

## **Rhetorical Structure of Method Sections of Postgraduate Thesis in English Education Study Program Students**

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### **Abstract**

The method section of a thesis is crucial because it conveys the information upon which the study's validity is ultimately evaluated. The method section describes the procedure, instruments, design, data acquisition, and data analysis, among other components. Students may encounter several obstacles when composing a thesis, including the rhetorical issue. This study examines the rhetorical structure of the methodology section of a graduate thesis. This investigation employed a fundamental content analysis with quantitative methodology. The data was collected from 50 English education postgraduate theses at the University of Bengkulu. The results indicate that five Moves occurred in the thesis with varying frequencies. Moves 2, 3, and 4 occur most frequently, followed by Move 5, with Move 1 occurring least frequently. Furthermore, this research presents fifteen communicative purposes as Steps. 2 Steps are Obligatory (M2S1 and M3S2), 5 Steps are Conventional (M2S2, M2S3, M3S3, M4S1, M4S2), 7 Steps are Optional (M1S1, M3S1, M4S3, M5S2, M5S3, M5S4, M5S5), and 1 Step is non-obvious (M5S1). In conclusion, this study provides information about the rhetorical structure of the method sections of a thesis in order to heighten students' awareness of the significance of the three Obligatory movements in the method section. Students can use the framework or model presented in this study to present important information and construct a strong argument in the methodology section.

**Keywords:** *English education, method section, rhetorical structure, thesis.*

### **A. Introduction**

Academic writing, precisely lengthy forms such as a thesis or dissertation, presents students with new challenges. Starfield & Paltridge (2019) identify multiple obstacles students may encounter when composing a thesis or dissertation. The obstacles are emotive, behavioral, rhetorical, and social. In addition to these factors, the researcher emphasizes the

rhetorical factor. The rhetorical factor is how language and conventions of thesis and dissertation writing are used to convince the reader of the validity of the writer's arguments. In conjunction with this issue, (Arsyad et al. (2020) discovered that Indonesian authors have significant rhetorical problems in academic writing, particularly in the introduction, findings, and discussion, but fewer problems with writing abstracts and methodologies sections.

The conventions of academic writing make composing a research paper difficult, particularly for those unfamiliar with the structure of a scientific paper. Typically, scientific writing such as theses, dissertations, and research articles include an abstract, introduction, methods, results and discussion, conclusion, and recommendations (Paltridge, 2002). The Introduction and Abstract sections have been extensively researched and carefully considered, but the Methods section requires additional research. Inattention to this area may be due to a misunderstanding of the section, as beginning to compose it is commonly regarded as a straightforward task. However, in their study, Manchishi et al. (2015) discovered that failure to write the methodology is one of the issues students face when writing research papers.

The methods section is the most essential part of a research paper because it contains the information used to evaluate the study's validity. The method is one of the most critical sections readers refer to identify the procedure, instruments, design, and participants. Therefore, the author must describe how the experiment was conducted and the rationale for selecting the particular experimental procedures. It must contain sufficient information for others to replicate the experiment and assess whether the results are reproducible and for the audience to determine whether the results and conclusions are valid.

The methodology section explains the practical approach utilized in academic writing. The method section describes and elaborates on how the researcher collects the data, the procedure and stages involved in data collection, the type of instrument used to analyze the

data, the type of research subject or sample, and how the researcher analyzes the data. Following Cotos et al. (2017), the method section provides comprehensive information to establish the credibility and reliability of the results and findings.

With a clear explanation and an accurate Method section, authors can convince readers of the validity of the methods used to generate results (Lim, 2006). In addition, research into the Method section is necessary because it frequently functions as the link between a particular research method and primary research methods, as well as between the Method section and other crucial sections, such as the Introduction and Results.

Among the existing studies about rhetorical movements in theses, Pujiyanti et al. (2018) examined the introduction section of master theses written by Indonesian Postgraduate students. The findings indicate that three rhetorical moves and fifteen stages are related to Bunton's framework. Using Hsiao & Yu's (2012) framework, Sumayo & Tulud (2021) investigated the rhetorical structure of literature reviews in social sciences through; a master's thesis at the University of Southern Mindanao Graduate School. However, the result presents their literature review in diverse methods and needs to adhere to the framework. Next, Mosquera & Tulud (2021) investigate the methodology section of the Graduate School Theses of MA in Language Teaching (MALT) of the University of Southern Mindanao by Chen & Kuo (2012) framework, and their findings indicate that the methodology section consists of five distinct movements.

