artikel

by Katrin R

**Rhetorical Strategies of Problem Statement
in Non-Native EFL Undergraduate Students' Research Papers: Its Implication to
Promoting Critical Genre-Based Model to Teaching Academic Writing**

Abstract

English has become the language of choice for most international publications. This important role of English has encouraged EFL teachers to investigate academic writing parts to carry out effective teaching. This current study investigated the rhetorical strategies of the problem statement produced by undergraduate students in their research paper production. It aims at revealing the texts' rhetorical structure and strategies to contribute to the teaching model of academic writing. This research is a qualitative, case study belonging to genre analysis, using Swale's CARS model. Thirty undergraduate students' problem statement texts were explored. The research result indicates that nine types of rhetorical structures are employed, most of which are characterized as incomplete. The rhetorical strategies employed by the students are *making a centrality claim, making topic generalizations, reviewing previous research, indicating a gap, establishing need and problem, continuing a tradition, outlining purposes*, and *announcing present research*. Specific linguistic features are used in each move and step, although the students admitted that they lack of knowledge with linguistic features in each move and step. Based on the research finding, a *Critical Genre-Based Model for Teaching Problem Statement*s is proposed.

Keywords: academic writing, problem statement, rhetorical structure, rhetorical strategy, linguistic features

Introduction

In this global era, the status of English as a global lingua franca has been accepted as the global language which is widely used in research, education, and publications. This makes the English language crucial for the global scientific community. Rao asserts that scientists have to publish their scientific papers in English if they wish to be globally recognized because the immense volume of scientific information is published in English as the language of choice for many international scientific journals (P. S. Rao, 2019) (V. C. S. Rao, 2018).

The important role of English in research publications has inspired English teachers in tertiary education to seek appropriate methods to teach academic writing. Based on our observation and decades of teaching experience, most EFL undergraduate students found academic writing difficult. In the journals made at the end of every semester, the majority of students mention academic writing as one of the most difficult subjects. Therefore, research on undergraduate students' academic writing is crucial to contribute to the teaching of academic writing.

In Indonesia, tertiary education is the institution where students formally learn to write academic writing. The students majoring in English are recommended to write a research paper in English as a final project. Teaching academic writing to undergraduate students is more likely putting a foundation that will impact the future education level. Strengthening the foundation is crucial since writing competence facilitates academic and professional success. Studies on graduate and postgraduate students' research papers revealed the problems of the papers' rhetorical moves (Rahman et al., 2017) (Tarvirdizdeh & Nimehchisalem, 2021)(Fazilatfar & Naseri, 2016)(Nimehchisalem et al., 2016)(Tankó, 2017)(Lu, Yoon, et al.,

2021)(Amnuai, 2019). It is possible that, to some extent, the teaching of academic writing in undergraduate education contributes to the problems. This phenomenon is one of the reasons that inspire researchers to investigate undergraduate students' research papers.

Studies on parts of research papers (RP), especially in the introduction section to analyze the rhetorical or communicative moves have been widely done (Lu, Yoon, et al., 2021)(Lu, Casal, et al., 2021)(Lu et al., 2020)(Parnawati et al., 2017). The rationale underlying the research is the important role of introduction to win the readership. To the best of our knowledge, the study of the introduction focusing to reveal the rhetorical strategies of the research problem statement is rare despite the vital role of a research problem statement for the research implementation (Ankomah & Afful, 2019)(Nimehchisalem et al., 2016)(Tarvirdizdeh & Nimehchisalem, 2021). This research lacks encouraged us to conduct this study. We opine that we need to explore the rhetorical strategies of the research problem statement found in the undergraduate students' research paper since our teaching experience shows that EFL students as novice writers are often ignorant and less aware of the rhetorical moves in stating their research problems. And their less awareness will reduce the quality of their research work.

It is a research problem that motivates a researcher to do research. The systematic presentation of the research problem will make the research paper introduction (RPI) qualified and attracts readers. EFL undergraduate college students as novice writers must be aware of the rhetorical moves and strategies of the problem statement. The mastery and skill in writing problem statements (PS) will become an important foundation to write academic writing such as research articles, a thesis, and a dissertation.

In academic writing, PS is the crystallization of the academic issue of what a researcher wants to prove. A study is conducted in response to a which contains a topic, problem, justification, shortcomings of previous studies or practical knowledge, and significance (Creswell & Creswell, 2017). PS section is a key entry to a scientific community to achieve readership, which is the most important in the research work introduction (Zainuddin & Shaari, 2017). A well-structured problem statement section makes research make sense (Ankomah & Afful, 2019). Good research is started with a clear flow of ideas to state the issue of the research problem. However, it is problematic for many undergraduates, graduates, and even post-graduate students.

RP is an academic genre; problem statement as a part of RP is also a genre. Genre is a staged, goal-oriented, and purposeful communicative event which moves through stages to achieve its communicative purpose. And each stage employs different linguistic features (Van Dijk, 2017). Therefore, writing proficiency covers linguistic and rhetorical structure competence. EFL writers are required to master rhetorical structure to compete for their RP to be published because the rhetorical structure that reflects the logical argument varies across cultures and languages.

The communicative purpose of a problem statement genre is to identify, reveal, communicate, and explain the issue intended to be solved. It is achieved through moves, namely rhetorical movements with specific intentions. Each move is realized in steps which are strategies to achieve the move's function, therefore; the steps are termed rhetorical strategies (Jalilifar et al., 2011).

Several studies on students' PS have been conducted by applied linguists. A study on 30 PS of Iranian master's theses employing the Create-a-research-space (CARS) model reveals that the majority of the samples miss the moves and their steps that result in failing to communicate the problem. Some students could not communicate the problem based on the research gap and failed to propose a solution (Tarvirdizdeh & Nimehchisalem, 2021).

A study on PS move 2 'Establishing a niche' and its rhetorical strategies of 26 theses and dissertations employing modified CARS found that doctorate students employed more

strategies than the master. Doctorate students employed 4 strategies (Indicating a gap, Counter-claiming, Establishing problem and need, and Continuing tradition), while master students employed 3 strategies (Indicating a gap, Establishing problem and need, and Continuing tradition) (Ankomah & Afful, 2019).

