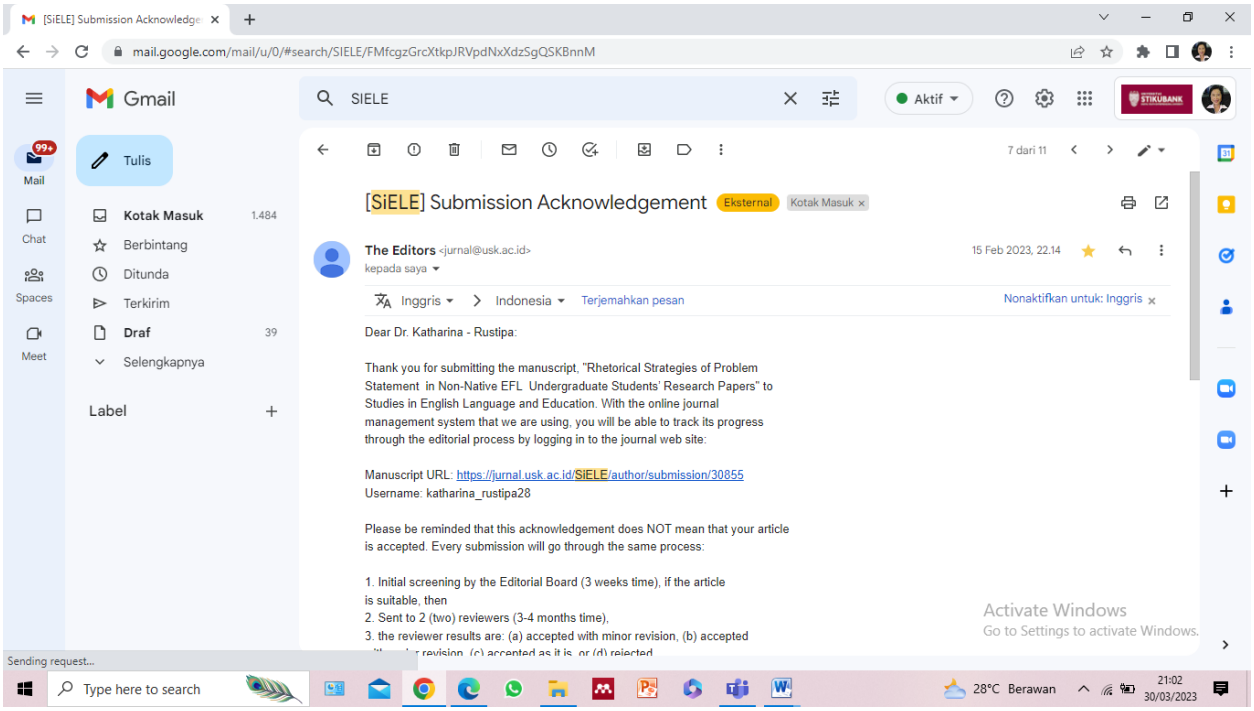
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[SiELE] Submission Acknowledgement
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The Editors <jurnal@usk.ac.id>
kepada saya
15 Feb 2023, 22.14
Inggris
Indonesia
Terjemahkan pesan
Nonaktifkan untuk: Inggris
Dear Dr. Katharina - Rustipa:
Thank you for submitting the manuscript, "Rhetorical Strategies of Problem Statement in Non-Native EFL Undergraduate Students' Research Papers" to Studies in English Language and Education. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:
Manuscript URL: https://jurnal.usk.ac.id/SiELE/author/submission/30855
Username: katharina_rustipa28
Please be reminded that this acknowledgement does NOT mean that your article is accepted. Every submission will go through the same process:
1. Initial screening by the Editorial Board (3 weeks time), if the article is suitable, then
2. Sent to 2 (two) reviewers (3-4 months time),
3. the reviewer results are: (a) accepted with minor revision, (b) accepted
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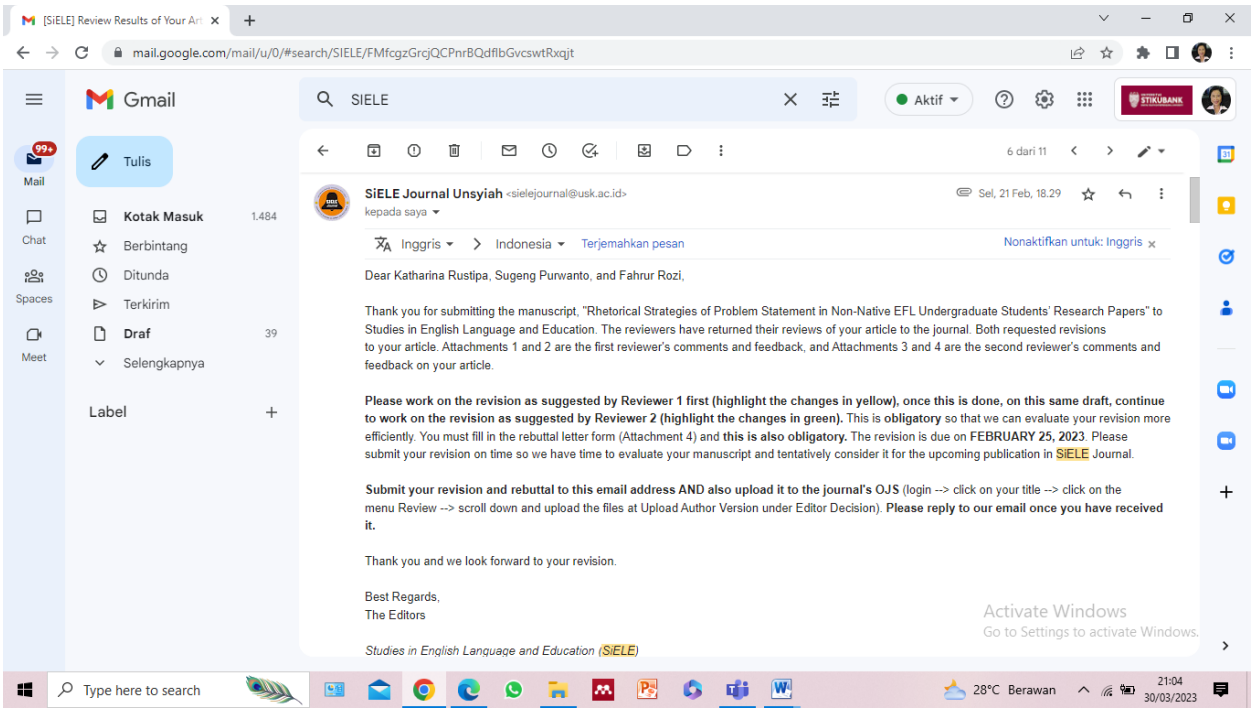
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6 dari 11
SiELE Journal Unsyiah <sielejournal@usk.ac.id>
kepada saya
Sel, 21 Feb, 18.29
Inggris
Indonesia
Terjemahkan pesan
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Dear Katharina Rustipa, Sugeng Purwanto, and Fahrur Rozi,
Thank you for submitting the manuscript, "Rhetorical Strategies of Problem Statement in Non-Native EFL Undergraduate Students' Research Papers" to Studies in English Language and Education. The reviewers have returned their reviews of your article to the journal. Both requested revisions to your article. Attachments 1 and 2 are the first reviewer's comments and feedback, and Attachments 3 and 4 are the second reviewer's comments and feedback on your article.
Please work on the revision as suggested by Reviewer 1 first (highlight the changes in yellow), once this is done, on this same draft, continue to work on the revision as suggested by Reviewer 2 (highlight the changes in green). This is obligatory so that we can evaluate your revision more efficiently. You must fill in the rebuttal letter form (Attachment 4) and this is also obligatory. The revision is due on FEBRUARY 25, 2023. Please submit your revision on time so we have time to evaluate your manuscript and tentatively consider it for the upcoming publication in SiELE Journal.
Submit your revision and rebuttal to this email address AND also upload it to the journal's OJS (login --> click on your title --> click on the menu Review --> scroll down and upload the files at Upload Author Version under Editor Decision). Please reply to our email once you have received it.
Thank you and we look forward to your revision.
Best Regards,
The Editors
Studies in English Language and Education (SiELE)
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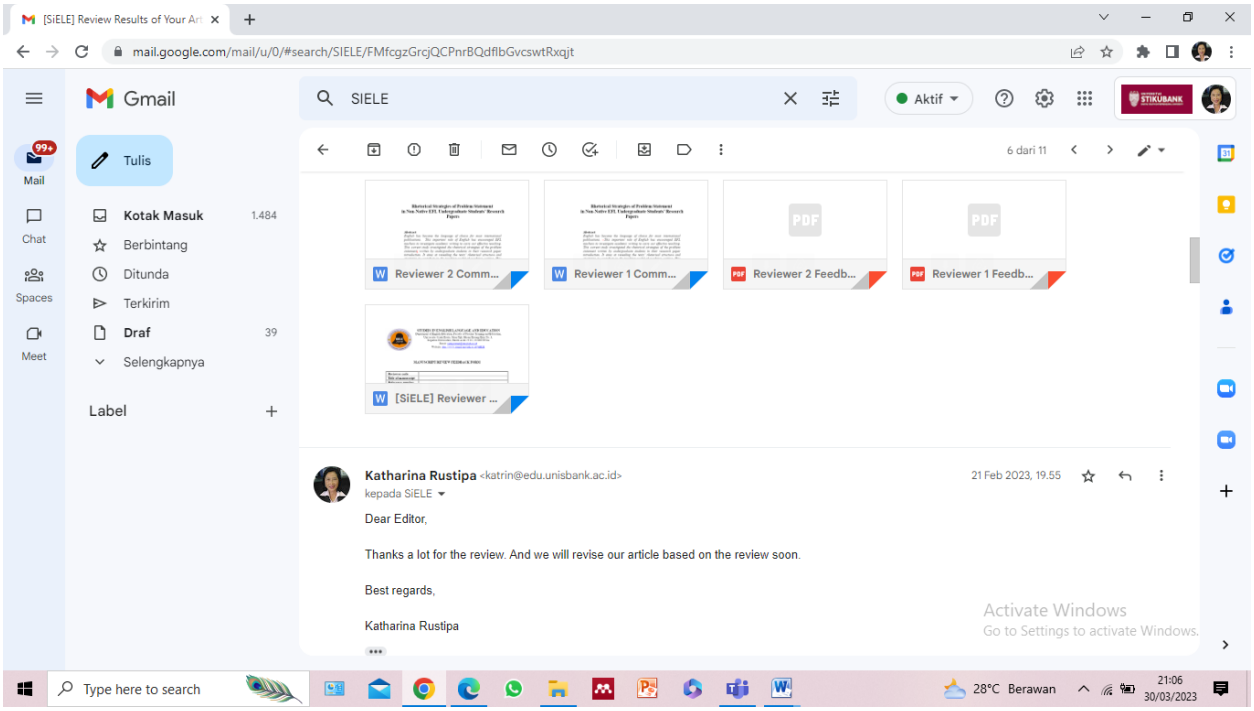
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Reviewer 2 Comm...
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[SiELE] Reviewer ...
Katharina Rustipa <katrin@edu.unisbank.ac.id>
21 Feb 2023, 19.55
kepada SiELE
Dear Editor,
Thanks a lot for the review. And we will revise our article based on the review soon.
Best regards,
Katharina Rustipa
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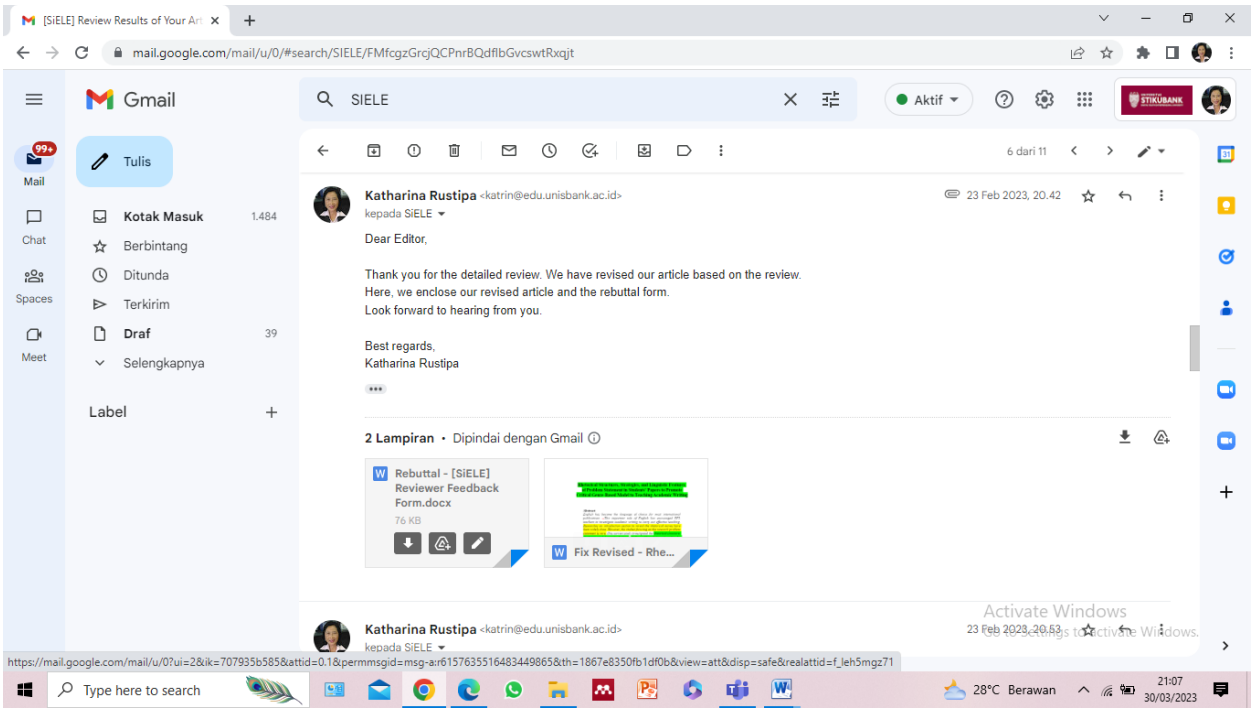
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6 dari 11
Katharina Rustipa <katrin@edu.unisbank.ac.id>
23 Feb 2023, 20.42
kepada SiELE
Dear Editor,
Thank you for the detailed review. We have revised our article based on the review.
Here, we enclose our revised article and the rebuttal form.
Look forward to hearing from you.
Best regards,
Katharina Rustipa
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Katharina Rustipa <katrin@edu.unisbank.ac.id>
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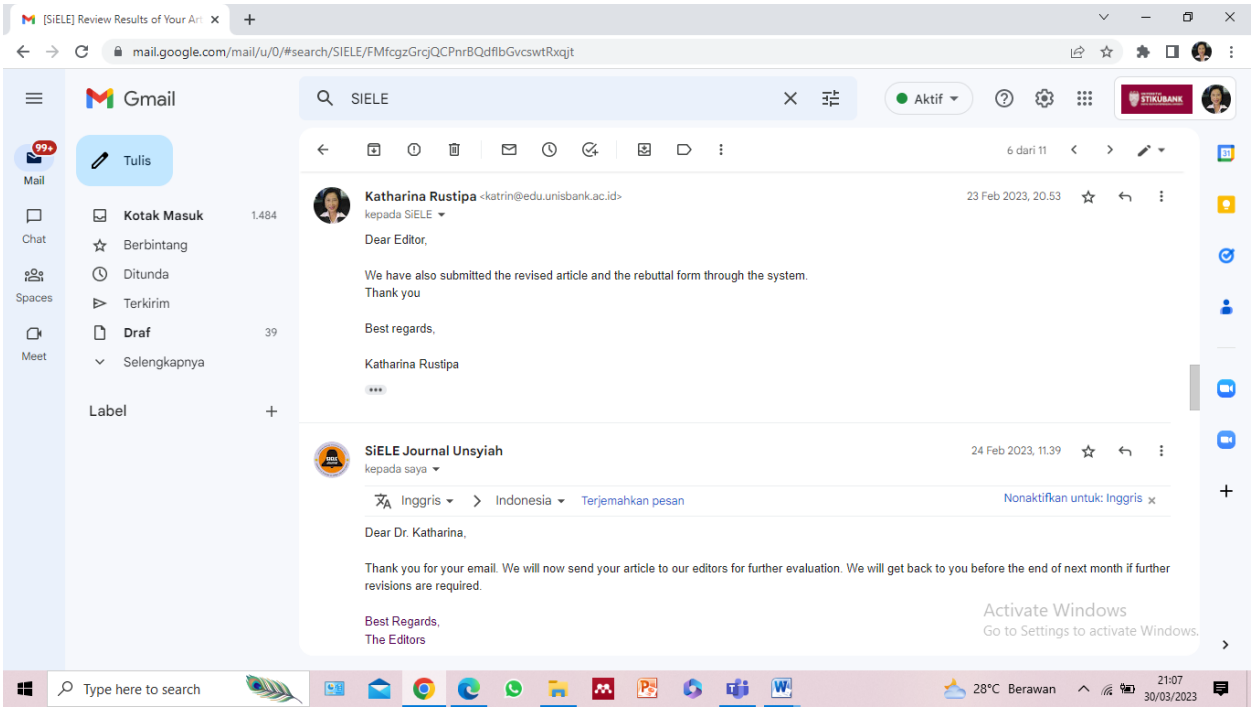
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6 dari 11
Katharina Rustipa <katrin@edu.unisbank.ac.id>
23 Feb 2023, 20.53
kepada SiELE
Dear Editor,
We have also submitted the revised article and the rebuttal form through the system.
Thank you
Best regards,
Katharina Rustipa
SiELE Journal Unsyiah
24 Feb 2023, 11.39
kepada saya
Inggris
Indonesia
Terjemahkan pesan
Nonaktifkan untuk: Inggris
Dear Dr. Katharina,
Thank you for your email. We will now send your article to our editors for further evaluation. We will get back to you before the end of next month if further revisions are required.
Best Regards,
The Editors
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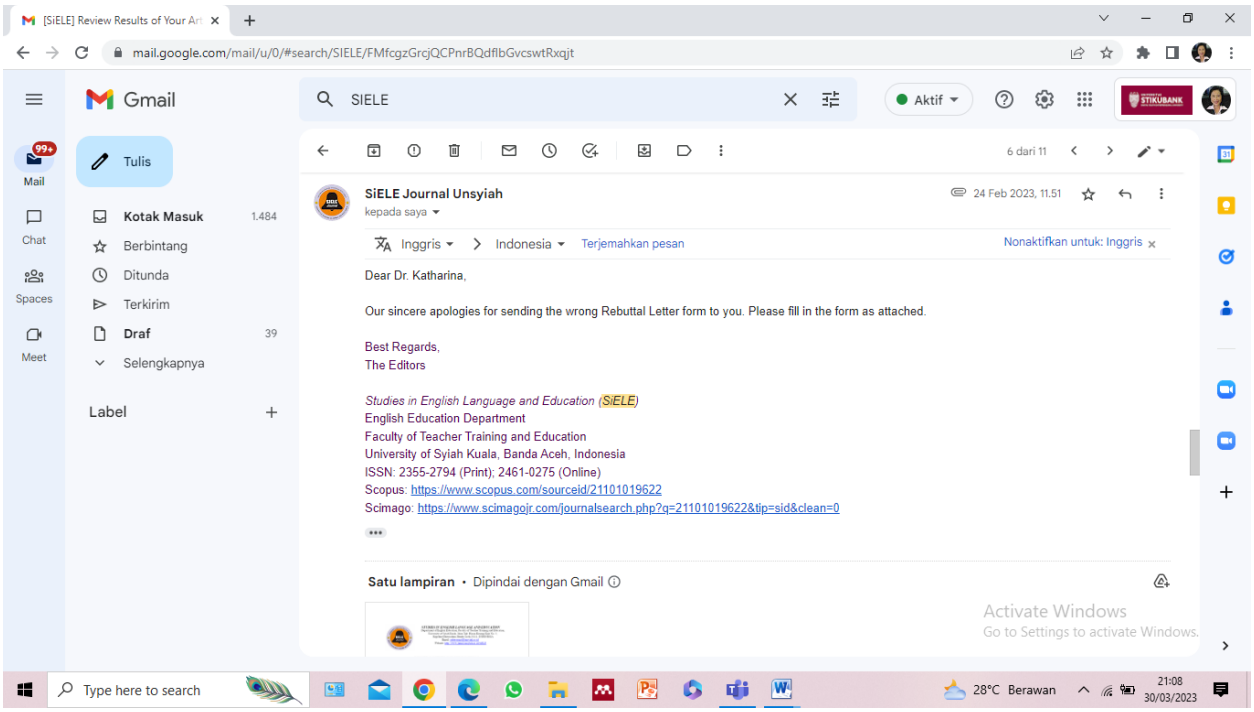
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SiELE Journal Unsyiah
24 Feb 2023, 11.51
kepada saya
Inggris
Indonesia
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Nonaktifkan untuk: Inggris
Dear Dr. Katharina,
Our sincere apologies for sending the wrong Rebuttal Letter form to you. Please fill in the form as attached.
Best Regards,
The Editors
Studies in English Language and Education (SiELE)
English Education Department
Faculty of Teacher Training and Education
University of Syiah Kuala, Banda Aceh, Indonesia
ISSN: 2355-2794 (Print); 2461-0275 (Online)
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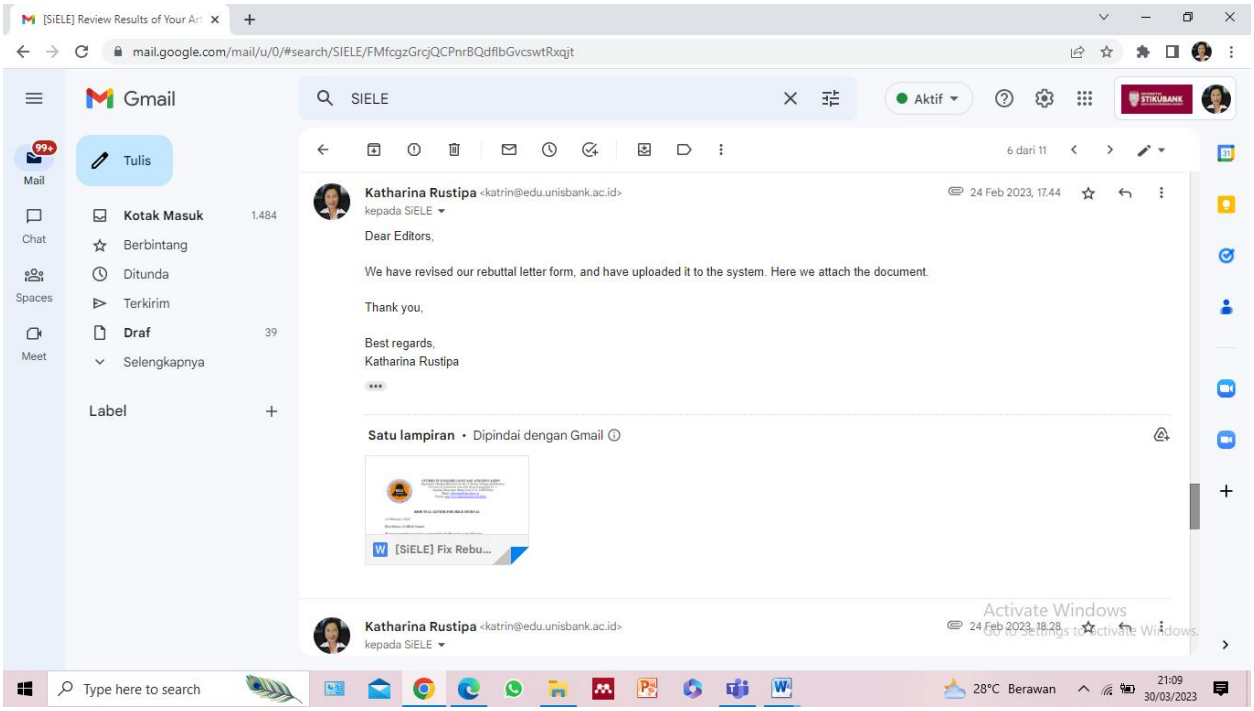
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Label
6 dari 11
Katharina Rustipa <katrin@edu.unisbank.ac.id>
kepada SiELE
24 Feb 2023, 17.44
Dear Editors,
We have revised our rebuttal letter form, and have uploaded it to the system. Here we attach the document.
Thank you,
Best regards,
Katharina Rustipa
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Katharina Rustipa <katrin@edu.unisbank.ac.id>
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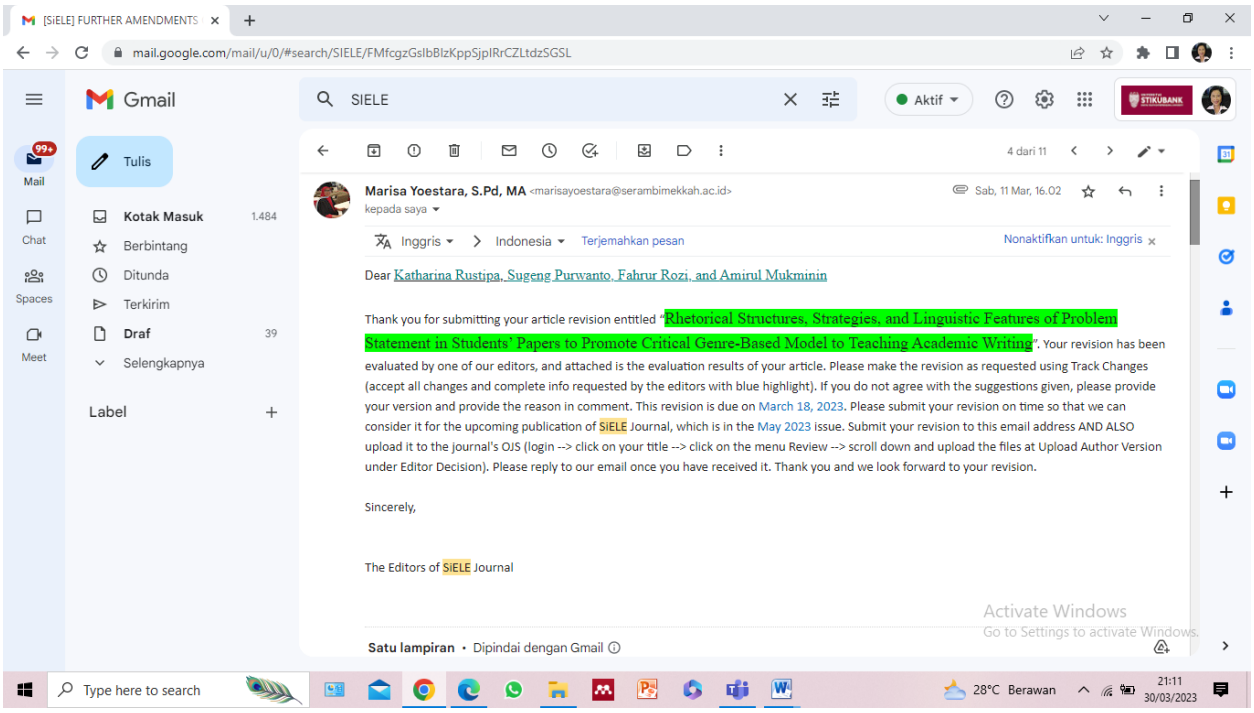
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4 dari 11
Marisa Yoestara, S.Pd, MA <marisayoestara@serambimekkah.ac.id>
kepada saya
Sab, 11 Mar, 16.02
Inggris
Indonesia
Terjemahkan pesan
Nonaktifkan untuk: Inggris
Dear Katharina Rustipa, Sugeng Purwanto, Fahrur Rozi, and Amirul Mukminin
Thank you for submitting your article revision entitled "Rhetorical Structures, Strategies, and Linguistic Features of Problem Statement in Students' Papers to Promote Critical Genre-Based Model to Teaching Academic Writing". Your revision has been evaluated by one of our editors, and attached is the evaluation results of your article. Please make the revision as requested using Track Changes (accept all changes and complete info requested by the editors with blue highlight). If you do not agree with the suggestions given, please provide your version and provide the reason in comment. This revision is due on March 18, 2023. Please submit your revision on time so that we can consider it for the upcoming publication of SiELE Journal, which is in the May 2023 issue. Submit your revision to this email address AND ALSO upload it to the journal's OJS (login --> click on your title --> click on the menu Review --> scroll down and upload the files at Upload Author Version under Editor Decision). Please reply to our email once you have received it. Thank you and we look forward to your revision.
