



Students' rhetorical structure mastery of the finding and discussion section in English thesis

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This study aimed to determine the rhetorical structure of the finding and discussion chapters on the thesis and their problems. Framed within a mixed method design, the sample of this research was 30 parts of the finding and discussion of the theses of English Education postgraduate program students who graduated from 2019 to 2020. This study used a checklist as a research instrument. The data obtained were analyzed qualitatively by applying several stages such as data reduction, data presentation and drawing conclusions, while quantitative data were obtained through SPSS by using symmetric measures. The results indicated that students' mastery of rhetorical structures, especially in the finding and discussion section, is categorized as high and medium, where in the finding section, the average value of students was 41 which is categorized as high, while the average value in the discussion section is 37 which is included in the medium category. The next finding was that some students had difficulty in writing the finding and discussion chapters. These problems included analyzing data, interpreting data, writing discussion sections, incomplete rhetorical structures in writing, mastery of English including vocabulary and grammar, writing the evaluation section in the discussion, coherence and cohesiveness in writing and personal problems. In short, student' mastery of rhetorical structure in finding and discussion section were high and moderate.

Keywords: Rhetorical structure, findings section, discussion section, difficulty

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INTRODUCTION

Writing a scientific paper in the form of a thesis is an obligation that must be carried out by postgraduate students which is a requirement for obtaining a master degree. This is also inseparable from the English Education Postgraduate Program which is increasingly required to have a quality thesis and contribute to the world of education, especially in the development and innovation of learning English. For academic writing, especially a thesis, it is very necessary for postgraduate students, both students of the English Education study program and other majors. [Renandya and Widodo \(2020\)](#) stated that academic writing is very important for undergraduate, master and doctoral program students because academic writing can improve students' ability to channel ideas or ideas in written form that is useful for the world of education. In addition, academic writing, especially theses, is able to open the horizons of students in producing a product or research result that is useful and improves student knowledge. In writing a thesis, there are several parts that need to be considered such as introduction, literature review, research methods, results and discussion and conclusions ([Emilia, 2010](#)).

Many previous studies have analyzed the rhetorical structure in undergraduate and postgraduate thesis section starting from the abstract, introduction, discussion and the whole thesis. In 2013 to 2018, several researchers identified the rhetorical structure in the abstract section. The results of their research show that some researchers follow a rhetorical structure pattern in the abstract which includes introduction, methods, results and conclusions. However, there are still abstracts that only consist of goals, methods and results. The writer ignored the introduction and conclusion. There are even those who only wrote the objectives and results of their research in the abstract section ([Arizavi, Shokouhi, & Mousavi, 2013](#); [Doro, 2013](#); [Moghadam & Meilhami, 2016](#); [Siyaswati & Rochmawati, 2017](#); [Amalia, Kadarisman, and Laksmi, 2018](#); [Loan, 2018](#)). In addition to identifying the rhetorical structure in the abstract section, several researchers also analyzed the rhetorical structure in the introduction section in journals, undergraduate theses, postgraduate theses and dissertations. Their research results have many similarities, including the authors have included move 1 (establishing a territory), move 2 (establishing niche) and Move 3 (Occupying niche). However, some authors did not write down the steps such as filling the research gap based on relevant research and did not review previous research in the introduction. This is certainly an important part in writing the introduction so that the reader can know the difference between the writer's work and previous studies ([Suryani, Kamaruddin, Hashima, Yacoob, Rashid, Desa, 2014](#); [Loan & Sook, 2014](#); [Nimehchisalem, Tarvirdizadeh, Paidary, Hussin, 2016](#); [Parnawati, Basthomi and Ruslan, 2017](#); [Kawase, 2018](#); [Pujijanti, Arsyad, & Arono, 2018](#); [Indrian & Ardi, 2019](#); [Solihatul, 2019](#)).

In [2017, Wasito, Asyad, and Harahap](#) researched the structure of rhetoric in the discussion section of articles in the field of applied linguistics. The results of his research show that move 2 (reporting result) and move 4 (commenting in result) are the most prominent parts when writing the discussion section, namely commenting on the results and reporting the results of the research. However, this is still a shortcoming that must be addressed for writers in writing the discussion section. This is in line with [Morales, Perdomo, Cassany and Ixarra's \(2020\)](#) study who analyzed the structure of rhetoric in the discussion section of the thesis and dissertation of dentistry. The results show that there is no standard format for writers to write a thesis and dissertation discussion in Spanish and Hispano-American.

