ANALYSIS OF ENGLISH RHETORICAL MOVES IN THE RESEARCH BACKGROUND PROPOSAL ENGLISH TADRIS PROGRAM (TBI) AT IAIN CURUP

THESIS

This thesis is submitted to fulfill the requirement for 'Sarjana' degree in English Language Education

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Assalamu'alaikum Wr.Wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama **Yogi Jeparezi (17551072)** mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul **ANALYSIS OF ENGLISH RHETORICAL MOVES IN THE RESESARCH BACKGROUND ENGLIS STUDY PROGRAM (TBI) AT IAIN CURUP"** sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.
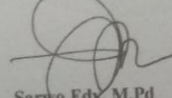
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MOTTO

There Are Only Two Choices, Be Apathetic Or Go With The Flow.
However, I Chose To Be A Free Human

-Soe Hok Gie

They Try To Bury Us But They Forget We Are Seeds

-Ruli Sumanda

I Don't Care, Even If I Have To Die To Pursue My Dreams

- Monkey D' Luffy

The Most Powerful Magic In The World Is Never Give Up

- Asta Black Clover

If You Believe In Your Dreams, I Will Prove To You That You Can
Achieve Your Dreams Just By Working Hard.

-Rock Lee

Wins And Losses Make You More Mature, Cry And Rise Up.

- Akagami Shank

In Life There Are Only Two Choices, Forward Or Backward, Forward
To Fight Fear Or Silently Accept Fear

-Yogi Jepa Rezi

DEDICATION

A special dedication and thanks to the greatest and best Parents in world, my

Guardian Angel:

Mother (Rosmawati), Thank you for all the love and eternal patience, mother's dedication to our family, thank you for your support so far and thank you for the motivation that has been given. I can't remember the last time I made you proud and made you smile and you were one of the reasons for finishing my thesis.

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In the name of Allah, The Beneficent, The Merciful

All praises be to Allah, Lord of the world, who has given the writer His Blessing and Mercy upon the writer in completing the last assignment in her study. Peace and salutation always be upon to the prophet Muhammad shallallahu 'alaihi wasallam, his family, his companions, and also his followers.

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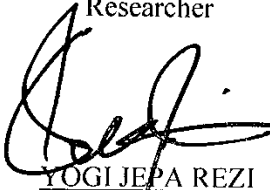
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The writer hopes and wishes for all the people who have been there forhis during his academic life to have Allah's blessings. May Allah ease everything for them and give them success in this world and hereafter. The writer realizes that this skripsi is far from perfection. Therefore, it would be a pleasure to give constructive comments and any kinds of suggestion from the reader in order to create a better research paper in the future

Curup, Juli 2022
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ABSTRACT

Yogi Jepa Rezi, 2017 **"Analysis of English Rhetorical Moves in The Research Background Proposal English Study Program (Tbi) at Iain Curup**

Advisor   :   Jumatul Hidayah, M.Pd.

Co-Advisor :   Sarwo Edy, M.Pd

Students whether they understood the rhetorical moves and it turned out that they themselves did not fully understand the rhetorical moves, wants to know the rhetorical moves of the English study program in the background of the research in the proposal This study use a qualitative approach because this study explores the rhetorical moves behind the popular research after the student proposal seminar researchers took 10 proposal, Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic many of the students of the English study program have not implemented rhetorical moves who are good in writing background research proposals2 almost all of the background of the student proposals do not follow the moves you can see only one proposal that follows those moves only steps 2 and 4 and finally, the researcher hopes that this research can provide benefits for students who will write research backgrounds in both proposals and theses

Key words: **Writing, Rhetorical Moves,Rhetorical proposal**

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REFERENCES

CHAPTER I

INTRODUCTION

A. Background of The Research

One of the important things that must be completed by students majoring in English education is writing a proposal to complete the course with a mentoring process with a lecturer who has been appointed as a supervisor. say Onwuegbuzie defines a research proposal as "a formal written plan that combines ideas about the study proposed in[1] the proposal divided into three chapters namely the introduction, literature review and method of research.In the process of making proposals, many students experience difficulties, especially in chapter one, namely in the research background section, in this section, students explain why they want to do research with a title that has been approved by the supervisor

The first part is to write a research background. This part is important because a research background in some ways represents the researcher's understanding of his study. Good study background shows a good basis of significance research, as mentioned by Bhatia that the introduction is pure intended to inform and introduce readers to what comesin the next page[2]. In writing a proposal paper, students must also be able to demonstrate that they have the competence to conduct research. This can be indicated by good

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[1] Onwuegbuzie A. J. 1997.Writing a Research Proposal: The Role of Library Anxiety, Statistics Anxiety, and Composition Anxiety, Library and Information Science Research, 19(1), 5-33

[2] Vijay K. Bhatia. 2017. Critical Genre analysis. New York: Routledge, 75.

mastery of research problems and themes. They should be able to explain to readers in the background why their research is important to do. For this reason, students' writing skills are need. Their competence in formulating a good academic written work is used here, especially those related to rhetorical moves.

Another importance of writing a research background is that the researcher can elaborate to readers about the essential reasons why his research is worth studying. A research background represents the foundation of the research paper, exposes the reason why the researcher does the research, the theories that corroborate his or her research and depicts the fundamental information concerning the need to study broader fields and signs This is in line with what Silverman explain that the background of the study should address these steps: (1) why you chose this topic over others; (2) why this topic interests you; (3) type of research or academic approach the discipline you will benefit from; (4) your research question or problem[3]. It is very important for students to make a good background because this is where students start the process of making proposals, therefore students must understand rhetorical moves to make it easier to write proposals.

Rhetorical moves are very important to make it easier for students to write proposals or thesis because students can easily explain what themes they will write in their proposals if they understand the rhetorical moves and at the same time make their proposals neater and easier for readers to read because

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[3]David Silverman & Amir Marvasti. 2008. Doing Qualitative Research. California: Sage Publications, Inc, 362.

of the themes covered. writing has been neatly arranged. This opinion is also supported by Ji-yoon Hong's research with the title of research entitled Structural Use of Lexical Collections in Rhetorical moves of Academic Writing by applying rhetorical moves written works will be easily understood by readers, certain types of genre analysis[4], which were first proposed by Swales, are exemplified through the Create model. A Research Space (CARS), which is an analytical framework for describing the introduction of research articles. A movement as a functional unit within a text that achieves the overall communicative purpose of the genre when working together is embodied as short as a clause and as long as a paragraph[5].

The results of several studies that have been conducted have found significant differences in the rhetorical moves that underlie the research. Some of the themes overlap and do not follow the model adapted from CARS. This may be the reason why not all themes know the idea is in the background. In addition, there are some themes that should not be written and make the themes that should be written are missed because the author feels he has written a broad idea that the reader hopes to relate to his background knowledge, according to Kotze. It was found that the order of moves and steps in the introduction was independent of the standard level of indexing. The data shows that each journal has a different quality of article, meaning that each author has his own rhetorical pattern which is influenced by quite a number of

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[4]Ji-yoon Hong Structural Use of Lexical Bundles in the Rhetorical Moves ofL1 and L2 Academic Writing

[5]Swales, J. M. (1981).*Aspects of article introduction*. Birmingham, UK: University of Aston Language Studies Unit.

variables. He was running out of questions to find the exact same rhetorical pattern from a research paper, especially on the sequence of movements,

So from the things that have been explained above, the researcher wants to know the rhetorical moves of the English study program in the background of the research in the proposal. From the initial observations made, the researcher interview several students whether they understood the rhetorical moves and it turned out that they themselves did not fully understand the rhetorical moves and, there were also those who answered that the students did not understand how to apply the rhetorical motion. and the researcher also observed interview one of the academic writing lecturers about students' rhetorical moves from essay writing assignments and others and it turned out that the results were that some students had implemented rhetorical moves, some had not applied rhetorical moves and also some students were only half in implementing rhetorical movements. Therefore, the researcher wants to know the quality of the rhetorical moves on the research background in the proposal from students who have completed the proposal seminar

Based on the phenomena and differences in the research I did as well as the literature, researchers were encouraged to conduct research with the title "**Analysis of English Rhetorical Moves in The Research Background Proposal English Study Program (TBI) at IAIN Curup"** and also research. The academic writing field that will teach rhetorical moves is based on research in proposal making and also to find out the problems of proposal writing and also as a lesson for students who will write proposals. And it is

expected that this research can provide detailed information about the quality of the rhetorical moves of TBI students as well as evaluation and learning materials for colleagues in writing proposals and theses.

B. Research Question

Based on the background of the study above, the problem of the study is as follows: How is the quality of the rhetorical moves in the research background proposal English study program after the proposal seminar?

C. Objective of The Research

Based on the research statements, this study aims to find out the following: Considering the research questions that were previously asked, the purpose of this study is to analyze the rhetorical moves in the research background used by IAIN Curup students after the proposal seminar.

D. Significance Research

The results of this study are expected to contribute to students, writers and further researchers in the English Study Program of IAIN Curup.

1. For researchers

   The results of this study are expected to add references for other researchers who are interested in researching the Analysis of English rhetorical moves in the research background because there are still few researchers in English tadris to study this area.

2. Expected by students

    Can be used as material for student evaluation in making proposals for later English students.

3. For readers

    The results of this study are expected to add insight into the Analysis of English rhetorical moves in the research background

E. Definition of Key Terms

Before continuing the idea of this research further, in this section the researcher tries to define some of the key terms used in this research.

1. rhetorical moves.

    describe a particular rhetorical or linguistic pattern, stage, or structure, which is conventionally found in a text or in a segment of a text

2. research background.

    the initial sub-heading of CHAPTER I INTRODUCTION. In this section, the background of this research is described. The description starts with general things that become the background according to the research topic, then narrows to specific things

F. Organization of the Research

To make the organization of this thesis more systematic, the research is organized it into the three chapters, there are: chapter I is

introduction that consists of background of the research, questions of the research, objectives of the research, definition of the key terms, organizing of the research. Chapter II is literature reviews that consist of the concepts of literature which has relation to this research. Chapter III is the research methodology that consists of kind of the research, subject of the research, technique of data collecting, research instrument and technique of data analysis

CHAPTER II

LITERATURE REVIEW

This chapter provides information related topics from recent studies. It aims to provide some theoretical concepts that can support this research. This discussion consists of: the meaning of writing

A. Writing

1. Definition of Writing

Writing as one of the language skills, is defined differently by some expert. Writing is a way of expressing ideas in order to communicate with others. In writing, any ideas that you advance must be supported with specific reasons or details[6]. By writing, a writer can express his/her thoughts or ideas on the paper. Heaton argue about the definition of writing itself, writing is one effort oral language into written forms. It means that by written forms[7], someone can express ideas with freely and correctly. From the theories, the researcher concluded that writing is one of language skills which defined by some expert. Writing skill can develop rapidly if someone concern and interest to write all the ideas well into a paper.

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[6] Langan, John, Writing skill with Reading, (College,2001).p.4

[7] Mcqueen, Jo ray and Anthony C, Winkler, Reading for writes, 1984.

2. The Important of Writing

Nowadays, writing is used in many areas of our live such as, in the work place, in college and in the community. Writing ability is needed by educated people. Our skill writing is often considered to reflect our level of education. Purpose for writing to express yourself, to provide information for your reader, to create a literary work.

3. Kinds of Writing

Writing can be classified by several approaches. As stated by Crème and Lea claim that different types of writing require different approaches.[8]" Furthermore, Harris assumes that writing can be classifying by two approaches, namely purpose, form and audience, and readership[9]. Windschuttle note that how much knowledge to take for granted is the most difficult about writing for an audience. Therefore, writing can be classified by defining the purpose, the audience and the form of the writing[10]. In this study, the researcher concern only to the academic writing. Academic Writing There are content, register and topic that should be considered in writing an academic writing. As Leo claims that three basic principles that should be considered in a piece of

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[8] Crème, Phyllis and Mary R. Lea. Writing at Universitye A Guide for Students, (Open University Press: Philadelphia,2000),p26.

[9] . Harris, Murriel, 4 Pocket handbook: The Writer's FAQs. (Prentice Hall Publishers: New Jersey 1993) p18-24

[10] Windshuttle, keith and Elizabeth Windshuttle, Writing, Researching Communicating (Mc Graw Hill Company Sidney, 1998), p16

academic writing are content, register and topic.[11] in writing courses at universities are divided into various types:

a) Basic writing

  Basic writing skills are very important qualities for students to have. In basic writing courses students will be taught basic grammar, spelling, sentence and paragraph structure, or other writing rules.

b) Creative Writing

  Creative Writing is the process of presenting thoughts, feelings, or emotions in an attractive way instead of facts. The main purpose of Creative Writing is to express an idea or message, be it feelings, emotions, or thoughts based on a theme and arouse emotions in the reader. Creative Writing helps writers connect with readers' emotions by writing from a specific point of view, structured narrative, and using the author's unique voice and perspective to clearly express their thoughts, messages, or emotions.

c) Academic writing

  Academic writing is all written work based on academic interests. So the main output of academic writing in English like this is to produce an invention/argument that contributes to science. Academic writing has a formal, systematic structure, and uses

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[11] Oshima, Alice and Hogue Ann, Introduction to Academic Writing Second Edition. (Addison: New York

scientific language. However, the format of the writing may vary depending on the disciplines and standards used by the publishing institution. However, in general, academic writing is mostly done by lecturers, researchers, and university students, for example, theses and proposals

B. Proposal

The proposal is one of the requirements that must be completed by students to get a bachelor's degree at the university as well as students of English education at IAIN Curup and the process of completing the proposal there are several stages that students must go through. the first is to submit the title of the proposal that will be made to the academic supervisor, the second is to find a supervisor who will help students direct the student proposal, this is where the proposal guidance process begins until the proposal is approved for the proposal seminar exam and in the process of making guidance The background of the research is a very difficult thing to do because almost the things we will examine are here. Thesis Proposal Based on Mujiburrahman et al, the standard of thesis proposal structure has three sections: an introduction, a review on related study and research methodology[12]. Each section is connected, and some of them may contain more than one chapter, and the essence may comprise more than half of the thesis. Each of these sections has a different role.

