from one previous study; meanwhile, the other students stated the report after concluding several previous studies, which is more comprehensive.

Further, the next sub-step is (ii) "Narrowing the field." Almost all thesis backgrounds tend to narrow their writing. It is expressed as follows:

TBS 16 (ii) One of the skills in English subject is speaking. Speaking is an essential proficiency used to practice English for communicative purposes. It is also related to taking and giving information.

In writing a thesis background, narrowing the field makes students shape the focus of background discussion into a detailed area correlated to the present research. All undergraduate students share their study information in the appropriate scope of research background. Afterward, the sub-step (iii) is "writer's evaluation of existing research," which is represented by 18 thesis backgrounds from the data analysis. It is shown as follows:

TBU 6 (iii) In this community, the members and students can practice their English easier, have fun, and have low anxieties. Because of that, the community has a role in which every member cannot judge or bully the other members. By joining the community of practice, the students can freely share their knowledge or experience.

The writer's evaluation demonstrates the students' critical thinking because the statement needs to add students' perceptions regarding the existing research. When students give more information or suggestion, it can increase their understanding of the research by having the literature or previous studies

Moreover, the next sub-step is (iv) "Time-frame of relevance." It is a part where the author elucidates statements that support the research through citations from previous research. It is presented as follows:

TBS 11 (iv) Microteaching helps student teachers improve and develop pedagogical skills such as effectively opening and closing the lesson and using teaching aids.

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Based on the data analysis, sub-step (iv) is provided in each thesis background. It indicates that giving support disciplines to the research is necessary and affects the excellent quality of the present research. Students realize that the sub-step is significant exists in their research background.

Furthermore, the sub-step (v) “Research objective/process of previous studies” is utilized by 11 research backgrounds. Here, the data is shown as follows:

TBU 4 (v) employs actual teaching situations for developing skills and helps to get more profound knowledge regarding the art of teaching.

As mentioned in the data above, the sub-step (v) identifies the research detail necessary to involve the previous study. The research objective is not just literally to display the purpose, but it benefits from sharing and exploring the knowledge of the topic research in a more specific way.

In the same way, another sub-step that concerns increasing the specificity is the sub-step (vi) “Terminology/definitions.” The data are presented as follows:

TBS 17 (vi) Communication strategies are defined as the techniques used by the learners when there is a gap between their knowledge of the language and their communicative intent

This sub-step shows a different kind of specificity rather than the previous sub-step. In the context of writing a thesis background, its focus is to demonstrate the detail with the definition. There are only 14 backgrounds of studies containing the terminology. However, it does not mean that students do not become aware of the essentials of the sub-step because they have mentioned it in a different part in the introduction section. In brief, the student can also address it in the background of study to help the readers understand the background information of the knowledge.

Likewise, the next sub-step (vii) is generalizing. The researcher only discovers two examples from the data analysis; however, the data still can represent the knowledge about the sub-step topic. The data analysis is presented as follows:

TBU 1 (vii) The mastery of phrasal verbs is very important because they are frequently used in daily communication. Good ability in

phrasal verbs is beneficial for EFL learners to get the message of the material conveyed. On the contrary, poor ability on phrasal verbs can cause a hindrance for EFL learners to get the message of the given material.

The theme is generalized in the sub-step roles to emphasize the whole research discussion. Perhaps, the students are still not accustomed to asserting a statement, particularly in the background of the study. The step can reveal the importance and focus of the research as a whole at the end of the sub-step in move 1.

Finally, the last sub-step is (viii) “Advancing knowledge.” The researcher could not find any data to represent the theme discussion. Students are probably still unfamiliar with the rhetorical knowledge in research background that discusses the knowledge in advance. However, most of the thesis backgrounds of students in move 1 have good compatibility with the CARS model framework guidance.

Table 3: Data of the Detailed Description of Move 2

	Structure of Move 2	Number of Thesis Background
Step 1 A	Indicating a gap	20
Step 1 B	Adding to what is known	19
Step 2	Presenting positive justification (optional)	0

The second movement of the rhetorical pattern is establishing the niche. It indicates a gap, adds what is known, and presents positive justification. The move concerns discovering the difference in the present research. It describes the further explanation regarding the value of the research background through the gap or problems and comprehensive information. In addition, the first step, 1 A, “Indicating a gap,” is presented as follow:

TBS 19 (S1A) However, until now, no study has focused on the monophthong and diphthong vowels of the Gayonese language, especially in Gayo Lutnese.

According to the statements above, all the students mentioned the gap regarding the conducted research. In this case, the thesis backgrounds describe the problems clearly that could be from the environment, culture, or phenomena.

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Afterward, the step that indicates a gap is also employed as their research's differentiator.