Based on previous research, the current research provides something different and focuses on student mastery of rhetorical structures in the finding and discussion section of the English thesis. In addition, this study also describes the difficulties faced by students in writing the finding and discussion section according to the appropriate rhetorical structure. The formulation of the problem in this research is (1) how is the student's mastery of the rhetorical structure of the finding and discussion section in an English thesis written by a student of the Bengkulu University (UNIB) English Education Postgraduate Program?

and (2) What are the difficulties faced by students when they are required to write the finding and discussion sections based on the appropriate rhetorical structure? \

Rhetoric structure is the arrangement or organization of a scientific work in the form of articles or theses and dissertations. The theory of rhetorical structure was developed by [Swales \(2004\)](#). The rhetorical structure of an article or scientific work starts from the abstract, introduction, method, results and discussion. Many studies have analyzed the rhetorical structure of journal articles which have found that rhetorical structure is an important part that can assist writers in completing their articles. ([Supatranont, 2012](#); [Arsyad, 2013](#); [Amnuai, 2013](#)). The parts in writing articles and writing a thesis are almost the same, but the thesis includes an abstract, introduction, literature review, research methods, results and discussion, conclusions and suggestions ([Emilia, 2010](#)), whereas in articles usually the literature review section is integrated in the introduction. The rhetorical structure in this part of the thesis is adapted from the CARS theory proposed by [Swales \(1990\)](#). Those are from abstract, literature review, research method, result and discussion and conclusion ([Noorli, 2011](#); [Swales, 1990 & 2004](#)).

The finding and discussion chapter of the thesis is a part that has an important role in a thesis because in this chapter, the writer will present and discuss the results of the research that has been done so that the reader knows what the findings of the research are ([Emilia, 2010](#)). In the results section, according to Swales, the rhetorical structure consists of 4 parts that writers and readers need to know, that is preparatory information, reporting results, commenting on results and summarizing results. In the preparatory information section, the writer prepares the results of the analysis data that become information. Then, in the reporting results section, the writer reports the results of the data analysis as outlined in the form of tables, graphs or other forms of data descriptions. Furthermore, in the commenting results section, the writer will provide a description or comment on the data presentation that has been made. The last part is summarizing the results, where the writer provides a summary of the overall results that have been obtained from the study.

The discussion section is a part that students should not miss in writing a thesis because this section will provide an explanation or discuss in detail the research findings related to the theory and previous research. According to [Swales \(1990\)](#), there are several structures of the discussion that should be considered by readers, that are background information on research data, reporting results, summarizing results, commenting on results, summarizing research, evaluating research, drawing conclusions by deduction from research and recommendation.

Actually, the results and discussion are an inseparable unit. Even in his book, Swales provided 8 parts of the rhetorical structure in the results and discussion, namely background information, statement of the results, un/expected outcome, reference to the previous studies, explanation, exemplification, deduction and recommendation.

According to [Swales \(1990\)](#) and Safnil (2020), there are 3 parts that are mandatory in the discussion, namely comments on research results that answer the research questions, then references to previous research, where researchers connect their research results with results from previous research or relevant theories. Next is the explanation section, where the researcher tries to convince the reader of the results of his research that has been found so that there is something new that is able to provide new knowledge for readers or other researchers.

Several studies have been conducted on students' difficulties in writing academically. The average result of the study shows that the difficulties faced by students are the use of English which incidentally is the language they have just learned and not their first language and also lacks mastery of writing skills. For example, Al Fadda (2012) reported that students face many difficulties in the academic writing learning process such as difficulties in how to use formal written language which is certainly different from the language used when speaking, difficulty in framing paragraphs, and determining what skills are needed to write well. Furthermore, Al Badi (2015) also found that basically students have difficulty in formulating paragraphs into paragraphs composed of coherent sentences and how to do good and correct citations. Finally, Al Mubarak (2017) emphasized that academic writing is a problematic issue for students who incidentally have weak English skills.

METHODS

Research Design

This research used the Mixed Method research design with the Embedded Mixed Method research design ([Creswell, 2012](#); [Heigham & Croker, 2009](#)). These data were needed to answer the formulation of research problems where the main focus of this research was to see how students actually master the appropriate rhetorical structure in the finding and discussion sections. However, because the score data that showed the teacher's performance in making questions was not enough, qualitative data was needed to find out how the rhetorical structure was used and what were the difficulties of students in writing the finding and discussion sections according to the indicators of the rhetorical structure for the results and discussion chapters according to Swales' theory (2004).