Sincerely,
The Editors of SiELE Journal
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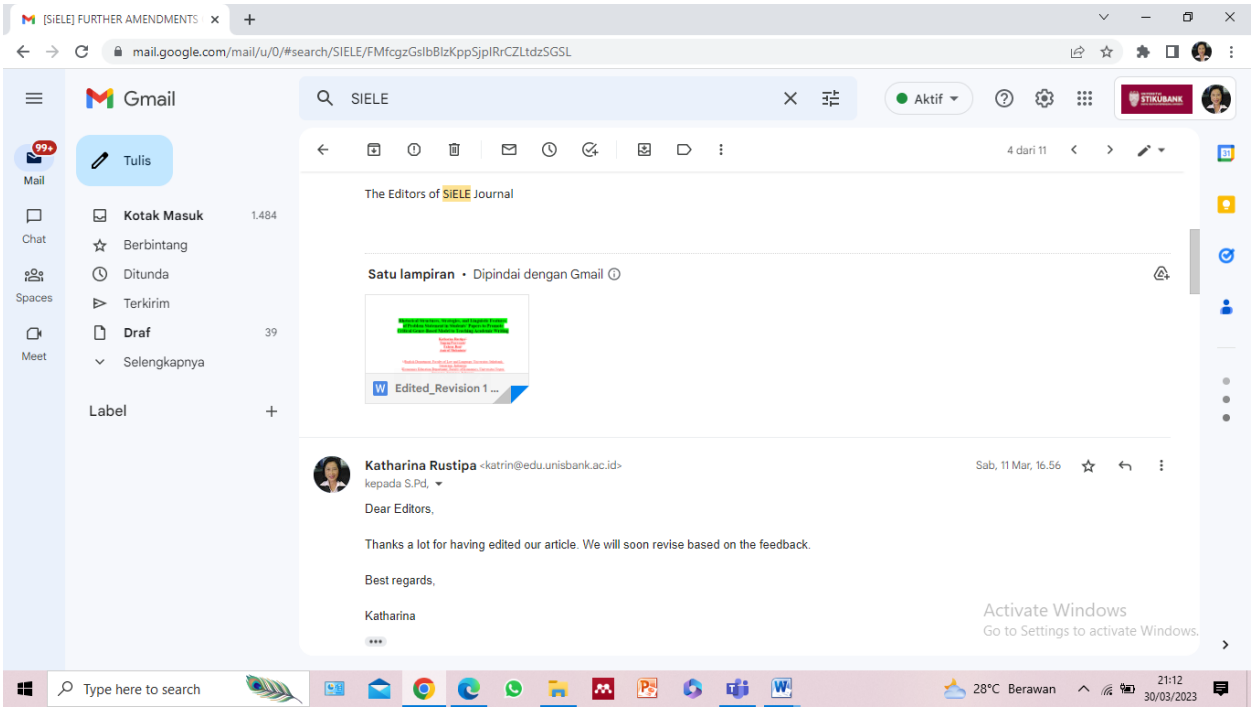
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The Editors of SiELE Journal
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Edited_Revision 1 ...
Katharina Rustipa <katrin@edu.unisbank.ac.id>
kepada S.Pd,
Sab, 11 Mar, 16.56
Dear Editors,
Thanks a lot for having edited our article. We will soon revise based on the feedback.
Best regards,
Katharina
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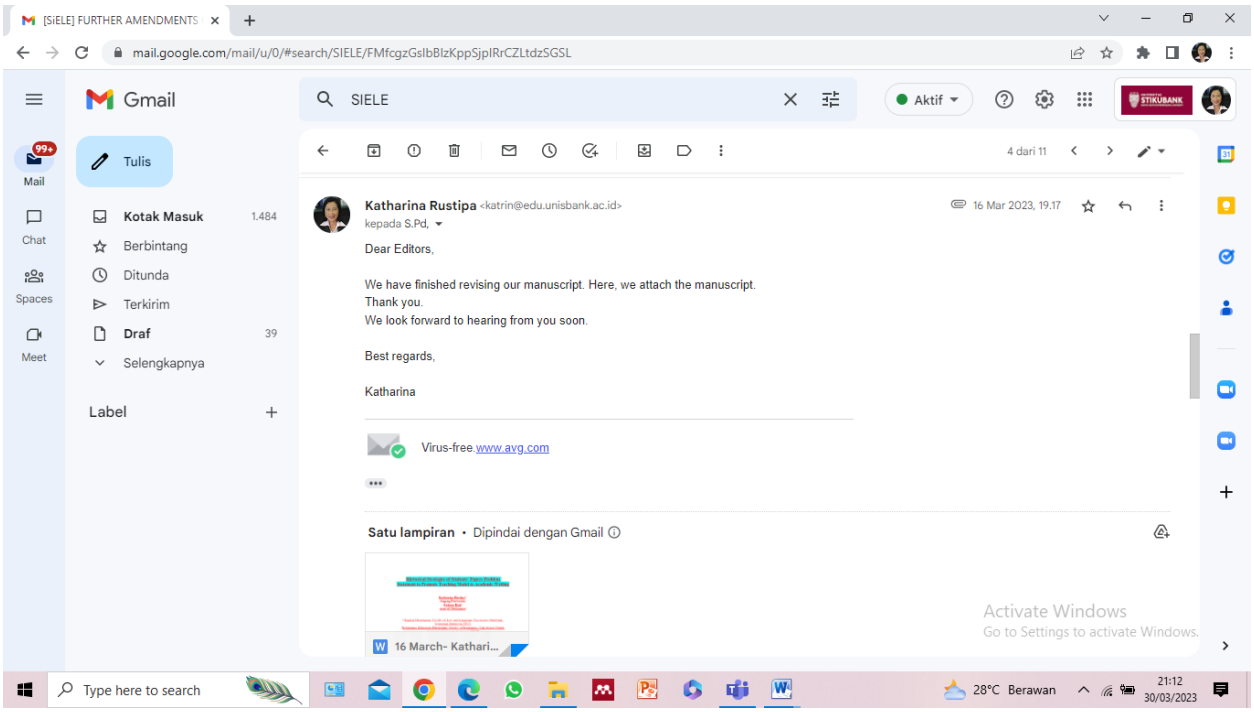
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4 dari 11
Katharina Rustipa <katrin@edu.unisbank.ac.id>
kepada S.Pd,
16 Mar 2023, 19.17
Dear Editors,
We have finished revising our manuscript. Here, we attach the manuscript.
Thank you.
We look forward to hearing from you soon.
Best regards,
Katharina
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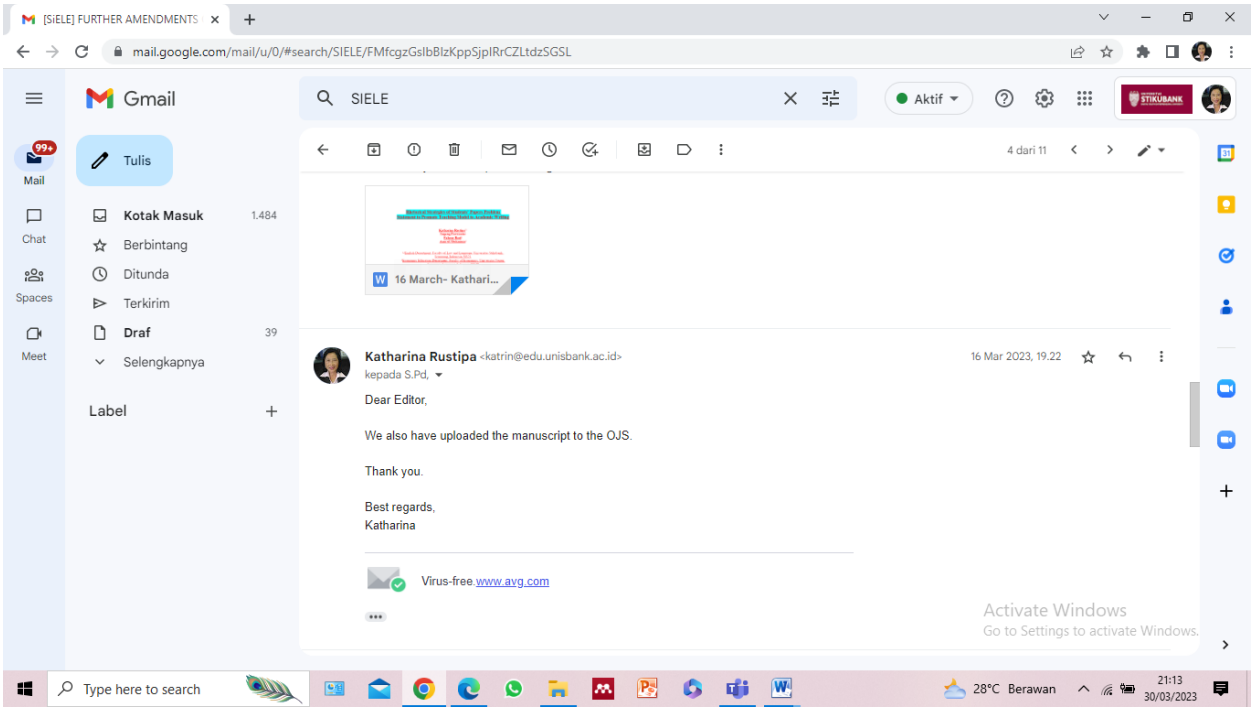
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16 March- Kathari...
Katharina Rustipa <katrin@edu.unisbank.ac.id>
kepada S.Pd,
16 Mar 2023, 19.22
Dear Editor,
We also have uploaded the manuscript to the OJS.
Thank you.
Best regards,
Katharina
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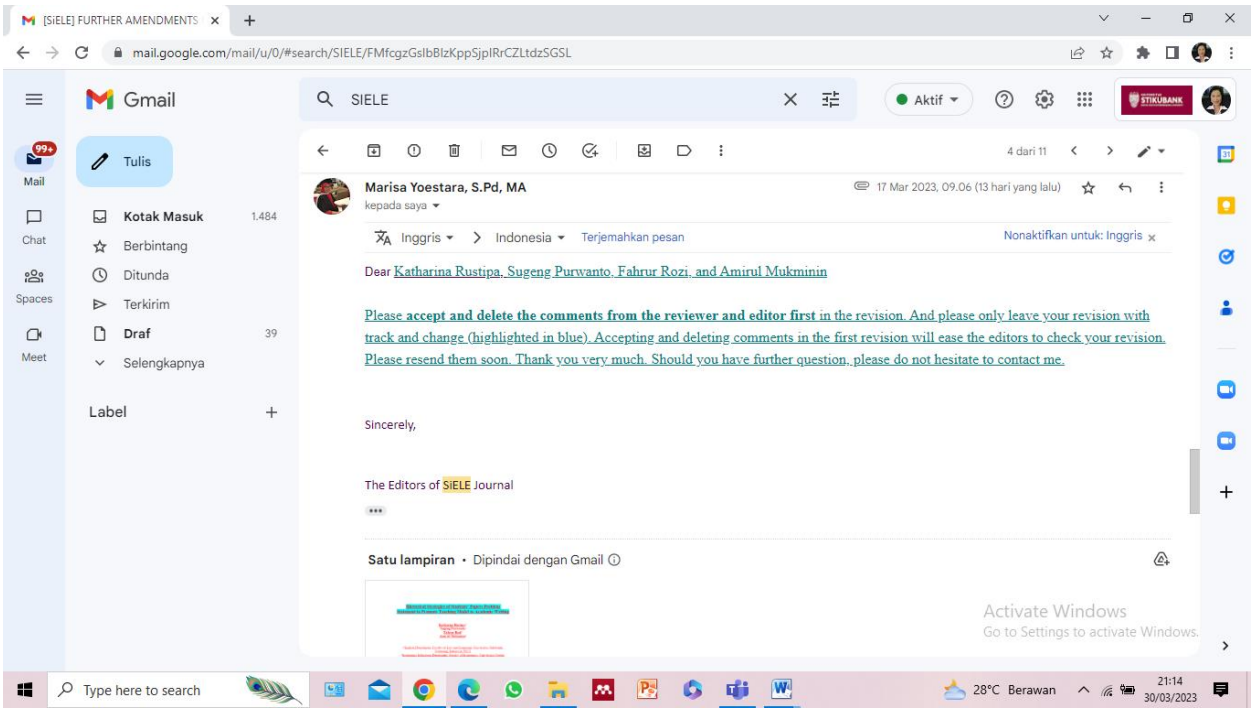
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Marisa Yoestara, S.Pd, MA
kepada saya
17 Mar 2023, 09.06 (13 hari yang lalu)
Inggris
Indonesia
Terjemahkan pesan
Nonaktifkan untuk: Inggris
Dear Katharina Rustipa, Sugeng Purwanto, Fahrur Rozi, and Amirul Mukminin
Please accept and delete the comments from the reviewer and editor first in the revision. And please only leave your revision with track and change (highlighted in blue). Accepting and deleting comments in the first revision will ease the editors to check your revision. Please resend them soon. Thank you very much. Should you have further question, please do not hesitate to contact me.
Sincerely,
The Editors of SIELE Journal
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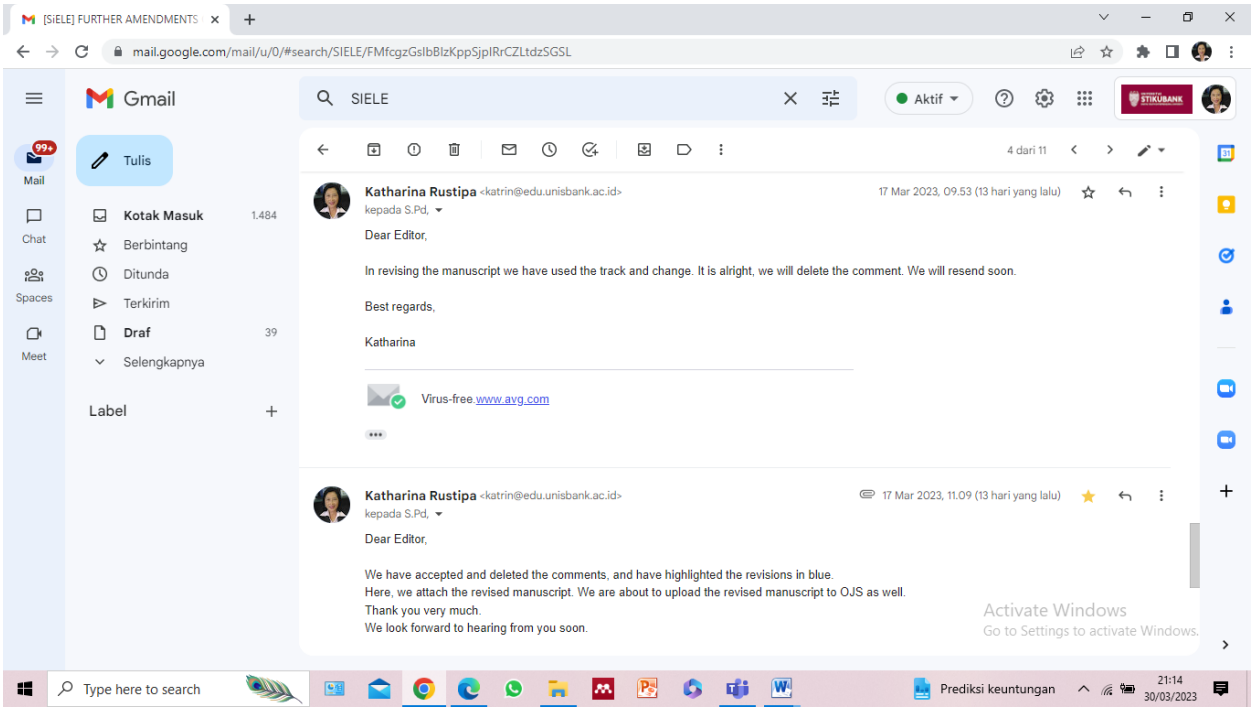
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Katharina Rustipa <katrin@edu.unisbank.ac.id>
kepada S.Pd,
17 Mar 2023, 09.53 (13 hari yang lalu)
Dear Editor,
In revising the manuscript we have used the track and change. It is alright, we will delete the comment. We will resend soon.
Best regards,
Katharina
Virus-free www.avg.com
Katharina Rustipa <katrin@edu.unisbank.ac.id>
kepada S.Pd,
17 Mar 2023, 11.09 (13 hari yang lalu)
Dear Editor,
We have accepted and deleted the comments, and have highlighted the revisions in blue.
Here, we attach the revised manuscript. We are about to upload the revised manuscript to OJS as well.
Thank you very much.
We look forward to hearing from you soon.
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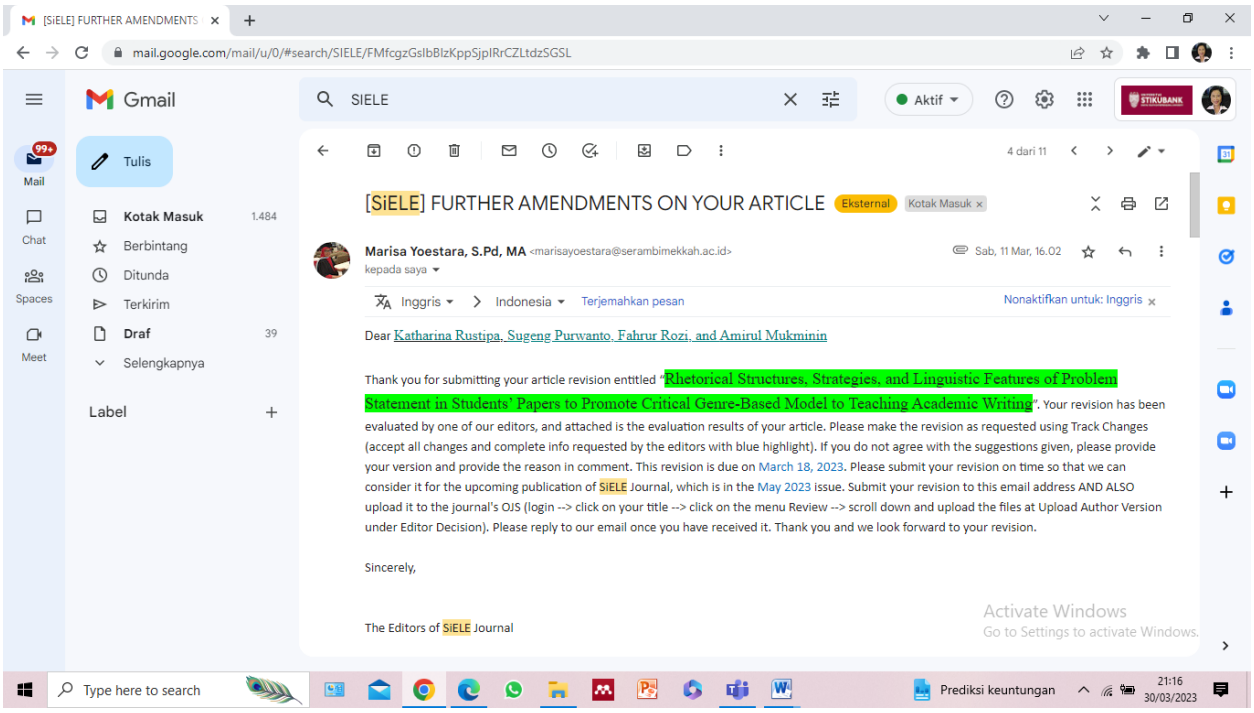
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[SiELE] FURTHER AMENDMENTS ON YOUR ARTICLE
Eksternal
Kotak Masuk
Marisa Yoestara, S.Pd, MA <marisayoestara@serambimekkah.ac.id>
kepada saya
Sab, 11 Mar, 16.02
Inggris
Indonesia
Terjemahkan pesan
Nonaktifkan untuk: Inggris
Dear Katharina Rustipa, Sugeng Purwanto, Fahrur Rozi, and Amirul Mukminin
Thank you for submitting your article revision entitled "Rhetorical Structures, Strategies, and Linguistic Features of Problem Statement in Students' Papers to Promote Critical Genre-Based Model to Teaching Academic Writing". Your revision has been evaluated by one of our editors, and attached is the evaluation results of your article. Please make the revision as requested using Track Changes (accept all changes and complete info requested by the editors with blue highlight). If you do not agree with the suggestions given, please provide your version and provide the reason in comment. This revision is due on March 18, 2023. Please submit your revision on time so that we can consider it for the upcoming publication of SiELE Journal, which is in the May 2023 issue. Submit your revision to this email address AND ALSO upload it to the journal's OJS (login --> click on your title --> click on the menu Review --> scroll down and upload the files at Upload Author Version under Editor Decision). Please reply to our email once you have received it. Thank you and we look forward to your revision.
Sincerely,
The Editors of SiELE Journal
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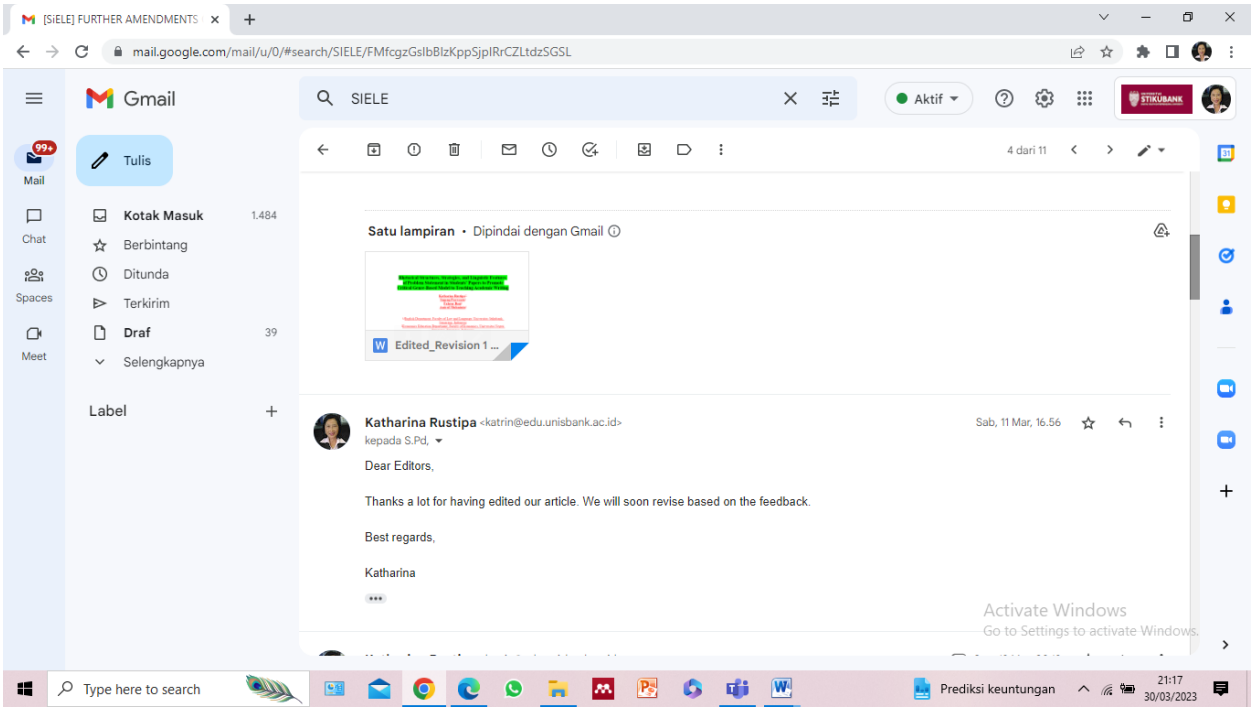
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Katharina Rustipa <katrin@edu.unisbank.ac.id>
kepada S.Pd,
Sab, 11 Mar, 16.56
Dear Editors,
Thanks a lot for having edited our article. We will soon revise based on the feedback.
Best regards,
Katharina
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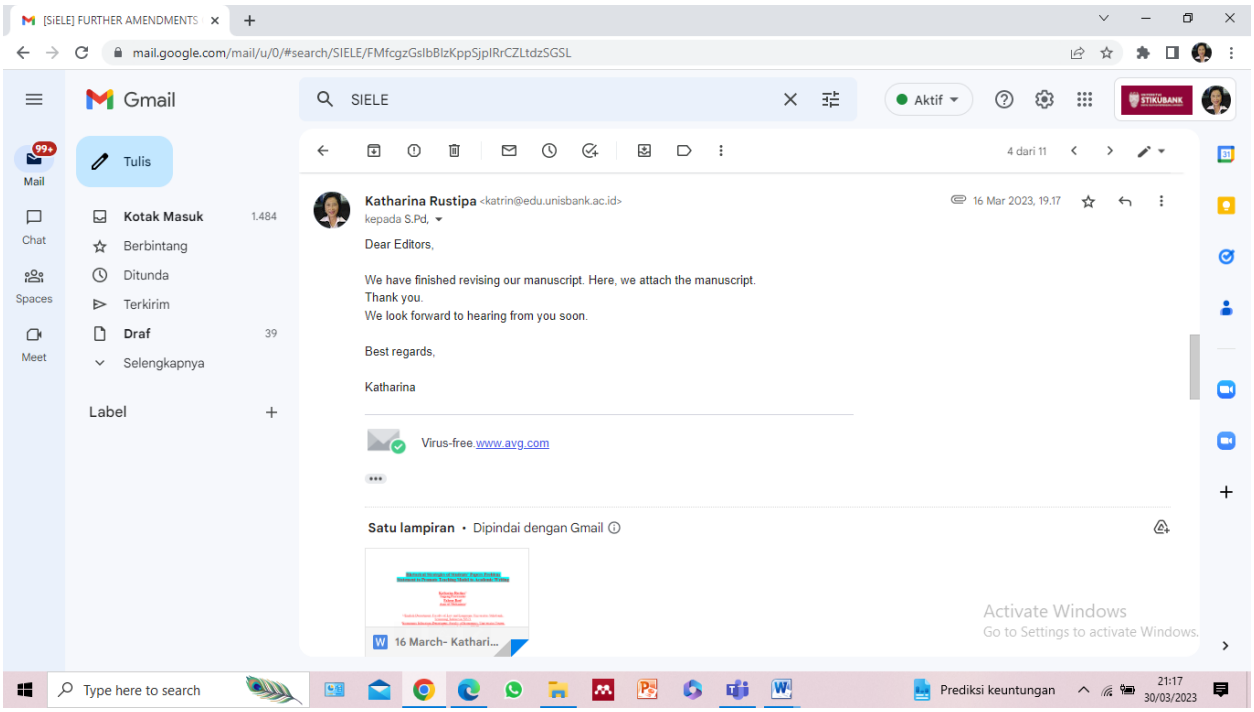
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Katharina Rustipa <katrin@edu.unisbank.ac.id>
kepada S.Pd,
16 Mar 2023, 19.17
Dear Editors,
We have finished revising our manuscript. Here, we attach the manuscript.
Thank you.
We look forward to hearing from you soon.
Best regards,
Katharina
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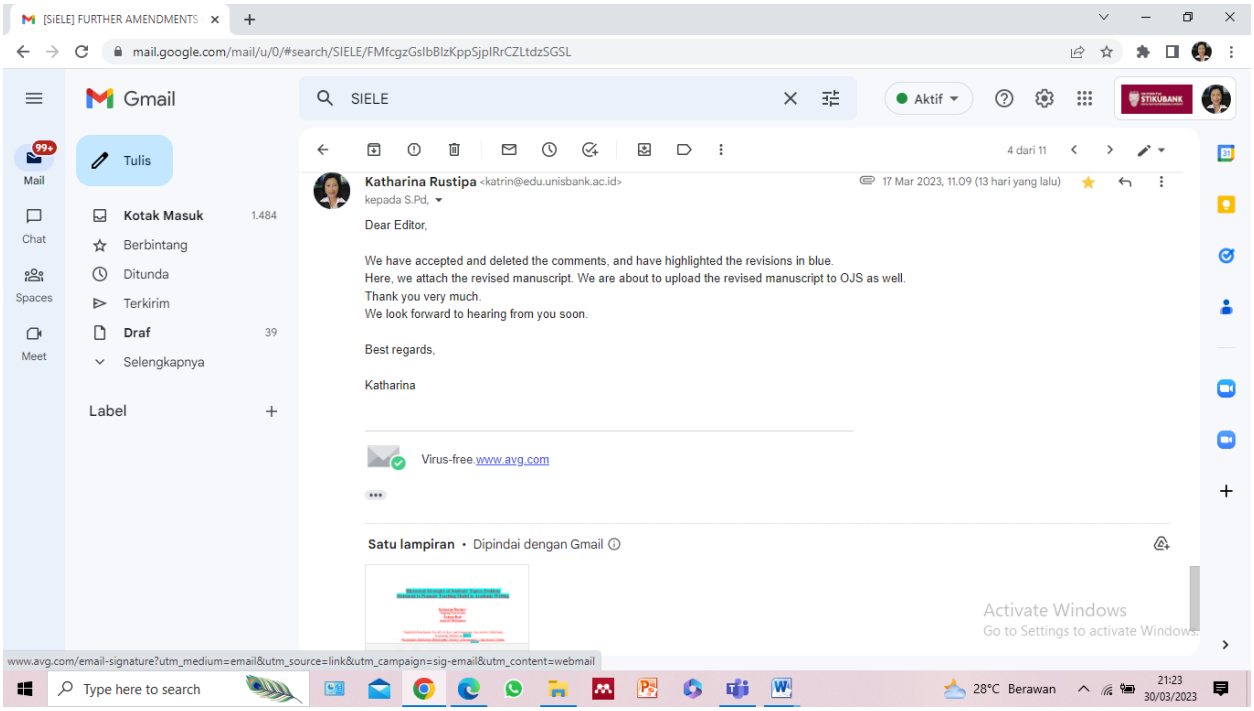
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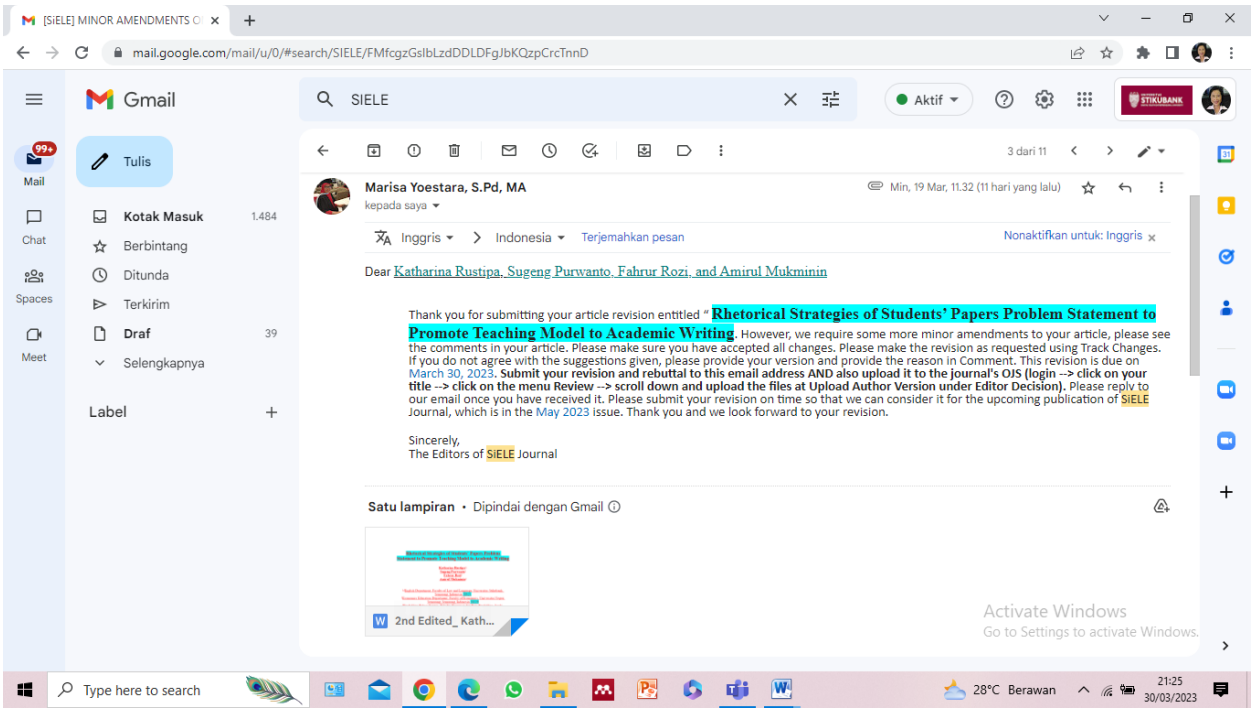
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Thank you for submitting your article revision entitled " Rhetorical Strategies of Students' Papers Problem Statement to Promote Teaching Model to Academic Writing. However, we require some more minor amendments to your article, please see the comments in your article. Please make sure you have accepted all changes. Please make the revision as requested using Track Changes. If you do not agree with the suggestions given, please provide your version and provide the reason in Comment. This revision is due on March 30, 2023. Submit your revision and rebuttal to this email address AND also upload it to the journal's OJS (login --> click on your title --> click on the menu Review --> scroll down and upload the files at Upload Author Version under Editor Decision). Please reply to our email once you have received it. Please submit your revision on time so that we can consider it for the upcoming publication of SIELE Journal, which is in the May 2023 issue. Thank you and we look forward to your revision.
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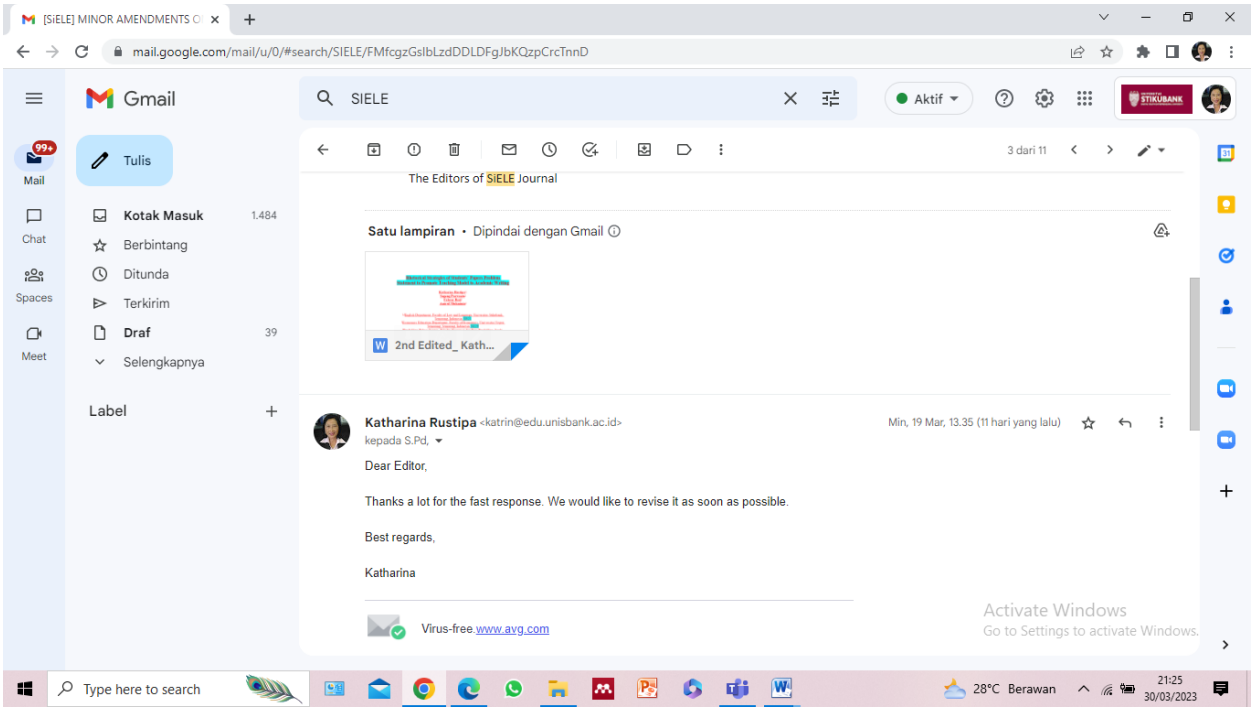
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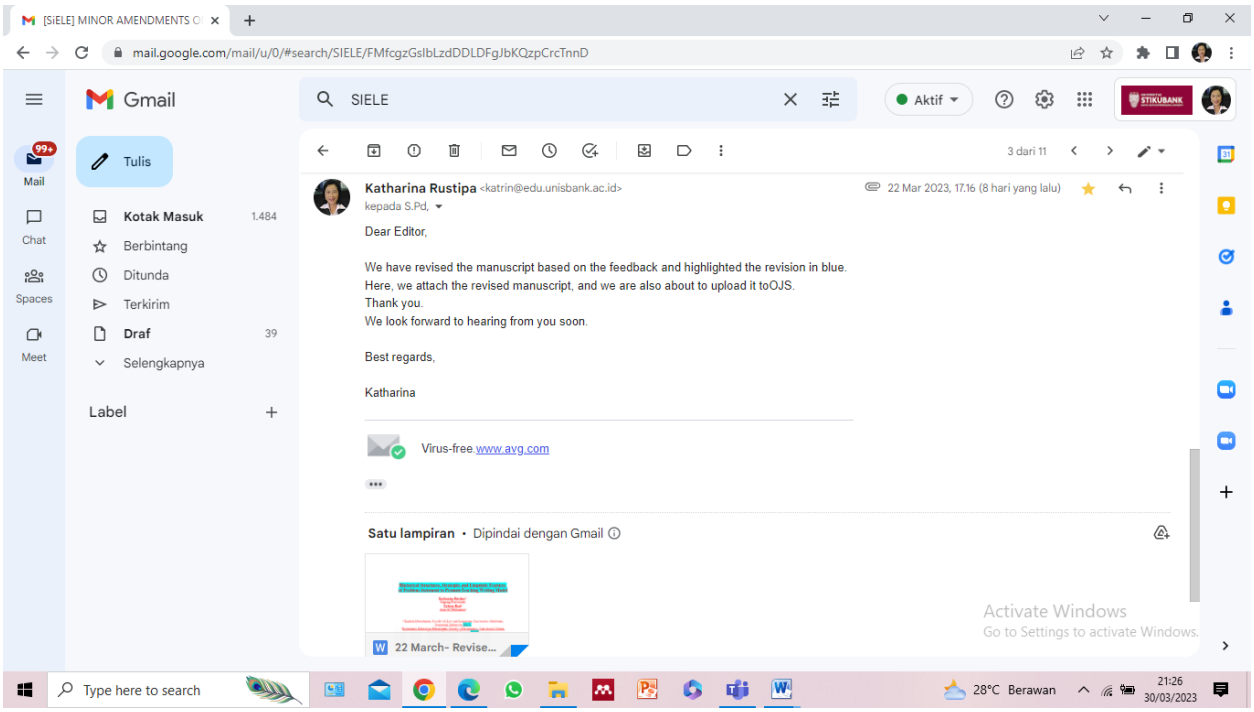
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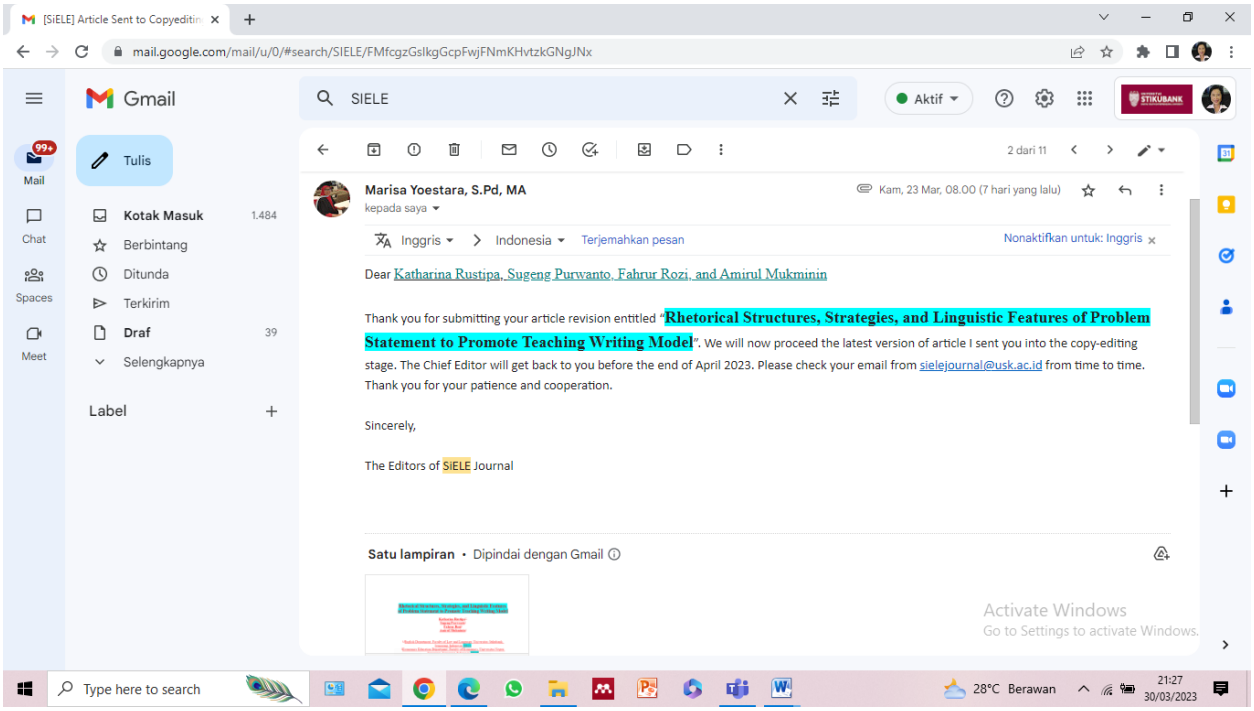
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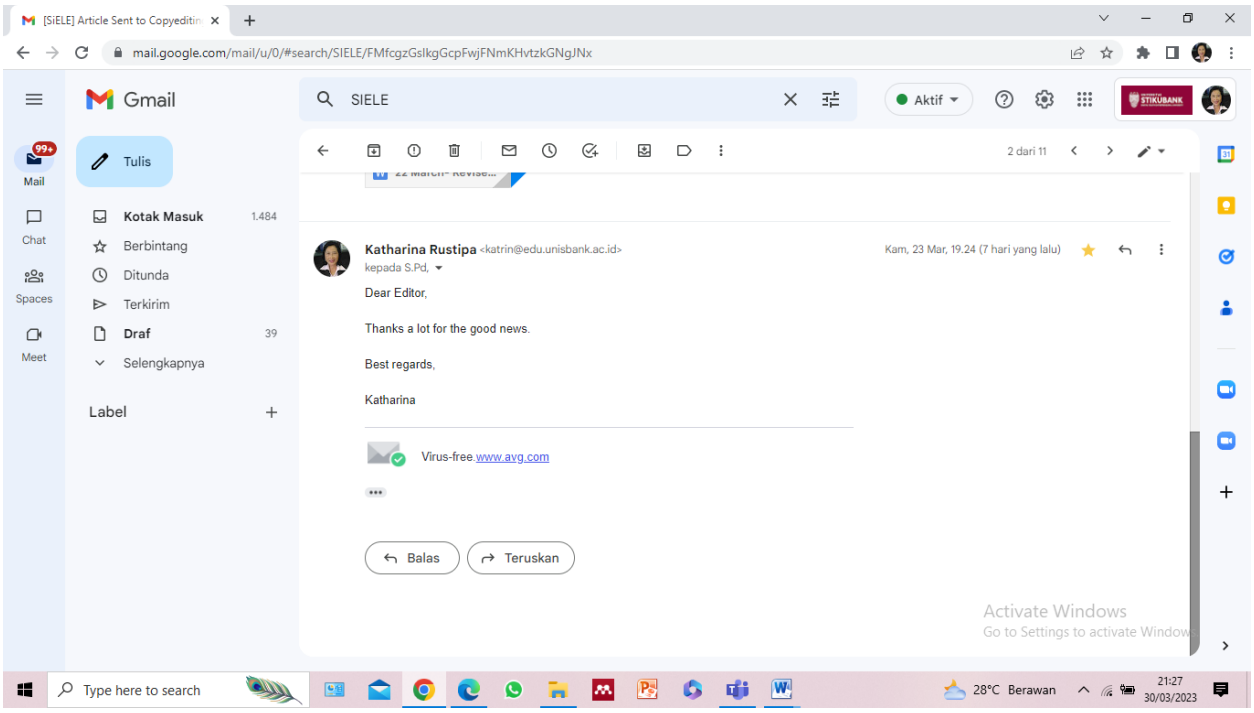
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- The source/reference used as the model of teaching Problem Statements comes from Joyce et al. (1986), which is a relatively old reference. A more recent source/reference on this teaching model is required.

