

## THE RHETORICAL STRUCTURE OF METHOD SECTION OF RESEARCH ARTICLES IN REPUTABLE INTERNATIONAL JOURNAL OF ELT PUBLISHED IN INDONESIA

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### Abstract

This study investigated the rhetorical structure of method section in English language teaching articles. A corpus consisting of 80 research articles in reputable international journal of English language teaching published in Indonesia was systematically sampled to serve as data input for analysis. The results showed that the method section of English language teaching articles were characterized by structural complexity and rich, nuanced descriptions. English language teaching researchers generally used three rhetorical moves to realize the overall communication goal of the methods section: 1) *Describing the research design*, 2) *Describing the data collection procedures*, and 3) *Describing the data analysis procedures*. While Move-1 was a Conventional move and did not have constituent steps, the second and third Move have a series of constituent steps, with Move-2 was an Obligatory move and the Move-3 was a Conventional. The most hypothetical model of method section in the results of this research were *Describing research design (M1)*, *Describing the Data Collection Procedure (M2): Describing the Samples (Move 2- Step B)*, *Describing Research Instruments (Move 2- Step C)*, *Elaborating on Data Collection Procedure (Move 2-Step D)*, and *Describing the Data Analysis Procedure (Move 3): Relating (or recounting) data analysis procedure/s (Move 3- Step A)*. These Moves and Steps provide very detailed information on various aspects of the methodology. Pedagogically, the results can provide input for lecturers and students in writing research method section of English education field.

**Keywords:** Academic writing, Rhetorical structure, Research method, Reputable international journal

### INTRODUCTION

Research in education is a critical resource for improving educational programs, policies and practices. This can be proven by the large number of research articles (RAs) published every year with the aim of advancing education. However, being able to publish quality research that can be accepted by others or by educational institutions remains a challenge for novice researchers.

Based on Burrough-Boenisch (2003), Cho (2004) & Hakim et al (2020), non-native English speakers face more difficulties than native English speakers when they write research articles. This is due to a lack of knowledge about the structure of the writing itself, both syntactically and pragmatically. So non-native-speakers authors cannot compete totally with

native-speakers writers when it comes to completing their research and wanting to publish it, especially in high-rank journals (Swales, 1990; Flowerdew, 2001).

A research article (RA) basically has several sections; introduction, methods, results, and discussion. So far, the method has become one of the more important parts of writing a scientific paper (article/ journal). In the research article, the easiest part is the method part, so this part is the first to be written (Belcher, 2009; Hakim & Medina, 2017). However, even though the method section is the easy part to write, problems are often found such as incorrect sentence structure, the wrong type of sentence (active or passive), and less received information about the research process (including; instrument, data analysis process, etc.), and not in accordance with the provisions of an article/ journal (Belcher, 2009). Thus, Branson (2004) suggested that the methods section should be written in a clear, well-organized manner so that the research can be accepted by readers and reviewers before finally being published in a reputable journal. It may be inferred that the method section's job is to persuade the reader that this research is well done and structured, and that the research is described as it is by the author, and to avoid any misunderstanding by the reader. In other words, it can also be said that the purpose of the research method is to explain the reasons behind the researcher's approach to his research. The researcher supports the data collection technique, the reason for using one of the methods in his research, and other important things that support a research so that it can be trusted and accepted. When someone is doing research, it's easy to get off track or deviate from what is being researched. So, with an adequate and structured research method, the person's research will remain accountable and in accordance with the initial goals and objectives of the research itself. Also makes research reasonable, data can be managed smoothly, and effectively. To assist researchers in writing the research method section and present it properly and structured, a guide is needed. This guide is called the rhetorical structure, which contains matters relating to the research method section. Rhetorical Structure provides a descriptive theory of a significant feature of natural text arrangement. It describes the relationships that exist between different elements of the text (Mann & Thompson, 1988).

The discussion of rhetorical structure in research methods in research articles (RAs) has been discussed in various academic fields, such as Uzun (2016), analyzed genres in a corpus of 10 research articles published in the field of Medical-Surgical Nursing. Part of the research method that is the focus. The result was that the majority of researchers include an explanation of the research design, research setting, sampling procedure, instruments and

procedures for analyzing data (with 80-100% results) from the articles being sampled, then for an explanation of the population, terminology related to data analysis, reliability of the data collection instrument (with a result of 10-40%). Kanoksilapatham (2005) investigated the rhetorical structure of the method section in biochemistry. The results show that moves 1 and 2 are considered mandatory in a study. Moves 1 and 2 here include: describing research design, describing data collection procedure, describing the Sample, describing instrument of the research, elaborating on data, confirming data collection procedures, verifying compliance with ethical standards.