[12]Mujiburrahman.,Suyanta, S., Muluk, S., Syarwan., Ali, S. F., Saifullah., Husen, U., Muzakkir. Mukhlisah., Muslim, B.,Elviana.(2016). Panduana kademik dan penulisan skripsi fakultas tarbiyah dan keguruan UIN ArRaniry. Banda Aceh: FTK Ar-Raniry Press.

1. Chapter I : Introduction. Introduction is the first chapter of the thesis that lead the reader to answer questions what being studied is, for what and why the study conducted. Introduction generally covers things as follows

2. Chapter 2: Review of related literature This chapter reviews the related literature and previous studies

3. Chapter 3: Research Method In the this section, research can be explicitly described all matters related to elements contained within the research or may exist according to the type of the selected research. The design of this section is different based on the type of research.

C. **The Research background**

In academic writing, there are several frameworks and parts that must be obeyed. The framework and parts of this academic paper besides functioning as a basic reference for writing, it also facilitates the author to explain the flow of the writing. In general scientific writing has the same structure namely introduction, content, and closing. Specifically talking about the background (research background) in the introductory chapter, this section occupies the first and important position in a proposal or thesis. Moreover the greek philosoper Plato has mentioned long time a go that "the beginning is half of a whole"

Swales stated in his book that constructing a good introduction section always needs a hard effort because writing introduction is

challenging either for the native speakers or non native speakers[13].
Furthermore, Wallwork mentioned that the introduction sections provides
the information to the readers so they can know how the findings of the
paper are an advance on current knowledge in the field.

D. Quality in the research background

In making the research background, it is necessary to understand
well what will be written in the research background because this is where
we will see whether this research is good or not, especially in compiling
what themes will be written and these themes must be related to each other
and should not make the reader dizzy about the background of the research
Wallwork also added that introduction generally answers the following
questions: (a) What is the problem? (b) Are there any existing solutions
(i.e, in the literature); (c) Which solution is the best; (d) What is its main
limitation (i.e. what gap am I hoping to fill); (e) What do I hope achieve;
(f) Have I achieved what I set out to do[14]. The answer of those questions
can be used as a guide to structure the introduction of the research. From
wallwork's guide, it can be interpreted that background of study is a
compilation of adequate information which will help the readers knowing
the whole of the research

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[13]John M. Swales & Christine B. Feak. 1990. Genre Analysis: English in Academic and Research Setting. Cambridge: Cambridge University Press, 173.
[14]20 Adrian Wallwork. 2011. English For Writing Research Papers. New york: Springer, 197.

E. Rhetorical Moves in research Background

Research background is the first and very important part in compiling scientific papers, whether in the form of papers, proposals or theses. The background of the research problem describes the research topic, the research problem, and the reasons for conducting research in a particular topic. This is in line with what Silverman said that the role of the introduction is like an abstract. It helps to direct the reader as well as the abstract. Citing Murcott, Silverman explains that background studies should address these steps: (a) why you chose this topic over other topics; (2) why this topic interests you; (3) the type of research approach or academic discipline you will use; (4) your research question or problem In a different way, Swales developed the Model Creating a Research Space (C.A.R.S.) which tries to define and explain the structure in the introductory section of scientific research studies. In determining good rhetorical moves in the background section of the study, one must follow several moves which will be explained by Swales in the introductory section as follows:

1. Move 1: Establishing a Research Territory [The situation]

Generally, this step can be written in two ways. Firstly, it can be done by representing the importance of area researched, problematic, critical, relevant, interesting, and worthy to investigate. Secondly, by reviewing the prior research and indicating the gap exists or the focus of the prior research in overcoming research problem

a) Step 1: Claiming centrality or importance. In this step, the writer may illustrate the research problem and give evidence to show that the topic is necessary to observe. Here are some further examples of statements which signal centrality claims

b) Step 2: Making topic generalizations, The writing step that can be done to show this step is by expressing the opinion of the author about the current phenomenon, discussing the knowledge about the topic. Here are some examplen of sentences which can be used to make the topic general.[15]

c) Step3: Reviewing the previous research. In this step, researchers may review or synthesize several previous studies that support the topic being studied. Wallwork in his book said that there are some phrases used to review the prior study in research writing.[16]

2. Move 2: Establishing a Niche [The problem]

This action refers to how the author presents clear arguments which can convince the reader that this research is very feasible and important to do. This can be done by indicating a gap from previous studies with broad and acceptable assumptions, raising questions, revealing hypotheses, or pursuing previous research in certain ways. The steps would be mentioned below.

1) Step 1a: Counter claiming. Counter claiming means that the researcher presents the opposite viewpoint or perspective from

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[15]Adrian Wallwork. 2011. English For Writing Research Papers. New York: Springer, 276.

[16] Ibid, 276

previous research. In addition, researcher can also identify weaknesses from previous research arguments[17]

2) Step 1b: Counter claiming. It refers to unexplored area or knowledge gap that have not been researched yet. In this case, the researcher may fill the gap by expanding the problem of the prior research. Indicating a gap in writing a research can be signaled by this examples[18]

3) Step 1c: Question raising Actually, this step is similar to indicating a gap. This step asks the question related to the gap discussed earlier. Then Swales added some useful phrases to express question raising in the research writing[19].

4) Step 1d: continuing a tradition. If the previous step in dicatesa gap and tries to raise questions about the gap. Then, this step follows up from the previous step with expanding the previous research or clarify the problem. This is often indicated with connecting words, such as, thus, hence, consequently, therefore, or language that indicates a need[20]

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[17]John M. Swales & Christine B. Feak1990. Genre Analysis: English in Academic and Research Setting. Cambridge: Cambridge University Press, 189.

[18] Adrian Wallwork. 2011. English For Writing Research Papers. New york: Springer, 276.

[19]John M. Swales & Christine B. Feak. 1990. Genre Analysis: English in Academic and Research Setting. Cambridge: Cambridge University Press, 174., 280

[20]ibid, 189.

3. Move 3: Occupying the Niche [The solution]

The last move is the contribution of present study in new knowledge and new understandings that are different from previous research topics. The steps include in this move are given below.

1) Step1a: Outlining purposes, or. This step is an opening positi on whuch the researcher may begin it by stating the purpose of the study. In this step the researcher should explain he objective of the study in clear way. Wallwork indicates the phrases which signal outlining purposes[21]

2) Step1b: Announcing present research. The researcher can explain the purpose of the present study about what the research will do or achieve.. Swales stated in his book that announcing present research as secondary aims or purpose. Sometimes this second step is needed to complete the step 3-1a. The sentence can be used to indicate this [22]

F. Review of Previous Study

The studies about the rhetorical moves has been widely investigated before. Few related journal articles have investigated the rhetorical pattern in research paper. Parnawati conducted a study which aimed at investigating the rhetorical pattern of research articles introductions in Islam-related research articles published in Indonesia.

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[21] Adrian Wallwork. 2011. English For Writing Research Papers. New york: Springer, 277

[22] John M. Swales & Christine B. Feak. (1990). Genre Analysis: English in Academic and Research Settings. Cambridge: Cambridge University Press, 190

Using Swales model version on Parnawati found that the rhetorical or the generic structures of the research articles in Islamic related journals published in Indonesia is not in line with the general generic structure of research articles in genre analysis. Moreover, the result also revealed the different structure of research articles and variant of moves placement in introduction and the tendency of skipping Move 2 (Establishing a niche) in the introduction section.[23]

In addition, Fazilatfar and Naseri carried out another study regarding to the rhetorical moves in applied linguistics Research-based articles by Iranian researchers. They used Pho's model to analyze overall rhetorical structure of applied linguistics research articles.[24] Findings shows that rhetorical moves performing various functions in articles need to be carried out by specific categories of authorial identity to better satisfy the expectations of their respective applied linguistics communities. On the other side, some researchers have also investigated the rhetorical moves and linguistics features in abstrac section. The research conducted by Wahyu for instance, The researcher observed the move 29 structure of abstract by using a corpus toolkit AntCone to find out the lexical signal to identify the movement of the rhetorical abstract.[25] According to Nikpei

[23]TantriAjengParnawati, YazidBusthomi, &SuharmantoRuslan. 2017. Rhetorical Moves in the Introductions of Islam-Related Research Articles. Jurnal Pendidikan Humaniora. Volume 5, Number 4, December 2017, pp. 169–174
[24]Ali Mohammad Fazilatfar&Zainab Sadat Naseri. 2016. The Study of Rhetorical Moves in Applied Linguistics Research-Based Articles Written by Iranian Researchers. International Journal of Linguistics. Vol. 8, No. 6
[25]3 Leo Candra Wahyu.2016.The Rhetorical Moves and Verb Tense in Research Article Abstracts.JurnalPendidikanHumaniora. Vol. 4 No. 4, Hal 187-192, Desember 2016

who also investigated the rhetorical moves in abstract of research articles, he tried to investigate and compare the rhetorical moves of the abstract section written by TEFL students and Molecular Biology Graduate students by using Bhatia's four move structure. The result reveals that both disciplines tented to employ all of those four moves in writing their abstract.[26]

The difference between the research conducted by researchers in the English study program and previous research is that previous research has examined rhetorical moves in journals that have been published and their meanings have been reviewed by many people and the other has been done on rhetorical moves, linguistic articles and research. What the researchers did was in the student proposals who were still providing guidance to the supervisor

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[26]HosseionNikpei. 2016. Rhetorical Moves of Abstracts Written by TEFL Students and Molecular Biology Graduate Students- A Comparative Study. International Journal of English Language & Translation Studies. 4(4), 172-179. Retrieved from www.eltsjournal.org

CHAPTER III

RESEARCH METHOD

This chapter discuss the method used by the researcher. It includes research design, subject and setting of the research, data and source of the data, data collection technique, research instruments, and data analysis technique.

A. Research Design

This study use a qualitative approach because this study explores the rhetorical moves behind the popular research after the student proposal seminar. According to John W. Creswell, research design is a research plan and procedure that includes decisions ranging from broad assumptions to detailed data collection and analysis methods[27] In this step, the researcher is required to choose what method is appropriate for this study. This research uses qualitative research. Qualitative research, relating to qualitative phenomena, namely phenomena relating to or involving quality or type. This type of research aims to find the underlying motives and desires, using in-depth document analysis for that purpose. Other techniques of the research are word association tests, sentence completion tests, story completion tests and other similar projectives technique.[28]

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[27] John W. Creswell. 2009. Third Edition: Research Design. California : SAGE Publications, inc, 3.
[28] C.R. Kothari. 2004. Second Edition: Research Methodology. New Delhi : New Age International (P) Ltd., Publishers, 3.

In this research , the observed phenomenon is the rhetorical moves in the background of student proposal research after the proposal seminar . This research will examine in depth the background of the research on student proposal papers after the proposal seminar written by students of the English study Program, Faculty of Tarbiyah IAIN Curup 2018 academic year. Data were analyzed using the Swales CARS Model. In that model, Data were analyzed by identifying the use of phrases, clauses, sentences or paragraphs representing the moves and steps proposed by Swales car models.