Rhetorical Strategies of Problem Statement in Non-Native EFL Undergraduate Students' Research Papers

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 to carry out effective teaching. This current study investigated the rhetorical strategies of the problem statement written by undergraduate students in their research paper introduction. 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 knowledge with linguistic features in each move and step. Based on the research finding, a Critical Genre-Based Model for Teaching Problem Statements is proposed.*

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Keywords: Problem statement; rhetorical structure; rhetorical strategy.

1. 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 (Yusuf et al., 2019). 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 the 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 PS which contains a problem, justification, shortcomings of previous studies or practical knowledge, and significance (Creswell & Creswell, 2017). PS section is, therefore, a key entry to a scientific community to achieve readership, which is the most important in the research work introduction (Zainuddin & Shaari, 2017). It is also argued that a well-structured problem statement section makes research make sense (Ankomah & Afful, 2019). Thus, good research starts 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.

Theoretically speaking, RP is an academic genre; problem statement as a part of RP is also a genre. Meanwhile, genre is a staged, goal-oriented, and purposeful communicative event which moves through stages to achieve its communicative purpose for which each stage employs different linguistic features (Van Dijk, 2017). Therefore, writing proficiency covers linguistic and rhetorical structure competence.

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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 imbalanced 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.

Referring to the background, research questions are proposed, as follows:

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?

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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.

2. LITERATURE REVIEW

2.1. Problem Statement

PS is the most crucial part in RP because research purpose, hypotheses, and method are formulated based 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. Finally, the achievement of the research goal is presented (Nimehchisalem et al., 2016).

2.2. 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 comprise 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).

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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

2.3. Move's Linguistic Features

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

2.4. 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) ~~B~~building the context, (2) ~~M~~modeling and deconstructing the text, (3) ~~J~~joint construction of the text, (4) ~~I~~independent construction of the text, (5) ~~L~~linking related texts (Feez & Joyce, 1998).

3. METHODS

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

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Comment [AAN24]: Please recheck use of punctuation.

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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.

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3.1 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:

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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 analysed 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.

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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 as follows: 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 analysing the data, the procedure is

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1. Identifying the border of each move
2. Analysing the strategies to achieve each move's function
3. Analysing 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 analysed 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 ... 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)***

…

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 … are still* ***rare. (M2S1A). This research aims at*** *finding...* ***(M3S1A).*** *This study is qualitative in nature, describing the data qualitatively using appraisal theory.* ***(M3S1B)***

4. RESULTS AND DISCUSSION

4.1. 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 of Move	Frequency
	Move 1	Move 2	Move 3		
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%)		

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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:

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Table 1. Rhetorical structures of PSs

PSs	Rhetorical structure								Total of Move	Total of Steps	C	IC	Frequency
	Move 1			Move 2			Move 3						
	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).

