

Rhetorical Structure on Writing Result and Discussion Section of Undergraduate Student's Thesis at Muhammadiyah University of Bengkulu

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Abstract

The objective of this research is to find out and describe the lack of the rhetorical structure used by English Students in writing the result & discussion section in the Thesis academic year 2020 period I. This study use qualitative research, and used descriptive qualitative. The result of this research, the english students still lack in write there are: in background information and summarising result. And the discussion of this research the english students still lack in write: interpreting result, comparing result, and ecaluating result. This reserach suggested the students can used rhetorical structure based on Yang & Allison (2003) model to write of research results and discussion section. The reason are: First, this model is better than theses guidebook of FKIP. Second, this model contains: background information, reporting result, summarising result. Third, this model in writing discussion of the research contains: interpreting result, comparing result, accounting result and evaluating result.

Keyword: *Rhetorical Structure, Result and Discussion, Thesis*

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A. Introduction

Thesis is a student's academic writing which is one of the prerequisites or obligations for the end of their study, the term thesis is usually used as the final term in bachelor's degree. Thesis important for students learning experience enriched with the knowledge to build the students critical thinking. Renandya (2012) defines a thesis as writing describing original research results.

In writing a thesis at FKIP Muhammadiyah University of Bengkulu the writer must follow the academic guidebook that has been determined, to make the readers more easily understand the purpose and objectives of existing research and easy to take information processing. The parts of thesis itself are: 1) Introduction, The introduction of a thesis must be able to explain to the reader the reasons why the writer chose the problem. 2) Review of literature, the thesis should have a literature review for specific topics relating to the issue under investigation and useful for proving the data or facts collected because the data will not be meaningful if it is not related to the theory. 3) Methodology, the methodology the writer used in conducting the study and explain a few brief reasons why use this approach. 4) Result & Discussion, The results section should only report the results from the data analysis, and The discussion section presents an interpretation of the results of the study. 5) Conclusion, The last is a conclusion, at the end of the thesis should tell the reader about the little summary of the research and conclusions are usually answered to the research problem.

Important to good and correctly writes the results and discussion of research in accordance with the rhetorical structure because it provides information to the reader about the research findings, arguments that support by data, and pieces of evidence, it is highly recommended to use rhetorical moves when to write. So that the results and discussion can be conveyed and can be easily understood by the reader.

According to (Yang & Allison: 2003) there are three important moves when write the result they are: First, the *background information* for bring out the importance of the research, and remind the reader about the research. Second, *reporting results*, how writer presents the research findings. Third, *summarising results*, give a brief summary about the research.

And then, according to (Yang & Allison : 2003) in write discussion there are have one move and four steps they are : Move 4 *Commenting on result*, in this section the writer should write four steps to commenting the result. First step is *interpreting results*, the writer makes claims based on their own understanding. Second step is *comparing results*, the writer compare their study finding with previous work. Third is *accounting results*, the writer tells the reader about an unexpected result or observed different findings. And the last step is *evaluating result*, the writer tells the reader about the strength and the weakness the research. the researcher tries to add the information about the write result and discussion section used by English Education Program Students at Muhammadiyah University of Bengkulu in writing the thesis.

Because from the description above there is no previous study has investigated rhetorical structure in the result and discussion section on English Education Program Students at Muhammadiyah University of Bengkulu. This study is interesting to investigate rhetorical structure in the result and discussion section in the thesis English Students at Muhammadiyah University of Bengkulu.

B. Methods

1. Research Instruments

The instrument of this research is table checklist Structure of Rhetorical Move in result and discussion section based on theory Yang & Alisson (2003). This study use qualitative research, because this research investigates the Rhetorical Structure in the result and discussion section of English students' thesis. According to Shank (2002) defines qualitative research as “a form of systematic inquiry it means planned, ordered, public and this type of inquiry are grounded in the world of experience (p. 5)”.

2. Data Collection

Researcher copied English students thesis which has been submitted by english study program in academic years (2020). The first plan there were collecting 51 of result and discussion writing based on 2020 graduation data English students. But the researcher just got 30 copied result and discussion of thesis, because not all English students has printed their thesis

3. Data Analysis

The reseacher used some steps, such as: first, the reseacher read every result and discussion section of the thesis to see the rhetorical structure they used in order to answer this research question. Second, the reseacher identified the four moves of Rhetorical Structure based on Yang & Allison (2003) model. And the third, the reseacher investigated the Rhetorical Structure on result and discussion on English students thesis with the table checklist and calculated the data using the formula from Herzberg (1983) $P = \frac{F}{N}$. Fourth, the reseacher analyzed what the lack of writing result and discussion on English students thesis, and the reseacher describe the data based on Yang & Allison (2003) model. Finally, the reseacher write the conclusion about the research.