In addition, Wadison and Robert (2022) conducted research for the results and discussion section of the undergraduate thesis at Muhammadiyah University of Bengkulu. They discovered that the students required assistance with several results and discussion sections. Consequently, the research suggests employing the Yang & Allison (2003) model when composing the results and discussion section.

In contrast, a research article contains numerous Methods sections. Peacock (2011) proposed a seven-move structure that could appear in the method segment of eight disciplines. In the methodology section of a research article, Morales (2016) provides discourse features. Arsyad (2013) and Kutay (2016) examined a genre-based analysis of the research article's methodology section. The majority of authors then researched the rhetorical structure of the method section of research articles (Cotos et al., 2017; Kafes, 2016; Musa et al., 2015; Pramoolsook et al., 2015; Sovann, 2022; Tulud, 2017; Zhang & Wannaruk, 2016).

Based on the previous research, the method section of the thesis should include additional research on the rhetorical structure. Numerous studies examine the rhetorical structure of the method section in research articles. There needs to be a precise model for rhetorical structure in the methodology section of theses written by students of English education. The research on the rhetorical structure of a thesis is necessary to fulfill thesis requirements and provide information about the method section. Previous research typically employs the models of Swales (2004), Lim (2011), Pho (2008), Peacock (2011), and Chen and Kuo (2012), but this study employed the model of Mosquera & Tulud (2021). In addition, the sample and population differ from previous research. In addition, the researcher is interested in conducting research titled "Rhetorical Structure of Method Sections of Postgraduate Thesis in English Education Study Program Students of University of Bengkulu."

## **B. Research Methodology**

### **Research design**

This investigation utilized a quantitative approach to conduct a basic content analysis. Krippendorff (2018) defines *content analysis* as an empirical method for deriving accurate and repeatable insights from texts (or other meaningful matters) based on their usage

circumstances. As a method to carry out an investigation, content analysis generates new insights, enhances an investigator's comprehension of particular events, and instructs concrete actions. Researchers can use content analysis to identify and document people's perspectives, attitudes, and preferences in small groups and massive, multicultural communities.

Furthermore, Riffe et al. (2019) identified that quantitative content analysis is the organized and attainable investigation of the symbols of communication, which have been specified numerical measurements based on reasonable measurement guidelines, and the investigation of connections, including those values using statistical techniques to explain the interaction, generate conclusions about its significance, or infer from the exchange to its creation and utilization contexts. In addition, content analysis is a method of research that aims to conclude by meticulously comprehending and evaluating the textual output. Theses from postgraduate English education programs offered by the teacher training and education faculty at the University of Bengkulu provided the data for this study.

### **Corpus of the study**

The corpus of this research consisted of fifty research method theses taken from the postgraduate English education program, faculty of teacher training and education, university of Bengkulu.

**Table 1. The Corpus of the Research**

<b>No</b>	<b>Year</b>	<b>Amount</b>
1.	2021	25
2.	2022	25
<b>Total</b>		50 Theses

Based on the table above, fifty theses of postgraduate English education programs, teacher training, education faculty, and the University of Bengkulu were selected in this research. In this study, the researcher applied purposive sampling in sampling. This sampling is done by taking subjects randomly with a specific purpose, not based on similarity or region. In line with Sugiyono (2016), that purposive sampling is a sampling technique with specific considerations and purposes. Then, the theses taken as samples are matched with the purpose of this study. The considerations in taking samples for this research were: 1) the lecturer at the University of Bengkulu has examined the theses. 2) Students can access theses as the model, guidance, and inspiration in writing theses. 3) The theses have been published in at least three years. It aims to represent the latest information on this area of research.

### **Research Instrument**

This research used the framework that contains five moves in the method section of a thesis as a research instrument to distribute data. Kinds of moves follow Chen and Kuo's (2012) framework adopted by Mosquera & Tulud (2021). The five moves are Move 1: Establishing the method section, Move 2: Providing the study's design, Move 3: Explaining the data collection method, Move 4: Outlining the process of analyzing the data, and Move 5: Demonstrating the research's ethical concerns and reliability.