Moreover, the next step, exhibited by 19 thesis backgrounds, is step 1B, which has the same value in supporting students' counter in thesis background. It strengthens the explanation of the research discussion, and the information or knowledge is elaborated to support the research question of the present research. The data are illustrated below:

TBU 7 (S1B) Consequently, using authentic assessment is one of the appropriate ways of measuring students' language learning. It is used in the learning process to help teachers and students measure the extent to which they have achieved the goals of particular learning programs.

Those statements reinforce the knowledge of the present research, which shows students' understanding of the field of their study.

The last step in the move is step 2, "Presenting positive justification." The data analysis of the thesis background does not express any indication related to the theme, and it is stated as the optional term based on the Swales CARS model.

Table 4: Data of the Detailed Description of Move 3

	Structure of Move 3	Number of Thesis Background
Step 1	Announcing present work descriptively and/or purposively (obligatory)	20
Step 2	Presenting research questions or hypothesis (optional)	0
Step 3	Definitional clarification (optional)	0
Step 4	Summarizing method (optional)	3
Step 5	Announcing principal outcome (PISF)*	7
Step 6	Stating the value of the present paper (PISF)*	6
Step 7	Outlining the structure of the paper (PISF)*	0

*PISF: Probably in Some Fields

The description of move 3 shows the present work, which is elaborated by 7 steps to advocate the rhetorical pattern at the end of the thesis background.

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The structure of move 3 focuses on announcing the present descriptive work as an obligatory stage. It means that to finalize the background of the study, at least the undergraduate students should explicate the purpose of the study— meanwhile, the rest of the structure roles as optional and PISF (Probably in Some Fields).

The researcher begins to demonstrate step 1, “Announcing present work descriptively and purposively. It illustrates the purpose or focus of the research, which is usually declared with a clarification statement. The data is expressed as follows:

TBU 1 (S1) Therefore, this study is designed to determine the difficulties students face in understanding the English phrasal verbs and to give some important recommendations to develop their ability to understand them.

The data analysis shows that most students claim their present research statement in the last part of the thesis background by using the word “focus, interested, aim, or find out.” In this step, undergraduate students attempt to remind the reader what is the main point of the research.

In addition, the researcher does not discover any expression of the signal that displays step 2, “Presenting research questions or hypothesis,” and step 3, “Definitional clarification,” in the research background. It could happen because those steps are an optional choice that serves the other part in the introduction section according to the Swales CARS model (2004).

The next step of move 3 is step 4, “Summarizing methods.” It demonstrates the methodology or approach used by the student to observe the study. The expression is presented below:

TBU 3 (S4) The other similarity is that most previous research uses quantitative research as their research approach. While collecting the data, the previous research used classroom action research, but my research used quasi-experimental research.

Based on the statements above, undergraduate students sometimes consider applying the methods in the present study. Though the expression does not

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describe the mechanism in a specific way, it is a promising finding for researchers to enrich and investigate the data.

Furthermore, the further description is in step 5, “Announcing the principal outcome.” This expression rarely appears in the analysis of the research background. Students are perhaps still unfamiliar with the pattern. The statements are illustrated as follows:

TBS 15 (S5) The writer hopes that using Picture Series could be practical to increase the student’s skill in reading, especially in procedure text.

The presented data shows that the students try to mention their target in the research, and they illustrate the findings observation for further research. Although both examples do not precisely show the principal outcome, students have tried to demonstrate their inclination regarding their studies. The subsequent research is step 6, “stating the value of the present research.” It presents as follows:

TBU 10 (S6) There are a number of studies that have been widely carried out related to the learners’ acceptance and satisfaction of LMS. However, limited studies have been done on Canvas Instructure from the learners’ perspective in Aceh, specifically at Universitas Islam Negeri Ar-Raniry.

Step 6 states the value with the tendency to explain how students scope their research. Students have to limit their study to significant purposes so that the study is different and narrowed. Unfortunately, few students provide this step in the background of the study. In the sixth step, only 5 documents put the expression, while the rest of the students miss applying the value of the present research.

The last step in move 3 is step 7, “outlining the structure of the paper.” The researcher cannot find any example regarding the step in the students’ scripts. However, based on the CARS Model guidance, the terms only include the PISF or Probably in Some Fields. Thus, students’ thesis background is still in a good capacity as an academic paper.

Equally important, most students have appeared to be interested in the formula of 1-2-1-2-1-3. Both universities' scripts are composed of 5 or 10 in a full version. Meanwhile, the second frequent pattern has appeared with the formula

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1-2-1-2-3, which 5 theses have thoroughly indicated. The rest of the formula patterns are 1-2-1-3 and 1-2-3.

According to the analyzed cycle, the students prefer to start their research background by presenting the background or common knowledge related to the research topic or variable. Furthermore, the data has shown the second pattern following with establishing the niche. In this section, the undergraduate students begin to establish the gap and problem of the topic discussion that perhaps relate to the social phenomena, environment, or culture. Afterward, students repeat the steps between moves 1 and 2 to enrich the information and support the research discussion. To end this point, the undergraduate students continue to close the thesis background with move 3, presenting the present study.

