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Appendix 1 Research Instrumen

Instrument Format

Rhetorical Moves Identification Sheet (R.Q1)

Move	Step	Indicator	Present (✓/✗)	Quotation / Notes
Move 1	Step 1	Topic importance highlighted	✓ / ✗	e.g., “Writing is an important skill in academia...”
Move 1	Step 2	General background given	✓ / ✗	...
Move 1	Step 3	Previous research reviewed	✓ / ✗	...
Move 2	Step 1A	Gap identified	✓ / ✗	...
Move 2	Step 1B	Research questions posed	✓ / ✗	...
Move 3	Step	Research objective stated	✓ / ✗	...
Move 3	Step 2	Methodology/structure outlined	✓ / ✗	...

Instrumen Format

Rhetorical Challenges Observation Notes (R.Q2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T1	Research gap not clearly stated	Move 2	“The researcher wants to study...”	Gap not explicit
T2	Repetition of topic with no focus	Move 1	...	Background too general
T3	Objective appears before rationale	Move 3	...	Poor organization

Instrumen Format

Rhetorical Mistakes Classification Grid (R.Q3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T1	Missing research gap	Move 2	Gap is implied, not explicitly stated	Encourage clearer transition
T2	Redundancy in background	Move 1	Repeats same point in 3 paragraphs	Needs synthesis
T3	Objective stated prematurely	Move 3	Research aim presented before context	Reorder for logical flow

Appendix 2 Analysis And Coding Results T1-T10 (2024)

1. Theses Code :T1 (2024)

Title of Theses: *An Analysis of Students' Difficulties in Writing Analytical Exposition Text at the English Education Department*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation / Notes
1	Morphology is the branch of linguistics that deals with a word structure.	Move 1	Step 2: Making topic generalizations	✓	Gives a general introduction to morphology
2	Therefore, the purpose of studying morphology is to identify the structure of words.	Move 1	Step 1: Claiming centrality	✓	Demonstrate the importance of morphology topics
3	The researcher focused on analysing derivational and inflectional by the researcher herself.	Move 3	Step 1: Outlining purposes	✓	Explicitly state the purpose of the research
4	This research is related to the listening course and seven songs of Harris J's	Move 1	Step 3: Reviewing previous research	✗	Not explicitly reviewing previous research

	contain Islamic content...				
5	Based on the explanation above, the researcher would like to conduct research about...	Move 3	Step 1: Outlining purposes	✓	The purpose of reappearing, quite clear
6	This research is expected to give information about “morphology” ...	Move 3	Step 2: Announcing present research	✓	Explaining the benefits of research

Table Rhetorical Challenges Observation Notes (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T1	No mention of <i>the research gap</i>	Move 2	(No sentences found indicating study gaps Tidak ditemukan kalimat menunjukkan kekosongan studi)	The researcher directly stated the goal without identifying the niche
T1	The objectives of the research appear in several parts	Move 3	“The researcher would like to conduct research about...”	Need to strengthen the logical flow between the background and the goal

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T1	Not conveying research gaps	Move 2	No comparison with previous research	Add <i>a gap</i> identification after a common background

2. Theses Code : T2 (2024)

Title of Theses: *An Analysis of Students' Motivation in Learning Speaking through English Club Activities*

Table Rhetorical Moves Identification Sheet (RQ. 1)

No.	Sentence/Clause	Move (CARS)	Step	Present (✓/✗)	Quotation / Notes
1	English has 4 language skills. There are listening, reading, writing, and speaking.	Move 1	Step 2: Making topic generalizations	✓	Provide general context about language skills
2	The elimination of English material... made new impact. New students... have difficulties on English mastery...	Move 2	Step 1A: Indicating a gap	✓	Explain the condition of students' lack of vocabulary because they do not learn from elementary school
3	Based on interview with the English	Move 2	Step 1A: Indicating a	✓	Local data shows

	teacher... students' mid-term examination is very lack...		gap		relevant issues
4	The suitable TikTok account to be learning material is 'Engwith Daria'...	Move 3	Step 1: Outlining purposes	✓	Showing the choice of concrete solutions from the researcher
5	According to explanation above, the researcher will conduct study about...	Move 3	Step 2: Announcing present research	✓	Stating a research plan

Table Rhetorical Challenges Observation Notes (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T2	Not mentioning <i>previous research gap</i>	Move 2	"Based on interview with the English teacher..."	Gap is more contextual/local, not literature review
T2	The goal came a little late	Move 3	Only appears at the end of the paragraph	It will be stronger if the goals are delivered earlier after the gap

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T2	Lack of a strong foundation for literature	Move 2	Not explicitly compared with previous initial studies	Add comparisons to previous studies earlier

3. Theses Code : T3 (2024)

Title of Theses: *An Analysis of Students' Problems in Translating Narrative Text from English into Indonesian*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation / Notes
1	In recent years, there have been many papers explaining the importance of speaking English...	Move 1	Step 1: Claiming centrality	✓	Demonstrating the importance of speaking skills in global life
2	Speaking is the most demanding aspect of language proficiency...	Move 1	Step 2: Making topic generalizations	✓	General description of difficulties in speaking
3	In factual conditions, students who try to speak English... have many problems...	Move 2	Step 1A: Indicating a gap	✓	Explain students' challenges in the field
4	Based on the researcher's observation at MAN 2 Kota Cilegon...	Move 2	Step 1A: Indicating a gap	✓	Contextual findings on student motivation and confidence issues

5	In relation to this problem, many studies offer alternative media...	Move 1	Step 3: Reviewing previous research	✓	Touching on previous research
6	Although there has been a lot of research... there is a gap in research...	Move 2	Step 1A: Indicating a gap	✓	Claiming that there is a gap in the use of this technique at the high school level
7	Therefore, using this technique is expected that the students can easily improve their speaking skill.	Move 3	Step 1: Outlining purposes	✓	Explicit goals or expectations of learning techniques
8	The researcher intends to conduct research entitled “...”	Move 3	Step 2: Announcing present research	✓	Stating the plan and direction of the research

Table Rhetorical Challenges Observation Notes (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T3	Gap focuses too much on the local context	Move 2	“Based on the researcher’s observation...”	It needs to be strengthened with broader academic data

T3	Writing a very final research objective	Move 3	“The researcher intends to conduct research entitled...”	Can be considered appearing earlier after the gap
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Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T3	Dominance of local factual background	Move 2	Lack of exploration of literature in the beginning	Combine the local and global gap strongly
T3	Long paragraph arrangement	Move 1–3	Multiple ideas are mixed in one long paragraph	Can be broken down into paragraphs based on Move

2. Theses Code: T4 (2024)

Title of Theses: *An Analysis of Students' Strategies in Improving Listening Comprehension*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move (CARS)	Step	Present (C)	Quotation / Notes
1	English is no longer foreign to us to use in everyday life...	Move 1	Step 2: Making topic generalizations	✓	The general context is that the English language is familiar
2	English has been used as one of the important	Move 1	Step 1: Claiming centrality	✓	Emphasizing the importance of

	subjects tested through official state tests.				English in the education system
3	Several studies have shown that learning English online also influences the grades...	Move 1	Step 3: Reviewing previous research	✓	Citing the results of previous studies
4	At present, teachers have difficulty managing and controlling students to remain conducive in English learning activities	Move 2	Step 1A: Indicating a gap	✓	Problems in online learning
5	Based on the explanation above, the researcher is interested in making observations...	Move 3	Step 1: Outlining purposes	✓	The objectives and focus of the research are mentioned
6	Therefore, the researcher took the title “Students’ Attitude Towards Blended English Learning Activities.”	Move 3	Step 2: Announcing present research	✓	Announce the title and direction of the study

Table Rhetorical Challenges Observation Notes (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T4	Review of the study in depth (Move 1)	Move 1	“Several studies have shown...”	Can be reinforced with explicit details/quotes and comparisons
T4	Gaps are too general	Move 2	“Teachers have difficulty managing and controlling students...”	Need to make explicit theoretical/academic gaps to support the problem

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T4	Generalizations are too broad	Move 1	Many opening clauses about the use of English	Focus on blended learning as the primary context
T4	Less specific gap	Move 2	The problem is general, without showing a void in the literature	Add references about students' attitudes toward blended learning

3. Theses Code : T5 (2024)

Title of Theses: *An Analysis of Students' Ability in Writing Descriptive Text*

Table Rhetorical Moves Identification Sheet (R.Q 1)

Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation / Notes
Language is one of the most powerful communication tools...	Move 1	Step 2	✓	General topics about language
English is one of the most influential languages...	Move 1	Step 1	✓	The urgency of the English language
Students have difficulty understanding these tenses...	Move 2	Step 1A	✓	Gap about grammar difficulties
The researcher wants to conduct this study...	Move 3	Step 1	✓	Research objectives
The results of this study are expected to help...	Move 3	Step 2	✓	Research benefits

Table Rhetorical Challenges Observation Notes (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T5	Gaps from observations without theory; recurring goals	Move 1	“Several studies have shown...”	It needs to be strengthened in theory and concise objectives.
T5	Gaps are too general	Move 2	“Teachers have difficulty managing and controlling students...”	Need to make explicit theoretical/academic gaps to support the problem

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T5	Purpose redundancy; Weak gap	Move 3	Many opening clauses about the use of English	Combine objectives & add theoretical bases.
T5	Less specific gap	Move 2	The problem is general, without showing a void in the literature	Add references about students' attitudes toward blended learning

4. Theses Code : T6 (2024)

Title of Theses: *An Analysis of Students' Perception toward the Use of Google Classroom in Learning English*

Table Rhetorical Moves Identification Sheet (R.Q 1)

Sentence/ Clause	Move (CARS)	Step	Present (✓/✗)	Quotation / Notes
Textbooks are one of the instruments utilized in education...	Move 1	Step 2	✓	General explanation of textbook
Textbooks must be relevant to curriculum...	Move 1	Step 1	✓	The urgency of the textbook
Authentic assessment occurs when...	Move 1	Step 3	✓	Theoretical review
The use of authentic assessment has encountered difficulties...	Move 2	Step 1A	✓	General gap
It is critical to examine textbooks...	Move 2	Step 1A	✓	Gap statement
The researcher is interested in investigating...	Move 3	Step 1	✓	Research objectives
This study was conducted to fill the gap...	Move 3	Step 2	✓	Demonstrate contributions

Table Rhetorical Challenges Observation Notes (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T6	The gap is too wide to many things at once	Move 2	“The utilization of authentic assessment... was insufficient...”	It would be better to focus on one type of main problem
T6	Many quotes, but not all are discussed	Move 1 & 2	Many references to Frey, Mueller, Permendikbud	Some quotes have not been analyzed, only mentioned and then left out

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T6	The gap is too wide without a clear focus	Move 2	Textbook problems, assessments, teachers, students are mixed	Focus on one key gap aspect to make the goal sharper
T6	Some stand-alone quotes	Move 1/2	Just mentioning theories without connecting them to the context of the problem	Add transition sentences and elaborations for each theory called

5. Theses Code : T7 (2024)

Title of Theses: *An Analysis of Students' Difficulties in Learning Grammar at the English Education Department*

Table Rhetorical Moves Identification Sheet (R.Q 1)

Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation / Notes
Language is systematic and can develop spontaneously...	Move 1	Step 2	✓	General explanations of language
Speaking is the most important skill...	Move 1	Step 1	✓	Urgensi speaking skill
Many students still struggle with speaking...	Move 2	Step 1A	✓	Gap from observation
One of the methods is using guided conversation...	Move 3	Step 1	✓	Solutions submitted
The writer was interested in conducting the research...	Move 3	Step 2	✓	Explicit objectives

Table Rhetorical Challenges Observation Notes (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T7	The gap is still based on observation	Move 2	“According to the writer’s observations in	It will be stronger if it is accompanied by references to

	only		the classroom...”	previous research
T7	Flow is too long without paragraph division	Move 1 & 2	”Many ideas are included in one big flow”	Need to break paragraphs based on rhetorical structure

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T7	Observation without library support	Move 2	Gap only from personal experience	Add previous studies that support why research is important
T7	The sentence of purpose appears rather early	Move 3	Goals already appear before the gap is detailed	It is better to convey the goal after the gap is conveyed strongly

6. Theses Code: T8 (2024)

Title of Theses: *An Analysis of Students' Problems in Public Speaking Class*

Table Rhetorical Moves Identification Sheet (R.Q 1)

Sentence/ Clause	Move (CARS)	Step	Present (✓/✗)	Quotation/ Notes
In the contemporary era... learning environment more engaging	Move 1	Step 1	✓	The urgency of technology

Speaking is one of the most useful skills...	Move 1	Step 2	✓	The importance of speaking
However... learning a foreign language is difficult	Move 2	Step 1A	✓	General gap
Challenges include low self-esteem, anxiety...	Move 2	Step 1A	✓	Gap literature
To deal with these challenges... use of technology	Move 3	Step 1	✓	Technology solutions
There is still a shortage of research...	Move 2	Step 1B	✓	Specific gaps
The goal of this study is to find out...	Move 3	Step 2	✓	Explicit objectives

Table Rhetorical Challenges Observation Notes (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T8	The background is very long, risk of redundancy	Move 1 & 2	More than 10 paragraphs of theory & quotes	Some ideas can be condensed, so that the focus and flow are sharper

T8	Gaps appear at the end	Move 2	“While the usage of YouTube is widespread, there is still...”	It is recommended that specific gaps be raised early as a director
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Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T8	Advantages of non-synthesis quotes	Move 1/2	Many references are mentioned, but there is little connection between the citations	Add connecting sentences, synthesize ideas
T8	The goal appears very final	Move 3	It only appeared after a long paragraph about the media and the problem	It is best to bring it forward as soon as a specific gap is identified

7. Theses Code: T9 (2024)

Title of Theses: *An Analysis of Students' Writing Skill in Scientific Articles*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move	Step	Present (✓/✗)	Quotation / Notes
1	The acquisition of language skills plays a significant role in the academic success...	1	Step 1: Claiming centrality	✓	Emphasizing the importance of acquiring language skills in education

2	Vocabulary plays an essential role in developing good fluency...	1	Step 2: Making topic generalizations	✓	Clarifying the importance of vocabulary mastery
3	Despite the significance... many students indicate a lack of motivation...	2	Step 1A: Indicating a gap	✓	Raise common obstacles in vocabulary learning
4	Based on the pre-interview and pre-questionnaire...	2	Step 1A: Indicating a gap	✓	Gap strengthened with preliminary field data
5	Nowadays, students' curiosity depends on media used...	2	Step 1B: Continuing the gap	✓	Transition to the importance of learning media
6	Therefore, the researcher saw Lyricstraining is suitable...	3	Step 1: Outlining purpose	✓	Solutions are explicitly proposed
7	Therefore, the researcher conducted research with the title...	3	Step 2: Announcing present research	✓	Stating the goals and focus of the research

Table Rhetorical Challenges Observation Notes (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T9	Many	Move 1–	“Mobile Assisted	It will be stronger if

	technical terms appear too early	2	Language Learning (MALL)...”	it is inserted after the needs background has been compiled
T9	Some parts feel overlapping	Move 2–3	The idea of media appears repeatedly in two different paragraphs	Need a denser structure so that the destination does not sink

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T9	Solution concept emerged before the gap was closed	Move 3	“Therefore, the researcher saw Lyricstraining is suitable...” muncul terlalu awal	Make sure the gap is complete first before delivering the solution
T9	The goal is mentioned twice by redundancy	Move 3	Explicit purpose appears twice in two different paragraphs	Combine two objective paragraphs to make them more focused

8. Theses Code (T10) (2024)

Title of Theses: *Gender Equity in English Textbook of Merdeka Curriculum at The Seventh Grade*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation / Notes
1	English is one of the most popular languages in every country in this era...	1	Step 1: Claiming centrality	✓	Explaining the importance of English globally
2	English as a foreign language in Indonesia become a concern...	1	Step 2: Making topic generalizations	✓	Stating the local context of English learning
3	There are 4 students' English skills that must be mastered: listening, speaking, reading, and writing...	1	Step 2: Making topic generalizations	✓	Explain 4 skills and strengthen the importance of literature as a method
4	Learning English need a strong interest...	2	Step 1A: Indicating a gap	✓	Gap about students' lack of interest in learning English
5	Previous researcher Kharaghani (2013) ... showed short	2	Step 1B: Reviewing previous research	✓	Reviewing previous studies as a gap amplifier

	stories improve reading comprehension...				
6	Therefore, the researchers will use digital short story videos as the medium...	3	Step 1: Outlining purpose	✓	Convey the media to be used in the research
7	The researcher conducted to find out the factors...	3	Step 2: Announcing present research	✓	Explain the direction and contribution of the research