Research object and participants

This research was an analytical document, where the researchers would use each of 15 students' theses in 2019 and 2020 at Bengkulu University because there is not research about this and this campus supported funding to this research, with a total number of chapters Results and discussions were taken from 30 student theses. This was because the number of graduates of English Education Postgraduate at Bengkulu University in 2019 to 2020 amounted to more than 30 students who had completed

theses. The sampling technique in this study was using purposive sampling because it aimed to see the rhetorical structure of the finding and discussion section of English Education Postgraduate students at Bengkulu University. After the finding and discussion sections were analyzed and assessed by two raters, with maximum variation sampling, 9 people were selected with classifications that had low, medium and high scores for the results of the rhetorical structure assessment from the finding and discussion sections.

Data Collection Technique

The procedures for this national collaborative research were

- (1) The researchers asked for permission from the university, faculty, department and then the coordinator of the English Education Postgraduate study program at Bengkulu University;
- (2) The researchers collected the results and discussion chapters of the thesis as many as 30 samples of the results and discussion chapters of the thesis from Bengkulu University;
- (3) The researchers collected data using a checklist that had been made regarding the completeness of the rhetorical structure of the results and discussion chapters made by students and then assessed their mastery of writing part by part of the rhetorical structure of the finding and discussion sections using the appropriate rubric;
- (4) The researchers conducted interviews with students about the difficulties they faced in writing the finding and discussion sections with appropriate rhetorical structures.

Research Instruments

To obtain quantitative data, the instrument used was an assessment rubric to measure how far the students have mastered the appropriate rhetorical structure for writing finding and discussion in their thesis. Furthermore, to collect qualitative data, this research instrument used interview guide that has been adapted from the theories. The indicators of the research instrument referred to the indicators of the rhetorical structure for the results and discussion chapters that were in accordance with the theory of [Swales \(2004\)](#). The interview has been validated by experts. The researchers asked two experts to see the interview guideline in relation to the difficulties in writing finding and discussion. They gave critics and suggestion in relation to the questions. Those questions must be based on the indicators of difficulties in writing finding and discussion with suitable rhetorical structures. Those were rhetorical structure in writing findings and discussion, content of writing, cohesion, grammar and mechanics.

Data Analysis Technique

Research data from this qualitative instrument were analyzed qualitatively using the theory of [Miles, Hiberman & Saldana \(2014\)](#) which consisted of data reduction, data presentation, conclusion drawing. Clearly, the qualitative analysis of this research data can be seen in [Figure 1](#).

FIGURE 1 | Miles, Huberman and Saldana's Qualitative Analysis (2014, p.273)

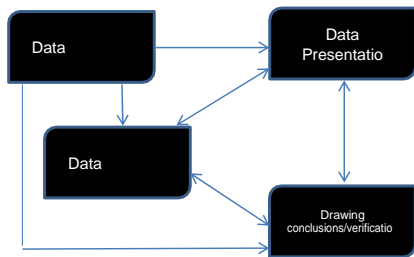


Figure 1 shows several stages of qualitative data collection. First, data reduction which is data reduction based on data collected from existing instruments, namely checklists and interviews. In this case, the reduced data must have things that are directly related to the existing research questions, namely regarding the rhetorical structure in the results and discussion chapters of the thesis of master students of English Education at Bengkulu University. Second, data presentation which is a continuation of data reduction. In the presentation, the researchers must present the data from the analysis that is structured, logical and in accordance with the answers to the research questions. The presentation of the data must be attractive, if necessary, the presentation of the existing data is also made in the form of a table. The last stage is drawing conclusions. In drawing conclusions, researchers must provide conclusions on the data that has been reduced and presented, whether to answer the question or not. Is the data correct or not. This is very important because the conclusion of the data is the final result that is the responsibility of the researcher to the reader or the general public. Meanwhile, quantitative data are analyzed using descriptive statistics analysis with Symmetric Measures.

RESULTS AND DISCUSSION

Mastery of Rhetorical Structure Results and Discussion section

Mastery of the rhetorical structure of the results and discussion sections can be obtained through the results of the rubric that has been made to assess this. There were two people who evaluated 30 parts of the results and discussion of the theses of Bengkulu University English Education students

who graduated in 2019 and 2020. Before the results were presented, the researcher first provided the results of inter-rater reliability which can be seen in Tables 1 and 2.

