

A THESIS

**THE RHETORICAL MOVES OF RESULT
AND DISCUSSION SECTIONS OF THESES
WRITTEN BY THE ENGLISH
DEPARTMENT UNDERGRADUATE
STUDENTS OF UNESA**



Created by:

Diah Yovita Suryarini S.Sos

**GRADUATE PROGRAM
ENGLISH EDUCATION DEPARTMENT
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY
2013**

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AND DISCUSSION SECTIONS OF THESES
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A THESIS

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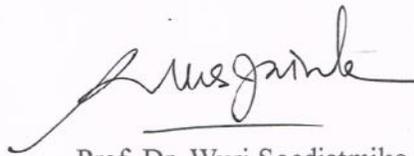
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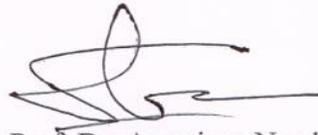
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STATEMENT OF AUTHENTICITY

I declare that this thesis is created by my own hand and thought. It is absolutely correct that I did not take any experts' ideas or works dishonestly. All the cited words in this thesis were quoted in accordance with the ethical code of academic writing.

Surabaya, March 23th, 2013



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ABSTRACT

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Keywords: Rhetorical moves, Lexical Expression, Result and Discussion section of Theses.

Result and discussion sections play an important role in theses as one of the research reports. Writing result and discussion section is often bothersome for some writers, it also holds true for the undergraduate students as novice writers. This study aimed to investigate the rhetorical moves of result and discussion section of theses together with the lexical expressions that are written by the undergraduate students. An understanding of rhetorical moves used by the undergraduate students in writing their result and discussion section is hoped can give input for academic writing's instructor to improve students' writing ability in the future, particularly in writing the result and discussion sections of theses.

The research method is descriptive qualitative study with discourse analysis method to identify the moves. Seven undergraduate theses of experimental studies were selected as subject of the research. The result and discussion section then were analyzed based on the result model proposed by Paltridge & Starfield (2007) for result section and discussion model proposed by Dudley-Evans (1994) for discussion section. Some samples of proposition of result and discussion section were also used to identify the lexical expressions in the result and discussion section. Then, the rhetorical moves were rated by the writer and two other raters for triangulation.

The results showed that there are no linear rhetorical moves emerging in the result section. At the same time, it was found that there is cyclical structure that mostly arises from the part or stages of investigation of experimental research. Whereas in the discussion sections there are also no linear rhetorical moves found. Moreover, one unanticipated finding showed that not all discussion sections under study have cyclical structure. Only three discussion sections have cyclical structure and only one of them employed key cycle as mentioned by Dudley-Evans (1994). For the lexical expression, it was found that in the result sections the lexical expressions are more obvious in showing the function of the moves. Therefore the moves in result section are easily identified by its lexical expressions. While in the discussion section the lexical expressions are less obvious therefore in order to identify the moves the researcher used comprehension of the text.

In conclusion, the rhetorical moves of result and discussion section of theses written by the English department undergraduate students of UNESA, did not follow the model proposed by Paltridge & Starfield (2007) for result section and Dudley-Evans (1994) for discussion section, since the rhetorical moves were

not ordered like the order of each model. Accordingly, based on the present result, it is necessary for the academic writing instructors or teachers to provide clear instructional strategies and exercises to improve the undergraduate students ability in writing their result and discussion section.

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