The frequency of research questions (RQ) as one step of move 3 'presenting the present work' of applied linguistics research articles in Iranian journals revealed that the occurrence of the RQ was relatively high (Soodmand Afshar & Ranjbar, 2017).

An analysis of 20 undergraduate students' monographs revealed that the student's lack of knowledge of rhetorical aspects negatively affects PS writing. The unbalanced frequency of moves and steps caused some students unable to communicate the research problem. They also failed to state a problem based on the research gap (Obeso, 2019).

All of the previous studies explored the writers' academic writings which have been edited by the supervisors and editor, thus; the corpora are not the original texts produced by the students which means that the research results do not truly reflect the writers' real competence. The first, second, and fourth studies investigated undergraduate, graduate, and postgraduate students' works (with the supervisor's assistance), while the third study investigated journal articles (with an editor's intervention).

The first previous study investigated the rhetorical structures and linguistic features; the second focused on the move 'Establishing a niche'; the third focused on move 3 'Presenting the present work'; and the fourth investigated the rhetorical structures and strategies. The current study blended the issues of the previous studies, namely investigating the rhetorical structures, strategies, and linguistic features. Besides it also extends the previous studies by offering a teaching model designed based on the research findings.

Based on the background, the research problems are formulated below.

1. What rhetorical structures are displayed in PS of EFL undergraduate students' research papers?
2. What rhetorical strategies are employed to achieve the communicative purpose of each move?
3. What linguistic features are employed in each move?
4. What teaching model can be designed?

The study aims at explaining the rhetorical structures and strategies of the PS; analyzing the linguistic features in each move, and design a teaching model based on the research findings. This study applied a modified CARS model.

Theoretically, this study can enrich the literature of EFL learners' academic writing genre. Practically, this study can give information and suggestion to the EFL teachers and students who can act accordingly. Pedagogically, this study can offer an alternative model for teaching academic writing.

Literature Review

Problem Statement

PS is one of the most crucial sections in RP because research purpose, hypotheses, and method are formulated on it (Nimehchisalem et al., 2016)(Parsa & Tahririan, 2017)(Jalilifar et al., 2011). It communicates the issue to be solved. Therefore, PS should be clear.

PS is argumentatively written based on knowledge and research gap. Students' awareness of the gap and the knowledge of PS rhetorical structure help them write a higher-quality RP (Nimehchisalem et al., 2016) (Tarvirdizdeh & Nimehchisalem, 2021). PS aims at introducing a topic as an academic issue by supporting it with literature. Undergraduate students as novice writers require to practice presenting and communicating the research problem.

A well-structured problem statement makes RP arouse the readers' interest. Research that addresses new and relevant problems potentially contributes to scholarship(Swales, John M & Feak, 2012). PS plays a role as an introducer in RP to present a central issue.

In writing PS, a research topic is presented as a problem. Then, justification is made. Lastly, the achievement of the research goal is presented (Nimehchisalem et al., 2016).

CARS Model

RPI, in which PS is located, aims at winning for research space and publication. Thus, RPI is organized using the create-a-research-space model (Swales, John M & Feak, 2012). Based on the model, an author needs to write several moves and several steps for each move.

CARS model consists of three moves, each of which has steps. Some steps are optional while some others are obligatory (Swales, John M & Feak, 2012). CARS model is an influential work to analyze genre. Moves refer to macrostructure, while steps refer to microstructure, namely strategies to realize the move's goal (Jalilifar et al., 2011).

The three moves are *establishing a research territory* (M1), *establishing a niche* (M2), and *occupying a niche* (M3) (Swales, John M & Feak, 2012). M1 presents the background to the research topic, supported by previous studies. M2 provides the researcher's motivation and the main issues, leading to the need for a new research to give solution to unresolved issues. M3 presents the focus of the current study (Ankomah & Afful, 2019).

M2 specifically presents the strategies used in PS. Strategies generally utilized in M2 are *indicating a gap, counter-claiming, establishing need and problem, question-raising, and continuing tradition* (Suryani et al., 2018)(Zainuddin & Shaari, 2017).

Following CARS, PS should have three sections (Tarvirdizdeh & Nimehchisalem, 2021).

CARS model	Sections of PS
M1: Establishing a research territory	Section 1: Presenting academic issues as a problem
M2: Establishing a niche	Section 2: Indicating deficiency
M3: Occupying a niche	Section 3: Presenting the goal, solution

Move's Linguistic Features

Each move has specific linguistic features. Words like *important, central, interesting, and relevant* indicate M1. The most common way to indicate a gap in M2 is to use 'quasi-negative' vocabularies such as *few, little, no, none, although, and however*. Purpose statements such as *purpose, aim, and intend* to indicate M3 (Swales, John M & Feak, 2012).

Genre-Based Approach

A genre is characterized by communicative purpose (goal-oriented), generic structure (staged), and linguistic features (Agustien, 2020). Genre theory explains how language works in a social context. It has become the object of much research contributing to teaching practice termed a genre-based approach (GBA).

GBA derives from Systemic Functional Language (SFL) theory that language is a social semiotic (Hasan, 2014). GBA promotes teachers' intervention in the learning process and teachers' teaching of how genres are typically constructed. An example of the GBA model is by Feez and Joyce with the following teaching steps : (1) Building the context, (2) Modeling and deconstructing the text, (3) Joint construction of the text, (4) Independent construction of the text, (5) Linking related texts (Feez & Joyce, 1998).

Method

This research is a qualitative, case study, exploring a small scale, focusing on one or more individuals (Creswell & Creswell, 2017) (Yazan, 2015) (Gerring, 2016). It analyzed academic writing genre, thus; it is a discourse or genre analysis. Discourse analysis studies the corpus, focusing on discourse units (Flowerdew, 2013). The current research explored the rhetorical structure and linguistic features of the unpublished undergraduate students' PS genre. The rhetorical structure is related to the rhetorical functions of the text segments. Thus, the data of the study are the rhetorical functions and the linguistic features of the texts.

