

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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A THESIS

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2013**

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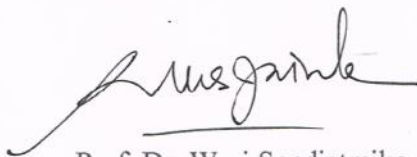
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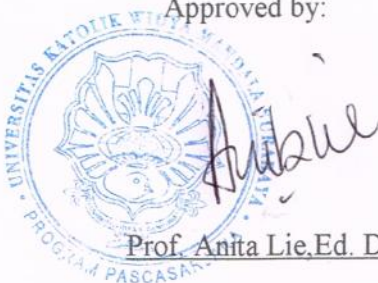


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STATEMENT OF AUTHENTICITY

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



Diah Yovita Suryarini, S.Sos

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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.

TABLE OF CONTENTS

Approval Sheets (1)	i
Approval Sheets (2)	ii
Statement of Authenticity	iii
Acknowledgments	iv
Abstract.	vi
Table of Contents	viii
List of Table.	xii
List of figures	xv
List of Appendices	xvi

CHAPTER 1: INTRODUCTION

1.1 Background of the Study	1
1.2 Research Questions	7
1.3 The Objectives of the Study	8
1.4 Theoretical framework	9
1.5 The significant of the study	11
1.6 Assumption	11
1.7 The Scope and Limitation of the Study	11
1.8 Definition of Key Terms	12
1.9 Organization of the Thesis	13

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.1 English Academic writing	15
2.2 Thesis	16

2.2.1	The Definition and Purpose of Thesis	16
2.2.2	Thesis Major Structural Element	18
2.3	Result and Discussion Section	19
2.3.1	The Relationship between Result and Discussion Section	21
2.3.2	Result Section of Thesis	22
2.3.3	Discussion Section of Thesis	24
2.3.4	Rhetorical Moves of Result and Discussion Section	25
2.3.4.1	Rhetorical moves of Result Section	27
2.3.4.2	Rhetorical moves of Discussion Section	30
2.4	The Relation of Curriculum and Course Book	34
2.5	Lexical Expression	33
2.6	Review of Previous related Studies	35

CHAPTER 3: RESEARCH METHODOLOGY

3.1	The Research Design	39
3.2	The Research Instrument	42
3.3	Data Analysis	43
3.4	The Subjects Sampling	44
3.5	The Data Source, Data and Unit of Analysis	44
3.6	The Data Collection Procedures	44
3.7	The Data Analysis Technique	45
3.8	Triangulation	52

CHAPTER 4: RESULT AND DISCUSSION

4.1	Rhetorical moves of Result Section	56
4.1.1	Data Analysis of Result Section	57
4.1.1.1	Result 1	57
4.1.1.2	Result 2	62
4.1.1.3	Result 3	68

4.1.1.4 Result 4	75
4.1.1.5 Result 5	81
4.1.1.6 Result 6	88
4.1.1.7 Result 7	98
4.1.2 Findings of Result Section	106
4.1.2.1 Findings of the Rhetorical moves of Result Section	106
4.1.2.2 Findings of Lexical Expressions of each move In Result Section of Thesis	111
4.2 Rhetorical Moves of Discussion Section	137
4.2.1 Data Analysis of Discussion Section	137
4.2.1.1 Discussion 1	137
4.2.1.2 Discussion 2	142
4.2.1.3 Discussion 3	145
4.2.1.4 Discussion 4	149
4.2.1.5 Discussion 5	152
4.2.1.6 Discussion 6	158
4.2.1.7 Discussion 7	162
4.2.2 Findings of Discussion Section	166
4.2.2.1 Findings of Rhetorical Moves of Discussion Section	166
4.2.2.2 Findings of Lexical Expressions of Discussion Section	172
4.3 Discussions	186
4.3.1 Rhetorical Moves of Result and Discussion Section of Theses	187
4.3.1.1 Rhetorical Moves of Result Section of Theses	187
4.3.1.2 Rhetorical Moves of Discussion Section of Theses	193
4.3.2 Lexical Expressions of Result And Discussion Section	198

CHAPTER 5: CONCLUSION AND SUGGESTION

Conclusion	201
REFERENCES	205

List of Tables

Table 2.1 Rhetorical Functions of Each Section of the IMRD	19
Table 2.2 Relationship Model of Result, Discussion and Conclusion section of Thesis	20
Table 2.3 Result Section Rhetorical Move and its Communicative Purposes	28
Table 2.4 Model of Rhetorical Move of Discussion Section	32
Table 3.1 Result of Data Analysis for Result	50
Table 3.2 Result of Data Analysis for Discussion	51
Table 3.3 Findings of Language Expressions in the Thesis Result and Discussion	52
Table 4.1 Result 1	57
Table 4.2 Result 2	62
Table 4.3 Result 3	68
Table 4.4 Result 4	75
Table 4.5 Result 5	81
Table 4.6 Result 6	88
Table 4.7 Result 7	98
Table 4.8 Table of Moves' Pattern of Result Section	106
Table 4.9 The Expressions used in Move 1.1 Meta-textual move Background Information	111
Table 4.10 The Expressions Used in Move 1.2 Meta-textual move Methodology	114
Table 4.11 The Expressions Used in Move 1.3 Meta-textual move	

Pointing to Location	117
Table 4.12 The Expressions Used in Move 2.1 Presenting Result	
Result from Quantitative Research	120
Table 4.13 The Expressions Used in Move 2.2 Presenting Result	
Procedure in Quantitative Research	126
Table 4.14 The Expressions Used in Move 2.3 Presenting Result	
Restates the Hypothesis	129
Table 4.15 The Expressions Used in Move 2.4 Presenting Result	
State and Highlight the data	129
Table 4.16 The Expressions Used in Move 2.5 Presenting Result	
Provides the Evidence	130
Table 4.17 The Expressions Used in Move 3.1 Commenting Result	
Begins to interpret result and make claim	133
Table 4.18 The Expressions Used in Move 3.4 Commenting Result	
Comments on strength, limitations and Generalizability of Result	135
Table 4.19 Discussion 1	137
Table 4.20 Discussion 2	142
Table 4.21 Discussion 3	145
Table 4.22 Discussion 4	149
Table 4.23 Discussion 5	153
Table 4.24 Discussion 6	158
Table 4.25 Discussion 7	162
Table 4.26 Table of Moves' Pattern of Discussion Section	166
Table 4.27 The Expressions used in Move 1	

Background Information	173
Table 4.28 The Expressions used in Move 2	
Statement of Result	175
Table 4.29 The Expressions used in Move 3 Findings	178
Table 4.30 The Expressions used in Move 4 (Un)expected Result	180
Table 4.31 The Expressions used in Move 5 Reference to	
Previous Research	181
Table 4.32 The Expressions used in Move 6 Explanation	183
Table 4.33 The Expressions used in Move 7 Claim	184

LIST OF FIGURES

Figure 3.1 Research Design	42
Figure 3.2 Example of Result Moves' Propositions	45
Figure 3.3Example of Discussion Moves' Propositions	48

LIST OF APPENDICES

Appendix 1: Result 1	210
Appendix 2: Result 2	215
Appendix 3: Result 3	221
Appendix 4: Result 4	228
Appendix 5: Result 5	234
Appendix 6: Result 6	238
Appendix 7: Result 7	258
Appendix 8: Discussion 1	265
Appendix 9: Discussion 2	268
Appendix 10: Discussion 3	270
Appendix 11: Discussion 4	273
Appendix 12: Discussion 5	277
Appendix 13: Discussion 6	283
Appendix 14: Discussion 7	285