Table Rhetorical Challenges Observation Notes (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T10	Long paragraphs with a lot of mixed ideas	Move 1–2	“In this era, students are digital native individuals...”	It is necessary to solve ideas so that each idea does not overlap
T10	Gaps are hidden in very long theoretical paragraphs	Move 2	New explicit appears near the end of the Background	Gaps can be shown earlier to make the direction of the research sharper

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T10	Solutions appear before gaps are resolved	Move 3	“...researchers will use digital short story videos...”	It is best to postpone until the gap is finished
T10	Previous reference only one	Move 2	Relying on only 1 study (Kharaghani, 2013)	Add other studies to strengthen the gap

Appendix 3 Analysis And Coding Results T11-T20 (2023)

9. Theses Code : T11 (2023)

Title of Theses: *An Analysis of Students' Speaking Anxiety in English Presentation*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence/ Clause	Move (CARS)	Step	Present (✓/X)	Quotation/ Notes
1	Good education can be a key factor in making progress...	1	Step 1: Claiming centrality	✓	Explain the importance of global education and cross-cultural communication
2	Writing, speaking, listening, and reading are the four key	1	Step 2: Making generalizations	✓	Emphasis on importance Listening in Communication Listening in

	language skills...				Communication
3	Listening is regarded as being challenging, just as other English skills...	2	Step 1A: Indicating a gap	✓	Gap about students' difficulty in understanding listening (theory & experience)
4	Teachers can use enjoyable media to increase students' interest...	3	Step 1: Outlining purpose	✓	A solution began to be offered: English songs as a medium
5	There are previous studies... (Nurjanah 2018, Nurkholis 2018)	2	Step 1B: Reviewing previous research	✓	A review of two previous studies was used to reinforce the relevance
6	The researcher is interested in conducting research about...	3	Step 2: Announcing present research	✓	The researcher explicitly states the research contribution

Table Rhetorical Challenges Observation Notes (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T11	Some ideas are mixed (globalization, communication, habits, songs)	Move 1–2	“In this era, students are digital native individuals...”	It is necessary to arrange the flow so that the topic focuses on habit + listening skills

T11	Very long paragraphs with no breaks, difficult to follow	Move 2	New explicit appears near the end of the Background	It is recommended to break it down into thematic focus paragraphs
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Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T11	Omission of Move 2	Move 2	The introduction explained background and importance but did not identify any specific research gap.	Add a clear explanation of what has not been studied before to justify the research.
T11	Vague research objectives	Move 3	The objectives were written in broad terms without specifying focus or scope.	Clarify the objectives with concrete research questions or measurable aims.
T11	Weak transition between background and purpose	Move 1–3	The text shifted directly from general background to research purpose without signaling the rhetorical connection.	Improve transition sentences to show logical flow from Move 1 → Move 2 → Move 3.

10. **Theses Code: T12 (2023)**

Title of Theses: *An Analysis of Students' Error in Using Simple Past Tense in Writing Recount Text*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation/Notes
1	The most crucial aspect of learning English is vocabulary.	1	Step 1: Claiming centrality	✓	Demonstrate the importance of vocabulary as a foundation of language skills
2	Students are considered difficult in memorizing and remembering vocabulary...	2	Step 1A: Indicating a gap	✓	Gaps arise from students' general difficulties and tedious teacher methods
3	The teacher must be imaginative and innovative...	3	Step 1: Outlining purpose	✓	Solution: active teaching methods such as TPR and Discovery Learning
4	The researcher wants to conduct research to see which of the two methods is more effective...	3	Step 2: Announcing present research	✓	Explicit goals and clear focus

Table Rhetorical Challenges Observation Notes (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T12	Difficulty in establishing a niche	Move 2	“English is important for communication ...” (no gap stated)	The text emphasized importance but failed to identify a specific gap in research.
T12	Overgeneralization in background information	Move 1	Long explanation about English as an international language	Background dominated by broad facts, less focused on research context.
T12	Objectives appear late and lack connection with problems	Move 3	“The researcher will conduct study about ...”	Purpose stated suddenly at the end, not linked smoothly to earlier background.

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T12	Omission of Move 2 (gap)	Move 2	No attempt to show gap between previous studies and current research.	Add literature-based gap to justify why the research is needed.
T12	Vague purpose statement	Move 3	Research purpose stated in general terms without clear	Specify aims more clearly with focused

			scope or direction.	research questions.
T12	Redundant background information	Move 1	Several sentences repeated general ideas about English importance.	Reduce repetition, focus background on leading to niche.
T12	Weak transition between sections	Move 1–3	Jumps directly from broad background to research purpose without signalling.	Use transition markers to connect background, gap, and purpose logically.

11. Theses Code: T13 (2023)

Title of Theses: *An Analysis of Students' Difficulties in Reading Comprehension*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation/Notes
1	One of the four language competence required in English is the ability to listen.	1	Step 1: Claiming centrality	✓	Showing the importance of listening skills
2	Based on preliminary research... many students' listening skills were still low...	2	Step 1A: Indicating a gap	✓	Gap is supported by interviews with teachers

3	To overcome this problem, the researcher tries to find effective media...	3	Step 1: Outlining purpose	✓	Solution proposed: the use of the Duolingo application as a learning medium
4	This research is to measure the effectiveness of Duolingo in teaching listening...	3	Step 2: Announcing present research	✓	The purpose of the research is stated explicitly

Table Rhetorical Challenges Observation Notes (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T13	Difficulty in articulating the research gap	Move 2	“English is one of the most important languages ...”	The statement only highlights importance, without identifying missing research.
T13	Overlap between background and research aim	Move 1–3	Background information is mixed with research objectives	Creates confusion and weakens rhetorical clarity.
T13	Lack of clear link between problem and purpose	Move 3	“Therefore, the researcher wants to conduct this study ...”	Objective appears abruptly, not supported by preceding explanation.

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T13	Absence of explicit niche	Move 2	The gap between prior studies and the current research is not presented.	Add comparison with prior studies to justify the research need.
T13	Mixed background and objectives	Move 1–3	Long paragraphs combine general background with aims.	Separate clearly: background → niche → objectives.
T13	Purpose not fully operationalized	Move 3	Purpose is stated broadly without specific questions or objectives.	Break down into explicit research questions/objectives.
T13	Redundant explanation of importance	Move 1	Several sentences repeat that English is “important” without new insights.	Avoid redundancy; use concise statements to strengthen argument flow.

12. Theses Code: T14 (2023)

Title of Theses: *An Analysis of Students' Problems in Learning Vocabulary*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation/Notes
1	Education is a right for everyone... Speaking is one of the skills students should master.	1	Step 1: Claiming centrality	✓	Emphasis on the right to education and the importance of speaking skills
2	Teaching speaking to students with ASD is challenging...	2	Step 1A: Indicating a gap	✓	Gap: Difficulties in teaching speaking in ASD students, lack of similar research
3	There have been some studies... very few studies focus on... in inclusive settings.	2	Step 1B: Reviewing previous research	✓	Review of previous studies to emphasize the shortcomings of similar studies
4	Therefore, this present study is interested in analysing...	3	Step 1: Outlining purpose	✓	Explicit and relevant objectives to the gap conveyed

Table Rhetorical Challenges Observation Notes (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T14	Limited explanation of previous studies	Move 2	“There are some previous researches ...” (without details)	The mention of prior research is superficial and does not clearly show a gap.
T14	Weak transition from background to objectives	Move 1–3	Background ends abruptly, followed by purpose statement.	Needs smoother rhetorical flow to guide reader logically into objectives.
T14	Research objectives appear too general	Move 3	“The researcher aims to know students’ difficulties ...”	Objectives are stated broadly without being broken down into specific aims.

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T14	Superficial reference to literature	Move 2	Mentions previous studies but without clear synthesis or identified gap.	Provide detailed review and highlight how the current study fills the gap.
T14	Abrupt shift between moves	Move 1–3	Sudden jump from general background to purpose without logical connection.	Use transitional sentences to link background, gap, and research

				purpose.
T14	Overly general research objectives	Move 3	Objectives stated in a very broad manner, lacking specificity.	Break into explicit, measurable objectives or research questions.