Discussion

The present study has examined the rhetorical pattern in the thesis background of two universities in Aceh, UIN Ar-Raniry and Syiah Kuala University. The research background is an exciting section to be investigated in the introduction chapter as the area for undergraduate students to express their idea in academic writing and encourage them to collaborate on a complex skill at one time (Librero, 2012). Afterward, the obligatory requirement to graduate from the university motivates them as novice writers to design scientific papers.

The research proposed twenty thesis background scripts from both universities by adapting the framework from Swales (2004) called the CARS model. It guides the researcher in discovering students' rhetorical patterns in the thesis background.

In conformity with the data interpretation, it has been uncovered that the undergraduate students possess the complete steps in each move in crafting their background of the study. The findings mean that the students comply with the CARS rhetorical structure proposed by Swales (2004). Research by Suryani et al. (2014), who conducted a study on the analysis of rhetorical moves in the introduction section following the CARS model proposed by Swales (2004), demonstrates that the writers started writing the introduction with the general

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statement related to the main topic. Relating to the present research, the findings are similar. It shows that the most common way of starting to write the study background is that the participants have to explain the discussion topic from the general information.

Another critical point is the preferred move and step in establishing the background of the study. A study by Öztürk (2018) shows that the most preferred move and step in establishing the introduction, or specific background of the study, move 1 step 2, that is, making topic generalizations. What this study has found conforms to the findings of the current research. That is, making a topic generalization is found in all of the backgrounds of study of all 20 undergraduate theses.

This present research has findings that do not match those of research conducted by Pujiyanti and Arsyad (2018). As shown in the result section, the total number of Master's theses that use Move 2 step 1A (indicating a gap in research) in the introductory chapters is 13. However, this present research demonstrates that all undergraduate theses from the two universities apply move 2 step 1A in the study background.

However, not all of the result that has been identified showed the appropriate expression with the guidance. The signals represent the pattern in the same scope of meaning. For instance, in the first and third sub-steps, both of the sub-steps are mentioned and classified in the findings data. However, some undergraduate scripts do not put the expression concurrently with the existing or previous research. The language is steadily considerable, but the structure of the specific expression should be increased since the Swales CARS model in 2004 categorized some of the steps as a need citation section. Hence, students must attach more citations to enrich their thesis background literature.

The following analysis is the cyclical pattern used by the undergraduate students that influence the approach to formulate their study background. In this research, the most implemented cycle pattern is 1-2-1-2-1-3. It can be concluded that undergraduate students from both universities primarily tend to repeat moves 1 and 2. Afterward, the Acehese students continue to finish the thesis background

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by terminating move 3 as the last part to declare their present research purposively. This result is compatible with Sheldon (2011), which showed that dominant patterns occur when the moves are replicated to raise the present research's identity and develop the idea. It is probably established through examining the gap and specifying the research.

Finally, the rhetorical pattern of thesis background by undergraduate students in the English departments of UIN Ar-Ranniry and Syiah Kuala University has been confirmed with the Swales (2004) framework. However, students must increase the literature capacity or rhetorical knowledge and the length of the thesis background. It may increase the quality of the research background by presenting more steps not yet implemented by students. Hence, the students will improve their academic writing for the thesis excellently.

CONCLUSION AND SUGGESTION

The researcher incorporates the present study based on the document analysis of the rhetorical pattern in the Thesis background from UIN Ar-Raniry and Syiah Kuala University. There has been a lot of essential result discussion related to the research questions, which have been designed appropriately. In summary, this study has revealed that most of the undergraduate scripts have applied a similar pattern with Swales CARS Model, particularly in the thesis background moves. The students have shown adequate standards to organize academic writing to support their thesis completion, though the way of expressing the rhetorical pattern and language structure might be different. The study has appeared to have some significant outcome that becomes the differentiator or uniqueness.

LIMITATION

This study is restricted to a few general aspects of research, namely subjects and geographical area. The subjects of this current study are 20 undergraduate scripts. Every ten scripts are selected from two universities, which might not be sufficient to represent the whole university in a vast district like the town with several universities. In addition, this current research focuses only on the

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background of the study. In fact, despite the essentiality of the background of study in academic scripts like undergraduate theses, students need quality improvement on other parts of theses, such as literature review, methodology, and results/findings. In addition to this limitation, the geographical area in which the research was conducted is relatively narrow.

IMPLICATION

It is recommended to increase awareness of the rhetorical pattern and think in the English language rather than getting used to expressing the language by translating from the first language. The students should be aware of starting to write academically as early as possible to help them increase their capacity. Students should understand that writing a thesis is a complex skill and management. Learning how to write a proper thesis by understanding the rhetorical pattern is one of the simple ways to assist the students.

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