B. Subject o the Research

According to Arikunto, the subject of research is a variable or what is the concern of a study. Basically the object is what will be investigated in research activities. The subject of this research is the rhetorical movement behind the research of student proposals after the proposal seminar for the English Language Study Program at the Faculty of Tarbiyah IAIN Curup in the 2018 academic year. There are 37 students proposal research backgrounds after the proposal seminar which were analyzed in the 2018 academic year, researchers took 10 proposal papers that already in the seminar proposal as a sample. therefore researchers to determine the sample to be studied by using purposive sampling technique to reduce the number of samples. The purposive sampling technique also called assessment sampling, is the intentional choice of a participant because of the high quality participants have. This is a non-random

technique that does it there is no need for an underlying theory or a number of participants[29]. Simply put, the researcher decides what needs to be known and start looking for people who can and are willing to provide information based on knowledge or experience and only ten proposals are eligible to be sampled and have the following criteria;

a. students who have finished the proposal seminar

b. students are student representatives under the guidance of a traditional English lecturer

c. students are student representatives who get grades A and B after the proposal seminar

d. students who are willing to voluntarily become research subjects and agree to be research subjects

C. Technique of Collecting Data

Data collection is the recording of events or matters or descriptions or characteristics, some or all elements of the population that will support the research[30]. It means that to support the research, it needs a technique of collecting data that suitable with research. The technique that used to collect the data on this research is document analysis technique. in data collection the researcher collects 10 proposals that will be analyzed in data collection the researcher only collects the proposal file and after that the researcher does not do his own analysis because if the researcher analyzes

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[29] Bernard, H. R. (2002). Research methods in anthropology: Qualitative and quantitative approaches (3rd ed.). Walnut Creek, CA: Alta Mira Press.
[30] M. Iqbal Hasan, 2002, Pokok-pokok Materi Metodologi Penelitian dan Aplikasinya, (Bogor. Ghalia Indonesia)

himself then the data obtained is invalid, therefore the researcher asks for help by the reader, which is wrong One lecturer in the English study program and the presenter agreed and the researcher immediately provided the proposal file and the instrument used after one week the reader had finished analyzing the proposal file and providing data to the researcher.

1. Document Analysis

The main stream of analytical activity is data display, which is defined as an organized collection of information that allows drawing conclusions and taking action. Displays in everyday life include gas gauges, newspapers, and computer screens. Seeing the view helps us understand what is happening, and to perform further analysis or take action based on that understanding. According Miles & Huberman During our work, we became convinced that a better display — an alternative to complex narrative text — was the main path to valid qualitative analysis, and we developed a variety of matrices, graphs, networks, and charts[31]

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. Analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts

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[31] Miles, M.B., & Huberman, A.M. (1984). Qualitative data analysis: A sourcebook of new methods. Beverly Hills, CA: Sage

ara analyzed[32] It means that document analysis is a technique of data collection that the researcher uses to gather the data in a document and analyzes it to find the result. According to Arikunto this method can be done with two techniques of data collection as follows:

a. Documentation guide that outlines the categories to be searched

b. Check-List, a list of variables to be collected data. In this case, the researcher only gave a sign or count for each occurrence of symptoms in questions[33].

D. Instrument

In this researchers need an instrument. The instrument was designed by the researcher and assisted by the validator who is also a tadris lecturer of English at IAIN Curup and also the validator of the lecturer who teaches academic writing. The researcher gave the instrument to be checked by the validator on May 15, 2022 and returned to the researcher on May 22, 2022 with adapting from theory, the CARS model by Swales. The instrument is used to collect data on rhetorical issues through content analysis on the research background, if any, it will be ticked in the column following the rules of rhetorical moves and if it is not on the research background, it will be ticked in the column not following the rules of rhetorical moves in the CARS model theory by Swales. The table will have the following features and columns:

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[32] G. A. Bowen, 2009, Document Analysis as a qualitative reserach method, (Qualitative Research Journal, 9), p. 27

[33] Suharsimi Arikunto, 2010, Prosedur Penelitian: Suatu Pendekatan Praktik (Edisi Revist), (Jakarta Rineka Cipta), p. 201

1.1 The Indicator rhetorical moves of good research background

No	Moves	Step	Details according to the steps of moves	Samples of writing from students' backgrounds	Following the rules retorical moves	Not following the rules retorical moves
1	Move 1: Establishing a Research Territory [The situation]	Step 1: Claiming centrality or importance	• Introducing a general issue or a general area where the problem to be studied exist *(e.g., the general areas are listening, speaking, reading, writing, pronunciation, vocabulary, grammar, or translation)*			
			• Telling that the general issue or general area *(e.g., the general areas are listening, speaking, reading, writing, pronunciation, vocabulary, grammar, or translation) is important.*			
			• Telling the benefits of the general issue or general area *(e.g., the general areas are listening, speaking, reading, writing, pronunciation, vocabulary, grammar, or translation).*			
			• Giving some definitions related to the general issue or general area *(e.g., the general areas are listening, speaking, reading, writing, pronunciation, vocabulary, grammar, or translation)*			

		Step 2: Making topic generalizations	**If qualitative or** (*if quantitative only a survey)***:** • Providing a contextual problem found within the general issue or general area *(problems can be highlighted based on preliminary studies such as pre-interviews or pre-observation).*			
			• Explaining the contextual problems			
			If quantitative using two or more variables: • Defining each variable			
			• Providing possible correlational theories between one variable and the other			
			• Showing a phenomenon representing the correlational theories *(if any within the general issue or general area)*			
			• Explaining the correlational theories and phenomena			
		Step3: Reviewing the previous research	• Highlighting what previous studies have done concerning the phenomena (if qualitative) or variables (if quantitative)			
2	move 2: Establishing a Niche [The	Step 1a: Counter claiming	• Identifying the weakness of the previous studies.			

	problem]	Step 1b: Counter claiming,	• Showing a gap or unexplored area from the previous studies			
		Step 1c: Question rising	• Questioning the gap from previous studies (as to indicate that the gap needs further research)			
		Step 1d: continuing a tradition	• Clarifying that the gap from previous studies needs further research			
3	Move 3: Occupying the Niche [The solution]	Step1a: Outlining purposes,	• Stating the present study's purpose *(according to phenomena and the research gap "if qualitative")*			
			• Stating the present study's purpose *(according to correlational theories of variables and the research gap "if quantitative")*			
		Step1b: Announcing present research	• Explaining what the present research will do according to the purposes			
			• Explaining the benefits of doing the present research			

E. Data Analysis Technique

The data on the rhetorical moves problem was analyzed through documen analysis. Content-analysis consists of analysing the contents of

documentary materials such as books, magazines, newspapers and the documen of all other verbal materials which can be either spoken or printedAccording to Patton, documen analysis usually refers to analyzing text (interview transcripts, diaries, or documents) rather than observation-basd fields notes. Generally, documen analysis is used to refer to any qualitative data reduction and sense making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings.[34] In this study documen analysis is chosen to facilitate the researcher in analyzing the data from the document.

proposal paper analyzed based on: CARS model by John Swales. Then the researcher reads the background of each student's thesis who has attended several proposal seminars to obtain information and the overall meaning of the data. Then the researcher compares with the theory from Swales the CARS model if the rhetorical motion is the background of the student proposal research after the proposal seminar, if from the results of the analysis the researcher finds rhetorical motion in the writings of students who follow the movement and the steps described by Swales, the researcher will place The check-list in the following column follows the rules of rhetorical moves and if the background of the research proposal does not follow, the researcher will place the check-list in the column that does not follow the rules of rhetorical moves

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[34] Michael Quinn patton. 2001. Qualitative Research And Evaluation Methods. California : Sage Publications, inc, 453.

CHAPTER IV

FINDING AND DISCUSSION

A. **FINDING**

In this study, the researchers reviewed 10 proposals with research backgrounds for English Language Study Program students in the 2018 academic year at IAIN Curup who had completed a proposal seminar. why researchers only analyze 10 research backgrounds in this proposal because only 10 research backgrounds in student proposals meet the criteria to become research materials and are willing to submit proposals for research materials and also when conducting research there are only 10 students who have completed the proposal seminar, in analyzing the rhetorical motion on the background of the research in the research proposal does not do the analysis alone because if the researcher does it himself the results of the data analyzed are not invalid, therefore the researcher is assisted by a reader, namely one of the English graduates who teaches intensive courses, first the researcher provides 10 background research and instruments on May 30, 2022 to be analyzed and returned by researchers after being analyzed on June 6, 2022. The formulation of the research problem is

1. **How is the quality of the rhetorical moves in the research background of the English study program proposal after the seminar proposal?**

The findings discussed below: Analysis of English Rhetorical Moves in The Research Background Proposal English Study Program (TBI) at

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IAIN Curup the researcher analyzed 10 proposals on the research background of the English study program in the 2018 academic year at IAIN Curup which had completed the proposal seminar as research subject.

From the results of the analysis of all the steps followed by students who were written in the background of their proposal, the researchers concluded in a table as follows:

1.2 **The Result of Analysing All Proposal**

no	Proposal	Move 1	Move 2	Move 3	ket
1	Proposal A	✓	✓	✓	Good Proosal
2	Proposal B	✓	_	✓	Good Proosal
3	Proposal C	_	_	_	Low Materi
4	Proposal D	✓	_	✓	Good Proosal
5	Proposa l E	✓	_	✓	Good Proosal
6	Proposal F	✓	_	✓	Good Proosal
7	Proposal G	✓	_	✓	Good Proosal
8	Proposal H	✓	_	✓	Good Proosal
9	Proposal I	_	_	✓	Low Materi
10	Proposal J	✓	_	✓	Good Proosal

1.3 **The Result of Analysing All Rhetorical Moves**

N O	Proposal	Moves 1			Moves 2				Moves 3		
		Step 1	Step 2	Step 3	Step 1	Step 2	Step 3	Step 4	Step 1	Step 2	Amount
1	Proposal A	✓	✓	✓	_	✓	_	✓	✓	✓	7
2	Proposal B	✓	✓	✓	_	_	_	_	✓	_	4
3	Proposal C	✓	_	_	_	_	_	_	_	_	1
4	Proposal D	✓	✓	✓	_	_	_	_	✓	✓	5
5	Proposa l E	✓	✓	✓	_	_	_	_	✓	_	4
6	Proposal F	✓	✓	_	_	_	_	_	✓	_	3
7	Proposal G	✓	✓	_	_	_	_	_	✓	✓	4
8	Proposal H	✓	✓	_	_	_	_	_	✓	✓	4
9	Proposal I	✓	_	_	_	_	_	_	✓	_	2
10	Proposal J	✓	✓	_	_	_	_	_	✓	✓	4

The analysis from the table above can be concluded that many students of the 2018 English language study program have not implemented good rhetorical moves in writing background research proposals if applying from the theory developed by the Swales SCARS model, it can be seen that there is only one proposal that explaining 7 steps

and there is one proposal that only explains one step even though the proposal has gone through a guidance process before being tested at the proposal seminar from the steps followed by students and also in writing the research background on the proposal, many of the arrangement of ideas described are still random and irregular, for example, there are those who explain moves 1 on the last page, there are also those who explain the same idea more than once and lastly, almost all the background of the 2018 batch of proposals that have been seminar proposals do not explain moves 2 which explain the weaknesses in the research conducted. in do, explain the area of research carried out and the area of previous research and the gap or difference with previous research that has researched in the same domain

1. Move 1: Establishing a territory

   The result of analysing the move 1 in step 1 calaiming centraility or improtance on the 10 research backgrounds on the proposal. are presented in the table below.

   a. Step 1: Claiming the importance

   It has been stated by Swales that this step can be achieved by showing the study is feasible investigated. Researchers should develop their area and be more specific on the first point

   1) Introducing a general issue or a general area where the problem to be studied exists.This is an example of the background of the proposal being analyzed:

"Writing is one of the language skills and a part of one form communication and must be mastered by students in learning English" (proposal B) on this background the author directly explains Writing is one of the language skills which means the author has explained the first point about Introducing a general issue or a general area where the problem to be studied exists

2) Telling that the general issue or general area This is an example of the background of the proposal being analyzed:

Speaking is the most important than the other skills. speaking is one of skills that a learner must be improved in speaking skill when learning English speaking is the most important than any other skill (proposal D). speaking is one of the skills that a learner must improve in speaking skills when learning English In this example, the author of speaking is the most important than any other skill, it has already explained about the general area of research

3) Telling the benefits of the general issue or general area This is an example of the background of the proposal being analyzed

Lesson plans are prepared by the teacher to assist them in teaching according to standards and also according to the needs of students (proposal E) from the example above, the

author has explained about the benefits of lesson plans, this is also included in point no. 3

4) Giving some definitions related to the general issue or general area This is an example of the background of the proposal being analyzed

A research proposal is a document written by a researcher that provides a detailed description of the proposed program. This is like an outline of the entire research process which gives the reader a summary of the information discussed in a project (proposal F) from the example above. The writer has written the definition of the proposal itself. Therefore, the author has explained the points of 4

2. Move 1: Establishing a territory

The result of analysing the move 1 in step 2 and 3 Making topic generalizations and Reviewing the previous research on the 10 research backgrounds on the proposal. are presented in the table below.

b. Step 2: Making topic generalizations

Swales has stated that this step can be achieved by demonstrating that the research is worth investigating. Researchers must make generalizations of the topic on the background of the researcher's proposal

1) quantitative survey only): Provides contextual problems found in a general problem or general area. This is an example of the background of the proposal being analyzed.

   However, in this condition all teaching and learning processes have been delivered in online classes, almost all of them said that online classes were less effective which taught more material than speaking exercises (proposal H). in the example above the author explains about the problems in the learning process that are less effective if online learning, meaning that the author has explained about contextual problems

2) Explaining the contextual problems. This is an example of the background of the proposal being analyzed.