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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.

4.1.1 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.

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4.1.2 Move 2

M2 is the most crucial 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).

4.1.3 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).

4.2. Rhetorical Strategies Employed to Achieving the Communicative Purpose of Each Move

The frequency of each move's steps which has been displayed in Ttable 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).

4.2.1 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 … that* ***captures the attention and interest*** *… An entertainment … **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 …*
>
> *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.*

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4.2.2 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*.

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*4.2.3 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 research 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).

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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.

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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.

4.2.4 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.

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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.

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4.2.5 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.

4.2.6 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 ... 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 ... 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.

4.2.7 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: PSs10

*... the learner's mother tongue influences the pronunciation of the target language. ... The **objective** of this research is to find ... (M3S1A)*

4.2.8 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

*…, 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 **analysed** using code-switching theory. **(M3S1B)***

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

4.3 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 indicated 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.

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4.4 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.

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There is a leading notion that GBA contributes to the development of teaching writing to non-native speaker learners (Rofiqoh et al., 2022). 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.

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Critical Genre-Based Model to Teaching Problem Statements

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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).

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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.

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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-centre learning.
5. Principles of reaction
The teachers offer assistance to the students, whenever needed.

6. 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 Statements* is recommended as an alternative teaching strategy to compensate for the research findings.

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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.

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REFERENCES

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Rhetorical Strategies of Problem Statement in Non-Native EFL Undergraduate Students' Research Papers

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 to carry out effective teaching. This current study investigated the rhetorical strategies of the problem statements written by undergraduate students in their research paper introduction. 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~~ were 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 knowledge with linguistic features in each move and step. Based on the research finding, a* ***Critical Genre-Based Model for Teaching Problem Statements*** *is proposed.*

Keywords: Problem statement; rhetorical structure; rhetorical strategies~~y~~

1. 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 (Yusuf et al., 2019). 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.

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3.The number of students being interviewed to find reasons behind th use of each move did not match the number of your finding. For example, there were 30 texts belonging to 30 students being studied. You mention that 16 of them contained M1S3, wh means 14 of them did not. Why were only 7 students interviewed? Includin all of them can help you find more accurate answers. This issue also fou in some other moves.

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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~~ helps build 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 the 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~~ an important role of introduction to win the readership. To the best of our knowledge, the study of the introduction focusing ~~to~~ on revealing 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 attract~~s~~ 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 PS which contains a problem, justification, shortcomings of previous studies or practical knowledge, and significance (Creswell & Creswell, 2017). PS section is, therefore, a key entry to a scientific community to achieve readership, which is the most important in the research work introduction (Zainuddin & Shaari, 2017). It is also argued that a well-structured problem statement section makes research make sense (Ankomah & Afful, 2019). Thus, good research starts 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.

Theoretically speaking, RP is an academic genre; problem statement as a part of RP is also a genre. Meanwhile, genre is a staged, goal-oriented, and purposeful communicative event which moves through stages to achieve its communicative purpose for which each stage employs different linguistic features (Van Dijk, 2017). Therefore, writing proficiency covers linguistic and rhetorical structure competence.

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EFL writers are required to master a 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 revealeds that the majority of the samples missed the moves and their steps that resulted 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 affecteds PS writing. The imbalanced frequency of moves and steps caused some students to be 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.

Referring to the background, research questions are proposed:

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?

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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.

2. LITERATURE REVIEW

2.1. Problem Statement (PS)

PS is the most crucial part in RP because research purpose, hypotheses, and method are formulated based 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 a 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. Finally, the achievement of the research goal is presented (Nimehchisalem et al., 2016).

2.2. 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 comprise 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 solutions to unresolved issues. M3 presents the focus of the current study (Ankomah & Afful, 2019).

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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

2.3. Move's Linguistic Features

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

2.4. Genre-Based Approach

A genre is characterized by a 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~~ in which 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).

3. METHODS

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~~ were 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

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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.

3.1 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 procedure:

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 analysed 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 analysing the data, the procedure is

1. Identifying the border of each move
2. Analysing the strategies to achieve each move's function
3. Analysing 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

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7. Designing a genre-based teaching model based on the research finding

The researchers analysed the data manually.~~,~~ A~~a~~fterwards, 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 ... 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)***

...

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 ... are still* ***rare. (M2S1A). This research aims at*** *finding...* ***(M3S1A).*** *This study is qualitative in nature, describing the data qualitatively using appraisal theory.* ***(M3S1B)***

4. RESULTS AND DISCUSSION

4.1. 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 of Move	Frequency
	Move 1	Move 2	Move 3		
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:

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

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

Table 1. Rhetorical structures of PSs

PSs	Rhetorical structures								Total of Move	Total of Steps	C	IC	Frequency
	Move 1			Move 2			Move 3						
	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.

4.1.1 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.

4.1.2 Move 2

M2 is the most crucial 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

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encouraged him to do the research. This finding is contradictory to the previous study's finding (Samad et al., 2018).

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4.1.3 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).

4.2 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).

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4.2.1 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 … that* ***captures the attention and interest*** *… An entertainment … **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 …*
>
> *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~~ Sing in Kung Fu Hustle.*

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4.2.2 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

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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' narrowed 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*.

4.2.3 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 research 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.

4.2.4 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.

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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.

4.2.5 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 reasons ~~is~~ are 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.

4.2.6 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

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Comment [MOU61]: Is this your ow assumption? You conducted a follow-up interview earlier to find reasons why th did not use other moves/steps. Why did not conduct the same thing to find the reasons for this?

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... Turn–taking is ... 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 ... 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.

4.2.7 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: PSs10

*... the learner's mother tongue influences the pronunciation of the target language. ... The **objective** of this research is to find ... (M3S1A)*

4.2.8 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

*…, 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 **analysed** using code-switching theory. **(M3S1B)***

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

4.3 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

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similar, compared, like, and replicate (PSs25, PSs30) were used to indicate that the writer will replicate the previous studies.

M3S1A is indicated 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 about this matter.

4.4 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 (Rofiqoh et al., 2022). 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 Statements* is proposed.

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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-centre learning.
5. Principles of reaction
The teachers offer assistance to the students, whenever needed.

6. 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 the 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.

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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 Statements* 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.

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Rhetorical Strategies of Students' Papers Problem Statement to Promote Teaching Model to Academic Writing

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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 in order to carry out effective teaching. Studies about ~~the~~ rhetorical moves in the introduction section have been widely conducted. However, the studies focusing on the research problem statement is rarely found. This current study investigated the rhetorical structures, strategies, and linguistic features of the problem statement written by undergraduate students, which aimed to contribute to the teaching model ~~to~~in teaching academic writing. This research was a qualitative~~,~~ case study belonging to genre analysis, using Swale's CARS model. Thirty undergraduate students' problem statement texts were explored. Observation, interview, and documentation were used to collect the data. The results indicated that nine types of rhetorical structures were employed, most of which were characterized as incomplete. The rhetorical strategies employed by the students were 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 were used in each move and step~~,~~ although the students admitted that they had lack of knowledge with linguistic features~~–~~. Based on the research finding, a Critical Genre-Based m~~M~~odel for teaching problem statements in writing is proposed

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because this model has facilitative effect on consciousness-raising of the genre's rhetorical structure.

Keywords: CARS mModel; cCritical gGenre-bBased mModel; linguistic feature; problem statement; rhetorical strategy; rhetorical structure

1. INTRODUCTION

In this global era, the status of English as a global lingua franca has been accepted. English as the global language is widely used in research, education, and publications. This makes the English language crucial for the global scientific community. Scientists have to publish their scientific papers in English if they wish to be globally recognized because the immense volume of scientific writing –is published in English as the international lingua franca (Rao, 2018; Rao, 2019).

The important role of English in research publications has inspired English teachers in tertiary education to seek appropriate methods to teach academic writing (Yusuf et al., 2019). Based on the researchers' observation and decades of teaching experience, most EFL undergraduate students found it difficult to perform academic writing. Likewise, in the learning evaluation conducted at the end of every semester, the majority of students mentioned academic writing as one of the most difficult subjects to learn. Therefore, research on undergraduate students' academic writing is crucial to be conducted, especially to contribute to the teaching of academic writing.

In Indonesia, tertiary education is the institution where students formally learn to write academic writing (Permendikbud No. 3, 2020). The students majoring in English need to write a research paper in English as a final project. Teaching academic writing to undergraduate students helps build a foundation that will impact their future education level. Strengthening the foundation is crucial since writing competence facilitates academic and professional success (Rao, 2019). Studies on graduate and postgraduate students' research papers revealed the problems of the papers' rhetorical moves (Amnuai, 2019; Fazilatfar & Naseri, 2016; Lu, Yoon et al., 2021; Nimehchisalem et al., 2016; Rahman et al., 2017; Tankó, 2017; Tarvirdizdeh & Nimehchisalem, 2021). 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 the researchers to investigate the undergraduate students' research papers.

Studies on parts of research papers (RP), especially in the introduction section analyzing the rhetorical or communicative moves, have been widely conducted (Lu et al., 2020; Lu, Casal et al., 2021; Lu, Yoon, et al., 2021; Parnawati et al., 2017). The underlying rationale ~~underlying~~ to conduct thise current research is the important role of introduction to win the readership. To the best knowledge of the researchers, the study of the introduction section 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 current research aims to ~~increase~~fill the gap on the ~~the~~ studies of~~n~~ problem statement. Examining the rhetorical strategies of the research problem statement found in the undergraduate students' research papers were considered essential since the researchers' teaching experience showed~~s~~ that EFL students, as novice writers, were

often ignorant and less aware of the rhetorical moves when writing their research problems. Their less awareness automatically reduced the quality of their research paper.

Research problem is the main part in the research paper that motivates and guides a researcher to do the research. The systematic presentation of the research problem will make the research paper introduction (RPI) qualified and will attract the readers to read the paper. Tarvirdizdeh &and Nimehchisalem (2021) stated that the systematic presentation enables the authors to communicate the research problem. EFL undergraduate college students, as novice writers, must be aware of the rhetorical moves and strategies of the research problem statement. The skill in writing problem statements (PS) will become an important foundation for academic writing such as to write a research article, a thesis, and a dissertation.

In academic writing, PS is the crystallization of the academic issue of as to what a researcher wants to prove. A study is generally conducted in response to a PS which contains problem, justification, shortcoming of previous studies or practical knowledge, and significance (Creswell & Creswell, 2017). PS section is, therefore, a key entry to a scientific community in order to achieve readership, and it acts as the most important part in the research paper introduction (Zainuddin & Shaari, 2017). It is also argued that a well-structured PS section makes research meaningful (Ankomah & Afful, 2019). Thus, good research starts with a clear flow of ideas to state the issue of the research problem. However, it is problematic for many undergraduate, graduate, and even post-graduate students because academic writing is culture bound in which. eEvery culture has its own writing convention (Ankomah & Afful, 2019).

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

The communicative purpose of a PS genre is to identify, reveal, communicate, and explain the issue(s) 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 as rhetorical strategies (Jalilifar et al., 2011).

Several previous studies on PS explored the students' academic writings which had been edited by the supervisors and editors.

For example, studies investigated undergraduate, graduate, and postgraduate students' works with the supervisor's assistance (Ankomah & Afful, 2019; Obeso, 2019; Tarvirdizdeh & Nimehchisalem, 2021–), and a study investigated journal articles with an editor's intervention (Afshar & Ranjbar, 2017). A study by Tarvirdizdeh and Nimehchisalem (2021) investigated the rhetorical structures and linguistic features; the study by Ankomah &and Afful (2019) focused on 'eEstablishing a niche'; the study by Obeso (2019) focused on 'pPresenting the present work'; and the study by Afshar &and Ranjbar (2017) investigated the rhetorical structures and strategies. All of the above previous studies analyzed the

students' writing with the 'editing' help by supervisors and editors. Thus, the corpora were not the original texts produced by the students themselves. This indicates that the research results did not truly reflect the writers' real writing competence. The current study blended the issues of the previous studies, namely investigating the rhetorical structures, strategies, and linguistic features. Besides it also extended the previous studies by offering a teaching model designed based on the research findings.

Referring to the background, research questions are proposed, as follows:

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?

Therefore, this study aimed at explaining the rhetorical structures of PS, examining strategies used in each move of the PS, analyzing the linguistic features in each move, and designing a teaching model based on the research findings. This study applied a modified Create- a- Research- Space (CARS) –model. The CARS model is the metaphor of competition principle. ~~Just as plants compete for light and space, so writers of RPs compete for acceptance and recognition~~ . The model, usually used to analyze the rhetorical structure of introduction section, is modified based on the PS elements, namely (1) -presenting academic issues as a problem, (2) indicating deficiency, and (3) presenting the goal or~~,~~ solution.

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.

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2. LITERATURE REVIEW

2.1 Problem Statement (PS)

PS is the most crucial part in RP because the research purpose, hypotheses, and method are formulated based on it (Jalilifar et al., 2011; Nimehchisalem et al., 2016; Parsa & Tahririan, 2017). 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 research 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 are required to practice presenting and communicating the research problem. A well-structured PS araises the readers' interest of the RP. Additionally, research that addresses new and relevant problem statements could even potentially contribute to develop the body of knowledge –(Swales & Feak, 2012). PS plays a role as an introducer in RP, particularly to present a central issue. In writing PS, a research topic is presented as a

problem. Then, justification is made. Finally, the achievement of the research goal is presented (Nimehchisalem et al., 2016).

2.2 CARS (Create- a- Research- Space) Model

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

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

2.3 Rhetorical Structure and Strategies

Rhetorical structure refers to the overall text structure. A text passes through stages to a point of closure. Each stage contributes to the overall meaning that a text will achieve (Van Dijk, 2017). Each stage has its rhetorical function or move. Therefore, stage is also termed as move. According to Swales and Feak (2012), RPI typically follows CARS' rhetorical structure or pattern, consisting of 3 moves. The CARS' three moves include 'establishing a research territory' (M1), 'establishing a niche' (M2), and 'occupying a niche' (M3) (Swales & Feak, 2012).

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To realize a move's function, strategies are employed. 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 new research to give a solution to unresolved issues. M3 presents the focus of the current study (Ankomah & Afful, 2019). In this case,

M2 specifically presents the strategies used in PS. The sStrategies ~~generally~~ utilized in M2 are generally 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) as presented in the following table.

Table 1. PS sections.

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

2.4 Move's Linguistic Features

Each move has specific linguistic features. Words like 'important', 'central', 'interesting', and 'relevant' indicate M1. In addition, the most usual way to show a gap in M2 is to use 'quasi-negative' and 'full-negative' vocabularies like 'few', 'little', 'no', 'none', 'although', and 'however'. Furthermore, purpose statements such as 'purpose', 'aim', and 'intend' are used to indicate M3 (Swales & Feak, 2012).

The linguistic features in M1 in the background section is to show that the research topic is worthy and deserves more exploration. The linguistic features in M2 in the problem statement are employed to signal the need for a new study and ~~ways of~~ to persuad~~inge~~ readers to accept the motivation of the~~ir~~ studies. The linguistic features in M3 in the outlining purposes section is to show that the objective of the study has been established (Ankomah & Afful, 2019).

2.5 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). Van Dijk (2017) argue~~d~~ that learning a language is learning to communicate. Communicating is producing genre, meaning that ~~researches~~studies on genre contributes to language teaching practice.

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 (1998) with the following teaching steps: (1) building the context, (2) modeling and deconstructing the text, (3) doing joint construction of the text, (4) doing independent construction of the text, (5) linking related texts (Agustien, 2020; Feez & Joyce, 1998).

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2.6. Previous Studies on PS

A study on undergraduate students' monographs and master students' theses employing CARS model revealed that the majority of the samples missed the moves and their steps, especially the research gap step (~~–~~Lu et al., 2021; Obeso, 2019; Tarvirdizdeh & Nimehchisalem, 2021). The incomplete rhetorical structure and the imbalanced frequency of moves and steps resulted in failing to communicate the problem. This is particularly because the students did not know the research gap to be filled and thus failed to propose a solution. The student's lack of knowledge of rhetorical aspects negatively affected PS writing ability.

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 master students. Doctorate students employed 4 strategies (indicating a gap, counter-claiming, establishing problem and need, and continuing tradition), while master students employed only 3 strategies (indicating a gap, establishing problem and need, and continuing tradition) (Ankomah & Afful, 2019). Counter-claiming was only found in dissertations (19%) because it was the most difficult strategy as stated by Swales and Feak (2012). Only advanced students, who usually had bravery to criticize that the previous studies were wrong, employed counter-claiming. The most common strategy to establish a niche is by gap indications. Additionally,

t~~T~~he frequency of research questions (RQ) as one strategy ~~–~~of move 3 of research articles was relatively high (Afshar & Ranjbar, 2017; Rahayu et al., 2022). This step was not problematic for student writers because most of them were familiar with this strategy.

Furthermore, a

~~A~~ study on rhetorical structures of social sciences article introductions using CARS model revealed the distribution of rhetorical moves and steps. Rhetorical and phraseological features or linguistic expression choices varied among five social science disciplines of a~~A~~nthropology, applied linguistics, p~~P~~olitical s~~S~~cience, p~~P~~sychology, and s~~S~~ociology. These findings revealed the disciplinary variation in the rhetorical and linguistic features of research article writing ~~and~~ had useful implications for academic writing pedagogy (Lu et al., 2021).

3. METHODS

This research was a qualitative case study, exploring a small scale and focusing on one or more individuals (Creswell & Creswell, 2017; ; Gerring, 2016; 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). This~~e~~ current research explored the rhetorical structures, rhetorical strategies, and linguistic features of the unpublished undergraduate students' PS genre. The rhetorical structure in this study was related to the rhetorical functions of the text segments. Rhetorical strategies wea~~re~~ steps or strategies to realize each move's goal or function; meanwhile,~~.~~ l~~L~~inguistic features wea~~re~~ specific linguistic expressions used in each move and step. Thus, the data of the study were (1) the rhetorical functions or move, (2) the steps to realize move's function, and the linguistic features of the texts.

The objects or corpora of this study were 30 unpublished undergraduate students' RAIs, produced as a final project of an academic writing class in 2022. The researchers decided this number based on their consideration of what had been done in the PS previous studies' corpus, which was around 20 up to 30 corpora. The 30 corpora were taken from the academic writing lecturer, with the students' permission. They were RAIs of undergraduate students who were in the 7th-semester majoring in the English language, studying at Stikubank University (UNISBANK), Semarang, in Indonesia.

3.1 Research Procedure

As for qualitative research, researchers were the main data collectors and data analysts to achieve the research goals. Creswell ~~&~~and Creswell (2017) state~~d~~ that in a qualitative study, a researcher is the main actor of the research. Observation, ~~interview, and~~ documentation and interview were used as data collection instruments. Classroom observation was done to make sure that the students wrote their own articles. Documentation of 30 unpublished undergraduate students' RAIs ~~The students' RAIs documents~~ were analyzed to reveal the moves, steps, and the linguistic features. Meanwhile, i~~I~~nterview was conducted to some students who faced writing problems ~~was~~aiming to reveal why the problems occurred. ~~The students' RAIs documents were analyzed to reveal the moves, steps, and the linguistic features.~~ The main data collection employed in this study was documentation.

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 was carried out. The data collection procedure for documentation included (1) reading RP to know the research topic; (2) reading RPI to fully comprehend each

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layer's function as content analysis was done by grasping the content, meaning, and idea of the layers; and (3) grasping the specific linguistic features to show the function of move and step. Afterward, the data were analyzed using the modified CARS (Ankomah & Afful, 2019; Swales, 1990; Swales & Feak, 2012; Tarvirdizdeh & Nimehchisalem, 2021) to reveal the rhetorical structures and strategies of the PS. The move number and names of rhetorical structures and strategies (steps) of Swale's (xxxx) CARS were adapted with the current study findings, by considering the nature and communicative purpose of PS as well as by adding and omitting some steps. The step of 'establishing problem and need' identified in the data was added. Meanwhile, the steps of 'announcing principal findings' and 'indicating ~~research article~~ RA structure' that were not necessary for PS were omitted. Besides, steps of 'counter-claiming' and 'question-raising' which were not found in the data were also omitted.

The literature review revealed that PS is a problem-solution text, aiming to introduce a problem as the main reason to conduct the research (~~(~~Ankomah & Afful, 2019; Swales & Feak, 2012). The structure of PS is as follows: M1 focuses on the current capacity; M2 focuses on the problem; and M3 focuses on the solution (Swales & Feak, 2012). Below are the modified CARS.

M1: Presenting academic issues as a problem
Step1: Making a centrality claim
Step2: Making a topic generalization
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 and solution
Step 1A: Outlining purposes (obligatory)
Step 1B: Announcing present research

Comment [M8]: year

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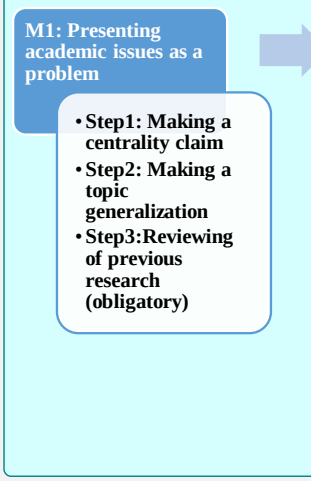

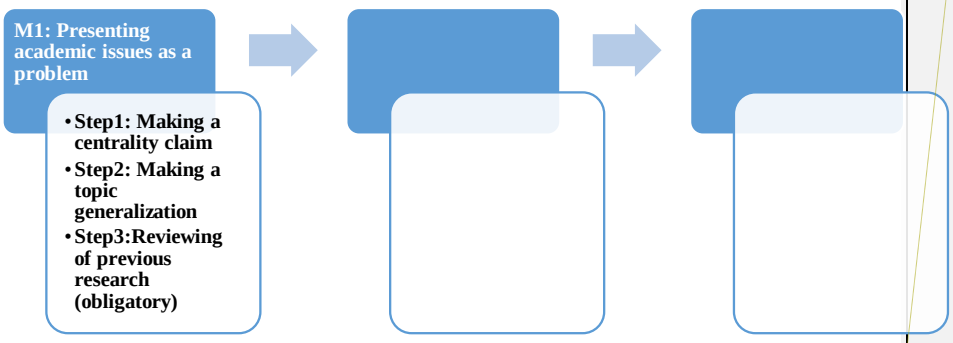

Figure 1. The modified CARS model

The interview used as the instrument in this current study consisted of … questions

In analyzing the overall data, the procedure includeds: (1) identifying the border of each move; (2) analysing the strategies to achieve each move's function; (3) analysing the specific linguistic expressions of each strategy; (4) concluding the rhetorical structures and strategies of each problem statement sample; (5) interpreting the students' problems in writing PS; (6) interviewing some respondents who faced the problems concerning why the problems occurred in order to validate the researchers' interpretation; and (7) designing a genre-based teaching model based on the research findings.

The researchers analyzed the documentation data manually.; Aafterward, a doctor in applied linguistics (not the researcher member) as an independent analyst validated the findings in data analysis. The moves and the steps found were then coded and tabulated. Additionally, the typical linguistic expressions in each move were bolded. The coding used in the moves and steps found in this current study was as the following: M1 (S1, S2, S3), M2 (S1A, S1B, S1C), and M3 (S1A, S1B). For example, M1S3 signifies 'reviewing previous research'. Some additional abbreviations were also used in coding the findings, for example, PSs stands for problem statement sample, and Obl. stands for obligatory. Some steps were obligatory while some others were optional. The rhetorical structure was characterized as complete (C) when it had all of the obligatory steps (M1S3, M2S1A, M3S1A), while it was categorized as incomplete (IC) when it lacked one or more of the obligatory moves.

Furthermore, the interview data was analysed by…..

4. RESULTS AND DISCUSSION

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Comment [M10]: To make a balanc info, please explain briefly about your interview instrument.

Tell readers if the instrument only used ask questions for rhetorical strategies a language feature? Or how?

Comment [M11]: Please also explai how you analyse the data from the interview.

4.1 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 2. Move occurrences in PSs.

PSs	Rhetorical occurrence			Total of Move	Frequency
	Move 1	Move 2	Move 3		
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 indicated that the moves structures can be classified into: (1) M2, M3; (2) M1, M3; (3) M1, M2; and (4) M1, M2, M3. This means that most students did not include complete macro structure in writing their PSs because only 40% of the texts included 3 moves.

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

Table 3. Rhetorical structures of PSs.