FIGURE 2 | Symmetric Measures for the Findings section

Symmetric Measures					
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	.698	.113	4.696	.000
N of Valid Cases		30			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

In Figure 2 it can be concluded that there is no difference in perception between raters 1 and 2 in assessing the research results chapter. This is because the test results obtained a kappa coefficient value of 0.698 and a p-value of 0.000.

FIGURE 3 | Symmetric Measures for discussion section

Symmetric Measures					
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	.695	.107	5.537	.000
N of Valid Cases		30			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

Figure 3 shows that the kappa coefficient value is 0.695 and the p-value is 0.000. This result means that p value < alpha means that there is no difference in perception between raters 1 and 2.

Furthermore, the results of the assessment of the mastery of the rhetorical structure in the Results and Discussion chapter can be seen in Table 3 and 4.

TABLE 3 | Results of mastery of rhetorical structures in the English thesis results section

Number of Students	Findings				Total
	Preparatory information	Reporting Result	Commenting on Results	Summarizing results	
30					
Total	229	509	494	5	1237
Average	7.6	17	16.5	0.2	41

Table 3 shows that the overall average of students for mastery of the Findings section is high this is because the overall average is 41. This figure is categorized as high, where the value interval for the medium category is 41 to 60. However, the average value of 41 is a very standard value for the high category. For more details, in the preparatory information section, the overall average of students is 7.6, in the reporting results section it is 17, commenting results is 16.5, while the summarizing results section is 0.2. Based on this average, students focus more on writing the preparatory information, reporting and commenting results section, while in the summarizing section, many students do not write it down.

TABLE 4 | The Result of rethorical structure mastery in Finding and Discussion Section

Number of Students	Discussion				Total
	Background information	Commenting Results	Summarizing The results	Evaluating the study	
Student 30					
Total	197	502	282	130	11
Average	6.5	16.7	9.4	4.3	37.0

Table 4 shows that the overall average of students for mastery of the Discussion section is classified as moderate this is because the overall average is 37. This number is categorized as moderate, where the interval value of the medium category is 21 to 40. For more details, in the background information section, the overall average of students is 6.5, in the commenting results section is 16.7, summarizing results is 9.4, while in the evaluation section is 4.3. Based on this average, students focus more on writing the background information, summarizing and commenting results section, while in the evaluating the study section, many students have not been able to write it down in the discussion section of their thesis.

Difficulties Faced by Students in Writing Finding and Discussion Section

Based on the results of interviews that have been conducted with several students regarding the difficulties faced in writing the finding and discussion sections, there are several problems faced. The first is the problem in the research results section, where students have difficulty in interpreting research results or analyzing research data so it is difficult to put in writing the research results section. Just as students 1,2 and 5 said “The problem I experienced when writing the results and discussion chapter was the problem of data analysis and how to interpret it (S1)”, I got problem in analyzing the data sir (S-2)”, for me, analyzing and discussing the findings were the hardest one. In addition, some students also do not know how to write a good and correct discussion or thesis discussion in accordance with the rhetorical structure. As students 1 and 2 stated “In discussion section, I'm not good at discussing the results and evaluating them according to the correct structure (S-1), “the problem is discussing the results of the discussion and conducting analysis and evaluation of the results and discussion (S-2)”.

Second, the difficulty faced by some students is that these students have low abilities in terms of English vocabulary, grammar and low writing skills. This is in accordance with student statements 1 and 3, which is problems, vocabulary, grammar and compiling sentences to be coherent and cohesive, which is a problem for me in writing the results and discussion chapters. In this part of the

problem, the student in writing the results and discussion chapter there are still many grammatical errors such as, she has., figure 2 show, and other grammatical errors. In addition, there are still some sentences that are difficult to understand and are less coherent and cohesive between one paragraph and another.

Third, the difficulty faced in writing the results and discussion sections is time. In this case, most students of the English Education Postgraduate study program are workers in the field of education, either teacher, vice principals, English instructors, and other types of work. They have difficulty in dividing their time so they don't have time to write the results and discussion chapters. As students 1,3,4,6 say, “I have difficulty dividing my time, sir, I work Monday to Saturday at school, Sunday, I teach privately. And I myself also pay my own tuition fees” (S-1), “my time management was not good sir” (S-3), “To be honest sir, I cannot use my time effectively, I am tired after working” (S-4), I am sorry sir, I have no time to write my result and discussion because I am busy to take care of my three little children (S-6)”.