### **Data collection**

There are several data collection procedures from the corpus of the research based on Drisko & Maschi (2016), which are as follows:

1. Data reduction

- a. Twenty-five theses were chosen from students of the postgraduate English education program, faculty of teacher training and education, and the University of Bengkulu, who graduated in 2021.

b. Twenty-five theses were chosen from students of the postgraduate English education program, faculty of teacher training and education, and the University of Bengkulu who graduated in 2022.

c. Then, the researcher took thesis research methodology sections as the material to analyze.

## 2. Indexing data

a. After that, the researcher numbered each methodology section of the thesis.

b. Finally, The researcher was ready to code the methodology section using Mosquera & Tulud (2021) framework and underlined the move and step.

## Data Analysis

The research data were analyzed using the quantitative method's fundamental content analysis (Drisko & Maschi, 2016). This methodology was used to analyze data obtained from selected methodology sections of the postgraduate English education program, teacher training and education faculty, and the University of Bengkulu dissertations. The actions and steps were recorded in the instrument inventory table of each thesis, which served as the study's corpus. Markers in the form of words, phrases, or terms that refer to the function of each move and phase in Mosquera & Tulud's (2021) framework were utilized to facilitate the categorization of each sentence in the methodology section. In addition, the location of the sentences was observed to contribute to the classification of the data. Subtitles or subheadings in the methodology section can also provide hints for data analysis.

Then, the data obtained were classified using Mosquera & Tulud's (2021) model of the methodology section, which consists of five moves. After that, the percentage of each move and step in theses calculated by the following formula below:

$$P = \frac{F}{N} \times 100\% =$$

**Note:**

P: Percentage of moves or step

F: Frequency

N: Total number of sample or items

*Taken from Sudijono (2012)*

Furthermore, the percentage of moves and steps in the methodology section of the thesis classified into five categories of move occurrences by Kanoksilapatham (2005) and Mosquera & Tulud (2021) as follows:

**Table 2. Move and step occurrences category**

<b>Category</b>	<b>Frequency</b>
Obligatory	100%
Conventional	60%-99%
Optional	< 60%
Non-evident	0%

From the table, if the moves and steps occurred 100% in every methodology section of the thesis, it is categorized as Obligatory move and step. Then, if a particular move and step occurred between 60%-99%, the moves and steps were identified as conventional. Next, if a particular move and step occurred below 60%, the move and step were categorized as an Optional move and step. Furthermore, if a particular move and step do not find in every methodology chapter of the thesis, the move and step are categorized as non-evident move and step.

Finally, after the rhetorical structure in the research methodology sections of the selected theses were figured up, the results were tabled and answered the research questions.

Last, a conclusion can be made.

### C. Results and Discussion

#### Results

- a. Rhetorical Move of Method section in Thesis.

The rhetorical move of the methodology section in the theses is presented in the following table:

**Table 3. Rhetorical Move of Research Methodology Section in Thesis**

Move	Frequency (F=50)	Percentage	Category
Move 1 (M1)	14	28%	Optional
Move 2 (M2)	50	100%	Obligatory
Move 3 (M3)	50	100%	Obligatory
Move 4 (M4)	50	100%	Obligatory
Move 5 (M5)	34	68%	Conventional

Based on the table above, Move 1 is the lowest occurrence of other moves. Move 1 occurred 22 among the 50 research methodology sections, with the percentage 28% categorized as an optional move. Then, three moves got the highest occurrence than other moves, that is, Move 2, Move 3, and Move 4, occurred 50 among the 50 research methodology sections, with the percentage 100% categorized as obligatory moves. The last move is Move 5 occurred in 34 of the 50 research methodology sections, with a percentage of 68%, and was categorized as a conventional move.

- b. Rhetorical Steps of Method Section in Thesis

The rhetorical step of the methodology section in the thesis is presented in the following table:

**Table 4. Rhetorical Steps of Research Methodology Section in Thesis**

<b>Step</b>	<b>Frequency (F=50)</b>	<b>Percentage</b>	<b>Category</b>
Move 1-Step 1 (M1S1)	14	28%	Optional
Move 2-Step 1 (M2S1)	50	100%	Obligatory
Move 2-Step 2 (M2S2)	38	76%	Conventional
Move 2-Step 3 (M2S3)	35	70%	Conventional
Move 3-Step 1 (M3S1)	23	46%	Optional
Move 3-Step 2 (M3S2)	50	100%	Obligatory
Move 3-Step 3 (M3S3)	45	90%	Conventional
Move 4-Step 1 (M4S1)	38	76%	Conventional
Move 4-Step 2 (M4S2)	45	90%	Conventional
Move 4-Step 3 (M4S3)	16	32%	Optional
Move 5-Step 1 (M5S1)	0	0%	Non-evident
Move 5-Step 2 (M5S2)	1	2%	Optional
Move 5-Step 3 (M5S3)	26	52%	Optional
Move 5-Step 4 (M5S4)	11	22%	Optional
Move 5-Step 5 (M5S5)	9	18%	Optional