PSs	Rhetorical structures								Total of Move	Total of Steps	C	IC	F
	Move 1			Move 2			Move 3						
	S1	S2	S3 obl	S 1A obl	S 1B	S 1C	S 1A obl	S 1B					
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 %	

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Table 3 above shows that the rhetorical structures and strategies displayed in PS of EFL undergraduate students' RP can be grouped into 9 types: (1) 10% of the total PS employed 'establishing need and problem' (M2S1B) and 'outlining purposes' (M3S1A); (2) 23% of the total PS employed 'making a centrality claim' (M1S1), 'reviewing previous research' (M1S3), and 'outlining purposes' (M3S1A); (3) 10% of the total PS employed 'making a centrality claim' (M1S1), 'reviewing previous research' (M1S3), and 'outlining purposes' (M3S1A); (4) 6% of the total PS employed 'making a centrality claim' (M1S1), 'reviewing previous research' (M1S3), and 'continuing a tradition' (M2S1C); (5) 10% of the total PS employed 'making a centrality claim' (M1S1) and 'establishing need and problem' (M2S1B); (6) 13% of the total PS employed 'making a centrality claim' (M1S1), 'making topic generalizations' (M1S2), 'reviewing previous research' (M1S3), 'indicating a gap' (M2S1A), 'outlining purposes' (M3S1A), and 'announcing present research' (M3S1B); (7) 10% of the total PS employed 'making a centrality claim' (M1S1), 'reviewing previous research' (M1S3), 'indicating a gap' (M2S1A), 'continuing a tradition' (M2S1C), 'outlining purposes' (M3S1A), and 'announcing present research' (M3S1B); (8) 10% of the total PS employed 'making a centrality claim' (M1S1), 'making topic generalizations' (M1S2), 'establishing need and problem' (M2S1B), and 'outlining purposes' (M3S1A); (9) 6% of the total PS employed 'making a centrality claim' (M1S1), 'establishing need and problem' (M2S1B), and 'outlining purposes' (M3S1A).

The findings above showed that the rhetorical structures of making a centrality claim (M1S1), reviewing of previous research (M1S3), and outlining purposes (M3S1A) were mostly used by the EFL students. Although they reviewed related previous studies, they failed to indicate the research gap to be filled, as one of the obligatory steps in PS.

The findings also indicated that only 23% (i.e. type 6 and 7 (13% &10%)) of the PSs had 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 had incomplete rhetorical structures that may result in failing to communicate the problem. This finding was 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 & Feak, 2012).

Comment [M12]: Please describe w similarity?

Obligatory steps are the key elements in recognizing a genre, and they are obliged to occur since the appearance of these elements characterizes whether the text is complete or incomplete (Paltridge, 2007). The research findings implied that the students were not aware of the importance of obligatory steps. Their lack of rhetorical structure knowledge was ~~possibly~~ the possible source of the problem. Genre-based teaching was one alternative solution to the problem as the previous researchers suggested that the students~~' doing~~ needed to employ genre analysis ~~needs to be employed~~in order to increase their awareness and deeper understanding of the genre's schematic structure (Arsyad & Arono, 2019; Thongchalerm & Jarunthawatchai, 2020).

Each move's occurrences was discussed in this section, while the steps of each move were discussed in the 'rhetorical strategies' section.

4.1.1 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 & Feak, 2012). M1 usually starts with a general topic. The research findings of this current study showed that M1 had a high occurrence, in which most PSs (77%) included M1. It means that most EFL students were aware of 'presenting current issue as a problem'. This finding was parallel with the previous studies' findings (Samad et al., 2018; Tarvirdizdeh & Nimehchisalem, 2021) that M1 was not problematic for native and non-native student writers. Moreover, the findings also revealed that 3 PSs directly jumped to M2 and did not include M1, meaning that the authors did not orient the readers with the researched topic.

PSs5 Indonesians know that their nation conducts a national event called National Election … To deal with this national event, some presidential candidates are competing to promote…Promoting language is **crucial** to be able to promote the candidates. Billboard becomes one of many **efficient** media to ... It is like **advertising, attracting** people, **catching their attention**, ... The language of advertising campaign aims to ... **(M1)**

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The M1 above presented background for the research by reminding the readers of the national election event, which was related ~~with~~to the research topic. This background presentation was to attract the readers' attention. Xxx

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4.1.2 Move 2

M2 is the most crucial 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 (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 was the most difficult move as seen from the data of the current study that 33% of PSs did not include M2. The students jumped from M1 to M3. They failed to formulate the underlying reasons that encouraged them to do the research. This finding was contradictory to the previous study's finding (Samad et al., 2018) in which 100% of the data (20 RPs) included M2. The difference result was because the data were the students' writing produced with the supervisor's help. Thus, they were not the original students'~~s~~ writing .

PSs5 … **However,** appraisal researches on billboard for presidential campaign are still **rare, (M2)**

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The M2 above indicated that the space was still available for the study. The insufficient studies on the topic had motivated the researcher to conduct the study. Xxx

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4.1.3 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 revealed that M3 occurred relatively high in the PSs, namely 73%. This means that the student writers thought that M3 was necessary to be present in RAIs. This finding

was different from the previous study's finding (Tarvirdizdeh & Nimehchisalem, 2021), which showeds the lowest occurrence of M3. This ~~mean~~indicates that for most research participants,– M3 was not necessary to be presented in RAIs. But it was similar to the findings of another previous study (Samad et al., 2018) in which 100% of the data included M3.

PSs5 **This research aims at** finding out what appraisal of judgment represented in the billboard of the 2024 presidential election campaign. This study is qualitative in nature, describing the data qualitatively using appraisal theory. **(M3)**

The M3 above stated the objective of the study and the nature of the study, namely qualitative in nature. Xxx

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4.2 Rhetorical Strategies Employed to Achieve the Communicative Purpose of Each Move

The frequency of steps from each move's displayed in Table 2 was discussed below in order to know the EFL students' 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 & Feak, 2012).

4.2.1 Making a centrality claim (M1S1)

Claiming centrality is achieved by describing the current growing problems, particularly to indicate that the research topic is important, useful, and deserves investigation. Most students (73%) included M1S1 in their texts. This was a good start to attract the readers' attention, especially to remind them that the research topic was essential. This finding was parallel with that of the previous study on Indonesian student authors' research article introduction (RAI) (Rochma et al., 2020), and with that of Iranian students' RAI (Farnia & Barati, 2017). Those studies reported that M1S1was not problematic for both native and non-native students.

PSs20 Entertainment is … that **captures the attention and interest** … An entertainment … **enjoy** is the film industry. Films **have a huge impact** … that **grabs the attention**. … … that is **hugely popular** all over the world. Films with … are **interesting** for young people, …. One of the **famous** … **best** action film ... … In Kung Fu Hustle, … plays a young man named 'Sing'. … The **important** politeness value showed by Sing can be learned … This research will focus on the politeness strategies of the character Sing. …**(M1S1)**

The M1S1 above started from a more general issue of entertainment, film, and Kungfu film commonly enjoyed by the youth. This general issue 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'. Xxx

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4.2.2 Making topic generalizations (M1S2)

M1S2 functions to show a given research topic generalization, which can be operationalized by describing the related research practices or phenomena. This current study findings revealed that few PSs (23%) included M1S2, which was contradictory to the previous study's finding revealing that M1S2 occurred in more than 60% of the data (Rochma et al., 2020). This different finding was possible because of the reviewer's intervention for the previous study's research objects,

published articles in ELT journals. The low M1S2 occurrence found in this current study may indicate the undergraduate students' narrow view or knowledge of the research topic so that they failed to generalize the particular research topics.

PSs3 …Spoken English was chosen …, … the **most important** … in an **increasingly globalized** .... …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,... **(M1S2)**

In PSs3, the EFL student started with M1S1 by describing the narrow research topic of 'interlanguage syntax in spoken English'. Then, she relateds the topic with the research practice or phenomena in general by using the words 'in a more broad way'. Xxx

4.2.3 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 research space for the new research (Swales & 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%) in this current study findings contained M1S3. This occurrence was similar to a previous study on 20 undergraduate RAI in Indonesia, which was 50% of the data contained M1S3 (Samad et al., 2018). But surprisingly it was higher than another previous study, which is 0% (Rochma et al., 2020).

PSs1 …, … some **previous studies** have been conducted…The first study **reported**….. The next study by … **investigated** … A similar study ….**revealed**…**(M1S3)**

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

Due to the importance of M1S3, a follow-up interview with 14 students was carried out to reveal their problems. Overall, the interview revealed that they were not aware of the importance of previous studies' citations to find a research gap to be filled. The sample of an interview excerpt is provided as follows:

~~Here is a sample perception~~Q-S6: ~~"~~I do not realize that reviewing ~~-~~ the previous studies ~~-~~is needed to see the gap to be filled.~~" (student 6)~~

4.2.4 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 & Feak, 2012). This step was problematic for the students since the current study found that M2S1A was only employed in 7 PSs (23%). Some PSs presented M1S3 but did not follow it up with M2S1A. This finding worried the teacher-researchers since the students tended to ignore writing M2S1A in their RPI. Furthermore, an interview with seven students revealed that during writing they never thought of this step because they were unaware that M2S1A was a key point and must exist in their RPI. Here is a sample perception.~~:~~

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Comment [M18]: Please code the interview excerpt using consistent form and apply this to all of your excerpt of interview, for example: Q1-S6 is the example code for question 1-Student 6 (See example)

Q1-S6: I do not realize that reviewing th previous studies is needed to see the gap be filled

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'I think by presenting the previous research, the readers can find the research gap.' (student 24)

The findings of this current study contrasted several previous studies revealing that M2S1A was mostly found in non-native and native speakers' RPI (Ankomah & Afful, 2019; Farnia & Barati, 2017; Samad et al., 2018). However, this finding was similar to some findings reported from previous studies (Parsa & Tahririan, 2017; Zainuddin & Shaari, 2017) that M2S1A was the least frequent strategy. The problem might be due to the students's lack of writing experience and lack of rhetorical structure knowledge as stated by some students in the interview.

~~e.g.~~ 'The rare writing practice and the lack of knowledge about genre are the main cause of my writing problem.' (student 17)

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 showed that the gap that was going to be filled was the rareness of the research about the problem. Xxx

4.2.5 Establishing need and problem (M2S1B)

M2S1B refers to real-world problems, based on real-life observations (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).

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

The M2S1B without being supported with M1S3 and M2S1A– should be minimized because it was not in line with the principle of academic writing 'intertextuality', ~~namely~~ in which a study should be related ~~with~~to other previous studies. Thus, ~~so that~~ together with other studies, the proposed study developed the body of knowledge. The possible reason of preferring t~~o~~he use of M2S1B strategy was the lack of skill, experience, and knowledge of the undergraduate students.

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 indicated that the research was carried out based on the real problem and need felt by the writer, without considering the previous studies. Xxx

4.2.6 Continuing a tradition (M2S1C)

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Comment [M20]: Please check my above comment about this interview excerpt and apply it throughout your article (coding the interview result)

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Comment [M22]: Please complete w the interview excerpt

Comment [M23]: Discuss your curre findings compared to their study

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Comment [M24]: You need to add 2 more sentences to make it as paragraph (paragraph consisted of a minimum 3 sentences)

M2S1C is the replication, the continuation, or the addition of something to the previous study's practices (Swales & Feak, 2012). In this current study findings, M2S1C strategy was found in 5 PSs (17%). Additionally, M2S1C occurrence found in this study was higher than in the previous studies (Ankomah & Afful, 2019; Farnia & Barati, 2017; Zainuddin & Shaari, 2017). This relatively high use of M2S1C meaneds that the undergraduate students preferred to replicate the previous study's strategies. However, Swales and Feak (2012) stated that 'continuing a tradition' was a weaker option for 'establishing a niche'.

PSs24… Turn–taking is ... …. One of the most popular talk shows is …, the writer is interested in analyzing the turn-taking mechanism … in the "Kick Andy" talk show.
This study is **similar to** and **replicates** the previous study of the turn-taking mechanism by Candrika …, analyzed using theory by Harvey Sacks, Emanuel Schegloff, and Gail Jefferson. (M2S1C)

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Continuing a tradition in the sample above was imitating the previous study's research strategy. It was common for novice writers, who in this case were undergraduate EFL students. Xxx

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4.2.7 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 found in this current study was relatively high, about 25 PSs (83%). It means that M3S1A was not problematic for the students. This finding was similar to the previous study (Afshar & Ranjbar, 2017; Rahayu et al., 2022) reporting that 100% of the data included M3S1A. But it contradicted other study's findings (Nimehchisalem et al., 2016) reporting that only 22% of the data included M3S1A.

PSs10 … the learner's mother tongue influences the pronunciation of the target language. ... The **objective** of this research is to find ... **(M3S1A)**
The sample above indicated that the research purpose was directly and clearly presented. Xxx

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4.2.8 Announcing present research (M3S1B)

M3S1B describes the features of the study (Swales & Feak, 2012). It explains the strategy to achieve the objectives, and how the problem might be solved. Based on the current study findings, 13 PSs (43%) employed M3S1B. However, the occurrence of M3S1B was lower than the previous studies (Jalilifar et al., 2011; Tarvirdizdeh & Nimehchisalem, 2021)

PSs13 …, 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 **analysed** using code-switching theory. **(M3S1B)**

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In the sample above, the student shortly presented the nature and the research strategy as the method of collecting and analysing the data. Xxx

Comment [M27]: You need to add 2 more sentences to make it as paragraph (paragraph consisted of a minimum 3 sentences)

4.3 Linguistic Expressions Employed in PS to Indicate Moves and Steps

PSs were further analyzed to find out the specific linguistic expressions used in each move and step. This was because linguistic features had a crucial role to distinguish moves and steps (Pho, 2013). The linguistic expressions used in each move and step found in this current study are presented below.

M1S1 attempted to attract the readers to agree that the research was significant, and the keywords used by the students in this step included: '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 students referred to the previous studies.

M2S1A was indicated by quasi-negative vocabularies such as 'few', 'little', 'although', 'however', 'rare' (PSs18, PSs30). M2S1B was 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 was indicated by the words like 'goal', 'purpose', 'aim', and 'objective' (PSs7, PSs11). M3S1B was 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 since they lacked knowledge of this matter. Xxx. Here is a sample perception.:

'While writing, I was rarely aware of the linguistic expressions I should use in each stage of my text. (student 11)

The current study's finding was parallel to the previous study (Ankomah & Afful) reporting that each move has specific linguistic features. The specific linguistic expressions used in M1S1 were to attract the readers, those used in M2S1A were to indicate a research gap, and those used in M3S1A were to indicate research purpose.

4.4 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 of problem statement, as part of the introduction to academic writing.

There is a leading notion that genre-based approach (GBA) contributeds to the development of teaching writing to non-native speaker learners. GBA promotes teachers' intervention in the learning process and teachers' teaching of how genres are typically constructed (Rofiqoh et al., 2022). According to Millar (2011), genre analysis can lead to consciousness-raising of the genre's rhetorical structure. There is an empirical evidence for the facilitative effect of genre consciousness-raising tasks on EFL learners' performance ~~because~~since the tasks impact on the students' deeper knowledge about genre (Atai & Khatibi, 2010). The students can be exposed to various tasks such as analyzing texts, searching for the target text genres, deconstructing texts, and giving feedbacks (Nagao, 2019). GBA also promotes the students' creativity and critical thinking (Agustien, 2020; Devitt, 2004). Thus, it is

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not mistaken if the genre-based teaching model is also termed as critical genre-based teaching model. Based on the research findings of previous studies and this current study, an alternative 'critical genre-based model for teaching problem statements' is proposed.

~~*Critical Genre-Based Model to Teaching Problem Statements*~~

The teaching model has certain characteristics that cover (1) syntax, (2) instructional and nurturant effects, (3) support system, (4) social system, and (5) principles of reaction, (Agustien, 2020; Joyce et al., 1986).

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1. Syntax
   a. Building the context
      This stage is more like preparation activities, functioning to activate the students' previous knowledge and to build the students' self-confidence. Explicit teaching is also done in this stage. The research findings of this current study revealed that the undergraduate students had problems with PS rhetorical structures and linguistic features due to –their lack of rhetorical structure and linguistic feature knowledge. The genre-based teaching proposed needs to compensate for the students' weaknesses. Thus, the explanation of PS rhetorical structures and linguistic features needed to be emphasized by providing 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 students' critical thinking will develop while doing genre analysis since they do critical reading, interpreting, evaluating, and inferencing.
   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 the 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 acquired from the critical genre-based teaching model is the students' competence and skill to create PS text, while the nurturant effects achieved by the students include critical thinking, creativity, autonomy, and cooperation skills.
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-centre learning.
5. Principles of reaction

The teachers offer assistance to the students, whenever needed.

Xxx

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6. CONCLUSION

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

Undergraduate students employed three rhetorical strategies to present an academic issue as a problem, namely 'making a centrality claim', 'making topic generalizations', and 'reviewing previous research'. The most frequently used strategy was 'making a centrality claim', while the least frequently used strategy was making topic generalizations'. Most students used more than one strategy to present an academic issue as a problem. In indicating deficiency, the students employed three strategies, including 'indicating a gap', 'establishing a need and problem', and 'continuing a tradition'. 'Establishing needs and problem' was the most preferred choice. In presenting the goal and solution, two strategies were employed, namely 'outlining purposes' and 'announcing the present research'. The more frequently used strategy was 'outlining purposes. Most students only used a single strategy either for indicating deficiency or for presenting the goal and solution, namely 20 students (67%) and 27 students (90%).

Specific linguistic expressions were employed in most samples to indicate moves and steps. However, an interview revealed that they were not aware of the linguistic features in each move and step. It seems that this less awareness has become the root of the problems. A critical genre-based model for teaching problem statements is recommended as an alternative teaching strategy to compensate for the research findings. This is because this model has facilitative effect on consciousness-raising of the genre's rhetorical structures.

The limitation of the study was in terms of the limited number of samples that were only taken from one university. The analysis of the linguistic features was ~~shallow~~not thorough. Therefore, for future research, it is suggested that the samples be enriched from more than one university, and the linguistic features should be analysed more deeply.

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STUDIES IN ENGLISH LANGUAGE AND EDUCATION
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REBUTTAL LETTER FOR SIELE JOURNAL

(24 February 2023)

Dear Editors of SiELE Journal,

We have amended our article as suggested by the Reviewer as the following:

No.	**Reviewer 1** comments/suggestions	Corrections made
1	The reviewer ticked "Partially" and "No' for Literature Review in the reviewer form.	*We have moved the previous studies in the 'Introduction' section to the 'Literature review' section, and have provided more detailed information of each study, as suggested by Reviewer 1(see page 5).*
2	The reviewer ticked "Partially" for Technique of data collection in the reviewer form.	*We have given more description of the interview technique, as suggested by Reviewer 1(see page 7). Observation and documentation techniques also have been added. (see page 6).*
3	The reviewer ticked "Partially" for the tables in the reviewer form.	*We have changed the tables, following the SiELE guidelines,* as *suggested by Reviewer 1(see page 4,8).*
4	The reviewer ticked "Partially" for the Implications and Conclusion in the reviewer form.	*We have added more detailed information, as suggested by Reviewer 1 (see page 16).*
5	The reviewer ticked "Partially" for the References in the reviewer form.	*We have added two more current references, , as suggested by Reviewer 1* 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. Lu, Xiaofei, et al. (2021). Rhetorical and phraseological features of research article introductions: Variation among five social science disciplines. *System, 100,* 102543 *(See page, 16. 17)*

		We have followed the APA 7 style in both the text and the References section.
6	The reviewer ticked "Partially" for the Grammar and Cohesion in the reviewer form.	*Errors of grammar and usage including punctuations have been corrected and checked using 'Grammarly', and a professional proofreader also has read the manuscript, as suggested by Reviewer 1.*

No.	**Reviewer 2** comments/suggestions	Corrections made
1	The reviewer ticked "Partially" for Title in the reviewer form.	*We have changed our title from "Rhetorical Strategies of Problem Statement in Non-Native EFL Undergraduate Students' Research Papers " to "Rhetorical Structures, Strategies, and Linguistic Features of Problem Statement in Students' Papers to Promote Critical Genre-Based Model to Teaching Academic Writing", as suggested by Reviewer 2, to show rhetorical structures, rhetorical strategies, linguistic features, and teaching model in the title (see page 1)*
2	The reviewer ticked "Partially" for Abstract in the reviewer form.	*We have revised our abstract by adding the instrument for data collection, the reasons for proposing the teaching model, as suggested by Reviewer 2 (see page 1).*
3	The reviewer ticked "Partially and No" for techniques and instruments used for data collection in the reviewer form.	*We have added more information about the techniques and instruments used for data collection in the Method section, as suggested by Reviewer 2 (see page 6, 7) .*
4	The reviewer ticked "Partially" for the participants/respondents of the research in the reviewer form.	*We have added more information about the research respondents, as suggested by Reviewer 2 (see page 6, par.2).*
5	The reviewer ticked "Partially" for the presentation of the findings and discussions based on the findings the reviewer form.	*We have formatted the tables to present the findings and add recent source and more information, as suggested by Reviewer 2 (see page 8,12,14).*
6	The reviewer ticked "Partially" for the References in the reviewer form.	*We have followed the APA 7 style in both the text and the References section, as suggested by Reviewer 2.*
7	The reviewer ticked "Partially" for the language.	*We have corrected the errors of grammar, punctuation, spelling, and diction, as showed by Reviewer 2.*

Thank you.

Sincerely,

Katharina Rustipa
Corresponding author

Rhetorical Structures, Strategies, and Linguistic Features of Problem Statement in Students' Papers to Promote 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 to carry out effective teaching. Researches on introduction section to reveal the rhetorical moves have been widely done. However, the studies focusing on the research problem statement is rare. This current study investigated the rhetorical structure, strategies, and linguistic features of the problem statement written by undergraduate students. It aimed at revealing the texts' rhetorical structure, strategies, and linguistic features to contribute to the teaching model of academic writing. This research was a qualitative, case study belonging to genre analysis, using Swale's CARS model. Thirty undergraduate students' problem statement texts were explored. Observation, interview, and documentation were used to collect the data. The result indicated that nine types of rhetorical structures were employed, most of which were characterized as incomplete. The rhetorical strategies employed by the students were 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 were used in each move and step, although the students admitted that they lacked knowledge with linguistic features in each move and step. Based on the research finding, a Critical Genre-Based Model for Teaching Problem Statements is proposed because this model has facilitative effect on consciousness-raising of the genre's rhetorical structure.

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Keywords: Problem statement; rhetorical structure; rhetorical strategy, CARS Model

1. 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 (Rao, 2019; 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

(Yusuf et al., 2019). Based on our observation and decades of teaching experience, most EFL undergraduate students found it difficult to perform academic writing. Likewise, 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 (Permendikbud No.3, 2020). The students majoring in English need to write a research paper in English as a final project. Teaching academic writing to undergraduate students helps build a foundation that will impact the future education level. Strengthening the foundation is crucial since writing competence facilitates academic and professional success (Rao, 2019). 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 the 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). These 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. Their less awareness will reduce the quality of their research work.

A research problem is the main factor that motivates a researcher to do research. The systematic presentation of the research problem will make the research paper introduction (RPI) qualified and attract 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 to write 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 PS which contains a problem, justification, shortcomings of previous studies or practical knowledge, and significance (Creswell & Creswell, 2017). PS section is, therefore, a key entry to a scientific community to achieve readership, which is the most important in the research work introduction (Zainuddin & Shaari, 2017). It is also argued that a well-structured problem statement section makes research make sense (Ankomah & Afful, 2019). Thus, good research starts 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 because academic writing is culture bound (Ankomah & Afful, 2019).

Theoretically speaking, RP is an academic genre; problem statement as a part of RP is also a genre. Meanwhile, genre is a staged, goal-oriented, and purposeful communicative event which moves through stages to achieve its communicative purpose for which each stage employs different linguistic features (Van Dijk, 2017). Therefore, writing proficiency covers linguistic and rhetorical structure competence. EFL writers are required to master a complete 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 previous studies on PS explored the student writers' academic writings which had 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 previous studies investigated undergraduate, graduate, and postgraduate students' works (with the supervisor's assistance) (Tarvirdizdeh & Nimehchisalem, 2021; Ankomah & Afful, 2019; Obeso, 2019), and investigated journal articles (with an editor's intervention) (Soodmand Afshar & Ranjbar, 2017). 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.

Referring to the background, research questions are proposed, as follows:

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 designing 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.

2. LITERATURE REVIEW

2.1. Problem Statement (PS)

PS is the most crucial part in RP because research purpose, hypotheses, and method are formulated based 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 & 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. Finally, the achievement of the research goal is presented (Nimehchisalem et al., 2016).

2.2. CARS Model

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

CARS comprise three moves, each of which has steps. Some steps are optional while some others are obligatory (Swales & 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 & 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 new research to give a 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).

Table 1. PS sections

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

2.3. Move's Linguistic Features

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

2.4. 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; Agustien, 2020).

2.4. Previous Studies on PS

A study on undergraduate students' monographs and master students' theses employing (CARS) model revealed that the majority of the samples missed the moves and their steps, especially the research gap step (Tarvirdizdeh & Nimehchisalem, 2021; Obeso, 2019; Lu et al., 2021). The incomplete rhetorical structure and the imbalanced frequency of moves and steps resulted in failing to communicate the problem because they did not know the research gap to be filled and thus failed to propose a solution. The student's lack of knowledge of rhetorical aspects negatively affected PS writing.

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). Counter-claiming was only found in dissertations (19%) because it was the most difficult strategy as stated by (Swales & Feak, 2012) that only advanced students who usually have bravery to criticize that the previous studies are wrong, termed as counter-claiming. The most common strategy to establish a niche is by gap indications.

The frequency of research questions (RQ), research purpose as one step of move 3 'presenting the present work' of research articles was relatively high (Soodmand Afshar & Ranjbar, 2017; Rahayu et al., 2022). This step was not problematic student writers.

A study on rhetorical structures of social sciences article introductions using CARS model revealed the distribution of rhetorical moves and steps. T

rhetorical and phraseological features of research article introductions among five social science disciplines.