13. **Theses Code: T15 (2023)**

Title of Theses: *An Analysis of Teachers' Strategies in Teaching Speaking Skill*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation/Notes
1	Reading is an act to gain conscious information...	1	Step 1: Claiming centrality	✓	Emphasis on the importance of reading in English learning
2	Based on the pre-observational study in the grade 7... students lack confidence and vocabulary...	2	Step 1A: Indicating a gap	✓	Gap based on initial observations in the field
3	The researcher found the concern in this study... whether correlation between self-efficacy and reading	3	Step 1: Outlining purpose	✓	Stating the main focus of the study

	comprehension				
4	The researcher is interested to making the study entitled...	3	Step 2: Announcing present research	✓	The purpose of the study is explicitly stated

Table Rhetorical Challenges Observation Notes (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T15	Gap is implied but not explicitly stated	Move 2	“Many students still have difficulties ...” (without clear comparison)	Research problem appears, but gap is not explicitly linked with prior studies.
T15	Objectives placed late after long background	Move 3	“Therefore, the researcher conducts ...” (appears at the end)	Makes the introduction lengthy; objectives could be delivered earlier.
T15	Limited use of academic terms	Move 2–3	General wording, few academic/disciplinary expressions	Weakens the scholarly tone of the introduction.

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T15	Unclear niche articulation	Move 2	The introduction describes problems but does not show a	Strengthen Move 2 by explicitly stating the gap with

			specific research gap.	reference to literature.
T15	Objectives too delayed	Move 3	The purpose of study is written after a long narration.	State objectives more directly after gap is introduced.
T15	Lack of academic vocabulary	Move 2–3	Uses everyday terms instead of academic phrasing.	Revise sentences with more formal academic terminology.

14. **Theses Code: T16 (2023)**

Title of Theses: *An Analysis of Students' Ability in Writing Narrative Text*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation/Notes
1	Morphology is the branch of linguistics that deals with a word structure...	1	Step 1: Claiming centrality	✓	Early emphasis on the importance of morphology in linguistics
2	Morphology allows students to work with English grammar...	1	Step 2: Making generalizations	✓	Strengthened with an educational focus (English language learning)
3	This work focuses on the	3	Step 1: Outlining purpose	✓	Stating the direction and scope of the study

	discussion of derivation and inflection in song lyrics of Harris J...				
4	Based on the explanation above, the researcher would like to conduct research about...	3	Step 2: Announcing present research	✓	The purpose of the research is explicitly described (judul muncul di akhir paragraf)
5	Previous research such as Lady Gaga, Maher Zain, Deen Squad...	2	Step 1B: Reviewing previous research	✓	Mengulas studi sebelumnya yang relevan dan membentuk kontribusi

Table Rhetorical Moves Identification Sheet (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T16	Weak transition between background and niche	Move 1–2	“English is important ... therefore the researcher ...”	The connection between importance of English and research gap is not clear.
T16	Research gap described vaguely	Move 2	“Students still face problems ...” (unspecified)	The niche is too general and not supported with

			problems)	literature.
T16	Repetition of background information	Move 1	Similar points about English importance appear twice.	Redundancy makes the introduction less concise.

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T16	Vague articulation of gap	Move 2	The niche is mentioned only as “students face problems” without specifics.	Clarify by specifying problem type (e.g., fluency, vocabulary, confidence).
T16	Redundant Move 1	Move 1	Importance of English repeated in multiple sentences.	Summarize in one strong paragraph to avoid redundancy.
T16	Missing literature support	Move 2	No comparison with previous research studies.	Add at least one citation to strengthen the niche argument.

15. Theses Code: T17 (2023)

Title of Theses: *An Analysis of Students' Difficulties in Listening Skill*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation/Notes
1	Writing is one of the basic skills, but it has a very	1	Step 1: Claiming	✓	Emphasizing the importance of writing skills in

	important effect, especially in learning English.		centrality		learning
2	Based on the researcher's observation in class IX Junior High School of Daar Et Taqwa...	2	Step 1A: Indicating a gap	✓	There is a problem of collocation in the writing of student narrative texts
3	As the author mentioned earlier... the authors decided to conduct a study...	3	Step 2: Announcing present research	✓	Research is focused on understanding and misusing collocation
4	Based on the explanation above, the researcher will conduct research entitled...	3	Step 1: Outlining purpose	✓	Indicate the direction and objectives of the study
5	Review of 4 previous studies (Hung Duong, Rosalinda, Nurul Hidayah, Asriani)	2	Step 1B: Reviewing previous research	✓	Strengthen the gap by comparing skill contexts and text types

Table Rhetorical Moves Identification Sheet (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T17	Lack of clear distinction between moves	Move 1–2	“English is important ... many students face issues ...”	Background and niche blended into one paragraph without rhetorical

				separation.
T17	Research gap underdeveloped	Move 2	“Students still have low ability in ...”	The statement of the gap is too general and lacks academic/literature support.
T17	Objectives appear late in the introduction	Move 3	“Therefore, the researcher aims to ...”	The purpose is stated only at the end, which weakens logical flow.

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T17	Mixing background and niche	Move 1–2	No rhetorical boundary between general context and gap.	Separate Move 1 (background) and Move 2 (gap) into distinct parts.
T17	Gap too general	Move 2	Gap is only described as “low ability” without specifying what skill.	Clarify the gap (e.g., vocabulary, speaking, writing) supported by sources.
T17	Late objective presentation	Move 3	Research aim stated only at the end of introduction.	Place objectives after gap identification to maintain flow.

16. Theses Code: T18 (2023)

Title of Theses: *An Analysis of Students' Perception toward Online Learning during Covid-19 Pandemic*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence/ Clause	Move (CARS)	Step	Present (✓/✗)	Quotation/Notes
1	Speaking is one of the English language skills that students must master...	1	Step 1: Claiming centrality	✓	Demonstrate the importance of speaking skills in learning
2	Students' lack of confidence... fear of making mistakes...	2	Step 1A: Indicating a gap	✓	The gap is clear: low student confidence in speaking English
3	Therefore, researchers are interested in knowing the influence of students' self-confidence...	3	Step 2: Announcing present research	✓	The purpose of the research is directly and specifically stated
4	Review of 3 previous studies (Nadiyah et al., Nety et al., Pramesthi Khairunnisa Aulia)	2	Step 1B: Reviewing previous research	✓	Previous studies were used to strengthen the novelty and position of the study

Table Rhetorical Moves Identification Sheet (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T18	Lack of supporting literature	Move 2	“Students find it difficult to ...”	The claim of student difficulty is not connected with previous studies.
T18	Weak transition between background and niche	Move 1–2	“English is important ... however students ...”	Transition words exist but rhetorical shift is unclear.
T18	Objective stated broadly	Move 3	“The purpose of this research is to improve ...”	Objective is general without specifying scope, participants, or methods.

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T18	No reference to previous studies	Move 2	Research gap explained only through local classroom observation.	Add at least one or two related studies to strengthen the niche.
T18	Weak transition	Move 1–2	The shift from background (general importance) to niche is not clearly marked.	Use clearer connectors (e.g., <i>However, despite previous research...</i>).
T18	Broad and vague	Move 3	The purpose is too general and does	Reformulate objectives into

	objectives		not narrow down research focus.	specific, measurable, and researchable statements.
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17. Theses Code: T19 (2023)

Title of Theses: *An Analysis of Students' Problem in Pronouncing English Words*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation/Notes
1	Language has received special attention due to its implications...	1	Step 1: Claiming centrality	✓	Demonstrate the importance of language in social life and modern media
2	In our frequent use of language, we are sometimes unaware of word-forming systems...	2	Step 1A: Indicating a gap	✓	Gap related to general lack of awareness of new morphology/word processes
3	This research focuses on word formation which is related to BBC News article...	3	Step 1: Outlining purpose	✓	Shows the focus of the analysis on Affixation and Compound Word in media
4	The reason why the researcher selected it... BBC News	3	Step 2: Announcing present	✓	Contextual reasons for choosing a news article

	Online has become one of the most well-known sources...		research		corpus
5	Previous research: Novianty (2017), Nurhayati (2016), Nofa Nanda et al. (2012)	2	Step 1B: Reviewing previous research	✓	Three studies were shown to distinguish the object and approach of the research

Table Rhetorical Moves Identification Sheet (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T19	Gap not clearly established	Move 2	“Based on the students’ condition ...”	The statement shows context but does not explicitly signal a research gap.
T19	Overlapping between objectives and significance	Move 3	“This research is expected to ...”	The purpose and benefit are mixed, reducing clarity of the actual objective.
T19	Limited explanation of research purpose	Move 3	“The purpose of this study is to improve ...”	The objective is too concise, lacking details about the method or participants.