Based on the table 7, it could be seen that (M1S1) occurred 14 among the 50 research methodology sections, with a percentage of 28% categorized as an optional step. Then, (M2S1) occurred 50 among the 50 research methodology sections, with the percentage 100%, which was categorized as an obligatory step. Next, (M2S2) occurred 38 among the 50 research methodology sections, with a percentage of 76% and categorized as a conventional step. Next, (M2S3) occurred 35 among the 50 research methodology sections, with a percentage of 70%, and was categorized as a conventional step.

Moreover, (M3S1) occurred 23 among the 50 research methodology sections, with a percentage of 46%, and was categorized as an optional step. Then, (M3S2) occurred 50 among the 50 research methodology sections, with the percentage 100%, which was

categorized as an obligatory step. Next, (M3S3) occurred in 45 of the 50 research methodology sections, with the percentage 90% categorized as a conventional step. Next, (M4S1) occurred 38 among the 50 research methodology sections, with the percentage 76% categorized as a conventional step. Next, (M4S2) occurred in 45 of the 50 research methodology sections, with the percentage 90% categorized as a conventional step. After that, (M4S3) occurred in 16 of the 50 research methodology sections, with a percentage of 32% categorized as an optional step.

Furthermore, (M5S1) occurred 0 among the 50 research methodology sections, with the percentage 0% categorized as a non-evident step. Then, (M5S2) occurred once among the 50 research methodology sections, with a percentage of 2% which was categorized as an optional step. Next, (M5S3) occurred 26 among the 50 research methodology sections, with the percentage 52% categorized as an optional step. After that, (M5S4) occurred 11 among the 50 research methodology sections, with a percentage of 22% categorized as an optional step. Finally, (M5S5) occurred in nine of the 50 research methodology sections, with 18% categorized as an optional step.

## **Discussion**

The objectives of this study are to find out what moves and steps are found in the method section in the thesis of the postgraduate program of English education students at the University of Bengkulu. The result shows that five Moves occurred in the thesis with different amounts of occurrences. The higher Moves occurrence are Move 2, 3, and 4, followed by Move 5, and the most minor occurrence is Move 1.

Move 2, 3, and 4 occurred in every methodology section of the thesis because the students followed the thesis guideline provided by the university. At least essential information in the methodology chapter consists of research design, population and sample, research instrument, data collection, and data analysis. This information is related to Fang's

(2021) theory that the methodology section contains a description of the participant involved, the procedure of data collection, and data analysis. Move 2 presents information related to the research design used in the study. According to Mosquera & Tulud (2021), the method section always refers to the actual research design and informs the choice of research method; the students need to discuss why a particular design was selected and not others. In line with Creswell (2015), research design provides some features to collect, analyze, and interpret data.

Furthermore, an explanation of the research design is needed because it determines the research background strategy to get valid data related to its variables and research purposes. Moreover, Zhang & Wannaruk (2016) found in their research half of the researchers described the research design in their research, while Mosquera & Tulud (2021) and Sovann (2022) found in their research all of the researchers used this Move in their research because it presents some vital aspects such as research design objective, type of research design, and research variable.

Move 3 presents the information about describing data collection. This Move is compulsory because included in the thesis guideline. Refers to Starfield & Paltridge (2019), knowing how the data were collected helps the reader evaluate the validity and reliability of the results and conclusions. The study's replicability is also an important consideration and is another reason for the detailed description of methods and procedures. Most of the models proposed by experts such as Lim (2006), Zhang & Wannaruk (2016), Kutay (2016), Kafes (2016), Mosquera & Tulud (2021), and Sovann (2022) included this Move and categorized this Move as Obligatory Move. It means this Move is essential in research because it explains the procedure of data collection, the technique of data collection, and the rundown of collecting data.