Sovann et al (2022) used the sectional framework analysis method by adopting from Zhang and Wannaruk (2016). The result stated that all three Moves were found as conventional steps. This analysis suggests that the National Journal of Cambodia should provide a clear distinction in the section on writing methods by introducing a step-by-step model and specific steps for writing methods that meet research requirements. However, there has been less research on English language teaching which has become a public domain in the method sections in writing research articles. It needs more developing research on ELT especially in Indonesia.

Based on the explanation above, this research focused more on discussing rhetorical structure of methods, especially in English language teaching (ELT) research and the author took samples from four reputable international journal sites published in Indonesia. This was done in order to explain rhetorical structure of methods based on journals that have been indexed internationally so that they can be a reference for Indonesian writers, especially for students who have difficulty in writing the research methods section when they want to publish their writings in journals that have been indexed by Scopus. So, this research's objectives were: 1). To find the rhetorical structure of move found in method section of research articles in reputable international journal of English language teaching published in Indonesia, 2). To find the rhetorical structure of steps of move two in method section of research articles in reputable international journal of English language teaching published in Indonesia, 3). To find the rhetorical structure of steps of move three in method section of research articles in reputable international journal of English language teaching published in Indonesia, and 4). To find the hypothetical model for method section in reputable international journal of English language teaching published in Indonesia.

## RESEARCH METHOD

This research applied the method of content analysis with a qualitative approach. Content analysis is a research method that is often used in the social field and in related disciplines. According to Frenkel et al (2012), content analysis can be defined as a technique that allows researchers to study human behavior indirectly, through the analysis. Other experts also explained that qualitative content analysis is a way to analyze various types of text and does not use statistical analytical methods (Drisko & Maschi, 2016; Serasi et al, 2022). That is, content analysis is a method that aims to draw conclusions on a product by systematically interpreting and analyzing the textual output. In this case, Scopus-indexed English education journals published in Indonesia.

### Corpus of the study

The corpus of this research consisted of eighty research method articles that were taken from international journals in the field of English language teaching with the Scopus-index published in Indonesia. They were; SiELE (Studies in English Language and Education), IJoLE (International Journal of Language Education), TEFLIN Journal, and IJAL (Indonesian Journal of Applied Linguistics). Each of them were taken 20 research articles (RAs) so that 80 research articles (RAs) were obtained as samples studied in this research. In this study, the researcher applied purposive sampling in sampling. This was done by taking subjects at random with a specific purpose, not on the basis of similarity, or regional. This was in line with Sugiono (2016) and Armaya et al (2022), that purposive sampling is a sampling technique with certain considerations and purposes. Then the articles that were taken as samples were articles published in Indonesia with a Scopus-index to suit the purpose of this study.

### Research Instrument

This study used the checklist that contains three moves in method section of research article (RA) as a research instrument to distribute data. The detail instrument were below:

Tabel 1: Rhetorical move (Subsections) in the method section (Zhang and Wannaruk, 2016)

Move/ Step	Description	Frequency
<b>Move 1:</b> Describing research design	Outlines the vital aspects of the research design	
<b>Move 2:</b> Describing data collection procedure		
<b>Step A:</b> Describing Research Context	Provides relevant background information as the general context for the research (place, size, socio status, geographical, ect.)	
<b>Step B:</b> Describing the Samples	Describes in detail the sampling procedure and the major characteristics of the sample (sample size, age, gender, ect.)	
<b>Step C:</b> Describing Research Instruments	Describes in detail the instruments, e.g., questionnaires, interviews, or tests, for collecting	

	data needed to measure the variables	
<b>Step D:</b> Elaborating on data	Narrates the procedures of applying the instruments to the participants	
<b>Step E:</b> Justifying data collection procedures	Establishes the appropriateness of the data collection procedures	
<b>Step F:</b> Verifying Compliance with Ethical Standards.	Indicates that the research was designed and conducted in no way harmful to the participants	
<b>Move 3:</b> Describing data analysis procedure		
<b>Step A:</b> Relating (or recounting) data analysis procedure/s	Narrates the particulars of the analytical treatment of data	
<b>Step B:</b> Justifying the data analysis procedure/s	Establishes the appropriateness and rigor of the analytical procedures	
<b>Step C:</b> Establishing inter-coder reliability.	Explains how other coders were employed in data analysis for more accurate and reliable results	

## Data Collection Procedures

Twenty articles in English Language Teaching (ELT) were downloaded in the Journal of Studies in English Language and Education (SiELE), International Journal of Language Education (IJoLE), The Association for the Teaching of English as a Foreign Language in Indonesia (TEFLIN), and Indonesian Journal of Applied Linguistics (IJAL) randomly based on the provisions of the year of publication that will be used, namely journals published in the last 1 to 3 years. After that, classifying the result of the data into the instrument checklist that had been prepared by adapting the theory of Zhang and Wannaruk (2016). Finally, calculated the results based on the data to find out the percentages of each kind of Journal.