Fourth, the problem faced is the difficulty in explaining the limitations of research or evaluation in the results and discussion chapters. In this case, students find it difficult to write an evaluation of their research which is listed in the discussion chapter of the thesis. They have difficulty on finding the They find it difficult to know what are the advantages and disadvantages of their research. As stated by students 4,5,6 “I don't know, sir, how to write the limitation, it's hard for me to analyze it” (S-4), “I find it difficult when trying to analyze what the limitations are and determine the most recent part of my research when it is explained in the discussion (S-5),” I do not sir, how to write the limitation in my discussion” (S-6). The results of this interview are very linear with the results of rhetorical mastery, where most students do not write down their evaluation results in the discussion section.

The next problem is the problem of the supervisor who does not really direct students on how to write the results and appropriate discussions. In this case, there are several supervisors who do not completely guide the writing of the results and discussion chapters. Besides, seeing a supervisor is also sometimes difficult, so some students have to find out on their own. As stated by 3,5, 6 students, “my supervisor is difficult to find and contact so I find out myself from friends about data analysis and writing discussions, but it's not optimal” (S-3), my problem is my advisor so long to reply my text, sometimes my advisor did not reply my text (S-5)”, my problem was my supervisor because my supervisor was sick, so I do not want be his burden. I try to learn from my friends how to write finding and discussion (S-6)”.

In short, the problems faced by some students in writing the results and discussion chapters are the lack of knowledge about the structure of rhetoric that is good and correct in writing a thesis, supervisor problems, writing time and English language skills problems. This problem is certainly an evaluation for the study program to follow up so that the problem can be resolved.

Rhetoric structure in writing is something that must be considered, studied, and applied in academic writing activities. With good knowledge about this, students are able to easily write the results and discussion chapters in their thesis. [Swales \(2004\)](#) described that the rhetorical structure in scientific works has an important role in seeing the quality of the scientific work. This rhetorical structure will serve as a guide for the student's part in writing. [Emilia \(2010\)](#) who also wrote a book on the Postgraduate Thesis of English Education explained that with the rhetorical structure in the thesis, especially the results and discussion chapters, it will be a reference for students to immediately finish writing their thesis. In this section, researchers will discuss the results of research in the form of mastery of rhetorical structures and problems or difficulties faced by students of the English Education Postgraduate study program in writing the results and discussion chapters of their thesis.

In the results of the first research object, the researcher found the results of students' mastery of rhetorical structures in the results and discussion chapters. In the finding section, the results show that based on the average obtained from the mastery of 30 students, in this section the results are categorized as high, with an average value of 41. However, when viewed based on the test results, it turns out that most students have 0 point in the summarizing the results section. Meanwhile, in the preparatory, commenting and reporting results section, it has a good value. The finding of mastery of rhetorical structure in the results section is different from mastery of discussion. This is because in the discussion section, student mastery is classified as moderate. This is proved by the average, which is 37. In the rhetorical structure of the discussion section, students get very good points in the background information, commenting, and reporting results sections. However, most students do not write evaluating of the study in the discussion section. The findings on the mastery of rhetoric in the finding and discussion sections indicate that students still need to improve their writing in the finding and discussion sections. In addition, mastery that stands out only in the commenting and reporting results. This finding is in line with Warsito, Arsyad, and Harahap (2017) who found that reporting results and commenting results is the part that gets the largest portion in the results and discussion section. However, their research did not look for the results of mastering the rhetorical structure in that section. Their research only identified the rhetorical structure in the results and discussion sections. In addition, their findings still find a thesis that has summarizing the results and evaluating of the study. Unlike the current research, the current research does not at all find the thesis of students who write summarizing results, but in the section evaluating the study in the discussion, there are 10 students out of 30 students who write it down in the discussion section of their thesis.