The objects of this study are 30 unpublished undergraduate students' RAIs. In deciding this number, the researchers based on the PS previous studies' corpus, namely around 20 up to 30 corpora. The research participants are thirty 7th-semester undergraduate students majoring in the English language, studying at Stikubank University (UNISBANK) Semarang in Indonesia. The corpus of this study is 30 unpublished undergraduate students' RAIs, produced as a final project of an academic writing class that is available at the Academic Writing teacher.

Research Procedure

As for qualitative research, the researchers are the main data collectors and data analysts to achieve the research goals. As aforementioned, the data of this study are the rhetorical functions and the linguistic features of PS. A text consists of layers, each of which has a function to contribute to achieving the text's communicative purpose. To know each layer's function, content analysis is carried out. Below is the data collection:

1. Reading RP to know the research topic.
2. Reading RPI to fully comprehend each layer's function. Content analysis was done by grasping the content, meaning, and idea of the layers.
3. Grasping the specific linguistic features to show the function.

Afterward, the data were analyzed using modified CARS (J. Swales, 1990) (Swales, John M & Feak, 2012) (Tarvirdizdeh & Nimehchisalem, 2021) (Ankomah & Afful, 2019) to reveal the rhetorical structure and strategies of the PS. The number and names of rhetorical structures and strategies (steps) were adapted with the research data, by considering the nature and communicative purpose of PS, by adding and omitting some steps. The step of 'Establishing problem and need', identified in the data, is added. And steps of 'Announcing principal findings' and 'Indicating RA structure' that are not necessary for PS are omitted. Steps of 'Counter-claiming' and 'Question-raising', not found in the data are also omitted.

The literature review reveals that PS is a problem-solution text, to introduce a problem as the main reason to conduct research. The structure is: M1 focuses on the current capacity, M2 on the problem, and M3 on the solution (Swales, John M & Feak, 2012). Below are the modified CARS.

M1: Presenting academic issues as a problem
Step1: Making a centrality claim
Step2: Making topic generalizations
Step3: Reviewing of previous research (obligatory)
M2: Indicating deficiency
Step 1A: Indicating a gap (obligatory)
Step 1B: Establishing need and problem
Step 1C: Continuing a tradition
M3: Presenting the goal, solution
Step 1A: Outlining purposes (obligatory)
Step 1B: Announcing present research ·
In analyzing the data, the procedure is

1. Identifying the border of each move
2. Analyzing the strategies to achieve each move's function
3. Analyzing the specific linguistic expressions of each strategy
4. Concluding the rhetorical structure and strategies of each problem statement sample
5. Interpreting the students' problems in writing PS
6. Interviewing some respondents to validate the interpretation
7. Designing a genre-based teaching model based on the research finding

The researchers analyzed the data manually, afterwards, a doctor in Applied Linguistics as an independent analyst validated the data and the analysis. The moves and the steps were coded and tabulated. The typical linguistic expressions in each move were bolded. The coding uses the moves and steps as the following: M1 (S1, S2, S3), M2 (S1A, S1B, S1C), and M3 (S1A, S1B). Example: M1S3 signifies *Reviewing previous research*. PSs stand from the problem statement sample. Obl. stands from obligatory. Some steps are obligatory while others are optional. The rhetorical structure is characterized as complete (C) when it has all of the obligatory steps (M1S3, M2S1A, M3S1A), while it is characterized as incomplete (IC) when it lacks one or more of the obligatory moves. An analysis example is presented below:

PSs5

> ...*Promoting language is **crucial** to ... **(M1S1)**. Billboard ... of many **efficient** media to ... It is like **advertising, attracting** people, **catching their attention**, ... When people see a billboard, they must be evaluating what they see. ...called appraisal.**(M1S1)***
>
> *In evaluating things,...to play an **essential** role in showing our attitude. Attitude is divided into affect, appreciation, and judgment... This study focuses on ... judgment. **(M1S1)***
>
> *Judgment **always** comes with two sides, ... In evaluating people or things, people can.... It means that people tend to admire something or criticize it. ... elaborated that judgment concerns evaluating the behavior, which is admired or criticized, praised or condemned. **(M1S2)***
>
> *In judging things, people **often** tend to connect with society. Judgment always deals with ....* **(M1S2)**
>
> *...*
>
> *Accordingly, researchers **so often** mention that appraisal is problematic. **(M1S2)** The proposed research question of this study is: ... **(M3S1A)***
>
> *Researchers **have conducted studies** about appraisal analysis. **Li (2016) researched** the ... **Chalimah et al. (2018),** in addition, **analyzed** ... **Megah S & Noorh (2018) investigated** ... **(M1S3)***
>
> ***However,** appraisal researches on the billboard for a presidential campaign are still **rare. (M2S1A). This research aims at** finding out what appraisal of judgment ... **(M3S1A).** This study is qualitative in nature, describing the data qualitatively using appraisal theory. **(M3S1B)***

Finding and Discussion

Rhetorical Structures Displayed in PS of EFL Undergraduate Students' RP

After identifying the moves based on its function, the M1, M2, M3 occurrences are displayed in the table below:

TABLE 1
Move occurrences in PSs

PSs	Rhetorical occurrence	Total	Frequency

	Move 1	Move 2	Move 3	of	Move
10,15,29	-	v	v	2	3
1,4,7,11,12, 16,19, 20,23, 26	v	-	v	2	10
24,25, 2, 9, 14, 2, 9, 14	v	v		2	8
5,8,13,18, 22,27,30, 3,6,17, 21,28	v	v	v	3	12
	23(77%)	20(67%)	22(73%)		

The findings indicate that the moves structures can be classified into:

1. M2, M3
2. M1, M3
3. M1, M2
4. M1, M2, M3

The detailed rhetorical structures consisting of moves and steps are presented in the table below:

TABLE 2
Rhetorical structures of PSs

PSs	Move 1			Move 2			Move 3		Total of Move	Total of Steps	C	IC	Frequency
	S1	S2	S3 (obl)	S1A (obl)	S1B	S1C	S1A (obl)	S1B					
10,15,29	-	-	-	-	v	-	v	-	2	2		v	3 (10%)
1,4,7,11, 12, 16,19	v		v	-	-	-	v	-	2	3		v	7 (23%)
20,23, 26	v	-	-	-	-	-	v	v	2	3		v	3 (10%)
24,25	v		v			v	-	-	2	3		v	2 (6%)
2, 9, 14,	v	-	-	-	v	-	-	-	2	2		v	3 (10%)
5,8,13,18	v	v	v	v			v	v	3	6	v		4 (13%)
22,27,30	v		v	v		v	v	v	3	6	v		3 (10%)
3,6,17	v	v			v		v	v	3	5		v	3 (10%)
21,28	v				v		v		3	3		v	2 (6%)
	22	7	16	7	11	5	25	13			7	23	30
	73%	23%	53%	23%	37%	17%	83%	43%			(23%)	(77%)	

Table 3 shows that the rhetorical structures displayed in PS of EFL undergraduate students' RP can be grouped into 9 types:

1. Establishing need and problem (M2S1B), Outlining purposes (M3S1A). (10%)
2. Making a centrality claim (M1S1), Reviewing previous research (M1S3), and Outlining purposes (M3S1A). (23%)
3. Making a centrality claim (M1S1), Reviewing previous research (M1S3), and Outlining purposes (M3S1A). (10%)
4. Making a centrality claim (M1S1), Reviewing previous research (M1S3), and Continuing a tradition (M2S1C). (6%)
5. Making a centrality claim (M1S1), Establishing need and problem (M2S1B). (10%)
6. Making a centrality claim (M1S1), Making topic generalizations (M1S2), Reviewing previous research (M1S3), Indicating a gap (M2S1A), Outlining purposes (M3S1A), Announcing present research (M3S1B). (13%)
7. Making a centrality claim (M1S1), Reviewing previous research (M1S3), Indicating a gap (M2S1A), Continuing a tradition (M2S1C), Outlining purposes (M3S1A), Announcing present research (M3S1B). (10%)
8. Making a centrality claim (M1S1), Making topic generalizations (M1S2), Establishing need and problem (M2S1B), and Outlining purposes (M3S1A). (10%)

9. Making a centrality claim (M1S1), Establishing need and problem (M2S1B), and Outlining purposes (M3S1A). (6%)

The findings above show that the rhetorical structure *'Making a centrality claim (M1S1), Reviewing of previous research (M1S3), Outlining purposes (M3S1A)'* is mostly used by the students. They review the related previous studies but fail to indicate the research gap to be filled, as one of the obligatory steps in PS.

The table above also shows that only 23% of the PSs have complete rhetorical structures, namely *'Making a centrality claim (M1S1), Making topic generalizations (M1S2), Reviewing of previous research (M1S3), Indicating a gap (M2S1A), Outlining purposes (M3S1A), Announcing present research (M3S1B)';* and *'Making a centrality claim (M1S1), Reviewing of previous research (M1S3), Indicating a gap (M2S1A), Continuing a tradition (M2S1C), Outlining purposes (M3S1A), Announcing present research (M3S1B)'*. Seventy-seven percent of the PSs have incomplete rhetorical structures that may result in failing to communicate the problem. This finding is similar to the previous study (Tarvirdizdeh & Nimehchisalem, 2021). A rhetorical structure is characterized as complete when it has all of the obligatory steps (M1S3, M2S1A, M3S1A) (Swales, John M & Feak, 2012).

Obligatory steps are the key elements in recognizing a genre, and they are obliged to occur, and the appearance of these elements characterizes whether the text is complete or incomplete (Paltridge, 2007). The research finding implies that the students are not aware of the importance of obligatory steps. Their lack of rhetorical structure knowledge is possibly the source of the problem. Genre-based teaching is one alternative solution to the problem as the previous researchers suggest 'the students' doing genre analysis needs to be employed' (Arsyad, 2019) (Thongchalerm & Jarunthawatchai, 2020).

Each move's occurrences will be discussed in this section, while the steps of each move will be discussed in the 'Rhetorical strategies' section. And to avoid redundancy, examples are not provided here, they will be provided in the next section.

Move 1

M1 presents the 'establishing a research territory' intention, providing background to the researched topic by mentioning the research area at the current situation (Swales, John M & Feak, 2012). M1 usually starts with a general topic. The research findings show that M1 has a high occurrence, most PSs (77%) include M1, meaning that the student writers are aware of 'Presenting current issue as a problem'. This finding is parallel with previous studies' findings (Tarvirdizdeh & Nimehchisalem, 2021) (Samad et al., 2018). Three PSs directly jump to M2 and do not include M1, meaning that the authors did not orient the readers with the researched topic.

Move 2

M2 is the most important move in PS because it is the point that connects M1 and M3, connecting what has been done previously and what the current research is doing (J. M. Swales, 2011). It presents the 'gap' that is not completed yet by the previous research and it is the motivation to conduct the current study. M2 is the most difficult move as seen from the data that 33% of PSs do not include M2. The students jump from M1 to M3. They failed to formulate the underlying reasons that encouraged him to do the research. This finding is contradictory to the previous study's finding (Samad et al., 2018).

Move 3

M3 describes what the RP will accomplish concerning M2 (Yasin & Qamariah, 2014). It presents the research purpose and offers a solution. The research findings reveal that M3 occurs relatively highly in the PSs, namely 73%. This finding is different from the previous study's finding (Tarvirdizdeh & Nimehchisalem, 2021), which shows the lowest occurrence. But it is similar to other previous studies' findings (Samad et al., 2018).

Rhetorical Strategies Employed to Achieving the Communicative Purpose of Each Move

The frequency of each move's steps which has been displayed in table 2 will be discussed below to know the student writers' rhetorical strategies. As aforementioned, each move's communicative purpose can be achieved through step(s) or strategies. Each move has a range of options for strategies (Swales, John M & Feak, 2012).

Making a centrality claim (M1S1)

Claiming centrality is achieved by describing the current growing problems, to indicate that the research topic is important, useful, and deserves investigation. Most students (73%) include M1S1 in their texts. This is a good start to attract the readers' attention to remind them that the research topic is essential. This finding is parallel with that of the previous study on Indonesian student authors' research article introduction (RAI) (Rochma et al., 2020), with that of Iranian students' RAI (Farnia & Barati, 2017).