Move 4 consists of information about data analysis. This Move is requisite because it includes in the thesis guideline. Describing how the information obtained in the research process was analyzed before discussing the results or findings is essential. Some experts such as Morales (2016), Zhang & Wannaruk (2016), Kutay (2016), Mosquera & Tulud (2021), and Sovann, (2022) also categorized this Move as an Obligatory move. This Move is prominent in the methodology section to draw valid and reliable results. The chosen types of data analysis are related to the data collected to achieve the goal to be tested.

Move 5 informs about establishing the ethical considerations and trustworthiness of the study. This Move is considered Optional because the university provides no specific ethical research requirement. According to Starfield & Paltridge (2019), it is vitally important that students be aware of their university's ethical research requirements. Another reason is that not all studies need to mention ethical considerations. It depends on the type of research used in the study. The researchers in this study do not mention ethical considerations because most of their study is about discourse analysis. The result contrasts Mosquera & Tulud (2021), who found that most Philippines students mention ethical consideration and trustworthiness more than Indonesian students.

Move 1 contains the introduction of the method section. Step 1 in this Move describes the part of the method section such as research design, instrument, population and sample, data collection, and data analysis. Move 1 has the lowest occurrence among the five Moves in this research. Less occurrence of Move 1 probably because this Move is not included as crucial information in the thesis guideline. Part of the method section of the thesis is already mentioned in the table of contents, so students do not need to introduce the part of the method section at the beginning of the methodology chapter.

Most of the frameworks proposed by experts such as Lim (2006) started the method section by explaining the data collection procedure. Peacock (2011) started the method

section by overviewing the research method. Kanoksilapatham (2005), Zhang & Wannaruk (2016), and Sovann (2022) started the method section by describing the research design. Morales (2016) started the method section by describing the participants, instruments, and material. Most experts do not start the method section by introducing the part of the method section. However, other experts such as Chen and Kuo (2012) and Mosquera & Tulud (2021) started the method section by introducing the parts of the method section. These differences are probably because of using different frameworks.

Furthermore, there are 15 communicative purposes presented as Steps in this research. 2 Steps classify as Obligatory, 5 Steps classify as Conventional, 7 Steps classify as Optional, and 1 Step classify as non-evident. M2S1 explains the research design used in the study. Kutay (2016), in his research, found that this Step almost occurred in the methodology section. Then, Zhang & Wannaruk (2016) found this Step occurred in half of the methodology section, while Mosquera & Tulud (2021) found this Step occurred in all of the methodology sections. From several results above, an explanation of the research design is necessary for the methodology section. At the beginning of the research design section, researchers need to mention the study's design because it determines the method and technique applied in the research.

Then, M3S2 describes the locale, participants/respondents, data source or research materials, and research instrument; this Step is crucial in the method section. This Step gives the research gap and limitations in the study. This information helps the readers to know the research setting, limitations of respondents, source of data, and what kind of instrument was used in the study. Mosquera & Tulud (2021) also found in their study, this Step mention by all of the students in their research, which is prominent in the method section.

Next, M2S2 provided a reason why the design is appropriate for the study. Almost students mentioned this Step in their methodology section; this result is similar to Mosquera

& Tulud (2021). The researcher can give a reason, such as the design can answer the research question or the design match to process the data in the study. After that, the researcher can support the reasons for choosing the design by citing the authorities to support the use of the design (M2S3). This Step is categorized as a Conventional step. However, Mosquera & Tulud (2021) found that this Step is categorized as an Optional step. In their research, the writers choose to provide their reason for choosing the research design more than citing the authorities to support the use of the design.

M3S3 describes information about methods and steps in data collection. The researcher usually describes the method and steps used in data collection because each method has its way of collecting the data. The writer needs to mention how data is collected and the step to get the data to be analyzed later. Most of the students in this research use this Step in their methodology section. In their research, Mosquera & Tulud (2021) found that all students use this Step in their methodology section.

After collecting and preparing the data, the researchers then analyzed the data. The researcher needs to describe the method of data analysis (M4S1); this Step almost occurred in the methodology section of this research. However, Mosquera & Tulud (2021) found this Step as an Obligatory step and occurred in all of the methodology sections in their research. Describing the method of data analysis gives the reader information on how the data is processed, whether the data is quantitative, qualitative, or even mixed. Then, after explaining the method of data analysis, the researcher can point out the steps in data analysis (M4S2). This Step is categorized as a Conventional step, and this result is the same as Mosquera & Tulud (2021) with the same percentage. The empirical study needs to provide practical steps that the readers can prove.