## Data Analysis

Zhang and Wannaruk (2016) framework was used to analyze the data. The importance of adopting this framework is that it gives particular steps and moves related to language features. Zhang and Wannaruk proposed that the methodology part of RAs may have no less than three moves or a portion of text with a clear communication aim established by the authors for the readers; those moves are: Move 1: *Describing research design*, Move 2: *describing data collection procedures*, and Move 3: *describing data analysis Procedures*.

According to Kanoksilapatham's (2005) classification criteria, moves occur in three categories: Obligatory, Conventional, and Optional. The category for move as table below:

Tabel 2. Categories for Moves and Steps

No.	Percentages of Moves/Steps	Status
1.	100%	Obligatory
2.	60% - 99%	Conventional
3.	<60%	Optional

## Inter-rater Reliability Analysis

In a study it was necessary to have validity, especially in qualitative research. This is because in qualitative research, research results would be accountable and accurate when researcher

and readers agree with the findings in a study (Creswell & Miller, 2000). To improve the researcher's ability and assess the accuracy of the findings and convince the reader, this study used data validation techniques involving independent co-raters. The co-rater in the study was an alumnus of the postgraduate program in English education, Bengkulu University. The person who would be the Co-rater is someone who has knowledge of the characteristics of research articles and masters discourse analysis.

## FINDINGS AND DISCUSSION

### Findings

#### *Rhetorical structure of move in method section of research articles*

The following are the results of the move in the method section found by researcher in this study. Move is an element in the research methods section.

Tabel 3. Three moves in the method section

No.	Move	Journals				Total	%	Status
		<i>SiELE</i>	<i>IJoLE</i>	<i>TEFLIN</i>	<i>IJAL</i>			
1	Move 1	17	17	15	18	<b>67</b>	83,75%	Conventional
2	Move 2	18	16	18	18	<b>80</b>	100 %	Obligatory
3	Move 3	20	17	20	19	<b>76</b>	95 %	Conventional

The results above showed that there were three moves in the method section of research articles in reputable international journal of English language teaching published in Indonesia.

First, Move 1: **Describing research design (M1)** was a Conventional move (83,75%; f = 67/80) in this research. This move outlines several important aspects of the research design, the type of research design used, or hypotheses, and the affected variables. Here were some results of M1 found in the reputable international journal of English language teaching published in Indonesia:

1. *As a result, this study is **quantitative** in character. It defines trends as a systematic, current, accurate, and objective situation, problem, or phenomena. (SiELE-1)*
2. *The current study used a **qualitative** multiple-case study approach with the formulation of research questions geared to explore the impact of NE on English teaching practice in high schools. (IJoLE-4)*
3. *A **mix of methods** was used in this study, with two entire English reading courses serving as settings. The intact group structure was used to assure the validity of this investigation. (TEFLIN-3)*

Results above were a simple description of the research design used. SiELE-1 and used a quantitative research design, IJoLE-4 used a qualitative research design, while TEFLIN-3 used a mix-method.

Second, Move 2: **Describe the Data Collection Procedure (M2)** was an Obligatory move (100%; f = 80/80) in this research. This move was almost always the first in the method section when there was no *Descriptive Research Design* (Move-1/M1). This Move contains six steps, they are: *Describing Research Context* (M2-SA), *Describing the Sample* (M2-SB), *Describing Research Instruments* (M2-SC), *Elaborating on Data Collection Procedure* (M2-SD), *Justifying data collection procedures* (M2-SE), and *Verifying Compliance with Ethical Standards* (M2-SF). These steps provided detailed information about important aspects of data collection. In short, if we find one or more of steps above in a journal, it means that it contains move 2 itself. The following were some results of M2 found in the reputable international journal of English language teaching published in Indonesia:

4. ***First, the students were given 90 minutes to produce a timed opinion essay. A writing prompt was given to the pupils to assist them understand the topic and directions. On the next day, the pupils were instructed to complete a 90-minute test on writing knowledge. The prompt test was given before the writing knowledge assessment in order to minimize the influence of the knowledge test answers on the students' composition. Two raters with doctoral degrees and expertise teaching EFL writing graded the written papers using an analytic rubric. The researchers entered the students' answers to the writing skills assessment in the answer sheets. Both scores were studied to determine the relationship between overall writing skills and writing quality, as well as the impact of writing ability on the standard of writing.*** (SiELE-12)

The result 4 (SiELE-12) above was a part of move 2 in applying the instrument from an articles.