Example: PSs20
> *Entertainment is any activity that **captures the attention and interest** ... An entertainment that many viewers **enjoy** is the film industry. Films **have a huge impact** ... that **grabs the attention** of audiences. ... Film making ... that is **hugely popular** all over the world. Films with ... are **interesting** for young people, ... One of the **famous** ... is the **best** action film to watch. ... In Kung Fu Hustle, Stephen Chow plays a young man named "Sing".*
> *... The **important** politeness value showed by Sing can be learned by the young people who currently tend to ignore the value. ...*
> *This research will focus on the politeness strategies of the character Sing in Kung Fu Hustle. ...*
> ***(M1S1)***

The M1S1above starts from a more general issue of *entertainment, film*, and *Kungfu film* commonly enjoyed by the youth which is aimed at capturing the readers' interest, then; it is gradually more focused on the research topic, *the politeness strategies of character sing in Kung Fu Hustle*.

Making topic generalizations (M1S2)

M1S2 functions to show the general research area, to show a given research topic generalization, that can be operationalized by describing the related research practice or phenomena. Few PSs (23%) include M1S2, which is contradictory to the previous study's finding (Rochma et al., 2020) revealing that M1S2 occurred in more than 60% of the data. This different finding is possible because the reviewer's intervention for the previous study's research objects is published articles in ELT journals. The low M1S2 occurrence may indicate the undergraduate students' narrow view or knowledge of the research topic so they fail to generalize the particular research topic.

Example: PSs3

> *...Spoken English was chosen ..., arguably, the **most important** ... in an **increasingly globalized** ... The learners' language is termed interlanguage. ...focused on interlanguage syntax ... **(M1S1)***
>
> *... In a **more broad way**, ... syntax also governs the use of punctuation. ..., the expert agrees that syntax is one of the fundamental things in language, ... Due to this fact, the syntax has increasingly become the research object to contribute to the learning strategy. **(M1S2)***

In PSs3, the student writer starts with M1S1 by describing the narrow research topic *of interlanguage syntax in spoken English*. Then, she relates the topic with the research practice or phenomena in general by using the words *in a more broad way*.

Reviewing of previous research (M1S3)

M1S3 is an obligatory move in PS since it is a way to know what has been done to create a search space for the new research (Swales, John M & Feak, 2012). It is also a way to show that the new research contributes to developing the body of knowledge, and ensuring intertextuality (Jalilifar et al., 2011). Sixteen PSs (53%) contain M1S3. This occurrence is similar to a previous study on 20 undergraduate RAI in Indonesia, which is 50% (Samad et al., 2018). But surprisingly it is higher than Rochma et.al. study, which is 0% (Rochma et al., 2020).

Example: PSs1

> *In the field of language variation, ... some **previous studies** have been conducted ...The first study **reported**..... The next study by ... **investigated** ... A similar study was conducted by... **revealed**...(M1S3)*

M1S3 above employs reported verbs. The writer reported the previous research by mentioning the researchers and the sources. This is a way to give credit to the previous researchers.

Due to the importance of M1S3, a follow-up interview with 7 students was carried out to reveal their problems. Overall, the interview revealed that they are not aware of the importance of previous studies' citations to find a research space to be filled.

Indicating a gap (M2S1A)

M2S1A is an obligatory and key move in PS since it is a way to criticize that the previous studies are not complete yet (Swales, John M & Feak, 2012). This step is problematic for the students, only employed in 7 PSs (23%). Some PSs presented M1S3 but did not follow it up with M2S1A. This finding worries the teachers since the students tend to ignore writing M2S1A in their RPI. An interview with seven students reveals that during writing they never think of this step, they are unaware that M2S1A is a key point and must exist in their RPI.

This finding contrasts several previous studies revealing that M2S1A is mostly found in non-native and native speakers' RPI (Ankomah & Afful, 2019), (Farnia & Barati, 2017), (Samad et al., 2018). However, this finding is similar to some findings reported from previous studies (Zainuddin & Shaari, 2017), (Parsa & Tahririan, 2017). The problem might be due to the student's lack of writing experience and lack of rhetorical structure knowledge.

Example: PSs22

> *The previous studies are mostly about the analysis of conversational structure in a television talk show. Studies about the conversational structure and adjacency pairs in television talk shows are still **rare**. (M2S1A)*

The sample above shows that the gap that is going to be filled is the rareness of the research about the problem.

Establishing need and problem (M2S1B)

M2S1B refers to real-world problems, based on real-life observation (Ankomah & Afful, 2019). Based on the observation, a problem is identified, then; the need statement is justified. Thus, based on the need strategy, the problem statement of the research is written (Zainuddin & Shaari, 2017).

M2S1B is a more preferred strategy used by the students, namely 11 frequencies (37%). An interview with 5 students revealed that M2S1B is easier than M2S1A because reading literature to find a gap is a challenging task. Observing real-life situations is easier for them. The use of M2S1B rhetorical strategy was also reported by previous studies (Zainuddin & Shaari, 2017) (Ankomah & Afful, 2019) (Jalilifar et al., 2011).

The M2S1B without being supported with M1S3 and M2S1A should be minimized because it is not in line with the academic writing principle 'intertextuality', namely together with other studies develop the body of knowledge. The possible reason is the lack of skill, experience, and knowledge of the student authors.

Example: PSs21

> For English learners, carrying out a conversation in English is **not easy**. One **problem** is the exchange of turns in the conversation. The **problem** of taking turns in a conversation using signs in turn-taking is faced by many students. So, the turn-taking strategy **needs** attention. This research will analyze ... **(M2S1B)**

The sample above indicates that the research is carried out based on the real problem and need felt by the writer, without considering the previous studies.

Continuing a tradition (M2S1C)

M2S1C is the replication, the continuation, or adding something to the previous study's practices (Swales, John M & Feak, 2012). M2S1C strategy was found in 5 PSs (17%).M2S1C occurrence is higher than in the previous studies' (Zainuddin & Shaari, 2017) (Ankomah & Afful, 2019) (Farnia & Barati, 2017). This relatively high use means that the student authors prefer to replicate the previous study's strategies. Swales and Feak stated that 'Continuing a tradition' is a weaker option for 'Establishing a niche'.