   Conceptual constraints include the participants' low understanding of the 2013 Curriculum, such as: rationale, foundation, approach and principles of curriculum development. Technical constraints cause how to actualize the 2013 Curriculum into learning activities (proposal E) in this example the author has explained the context of the problem to be studied, and that is already included in step 2 point no

3) quantitative using two or more variables**:** Defining each variable. This is an example of the background of the proposal being analyzed

Learning motivation is everything that is intended to encourage someone who does learning activities to be even more active in learning to get better achievements than our example can see the researcher (proposal J) has explained about Defining each variable

4) Providing possible correlational theories between one variable and the other. This is an example of the background of the proposal being analyzed

Self-regulation learning (SRL) abilities and motivation. EFL students' learning motivation in speaking skills, each student will be different. In self-study motivation, the difference will be seen when students speak in English class (proposal G) from the example of the author explaining about the self-regulation ability that means explaining the steps to

5) Showing a phenomenon representing the correlational theories. This is an example of the background of the proposal being analyzed

However, many of them do not do the same. They are more likely to be silent than to talk to other people. In

addition, once they speak, they use their mother tongue as a tool to communicate with others (proposal A). From the example above, the writer explains about the phenomenon, meaning the writer has explained about step 2, point 5

6) Explaining the correlational theories and phenomena This is an example of the background of the proposal being analyzed

The research findings in the summary indicate that while high and low performing EFL authors do not differ from each other in terms of the metacognitive knowledge they possess in FL writing, they do differ in terms of the actual use of writing strategies depending on the writing. Duty. When the participants worked on a writing topic that was more familiar and easy to them, the two groups of writers only differed in their use of cognitive writing strategies, whereas when the writing task seemed more challenging and difficult (proposal B) . From the description of the example above, the researcher explains about the relationship between theory and this phenomenon, explains about step 2, point 6

c. Step 3: Review previous research

In this step, researchers may review or synthesize several previous studies that support the topic being studied. Wallwork in his book said that there are some phrases used to review the prior study in research writing

1) Highlighting what previous studies have done concerning the phenomena (if qualitative) or variables (if quantitative). This is an example of the background of the proposal being analyzed

The self-regulated learning strategies are being applied by the learners, it can manage their time, behaviour, emotions and direct their process in order to get many achievements. Unfortunately, the self-regulated learning rarely is being applied by the learners will be trouble in improving speaking skill such as; The learners become unwilling to speak in front audience, the learners become unwilling due to having low ability in speaking skill and then the learners will be trouble in applying self-regulated learning (proposal D) from the explanation of the example above the author explains step 3 point 1 Highlighting what previous studies have done concerning the phenomena

3. move 2: Establishing a Niche [The problem]

> The results of the analysis of moves 2 in steps 1,2, 3 and 4 Establishing a Niche [The problem] on 10 research backgrounds on the proposal. presented in the table below

a. Step 1: Counter claiming.

Counter claiming means that the researcher presents the opposite viewpoint or perspective from previous research. In addition, researcher can also identify weaknesses from previous research arguments

1) Identifying the weakness of the previous studies

> Because of all the background of the proposal that became the research sample, no one explained about Identifying the weakness of the previous studies, therefore the researcher could not provide an example

b. Step 2: Counter claiming Step

> refers to unexplored area or knowledge gap that have not been researched yet. In this case, the researcher may fill the gap by expanding the problem of the prior research. Indicating a gap in writing a research can be signaled by this examples

1) Showing a gap or unexplored area from the previous studies. This is an example of the background of the proposal being analyzed

Was there has been no previous research that has raised the title of self-efficacy within the IAIN Curup environment, especially in English Tadris Program from (proposal A) ,the example the author explains about there has been no previous research in English tadris, it is already about step 2 point to 1

c. Step 3: Question rising

Step is similar to indicating a gap. This step asks the question related to the gap discussed earlier. Then Swales added some useful phrases to express question raising in the research writing

1) Questioning the gap from previous studies (as to indicate that the gap needs further research)

Because of all the background of the proposal that became the research sample, no one explained about Identifying the weakness of the previous studies, therefore the researcher could not provide an example

d. Step 4: continuing a tradition.

The previous step indicatesa gap and tries to raise questions about the gap. Then, this step follows up from the previous step with expanding theprevious research or clarify the problem. This is often indicated with connecting words, such as, thus, hence, consequently, therefore, or language that indicates a need

1) Clarifying that the gap from previous studies needs further research. This is an example of the background of the proposal being analyzed

Various languages, cultures and customs will gathered that can possibly affect their self-efficacy and English speaking skills (proposal A). From this example, the author explains that culture will affect the ability to speak, this is already about step 4 point 1

4. Move 3: Occupying the Niche [The solution]

The result of analysing the move 3 in step 1 and 2 Occupying the Niche [The solution], on the 10 research backgrounds on the proposal. are presented in the table below.

a. Step 1: Outlining purposes

This step is an opening positi on whuch the researcher may begin it by stating the purpose of the study. In this step the researcher shuold explain he objective of the study in clear way.

1) Stating the present study's purpose *(according to phenomena and the research gap "if qualitative")* This is an example of the background of the proposal being analyzed

The researcher wants to know how the strategy of students of English Language Study Program in building good ideas in writing proposals (proposal F) from the

example the author has explained about the purpose of his research, then it has explained about point 1

2) Stating the present study's purpose *(according to correlational theories of variables and the research gap "if quantitative"),* This is an example of the background of the proposal being analyzed

The researcher wanted to know more clearly the self-regulated learning motivation of EFL students in speaking skills, whether the third-semester TBI IAIN CURUP students had high motivation to learn self-regulated speaking skills based on questionnaires and speaking tests (proposal G) from the example the author has explained about the purpose of his research, then it has explained about point 1

b. Step 2: Announcing present research.

The researcher can explain the purpose of the present study about what the research will do or achieve.. Swales stated in his book that announcing present research as secondary aims or purpose

1) Explaining what the present research will do according to the purposes, This is an example of the background of the proposal being analyzed

The researcher wants to investigate the learners who use Self-regulated learnings' strategies to improve speaking

skill according to theory of Self-regulated learnings' strategies thus (proposal D). from the e xample the researcher explains about what he wants to do from the purpose of his research, it means that he has explained step 2 point 2

2) Explaining the benefits of doing the present research, This is an example of the background of the proposal being analyzed

This proposal aims to investigate how is students' self-efficacy in speaking like and examine whether there is a significant relationship between self-efficacy of speaking and english speaking skill especially at English Tadris Program of IAIN Curup (proposal A). From the example, the researcher explains the benefits of this practice, the researcher also explains the second point

B. DISCUSSION

As previously mentioned, the moves developed by Swales in CARS consist of 3 moves Move 1: Establishing a Research Territory [The situation], move 2: Establishing a Niche [The problem], Move 3: Occupying the Niche [The solution] each of which has several steps in it. Previous research using CARS as a tool to find out rhetorical steps shows that CARS is the right tool to be applied in writing the introduction or background of the research. This is as stated by Muhtadin that the CARS model is a model that has been successfully used as an accurate description in writing an introductory section based primarily on the

academic writing style of English[35]. This means that the more we follow the moves described by Swales, the better our writing will be. The finding that the researcher found was that not all background proposals for English study program students followed the steps described by SWALES, especially in steps 2 and 3 regarding the explanation of the objectives and benefits of the research and its message. submitted is as a researcher who will make a proposal or thesis. must understand better in making research background

From all the moveS that were analyzed from the background of the student proposal research that had been in the seminar proposal, it was seen that the variants that emerged were not necessarily the same as those expressed by the Moves variations on the background of students' proposals generally have almost the same pattern. In general, the student's background starts with moves 1 step 1, point 1 as well or the first step point 2 then proceeds to the next point to step 3, the last point. Then revolves around connecting ideas between step 1, step 2 and step 3. The results of previous research conducted by Yatmikasari showed that all analyzed backgrounds had similar movements. The development of rhetorical movements from this background generally begins with generalizing the topic and defining terms.

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[35] Muhtadin. 2017. Struktur Retorika Dan Fitur Linguistik Bagian Pendahuluan Artikel Jurnal Penelitian Berbahasa Indonesia Bidang Ilmu Hukum. KEMBARA: Jurnal keilmuan bahasa, sastra, dan pengajarannya. Vol. 3, No. 2, 123-134.

Most of the background on the student proposals that have been studied and analyzed have included the moves mentioned by Swales, but most of the background on the student proposals do not explain all the points, especially moves 2 of all the steps that have been explained in full, many background proposals do not contain steps. Therefore. This study brings different findings from previous research conducted by Kusetyowati which reviews the introduction on the background of the research proposal explaining All steps in the CARS model are included except the last 2 steps in moves 3.

Meanwhile, there are some drawbacks to be aware of in the future, the most common mistake is that researchers do not mention moves 2 in the study. while moves 2 have a very important role for researchers to determine the position of their research. In addition, some backgrounds still have irregular patterns, such as moves 3 which are explained before moves 2 or there is an unclear structure in the background writing done by students. Seeing this, lecturers in academic writing, supervisors, or examiners in student proposals should place more emphasis on student understanding in managing the rhetorical structure in research so that errors in background writing can be minimized. At another place Possibly, this kind of rhetorical movement is a common one and is also the result of research that has been carried out by researchers as a reference material before writing a proposal so that when submitting a proposal, students already understand the importance of making a good background.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion that summarizes the research findings and suggestion. The conclusion section describes the main or salient findings of the research and propose several suggestion lecturers, and further research

A. **CONCLUSION**

Through in-depth analysis of 10 background research proposals written by students of English study programs who have seminar proposals, the researcher found the structure of the rhetorical movement used by students in writing a basic research proposal . Research shows that most of the rhetorical moves in the background of the proposal are not in line with the rhetorical moves proposed by Swales with the SCARS model. Although many of them do not fit the background writing pattern in the CARS model. From the results of the analysis carried out by the researcher, there are 2 proposals that have good quality because they only follow 1 move, which means that the material included in the research background is still very lacking and 8 proposals are good, they have followed 2 moves, even though they do not fully follow the moves. the research background is good, should follow 3 moves to determine good quality research background. But in moves 1 many students follow rhetorical moves but only in step 1 and step 2 while in step 3 there are several students who follow step 3 and in moves 2 almost all of the

background of the student proposals do not follow the moves you can see only one proposal that follows those moves only steps 2 and 4 and finally in moves 3 many students followed step 1 and second only a few followed

B. SUGGESTION

By raising the topic of research related to rhetorical moves in the background of student proposals after the proposal seminar, the researcher hopes that this research can provide benefits for students who will write research backgrounds in both proposals and theses. By knowing the right way to make a good research background, mistakes can be minimized. This research is also expected to provide information for lecturers in academic writing or seminar proposals to emphasize how to write the correct background considering that research background has a very important role. In addition, recommendations are addressed to future researchers who deal with rhetorical moves analysis. The data in this study is limited to the background of the proposal by students of the English language study program IAIN Curup, especially students who will start writing proposals. Therefore, it is still wide open to conduct similar research that focuses on the analysis of one move only

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APPENDICES

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 344 Tahun 2021

Tentang

PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat	: 1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
	4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
	5.	Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
	6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
	7.	Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup;

Memperhatikan	: 1.	Surat Rekomendasi dari Ketua Ketua Prodi TBI nomor : B-047/FT.2/PP.00.9/03/2021
	2.	Berita Acara Seminar Proposal pada Hari Jumat, 30 April 2021.