3. METHODS

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 were 30 unpublished undergraduate students' RAIs. In deciding this number, the researchers based their consideration on the PS previous studies' corpus, namely around 20 up to 30 corpora. The research participants were thirty 7th-semester undergraduate students majoring in the English language, studying at Stikubank University (UNISBANK) Semarang in Indonesia. The corpus of this study was 30 unpublished undergraduate students' RAIs, produced as a final project of an academic writing class in 2022 that was available at the Academic Writing teacher.

3.1 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 were the rhetorical functions and the linguistic features of PS. Observation, interview, and documentation were used as data collection instruments. 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 was 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 (Swales, 1990; Swales & 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. The steps of 'Announcing principal findings' and 'Indicating RA structure' that are not necessary for PS were omitted. Steps of 'Counter-claiming' and 'Question-raising', not found in the data were 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 as follows: M1 focuses on the current capacity, M2 on the problem, and M3 on the solution (Swales & 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. Analysing the strategies to achieve each move's function
3. Analysing 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 who faced the problems concerning why the problems occurred, to validate the researchers' interpretation.
7. Designing a genre-based teaching model based on the research finding.

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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 ... This study focuses on ... judgment.* ***(M1S1)***

Judgment ***always*** *comes with two sides, ... In evaluating people or things, people can....* ***(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)***

...

Researchers ***have conducted studies*** *about appraisal analysis.* ***Li (2016) researched*** *the ...* ***Chalimah et al. (2018),...*** ***(M1S3)***

However, *appraisal researches on … are still* ***rare. (M2S1A). This research aims at*** *finding...* ***(M3S1A).*** *This study is qualitative in nature, describing the data qualitatively using appraisal theory.* ***(M3S1B)***

4. RESULTS AND DISCUSSION

4.1. 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 2. Move occurrences in PSs

PSs	Rhetorical occurrence			Total of Move	Frequency
	Move 1	Move 2	Move 3		
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:

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Table 3. Rhetorical structures of PSs

PSs	Rhetorical structure								Total of Move	Total of Steps	C	IC	Frequency
	Move 1			Move 2			Move 3						
	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. To avoid redundancy, examples are not provided here, they will be provided in the next section.

4.1.1 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.

4.1.2 Move 2

M2 is the most crucial 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 (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 them to do the research. This finding is contradictory to the previous study's finding (Samad et al., 2018).

4.1.3 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).

4.2. Rhetorical Strategies Employed to Achieving the Communicative Purpose of Each Move

The frequency of each move's steps which has been displayed in Ttable 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 & Feak, 2012).

4.2.1 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 ... that* ***captures the attention and interest*** *... An entertainment ...* ***enjoy*** *is the film industry. Films* ***have a huge impact*** *... that*

***grabs the attention**. … … that is **hugely popular** all over the world. Films with … are **interesting** for young people, …. One of the **famous** … **best** action film **...** … In Kung Fu Hustle, … plays a young man named "Sing".*
*… The **important** politeness value showed by Sing can be learned …*
*This research will focus on the politeness strategies of the character Sing. …**(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.*

4.2.2 Making topic generalizations (M1S2)

M1S2 functions 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 …, … the **most important** … in an **increasingly globalized** …. …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,... **(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*.

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*4.2.3 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 research 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.'s study, which is 0% (Rochma et al., 2020).
Example: PSs1

*…, … some **previous studies** have been conducted…The first study **reported**….. The next study by … **investigated** … A similar study ….**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 14 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.

4.2.4 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 teacher-researchers 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 as stated by some students.

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.

4.2.5 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.

4.2.6 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 ... . One of the most popular talk shows is ..., the writer is interested in analyzing the turn-taking mechanism ... in the "Kick Andy" talk show.

*This study is **similar to** and **replicates** the previous study of the turn-taking mechanism by Candrika ..., 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.

4.2.7 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: PSs10

*... the learner's mother tongue influences the pronunciation of the target language. ... The **objective** of this research is to find ... **(M3S1A)***

4.2.8 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

*..., 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 **analysed** using code-switching theory. **(M3S1B)***

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

4.3 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 indicated 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 lacked knowledge of this matter.

4.4 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 of 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 (Rofiqoh et al., 2022). 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 for the target text genre, deconstructing texts, and giving feedback (Nagao, 2019). GBA promotes students' creativity and critical thinking (Devitt, 2004; Agustien, 2020). 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.

4.4.1 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) (Agustien, 2020).

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-centre learning.
5. Principles of reaction
    The teachers offer assistance to the students, whenever needed.

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6. 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. 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 were employed in most samples to indicate moves and steps. However, an interview revealed that they were not aware of the linguistic features in each move and step. It seems that this less awareness has become the root of the problems.

A *Critical Genre-Based Model for Teaching Problem Statements* is recommended as an alternative teaching strategy to compensate for the research findings. This model has facilitative effect on consciousness-raising of the genre's rhetorical structure.

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

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Rhetorical Strategies of Students' Papers Problem Statement to Promote Teaching Model to Academic Writing

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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 in order to carry out effective teaching. Studies about the rhetorical moves in introduction section have been widely conducted. However, the studies focusing on the research problem statement is rarely found. This current study investigated the rhetorical structures, strategies, and linguistic features of the problem statement written by undergraduate students, which aimed to contribute to the teaching model to teaching academic writing. This research was a qualitative, case study belonging to genre analysis, using Swale's CARS model. Thirty undergraduate students' problem statement texts were explored. Observation, interview, and documentation were used to collect the data. The results indicated that nine types of rhetorical structures were employed, most of which were characterized as incomplete. The rhetorical strategies employed by the students were making a central 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 were used in each move and step, although the students admitted that they had lack of knowledge with linguistic features. Based on the research finding, a Critical Genre-Based Model for teaching problem

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statements is proposed because this model has facilitative effect on consciousness-raising of the genre's rhetorical structure.

Keywords: CARS Model; Critical Genre-Based Model; linguistic feature; problem statement; rhetorical strategy; rhetorical structure

1. INTRODUCTION

In this global era, the status of English as a global lingua franca has been accepted. English as the global language is widely used in research, education, and publications. This makes the English language crucial for the global scientific community. Scientists have to publish their scientific papers in English if they wish to be globally recognized because the immense volume of scientific writing is published in English as the international lingua franca (Rao, 2018; Rao, 2019).

The important role of English in research publications has inspired English teachers in tertiary education to seek appropriate methods to teach academic writing (Yusuf et al., 2019). Based on the researchers' observation and decades of teaching experience, most EFL undergraduate students found it difficult to perform academic writing. Likewise, in the learning evaluation conducted at the end of every semester, the majority of students mentioned academic writing as one of the most difficult subjects to learn. Therefore, research on undergraduate students' academic writing is crucial to be conducted, especially to contribute to the teaching of academic writing.

In Indonesia, tertiary education is the institution where students formally learn to write academic writing (Permendikbud No. 3, 2020). The students majoring in English need to write a research paper in English as a final project. Teaching academic writing to undergraduate students helps build a foundation that will impact their future education level. Strengthening the foundation is crucial since writing competence facilitates academic and professional success (Rao, 2019). Studies on graduate and postgraduate students' research papers revealed the problems of the papers' rhetorical moves (Amnuai, 2019; Fazilatfar & Naseri, 2016; Lu, Yoon et al., 2021; Nimehchisalem et al., 2016; Rahman et al., 2017; Tankó, 2017; Tarvirdizdeh & Nimehchisalem, 2021). 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 the researchers to investigate the undergraduate students' research papers.

Studies on parts of research papers (RP), especially in the introduction section analyzing the rhetorical or communicative moves, have been widely conducted (Lu et al., 2020; Lu, Casal et al., 2021; Lu, Yoon, et al., 2021; Parnawati et al., 2017). The rationale underlying to conduct the current research is the important role of introduction to win the readership. To the best knowledge of the researchers, the study of the introduction section 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 current research aims to increase the studies on problem statement. Examining the rhetorical strategies of the research problem statement found in the undergraduate students' research papers were considered essential since the researchers' teaching experience shows that EFL students, as novice writers, were often ignorant and less aware of the

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rhetorical moves when writing their research problems. Their less awareness automatically reduced the quality of their research paper.

Research problem is the main part in the research paper that motivates and guides a researcher to do the research. The systematic presentation of the research problem will make the research paper introduction (RPI) qualified and will attract the readers to read the paper. Tarvirdizdeh & Nimehchisalem (2021) stated that the systematic presentation enables the authors to communicatae the research problem. EFL undergraduate college students, as novice writers, must be aware of the rhetorical moves and strategies of the research problem statement. The skill in writing problem statements (PS) will become an important foundation for academic writing such as to write a research article, a thesis, and a dissertation.

In academic writing, PS is the crystallization of the academic issue ~~of~~ as to what a researcher wants to prove. A study is generally conducted in response to a PS which contains problem, justification, shortcoming of previous studies or practical knowledge, and significance (Creswell & Creswell, 2017). PS section is, therefore, a key entry to a scientific community in order to achieve readership, and it acts as the most important part in the research paper introduction (Zainuddin & Shaari, 2017). It is also argued that a well-structured PS section makes research meaningful (Ankomah & Afful, 2019). Thus, good research starts with a clear flow of ideas to state the issue of the research problem. However, it is problematic for many undergraduate, graduate, and even post-graduate students because academic writing is culture bound. Every culture has its own writing convention (Ankomah & Afful, 2019).

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

The communicative purpose of a PS genre is to identify, reveal, communicate, and explain the issue(s) 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 as rhetorical strategies (Jalilifar et al., 2011).

Several previous studies on PS explored the students' academic writings which had been edited by the supervisors and editors.

For example, studies investigated undergraduate, graduate, and postgraduate students' works with the supervisor's assistance (Ankomah & Afful, 2019; Obeso, 2019; Tarvirdizdeh & Nimehchisalem, 2021), and a study investigated journal articles with an editor's intervention (Afshar & Ranjbar, 2017). A study by Tarvirdizdeh and Nimehchisalem (2021) investigated the rhetorical structures and linguistic features; the study by Ankomah & Afful (2019) focused on 'Establishing a niche'; the study by Obeso (2019) focused on 'Presenting the present work'; and the study by Afshar & Ranjbar (2017) investigated the rhetorical structures and strategies. All of the above previous studies were analyzing the students' writing with the 'editing' help by supervisors and editors. Thus, the corpora are not the

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original texts produced by the students themselves. This indicates that the research results did not truly reflect the writers' real writing competence.

The current study blended the issues of the previous studies, namely investigating the rhetorical structures, strategies, and linguistic features. Besides it also extended the previous studies by offering a teaching model designed based on the research findings.

Referring to the background, research questions are proposed, as follows:

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?

This study aimed at explaining the rhetorical structures of PS, examining strategies used in each move of the PS, analyzing the linguistic features in each move, and designing a teaching model based on the research findings. This study applied a modified Create- a- Research- Space model. The CARS model is the metaphor of competition principle. Just as plants compete for light and space, so writers of RPs compete for acceptance and recognition. The model, usually used to analyze the rhetorical structure of *introduction* section, is modified based on the PS elements, namely (1) presenting academic issues as a problem, (2) indicating deficiency, (3) presenting the goal, solution.

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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.

2. LITERATURE REVIEW

2.1 Problem Statement (PS)

PS is the most crucial part in RP because the research purpose, hypotheses, and method are formulated based on it (Jalilifar et al., 2011; Nimehchisalem et al., 2016; Parsa & Tahririan, 2017). 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 research 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 are required to practice presenting and communicating the research problem.

A well-structured PS araises the readers' interest of the RP. Additionally, research that addresses new and relevant problem statements could even potentially contribute to develop body of knowledge (Swales & Feak, 2012). PS plays a role as an introducer in RP, particularly to present a central issue. In writing PS, a research topic is presented as a problem. Then, justification is made. Finally, the achievement of the research goal is presented (Nimehchisalem et al., 2016).

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2.2 CARS (Create- a- Research- Space) Model

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

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

2.3 Rhetorical Structure and Strategies

Rhetorical structure refers to the overall text structure. A text passes through stages to a point of closure. Each stage contributes to the overall meaning that a text will achieve (Van Dijk, 2017). Each stage has its rhetorical function or move. Therefore, stage is also termed as move. According to Swales and Feak (2012), RPI typically follows CARS' rhetorical structure or pattern, consisting of 3 moves. The CARS' three moves include *establishing a research territory* (M1), *establishing a niche* (M2), and *occupying a niche* (M3) (Swales & Feak, 2012).

To realize a move's function, strategies are employed. 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 new research to give a 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) as presented in the following table.

Table 1. PS sections.

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

2.4 Move's Linguistic Features

Each move has specific linguistic features. Words like 'important', 'central', 'interesting', and 'relevant' indicate M1. In addition, the most usual way to show a gap in M2 is to use 'quasi-negative' and 'full-negative' vocabularies like 'few', 'little', 'no', 'none', 'although', and 'however'. Furthermore, purpose statements such as 'purpose', 'aim', and 'intend' are used to indicate M3 (Swales & Feak, 2012).

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The linguistic features in M1 in the background section is to show that the research topic is worthy and deserves more exploration. The linguistic features in M2 in the probem statement are employed to signal the need for a new study and ways of persuading readers to accept the motivation of their studies. The linguistic features in M3 in outlining purposes section is to show that the objective of the study has been established (Ankomah & Afful, 2019).

2.5 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). Van Dijk (2017) argued that learning a language is learning to communicate. Communicating is producing genre, meaning that researches on genre contributes to language teaching practice.

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 (1998) with the following teaching steps: (1) building the context, (2) modeling and deconstructing the text, (3) doing joint construction of the text, (4) doing independent construction of the text, (5) linking related texts (Agustien, 2020; Feez & Joyce, 1998).

2.6. Previous Studies on PS

A study on undergraduate students' monographs and master students' theses employing CARS model revealed that the majority of the samples missed the moves and their steps, especially the research gap step (Lu et al., 2021; Obeso, 2019; Tarvirdizdeh & Nimehchisalem, 2021). The incomplete rhetorical structure and the imbalanced frequency of moves and steps resulted in failing to communicate the problem. This is particularly because the students did not know the research gap to be filled and thus failed to propose a solution. The student's lack of knowledge of rhetorical aspects negatively affected PS writing ability.

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 master students. Doctorate students employed 4 strategies (indicating a gap, counter-claiming, establishing problem and need, and continuing tradition), while master students employed only 3 strategies (indicating a gap, establishing problem and need, and continuing tradition) (Ankomah & Afful, 2019). Counter-claiming was only found in dissertations (19%) because it was the most difficult strategy as stated by Swales and Feak (2012). Only advanced students, who usually had bravery to criticize that the previous studies were wrong, employed counter-claiming. The most common strategy to establish a niche is by gap indications.

The frequency of research questions (RQ) as one strategy of move 3 of research articles was relatively high (Afshar & Ranjbar, 2017; Rahayu et al., 2022). This step was not problematic for student writers because most of them were familiar with this strategy.

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A study on rhetorical structures of social sciences article introductions using CARS model revealed the distribution of rhetorical moves and steps. Rhetorical and phraseological features or linguistic expression choices varied among five social science disciplines of Anthropology, Applied Linguistics, Political Science, Psychology, and Sociology. These findings revealed the disciplinary variation in the rhetorical and linguistic features of research article writing and had useful implications for academic writing pedagogy (Lu et al., 2021).

3. METHODS

This research wais a qualitative, case study, exploring a small scale and, 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 structures, rhetorical strategies, and linguistic features of the unpublished undergraduate students' PS genre. The rhetorical structure in this study was related to the rhetorical functions of the text segments. Rhetorical strategies are steps or strategies to realize each move's goal or function. Linguistic features are specific linguistic expressions used in each move and step. Thus, the data of the study were (1) the rhetorical functions or move, (2) the steps to realize move's function, and the linguistic features of the texts.

The objects or corpora of this study were 30 unpublished undergraduate students' RAIs, produced as a final project of an academic writing class in 2022. The researchers decided this number based on their consideration of what had been done in the PS previous studies' corpus, which was around 20 up to 30 corpora. The 30 corpora were taken from the academic writing lecturer, with the students'permission. They were RAIs of undergraduate students who were in the 7th-semester majoring in the English language, studying at Stikubank University (UNISBANK), Semarang, in Indonesia.

3.1 Research Procedure

As for qualitative research, researchers were the main data collectors and data analysts to achieve the research goals. Creswell & Creswell (2017 stated that in a qualitative study, a researcher is the main actor of the research. Observation, interview, and documentation were used as data collection instruments. Classroom observation was done to make sure that the students wrote their own articles. Interview to some students who faced writing problems was to reveal why the problems occurred. The students' RAIs documents were analyzed to reveal the moves, steps, and the linguistic features. The main data collection employed was documentation. 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 was carried out. The data collection procedure for documentation included (1) reading RP to know the research topic; (2) reading RPI to fully comprehend each layer's function as content analysis was done by grasping the content, meaning, and idea of the layers; and (3) grasping the specific linguistic features to show the function of move and step.

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Afterward, the data were analyzed using the modified CARS (Ankomah & Afful, 2019; Swales, 1990; Swales & Feak, 2012; Tarvirdizdeh & Nimehchisalem, 2021) to reveal the rhetorical structures and strategies of the PS. The move number and names of rhetorical structures and strategies (steps) of Swale's CARS were adapted with the current study findings, by considering the nature and communicative purpose of PS as well as by adding and omitting some steps. The step of 'establishing problem and need' identified in the data was added. Meanwhile, the steps of 'announcing principal findings' and 'indicating research article RA structure' that were not necessary for PS were omitted. Besides, steps of 'counter-claiming' and 'question-raising' which were not found in the data were also omitted.

The literature review revealed that PS is a problem-solution text, aiming to introduce a problem as the main reason to conduct the research ((Ankomah & Afful, 2019; Swales & Feak, 2012). The structure of PS is as follows: M1 focuses on the current capacity; M2 focuses on the problem; and M3 focuses on the solution (Swales & Feak, 2012). Below are the modified CARS.

M1: Presenting academic issues as a problem
Step1: Making a centrality claim
Step2: Making a topic generalization
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 and solution
Step 1A: Outlining purposes (obligatory)
Step 1B: Announcing present research

In analyzing the data, the procedure was: (1) identifying the border of each move; (2) analysing the strategies to achieve each move's function; (3) analysing the specific linguistic expressions of each strategy; (4) concluding the rhetorical structures and strategies of each problem statement sample; (5) interpreting the students' problems in writing PS; (6) interviewing some respondents who faced the problems concerning why the problems occurred in order to validate the researchers' interpretation; and (7) designing a genre-based teaching model based on the research findings.

The researchers analyzed the data manually, afterwards, a doctor in applied linguistics (not researcher member) as an independent analyst validated the findings in data analysis. The moves and the steps found were then coded and tabulated.

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Additionally, the typical linguistic expressions in each move were bolded. The coding useds in the moves and steps found in this current study was as the following: M1 (S1, S2, S3), M2 (S1A, S1B, S1C), and M3 (S1A, S1B). For example, M1S3 signifies 'reviewing previous research'. Some additional abbreviations were also used in coding the findings, for example, PSs stands for problem statement sample, and Obl. stands for obligatory. Some steps were obligatory while some others were optional. The rhetorical structure was characterized as complete (C) when it had all of the obligatory steps (M1S3, M2S1A, M3S1A), while it was categorized as incomplete (IC) when it lacked one or more of the obligatory moves.

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4. RESULTS AND DISCUSSION

4.1 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 2. Move occurrences in PSs.

PSs	Rhetorical occurrence			Total of Move	Frequency
	Move 1	Move 2	Move 3		
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 indicated that the moves structures can be classified into: (1) M2, M3; (2) M1, M3; (3) M1, M2; and (4) M1, M2, M3. This means that most students did not include complete macro structure in writing their PSs because only 40% of the texts include 3 moves.

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

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Table 3. Rhetorical structures of PSs.

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PSs	Rhetorical structures								Total of Move	Total of Steps	C	IC	F
	Move 1			Move 2			Move 3						
	S1	S2	S3 obl	S 1A obl	S 1B	S 1C	S 1A obl	S 1B					
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%)
3,6,1 7	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 above shows that the rhetorical structures and strategies displayed in PS of EFL undergraduate students' RP can be grouped into 9 types: (1) 10% of the total PS employed establishing need and problem (M2S1B) and outlining purposes (M3S1A); (2) 23% of the total PS employed making a centrality claim (M1S1), reviewing previous research (M1S3), and outlining purposes (M3S1A); (3) 10% of the total PS employed making a centrality claim (M1S1), reviewing previous research (M1S3), and outlining purposes (M3S1A); (4) 6% of the total PS employed making a centrality claim (M1S1), reviewing previous research (M1S3), and continuing a tradition (M2S1C); (5) 10% of the total PS employed making a centrality claim (M1S1) and establishing need and problem (M2S1B); (6) 13% of the total PS employed making a centrality claim (M1S1), making topic generalizations (M1S2), reviewing previous research (M1S3), indicating a gap (M2S1A), outlining purposes (M3S1A), and announcing present research (M3S1B); (7) 10% of the total PS employed making a centrality claim (M1S1), reviewing previous research (M1S3), indicating a gap (M2S1A), continuing a tradition (M2S1C), outlining purposes (M3S1A), and announcing present research (M3S1B); (8) 10% of the total PS employed making a centrality claim (M1S1), making topic generalizations (M1S2), establishing need and problem (M2S1B), and outlining purposes (M3S1A); (9) 6% of the total PS employed making a centrality claim (M1S1), establishing need and problem (M2S1B), and outlining purposes (M3S1A).

The findings above showed that the rhetorical structures of making a centrality claim (M1S1), reviewing of previous research (M1S3), and outlining purposes (M3S1A) were mostly used by the EFL students. Although they reviewed related previous studies, they failed to indicate the research gap to be filled, as one of the obligatory steps in PS.

The findings also indicated that only 23% (i.e.type 6 and 7 (13% &10%)) of the PSs had 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 had incomplete rhetorical structures that may result in failing to communicate the problem. This finding was similar to the previous study (Tarvirdizdeh & Nimehchisalem, 2021). A rhetorical structure is characterized as

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complete when it has all of the obligatory steps (M1S3, M2S1A, M3S1A) (Swales , & Feak, 2012).

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

Each move's occurrences was discussed in this section, while the steps of each move were discussed in the 'rhetorical strategies' section.

4.1.1 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 & Feak, 2012). M1 usually starts with a general topic. The research findings of this current study showed that M1 had a high occurrence, in which most PSs (77%) include M1. It means that most EFL students were aware of 'presenting current issue as a problem'. This finding was parallel with the previous studies' findings (Samad et al., 2018; Tarvirdizdeh & Nimehchisalem, 2021) that M1 was not problematic for native and non-native student writers. Moreover, the findings also revealed that 3 PSs directly jumped to M2 and did not include M1, meaning that the authors did not orient the readers with the researched topic.

PSs5 *Indonesians know that their nation conducts a national event called National Election … To deal with this national event, some presidential candidates are competing to promote…Promoting language is* ***crucial*** *to be able to promote the candidates. Billboard becomes one of many* ***efficient*** *media to … It is like* ***advertising, attracting*** *people,* ***catching their attention****, … The language of advertising campaign aims to …* **(M1)**

The M1 above presented background for the research by reminding the readers of the national election event,which was related with the research topic. This background presentation was to attract the readers' attention.

4.1.2 Move 2

M2 is the most crucial 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 (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 was the most difficult move as seen from the data of the current study that 33% of PSs did not include M2. The students jumped from M1 to M3. They failed to formulate the underlying reasons that encouraged them to do the research. This finding was contradictory to the previous study's finding (Samad et al., 2018) which 100% of the data (20 RPs) included M2. The difference result was because the data were the students' writing produced with the supervisor's help. Thus, they were not the original student's writing .

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PSs5 …However, appraisal researches on billboard for presidential campaign are still rare. (M2)

The M2 above indicated that the space was still available for the study. The insufficient studies on the topic had motivated the researcher to conduct the study.

4.1.3 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 revealed that M3 occurred relatively high in the PSs, namely 73%. This means that the student writers thought that M3 was necessary to be present in RAIs. This finding was different from the previous study's finding (Tarvirdizdeh & Nimehchisalem, 2021), which shows the lowest occurrence of M3. This means that for most research participants M3 was not necessary to be present in RAIs. But it was similar to the findings of another previous study (Samad et al., 2018) which 100% of the data included M3.

PSs5 This research aims at finding out what appraisal of judgment represented in the billboard of the 2024 presidential election campaign. This study is qualitative in nature, describing the data qualitatively using appraisal theory. (M3)

The M3 above stated the objective of the study and the nature of the study, namely qualitative in nature.

4.2 Rhetorical Strategies Employed to Achieve the Communicative Purpose of Each Move

The frequency of steps from each move's displayed in Table 2 was discussed below in order to know the EFL students' 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 & Feak, 2012).

4.2.1 Making a centrality claim (M1S1)

Claiming centrality is achieved by describing the current growing problems, particularly, to indicate that the research topic is important, useful, and deserves investigation. Most students (73%) included M1S1 in their texts. This was a good start to attract the readers' attention, especially to remind them that the research topic was essential. This finding was parallel with that of the previous study on Indonesian student authors' research article introduction (RAI) (Rochma et al., 2020), and with that of Iranian students' RAI (Farnia & Barati, 2017). Those studies reported that M1S1was not problematic for both native and non-native students.

