

## CHAPTER 4

### RESEARCH FINDINGS AND DISCUSSION

The objectives of this study are to analyse the schematic structure and to find the rhetorical problem in the research Proposal background. This chapters presents the data analysis, the finding and the discussion of the data. These include the analysis of the schematic structure and the analysis of rhetorical problem in the analysed research proposal background.

#### 4.1 Research Findings

Based on the data expresssion used in the Proposal background of the eight semester students (*see appendix 1*) shows rhetorical schematic structure model in each background. It also shows some rhetorical problem in their Proposal background.

##### 4.1.1 Schematic Structure in Proposal Background

Analysing the expression used in the background and clasify them use CARS model help the researcher conclude the schematic structure of the background. The following table represent schematic structure of each Proposal background of the eight semester students. the table consits of 2 column, the first column is the Proposal number (10 analysed background) then the second is the schematic structure of each Proposal. The number in second column symbolized steps used in the analysed background. The steps are explained by small note under the table.

Table 4.1

## The Schematic Structure Of the Analysed Background

<b>Proposal Background</b>	<b>The Schematic Structure</b>
<b>A</b>	(1-2), (2-1B), (1-3), (2-2), (1-2), Other in Move 2, (2-2), (3-1), (2-1B), (2-1A), (3-2), Other in move 3, (3-4), (3-1).
<b>B</b>	(1-1), (1-2), (1-2), Other in Move 2, (1-2), (2-1B), Other in Move 3, (2-1B), (3-1), (2-1A), (3-2).
<b>C</b>	(1-1), Other in Move 2, (1-3), Other in Move 3, (2-1B), Other in Move 3, Other in Move 2, Other in Move 2, (1-1), (1-3), (3-4)
<b>D</b>	(1-1), (1-3), Other in move 3, (1-2), (1-1), (1-3), Other in move 2, Other in move 3, Other in move 3, (3-2), (3-1).

<b>E</b>	(1-1), (2-1B), (1-1), (1-2), Other in Move 2, Other in Move 3, Other in Move 3, (3-1), (3-2), Other in Move 3, (3-4)
<b>F</b>	(1-1), Other in Move 2, (1-3), (1-2), (1-3), Other in Move 3, (3-2), (1-3), (3-2), Other in Move 3, (3-1), Other in Move 3
<b>G</b>	(1-1), (1-2), Other in Move 3, (2-1B), Other in Move 3, (3-1), Other in Move 3, (2-1B)
<b>H</b>	(1-1), (1-1), Other in Move 3, (1-2), Other in Move 3, Other in Move 2, (1-3), (2-1A), (3-1), (3-2), (3-4)
<b>I</b>	(1-1), (1-2), (1-3), (1-3), (1-1), Other in Move 3, (3-2), other in Move 3, Other in Move 3, (2-1B), Other in Move 3, (1-1), (1-2), (2-1A), (1-3), (3-1), (3-4)

<b>J</b>	(1-1), Other in Move 3, (1-1), (1-1), (1-2), (1-1), (1-2), (1-2), (1-3), Other in Move 3, (1-2), (1-3), (1-1), (1-2), (2-1A)
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Note:

- |   |   |
|---|---|
| (1-1) : Claiming Centrality               | (3- 1): Outlining Purposes                        |
| (1-2) : Making Topic Generalisations      | (3-2) : Announcing present research               |
| (1-3) : Reviewing Items of Previous Study | (3-3) : Announcing Principle Findings             |
| (2-1A) : Indicating a Gap                 | (3-4) : Stating the Value of the Present Research |
| (2-1B) : Adding to What is Known          | (3-5) : Outlining structure of paper              |
| (2-2) : Presenting Positive Justification |   |

This table above shows that in the Proposal background of the eight semester students, nearly all the schematic elements in the theoretical framework are available except some steps in the move 3. (*see appendix 1*). The data also suggest unidentified schematic elements involving stating writer's assumption, justifying hypotheses, describing background information of research setting, and definitional clarification, limitation of reserach, and airing a problem. These are kind example of unidentified schematic element found in the analysed Proposal background:

*1). Writers' assumption*

Researcher **confidently so sure** that some of the students in SMA Negeri 1 Kota Mojokerto are very good in English and they must be perfect object to be observed. (Proposal D)

2) *Justifying Hypotheses*

In this case, the level of students' engagement in outdoor **class may be higher than in indoor class or in vice versa.** (Proposal G)

3) *Describing Background Information of Research Setting*

**MA. Bilingual has an English Intensive Grammar class** for the students of the first grade and the second grade, it is held to improve the student's ability in speaking skill. (Proposal G)

4) *Definitional Clarification*

**In this study, feedback covers** some activities related to the activities in microteaching program such as: giving explanation more either directly or indirectly about the students' in developing lesson plan. (Proposal A)

5) *Limitation of Research*

**The researcher narrows the learning strategies** in writing process included memory, metacognitive, cognitive, compensatory, affective, and social strategy. Those learning strategies are breaking down into two groups: direct and indirect strategies. (Proposal H)

6) *Airing a problem*

As people probably know that English Education Department of UIN Sunan Ampel has given TOEFL preparation for previous period of TOEFL class, **but the facts show that still there are many students who got score under expectation.** (Proposal A)

Furthermore, the data it can be shown that the schematic structure of Proposal background miss 2 steps including announcing principle outcome and outlining the structure of paper. The schematic structure of each Proposal background, can be found by looking at some typical linguistic features which is signal the step. Furthermore, the following analysis of each move of Proposal background make the analysis clearer. (*See Appendix I*).

### **Move 1 – Establishing the Territory**

After analyse the expressions used in the background, the researcher found that there are certain moves used by the writers. The frequency of step used in the move 1 is presented in the following table, :

Table 4.2

Table Frequencies of the Total Number of Steps Used in Move 1

<b>Moves</b>	<b>Steps</b>	<b>Proposal Background</b>
		Number of Step Used in Proposal
<b>1</b>	1	22
	2	14
	3	15
	Other	2

Out of the 10 analysed background, all backgrounds contain move 1, moreover all the introductions start with move 1 as well. Step 1 is the most frequently used in the 10 analysed background. It found 22 expressions which signal the Step 1. Then the second step used frequently in the background is the Step 3. It found 15 expression which signal this step (Proposal A, C, D, F, H, I, and J) . Then the last step in move 1 which is used in background is Step 2. It is found 14 expression signal this step. it is found in the B, D, E, F, G, H, I, and J.

These are the following analysis of each step to make the analysis of schematic structure of the analysed background clearer.

The structure of the **Step 1 – Centrality Claims** is the same as Swales model. It is found that the background tend to use amplifiers often followed by evaluative adjective to signal this tep. In the background, this step is characterised by lexical entries showing the salience of the topic such as *important*, *essential* often preceded by amplifiers *most*.

Here are some examples from the analysed background:

- Writing is an **essential** skill in learning English, for some reasons. (*Proposal B*)
- One of the **most** difficult problems faced by students is to be able to write English well. (*Proposal D*)
- Feedback is one of some **important** factors which support the success of students in learning process. (*Proposal D*)
- Questioning has been one of the **most** common teaching tactics used for thousand years. (*Proposal E*)

From the examples above it can be shown that out of three from the ten writers in their Proposal background use the word *important* and *most* to claim that the topic under investigation is important for his or her own research (*Proposal A, B, E*). Moreover in most of the background, step 1 appears initially (found in all 10 Proposal) in the beginning of the background. (*See table 1*).

Furthermore, the table 2 shows that in step 1 has the highest score, it means that this step is used frequently in the analysed background (Proposal A to J). In some background (Proposal C, E, G, and J) move 1 is used cyclically (two or three times in the texts). (See Table 1). When we see in table 1, Proposal C, E, G and J used Step 1 cyclically. It found that this step repeated twice in the background.