C. Result

After the data was collected from the students writing results and discussion and analyzed them, the researcher described the data by calculating the data and presented them in the form of findings. The findings showed that the rhetorical structure used by students is still lack. The findings are described in the tables variables below:

1. The Lack of Rhetorical Structure Found in writing Result Section

Table 1. The Lack of Rhetorical Structure Found in writing Result Section

Student	Move 1			Move 2				Move 3				
30	Background information			Reporting result				Summarising result				
	R	O	TB	M	T	P	E	SU	SI	S	B	CO
	3%	40%	16 %	63%	96%	0%	0 %	0%	0%	0%	0%	46%
Total	30,5%			96%				46%				

Table 1 showed (Move 1) where the writer should writes background information (R,O,B,M) and all of items must be fulfilled in writing result section, this item can not choose one of them. But only a few students describe the research question (R) which is usefull for reminding readers about the research, then describe theoritical background (TB) students still lack too, which is usefull tu describing about what they used for their research and the last is the research

objective (O), only a few students writes the purposes of their research. Students are still lacking in describe Background Information.

2. The Lack of Rhetorical Structure Found in writing Discussion Section

Table 2 The Lack of Rhetorical Structure Found in writing Discussion Section

Student	Move 4							
30	S1 Interpreting result	S2 Comparing result		S3 Accounting result			S4 Evaluating result	
	C	D	S	P	DB	CB	SR	WK
	20%	10%	30%	0%	0%	10%	40%	0%
Total	20%	20%		10%			40%	

Table 2 showed that in the lack of rhetorical structure in writing discussion, almost of the steps is still lack, just a few the students used the steps in Move 4. The students lack especially in writing interpreting result, comparing result and evaluating result. Accounting result can be written or not in discussion section. (Move 4) Interpreting Result, where the writer should make claims about the findings in their research. But only a few students write claims (C) when make claims the writer should make claims based own understanding, relevant with research question or research objective and clearly.

All the lack of rhetorical structure in result and discussion section of undergraduate students thesis is still lacking in writing background information (Move 1) especially: R, O, B. Then the students still do not write summarising result (Move) 3) where only 46% wrote conclusions and all of them used general sentences, such as 'concluded', no one used SU, SI, S and B. And in the discussion section, it appears that Muhammadiyah University of Bengkulu students are still very lacking in interpreting result (S1) in the discussion, and in compare the result (S2) the reseacher only found 24.5% of students who wrote down their research difference or similarity with the previous study in discussion.

Then the students still lack when evaluating the results (S4) students only write about the strengths in the discussion, no one students write about the weaknesses of their research. And the last reseacher found a few students fulfilled criteria when writing accounting result based on Yang and Allison (2003). The point is that in the structure of Move 4 Muhammadiyah University of Bengkulu students still lack too.

D. Discussion

Based on the results of this research, it was found that the rhetorical structure on writing students thesis is still lack, the first when students writing in result especially: Move 1 (background infromation) and Move 3 (summarising result). Almost students thesis in result section have a similliar pattern it can be seen they just writes methodology, and used tabel as a reporting result and it caused they follow from thesis result writing a years ago.

Second, students writing result as randomly because the reseacher found a few students just write or explain again the data they got from the tabel without write what the point from their research, its mean a few students write writing result with they understanding and as randomly.

Third, there are students who are not follow guidebook or any reference when writing result, because their result writing have difference with content in guidebook. It provide that in guidebook have a few points when writing result, such as: presents the data based on research notes and make reporting result from sub the topic from their research, and a few students not fulfilled the points. And then, summarising result still lack because the students not write summarize in their result, almost students choose write summarising in discussion section not in result section it caused students assume write correct summarising result in discussion section or they follow writing result students thesis a years ago.

And this findings is line with result Supong Tangkiensirsin (2020) rhetorical structure used in writing result provides useful for academic writing and relevant for L2 english students writing.

Students still lack writing discussion, Move 4 (Interpreting result) especially (S1) interpreting result, (S2) comparing result and (S3) evaluating result. First, interpreting result still lack because almost all students not write claims in this section it caused the students not know how make claims in discussion, or they not understand how to make claims. The students many explain again the content in result, but differences when in discussion section they explain more detail, not make claims about their research. Second, the lack in interpreting caused the students follow writing result research from guidebook, while in discussion section in guidebook explain about methodology and the students many write methodology in discussion section. Third, students writing discussion as randomly because the reseacher found a few students just write or explain again the data they got from the tabel without discuss or make claims from their research, its mean a few students write discussion. And the students not have or not search any research when writes discussion caused the lack, because a few thesis discussion writing the students no have similiar with guidebook, it provides they write with randomly or accordance with their understanding.

But, the reseacher found a few writing discussion that fulfilled one of the criteria model Yang & Allison (2003) when the students research facing problem or unexpected findings, the students used this step. The findings similiar with Thompson (2012) writing with models or another reference makes the good writing and can make easier for the writer, because the writer already have pattern when write and just follow the pattern in the model.

E. Conclusion

From the results of this research that showed rhetorical structure on writing result and discussion students thesis , it can be concluded that: First, students rhetorical structure in writing result of the research result is still lack, that are in write: Background Information and Summarising Result section based on the Yang & Allison (2003) model. Second, english students rhetorical writing discussion is still lack, that are in write: Interpreting Result, Comparing Result and Evaluating Result section based on Yang & Allison (2003).

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