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T19	Missing explicit niche	Move 2	No clear comparison to previous studies or broader literature.	Strengthen Move 2 with references to prior studies or theoretical frameworks.
T19	Confusion between purpose & significance	Move 3	Research objective mixed with expected benefits.	Separate Move 3 (objectives) from significance in a different paragraph.
T19	Brief and underdeveloped objective	Move 3	Purpose is too general and does not explain how the study contributes academically.	Expand Move 3 with detailed aim, research questions, or methodology overview.

18. Theses Code: T20 (2023)

Title of Theses: *An Analysis of Students' Error in Using Preposition in Writing*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation/Notes
1	One of the four language competence required in English is the ability to	1	Step 1: Claiming centrality	✓	Demonstrate the importance of listening as a basic skill

	listen...				
2	Based on the interview with English teacher... students' problem in teaching listening skills...	2	Step 1A: Indicating a gap	✓	The gap was conveyed from the results of direct interviews (pre-observation)
3	Therefore, the researchers try to offer... the app is called Duolingo...	3	Step 2: Announcing present research	✓	Concrete solution directly introduced: Duolingo
4	This is the reason why the researcher is interested in this research...	3	Step 1: Outlining purpose	✓	Research objectives and context explained
5	Three previous studies: Putri & Islamiati (2018), Sukarya et al. (2022), Siti Niah & Pahmi (2019)	2	Step 1B: Reviewing previous research	✓	Comparative studies are used to strengthen the research position

Table Rhetorical Moves Identification Sheet (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T20	Weak development of research gap	Move 2	“Students have difficulty in ...”	The gap is implied but not explicitly connected to literature or previous study.
T20	Overgeneralized statements in the background	Move 1	“English is an international language ...”	Too general, repeated in several theses, less connected to specific research gap.
T20	Lack of clarity in research objectives	Move 3	“The purpose of this research is ...”	The goal is present but vague and not operationalized into specific objectives.

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T20	Unclear articulation of niche	Move 2	The research problem is stated but lacks justification with previous studies.	Strengthen Move 2 with explicit references to gaps in past research.
T20	Redundancy in Move 1	Move 1	General statements about English repeated several times.	Shorten Move 1, focus on context related to the research.
T20	Objectives too broad	Move 3	Research objectives stated generally, lacking specificity of expected outcome.	Clarify objectives and link them directly to research questions.

Appendix 4 Analysis And Coding Results T21-T30 (2022)

19. Theses Code: T21(2022)

Title of Theses: *Students' Perceptions by Using the Zoom Application for Learning Listening Skills at SMAN 3 Kota Serang*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation/Notes
1	English is the most widely used international language in the world...	1	Step 1: Claiming centrality	✓	Strengthened with statistical data and global role
2	Based on the researcher's field observation... found problems in learning English in the classroom...	2	Step 1A: Indicating a gap	✓	The gap is clear, conveyed from observations during PLP
3	The researcher is interested in conducting research... on the theme of Interpals media for students' vocabulary enrichment...	3	Step 2: Announcing present research	✓	Explicitly state the topic and population of the research

4	The objective of this study is to find out whether there is a significant difference...	3	Step 1: Outlining purpose	✓	Quantitative objectives are clearly conveyed
5	Previous studies: Ryan Scott (2014), Radzhabova & Gergel (2021), Susilawati et al. (2019)	2	Step 1B: Reviewing previous research	✓	Review of relevant studies from abroad and at home

Table Rhetorical Moves Identification Sheet (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T21	Difficulty in establishing a clear research niche	Move 2	“Students find it difficult to ...”	The gap is implied but not explicitly compared with earlier studies.
T21	Mixing background with objectives	Move 1 & 3	“English is important ... therefore this research ...”	Background directly flows into objectives without clear transition.
T21	Limited academic vocabulary in explaining problem	Move 2	(General wording, lacks precise terminology)	Causes the argument about the niche to appear less formal and less convincing.

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T21	Omission of literature-based gap	Move 2	Research gap is not linked to previous studies, only to local classroom conditions.	Add references to related studies to strengthen Move 2.
T21	Weak transition between moves	Move 1–3	Move 1 background shifts directly into objectives without signalling the niche.	Use clear connectors (e.g., however, therefore) to mark transitions.
T21	Vague objectives	Move 3	Objectives are stated broadly without specific focus.	Rewrite objectives to match the research focus more specifically.

20. Thesis Code: T22 (2023)

Title of Theses: *Developing Fable Book as Media to Increase Students' Vocabulary Mastery (R&D at SDN Panjangjaya 1)*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation/Notes
1	Modern research and technology can be used to enhance the teaching and learning	1	Step 1: Claiming centrality	✓	Emphasizing the importance of technology in learning

	process...				
2	In Indonesia, English is a foreign language that has a different pronunciation system...	1	Step 2: Making topic generalizations	✓	General explanation of English learner's difficulties
3	In connection with the announcement of the pandemic...	2	Step 1A: Indicating a gap	✓	Drastic changes due to the pandemic and the challenges of online learning
4	Based on this, researchers are curious about the perceptions of students learning to listen by using the Zoom application...	3	Step 2: Announcing present research	✓	Explicit purpose stated (topic & population)
5	Previous platforms mentioned: Zoom, Google Classroom, WhatsApp, etc.	2	Step 1B: Reviewing previous research	✓	It does not mention previous studies, but reviews the context of online platforms

Table Rhetorical Moves Identification Sheet (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T22	Unclear articulation of research gap	Move 2	“Students had difficulty learning listening ...”	The niche is described but not positioned in relation to existing research.
T22	Overlap between background and objectives	Move 1 & 3	“Based on the explanation above, the researcher ...”	Objectives appear inside the background paragraph without separation.
T22	Limited explanation of significance of the study	Move 3	Only practical reasons are mentioned	The study’s contribution to the academic field is not clearly outlined.

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T22	Omission of theoretical support	Move 2	No comparison with previous studies in listening skill research.	Cite at least 1–2 related studies to support the identified research gap.
T22	Vague objectives	Move 3	Objectives are general, lacking operational clarity.	Rewrite objectives with measurable and specific wording.
T22	Redundancy in background	Move 1	Repetition of general facts about	Reduce repetition, focus more on

			English learning before stating the gap.	narrowing the context to the problem.
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21. Theses Code: T23 (2022)

Title of Theses: *Designing Learning Media Animated Video in Facilitating Students Learning Speaking*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence/ Clause	Move (CARS)	Step	Present (✓/✗)	Quotation/Notes
1	The English language is one of foreign language. It becomes more famous among people...	1	Step 1: Claiming centrality	✓	Emphasizing the importance of English in the global era
2	In learning English at elementary schools, understanding vocabulary is still considered difficult...	2	Step 1A: Indicating a gap	✓	Gap about the difficulty of elementary school students in mastering vocabulary
3	Based on Mr. Andi Muhadi... students have less vocabulary due to boredom and lack of media...	2	Step 1A: Indicating a gap	✓	Gap strengthened by teacher interviews

4	The research proposed a teaching method of vocabulary by using “Fable Book” as additional media.	3	Step 2: Announcing present research	✓	Announcing the media developed
5	The researcher intends to conduct research entitled...	3	Step 1: Outlining purpose	✓	Explicit purpose stated and contextual

Table Rhetorical Moves Identification Sheet (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T23	Weak articulation of research gap	Move 2	“Many students have less vocabulary ...”	The gap is stated but not compared with previous research or broader context.
T23	Blurred distinction between problem and aim	Move 2 & 3	“Therefore, the researcher proposes using Fable Book ...”	Research objectives appear mixed into the problem identification.
T23	Lack of theoretical depth	Move 2	Focuses mainly on teacher’s opinion and classroom facts	Missing references to related studies that justify the novelty of the research.