Then the structure of **step 2 – Making topic generalisation** is the same as Move 1, it is found in all proposal background. In this step, the writer states more neutral statement than in move 1 by showing some phenomena about the topic (*prop B twice, E, I*). In showing the phenomena dealing with the topic, this step is used cyclically in proposal B (*See Appendix 1*). It is repeated twice. These are the examples of expression used in showing the phenomena dealing the topic in order to make it general.

- Questioning becomes more popular nowadays since the **existence of new curriculum, named Curriculum 2013**, which demands students to be more active than the teacher. (*Proposal E*)
- Language problem is problem that **happens in many countries** which use English as second language like Indonesia. (*Proposal J*)



But there are some background (*prop A, D, F, G, H, J*) which explain about the general knowledge about the research topic to make it more neutral (*See appendix I*). This step is found cyclical in the proposal A and J. In proposal A, it is repeated three times and four times in proposal J (*See Appendix I*). The following examples are the expression used which explain the general knowledge of the topic.

- **Basically**, teaching practice is held by the teacher candidate after obtaining the theory of teaching and basic teaching skill. (*Proposal A*)
- **There are several aspects of writing skill** that should be mastered such as vocabulary, grammar, structure and choice of words. (*Proposal D*)

**Step 3 - Reviewing Items of Previous Study** is quite common in analysed proposal background. Although it is found in almost all proposal background (*proposal A, C, D, F, H, I, J*), but there are 3 background which does not consist this step (*Prop B, E, and G*). These 3 background only describe the present research without explained the previous study. In the other hand, it is interesting that this step is found cyclically (two or three times in the text) in another background. From the table 1, it can be seen that this step is used cyclically in proposal C, D, F, H, I, and J (*See appendix I*)

Here are some examples from the analysed background which signaled this step:

- **Arifuddin and Sujana find that** the average English proficiency of the students of English Education Program University of Mataram, measured with TOEFL, is low, 437, lower intermediate level, far lower than the

minimum standard TOEFL score of 500 required for graduation. (*Proposal C*)

- On the one hand, **some previous researches support** that test-taking strategies is important for test-takers. (*Proposal C*)
- Learning writing needs to be practiced because we try to explore something in our brain into piece of paper and most of the students come to the class with limited writing skill **based on previous research done by mukhlishtin**. (*Proposal D*)
- **Richardson (1996) pointed that** teacher's beliefs come from three sources: personal experiences of the teacher in general and teaching in particular, teacher's experience as a student and the teacher's knowledge of the school course. (*Proposal F*)

From those examples, it can be concluded that in showing previous studies, writers in the background state the previous research finding. It signals by the word *stated, pinted, based on, according to* and *find* preceded by mention the previous researchers' name.

### **Move 2 – Establishing a Niche**

This move is also common found in the analysed background. All the background consits of this move (proposal A to J). Although it is found in all background, there are four proposals which only consits one step of this move (*Prop D, F, G, and J*). Meanwhile, some steps in this move is used cyclically in A, B, C, E, and G (*See table 4. 1*). These following table 4.3 are presented to know the frequency of each step used in this move 2.

Table 4.3

Table Frequencies of the Total Number of Steps in Move 2

Moves	Steps	Proposal Background
		Number of Step Used in Proposal
2	2-1A	5
	2-1B	9
	2-2	2
	Other	10

The table 2 shows that all steps in Move 2 are used in the analysed background. But among the steps, there is a step which has the highest score among the others. This step is adding to what is known. In some analysed backgrounds the writers state what they have known about the topic by explaining their preliminary studies dealing their topic or even their research setting. This is found in the Proposal A, B, C, E, G, and I. Then for step 1A, it is rather uncommon in the analysed background. Based on the table 2, it shows only 5 expressions which signal this step. It is found in the Proposal A, B, H, I, and J. Moreover step 2 in this move is quite uncommon. The data above shows that only 2 expressions is found to signal this step. this step 2 is only found cyclically in Proposal B. Then for make it clearer, these are the analyse of each step in this move:

### Step 1A – Indicating a Gap

This step is uncommon in all analysed background. Out of 10 background, 5 do not contain this step. It is found in proposal A, B, H, I, and J. In showing this move the writer states the gap research by showing what the previous research has not found in their past research.