PSs20 Entertainment is … that **captures the attention and interest** … An entertainment … **enjoy** is the film industry. Films **have a huge impact** … that **grabs the attention**. … … that is **hugely popular** all over the world. Films with … are **interesting** for young people, …. One of the **famous** … **best** action film ... … In Kung Fu Hustle, … plays a young man named '"Sing'". … The **important** politeness value showed by Sing can be learned …
This research will focus on the politeness strategies of the character Sing. …**(M1S1)**

The M1S1above started from a more general issue of entertainment, film, and Kungfu film commonly enjoyed by the youth. This general issue aimed at capturing

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the readers' interest; then, it is gradually more focused on the research topic, the politeness strategies of character 'Sing' in 'Kung Fu Hustle'.

4.2.2 Making topic generalizations (M1S2)

M1S2 functions to show a given research topic generalization, which can be operationalized by describing the related research practices or phenomena. This current study findings revealed that few PSs (23%) included M1S2, which was contradictory to the previous study's finding revealing that M1S2 occurred in more than 60% of the data (Rochma et al., 2020). This different finding was possible because of the reviewer's intervention for the previous study's research objects, published articles in ELT journals. The low M1S2 occurrence found in this current study may indicate the undergraduate students' narrow view or knowledge of the research topic so that they failed to generalize the particular research topics.

PSs3 *...Spoken English was chosen ..., ... the **most important** ... in an **increasingly globalized** ....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,... **(M1S2)***

In PSs3, the EFL student started 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'.

4.2.3 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 research space for the new research (Swales & 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%) in this current study findings contained M1S3. This occurrence was similar to a previous study on 20 undergraduate RAI in Indonesia, which was 50% of the data conained M1S3 (Samad et al., 2018). But surprisingly it was higher than another previous study, which is 0% (Rochma et al., 2020).

PSs1 *..., ... some **previous studies** have been conducted...The first study **reported**..... The next study by ... **investigated** ... A similar study ....**revealed**...**(M1S3)***

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

Due to the importance of M1S3, a follow-up interview with 14 students was carried out to reveal their problems. Overall, the interview revealed that they were not aware of the importance of previous studies' citations to find a research gap to be filled. Here is a sample perception, 'I do not realize that reviewing the previous studies is needed to see the gap to be filled.' (student 6)

4.2.4 Indicating a gap (M2S1A)

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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 & Feak, 2012). This step was problematic for the students since the current study found that M2S1A was only employed in 7 PSs (23%). Some PSs presented M1S3 but did not follow it up with M2S1A. This finding worried the teacher-researchers since the students tended to ignore writing M2S1A in their RPI. Furthermore, an interview with seven students revealed that during writing they never thought of this step because they were unaware that M2S1A was a key point and must exist in their RPI. Here is a sample perception, 'I think by presenting the previous research, the readers can find the research gap.' (student 24)

The findings of this current study contrasted several previous studies revealing that M2S1A was mostly found in non-native and native speakers' RPI (Ankomah & Afful, 2019; Farnia & Barati, 2017; Samad et al., 2018). However, this finding was similar to some findings reported from previous studies (Parsa & Tahririan, 2017; Zainuddin & Shaari, 2017) that M2S1A was the least frequent strategy. The problem might be due to the student's lack of writing experience and lack of rhetorical structure knowledge as stated by some students, e.g. 'The rare writing practice and the lack of knowledge about genre are the main cause of my writing problem.' (student 17)

*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 showed that the gap that was going to be filled was the rareness of the research about the problem.

4.2.5 Establishing need and problem (M2S1B)

M2S1B refers to real-world problems, based on real-life observations (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).

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

The M2S1B without being supported with M1S3 and M2S1A– should be minimized because it was not in line with the principle of academic writing 'intertextuality', namely a study should be related with other previous studies so that together with other studies, the proposed study develop the body of knowledge. The possible reason of preferring to use M2S1B strategy was the lack of skill, experience, and knowledge of the undergraduate students.

*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)***

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

4.2.6 Continuing a tradition (M2S1C)

M2S1C is the replication, the continuation, or the addition of something to the previous study's practices (Swales & Feak, 2012). In this current study findings, M2S1C strategy was found in 5 PSs (17%). M2S1C occurrence found in this study was higher than in the previous studies (Ankomah & Afful, 2019; Farnia & Barati, 2017; Zainuddin & Shaari, 2017). This relatively high use of M2S1C means that the undergraduate students preferred to replicate the previous study's strategies. However, Swales and Feak (2012) stated that 'continuing a tradition' was a weaker option for 'establishing a niche'.

PSs24… Turn–taking is ... …. One of the most popular talk shows is …, the writer is interested in analyzing the turn-taking mechanism … in the "Kick Andy" talk show.
*This study is **similar to** and **replicates** the previous study of the turn-taking mechanism by Candrika …, analyzed using theory by Harvey Sacks, Emanuel Schegloff, and Gail Jefferson. (M2S1C)*

Continuing a tradition in the sample above was imitating the previous study's research strategy. It was common for novice writers, who in this case were undergraduate EFL students.

4.2.7 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 found in this current study was relatively high, about 25 PSs (83%). It means that— M3S1A was not problematic for the students. This finding was similar to the previous study (Afshar & Ranjbar, 2017; Rahayu et al., 2022) reporting that 100% of the data included M3S1A. But it contradicted other study's findings (Nimehchisalem et al., 2016) reporting that only 22% of the data included M3S1A.

*PSs10 … the learner's mother tongue influences the pronunciation of the target language. ... The **objective** of this research is to find ... **(M3S1A)***

The sample above indicated that the research purpose was directly and clearly presented.

4.2.8 Announcing present research (M3S1B)

M3S1B describes the features of the study (Swales & Feak, 2012). It explains the strategy to achieve the objectives, and how the problem might be solved. Based on the current study findings, 13 PSs (43%) employed M3S1B. However, the occurrence of M3S1B was lower than the previous studies (Jalilifar et al., 2011; Tarvirdizdeh & Nimehchisalem, 2021)

*PSs13 …, 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 **analysed** using code-switching theory. **(M3S1B)***

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In the sample above, the student shortly presented the nature and the research strategy as the method of collecting and analysing the data.

4.3 Linguistic Expressions Employed in PS to Indicate Moves and Steps

PSs were further analyzed to find out the specific linguistic expressions used in each move and step. This was because linguistic features had a crucial role to distinguish moves and steps (Pho, 2013). The linguistic expressions used in each move and step found in this current study are presented below.

M1S1attempted to attract the readers to agree that the research was significant, and the keywords used by the students in this step included: '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 students referred to the previous studies.

M2S1A was indicated by quasi-negative vocabularies such as 'few', 'little', 'although', 'however', 'rare' (PSs18, PSs30). M2S1B was 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 was indicated by the words like 'goal', 'purpose', 'aim', and 'objective' (PSs7, PSs11). M3S1B was 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 since they lacked knowledge of this matter. Here is a sample perception, 'While writing, I was rarely aware of the linguistic expressions I should use in each stage of my text. (student 11)

The current study's finding was parallel to the previous study (Ankomah & Afful) reporting that each move has specific linguistic features. The specific linguistic expressions used in M1S1 were to attract the readers, those used in M2S1A were to indicate a research gap, and those used in M3S1A were to indicate research purpose.

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4.4 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 of problem statement, as part of the introduction to academic writing.

There is a leading notion that genre-based approach GBA contributes to the development of teaching writing to non-native speaker learners. GBA promotes teachers' intervention in the learning process and teachers' teaching of how genres are typically constructed (Rofiqoh et al., 2022). According to Millar (2011), genre analysis can lead to consciousness-raising of the genre's rhetorical structure. There is an empirical evidence for the facilitative effect of genre consciousness-raising tasks on EFL learners' performance because the tasks impact on the students' deeper knowledge about genre (Atai & Khatibi, 2010). The students can be exposed to various tasks such as analyzing texts, searching for the target text genres,

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deconstructing texts, and giving feedbacks (Nagao, 2019). GBA also promotes the students' creativity and critical thinking (Agustien, 2020; Devitt, 2004). Thus, it is not mistaken if the genre-based teaching model is also termed as critical genre-based teaching model. Based on the research findings of previous studies and this current study, an alternative 'critical genre-based model for teaching problem statements' is proposed.

Critical Genre-Based Model to Teaching Problem Statements

The teaching model has certain characteristics that cover (1) syntax, (2) instructional and nurturant effects, (3) support system, (4) social system, and (5) principles of reaction, (Agustien, 2020; Joyce et al., 1986).

1. Syntax
   a. Building the context
      This stage is more like preparation activities, functioning to activate the students' previous knowledge and to build the students' self-confidence. Explicit teaching is also done in this stage. The research findings of this current study revealed that the undergraduate students had problems with PS rhetorical structures and linguistic features due to their lack of rhetorical structure and linguistic features knowledge. The genre-based teaching proposed needs to compensate for the students's weaknesses. Thus, the explanation of PS rhetorical structures and linguistic features needs to be emphasized by providing more time allotment.
   b. Modelling
      Modelling means exposing the students to PS texts. The texts, later, will be imitated by the students since writing is imitating. The modelling 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 students's critical thinking will develop while doing genre analysis since they do critical reading, interpreting, evaluating, and inferencinge.
   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 acquired from the critical genre-based teaching model is the students' competence and skill to create PS text, while the nurturant effects achieved by the students include critical thinking, creativity, autonomy, and cooperation skills.
3. Support system
   Genre analysis is the key activity in GBA. Thus, authentic academic texts for analysis tasks need to be prepared.

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4. Social system
   The social system is democratic. The teacher plays the role of a facilitator, employing student-centre learning.
5. Principles of reaction
   The teachers offer assistance to the students, whenever needed.

6. CONCLUSION

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

Undergraduate students employed three rhetorical strategies to present an academic issue as a problem, namely 'making a centrality claim', 'making topic generalizations', and 'reviewing previous research'. The most frequently used strategy was 'making a centrality claim', while the least frequently used strategy was making topic generalizations'. Most students used more than one strategy to present an academic issue as a problem. In indicating deficiency, the students employed three strategies, including 'indicating a gap', 'establishing a need and problem', and 'continuing a tradition'. 'Establishing needs and problem' was the most preferred choice. In presenting the goal and solution, two strategies were employed, namely 'outlining purposes' and 'announcing the present research'. The more frequently used strategy was 'outlining purposes. Most students only used a single strategy either for indicating deficiency or for presenting the goal and solution, namely 20 students (67%) and 27 students (90%).

Specific linguistic expressions were employed in most samples to indicate moves and steps. However, an interview revealed that they were not aware of the linguistic features in each move and step. It seems that this less awareness has become the root of the problems. A critical genre-based model for teaching problem statements is recommended as an alternative teaching strategy to compensate for the research findings. This is because this model has facilitative effect on consciousness-raising of the genre's rhetorical structures.

The limitation of the study was in terms of the limited number of samples that were only taken from one university. The analysis of the linguistic features was shallow. Therefore, for future research, it is suggested that the samples be enriched from more than one university, and the linguistic features should be analysed more deeply.

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Rhetorical Structures, Strategies, and Linguistic Features of Problem Statement to Promote Teaching Writing Model

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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 in order to carry out effective teaching. Studies about rhetorical moves in the introduction section have been widely conducted. However, the studies focusing on the research problem statement is rarely found. This current study investigated the rhetorical structures, strategies, and linguistic features of the problem statement written by undergraduate students, which aimed to contribute to the teaching model in teaching academic writing. This research was a qualitative, case study belonging to genre analysis, using Swale's CARS model. Thirty undergraduate students' problem statement texts were explored. Documentation and interview were used to collect the data. The results indicated that nine types of rhetorical structures were employed, most of which were characterized as incomplete. The rhetorical strategies employed by the students were 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 were used in each move and step, although the students admitted that they had lack of knowledge with linguistic features–. Based on the research finding, a Critical Genre-Based model for teaching problem

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statements in writing is proposed because this model has facilitative effect on consciousness-raising of the genre's rhetorical structure.

Keywords: CARS model; critical genre-based model; linguistic feature; problem statement; rhetorical strategy; rhetorical structure

1. INTRODUCTION

In this global era, the status of English as a global lingua franca has been accepted. English as the global language is widely used in research, education, and publications. This makes the English language crucial for the global scientific community. Scientists have to publish their scientific papers in English if they wish to be globally recognized because the immense volume of scientific writing is published in English as the international lingua franca (Rao, 2018; Rao, 2019).

The important role of English in research publications has inspired English teachers in tertiary education to seek appropriate methods to teach academic writing (Yusuf et al., 2019). Based on the researchers' observation and decades of teaching experience, most EFL undergraduate students found it difficult to perform academic writing. Likewise, in the learning evaluation conducted at the end of every semester, the majority of students mentioned academic writing as one of the most difficult subjects to learn. Therefore, research on undergraduate students' academic writing is crucial to be conducted, especially to contribute to the teaching of academic writing.

In Indonesia, tertiary education is the institution where students formally learn to write academic writing (Permendikbud No. 3, 2020). The students majoring in English need to write a research paper in English as a final project. Teaching academic writing to undergraduate students helps build a foundation that will impact their future education level. Strengthening the foundation is crucial since writing competence facilitates academic and professional success (Rao, 2019). Studies on graduate and postgraduate students' research papers revealed the problems of the papers' rhetorical moves (Amnuai, 2019; Fazilatfar & Naseri, 2016; Lu, Yoon et al., 2021; Nimehchisalem et al., 2016; Rahman et al., 2017; Tankó, 2017; Tarvirdizdeh & Nimehchisalem, 2021). 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 the researchers to investigate the undergraduate students' research papers.

Studies on parts of research papers (RP), especially in the introduction section analyzing the rhetorical or communicative moves, have been widely conducted (Lu et al., 2020; Lu, Casal et al., 2021; Lu, Yoon, et al., 2021; Parnawati et al., 2017). The underlying rationale to conduct this current research is the important role of introduction to win the readership. To the best knowledge of the researchers, the study of the introduction section 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 current research aims to fill the gap on the studies of problem statement. Examining the rhetorical strategies of the research problem statement found in the undergraduate students' research papers were considered essential since the researchers' teaching experience showed that EFL students, as novice writers, were often ignorant and less aware of the rhetorical

moves when writing their research problems. Their less awareness automatically reduced the quality of their research paper.

Research problem is the main part in the research paper that motivates and guides a researcher to do the research. The systematic presentation of the research problem will make the research paper introduction (RPI) qualified and will attract the readers to read the paper. Tarvirdizdeh and Nimehchisalem (2021) state that the systematic presentation enables the authors to communicate the research problem. EFL undergraduate college students, as novice writers, must be aware of the rhetorical moves and strategies of the research problem statement. The skill in writing problem statements (PS) will become an important foundation for academic writing such as to write a research article, a thesis, and a dissertation.

In academic writing, PS is the crystallization of the academic issue as to what a researcher wants to prove. A study is generally conducted in response to a PS which contains problem, justification, shortcoming of previous studies or practical knowledge, and significance (Creswell & Creswell, 2017). PS section is, therefore, a key entry to a scientific community in order to achieve readership, and it acts as the most important part in the research paper introduction (Zainuddin & Shaari, 2017). It is also argued that a well-structured PS section makes research meaningful (Ankomah & Afful, 2019). Thus, good research starts with a clear flow of ideas to state the issue of the research problem. However, it is problematic for many undergraduate, graduate, and even post-graduate students because academic writing is culture bound in which every culture has its own writing convention (Ankomah & Afful, 2019).

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

The communicative purpose of a PS genre is to identify, reveal, communicate, and explain the issue(s) 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 as rhetorical strategies (Jalilifar et al., 2011).

Several previous studies on PS explored the students' academic writings which had been edited by the supervisors and editors.

For example, studies investigated undergraduate, graduate, and postgraduate students' works with the supervisor's assistance (Ankomah & Afful, 2019; Obeso, 2019; Tarvirdizdeh & Nimehchisalem, 2021), and a study investigated journal articles with an editor's intervention (Afshar & Ranjbar, 2017). A study by Tarvirdizdeh and Nimehchisalem (2021) investigated the rhetorical structures and linguistic features; the study by Ankomah and Afful (2019) focused on 'establishing a niche'; the study by Obeso (2019) focused on 'presenting the present work'; and the study by Afshar and Ranjbar (2017) investigated the rhetorical structures and strategies. All of the above previous studies analyzed the students' writing with the 'editing' help by supervisors and editors. Thus, the corpora were not the original texts produced by the students themselves. This indicates that the research results did

not truly reflect the writers' real writing competence. The current study blended the issues of the previous studies, namely investigating the rhetorical structures, strategies, and linguistic features. Besides it also extended the previous studies by offering a teaching model designed based on the research findings.

Referring to the background, research questions are proposed, as follows:

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?

Therefore, this study aimed at explaining the rhetorical structures of PS, examining strategies used in each move of the PS, analyzing the linguistic features in each move, and designing a teaching model based on the research findings. This study applied a modified Create- a- Research- Space (CARS) –model. The CARS model is the metaphor of competition principle. The model, usually used to analyze the rhetorical structure of introduction section, is modified based on the PS elements, namely (1) –presenting academic issues as a problem, (2) indicating deficiency, and (3) presenting the goal or solution.

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2. LITERATURE REVIEW

2.1 Problem Statement (PS)

PS is the most crucial part in RP because research purpose, hypotheses, and method are formulated based on it (Jalilifar et al., 2011; Nimehchisalem et al., 2016; Parsa & Tahririan, 2017). 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 research 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 are required to practice presenting and communicating the research problem. A well-structured PS araises the readers' interest of the RP. Additionally, research that addresses new and relevant problem statements could even potentially contribute to develop the body of knowledge –(Swales & Feak, 2012). PS plays a role as an introducer in RP, particularly to present a central issue. In writing PS, a research topic is presented as a problem. Then, justification is made. Finally, the achievement of the research goal is presented (Nimehchisalem et al., 2016).

2.2 CARS (Create- a- Research- Space) Model

RPI, in which PS is located, aims at winning for research space and publication. To win the research publication, RPI should be organized using the

create-a-research-space model (Swales & Feak, 2012). Based on the model, an author needs to write several moves and several steps for each move.

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

2.3 Rhetorical Structure and Strategies

Rhetorical structure refers to the overall text structure. A text passes through stages to a point of closure. Each stage contributes to the overall meaning that a text will achieve (Van Dijk, 2017). Each stage has its rhetorical function or move. Therefore, stage is also termed as move. According to Swales and Feak (2012), RPI typically follows CARS' rhetorical structure or pattern, consisting of 3 moves. The CARS' three moves include 'establishing a research territory' (M1), 'establishing a niche' (M2), and 'occupying a niche' (M3) (Swales & Feak, 2012).

To realize a move's function, strategies are employed. 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 new research to give a solution to unresolved issues. M3 presents the focus of the current study (Ankomah & Afful, 2019). In this case, M2 specifically presents the strategies used in PS. The strategies utilized in M2 are generally 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) as presented in the following table.

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Table 1. PS sections.

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

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2.4 Move's Linguistic Features

Each move has specific linguistic features. Words like 'important', 'central', 'interesting', and 'relevant' indicate M1. In addition, the most usual way to show a gap in M2 is to use 'quasi-negative' and 'full-negative' vocabularies like 'few', 'little', 'no', 'none', 'although', and 'however'. Furthermore, purpose statements such as 'purpose', 'aim', and 'intend' are used to indicate M3 (Swales & Feak, 2012).

The linguistic features in M1 in the background section is to show that the research topic is worthy and deserves more exploration. The linguistic features in M2 in the problem statement are employed to signal the need for a new study and to persuade readers to accept the motivation of the studies. The linguistic features in M3 in the outlining purposes section is to show that the objective of the study has been established (Ankomah & Afful, 2019).

2.5 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). Van Dijk (2017) argues that learning a language is learning to communicate. Communicating is producing genre, meaning that studies on genre contributes to language teaching practice.

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 (1998) with the following teaching steps: (1) building the context, (2) modeling and deconstructing the text, (3) making joint construction of the text, (4) making independent construction of the text, (5) linking related texts (Agustien, 2020; Feez & Joyce, 1998).

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2.6. Previous Studies on PS

A study on undergraduate students' monographs and master students' theses employing CARS model revealed that the majority of the samples missed the moves and their steps, especially the research gap step (Lu et al., 2021; Obeso, 2019; Tarvirdizdeh & Nimehchisalem, 2021). The incomplete rhetorical structure and the imbalanced frequency of moves and steps resulted in failing to communicate the problem. This is particularly because the students did not know the research gap to be filled and thus failed to propose a solution. The student's lack of knowledge of rhetorical aspects negatively affected PS writing ability.

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 master students. Doctorate students employed 4 strategies (indicating a gap, counter-claiming, establishing problem and need, and continuing tradition), while master students employed only 3 strategies (indicating a gap, establishing problem and need, and continuing tradition) (Ankomah & Afful, 2019). Counter-claiming was only found in dissertations (19%) because it was the most difficult strategy as stated by Swales and Feak (2012). Only advanced students, who usually had bravery to criticize that the previous studies were wrong, employed counter-claiming. The most common strategy to establish a niche is by gap indications. Additionally, the frequency of research questions (RQ) as one strategy of move 3 of research articles was relatively high (Afshar & Ranjbar, 2017; Rahayu et al., 2022). This step was not problematic for student writers because most of them were familiar with this strategy.

Furthermore, a study on rhetorical structures of social sciences article introductions using CARS model revealed the distribution of rhetorical moves and steps. Rhetorical and phraseological features or linguistic expression choices varied among five social science disciplines of anthropology, applied linguistics, political science, psychology, and sociology. These findings revealed the disciplinary variation in the rhetorical and linguistic features of research article writing had useful implications for academic writing pedagogy (Lu et al., 2021).

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3. METHODS

This research was a qualitative case study, exploring a small scale and focusing on one or more individuals (Creswell & Creswell, 2017; Gerring, 2016; Yazan, 2015). It analyzed academic writing genre; thus, it is a discourse or genre analysis. Discourse analysis studies the corpus, focusing on discourse units (Flowerdew, 2013). Thise current research explored the rhetorical structures, rhetorical strategies, and linguistic features of the unpublished undergraduate students' PS genre. The rhetorical structure in this study was related to the rhetorical functions of the text segments. Rhetorical strategies were steps or strategies to realize each move's goal or function; meanwhile, linguistic features were specific linguistic expressions used in each move and step. Thus, the data of the study were (1) the rhetorical functions or move, (2) the steps to realize move's function, and (3) the linguistic features of the texts.

The objects or corpora of this study were 30 unpublished undergraduate students' RAIs, produced as a final project of an academic writing class in 2022. The researchers decided this number based on their consideration of what had been done in the PS previous studies' corpus, which was around 20 up to 30 corpora. The 30 corpora were taken from the academic writing lecturer, with the students' permission. They were RAIs of undergraduate students who were in the 7th-semester majoring in the English language, studying at Stikubank University (UNISBANK), Semarang, in Indonesia.

3.1 Research Procedure

As for qualitative research, researchers were the main data collectors and data analysts to achieve the research goals. Creswell and Creswell (2017) state that in a qualitative study, a researcher is the main actor of the research. Documentation and interview were used as data collection instruments. Documentation of 30 unpublished undergraduate students' RAIs were analyzed to reveal the moves, steps, and the linguistic features. Meanwhile, the interview was conducted ~~to~~with some students who faced writing problems aiming to reveal why the problems occurred. The main data collection employed in this study was documentation.

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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 was carried out. The data collection procedure for documentation included (1) reading RP to know the research topic; (2) reading RPI to fully comprehend each layer's function as content analysis was done by grasping the content, meaning, and idea of the layers; and (3) grasping the specific linguistic features to show the function of move and step. Afterward, the data were analyzed using the modified CARS (Ankomah & Afful, 2019; Swales, 1990; Swales & Feak, 2012; Tarvirdizdeh & Nimehchisalem, 2021) to reveal the rhetorical structures and strategies of the PS. The move number and names of rhetorical structures and strategies (steps) of Swale's (2011) CARS were adapted ~~with~~ in the current study findings, by considering the nature and communicative purpose of PS as well as by adding and omitting some steps. The step of 'establishing problem and need' identified in the data was added. Meanwhile, the steps of 'announcing principal findings' and 'indicating RA structure' that were not necessary for PS were omitted. Besides, steps of 'counter-claiming' and 'question-raising' which were not found in the data were also omitted.

The literature review revealed that PS is a problem-solution text, aiming to introduce a problem as the main reason to conduct the research (Ankomah & Afful, 2019; Swales & Feak, 2012). The structure of PS is as follows: M1 focuses on the current capacity; M2 focuses on the problem; and M3 focuses on the solution (Swales & Feak, 2012). Below are the modified CARS.