Example: PSs24

> ... Turn–taking is ... It should be applied to any kind of communication form .... People can easily find such activities on television.... One of the most popular talk shows is ..., the writer is interested in analyzing the turn-taking mechanism that occurs in the "Kick Andy" talk show.
>
> This study is **similar to** and **replicates** the previous study of the turn-taking mechanism by Candrika ... the turn or shifting of the participants. ... to speak in rotation – forms patterns, analyzed using theory by Harvey Sacks, Emanuel Schegloff, and Gail Jefferson. (M2S1C)

Continuing a tradition in the sample above is imitating the previous study's research strategy. It is common for a novice student writer.

Outlining purposes (M3S1A)

M3S1A is an obligatory move in which the researcher offers a solution by presenting the research purpose or research question. M3S1A occurrence is relatively high, namely 25 (83%). It means   M3S1A is not problematic for the students. This finding is similar to the previous study (Soodmand Afshar & Ranjbar, 2017) (Rahayu et al., 2022). But it contradicts other study's findings (Nimehchisalem et al., 2016)

Example: Ss10
> *Most researchers agree that the learner's mother tongue influences the pronunciation of the target language. It also happens to ... The objective of this research is to find out the students' common mistakes in pronouncing words in English. (M3S1A)*

Announcing present research (M3S1B)

M3S1B describes the features of the study (Swales, John M & Feak, 2012). It explains the strategy to achieve the objectives, and how the problem might be solved. Thirteen PSs (43%) include M3S1B. This occurrence is lower than the previous studies' (Tarvirdizdeh & Nimehchisalem, 2021) (Jalilifar et al., 2011)

Example: PSs13
> *So, in this study, the writer **described the phenomena** of code-switching produced in a conversation between Najwa Shihab and Agnes Mo, obtained from YouTube on Feb. 7, 2020, and **analyzed** using code-switching theory. (**M3S1B**)*

In the sample, the writer shortly presents the nature and the research strategy, as the method of collecting and analyzing the data.

Linguistic Expressions Employed in PS to Indicate Moves and Steps

PSs were analyzed to find out the specific linguistic expressions used in each move and step because linguistic features have a crucial role to distinguish moves and steps (Pho, 2013). The linguistic expressions used in each move and step are presented below.

M1S1attempts to attract the readers to agree that the research is significant, the keywords used by the students in this step are among others: *important, necessary, relevant, interesting, crucial, efficient, catching attention, attracting, famous, and popular* (PSs5, PSs20). In M1S2, the words like *widely, often, broadly, and always* (PSs8, PSs6) were mostly used. For M1S3, reporting verbs such as *reported, investigated, and revealed* (PSs4, PSs27) were used since the writers refer to the previous studies.

M2S1A is indicated by quasi-negative' vocabularies such as *few, little, although, however, rare* (PSs18, PSs30). M2S1B is indicated by words like *problem, need a solution, need attention, and handle* (PSs2, PSs15). In M2S1C the words like *similar, compared, like, and replicate* (PSs25, PSs30) were used to indicate that the writer will replicate the previous studies.

M3S1A is signed by the words like *goal, purpose, aim, and objective* (PSs7, PSs11). M3S1B is indicated by the words like *describing the phenomena, analyze, attempt, try, and set out* (PSs23, PSs26).

An interview with five students revealed that they were not aware of the linguistic features in each move and step, they lack of knowledge this matter.

An Alternative Critical Genre-Based Model to Teaching Academic Writing: Problem statement

Research findings on a certain genre can be applied in teaching practice to the genre, termed genre-based teaching which will lead to genre awareness. Thus, the research findings on the problem statement genre can be applied to the teaching problem statement, as part of the introduction to academic writing.

There is a leading notion that GBA contributes to the development of teaching writing to non-native speaker learners. According to Millar (Millar, 2011) genre analysis can lead to consciousness-raising of the genre's rhetorical structure. There is empirical evidence for the facilitative effect of genre consciousness-raising tasks on EFL learners' performance (Atai & Khatibi, 2010). The students can be exposed to various tasks such as text analysis, searching the target text genre, deconstructing texts, and giving feedback (Nagao, 2019). GBA promotes students' creativity and critical thinking (Devitt, 2004). Thus, it is not mistaken if the genre-based teaching model is also termed a critical genre-based teaching model. Based on the research findings, an alternative *Critical Genre-Based Model for Teaching Problem Statement*s is proposed.

Critical Genre-Based Model to Teaching Problem Statements
The teaching model has certain characteristics that cover (1) instructional and nurturant effects, (2) support system, (3) social system, (4) principles of reaction, (5) syntax (Joyce et al., 1986).
1. Syntax
   a. Building the context
      This stage is more like preparation activities, to activate the students' previous knowledge, and to build the students' self-confidence. Explicit teaching is also done here. The research findings revealed that the student writers have problems with PS rhetorical structure and linguistic features, which is sourced from their lack of rhetorical structure and linguistic features knowledge. The genre-based teaching needs to compensate for the student's weaknesses. Thus, the explanation of PS rhetorical structure and linguistic features needs to be emphasized, given more time allotment.
   b. Modeling
      Modeling means exposing the students to PS texts. The texts, later, will be imitated by the students since writing is imitating. The modeling texts will become the objects for analysis. The practice of genre analysis is done in this step to strengthen the knowledge of PS genre that they have learned in the step of 'Building the context'. The student's critical thinking will develop while doing genre analysis since they do critical reading, interpreting, evaluating, and inference.
   c. Joint construction
      In this step, the students start constructing their texts in groups with the teacher's assistance. This stage focuses on the process of creating a text collaboratively, based on the scaffolding principle that learners need to be involved in various scaffolding activities. While working together, they will develop their creativity, cooperative skills, and other soft skills.
   d. Independent construction
      Having passed the three stages, the students are ready to create texts independently with minimum help from the teacher, thus; they are getting more autonomous.
2. Instructional and nurturant effects

The instructional effect of the teaching model is the students' competence and skill to create PS text, while the nurturant effects achieved by the students as aforementioned are critical thinking, creativity, autonomy, cooperation skills, etc.