Here are some examples of this step found in the Proposal background:

- Therefore, by analyzing the feedback in the Microteaching class in the university level, **this research will be different from the previous** study because this research focuses on the lecturer feedback that is provided toward the student skill in developing lesson plan. (*Proposal A*)
- This topic also has been discussed by Fasyatul Laila, she used experimental method to get the data, **but the different with this research** is to know the students' attitude and which peer feedback that most they like, it is **not given** in her research, **she just explains** that using peer feedback is beneficial for teaching through Facebook group. (*Proposal B*)
- Based on the ten previous studies mentioned above, **there is no researcher, which is explore** the use of learning strategy in term of paragraph writing class. (*Proposal H*)
- However, **while Hilmy observes the secondary students misbehavior, this study takes the risks to investigate** the behavior problems faced by the lecturers of adult learners and their self-efficacy. (*Proposal I*)

The examples show that in indicating gap research, writers use linguistic signal such as negotiation devices *not given* (Proposal B), *no* (Proposal H), and also the

word *different* (Proposal B). Then this step preceded by step 3 in move 1. So the writers telling the previous study to find a gap research.

**Step 1B – Adding to what is known**, in the analysed background found that almost all writers add what he/she knows about the research by showing the preliminary study of the previous researcher like in this expression found in the Proposal B.

- Based on preliminary study doing by **previous researcher** in previous period of TOEFL class the result shows that approximately 15 students from 25 students achieve the score under 500 in simulation test 1 and simulation 2. Even there are 2 students who got unsuccessful score in final test. (Proposal B)

Moreover there are some writers who stated their own preliminary study to signal this step. the examples are as follow:

- Based on **my preliminary research**, ten from fifteen pre-service teachers still faced problem in questioning. (*Proposal E*)
- **The researcher has interviewed** some students there. (*Proposal J*)

This step signalled by the words *preliminary research* and the pronoun *I* and *the researcher*. And from the 10 analysed background, this step is exist in 7 Proposal (*Proposal A, B, C, E, G, and I*). Like in some steps in Move 1, this step 1B is also used cyclically in Proposal A, B and G.

## Step 2 – Presenting Positive Justification

Based on the data on table 4.3, this step is quite uncommon found in the analysed background. This step has to precede by stating the research question, adding to what is known about the research and also by stating a gap research. Among the 10 analysed background, only 2 Proposals which contain this step:

- Then having research in English Education Department especially in writing class has some reasons..... **To know the phenomena in the second semester it needs analyzing.** Whether to know the differentiate in last time and the newest. (*Proposal A*)

The bold sentence above can be categorized into this step because it is preceded by showing the statement of problem of the research. Then the other example of this step is:

- Olda C. Arouz states on his research shows that learning strategy is effective to use. Therefore, in this study the researcher use learning strategy to test the students in paragraph writing **because learning strategy is teachable and provides direct and integrated situation.** (*Proposal H*)

It can classify to this step, because the writer present her positive justification to the method used by the previous researcher.

### Move 3 – Presenting Present Work

This move is available in all background. But only certain steps which can be found in the background. This move consists of 5 steps, but 2 steps are missing in all analysed background. These table is presented to know the number of frequency of step used in the background.