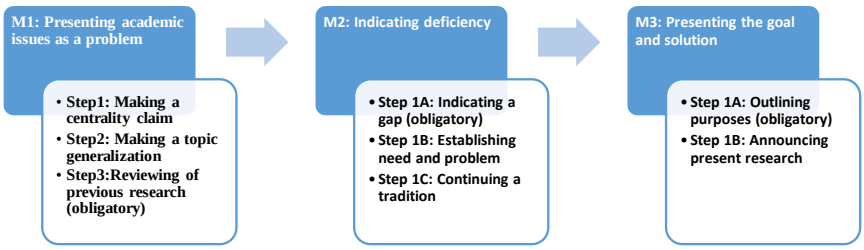

Figure 1. The modified CARS model

The researchers analyzed the documentation data manually. Afterward, a doctor in applied linguistics (not the researcher member), as an independent analyst, validated the findings in data analysis. The moves and the steps found were then coded and tabulated. Additionally, the typical linguistic expressions in each move were bolded. The coding used in the moves and steps found in this current study was as the following: M1 (S1, S2, S3), M2 (S1A, S1B, S1C), and M3 (S1A, S1B). For example, M1S3 signifies 'reviewing previous research'. Besides, some additional abbreviations were also used in coding the findings, for example, PSs stands for problem statement sample, and Obl. stands for obligatory. Some steps were obligatory while some others were optional. The rhetorical structure was characterized as complete (C) when it had all of the obligatory steps (M1S3, M2S1A, M3S1A), while it was categorized as incomplete (IC) when it lacked one or more of the obligatory moves.

The interview used as the instrument in this current study consisted of 6 open-ended questions related to rhetorical strategies and language features. ~~3~~Three questions were addressed to the students who faced problems with M1S2, M1S3, M2S1A strategies, aiming to reveal why the problems occurred. ~~1~~One question was addressed to the students who preferred to use M2S1B 'establishing problem and need' strategy that was identified in the research finding, but did not exist in Swales' CARS (2011). ~~1~~One question was addressed to the students who preferred to use M2S1C 'continuing a tradition' strategy, which according to Swales and Feak (2012) ~~this strategy~~ was a weaker option for 'establishing a niche'. ~~1~~One question was addressed to the students to check their awareness of the linguistic features in each move and step.

~~In analyzing the data, the procedure s~~identifying the border of each move; (2) analysing the strategies to achieve each move's function; (3) analyzing the specific

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~~linguistic expressions of each strategy; (4) concluding the rhetorical structures and strategies of each problem statement sample; (5) interpreting the students' problems in writing PS; (6) interviewing some respondents who faced the problems concerning why the problems occurred in order to validate the researchers' interpretation; and (7) designing a genre-based teaching model based on the research findings. The researchers analyzed the data manually. fterward, a doctor in pplied inguistics (not researcher member) as an independent analyst validated the data analysis. The moves and the steps were coded and tabulated. he typical linguistic expressions in each move were bolded. The coding use the moves and steps as the following: M1 (S1, S2, S3), M2 (S1A, S1B, S1C), and M3 (S1A, S1B). xample, M1S3 signifies 'eviewing previous research'. PSs stand for problem statement sample Obl. stands obligatory. Some steps re obligatory while others re optional. The rhetorical structure s characterized as complete (C) when it ha all of the obligatory steps (M1S3, M2S1A, M3S1A), while it s caterized as incomplete (IC) when it lack one or more of the obligatory moves.~~ Furthermore, the interview data was analysed by content analysis. The way to ~~analyze~~analyze the interview were (1) coding the interview results, (–2) reading the excerpt, (3) grasping what were conveyed by the ~~interviwees~~interviewees. With this way, the students' problems and reasons for employing certain strategy were revealed.

To sum up, in analyzing the overall data, the procedure included: (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 structures and strategies of each problem statement sample; (5) interpreting the students' problems in writing PS; (6) interviewing some respondents who faced the problems concerning why the problems occurred in order to validate the researchers' interpretation; and (7) designing a genre-based teaching model based on the research findings.

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4. RESULTS AND DISCUSSION

4.1 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 2. Move occurrences in PSs.

PSs	Rhetorical occurrence			Total of Move	Frequency
	Move 1	Move 2	Move 3		
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 indicated that the moves structures can be classified into: (1) M2, M3; (2) M1, M3; (3) M1, M2; and (4) M1, M2, M3. This means that most students

did not include complete macro structure in writing their PSs because only 40% of the texts included 3 moves.

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

Table 3. Rhetorical structures of PSs.

PSs	Rhetorical structures								Total of Move	Total of Steps	C	IC	F
	Move 1			Move 2			Move 3						
	S1	S2	S3 obl	S 1A obl	S 1B	S 1C	S 1A obl	S 1B					
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%)
3,6,1 7	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 above shows that the rhetorical structures and strategies displayed in PS of EFL undergraduate students' RP can be grouped into 9 types: (1) 10% of the total PS employed 'establishing need and problem' (M2S1B) and 'outlining purposes' (M3S1A); (2) 23% of the total PS employed 'making a centrality claim' (M1S1), 'reviewing previous research' (M1S3), and 'outlining purposes' (M3S1A); (3) 10% of the total PS employed 'making a centrality claim' (M1S1), 'reviewing previous research' (M1S3), and 'outlining purposes' (M3S1A); (4) 6% of the total PS employed 'making a centrality claim' (M1S1), 'reviewing previous research' (M1S3), and 'continuing a tradition' (M2S1C); (5) 10% of the total PS employed 'making a centrality claim' (M1S1) and 'establishing need and problem' (M2S1B); (6) 13% of the total PS employed 'making a centrality claim' (M1S1), 'making topic generalizations' (M1S2), 'reviewing previous research' (M1S3), 'indicating a gap' (M2S1A), 'outlining purposes' (M3S1A), and 'announcing present research' (M3S1B); (7) 10% of the total PS employed 'making a centrality claim' (M1S1), 'reviewing previous research' (M1S3), 'indicating a gap' (M2S1A), 'continuing a tradition' (M2S1C), 'outlining purposes' (M3S1A), and 'announcing present research' (M3S1B); (8) 10% of the total PS employed 'making a centrality claim' (M1S1), 'making topic generalizations' (M1S2), 'establishing need and problem'

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(M2S1B), and 'outlining purposes' (M3S1A); (9) 6% of the total PS employed 'making a centrality claim' (M1S1), 'establishing need and problem' (M2S1B), and 'outlining purposes' (M3S1A).

The findings above showed that the rhetorical structures of 'making a centrality claim' (M1S1), 'reviewing of previous research' (M1S3), and 'outlining purposes' (M3S1A) were mostly used by the EFL students. Although they reviewed related previous studies, they failed to indicate the research gap to be filled, as one of the obligatory steps in PS.

The findings also indicated that only 23% (i.e. type 6 and 7 (13% &10%) of the PSs had 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 had incomplete rhetorical structures that may result in failing to communicate the problem. This finding was similar to the previous study (Tarvirdizdeh & Nimehchisalem, 2021) ~~that~~in which the most common rhetorical pattern found was the incomplete pattern. A rhetorical structure is characterized as complete when it has all of the obligatory steps (M1S3, M2S1A, M3S1A) (Swales & Feak, 2012).

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Obligatory steps are the key elements in recognizing a genre, and they are obliged to occur since the appearance of these elements characterizes whether the text is complete or incomplete (Paltridge, 2007). The research findings implied that the students were not aware of the importance of obligatory steps. Their lack of rhetorical structure knowledge was the possible source of the problem. Genre-based teaching was one alternative solution to the problem as the previous researchers suggested that the students needed to employ genre analysis in order to increase their awareness and deeper understanding of the genre's schematic structure (Arsyad & Arono, 2019; Thongchalerm & Jarunthawatchai, 2020).

Each move's occurrences was discussed in this section, while the steps of each move were discussed in the 'rhetorical strategies' section.

4.1.1 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 & Feak, 2012). M1 usually starts with a general topic. The research findings of this current study showed that M1 had a high occurrence, in which most PSs (77%) included M1. It means that most EFL students were aware of 'presenting current issue as a problem'. This finding was parallel with the previous studies' findings (Samad et al., 2018; Tarvirdizdeh & Nimehchisalem, 2021) that M1 was not problematic for native and non-native student writers. Moreover, the findings also revealed that 3 PSs directly jumped to M2 and did not include M1, meaning that the authors did not orient the readers with the researched topic.

PSs5: Indonesians know that their nation conducts a national event called National Election … To deal with this national event, some presidential candidates are competing to promote…Promoting language is **crucial** to be able to promote the candidates. Billboard becomes one of many **efficient** media to … It is like **advertising, attracting** people, **catching their attention**, … The language of advertising campaign aims to … **(M1)**

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The M1 above presented background for the research by reminding the readers of the national election event, which was related to the research topic. This background presentation was to attract the readers' attention. Additionally, tThe way to attract the readers was strengthened by showing that the topic wais crucial.

4.1.2 Move 2

M2 is the most crucial 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 (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 was the most difficult move as seen from the data of the current study that 33% of PSs did not include M2. The students jumped from M1 to M3. They failed to formulate the underlying reasons that encouraged them to do the research. This finding was contradictory to the previous study's finding (Samad et al., 2018) in which 100% of the data (20 RPs) included M2. The difference result was because the data were the students' writing produced with the supervisor's help. Thus, they were not the original students' writing-.

PSs5: … **However,** appraisal researches on billboard for presidential campaign are still **rare. (M2)**

The M2 above indicated that the space was still available for the study. The insufficient studies on the topic had motivated the researcher to conduct this currente study. Thus, the study was done aiming to complete the previous studies.

4.1.3 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 revealed that M3 occurred relatively high in the PSs, namely 73%. This means that the student ~~writers~~ s thought that M3 was necessary to be presented in RAIs. This finding was different from the previous study's finding (Tarvirdizdeh & Nimehchisalem, 2021), which showeds the lowest occurrence of M3. This indicates that for most research participants, M3 was not necessary to be presented in RAIs. But it was similar to the findings of another previous study (Samad et al., 2018) in which 100% of the data included M3.

PSs5: -**This research aims at** finding out what appraisal of judgment represented in the billboard of the 2024 presidential election campaign. This study is qualitative in nature, describing the data qualitatively using appraisal theory. **(M3)**

The M3 above stated the objective and nature of the study. The objective of the study was to find out the appraisal system. Meanwhile, tThe nature of the study was qualitative and descriptive.

4.2 Rhetorical Strategies Employed to Achieve the Communicative Purpose of Each Move

The frequency of steps from each move's displayed in Table 2 was discussed below in order to know the EFL students' rhetorical strategies. As aforementioned,

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each move's communicative purpose can be achieved through step(s) or strategies. Each move has a range of options for strategies (Swales & Feak, 2012).

4.2.1 Making a centrality claim (M1S1)

Claiming centrality is achieved by describing the current growing problems, particularly to indicate that the research topic is important, useful, and deserves investigation. Most students (73%) included M1S1 in their texts. This was a good start to attract the readers' attention, especially to remind them that the research topic was essential. This finding was parallel with that of the previous study on Indonesian student authors' research article introduction (RAI) (Rochma et al., 2020), and with that of Iranian students' RAI (Farnia & Barati, 2017). Those studies reported that M1S1 was not problematic for both native and non-native students.

> PSs20: —Entertainment is … that **captures the attention and interest** … An entertainment … **enjoy** is the film industry. Films **have a huge impact** … that **grabs the attention**. … … that is **hugely popular** all over the world. Films with … are **interesting** for young people, …. One of the **famous** … **best** action film ... … In Kung Fu Hustle, … plays a young man named 'Sing'.
> —…The **important** politeness value showed by Sing can be learned…
> —This research will focus on the politeness strategies of the character Sing. …**(M1S1)**

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The M1S1 above started from a more general issue of entertainment, film, and Kungfu film commonly enjoyed by the youth. This general issue aimed at capturing the readers' interest.; Tthen, it is gradually more focused on the research topic, the politeness strategies of character 'Sing' in 'Kung Fu Hustle'.

4.2.2 Making topic generalizations (M1S2)

M1S2 functions to show a given research topic generalization, which can be operationalized by describing the related research practices or phenomena. This current study findings revealed that few PSs (23%) included M1S2, which was contradictory to the previous study's finding revealing that M1S2 occurred in more than 60% of the data (Rochma et al., 2020). This different finding was possible because of the reviewer's intervention for the previous study's research objects, published articles in ELT journals. The low M1S2 occurrence found in this current study may indicate the undergraduate students' narrow view or knowledge of the research topic so that they failed to generalize the particular research topics.

> PSs3: ——…Spoken English was chosen …, … the **most important** … in an **increasingly globalized** .... …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,... **(M1S2)**

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In PSs3, the EFL student started with M1S1 by describing the narrow research topic of 'interlanguage syntax in spoken English'. Then, she related the topic with the research practice or phenomena in general by using the words 'in a more broad way'. Thise topic generalization indicated herthe students' mastery of the research topic.

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4.2.3 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 research space for the new research (Swales & 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%) in this current study findings contained M1S3. This occurrence was similar to a previous study on 20 undergraduate RAI in Indonesia, in which ~~s~~ 50% of the data contained M1S3 (Samad et al., 2018). But surprisingly it was higher than another previous study, which is 0% (Rochma et al., 2020).

PSs1; ——…, … some **previous studies** have been conducted…The first study **reported**….. The next study by … **investigated** … A similar study ….**revealed**…**(M1S3)**

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

Due to the importance of M1S3, a follow-up interview with 14 students was carried out to reveal their problems. Overall, the interview revealed that they were not aware of the importance of previous studies' citations to find a research gap to be filled. The sample of an interview excerpt is provided as follows:

Q2-S6: I do not realize that reviewing the previous studies is needed to see the gap to be filled.

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4.2.4 Indicating a gap (M2S1A)

M2S1A is an obligatory key move in PS since it is a way to criticize that the previous studies are not complete yet (Swales & Feak, 2012). This step was problematic for the students since the current study found that M2S1A was only employed in 7 PSs (23%). Some PSs presented M1S3 but did not follow it up with M2S1A. This finding worried the teacher-researchers since the students tended to ignore writing M2S1A in their RPI. Furthermore, an interview with seven students revealed that during writing they never thought of this step because they were unaware that M2S1A was a key point and must exist in their RPI. ~~Here~~The ~~is a~~ sample perception retrieved from the interview is as follows.~~:~~

Q3-S24: I think by presenting the previous research, the readers can find the research gap.

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The findings of this current study contrasted several previous studies revealing that M2S1A was mostly found in non-native and native speakers' RPI (Ankomah & Afful, 2019; Farnia & Barati, 2017; Samad et al., 2018). However, this finding was similar to some findings reported from previous studies (Parsa & Tahririan, 2017; Zainuddin & Shaari, 2017) that M2S1A was the least frequent strategy. The problem might be due to the students's ~~s~~ lack of writing experience and lack of rhetorical structure knowledge as stated by some students in the interview.

Q3-S17: The rare writing practice and the lack of knowledge about genre are the main cause of my writing problem.

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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 showed that the gap that was going to be filled was the rareness of the research about the problem. It indicates that t~~T~~he previous studies were not complete yet. Thus, the student' motivation was to enrich the previous studies on conversational structure and adjacency pairs.

4.2.5 Establishing need and problem (M2S1B)

M2S1B refers to real-world problems, based on real-life observations (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).

Based on the findings of the current study, M2S1B was a more preferred strategy used by the students, namely 11 frequencies (37%). An interview with 5 students revealed that M2S1B was easier than M2S1A because reading literature to find a gap was a challenging task. Observing real-life situations was much easier for them. ~~Here is a sample perception~~This is as found in the interview data:

Q4-S10: 'My research problem and my research gap are often based on my observation and my experience; it is easier and more useful' (Q4-S10).

Furthermore, ~~Observing real-life situations s easier for them. t~~The use of M2S1B rhetorical strategy was also reported by previous studies (Ankomah & Afful, 2019; Jalilifar et al., 2011; Zainuddin & Shaari, 2017) that 'indicating problem and need' was highly preferred choice.

The use of M2S1B without being supported with M1S3 and M2S1A should be minimized because it was not in line with the principle of academic writing 'intertextuality', in which a study should be related to other previous studies. Thus, together with other studies, the proposed study developed the body of knowledge. The possible reason of preferring the use of M2S1B strategy was the lack of skill, experience, and knowledge of the undergraduate students.

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 indicated that the research was carried out based on the real problem and need felt by the writer, without considering the previous studies. The research problem 'turn-taking strategy' was decided based on the student's observation. Then, a research was carried out to solve the problem.

4.2.6 Continuing a tradition (M2S1C)

M2S1C is the replication, the continuation, or the addition of something to the previous study's practices (Swales & Feak, 2012). In this current study findings, M2S1C strategy was found in 5 PSs (17%). Additionally, M2S1C occurrence found in this study was higher than in the previous studies (Ankomah & Afful, 2019; Farnia

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& Barati, 2017; Zainuddin & Shaari, 2017). This relatively high use of M2S1C means that the undergraduate students preferred to replicate the previous study's strategies. However, Swales and Feak (2012) stated that 'continuing a tradition' was a weaker option for 'establishing a niche'.

> PSs24: … Turn–taking is ... …. One of the most popular talk shows is …, the writer is interested in analyzing the turn-taking mechanism … in the "Kick Andy" talk show. This study is **similar to** and **replicates** the previous study of the turn-taking mechanism by Candrika …, analyzed using theory by Harvey Sacks, Emanuel Schegloff, and Gail Jefferson. (M2S1C)

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Continuing a tradition in the sample above was imitating the previous study's research strategy. It was common for novice writers, who in this case were undergraduate EFL students. This rReplication was generally done because of their insufficient knowledge of the research method.

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4.2.7 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 found in this current study was relatively high, about 25 PSs (83%). It means that M3S1A was not problematic for the students. This finding was similar to the previous study (Afshar & Ranjbar, 2017; Rahayu et al., 2022) reporting that 100% of the data included M3S1A. But it contradicted other study's findings (Nimehchisalem et al., 2016) reporting that only 22% of the data included M3S1A.

> PSs10: …the learner's mother tongue influences the pronunciation of the target language. ... The **objective** of this research is to find ... **(M3S1A)**

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The sample above indicated that the research purpose was directly and clearly presented. It was preceded by a hook 'mother tongue influence' to grab the readers' attention. Thise research purpose was the thesis statement of the RAI.

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4.2.8 Announcing present research (M3S1B)

M3S1B describes the features of the study (Swales & Feak, 2012). It explains the strategy to achieve the objectives, and how the problem might be solved. Based on the current study findings, 13 PSs (43%) employed M3S1B. However, the occurrence of M3S1B was lower than the previous studies (Jalilifar et al., 2011; Tarvirdizdeh & Nimehchisalem, 2021)

> PSs13: …, 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 **analysed** using code-switching theory. **(M3S1B)**

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In the sample above, the student shortly presented the nature and the research strategy as the method of collecting and analysing the data. The data werestarted with the phenomena of code switching happened in a conversation between Najwa Shihab and Agnes Mo, collected from YouTube. They were analysed using code-switching theory.

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4.3 Linguistic Expressions Employed in PS to Indicate Moves and Steps

PSs were further analyzed to find out the specific linguistic expressions used in each move and step. This was because linguistic features had a crucial role to distinguish moves and steps (Pho, 2013). The linguistic expressions used in each move and step found in this current study are presented below.

M1S1 attempted to attract the readers to agree that the research was significant, and the keywords used by the students in this step included: '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 students referred to the previous studies.

M2S1A was indicated by quasi-negative vocabularies such as 'few', 'little', 'although', 'however', 'rare' (PSs18, PSs30). M2S1B was 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 was indicated by the words like 'goal', 'purpose', 'aim', and 'objective' (PSs7, PSs11). M3S1B was 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 since they lacked knowledge of this matter. This was probably because they were rarely taught by their academic writing teacher about the specific linguistic features in each move and step. ~~Here is a sample perception~~ Following was the data found in the interview:

> Q6-S11: While writing, I was rarely aware of the linguistic expressions I should use in each stage of my text. (student 11)

The current study's finding was parallel to the previous study (Ankomah & Afful) reporting that each move has specific linguistic features. The specific linguistic expressions used in M1S1 were to attract the readers, those used in M2S1A were to indicate a research gap, and those used in M3S1A were to indicate research purpose. Thus, specific linguistic features signalled the different moves.

4.4 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 of problem statement, as part of the introduction to academic writing.

There is a leading notion that genre-based approach (GBA) contributeds to the development of teaching writing to non-native speaker learners. GBA promotes teachers' intervention in the learning process and teachers' teaching of how genres are typically constructed (Rofiqoh et al., 2022). According to Millar (2011), genre analysis can lead to consciousness-raising of the genre's rhetorical structure. There is an empirical evidence for the facilitative effect of genre consciousness-raising tasks on EFL learners' performance since the tasks impact on the students' deeper knowledge about genre (Atai & Khatibi, 2010). The students can be exposed to various tasks such as analyzing texts, searching for the target text genres,

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deconstructing texts, and giving feedbacks (Nagao, 2019). GBA also promotes the students' creativity and critical thinking (Agustien, 2020; Devitt, 2004). Thus, it is not mistaken if the genre-based teaching model is also termed as critical genre-based teaching model. Based on the research findings of previous studies and this current study, an alternative 'critical genre-based model for teaching problem statements' is proposed.

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The teaching model has certain characteristics that cover (1) syntax, –(2) instructional and nurturant effects, (3) support system, (4) social system, and (5) principles of reaction (Agustien, 2020; Joyce et al., 1986).

1. Syntax
   a. Building the context
      This stage is more like preparation activities, functioning to activate the students' previous knowledge and to build the students' self-confidence. Explicit teaching is also done in this stage. The research findings of this current study revealed that the undergraduate students had problems with PS rhetorical structures and linguistic features due to their lack of rhetorical structure and linguistic feature knowledge. The genre-based teaching proposed needs to compensate for the students' weaknesses. Thus, the explanation of PS rhetorical structures and linguistic features needed to be emphasized by providing 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 students' critical thinking will develop while doing genre analysis since they do critical reading, interpreting, evaluating, and inferencing.
   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 the 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 acquired from the critical genre-based teaching model is the students' competence and skill to create PS text, while the nurturant effects achieved by the students include critical thinking, creativity, autonomy, and cooperation skills.
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-centre learning.

5. Principles of reaction
   The teachers offer assistance to the students, whenever needed.

Language learning using GBA should result in three outcomes: (1) students learn about language, (2) students learn through language, and (3) students learn language (Agustien, 2020). In the step of 'building the context', knowledge about language is taught explicitly. PS rhetorical structures and linguistic features are taught by the teacher. Thus, in this step, a teacher has a role as an expert.

In the 'modeling stage', the students work with the texts of various contents such as education, politicsal, economy, and technology. It is parallel to Systemic Functional Linguistics notion that emphasizes teaching and learning at the text level because communication happens at at the text level (Agustien, 2020). They read and analyze the texts' structure and linguistic features, to grasp the texts' messages and simultaneously to deepen the knowledge about language. Thus, they also enhance their literacy by, learning about various fields of knowledge through the language. It is related to GBA principle that GBA has pedagogical and political aims. It is a pedagogical project motivated by a political project, i.e., to teach and facilitate the someonestudents to have skills and knowledge enabling them to participate effectively in a literate, technologically developed society, particularly to be successful in school, and beyond (Derewianka, 2015; Emilia, 2005).

In 'joint construction' stage, the students learn the language to interact with others in a discussion during the process of writing a text. The students, in groups, start constructing a text with the teacher's guide. Then, in the independent construction stage, the students create their own text with minimum help of the teacher. It is relevant to Vygotsky's sociocultural theory thatin which learning firstly takes place firstly at the social or interpersonal level, and then at the individual or at the intrapersonal level (Agustien, 2020).

The previous studies on GBA revealed the effective impact of the approach on foreign language teaching and learning (Albino, 2017; Iftanti, 2017; Nagao, 2019). The first study found that GBA stimulated a joyful learning environment, activated the students' participation, and improved the students' language skills (Albino, 2017). The second study revealed that GBA improved the students' choices of lexicogrammatical features in a discussion text (Iftanti, 2017). Meanwhile, tThe third study concluded that GBA improved the structure and linguistic choices (Nagao, 2019).

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6. CONCLUSION

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

Undergraduate students employed three rhetorical strategies to present an academic issue as a problem, namely 'making a centrality claim', 'making topic generalizations', and 'reviewing previous research'. The most frequently used

strategy was 'making a centrality claim', while the least frequently used strategy was 'making topic generalizations'. Most students used more than one strategy to present an academic issue as a problem. In indicating deficiency, the students employed three strategies, including 'indicating a gap', 'establishing a need and problem', and 'continuing a tradition'. 'Establishing needs and problem' was the most preferred choice. In presenting the goal and solution, two strategies were employed, namely 'outlining purposes' and 'announcing the present research'. The more frequently used strategy was 'outlining purposes'. Most students only used a single strategy either for indicating deficiency or for presenting the goal and solution, namely 20 students (67%) and 27 students (90%). Furthermore, aAn interview to the students having problems with rhetorical strategies revealed their unawareness of the importance of a research gap to be filled; their preference to use 'establishing need and problem' and 'continuing a tradition' strategies because those strategies are easier.

In terms of sSpecific linguistic expressions, it was found that they were employed in most samples to indicate moves and steps. However, an interview revealed that they were not aware of the linguistic features in each move and step. It seems that this less awareness has become the root of the problems. A critical genre-based model for teaching problem statements is recommended as an alternative teaching strategy to compensate for thise research findings. This is because this model has facilitative effect on consciousness-raising of the genre's rhetorical structures.

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.

The limitation of the study was in terms of the limited number of samples that were only taken from one university. The analysis of the linguistic features was ~~shallow~~not thorough. Therefore, for future research, it is suggested that the samples be enriched from more than one university, and the linguistic features should be analysed more deeply.

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