M E M U T U S K A N :

Menetapkan

Pertama	: 1.	**Jumatul Hidayah, M.Pd** 19780224 200212 2 002
	2.	**Sarwo Edy, M.Pd** 2007008102

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing 1 dan II dalam penulisan skripsi mahasiswa :

NAMA : Yogi Jeparezi

NIM : 17551072

JUDUL SKRIPSI : **Students Interest in Writing Paragraph on " Time to Write" Program Held by English Study Program of IAIN Curup**

	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
tanggal 05 Mei 2021

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor   : 709 /In.34/FT/PP.00.9/07/2022   11 Juli 2022
Lampiran : Proposal dan Instrumen
Hal   : Permohonan Izin Penelitian

Kepada Yth. **Rektor IAIN Curup**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama   : Yogi Jeparezi

NIM   : 17551072

Fakultas/Prodi   : Tarbiyah / TBI

Judul Skripsi   : Analysis of English Rhetorical Movies in The Research Background Proposal

                              English Study Program (TBI) at IAIN Curup

Waktu Penelitian   : 11 Juli 2022 s.d 11 Oktober 2022

Lokasi Penelitian   : Kab. Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

Dekan

Dr. H. Hamengkubuwono, M.Pd
NIP. 19650826 199903 1 001

Tembusan : disampaikan Yth ;
1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Yosi Jeparezi

NIM : 18551072

FAKULTAS : Tarbiya

PEMBIMBING I : Jumatul Hidayah, M.Pd

PEMBIMBING II : Sarwo Edy, M.Pd

JUDUL SKRIPSI : Analysis of English rhetorical moves in the research background written by fifth semester of 2020 TBI students of IAIN curup

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Jumatul Hidayah, M.Pd.
NIP. 202403 7891

Pembimbing II,

Sarwo Edy, M.Pd
NIP. 2007008102

IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NG 1 : Yosi Jeparezi

: 18551072

: Tarbiya

NG 1 : Jumatul Hidayah, M.Pd

NG II : Sarwo Edy, M.Pd

RIPSI : Analysis of English rhetorical moves in the research background written by fifth semester of 2020 TBI students of IAIN curup

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di-harapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

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TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
Ptember 2021	penomoran background		
09. 2021	pernyataan teori		
10.2021	penegasan research question		
.2021	pernyataan dalam stage yang dibuat		
2021	penegasan dalam teori ini		
.2021	penjelasan tentang blueprint penelitian		
.12.2021	lebih detail masalah kesimpulan di finding		
2021	discussion lebih dijelaskan di dalaman		

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1		Sistem penulisan background		
2		Jamman harus diperbaiki		
3		pernyataan dalam teori		
4		lebih difokuskan kepada penelitian		
5		masalah instrumen penelitian		
6		masalah finding yang lebih dijelaskan		
7		dibuat tabel tentang kesimpulan finding		
8		discusi lebih dijelaskan tentang kesimpulan penelitian		

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1.1 Blueprint of document analysis (rhetorical moves of research background)

No	Moves	Step	Details according to the steps of moves	Samples of writing from students' backgrounds	Follo wing	Not follow ing
1	Move 1: Establishin g a Research Territory [The situation]	Step 1: Claiming centrality or importan ce	• Introducing a general issue or a general area where the problem to be studied exist *(e.g., the general areas are listening, speaking, reading, writing, pronunciation, vocabulary, grammar, or translation)*			
			• Telling that the general issue or general area *(e.g., the general areas are listening, speaking, reading, writing, pronunciation, vocabulary, grammar, or translation) is important.*			
			• Telling the benefits of the general issue or general area *(e.g., the general areas are listening, speaking, reading, writing, pronunciation, vocabulary, grammar, or translation)*			
			• Giving some definitions related to the general issue or general area *(e.g., the general areas are listening, speaking, reading, writing, pronunciation, vocabulary, grammar, or translation)*			
		Step 2: Making topic generaliz ations	**If qualitative or (*if quantitative only a survey):*** • Providing a contextual problem found within the general issue or general area *(problems can be highlighted based on preliminary studies such as pre-interviews or pre-observation).*			
			• Explaining the contextual problems			
			If quantitative using two or more variables: • Defining each variable • Providing possible correlational theories between one variable and the other			

		• Showing a phenomenon representing the correlational theories representing the general issue *(if any within the general issue or general area)* • Explaining the correlational theories and phenomena			
	Step3: Reviewing the previous research	• Highlighting what previous studies have done concerning the phenomena (if qualitative) or variables (if quantitative)			
move 2: Establishing a Niche [The problem]	Step 1a: Counter claiming	• Identifying the weakness of the previous studies			
	Step 1b: Counter claiming,	• Showing a gap or unexplored area from the previous studies			
	Step 1c: Question rising	• Questioning the gap from previous studies (as to indicate that the gap needs further research)			
	Step 1d: continuing a tradition	• Clarifying that the gap from previous studies needs further research			
3 Move 3. Occupying the Niche [The solution]	Step1a: Outlining purposes,	• Stating the present study's purpose *(according to phenomena and the research gap "if qualitative")*			
		• Stating the present study's purpose *(according to correlational theories of variables and the research gap "if quantitative")*			
	Step1b: Announcing present research	• Explaining what the present research will do according to the purposes • Explaining the benefits of doing the present research			

Catatan validator

1. Peneliti sudah menggunakan teori dasar yang bagus untuk mengonstruksi instrument of document analysis, yaitu berbasis teori Swales (CARS), namun peneliti awalnya hanya memberikan panduan umum saja, sementara document analysis itu harus memiliki panduang yang detail bahkan harus bisa digunakan untuk menganalisis research background dari berbagai jenis penelitian (qualitative: phenomenology, narrative study, grounded theory, case study..... quantitative: survey, correlation, comparison, experiment, psychometric analysis.... Atau bahkan mixed method: explanatory sequential mixed method, exploratory sequential mixed method, concurrent embedded model). Maka, untuk mencapai unsur komprehensif dalam format document analysis, validator membantu merincikan dengan detil setiap steps dalam moves.
2. Semua yang validator modifikasi diwarnai biru
3. Menurut validator, instrument ini sekarang sudah cukup valid dan sudah bisa digunakan untuk mengambil data.
4. Silahkan peneliti gunakan hasil modifikasi yang validator buat

Curup, 22 Mei, 2022

Validator

Ruly Morganna, M. Pd.

1.1 Blueprint of document analysis (rhetorical moves of research background)

No	Moves	Step	Details according to the steps of moves	Samples of writing from students' backgrounds	Following	Not following
1	Move 1: Establishing a Research Territory [The situation]	Step 1: Claiming centrality or importance	• Establishing a general issue or a general ... the problem to be studied ... the general areas are ... ing, reading, writing, ... vocabulary grammar or ...	A1	✓	
			• ... the general issue or general areas ... the general areas are listening, reading, writing, ... vocabulary grammar, or ... important	A2	✓	
			• ... benefits of the general issue ... the general areas ... reading, writing, ... vocabulary grammar, or ...	A3	✓	
			• ... definitions related to the general issue or general area (e.g. the ... are listening, speaking, reading writing pronunciation, vocabulary grammar, or translation)	A4	✓	
		Step 2: Making topic generalizations	If qualitative or (*if quantitative only a survey*):			
			• Providing a contextual problem found within the general issue or general area (problems can be highlighted based on ... studies such as pre-interviews or pre-observation)	✗	✗	✗
			• Explaining the contextual problems	✗	✗	✗
			If quantitative using two or more variables:	-		✓
			• Defining each variable • Providing possible correlational theories between one variable and the other	A5	✓	

		• Showing a phenomenon representing the correlational theories of any within the general axis or general area	A6	✓	
		• Explaining the correlational theories and phenomena	A7	✓	
	Step3 Reviewing the previous research	• Highlighting what previous studies have done concerning the phenomena (if qualitative) or variables (if quantitative)	A8	✓	
move 2 Establishing a Niche [The problem]	Step 1a Counter claiming	• Identifying the weakness of the previous studies	∢		✓
	Step 1b Counter claiming.	• Showing a gap or unexplored area from the previous studies	A9	✓	.
	Step 1c Question rising	• Questioning the gap from previous studies (as to indicate that the gap needs further research)	–		✓
	Step 1d continuing a tradition	• Clarifying that the gap from previous studies needs further research	A10	✓	
Move 3 Occupying the Niche [The solution]	Step1a Outlining purposes.	• Stating the present study's purpose concerned the phenomena and the research aim (qualitative)	✗	✗	✗
		• Stating the present study's purpose concerned the correlational theories of the variables and the research gap (if quantitative)	A11	✓	
	Step1b Announcing present research	• Explaining what the present research will do according to the purposes	A12	✓	
		• Explaining the benefits of doing the research	–		✓

Catatan validator

1. Peneliti sudah menggunakan teori dasar yang bagus untuk mengonstruksi instrument of document analysis, yaitu berbasis teori Swales (CARS), namun peneliti awalnya hanya memberikan panduan umum saja, sementara document analysis itu harus memiliki panduang yang detail bahkan harus bisa digunakan untuk menganalisis research background dari berbagai jenis penelitian (qualitative: phenomenology, narrative study, grounded theory, case study; quantitative: survey, correlation, comparison, experiment, psychometric analysis; Atau bahkan mixed method: explanatory sequential mixed method, exploratory sequential mixed method, concurrent embedded model). Maka, untuk mencapai unsur komprehensif dalam format document analysis, validator membantu merincikan dengan detil setiap steps dalam moves.
2. Semua yang validator modifikasi diwarnai biru
3. Menurut validator, instrument ini sekarang sudah cukup valid dan sudah bisa digunakan untuk mengambil data
4. Silahkan peneliti gunakan hasil modifikasi yang validator buat

Curup, 22 Mei, 2022

Validator

Ruly Morganna, M. Pd.

dents' Self-Efficacy and Their English Speaking Skills
(A Correlational Study at English Tadris Program of IAIN CURUP)

THESIS

CHAPTER I

INTRODUCTION

This chapter provided justification for conducted research on the correlation between students' self-efficacy and their english speaking skills in semester 2,4,6 at English Study Program of IAIN Curup. The discussion comprised several points: introduction that concert with background research, research question, the objective of the research, the significant of the research, thesis organization, and the definition of terms as elaborated in the following sections.

A. Background of the research

Self-efficacy is the belief in own ability to successfull accomplish something.[1] It means that someone belief in their selves and their ability, so they became powerfull to do the task or do a peformance. In line with Rahimi and Abedini, self-efficacy refers to learner's belief about their abilities to accomplish a task, it is also the students' judgment of their academic competence. Furthermore, they noted that it was a degree to which the student thought he or she has the capacity to cope with the language challenge. In short, self-efficacy defined a personal judgment of one' ability to organize, execute, and cope with academic competence and its challenge.[2] As the matter of that, self-efficacy known also as learner belief, was a term used to refer to a person's belief concerning his or her completion of a task and perceived competency level with performing the task. It can be said that self-efficacy is important in life.

According to Bandura, self-efficacy beliefs serve as a key motivational force in cognitive system and considered to be a central mediator of effort. In addition, Tilfarlioglu and Cinkara

[1] Bandura in Ni Putu Yanti, " The Correlation Between Students' Self Efficacy and Their Performance In Speaking Skill". Journal of Language and Language Teaching. Vol.4 No.2, 2016, p 80
[2] Hanna Sundari, "The Effect of Speaking Self-efficacy and Gender In Speaking Activities", bahasa dan sastra vol 14 no 2. (October 2014), p 207

revealed that it mediates the relationship between knowledge and action. In short, a student have knowledge and skill needed in language learning does not always succeed proficiently to perform it. It is because self-efficacy affects individual's behavior in four ways: selecting choice of behavior, determining how much and how long of the effort, affecting an individual's thought patterns and emotional reaction, and recognizing human as producers than foreteller. For example, student with low self-efficacy creates fear and doubt that bring him away to pursuit the goals of learning, then he thinks that activities are tougher and more difficult than they really are; this emerges stress and failure on learning.[3]

The existence of a hardly effort from the individual to finish the task that was dicided by using all of thing. Confident that we survive to face obstacles and difficulties. The individual are able to hold out in getting difficulty and obstacle which is emerged and be able to get up from the failure. Confident that we are able to do the task which has general range or specific. The individual are sure that in doing the task, they can finish even that it is general or specific.[4]

Bandura wrote that self-efficacy proved to be an accurate predictor of performance in the en-active mode of treatment although subjects engaged in no overt behavior. Then a large number of studies in education have been done to observe its implication particularly in second or foreign language learning where affective factors may influence its process and the performance.

If the researcher relate between self-efficacy and english speaking skills, it seems probably has correlation between them, this statement is supported by Tirfarloglu and Cinkara in Hanna Sundari[5] Self efficacy beliefs serve as a key motivational force in cognitive system and consider to be a central mediator of effort.[6] In consequence, some re/sercher such

[1] Hanna Sundari, "The Effect of Speaking Self-efficacy and Gender In Speaking Activities", bahasa dan ... vol. 14,no 2, (October 2014), p 207
[2] Ni Putu Yanti, "The Correlation Between Students' Self-Efficacy And Their Performance In Speaking ... Journal Of Language and Language Teaching, Vol 4 No 2,(November 2016), P 80.
[3] Hanna Sundari, " The Effect Of Speaking Self Efficacy and Gender In Speaking Activities", Bahasa dan ... Vol 14, No 2 2014, p 206

as Ni Putu Yanti Cahya Sari[6], Desmaliza, Tuti Alawiyah[7] the result of their research is there is correlation between students' self-efficacy and their performance in speaking skills, students who have high self-efficacy, they are very confident without hesitation to talk in front of their friends in class. A8

Researchers found several phenomena that occurred in the English Tadris Study Program at IAIN Curup. There are some students who would to speak in class and their speaking skills felt very fluently. A6 They always want to speak in all conditions by using English as a tool to communicate with other students whether they asked or not by the lecturer or even their interlocutor to speak English. However, many of them do not do the same. They are more likely to be silent than to talk to other people. Moreover, once they speak, they used their mother tongue as a tool to communicate with the other person. A6 For the English context, they must be asked in advance by the lecturer to speak English.