Table 4.4

Table Frequencies of the Total Number of Steps in Move 3

Moves	Steps	Proposal Background
		Number of Step Used in Proposal
<b>3</b>	3-1	9
	3-2	8
	3-3	0
	3-4	4
	3-5	0
	Other	22

From the data above shows that the highest frequency step used in the background is the step other which categorized in this move 3 by the researcher. It can be found in the Proposal all analysed background. this step is used cyclically by the writers in Proposal C, D, E, F, G, H, I, and J. It is repeated 2-3 times in the

background. Then the Step 2 has 8 score in the table means that it is found 8 expression which signal this step in 7 background. (*Proposal A, B, D, E, F, H, and I*). then for step 4 it is only 4 expression which signal this step. it found in the Proposal A, C, E, and H. Meanwhile another 2 steps are not found in analysed background. (*See Appendix*)

### **Step 1 – Outlining Purposes**

This step is found in eight analysed background (*Proposal A, B, D, E, F, G, H, and I*). This step is used cyclically in Proposal A, it is repeated twice in paragraph seven and 10. Then the other consists of one of this step in each background. In Proposal A and in proposal D, this step is preceded by showing the rationale of the research. Moreover the writers use the words *aims* and *purpose* to outlining their purpose in to do the research. These are one of the example of expression used by the writers in the analysed background:

- **The purpose of this research** is want to reveal the lectures's feedback (*Proposal A*)
- **The researcher will aim** this study **to investigate** what feedback commonly used by the lecturer to develop skill in lesson planning in Microteaching Class, **to investigate** the character of the feedback, and **to reveal** how the student address on the lecturer feedback in developing lesson plan (*Proposal D*)
- **The main aim of this study** is to look into pre-service teachers' questioning skill. (*Proposal E*)



And in Proposal F, the writer used the word *desires* which also signal this step because it is also show the writer purpose in doing her study. The expression used is as follows:

- **The researcher desires** to analyze students' teacher belief about teaching English. (*Prof F*)

Moreover in outlining the purpose in the research, the word *will analyse* and *endeavours* also signal this step like in Proposal E and G:

- This research is an attempt along these lines and **endeavors to find out** pre-service teachers' questioning skill at sixth semester students of English education department of State Islamic University academic year 2013-2014.
- **The researcher will analyze** the students' engagement level in outdoor class and in indoor class, and the difference of the students' engagement level in those classes. (*Proposal G*)

From the example above, it can be concluded that the signal words in step 1 of move 3 are *purpose*, *aim*, *desires*, *endeavours* and *will analyse*.

### **Step 2 - Announcing present research descriptively**

Among the ten analysed Proposal, the seven are used this step (*Proposal A, B, D, E, F, H, and I*). From the data in table 1 shows that in Proposal F this step is repeated twice. It means this step is used cyclically like in another step. In this step, writers describe their present research by using the words *conduct* like in Proposal A, B, D and H. In the background there many variation in showing this step. Writers

describe their present research by explaining their the subject of research which is found in the Proposal A, B, and H. Moreover there is a writer which stating his research tittle in announcing his present research like in Proposal D.

- **This study will be conducted** at Class D and E of microteaching class in English Education Department UIN Sunan Ampel Surabaya. (*Proposal A*)
- Then **the research will be conducted** in the second semester of English Education Department. (*Proposal B*)
- **This research will be conducted** to the second semester of paragraph writing students at English Education Department of State Islamic University Sunan Ampel Surabaya. (*Proposal H*)
- **The researcher wants to conduct the research** under the title A Study of Teachers' Feedback to Give Correction on Students' Errors in Writing at the 11<sup>th</sup> Grade of Language class in SMA Negeri 1 Kota Mojokerto (*Proposal D*).

From the explanation above, it can be seen that this step has many variation in the analysed background.

### **Step 3 - Announcing Principle Findings**

Out of the ten analysed background, there is no background which consits of this step. Because in analysed background, the writers only describe their present research and the finding is not shown yet.