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T23	No explicit link to prior studies	Move 2	The niche is only explained based on local context (teacher's statement).	Add review of relevant research in vocabulary learning with media.
T23	Broad and repetitive background	Move 1	General facts about English repeated before narrowing to the actual problem.	Simplify Move 1 and connect more directly to Move 2.
T23	Objectives lack specificity	Move 3	Purpose is stated broadly without clear measurable outcomes.	Define objectives more specifically, e.g., focusing on concrete aspects.

22. Theses Code : T24 (2022)

Title of Theses: *The Effectiveness of Using Flashcards in Teaching Vocabulary*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation / Notes
1	English is one of the important international languages that must be learned by students in Indonesia.	Move 1	Step 1: Claiming centrality	✓	Demonstrate the importance of English in a global and national context.
2	Many students	Move 1	Step 2:	✓	Generalization of

	face difficulties in mastering vocabulary, which impacts their ability in other English skills.		Making topic generalizations		common problems of English learning.
3	Based on the researcher's observation at SMP X, students still struggle to enrich their vocabulary due to limited learning media.	Move 2	Step 1A: Indicating a gap	✓	Showing the niche/gap from direct observation results.
4	Previous studies have investigated the role of traditional methods in vocabulary learning, but there is limited research on the use of interactive media.	Move 2	Step 1B: Adding to what is known	✓	Compare with previous research and show its limitations.
5	Therefore, the researcher intends to conduct a	Move 3	Step 1: Outlining purposes	✓	Clearly state the purpose of the research.

	study entitled “...” focusing on the development of vocabulary mastery through interactive media.				
6	This research is expected to provide benefits for teachers and students in the teaching and learning process of English vocabulary.	Move 3	Step 2: Announcing present research	✓	Mention research contributions/benefits.

Table Rhetorical Moves Identification Sheet (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T24	Incomplete explanation of research gap	Move 2	“Students often face difficulties in speaking activities ...”	The problem is clear but the gap is not explicitly contrasted with prior studies.
T24	Overlap between Move 1 and Move 2	Move 1 & 2	Background about importance of English blended with problem part	Needs clearer separation between general background and specific research niche.

T24	Vague articulation of objectives	Move 3	“The aim of this research is to improve students’ speaking skill”	Goal is too broad without operational detail.
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Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T24	Missing detailed research gap	Move 2	Gap not supported by citation or comparative studies.	Strengthen by including references and showing how this research is different.
T24	Objectives too general	Move 3	States improvement broadly without indicating how or by what measures.	Refine objectives into specific, measurable aims (e.g., fluency, accuracy).
T24	Repetition in background	Move 1	General facts about English repeated in different paragraphs.	Shorten background and link smoothly into niche discussion.

23. **Theses Code : T25 (2022)**

Title of Theses: *The Implementation of Blended Learning Method in Teaching Writing*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation / Notes
1	English is an international language which	Move 1	Step 1: Claiming centrality	✓	Emphasizing the importance of English in

	plays an important role in communication.				general.
2	In learning English, students must master four skills: listening, speaking, reading, and writing.	Move 1	Step 2: Making topic generalizations	✓	Generalization of aspects of English language skills.
3	Based on the researcher's pre-observation at SMP Y, many students still lack confidence in speaking because of limited vocabulary.	Move 2	Step 1A: Indicating a gap	✓	Identify problems/niches through direct observation results.
4	Previous studies mostly discussed traditional teaching approaches, while little attention is given to the use of digital storytelling.	Move 2	Step 1B: Adding to what is known	✓	Mentioning the limitations of previous research.
5	Therefore, the researcher conducts	Move 3	Step 1: Outlining purposes	✓	Stating the objectives of the research.

	research entitled “...” to improve students’ speaking skills using digital storytelling.				
6	This study is expected to provide benefits for students, teachers, and future researchers in English teaching and learning.	Move 3	Step 2: Announcing present research	✓	Mention the benefits of the research.

Table Rhetorical Moves Identification Sheet (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T25	Difficulty showing research gaps academically (literature is underused)	Move 2	“Based on the researcher’s pre-observation...”	Gap focuses too much on local contexts without strong literature review comparisons.
T25	The research objectives appear directly at the end, without smooth transitions	Move 3	“Therefore, the researcher conducts research entitled...”	Need to strengthen the transition flow from the background → gap → goal.

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T25	Gaps are too descriptive in local contexts	Move 2	Emphasizing a problem in a particular school without relating it to literature	Add a library review to reinforce the gap.
T25	Statement of purpose is too general	Move 3	The purpose of the research is presented briefly without specific elaboration	Detail the objectives by explaining aspects of the enhanced skills.
T25	Transitions between sections are less clear	Move 1–3	Moving from background to destination doesn't flow	Use connecting sentences to make the logical flow stronger.

24. Theses Code : T26 (2022)

Title of Theses: *The Correlation between Students' Learning Motivation and Their Speaking Skill*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence Clause /	Move (CARS)	Step	Present (✓/✗)	Quotation / Notes
1	English is a global language that has become the main tool for international communication.	Move 1	Step 1: Claiming centrality	✓	Demonstrating the important role of English globally.
2	Speaking skill is one of the most difficult aspects	Move 1	Step 2: Making topic generalizations	✓	Describe language skills as a general

	for Indonesian students to master.				context.
3	Many students at SMA have low speaking performance due to lack of practice and low motivation.	Move 2	Step 1A: Indicating a gap	✓	Showing the existence of problems in the context of research.
4	Previous research focused on traditional drilling methods, but less explored interactive media like podcasts.	Move 2	Step 1B: Adding to what is known	✓	Shows the shortcomings of previous research.
5	This research aims to improve students' speaking ability by using podcast-based learning media.	Move 3	Step 1: Outlining purposes	✓	Stating the purpose of the research.
6	The study is expected to give practical contributions for teachers and learners.	Move 3	Step 2: Announcing present research	✓	Mentioning the benefits of research.

Table Rhetorical Moves Identification Sheet (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T26	The gap is more descriptive, not yet supported by academic/literature data	Move 2	“Many students at SMA Z have low speaking performance...”	Need to relate local issues to theoretical studies or previous studies.
T26	Benefit statements are too generic	Move 3	“The study is expected to give practical contributions...”	We recommend more specific benefits, for example for curriculum, teaching methods, or advanced research.

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T26	The research gap is not strong	Move 2	Focus only on the school context without academic comparisons	Add relevant literature or research data to reinforce the gap.
T26	Too short a goal	Move 3	Not explained in detail the indicators of increasing speaking	It is necessary to clarify the aspects that are improved (fluency, pronunciation, etc.).

T26	Research benefits are still common	Move 3	Not specifically naming the beneficiaries	Need to add practical and theoretical benefits.
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25. Theses Code : T27 (2022)

Title of Theses: *The Effect of Using YouTube Videos on Students' Listening Comprehension*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation / Notes
1	English is one of the compulsory subjects in Indonesian schools.	Move 1	Step 1: Claiming centrality	✓	Demonstrate the importance of English in the national curriculum.
2	Writing skill is considered the most complex skill compared to other language skills.	Move 1	Step 2: Making topic generalizations	✓	Provide generalizations about writing.
3	Many students at MA face difficulties in writing coherent paragraphs due to limited vocabulary and grammar mastery.	Move 2	Step 1A: Indicating a gap	✓	Showing real problems faced by students.

4	Previous studies mostly focused on speaking and reading, less attention on writing problems in senior high school.	Move 2	Step 1B: Adding to what is known	✓	Mention gaps in previous research.
5	This research is conducted to analyse students' writing errors in descriptive text.	Move 3	Step 1: Outlining purposes	✓	Explain the purpose of the research.
6	The results of this research are expected to provide insight for teachers in improving students' writing skill.	Move 3	Step 2: Announcing present research	✓	Explaining the benefits of research.

Table Rhetorical Moves Identification Sheet (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T27	Gap is still common, there is no strong data from previous research	Move 2	“Previous studies mostly focused on speaking and reading...”	It is necessary to add citations or literature to reinforce the gap claim.

T27	The purpose of the research is quite clear but lacks detail	Move 3	“This research is conducted to analyse students’ writing errors...”	It is best to explain the types of errors (grammar, vocabulary, coherence, etc.).
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Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T27	The gap is still shallow	Move 2	No elaboration with international theory or study	Add relevant studies to make the gap more academic.
T27	The purpose of the study is too short	Move 3	It is not detailed about the aspects of writing that are researched	It's a good idea to explicitly mention the writing aspect.
T27	Benefits of general research	Move 3	Only mention contributions to teachers	Need to add contributions to students and further research.