M3S1 points out the role of the researcher in collecting data. In this case, almost half of the students used this Step; this happened because what the researcher needed to do to

collect data and the role of the researchers was already set by the research design and method used in the study. Then, M4S3 administer by the students to justify the Step employed in data analysis by citing the expert. The researcher can justify the Step employed in analyzing the data by pointing out the expert opinion to strengthen the Step in data analysis. However, in this research, only a few researchers cite the experts because they already use the data analysis theory that provides the Step of data analysis, so the researcher does not need to justify the Step of data analysis anymore.

Then, M5S2 describes the steps in ensuring the ethical conduct of research. This Step only occurred once in this research because the university's thesis guidelines do not mention the ethical conduct of research. Next, this Step is related to the trustworthiness of research; the students can state the overview of the trustworthiness criteria in conducting research (M5S3). The students often use theories about the validity and reliability provided by the experts. Half the researchers mention the overview of the trustworthiness criteria in this research. The result is the same as Mosquera & Tulud (2021) that half of the Philippines students provided an overview of trustworthiness in their research. Then, the researcher can cite authorities describing the criteria for ensuring trustworthiness (M5S4); just a few students use this Step in this research, in contrast with the results from Mosquera & Tulud (2021) that more than half of students mention this Step in their research.

After that, M5S5 contains information describing the steps involved in ensuring the study's trustworthiness; just a few students use this Step in this research because they state the overview of the trustworthiness. Finally, M5S1 this Step is related to the overview of ethical procedures employed in the study. No students mention the overview of ethical considerations; this happened because the thesis guideline needs to provide information about ethical issues; another reason is that most researchers focus on analyzing discourse and text, so the ethical issue is something less considered by the researcher. This result contrasts

Mosquera & Tulud (2021) that almost half of Philippines students mention this Step in their research. There is significant different use of Move 5 between Indonesian students with Philippine students.

From the discussion above, different use of frameworks and models draw different results in Move and Step. Then, the thesis guidelines provided by the university affect the information to be included in the method section. Finally, different types of research have different elements in the methodology chapter. When the researcher uses a different type of research, the information presented in the methodology chapter will be different.

#### **D. Conclusion and Suggestion**

##### **Conclusion**

This study investigates the rhetorical structure of the methodology section theses of postgraduate English education students of the University of Bengkulu. Based on the findings of the study, it can be concluded as follows: (1) The result shows that five Moves occurred in the thesis with different amounts of occurrences. The higher Moves occurrence are Move 2, 3, and 4, followed by Move 5, and the most minor occurrence is Move 1. (2) The higher occurrence of Move 2, 3, and 4 as Obligatory Move because this Move is crucial information should be included in methodology section. Then, the occurrence of Move 5 as conventional Move because there is no specific information and guideline about this Move in the thesis guideline but this information is necessary to be included. Finally, the occurrence of Move 1 as Optional move probably because this Move is not included to prominence information in the thesis guideline. (3) There are 15 communicative purposes presented as Steps in this research. 2 Steps classify as Obligatory (M2S1 and M3S2), 5 Steps classify as Conventional (M2S2, M2S3, M3S3, M4S1, M4S2), 7 Steps classify as Optional (M1S1, M3S1, M4S3, M5S2, M5S3, M5S4, M5S5), and 1 Step classify as non-evident (M5S1). (4) Different use of frameworks and models draw different results in Move and Step. Then, the thesis guidelines

provided by the university affect the information to be included in the method section. Finally, different types of research have different elements in the methodology chapter. When the researcher uses a different type of research, the information presented in the methodology chapter will be different.

This study presents the rhetorical structure of the methodology section theses of postgraduate English education students of the University of Bengkulu. There are several implications for this research: (1) From the findings of this study, it is suggested that authors who write a thesis should be aware of the importance of five moves in the methodology section, especially three moves categorized as obligatory. (2) Postgraduate students who write a thesis should be familiar with the five moves and several steps of the methodology section because all moves and steps are essential to address in the methodology section of the thesis. (3) Teachers or lecturers who teach academic writing should introduce the standard model of the rhetorical structure in the methodology section of the thesis and the framework and model in this study can be a good reference.

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