#### Step 4 - Stating the Value of the Present Research

Step 4 of move 3 is realised more in the analysed background. The data suggest future tense and some words to realise this step. The mental verbs *hope* is found in the Proposal A, E and H. These are the expression found in those three remaining Proposal:

- **the writer hopes that** the result of this research will give such information for the Lecturer, the student of UIN Sunan Ampel Surabaya and also the next researcher of how to provide a good feedback to the student especially feedback to develop the student skill in developing lesson plan. (*Proposal A*)
- By observing pre-service teachers' questioning skill, **the researcher hopes** that this research can be a source for every teacher in conducting teaching process. (*Proposal E*)
- **the writer really hopes that the result of this research will give such information for** the university, faculty, and department, also remind the students in preparing next writing class with much harder. (*Proposal H*)

Then in Proposal C, it is signal by the using of mental verbs *expect*:

- For this study, **the writer expects** people will know the investigation result of test-taking strategies used, people can know motivations having by sixth semester test taker in using some strategies, and they will know whether **there is a significant influence** between the more using test-taking strategies and the better TOEFL score. (*Proposal C*)

Meanwhile in Proposal I, this step is signaled by the using of abstract noun *benefit*, the expression used is as follow:

- Principally, **this study will drive some benefits** to both current and future lecturers. (*Proposal I*)

From those explanation, it can be concluded that the use of mental verbs *hopes* and *expect* and also the use of abstract noun *benefit* become the common features of this step.

#### **Step 5 - Outlining structure of paper**

Outlining structure of the paper is not found in all analysed background. There is no signal words found in the background.

#### **4.1.2 Rhetorical Problem in proposal background**

Based on the data (*See table 1*), it found some rhetorical problem in the eight semester students' Proposal background. the rhetorical problem found are as follow:

##### ***4.1.2.1 Cyclical structure***

The analysis of Proposal background by using Swales CARS model show that the longer background, the more complex the schematic structure of the background is, with certain move repeating cyclically. Based on the data all the analysed background have a cyclical structure (see *appendix 1*). For example in the 4<sup>th</sup> Proposal, the step 1 has repeated 3 times. one of the example of the cyclical structure found in the analysed Proposal background

is in Proposal J (1-1, 1-3, 2-1A, 1-1, 1-1, 1-5, 2-2, 2-1B, Other in move 3, 3-2, 3-1). In the first paragraph the writer tried to attract the readers attention by showing expression in centrality claims. But then in paragraph 4 and 5 this step is repeated. Based on Kasyfur Rahman, cyclical structure in the background will make the ideas lack of focus.<sup>87</sup> Therefore it can be concluded that the cyclical structure is one of the rhetorical problem.

#### ***4.1.2.2 Jumping move***

Schematic structure in CARS model, there are 3 main moves. Each move consists of some certain steps. Ideally in writing a good background, those moves have to be written chronologically. If it does not write chronologically, it will confuse the readers. But in analysed background, jumping moves are found in all analysed background. As the example in the Proposal G ((1-1), (1-2), Other in Move 3, (2-1B), Other in Move 3, (3-1), Other in Move 3, (2-1B)). The schematic structure shows that after the remaining of 2 steps in move 1, it is followed by move 3, then move 2 occurred, then move 3 is repeated again in the next 3 steps, then the background is ended by the using of move 2. A jumping move happens in Proposal G between the using of move 2 and move 3. In writing a good background needs a good organization idea in order to make it suitable to the readers' expectation. If it is not suitable with the expectation of the readers, it means that a rhetorical problem occurs in the background.

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<sup>87</sup> Rahman Kasyfur - Sofwan Ahmad. *The Schematic Structure of English and Indonesian Research article Introductions*. Language Circle Journal of language and Literature, Vol VIII/1 October, 2012.

#### ***4.1.2.3 The lack of focus paragraph***

In the ten analysed background, the lack of focus of paragraph are found. The paragraph consists of more than one main idea. Whereas an ideal paragraph must be contain of one main idea and some supporting sentence.