The researcher also used unstructured interviews where the questions consisted of two different questions, including why students were willing to speak in speaking class to communicate while why students did not want to speak in speaking class activities. From these data, it was found that most of them were classified as students who had high self-efficacy and the rest were students who had low self-efficacy as seen in their speaking performance in learning. A7

In addition, the researchers also have clear reasons why this research was interesting to be appointed at IAIN Curup, one of the reason was there has been no previous research that has raised the title of self-efficacy within the IAIN Curup environment, especially in English Tadris Program. A9 Furthermore, students who study at IAIN Curup came from various areas in Bengkulu and South Sumatera, including Rejang Lebong, Jambi, Linggau, Muratara and many other, therefore automatically such as various languages, cultures and customs will gathered that can possibly affect their self-efficacy and English speaking skills. A10

[6] Ni Putu Yanti, " The Correlation Between Students' Self Efficacy and Their Performance In Speaking Journal of Language and Language Teaching, Vol 4 No 2, 2016, p 82
[7] Tuti Alawiyah,"Speaking Self-efficacy and EFL Student Teachers' Speaking Achievement". Jurnal ... dan Pengajaran, Vol 6 No 1, June 2019, p 87

Based on the previous explanation, the writer was interested to know whether there is correlation between students' self-efficacy and their english speaking skills or not especially at English Tadris Program of IAIN Curup. Based on the phenomenon that there are many students of English Department who are reluctant to speak English. They would rather to speak their native language than English. From little observation, most of English Tadris Program of IAIN Curup said that they do not want to speak English because they feel that their English is not very good. This proposal aims to investigate how is students' self-efficacy in speaking like and examine whether there is a significant relationship between self-efficacy of speaking and english speaking skill especially at English Tadris Program of IAIN Curup. Based on the phenomenon, the researcher decides to conduct this research entitle become "Students' Self-Efficacy and Their English Speaking Skills (A Correlational Study at English Tadris Program of IAIN Curup)

B. Hypothesis

The hypothesa of this study are :

HI : There is any significant correlation between student's self-efficacy and their english speaking skills at English Tadris Program of IAIN CURUP.

Ho : There is no significant correlation between student's self efficacy and their english speaking skill at English Tadris Program of IAIN CURUP.

C. Research Question

Based on the description above, the researcher took several research question of this research as follows:

1. How is the students' self-efficacy in English speaking skill at English Tadris Program of IAIN Curup?

2. How is the students' English speaking skill at English Tadris Program of IAIN Curup?

3. Is there any significant correlation between students' self-efficacy and their english speaking skills at English Tadris Program Of IAIN Curup?

1.1 Blueprint of document analysis (rhetorical moves of research background)

No	Moves	Step	Details according to the steps of moves	Samples of writing from students' backgrounds	Follo wing	Not follow ing
	Move 1 Establishin g a Research Territory [The situation]	Step 1 Claiming centrality or importan ce	• Introducing a general issue or a general area where the problem to be studied exist e.g. the general areas are e.g. speaking, reading, writing, pronunciation, vocabulary, grammar or ...	C1 ✗	✓	
			• ... the general issue or general area e.g. the general areas are listening, ... reading, writing, pronunciation, vocabulary, grammar, or translation ... important	C2 ✗	✓	
			• Listing the benefits of the general issue or general area e.g. the general areas ... speaking, reading, writing, ... vocabulary, grammar, or ...	C3 ✗	✓	✗
			• ... definitions related to the ... general area e.g. the ... listening, speaking, writing pronunciation, grammar or translation	✗ —	✗	✓
		Step 2 Making topic generaliz ations	If qualitative or (if quantitative only a survey):			
			• ... a contextual problem found within the general issue or general area ... can be highlighted based on ... studies such as pre- questionnaire/pre-observation	✗	✗	✗
			• Explaining the contextual problems	✗	✗	✗
			If quantitative using two or more variables:			✓
			• Defining each variable • Providing possible correlational theories between one variable and the other	←		✓

			A# C4	✓	
		• Showing a phenomenon representing the correlational theories or any within the generalization or general area • Explaining the correlational theories and phenomena			
	Step3 Reviewing the previous research	• ... what previous studies have ... ...ing the phenomena (if ... variables (if quantitative)	−		✓
			−		✓
move 2 Establishing a Niche [The problem]	Step 1a Counter claiming	• Identifying the weakness of the previous studies	−		✓
	Step 1b Counter claiming.	• Showing a gap or unexplored area from the previous studies	−		✓
	Step 1c Question rising	• Questioning the gap from previous studies (as to indicate that the gap needs further research)	−		✓
	Step 1d continuing a tradition	• Continuing that the gap from previous studies needs further research	−		✓
Move 3 Occupying the Niche [The solution]	Step 1a Outlining purposes.	• Stating the present study's purpose ... of phenomena and the research gap (if qualitative) • Stating the present study's purpose ... of correlational theories of ... and the research gap "if	✗	✗	✗
			✓	✓	✓
	Step 1b Announcing present research	• Explaining what the present research will do to achieve the purposes • Explaining the benefits of doing the present research	−		✓
			−		✓

Catatan validator

1. Peneliti sudah menggunakan teori dasar yang bagus untuk mengonstruksi instrument of document analysis, yaitu berbasis teori Swales (CARS), namun peneliti awalnya hanya memberikan panduan umum saja, sementara document analysis itu harus memiliki panduang yang detail bahkan harus bisa digunakan untuk menganalisis research background dari berbagai jenis penelitian (qualitative phenomenology, narrative study, grounded theory, case study quantitative survey, correlation, comparison, experiment, psychometric analysis Atau bahkan mixed method explanatory sequential mixed method, exploratory sequential mixed method, concurrent embedded model). Maka, untuk mencapai unsur komprehensif dalam format document analysis, validator membantu merincikan dengan detil setiap steps dalam moves.

2. Semua yang validator modifikasi diwarnai biru

3. Menurut validator, instrument ini sekarang sudah cukup valid dan sudah bisa digunakan untuk mengambil data

4. Silahkan peneliti gunakan hasil modifikasi yang validator buat

Curup, 22 Mei, 2022

Validator

Ruly Morganna, M. Pd.

THE CORRELATION BETWEEN STUDENTS' SELF CONFIDENCE AND THEIR SPEAKING ABILITY

(The Correlation Research of students English Study Program at IAIN CURUP)

CHAPTER I

INTRODUCTION

This chapter provides Background of the Research, the discussion cover, Research problems, limitation of the research, objective of the research, operational definitions, significance of the research, and Organization of the Research.

A. Background of the Research

In language learning, self-confidence is one of the most influential and very important things. Growing self-confidence is something we should do, because self-confidence can give enthusiasm, courage and stimulation to students. Utama et al and Dornyei et al as cited in Park & Lee, n.d stated that self-confidence is one of the factors that play an important role in determining students' willingness to communicate.[7]

In communication, self-confidence has an important role, exactly in the learners' willingness to communicate. Because self-confident give an effect to their abilities. High self-confidence can be positively correlated with oral performance.[8] Therefore, student who has higher self-confidence than the other students can communicate well. So, they have the speaking ability in English are better than the other students.

In oral communication, it involves the ability to speak. To be able to speak well in communication, self-confidence is one of the most influential. As stated by Lee & Park that self-confidence is a very important part in speaking skills because it can provide enthusiasm, courage and stimulation to students.[9] This is evidenced by research from Royswanto with the title "A Correlation between Self Confidence and Speaking Ability" and the results of this study indicate a significance of the correlation between questionnaire scores and speaking score.

However, there is a phenomenon that learning speaking is something difficult. Most of English students learn to speak English at their campus. They generally learn how to explore their ideas and spoken language. Yet, just some students can speak well on the target language. In speaking classes, students frequently feel afraid to express their ideas, suggestions or their feelings, because some reasons. They are afraid to be laughed if they make mistakes in their speaking. This research is

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[7] Utama, IM, Marhaeni, Permadi, I. Adi Jaya Nyoman, A.A.I.N. Putra (2013). The Effect of Teaching Strategy to Students' Self Confidence and Speaking Competency of The Scond Grade Studens of Smpn 6 Singaraja. Journal program Pascasarjana Universitas Pendidikan Ganesha (Vol 1 2013)

[8] Park, Hyesook, and Lee, Adam R. L2 LEARNERS' Anxiety, Self-Confidence and Oral Performance Kunsan National University, Concordia University (2006)

[9] Park, Hyesook, and Lee, Adam R. L2 LEARNERS' Anxiety, Self-Confidence and Oral Performance Kunsan National University, Concordia University

interesting to do at IAIN CURUP because Engslish Study Program at IAIN CURUP has received A accreditation, at this time IAIN CURUP students have studied face to face, so how is the level of student confidence in speaking classes after online classes

Based on observations, researchers have conducted interviews with students of the English Study Program at IAIN CURUP, when students speak English, sometimes some of them are shy, afraid and nervous to convey messages or information, and this is due to a lack of confidence [10] In addition, when students speak English in front of the class, their performance is not optimal. This is in balance with the Adam Bashori states that someone with low self-confidence usually afraid, pessimistic, insecure, and they have difficulty communicating [11]

Based on description above, in order to have a good speaking ability, the speaker should be able to speak accurately. Meanwhile, to strengthen their speaking performance, self-confidence is also needed, they was able speak without being afraid of making mistakes. So, students who are highly self- confidence will a good speaking ability, while students who have low self- confidence will decrease their speaking ability and will also decrease its comprehension. Therefore researcher wants to conduct research entitle. The Correlation between Self Confidence and Their Speaking Ability of Students English Study Program at IAIN CURUP.

B. Research Questions

Based on the background above, the researcher formulates the research problem as follow:

1. Is there any significant correlation between self-confidence and their speaking ability?

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[10] Interview with English students of Iain Curup on August 07,2021
[11] Adam Basori Yasini, *"Comparative Study of Speaking Achievement Between Students in Bilingual Class and Non Bilingual Class of the Eight Grade Students of SMPN 2 Ponorogo,"* (Thesis, STAIN, Ponorogo, 2014)

1.1 Blueprint of document analysis (rhetorical moves of research background)

No	Moves	Step	Details according to the steps of moves	Samples of writing from students' backgrounds	Follo wing	Not follow ing
1	Move 1: Establishin g a Research Territory [The situation]	Step 1: Claiming centrality or importan ce	• Introducing a general issue or a general area where the problem to be studied exist *(e.g., the general areas are listening, speaking, reading, writing, pronunciation, vocabulary, grammar, or translation)*	I 1	✓	
			• Telling that the general issue or general area *(e.g., the general areas are listening, speaking, reading, writing, pronunciation, vocabulary, grammar, or translation)* is important.	I 2	✓	
			• Telling the benefits of the general issue or general area *(e.g. the general areas are listening, speaking, reading, writing, pronunciation, vocabulary, grammar, or translation)*	I 3	✓	
			• Giving some definitions related to the general issue or general area *(e.g., the general areas are listening, speaking, reading, writing, pronunciation, vocabulary, grammar, or translation)*	I 4	✓	
		Step 2: Making topic generaliz ations	If qualitative or (*if quantitative only a survey)*: • Providing a contextual problem found within the general issue or general area *(problems can be highlighted based on preliminary studies such as pre-interviews or pre-observation)*	—		✓
			• Explaining the contextual problems	—		✓
			If quantitative using two or more variables: • Defining each variable	✗	✗	✗
			• Providing possible correlational theories between one variable and the other	✗	✗	✗

			• Showing a phenomenon representing the correlational theories *(if any within the general issue or general area)*	✗	✗	✗
			• Explaining the correlational theories and phenomena	✗	✗	✗
		Step3: Reviewing the previous research	• Highlighting what previous studies have done concerning the phenomena (if qualitative) or variables (if quantitative)	—		✓
2	move 2 Establishing a Niche [The problem]	Step 1a: Counter claiming	• Identifying the weakness of the previous studies	—		✓
		Step 1b: Counter claiming,	• Showing a gap or unexplored area from the previous studies	—		✓
		Step 1c: Question rising	• Questioning the gap from previous studies (as to indicate that the gap needs further research)	—		✓
		Step 1d continuing a tradition	• Clarifying that the gap from previous studies needs further research	—		✓
3	Move 3 Occupying the Niche [The solution]	Step 1a: Outlining purposes,	• Stating the present study's purpose *(according to phenomena and the research gap "if qualitative")*	I5	✓	
			• Stating the present study's purpose *(according to correlational theories of variables and the research gap "if quantitative")*	✗	✗	✗
		Step 1b: Announcing present research	• Explaining what the present research will do according to the purposes	—		✓
			• Explaining the benefits of doing the present research	—		✓

Catatan validator

1. Peneliti sudah menggunakan teori dasar yang bagus untuk mengonstruksi instrument of document analysis, yaitu berbasis teori Swales (CARS), namun peneliti awalnya hanya memberikan panduan umum saja, sementara document analysis itu harus memiliki panduang yang detail bahkan harus bisa digunakan untuk menganalisis research background dari berbagai jenis penelitian (qualitative: phenomenology, narrative study, grounded theory, case study..... quantitative: survey, correlation, comparison, experiment, psychometric analysis.... Atau bahkan mixed method: explanatory sequential mixed method, exploratory sequential mixed method, concurrent embedded model). Maka, untuk mencapai unsur komprehensif dalam format document analysis, validator membantu merincikan dengan detil setiap steps dalam moves.
2. Semua yang validator modifikasi diwarnai biru
3. Menurut validator, instrument ini sekarang sudah cukup valid dan sudah bisa digunakan untuk mengambil data
4. Silahkan peneliti gunakan hasil modifikasi yang validator buat

Curup, 22 Mei, 2022

Validator

Ruly Morganna, M. Pd.