3. Support system
   Genre analysis is the key activity in GBA. Thus, authentic academic texts for analysis tasks need to be prepared.
4. Social system
   The social system is democratic. The teacher plays the role of a facilitator, employing student-center learning.
5. Principles of reaction
   The teachers offer assistance to the students, whenever needed.

Conclusion

Some conclusions are presented as follows. Nine types of rhetorical structures are employed in the problem statement texts produced by undergraduate students, and only two of them are characterized as complete rhetorical structures, produced by 23 % of participants.

Undergraduate students employ three rhetorical strategies to *present an academic issue as a problem*, namely *making a centrality claim, making topic generalizations, and reviewing previous research*. And the most frequently used strategy is *making a centrality claim*, while the least frequently used strategy is *making topic generalizations*. Most students use more than one strategy to *present an academic issue as a problem*. In *indicating deficiency*, the students employ three strategies *indicating a gap, establishing a need and problem, and continuing a tradition*. *Establishing needs and problem* is the most preferred choice. And most students use a single strategy. In *presenting the goal and solution*, two strategies are employed, namely *outlining purposes* and *announcing the present research*. The more frequently used strategy is *outlining purposes*. And most students used a single strategy.

Specific linguistic expressions are employed in most samples to indicate moves and steps. However, an interview revealed that they are not aware of the linguistic features in each move and step.

A *Critical Genre-Based Model for Teaching Problem Statement*s is recommended as an alternative teaching strategy to compensate for the research findings.

The limitation of the study is in terms of the samples, which are only taken from one university. For future research, it is suggested that the samples be enriched from more than one college.

References

Agustien, H. I. . (2020). *Implementing A Text-Based Approach in English Language Teaching* (N. Renandya, Willy A ; Hayati (ed.)). TEFLIN Publication Division in collaboration with CV. Bintang Sejahtera.

Amnuai, W. (2019). Analyses of rhetorical moves and linguistic realizations in accounting research article abstracts published in international and Thai-based journals. *Sage Open*, 9(1), 2158244018822384.

Ankomah, C., & Afful, J. (2019). *Establishing a niche in research: Rhetorical strategies in undergraduate and postgraduate writings in the department of English, University of Cape Coast*.

Arsyad, S. (2019). The Effect of Genre-Based Mentoring on Rhetorical Quality of Research Article Drafts by Indonesian Lecturers in Social Sciences and Humanities. *International Journal of Instruction*, 12(3).

Atai, M. R., & Khatibi, M. B. (2010). The effect of genre consciousness-raising tasks on

Iranian EFL learners' listening comprehension performance. *Journal of Asia TEFL*, *7*(3).

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Devitt, A. J. (2004). *Writing genres. Carbondale: Southern Illinois*. Cambridge: University Press.

Farnia, M., & Barati, S. (2017). Writing introduction sections of research articles in applied linguistics: Cross-linguistic study of native and non-native writers. *Indonesian Journal of Applied Linguistics*, *7*(2), 486–494.

Fazilatfar, A. M., & Naseri, Z. S. (2016). The study of rhetorical moves in applied linguistics research-based articles written by Iranian researchers. *International Journal of Linguistics*, *8*(6), 154–173.

Feez, S., & Joyce, H. D. S. (1998). *Text-based syllabus design*. National Centre for English Language Teaching and Research, Macquarie University.

Flowerdew, L. (2013). Corpus-based discourse analysis. In *The Routledge handbook of discourse analysis* (pp. 174–188). Routledge.

Gerring, J. (2016). *Case study research: Principles and practices*. Cambridge university press.

Hasan, R. (2014). Towards a paradigmatic description of context: systems, metafunctions, and semantics. *Functional Linguistics*, *1*(1), 9.

Jalilifar, A., Firuzmand, S., & Roshani, S. (2011). Genre analysis of problem statement sections of MA proposals and theses in Applied Linguistics. *Language, Society and Culture*, *33*, 85–93.

Joyce, B. R., Weil, M., & Calhoun, E. (1986). *Models of teaching* (Vol. 499). Prentice-Hall Englewood Cliffs, NJ.

Lu, X., Casal, J. E., & Liu, Y. (2020). The rhetorical functions of syntactically complex sentences in social science research article introductions. *Journal of English for Academic Purposes*, *44*, 100832.

Lu, X., Casal, J. E., Liu, Y., Kisselev, O., & Yoon, J. (2021). The relationship between syntactic complexity and rhetorical move-steps in research article introductions: Variation among four social science and engineering disciplines. *Journal of English for Academic Purposes*, *52*, 101006.

Lu, X., Yoon, J., & Kisselev, O. (2021). Matching phrase-frames to rhetorical moves in social science research article introductions. *English for Specific Purposes*, *61*, 63–83.

Millar, D. (2011). Promoting Genre Awareness in the EFL Classroom. *English Teaching Forum*, *49*(2), 2–15.

Nagao, A. (2019). Assessing the Development of English Learners' Understanding of the Discussion Genre. *Journal of Asia TEFL*, *16*(3), 927.

Nimehchisalem, V., Tarvirdizadeh, Z., Paidary, S. S., & Hussin, N. I. S. B. M. (2016). Rhetorical moves in problem statement section of Iranian EFL postgraduate students' theses. *Advances in Language and Literary Studies*, *7*(4), 173–180.

Obeso, W. S. (2019). Rhetorical structure in Problem Statement Section of Foreign Languages Undergraduate students' Monographs. *Advances in Language and Literary Studies*, *10*(6), 89–93.

Paltridge, B. (2007). Approaches to genre in ELT. *International Handbook of English Language Teaching*, 931–943.

Parnawati, T. A., Basthomi, Y., & Ruslan, S. (2017). Rhetorical moves in the introductions of Islam-related research articles. *Jurnal Pendidikan Humaniora*, *5*(4), 169–174.

Parsa, S., & Tahririan, M. H. (2017). Move Structures in "Statement-of-the-Problem" Sections of MA Theses: The Case of Native and Nonnative Speakers of English. *Iranian*

Journal of Applied Linguistics, *20*(2), 195–228.