One of the example of the lack focus paragraph can be seen as follows:

“Second paragraph in Proposal I”

**Most teachers often face the classroom** situation when they cannot manage their students who fail to cooperate with learning process that cause the significant disruption.....**A survey of public agenda in 2004 cited by Caroline stated** that 75 % of teachers were able to teach effectively if there were no disruptive behaviors in classrooms.

From the following paragraph shows that the paragraph consists of 2 main idea. Moreover each of main idea can be classified as step 2 and step 3 in move 1.

The more main idea consists in one paragraph, the paragraph will be more lack of focus. If the idea of paragraph is not focus, the readers will be difficult to catch the idea of the background. Therefore, the lack of focus of paragraph becomes the one of rhetorical problem found in the analysed background.

## 4.2 Discussion

Since Swales proposes a system of analysis which categorizes the discourse units found in the introduction section of research article into three communicative moves (CARS), many studies dealing with introduction have been done by using his model. This study also uses Swales' CARS model as a tool to do this research. The investigation of proposal background proves that Swales' model is a good starting point in analysing schematic structure and rhetorical problem. This statement is also supported by Igor Lakic, he stated that Swales' model is an excellent tool in analysing different genres.<sup>88</sup>

In the other hand, a much more recent study by Anthony of RA introductions from engineering reveals that Swales' Created-Research-Space (CARS) model does not account for some important features of the introduction, such as the presence definition of key terms, exemplifications of difficult concepts, and evaluation of the research presented.<sup>89</sup> The researcher agrees to Anthony's statement that Swales' model is only good at the starting point. She found that there are some steps which are not appropriate to analyse the background of proposal like in the step 3 and 5 in move 3. Announcing principle finding in the proposal background is not commonly used because there seems to be a tendency that proposal writers do not normally announce their findings in the introduction section. Then in writing proposal background, outlining the structure of paper is uncommon, because it is only used in research articles. Because of Swales' work in the research article introduction,

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<sup>88</sup> Igor Lakic, *Analysing Genre: Research Article Introductions in Economic*..... 85

<sup>89</sup> Anthony, L. 1999. *Scientific research article introductions in software engineering: How accurate is a standard model* *IEEE Transaction on Professional Communication*, 42, 38-46.

there are some steps which can not use to analyse proposal background. Therefore to do this study, Swales CARS model needs to be combined to the other theory to make it applicable for research proposal background. Moreover, in doing her research, the researcher found some other unidentified rhetorical steps which are not included in Swales model. Those steps are describing background information of research setting, justifying hypotheses, defitional clarification, and airing the problem, writers' assumption and limitation of research (See appendix 1).

In spite of the appropriateness of Swales' model to this study, the result of the analysis shows that from ten analysed background, all of them have rhetorical problem. It can be seen from each of the schematic structure model of the analysed background is cyclical. It means that all background consists of repeated move and step. The cyclical structure may be happen because the background have some jumping moves and the paragraph have more than one main idea. Or it also can happen because the writers do not how is the ideal way in writing proposal background. Interestingly, some useful phrase used in the background is appropriate to show the writers' idea based on the theoretical framework in this study but their organization of the idea in the background is poor. It may be seems that the only problem of the students is to organize those idea rhetorically.

From the analysis result also shows that there is a gap between the theory and the reality. The schematic structure of the analysed backgrounds is quite different from the ideal theory of schematic structure. These differences might be partially influenced by the writers' culture, knowledge, editorial policy, social environment, and in certain cases, the technical problems. Kasyfur rahman and Ahmad Sofwan



stated that regarding the cultural variation which cause that difference in schematic structure, it is important to acknowledge EFL students that the pattern they apply and the realization they perform can match the International standard as English is increasingly becoming global Lingua Franca.<sup>90</sup> So studying the rhetorical shematic structure is important in writing.

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<sup>90</sup> Kasyfur Rahman and Ahmad Sofwan. 2012. *The Schematic Structure of English and Indonesian Research Article Introductions*. Language Circle Journal of Language and Literature Vol. VII/1