EVALUATION SYSTEM USED BY ENGLISH LECTURERS IN EVALUATING NON-ENGLISH STUDENTS' ACHIEVEMENT

AT IAIN CURUP

CHAPTER I
INTRODUCTION

A. Background of the research

The term of teaching drivers from teach, teaching is an art, it means art of transferring of knowledge and skill to the students[48]. And teaching is some action or the activity that have unique, characteristic but it is also simpleteaching is principle is to guide stdudents in learning activities or imples that teaching in an attempt to organize the environment in conjuction with students and teaching materials that cause the learning process.

Teaching Non English Students is transfering of knowledge about English to the students in a country where English is not the official language. English as a second or foreign language is the use of English by speakers with different native languages.

English teachers should be able to assess and evaluate their students' learning achievement. Evaluation has broader sense and function than assessment and test. Assessment and test are the subsets of evaluation. Evaluation is a procedure or method of knowing whether or not the teaching and learning processes have been done by the teachers effectively and properly by knowing whether the indicators, the materials, the learning strategies and media, the assessment procedures, and test items are in agreement with the competencies, the learners, and the learning situation. The evaluation of the quality of teaching and learning process can be obtained from the result of observation, interview, test, and assessment in the classroom. According to Brown, assessment is an ongoing process that encompasses a much wider domain[49]. To do an assessment, a teacher should consider many aspects in determining the final scores of the students. In addition to the mid-semester and final semester scores, the teacher should also pay attention to the students' participation, motivation, presentation, performance, paper, portfolio, presence, homework, etc. Test is a method of measuring a person's ability, knowledge, or performance in a given domain. In conducting a test, a teacher should follow a systematic procedure such as planning the test, usually in the form of table of specification or test specification, constructing test items properly, trying the items out to guarantee the test's reliability, administering the test, scoring the test objectively, and evaluating the quality of the test. Test is conducted to measure the students' ability, knowledge, and performance. In other words, it is used to measure students' abilities or competencies. Of course, it is impossible for the teachers to measure all of the students' abilities. They measure only samples of many possible abilities. Therefore, the test items must represent the students' abilities. To represent the students' abilities, the teachers usually use numbers such as 1 to 100, 1 to 10, or 1 to 4, or they may use category system such as excellent, good, fair, poor, and very poor or A, B, C, D, E, or pass-fail etc.

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[48] Pardiyono, In Centen Pidriati "Learning Activity In Teaching English at Acceleration Class (State Curup 2012), P13

[49] Effendy Gultom, "Assesment and Evaluation in EFL Teaching and Learning", ISELT-4 2016, P 190

Evaluation has the broadest scope in which assessment and test are the sub-sets of evaluation. The teachers usually take the data for evaluation from the results of assessment and test, but they may also take other data using other techniques, such as questionnaire and interview. Then the teachers should analyze the data and the results can be used for improving the teaching and learning process in the forms of remedy or enrichment.

In university level such as at IAIN CURUP, English has became an important subject taught in all majors other than English major, where the lecturer who teaches is a lecturer from the English major. Based on English lecturers who teach in Non-English majors, this study is conducting to know evaluation technique, evaluation form used by English Lecturers, and the problem of English Lecturers in evaluating Non-English Students' achievement. Evaluation in Non English majors is also to conducting how important learn English for students, learning achievement desired by each study program towards learning English, to know the lecturers' ability to measure students adjusted to the needs of each study program in English Lesson. Those opinion of the researcher can be answered scientificly if the researcher doing the research scientificly too. So,this is interesting to be investigates. The formulation of the problem in this research is how is evaluation system used by English Lecturers in evaluating Non-English students' achievement? And the purpose of this research is to describes how is evaluation system used by English Lecturers in evaluating Non-English students' achievement? In conducting this research, researcher will use qulitative method to collect and analyze data. Based on the phenomena above, the researcher is interested to choose the title

"EVALUATION SYSTEM USED BY ENGLISH LECTURERS IN EVALUATING NON-ENGLISH STUDENTS' ACHIEVEMENT AT IAIN CURUP"

B. Research Questions
1. How is evaluation technique used by English Lecturers in evaluating Non-English students' achievement ?
2. How is evaluation form used by English Lecturers in evaluating Non-English students' achievement ?
3. What is the problem of English Lecturers in evaluating Non-English Students' achievement?

1.1 Blueprint of document analysis (rhetorical moves of research background)

No	Moves	Step	Details according to the steps of moves	Samples of writing from students' backgrounds	Following	Not following
1	Move 1 Establishing a Research Territory [The situation]	Step 1 Claiming centrality or importance	• Introducing a general issue or a general area where the problem to be studied exist *(e.g. the general areas are listening, speaking, reading, writing, pronunciation, vocabulary, grammar, or translation)*	J1	✓	
			• Telling that the general issue or general area *(e.g. the general areas are listening, speaking, reading, writing, pronunciation, vocabulary, grammar, or translation)* is important	J2	✓	
			• Telling the benefits of the general issue or general area *(e.g. the general areas are listening, speaking, reading, writing, pronunciation, vocabulary, grammar, or translation)*	J3	✓	
			• Giving some definitions related to the general issue or general area *(e.g. the general areas are listening, speaking, reading, writing, pronunciation, vocabulary, grammar, or translation)*	J4	✓	
		Step 2 Making topic generalizations	If qualitative or *(if quantitative only a survey)*: • Providing a contextual problem found within the general issue or general area *(problems can be highlighted based on preliminary studies such as pre-interviews or pre-observation)*	✗	✗	✗
			• Explaining the contextual problems	✗	✗	✗
			If quantitative using two or more variables: • Defining each variable	J5	✓	
			• Providing possible correlational theories between one variable and the other	J6	✓	

			• Showing a phenomenon representing the correlational theories *(if any within the general issue or general area)*	J7	✓	
			• Explaining the correlational theories and phenomena	J8	✓	
		Step3 Reviewing the previous research	• Highlighting what previous studies have done concerning the phenomena (if qualitative) or variables (if quantitative)	—		✓
2	move 2 Establishing a Niche [The problem]	Step 1a Counter claiming	• Identifying the weakness of the previous studies	—		✓
		Step 1b Counter claiming.	• Showing a gap or unexplored area from the previous studies	—		✓
		Step 1c Question rising	• Questioning the gap from previous studies (as to indicate that the gap needs further research)	—		✓
		Step 1d continuing a tradition	• Clarifying that the gap from previous studies needs further research	—		✓
3	Move 3 Occupying the Niche [The solution]	Step 1a: Outlining purposes.	• Stating the present study's purpose *(according to phenomena and the research gap "if qualitative")*	✗	✗	✗
			• Stating the present study's purpose *(according to correlational theories of variables and the research gap "if quantitative")*	J9	✓	
		Step 1b Announcing present research	• Explaining what the present research will do according to the purposes	—		✓
			• Explaining the benefits of doing the present research	J10	✓	

Catatan validator

1. Peneliti sudah menggunakan teori dasar yang bagus untuk mengonstruksi instrument of document analysis, yaitu berbasis teori Swales (CARS), namun peneliti awalnya hanya memberikan panduan umum saja, sementara document analysis itu harus memiliki panduang yang detail bahkan harus bisa digunakan untuk menganalisis research background dari berbagai jenis penelitian (qualitative: phenomenology, narrative study, grounded theory, case study..... quantitative: survey, correlation, comparison, experiment, psychometric analysis.... Atau bahkan mixed method: explanatory sequential mixed method, exploratory sequential mixed method, concurrent embedded model). Maka, untuk mencapai unsur komprehensif dalam format document analysis, validator membantu merincikan dengan detil setiap steps dalam moves.
2. Semua yang validator modifikasi diwarnai biru
3. Menurut validator, instrument ini sekarang sudah cukup valid dan sudah bisa digunakan untuk mengambil data
4. Silahkan peneliti gunakan hasil modifikasi yang validator buat

Curup, 22 Mei, 2022

Validator

Ruly Morganna, M. Pd.

The Effect of English Song Towards Students' Integrated Islamic Vocational High
School Khoiru Ummah Motivation in Learning English

CHAPTER I
INTRODUCTION

A. Background of the Research

English as a foreign language is a communication tool as Brown
states that English increasingly used as a tool for interaction among non-
native speakers.[1] It also has a big potential to help people achieve their
success either in career, education, or life. For example English is the main
requirement for important position, especially in high position, people who
have high position such as manager, mastering at least one foreign
language to communicate. In education, people who mastering English
will continue their study abroad easier such as take a doctor or master
degree or study in the most popular university in the world. In life, people
who can speak English well could have a large friendship, they can have
some friends from each country.

In reality, the students still have some difficulties in mastering
English as a main lesson in school because every student has differences in
intellectual abilities, physical abilities, habits and learning approaches that
are sometimes very striking between one student and another. It was found
the students revealed that they were more understanding about teaching
material from the teacher's explanation than learning by themselves, such
as reading the books by themselves or searching the information on the
internet about teaching material. This is often an obstacle for students in
accepting the lessons being taught. Therefore, in this case students need
motivation (encouraging) in learning and motivation plays a big role in
engaging students to learn.

According to Schunk "Motivation can influence what, when and
how we learn."[2] It means if the students who already motivated in

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[1] Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language
Pedagogy (2nd Ed.)*. New York: Addison Wesley Longman, Inc.

learning, they could decide independently what materials they learn, what methods they want, and how long would they learn the lesson. Because, learning is the most basic activity in educational process at school. The success or failure of achieving educational goals depends on the learning process experienced by students. In essence, every student has the right to have the opportunity to achieve satisfactory learning outcomes. So, learning motivation is really needed.

Learning motivation is everything that is intended to encourage someone who does learning activities to become even more active in learning to get better achievements.[3] It can be seen the difference between students who are motivated in learning and those who are not motivated in learning. Students who are motivated in learning tend to be more diligent in learning, will record learning outcomes, and can conclude material, and always do the assignments. While students who are not motivated in learning will be reluctant to study for a long time, especially in lessons that are difficult for them to understand, for example in mathematics or English as a foreign language, "Motivation... Attention for the teacher is as important as for the learner; it depends on the attitude of the teacher as on the attitude of the students."[4] Initial motivation is an important factor in foreign language classes, students need to feel encouraged to learn and use the language in a different reality.

To overcome this, some teaching materials need to be adapted to different learning styles, for example learning to use the songs. According to Pimwan "songs are authentic materials that can motivate students to learn English."[5] So that, songs are examples of activities whose nature and content are fun, which can affect the language development of students.

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[3] Purwa Atmaja Prawira, *Educational Psychology in a New Perspective*, (Jogjakarta: ArRuzz Media, 2013), P. 320.

[4] Rogers. 1 996: 66 quoted in Jeremy Harmer. *That Practice of English Language Teaching* (London: Pearson. 200 1), P. 54

[5] Pimwan, K. (2012). *The effect of teaching English pronunciation through songs of prathomsuka 4 students at watratchaphatigaramachool.* Master's thesis, Srinakharinwirot University

No one can deny how powerfully music can affect our feelings and energy levels. "Without thinking about it, we use music to create the desired mood—to make us feel happy, to enjoy movement and dance, to energize, to bring back memories. Powerful to help us relax and focus."[6]

According to Murphey suggests that many English teachers have long recognized that song and music work well in language classes.[7] It concludes Elementary School, Junior High School, Senior High School and Vocational High School. According to Depdiknas Senior High School is a secondary education level that prioritizes the preparation of students to continue higher education with specialization. And vocational school is a type of educational institution, which, depending on the country, may refer to either secondary or post-secondary education designed to provide vocational education or technical skills required to complete the tasks of a particular and specific job.

From the definition above, we can conclude that Senior High School students need to continue their study to the higher level, but Vocational education prepared the students to ready to work. In Vocational High School there are Public Vocational High School and Private Vocational High School, according to Imron Gozali, something quality is not cheap. That's related to the Private Vocational High School classes and facilities that are completed compared to Public Vocational High School.

In Private Vocational High School there is Integrated Islamic Vocational High School, Integrated Islamic Schools are essentially schools that implement the concept of Islamic education based on the Qur'an and Sunnah on the application, it combines general education with Islamic education. So Integrated Islamic Vocational High School is a school that prepares the students to work with Islamic way. In Curup there are 2

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6 Chris Brewer, "*Music and Learning: Integrating Music in the Classroom,*" New Horizons for Learning Quarterly Journal (LifeSounds Educational Services: Washington, 1995)

7 Murphey, T (1990). *Song and Music in Language learning.* New York: Bern, Frankfurt and Main.

Integrated Islamic Vocational High School, Integrated Islamic Vocational High School Khoiru Ummah and Integrated Islamic Vocational High School Rabbi Radhiyya.

So based on the explanation, the researcher chooses Vocational High School because in Vocational High School, The teachers need to be more creative to affecting students' motivation especially in Private Vocational High School. The researcher chooses Integrated Islamic Vocational High School Khoiru Ummah because the teachers do not use any music in learning, also according from pre-observation in Vocational High School Khoiru Ummah there are some students who did not care about their lesson because they did not do the assignment that the teacher already gave from several meetings, they did not put the attention during the lesson, some of them were sleeping during the lesson, and they also did not care about their mark either the knowledge item or the skills item, the knowledge item mark such as daily assessment and homework and the skills item mark such as practicing the dialogue or making something that related to the material. So, it can be said that some of them have low motivation in learning English.