In the first findings of this study, at least the students of the Master of English Education study program had a thesis writing format and most students followed that format, even

though the rhetorical structure contained in their thesis, especially in the results and discussion sections was not as complete as the theory suggested. As, [Swales \(2004\)](#) has described the rhetorical structure in writing the results and discussion sections both in articles and scientific works for students at universities. The rhetorical structure includes preparatory information, reporting and commenting results, summarizing the results for the results section, while for the discussion section, the structure is almost the same, but there is an evaluating study as a substitute for summarizing results. Regarding the findings of this study, it turned out to be inversely proportional to the research put forward by [Morales, Perdomo, Cassany and Ixarra \(2020\)](#) who also investigated the rhetorical structure of the discussion section in Spain and Hispano-America. The results of the analysis showed that there was no standard format for thesis and dissertation writers, especially in the discussion section.

In addition to the discovery of rhetorical mastery, this study also found several problems faced by English Education postgraduate students in writing the findings and discussion section. The first problem was that some students do not know how to interpret data or analyze their research data, so students have difficulty putting it into writing in the research results section. This is also in line with the writing section in the discussion. Students have difficulty in writing the discussion. This difficulty may be due to their ignorance of how to properly analyze the data and the rhetorical structure in the results and discussion sections. The next problem is that some students still have poor English skills such as in terms of English vocabulary and grammar. This becomes problematic because students feel insecure about their abilities, so they feel unable to write. Grammar errors are also often experienced by the English Education Postgraduate students, especially in terms of tenses. There are still many students who often still use the simple present tense in the research method section and some of the results and discussion. For example, students used the word data are analyzed by using... instead data were analyzed.... Grammar and vocabulary difficulties may be caused by students who lack an upgrade in their English skills in terms of grammar and vocabulary. Reading is the main key. It is most likely that students are less in reading and learning about grammar and vocabulary. In addition, they also rarely practice it in everyday life.

The third problem was that students have not been able to take the time to write the results and discussion chapters not solely because of a lack of knowledge about rhetorical structures, but some students argued that they have work responsibilities in their respective work units such as English teachers which takes time from Monday to Saturday, even on Sundays there are some students who teach private English lessons. Not only that, there are various kinds of professions owned by the English Education Postgraduate students such as vice principals, tutoring instructors, translators and other office jobs. They make excuses for the work so they did not have free time to write. The next problem was that most students were not able to write the limitation section or research limits at the end of the discussion. This is certainly a

difference between research conducted by students and previous research. Most students did not write down the limitations or evaluations of their research in the discussion section. The last problem was that some students have difficulty contacting their supervisors so that some students were not guided optimally how to write good and correct results and discussions.

The findings regarding the problems faced by students in writing the finding and discussion chapters were almost the same as the findings obtained by Al Fadda (2012) which stated that the difficulties experienced by students in academic writing are the use of formal language in written language. This included difficulties in terms of coherence and cohesiveness of a paragraph. In addition, Al Badi (2015) & Al Mubarak (2017) found that the difficulties faced by learners in addition to compiling sentences and paragraphs to be coherent, and cohesive as well as good and correct citations, the problem of weak English is also one of the things that makes difficult learner to write. This weak English ability can be a lack of vocabulary and poor English grammar. The findings in this previous study have similarities and differences with the current research, where previous research only found problems of language, citation, coherence and cohesiveness, but the current study found other things such as the problem of lack of understanding of rhetorical structures, not knowing how to interpret data, write limitations or research evaluations in the discussion section, lack of time and problems with supervisors.

Briefly, based on the two findings in this study, which is regarding the mastery of rhetoric and the problems faced by students in writing the results and discussion chapters, this research has limitations only exploring that part, there should be a solution that can be given by the researcher. With the findings of this research can be a basis for providing appropriate problem solving. This relates to the fluency of students in the process of completing studies, especially in writing the results and discussion sections. In addition, the findings from this study indicate that students should further improve their ability to write the results and discussion sections and the rhetorical structure becomes a guide for them in writing these sections in the thesis.

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CONCLUSION

Based on the research results obtained in this study, there are two conclusions that can be drawn. The first, the mastery of rhetorical structure in the finding and discussion sections is somewhat different, where in the finding section, students' abilities are categorized as high, but in the discussion section they are categorized as moderate. This is supported by the average mastery of finding which is 41, while the average of

mastery of the discussion section is 37. The second, some students still have difficulty in writing the results and discussion chapters, especially problems in the data interpretation section, rhetorical structure, discussion writing, evaluation section in discussion, weak English skills, timing problems, and supervisor problems. The limitation of this research was there is not solution from the difficulties of students in writing findings and discussion. Thus, the recommendation of this research is that the further research could do the same research by exploring the solution of those difficulties.

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