Pho, P. (2013). *Authorial stance in research articles: Examples from applied linguistics and educational technology*. Springer.

Rahayu, T., Permatasari, I., Mudofir, I., Sutantohadi, A., & Maftuh, M. F. (2022). RHETORICAL MOVES IN THE BACKGROUND SECTIONS OF EFL INDONESIAN VOCATIONAL COLLEGE STUDENTS. *LLT Journal: A Journal on Language and Language Teaching*, *25*(2), 660–670.

Rahman, M., Darus, S., & Amir, Z. (2017). Rhetorical structure of introduction in applied linguistics research articles. *Educare*, *9*(2).

Rao, P. S. (2019). The role of English as a global language. *Research Journal of English*, *4*(1), 65–79.

Rao, V. C. S. (2018). The use of English language in research. *Journal for Research Scholars and Professionals of English Language Teaching*, *2*(8), 124–135.

Rochma, A. F., Triastuti, A., & Ashadi, A. (2020). Rhetorical styles of Introduction in English language teaching (ELT) research articles. *Indonesian Journal of Applied Linguistics*, *10*(2), 304–314.

Samad, I. A., Usman, B., Rizkanisa, N., & Fitriani, S. S. (2018). Non-native speakers' rhetorical commonalities in writing script introduction section. *Lingua Cultura*, *12*(2), 141–147.

Soodmand Afshar, H., & Ranjbar, A. (2017). A comparative study of rhetorical moves adopted in research questions and method sections of applied linguistics research articles. *Journal of Research in Applied Linguistics*, *8*(1), 46–71.

Suryani, I., Norkhairi, A., Faharol, Z., Norlizawati, G., & Eunice, M. (2018). *Description on research article introduction section by computer science researchers in Malaysian private universities*.

Swales, John M & Feak, C. B. (2012). *Academic Writing for Graduate Students, 3rd Edition: Essential Skills and Tasks*.

Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.

Swales, J. M. (2011). *Aspects of article introductions* (Issue 1). University of Michigan Press.

Tankó, G. (2017). Literary research article abstracts: An analysis of rhetorical moves and their linguistic realizations. *Journal of English for Academic Purposes*, *27*, 42–55.

Tarvirdizdeh, Z., & Nimehchisalem, V. (2021). Rhetorical structure in the problem statement section of Iranian postgraduate students' research projects. *Studies in English Language and Education*, *8*(2), 578–595.

Thongchalerm, S., & Jarunthawatchai, W. (2020). The Impact of Genre Based Instruction on EFL Learners' Writing Development. *International Journal of Instruction*, *13*(1), 1–16.

Van Dijk, T. A. (2017). Socio-cognitive discourse studies. In *The Routledge handbook of critical discourse studies* (pp. 26–43). Routledge.

Yasin, B., & Qamariah, H. (2014). The application of Swales' model in writing a research article introduction. *Studies in English Language and Education*, *1*(1), 29–41.

Yazan, B. (2015). Three approaches to case study methods in education: Yin, Merriam, and Stake. *The Qualitative Report*, *20*(2), 134–152.

Zainuddin, S. Z., & Shaari, A. H. (2017). Contextual Layers in the Establishment of Research Niche in Doctoral Thesis Introductions by Malaysian Writers. *GEMA Online Journal of Language Studies*, *17*(2).

artikel

10 www.teflcourse.net
Internet Source

<1%

11 Submitted to Universiti Kebangsaan Malaysia
Student Paper

<1%

12 etheses.whiterose.ac.uk
Internet Source

<1%

13 www.ukrsurt.com.ua
Internet Source

<1%

14 Submitted to CSU, Long Beach
Student Paper

<1%

15 Developing Chinese EFL Learners Generic
Competence, 2014.
Publication

<1%

16 orbilu.uni.lu
Internet Source

<1%

17 Submitted to Higher Education Commission
Pakistan
Student Paper

<1%

18 media.neliti.com
Internet Source

<1%

19 1library.net
Internet Source

<1%

20 ijessr.com
Internet Source

<1%

21   jurnal.unissula.ac.id
Internet Source   <1%

22   Maryam Farnia, Bagheri Zohreh, Masoud Saeedi. "Comparative citation analysis of applied linguistics research articles' introduction sections", Brno studies in English, 2018
Publication   <1%

23   digilibadmin.unismuh.ac.id
Internet Source   <1%

24   journalppw.com
Internet Source   <1%

25   repositorio.espe.edu.ec
Internet Source   <1%

26   www.lu.lv
Internet Source   <1%

27   Jihua Dong, Xiaofei Lu. "Promoting discipline-specific genre competence with corpus-based genre analysis activities", English for Specific Purposes, 2020
Publication   <1%

28   Maryam Nasseri. "Is postgraduate English academic writing more clausal or phrasal? Syntactic complexification at the crossroads of genre, proficiency, and statistical

modelling", Journal of English for Academic Purposes, 2020
Publication

29 e-journal.my.id
    Internet Source   <1 %

30 e-repository.unsyiah.ac.id
    Internet Source   <1 %

31 eprints.univ-batna2.dz
    Internet Source   <1 %

32 etheses.uin-malang.ac.id
    Internet Source   <1 %

33 hdl.handle.net
    Internet Source   <1 %

34 psasir.upm.edu.my
    Internet Source   <1 %

35 repository.unusa.ac.id
    Internet Source   <1 %

36 repository.usd.ac.id
    Internet Source   <1 %

37 scholarworks.waldenu.edu
    Internet Source   <1 %

38 www.db-thueringen.de
    Internet Source   <1 %

39 www.elejournals.com
    Internet Source   <1 %

40	www.frontiersin.org Internet Source	<1 %
41	www.iier.org.au Internet Source	<1 %
42	Prithvi N. Shrestha. "Dynamic Assessment of Students' Academic Writing", Springer Science and Business Media LLC, 2020 Publication	<1 %
43	jeltl.org Internet Source	<1 %

Exclude quotes   On

Exclude bibliography   On

Exclude matches   Off