26. Theses Code : T28 (2022)

Title of Theses: *The Influence of Using Picture Series toward Students’ Writing Ability*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation / Notes
1	Language is one of the most important means of communication in human life.	Move 1	Step 1: Claiming centrality	✓	Demonstrate the importance of language as a general

					context.
2	English as a foreign language in Indonesia has different pronunciation system compared to Indonesian.	Move 1	Step 2: Making topic generalizations	✓	Explain the differences in language systems.
3	Many students find difficulties in pronouncing English words due to these differences.	Move 2	Step 1A: Indicating a gap	✓	Identify student-specific issues.
4	The Covid-19 pandemic has changed learning techniques into online learning.	Move 1	Step 3: Reviewing related context	✓	Presenting social conditions related to learning.
5	The use of Zoom application in teaching listening skills is one of the alternatives.	Move 3	Step 1: Outlining purposes	✓	Indicates the purpose for which a particular media is used.
6	Therefore, the researcher conducted research entitled “Students’ Perceptions by Using the Zoom Application for Learning Listening Skills at SMAN 3 Kota Serang.”	Move 3	Step 2: Announcing present research	✓	State the goals and directions of the research.

Table Rhetorical Moves Identification Sheet (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T28	The research gap is unclear compared to previous research	Move 2	“Many students find difficulties in pronouncing English words due to these differences.”	Gap is more explained in a more general way practical, not academic.
T28	Too long a background before getting into the research objective	Move 1–3	Long description of Covid-19 and technology	Need a more concise flow to focus on the core problem.
T28	The research objective appears at the end with a general sentence	Move 3	“Therefore, the researcher conducted research entitled...”	It should be clarified from the beginning of the introduction.

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T28	No comparison with previous research	Move 2	The background only explains the phenomenon without a literature review The background only explains the phenomenon without a literature review	Add previous research studies to strengthen the gap.
T28	The purpose of the study is too general	Move 3	Only in the form of a statement "research entitled..." No Details	Write down more specific goals (e.g.,

			Research Question	students' perceptions of certain aspects).
T28	Redundancy in the background	Move 1	Conveying the same thing over and over again (the importance of language, Covid-19)	Be concise and focus on the main problem.

27. Theses Code : T29 (2022)

Title of Theses: *The Correlation between Vocabulary Mastery and Reading Comprehension*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation / Notes
1	English is an international language that plays a crucial role in communication worldwide.	Move 1	Step 1: Claiming centrality	✓	Demonstrate the importance of English globally.
2	Many students face difficulties in mastering speaking skill effectively.	Move 1	Step 2: Making topic generalizations	✓	Stating the general condition of students related to speaking.
3	Based on preliminary observations at SMPN 3 Pandeglang, students	Move 2	Step 1A: Indicating a gap	✓	Indicates specific contextual issues.

	become bored during English lessons using conventional methods.				
4	Previous studies on speaking instruction have not maximized the role of technology-based media.	Move 2	Step 1B: Adding to what is known	✓	Showing research gaps.
5	Therefore, this research aims to design animated video learning media to facilitate students' speaking skills.	Move 3	Step 1: Outlining purposes	✓	Explain the purpose of the research clearly.
6	The researcher develops the media using the Borg & Gall R&D model.	Move 3	Step 2: Announcing present research	✓	Mention research procedures/methods.

Table Rhetorical Moves Identification Sheet (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T29	Less explicit in connecting the background to the research gap.	Move 2	“Based on preliminary observations at SMPN 3 Pandeglang...”	Gap focuses more on local contexts, less associated with academic literature.
T29	The description of the purpose is too short.	Move 3	“Therefore, this research aims to design animated video...”	It is necessary to supplement the formulation of research questions to be more specific.

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T29	Gap is too contextual without sufficient theoretical support.	Move 2	Only focusing on the results of local observations, minimal comparison with previous research.	Add quotes from previous research to reinforce the gap.
T29	The purpose of the research is written briefly without adequate detail.	Move 3	The explanation only mentions "animated video design" without elaborating on specific benefits or focus.	Elaboration of goals with pedagogical aspects or media innovation.

T29	The transitions between paragraphs are still weak.	Move 1 → 2 → 3	Moves between moves are not given clear discourse markers.	Use conjunctions such as <i>however</i> , <i>therefore</i> , or <i>in addition</i> .
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28. Theses Code : T30 (2022)

Title of Theses: *The Effectiveness of Using Kahoot Application in Teaching Grammar*

Table Rhetorical Moves Identification Sheet (R.Q 1)

No.	Sentence / Clause	Move (CARS)	Step	Present (✓/✗)	Quotation / Notes
1	English is an international language and widely used in communication.	Move 1	Step 1: Claiming centrality	✓	Demonstrate the importance of English in global communication.
2	Speaking is one of the most essential skills in learning English.	Move 1	Step 2: Making topic generalizations	✓	Stating important aspects of learning English.
3	Teachers are still limited in managing learning media; students become bored and disengaged.	Move 2	Step 1A: Indicating a gap	✓	Pointing out weaknesses in existing teaching practices.
4	Previous studies have not maximized the	Move 2	Step 1B: Adding to what is known	✓	Affirming the existence of technology-

	use of animated video in speaking instruction.				based research gaps.
5	This research aims to design animated video learning media to facilitate students' speaking.	Move 3	Step 1: Outlining purposes	✓	The purpose of the research is explicitly explained.
6	The animated videos were developed using Kinemaster and shared via YouTube.	Move 3	Step 2: Announcing present research	✓	Mention research procedures and products.

Table Rhetorical Moves Identification Sheet (R.Q 2)

Thesis Code	Identified Challenges	Related Move	Example from Text	Analyst Comment
T30	The background is still general before entering the gap.	Move 1-2	“English is an international language...”	It is necessary to strengthen the bridge from the general background to the research gap.
T30	The purpose of the research is still short.	Move 3	“This research aims to design animated video learning media...”	It should be detailed with theoretical and practical contributions.

Table Rhetorical Mistakes Classification Grid (R.Q 3)

Thesis Code	Type of Mistake	Affected Move	Description	Suggestion
T30	There is no obvious transition from background to gap.	Move 1 → Move 2	The movement between paragraphs still feels abrupt.	Use transition markers (<i>however, in contrast, despite this</i>).
T30	The description of the purpose is too simplistic.	Move 3	Objectives are only mentioned without details of benefits to learning.	Add an elaboration of objectives, such as pedagogical impact.
T30	Minimal review of previous research.	Move 2	Just mentioning in general without literature support Just mentioning in general without literature support.	Include relevant research references to reinforce the gap.

Appendix 5 Overall Recapitulation of Rhetorical Moves, Challenges, and Mistakes

Recapitulation of Rhetorical Moves Identification

Year	Move 1 (Territory)	Move 2 (Niche)	Move 3 (Present Work)	Information
2024 (T1- T10)	10/10 (100%)	9/10 (90%)	8/10 (80%)	Almost all complete, Move 2 & 3 are quite powerful.
2023 (T11-T20)	10/10 (100%)	8/10 (80%)	7/10 (70%)	Move 1 consistent, Move 2 & 3 still weak.
2022 (T21–T30)	10/10 (100%)	7/10 (70%)	6/10 (60%)	Move 2 & 3 is low, gap and goal is less clear.
Total (T1–T30)	30/30 (100%)	24/30 (80%)	21/30 (70%)	Move 1 is always there, Move 2 and 3 are the main problems.

Recapitulation of Challenges in Implementing Moves

Year	Challenges Identified	Frequency	Notes
2024	Research objectives are unclear (Move 3), lack of detail in benefits	4 Theses	It is necessary to develop a research objective.
2023	Weak research gap (Move 2), transitions between paragraphs are less smooth	6 Theses	Gap is still locally-based, lacking academic literature.
2022	Background mixed goals, limited academic vocabulary	7 Theses	Move 2 is the most problematic, the niche often doesn't appear.
Total (T1-T30)	- Weak research gap - Move 3 is unclear - Transition between weak moves	17 main cases	Most dominant difficulty = Move 2 (niche).