The researcher chooses English song because English song material is contained in XI grade students learning syllabus and since Integrated Islamic Vocational High School Rabbi Radhiyya does not allow any music and song because the school forbids music and also because the school implements the Sunnah which prohibits music and song not in line with the provisions in there. So the researcher chooses Integrated Islamic Vocational High School Khoiru Ummah to prove that does English song can increase student English learning at Integrated Islamic Vocational High School Khoiru Ummah.

Based on the reasons above, the researcher wants to examine a quantitative study entitled "The Effect of English Song Towards Students' Integrated Islamic Vocational High School Khoiru Ummah Motivation in Learning English". This research is expected to be successful in providing

information about the extent to the effectiveness of English song. So that, students can increases their motivation in learning English.

B. Questions of the Research

Based on the background that has been explained before, researcher formulate the question to obtain the result of this research, it as follows :

1. How is the students' motivation before the treatment?
2. How is the students' motivation after the treatment?
3. Is there any effect of English song towards students' motivation in learning English?

1.1 Blueprint of document analysis (rhetorical moves of research background)

No	Moves	Step	Details according to the steps of moves	Samples of writing from students' backgrounds	Follo wing	Not follow ing
1	Move 1: Establishin g a Research Territory [The situation]	Step 1 Claiming centrality or importan ce	• Introducing a general issue or a general area where the problem to be studied exist (e.g. the general areas are listening, speaking, reading, writing, pronunciation, vocabulary, grammar, or translation)	D1 ‖‖	√	
			• Telling that the general issue or general area (e.g. the general areas are listening, speaking, reading, writing, pronunciation, vocabulary, grammar, or translation) is important	‖ D2	√	
			• Telling the benefits of the general issue or general area (e.g. the general areas are listening, speaking, reading, writing, pronunciation, vocabulary, grammar, or translation)	‖‖ D3	√	
			• Giving some definitions related to the general issue or general area (e.g. the general areas are listening, speaking, reading, writing, pronunciation, vocabulary, grammar, or translation)	‖‖ D4	√	
		Step 2 Making topic generaliz ations	If qualitative or (*if quantitative only a survey*): • Providing a contextual problem found within the general issue or general area (problems can be highlighted based on preliminary studies such as pre-interviews or pre-observation)	D5 ‖‖	√	
			• Explaining the contextual problems	—		√
			If quantitative using two or more variables: • Defining each variable	✗	✗	✗
			• Providing possible correlational theories between one variable and the other	✗	✗	✗

			• Showing a phenomenon representing the correlational theories *(if any within the general issue or general area)*	✗	✗	✗
			• Explaining the correlational theories and phenomena	✗	✗	✗
		Step3. Reviewin g the previous research	• Highlighting what previous studies have done concerning the phenomena (if qualitative) or variables (if quantitative)	D6	✓	
2	move 2 Establishin g a Niche [The problem]	Step 1a Counter claiming	• Identifying the weakness of the previous studies	—		✓
		Step 1b Counter claiming,	• Showing a gap or unexplored area from the previous studies	—		✓
		Step 1c Question rising	• Questioning the gap from previous studies (as to indicate that the gap needs further research)	—		✓
		Step 1d continuin g a tradition	• Claiming that the gap from previous studies needs further research	—		✓
3	Move 3 Occupying the Niche [The solution]	Step1a Outlining purposes,	• Stating the present study's purpose (according to phenomena and the research gap 'if qualitative')	D7	✓	
			• Stating the present study's purpose (according to correlational theories of variables and the research gap 'if quantitative')	✗	✗	✗
		Step1b Announci ng present research	• Explaining what the present research will do according to the purposes	D8	✓	
			• Explaining the benefits of doing the present research	—		✓

Catatan validator

1. Peneliti sudah menggunakan teori dasar yang bagus untuk mengonstruksi instrument of document analysis, yaitu berbasis teori Swales (CARS), namun peneliti awalnya hanya memberikan panduan umum saja, sementara document analysis itu harus memiliki panduang yang detail bahkan harus bisa digunakan untuk menganalisis research background dari berbagai jenis penelitian (qualitative: phenomenology, narrative study, grounded theory, case study.... quantitative: survey, correlation, comparison, experiment, psychometric analysis.... Atau bahkan mixed method: explanatory sequential mixed method, exploratory sequential mixed method, concurrent embedded model). Maka, untuk mencapai unsur komprehensif dalam format document analysis, validator membantu merincikan dengan detil setiap steps dalam moves.
2. Semua yang validator modifikasi diwarnai biru
3. Menurut validator, instrument ini sekarang sudah cukup valid dan sudah bisa digunakan untuk mengambil data
4. Silahkan peneliti gunakan hasil modifikasi yang validator buat

Curup, 22 Mei, 2022

Validator

Ruly Morganna, M. Pd.

EFL STUDENTS' SELF - REGULATED LEARNING STRATEGIES TO IMPROVE ENGLISH SPEAKING SKILL CHAPTER I

CHAPTER I

INTRODUCTION

A. Background of The Research

English as foreign Language in Indonesia is very important to be learnt in this era. English is necessary for all people including Indonesian, moreover, there are four skills that must to be improved by person or people who want to learn English, specifically for English learner. Speaking, Reading, Listening and Writing, those skills have to be learned or developed by English learner, then, An English learner is able to get a lot of knowledge about English. In English foreign as language, among the four skills such as Speaking, Listening, Reading and Writing, however, speaking is one of the most important skills. **At D2**

From definition above that speaking is the most important than the other skills. speaking is one of skills that a learner must be improved in speaking skill when learning English. According to Bueno, Madrid, and Mclaren "Speaking is one of the most important skills learners have to against"12. It means speaking is the most important thing for learners' life because the learners will speak in real life situation. The other side, speaking skill is not easy task, because speaking skill has many components such as Vocabulary, Grammar, Fluency and Pronunciation. These components have to be mastered by learners for speaking in English. Speaking skill needs several strategies to fulfil a good speaking ability, and the learners must have many strategies, learning strategies are necessary to build self-confidence, motivation and assist them to be independent in Speaking skill process. Unfortunately, the difficulty of learning process is found by learners, because of learners do not apply the right strategies in speaking skill learning process.

The learners have to know about the strategies in improving speaking skill process, that is from the learners' preparation in learning, from the learners' self-regulated learning, as well as the learners' metacognitive aspect. Metacognitive Strategy assist the students to manage and control their own learning[13]. It means metacognitive is able to assist the learners in improving speaking skill, in addition the learners who have low ability speaking skill, the learners is assisted by metacognitive strategies is able to give positive impact for learners, then the learners who use metacognitive strategy to overcome the difficulty in upgrading speaking skill, unfortunately the learners are not able to manage, control, preparation in improving speaking skill due to metacognitive strategy is not applied by the learners, consequently the learners are not able to face the difficulty in improving speaking skill process.

[12] Bueno, A., D. Madrid ands N. McLaren (eds.). TEFL in Secondary Education. Granada: Editorial Universidad de Granada, 2006.
[13] Oxford (1990) Oxford, Rebecca. 1990. Language Learning Strategies: What Every Teacher Should Know. Boston: Heinle & Heinle.

Self-regulated learning (SLR) means that the readiness of the learners to manage their thought, time, behaviours, environment, and emotions in successful navigate their speaking upgrade processing, furthermore, Self-regulated learning strategies make the learners assisted and the Self-regulated learning strategies are the most important for the learners' Improving speaking skill in English as foreign language setting.

Self-regulated Learning aims to manage the learners' behaviours, environment, time, and emotions in study process and also, to create learning effort to against failure[14]

Thus, based on theory of self-regulated above, the learners have to harmonize their effort, thoughts, and feelings in order to achieve their learning goals. Self-regulated learning in processing focus on the goal of speaking processing and control the learners' thought or anxiety by their own selves and therefore, the learner will promote the personality of the learner to make the learners think better and get the best result of improving speaking skill.

Moreover, self-regulated learning strategies is used by learners in speaking skill learning process is effective for learners, because self-regulated learning strategies will guide learners in improving speaking skill and also, self-regulated learning strategies could solve learners' problem in improving speaking skill.

Self-regulated regulated learning strategy that implemented by a great learner on education environment or home, self-regulated learning will be creating positive effect on a learner. The learners have the highest level of speaking skill and considered as being able to apply self-regulated learning strategy and then, the self-regulated learning strategy is also able to assist the learners for reach the objective of the course; The learners are expected to able face the difficulty of speaking level"[15] It has been described clearly that Self-regulated learning strategies have relation between self-regulated strategies and the learners who want improve their learning and especially for the learn have the highest level of speaking skill will be considered as being able to implemented self-regulated learning and then, the learners should be ready on face more challenges on speaking skill.

The self-regulated learning strategies are being applied by the learners, it can manage their time, behaviour, emotions and direct their process in order to get many achievements. Unfortunately, the self-regulated learning rarely is being applied by the learners will be trouble in improving speaking skill such as, The learners become unwilling to speak in front audience, the learners become unwilling due to having low ability in speaking skill and then the learners will be trouble in applying self-regulated learning. "The learners who still have low self-regulated, they will show some behaviours such as; being late for submit their task, not attending to class and cheating on the examination"[16] It has been described clearly that Self-regulated learning strategies are seldom applied by learners will be difficult to solve their own learning

The self-regulated learning has own strategies that adapted from Zimmerman as well as Martinez-pons.

[14] Ruliyanti, (2014). Self-Regulated Learning Sebagai Strategi Membangun Kemandirian Peserta Didik dalam Menjawab Tantangan Abad 21, 140-141
[15] Ratih Laily Nurjanah, Sri Waluyo, Salsa Billa Fauziah Tamami (2021). Self-Regulated Learning Strategy in Online Speaking Class; How Is It Implemented?
[16] Pujiati, Indah N. 2010. The Relationship between self-efficacy and student learning Independence: A study of Class VII Students of junior high school 2 Rajapolah, Tasikmalaya, Academic Year 2010/2011 (in Bahasa). Bandung: UPI.

There are some of Self-regulated learning strategies that adapted from Zimmerman and Martinez-pons *the Strategies include: Self-Evaluation, Organization and Transforming, Goal setting and Planning, Seeking Information, keeping records and monitoring, environmental structuring, self-consequences, rehearsing and memorizing, Seeking social assistance, Review notes, review texts and reviews multimedia or internet*[17]

Thus, based on the theory above, it can be concluded that learners have their own strategies for helping learning process especially for an English Foreign Language's Self-regulated learning to improve speaking skill.

Considering to the theory above, the researcher can draw several indicators in order to classified the student especially for the EFL students' Self-regulated learning strategies to improve speaking skill based on preliminary observation, the learners have their own strategies such as watch movie, seeking a peer for conversation, listen to music, read some English books, and Seeking information. Accordingly, from indicators above it can be concluded that learner have the kinds of strategy were applied.

The researcher found the phenomena which happen in English Study Program IAIN Curup from preliminary observation at eight semester academic year 2021/2022 of English Study Program in IAIN Curup order to classified the sample into an English Foreign English Language' Self-regulated learning strategies in improving speaking skill. The observation was conducting on February 24, 2022, the researcher used a data from their final score in "Speaking for Daily communication, Speaking for Group Activities Class, Speaking for Formal Setting and, Speaking for Academic Setting" and then, there are 7 learners who got straight push-score (A) on speaking for daily communication, speaking group activities, speaking for formal setting and speaking academic setting. in addition, the researcher used unstructured interview where there are two different questions including how the learners manage their self-regulated learning in speaking classroom and what is the learners' strategy in speaking classroom. From the data, it is found that some of them classified as the learners use self-regulated learning strategy in speaking class

Regrading to the phenomenon above, the researcher wants to investigate the learners who use Self-regulated learnings' strategies to improve speaking skill according to theory of Self-regulated learnings' strategies thus, the researcher interested to seek more EFL students' Self-regulated learning to improve speaking skill English Study Program at IAIN Curup. Furthermore, the researcher decided to conduct this research an titled by **"EFL Students' Self-regulated Learning Strategies to Improve Speaking Skill"**.

A. **Research Questions**

1. What are the students' self-regulated learning strategies in improving speaking skill?
2. What are the students' problems in applying self-regulated learning?

17 Zimmerman, B.J.,& Martinez-pons M (1994). Development of a structured interview for assessing students' use of self-regulated learning strategies. American educational research Journal, 25(4), 614-628.

BIOGRAPHY

Yogi Jepa Rezi was born on March 5, 1998, the son of Rosmawati's mother and Defrizal's father. the 3rd child of 4 brothers, he finished elementary school at SDN 1 Curup, Rejang Lebong graduated in 2011, then the first high school at SMPN 1 Curup Utara graduated in 2014, final high school at SMAN 1 Curup Utara graduated in 2017 and then continued education at the Curup state Islamic institute of religion, fakulas tarbiyah majoring in the English language study program, completed his studies in 2022