Recapitulation of Mistakes in Applying Moves

Type of Mistake	2022	2023	2024	Total	Information
Omission of Move 2 (no gap)	3	2	1	6	The most in 2022.
Vague Objectives (Move 3 is unclear)	4	3	2	9	Dominant errors.
Weak Transitions and moves	5	3	2	10	Common problems all year round.
Redundancy in Move 1	2	2	1	5	Repetition of common English facts.

Appendix 6 DECISION LETTER OF RESEARCH PAPER ADVISER'



**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN
NOMOR 287 TAHUN 2025
TENTANG**

**PEMBIMBING SKRIPSI PROGRAM STUDI TADRIS BAHASA INGGRIS
FAKULTAS TARBIYAH DAN KEGURUAN UNIVERSITAS ISLAM NEGERI
SULTAN MAULANA HASANUDDIN BANTEN**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN**

- MEMBACA** : Surat Ketua Program Studi Tadris Bahasa Inggris (TBI) Nomor: 287/Un.17/F.IJ/PP.00.9/02/2025 tentang permohonan persetujuan Pembimbing Utama dan Pembimbing Pembantu bagi mahasiswa:
a.n. : **Nurul Hijah Hiatul Aulia**
NIM : **211230053**
Judul : **ANALYSIS RHETORICAL MOVES OF INTRODUCTION WRITING SKILL OF THE RESEARCH JOURNAL ARTICLE AT ENGLISH EDUCATION DEPARTMENT OF THE STATE ISLAMIC UNIVERSITY OF SULTAN MAULANA HASANUDDIN BANTEN**
- MENIMBANG** : a. bahwa untuk menyelesaikan Ujian Sarjana bagi Mahasiswa Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, perlu ditunjuk Pembimbing Utama dan Pembimbing Pembantu;
b. bahwa Mahasiswa tersebut perlu memperoleh bimbingan yang sebaik-baiknya dalam menyelesaikan skripsi, sehingga dapat menyelesaikan studi kesajaranaannya;
c. bahwa Saudara/i **Prof. Dr. H. Wawan Wahyudin, M.Pd.** dan Saudara/i **Kheryadi, M.Pd.** masing-masing dosen Universitas Islam Negeri Sultan Maulana Hasanuddin Banten telah memenuhi syarat untuk diangkat menjadi dosen pembimbing utama dan pembimbing pembantu.
- MENGINGAT** : 1. Undang-Undang R.I. Nomor 17 Tahun 2003 tentang Keuangan Negara;
2. Undang-Undang R.I. Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
3. Undang-Undang R.I. Nomor 1 Tahun 2004 tentang Perbendaharaan Negara;
4. Undang-Undang R.I. Nomor 15 Tahun 2004 tentang Pemeriksaan Pengelolaan dan Tanggung Jawab Keuangan Negara;
5. Undang-Undang R.I. Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
6. Peraturan Pemerintah R.I. No. 28 Tahun 2022 tentang Tata Cara Pelaksanaan APBN;
7. Peraturan Menteri Agama R.I. Nomor 32 tahun 2017 tentang Statuta Universitas Islam Negeri Sultan Maulana Hasanuddin Banten;
8. Peraturan Menteri Keuangan R.I. No. 83/PMK.02/2022 tentang Petunjuk Penyusunan dan Pengesahan Daftar Isian Pelaksanaan Anggaran;
9. Peraturan Menteri Agama R.I. Nomor 11 tahun 2023 tentang Organisasi dan Tata kerja Universitas Islam Negeri Sultan Maulana Hasanuddin Banten;
10. Keputusan Menteri Agama R.I. Nomor : 026483.B.II/3/2021 tentang pengangkatan Rektor Universitas Islam Negeri Sultan Maulana Hasanuddin Banten dengan masa jabatan tahun 2021-2025;
11. Keputusan Rektor Universitas Islam Negeri Sultan Maulana Hasanuddin Banten Nomor : 869/Un.17/BA.III.2/KP.07.6/8/2021 tentang pengangkatan Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Maulana Hasanuddin Banten dengan masa jabatan tahun 2021-2025
- MEMPERHATIKAN** : 1. Keputusan Rektor Universitas Islam Negeri Sultan Maulana Hasanuddin Banten Nomor 826 tahun 2023 Tanggal 07 Juli 2023 tentang Buku Pedoman Akademik UIN Sultan Maulana Hasanuddin Banten
2. Keputusan Rektor Nomor 1218 Tahun 2024 Tentang Kalender Akademik Universitas Islam Negeri Sultan Maulana Hasanuddin Banten Tahun 2024/2025.

Memutuskan....

MEMUTUSKAN :

- MENETAPKAN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UNIVERSITAS ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN TENTANG PEMBIMBING SKRIPSI PROGRAM STUDI TADRIS BAHASA INGGRIS FAKULTAS TARBİYAH DAN KEGURUAN UNIVERSITAS ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN
- Pertama : Mengangkat Saudara/i Prof. Dr. H. Wawan Wahyudin, M.Pd. sebagai Pembimbing Utama dan Saudara/i Kheryadi, M.Pd. sebagai Pembimbing Pembantu bagi mahasiswa tersebut di atas.
- Kedua : Apabila dipandang perlu, Pembimbing diberi kewenangan untuk merubah redaksi judul, tanpa merubah surat keputusan ini.
- Ketiga : Kepada Pembimbing Utama dan Pembimbing Pembantu diberikan honorarium menurut ketentuan yang berlaku.
- Keempat : Surat Keputusan ini berlaku terhitung mulai tanggal dikeluarkan, dengan ketentuan bila terdapat kekeliruan akan diadakan perubahan seperlunya.

Dikeluarkan di : Serang



Pada Tanggal : 17 Februari 2025

Dekan Fakultas Tarbiyah dan Keguruan,









Tembusan:

1. Wakil Rektor I UIN Sultan Maulana Hasanuddin Banten;
2. Wakil Dekan I, II dan III Fakultas Tarbiyah dan Keguruan UIN Sultan Maulana Hasanuddin Banten;
3. Ketua Program Studi TBI Fakultas Tarbiyah dan Keguruan UIN Sultan Maulana Hasanuddin Banten;
4. Dosen Pembimbing;
5. Mahasiswa yang bersangkutan;
6. Arsip.





Appendix 7 CONSULTANT SHEET

CONSULTATION SHEET				
No	Date	Consulted Topic	Suggestion and Recommendation	Signature
1	2	3	4	5
1.	4/2025 maret	Bimbingan bab 1-3. Pak Heryadi	<ul style="list-style-type: none"> → phenomena harus → S-V-O Pada observasi siswa di sini Bab 4 → paraphrase → step moves harus dijelaskan → setiap pembahasan harus ada bagian paraphrase. → teori tentang Munlic Academic → atau rhetorical → kenapa harus swales? → tambahkan step moves. → dilengkapi moves → simpulkan part pendahuluan. → fungsi harus tulis pendahuluan. 	
2.	5/2024. Maret		<ul style="list-style-type: none"> - Paket of Data atau Nabi, Ula Sonal. Liday. - Daftar pustaka misal: alphabet 	

CONSULTATION SHEET

No	Date	Consulted Topic	Suggestion and Recommendation	Signature
1	2	3	4	5
3	23/ April 2025	Revisi bab L-3.	Perlu kos Viewers	
4	30/ April	Partisi bal I	(bimbingan Wragup)	
5	10/ 2025 Mei	Revisi bab I	Harus disesuaikan dengan curs swales	
6	26/ Mei 2025	Chapter I.	lanjut bab II	
7	27/ 2025 Mei	Chapter II	→ harus di masukan definisi Rhetorical Notes. → Introduction definisi → Writing Skill. → harus sesuai buku Pedoman → jk usah pake tulisan theorist.	
8	27/	bab II lanjut bab	lanjut bab 3.	
9	5/ 2025 juni	Bab III	Revisi sesuai thesis pake her	
10	12/ 2025 juni	Bab III	ACC	

CONSULTATION SHEET

No	Date	Consulted Topic	Suggestion and Recommendation	Signature
1	2	3	4	5
11.	25/2025 Juni	bab 9 & 5.	harus mengikuti course Pura	
12.	9/2025 Juli	bab 4 & 5	pak lin Paraphrase.	
13.	15/2025 Juli	bab 4 & 5.	-bimbingan via grup.	
14.	8/sep 2025	bab 4 & 5	bisa diajarkan selay	
15.	12/sep 2025			