5. ***To collect data for research, two sorts of instruments are used: test data and non-test data. The test included a speaking assessment component. At the same a period of time the non-test took the shape of a questionnaire, which was delivered to responders by a Google form in the end of of the semester.*** (IJoLE-5)

Then, result 5 (IJoLE-5) above explained the instrumtents were test and non-test (non-test was in form of questionnaire

6. *The study's participants included 124 undergraduate learners (65 female and 59 man) from Prince Sattam University in Saudi Arabia in level 5 (third year). (SiELE-7)*

Addition, result 6 (SiELE-7) presented the samples with additional criteria for the age of the sample or how long they have been in college.

Third, move 3: **Describe the Data Analysis Procedure (M3)** was a Conventional move (95 %; f = 76/80) in this research. This move is almost always written together with move 2: *describing data collection procedure*. In this move, the author presents detailed information on how a writer/researcher analyzed the research data they get. Presented quantitatively or qualitatively. Using software such as SPSS or supporting analytical instruments. The following were some results of M3 found in the reputable international journal of English language teaching published in Indonesia:

7. *The test results of the PSTs were obtained by computing the score percentages for each knowledge grouping, and their self-perceptions were examined by calculating the number of instances of rating scales of each item represented the five types of knowledge of the teacher principles of teaching. PSTs' views on the adoption of teacher understandings of teaching across their micro-teaching practices were subjected to manual analysis of data (Saldana, 2013). The selected data parts were manually evaluated and coded in Microsoft Excel as the data was stored in the repository using process coding (Miles et al., 2014; Saldana, 2013). The analyzed data segments were then summed to infer patterns of pedagogical behaviors and instructional obstacles among PSTs. (TEFLIN-8)*

Based on the result above, the researcher wrote down his moves in analyzing the data. In result 7 (TEFLIN-8) described the steps in analyzing the data using the help of Microsoft Excel software.

#### ***Rhetorical structure of steps of move two in the method section of research articles***

The following are the results of rhetorical structure of steps of move 2 in the method section found by researchers in this study: The steps are details or elements that provide a more detailed explanation in Move 2 in the research method for a journal article.

Tabel 4. Five Steps in Move 2

No.	Steps of Move 2	Journals				Total	%	Status
		SiELE	IJoLE	TEFLIN	IJAL			
1	Step A	9	8	9	6	32	40 %	Optional
2	Step B	20	20	18	20	78	97,5 %	Conventional



3	Step C	20	20	20	19	<b>79</b>	98,75%	Conventional
4	Step D	18	16	18	18	<b>70</b>	87,5 %	Conventional
5	Step E	10	3	4	0	<b>17</b>	21,25%	Optional
6	Step F	0	0	0	0	<b>0</b>	0 %	Optional

Tabel above showed there were only five steps in move 2 *Describe the Data Collection Procedure* (M2). The steps were: *Describing Research Context* (M2-SA), *Describing the Sample* (M2-SB), *Describing Research Instruments* (M2-SC), *Elaborating on Data Collection Procedure* (M2-SD), and *Justifying data collection procedures* (M2-SE). These steps gave thorough information regarding the essential elements of data collection.

**Describing Research Context (Move 2- Step A)** was an Optional step (40%;  $f = 32/80$ ). This step provides an explanation of the research background in the form of research location, social status, type of school, and others. The following were some results of Move 2 Step A (M2-SA) found in reputable international journal of English language teaching published in Indonesia:

8. *The numerous case study was undertaken in three tier-2 colleges in northern China. The three colleges of learning are all science and engineering universities with the same design and length of course training. The students were in their second year of university. They took the verbal communication training once a week for 16 weeks in one semester to improve their oral language skills.* (IJAL-2)

Among eighty research articles in reputable international journal of English language teaching published in Indonesia, the researcher found that there were thirty-two journals that wrote research context, the other forty-eight did not.

**Describing the Samples (Move 2- Step B)** was a Coventional step (97,5%;  $f = 78/80$ ). Here the authors detailed in full the sampling technique and the primary characteristics of the sample (sample size, age, gender, ect.). This was different from the M2-SA which describes the general context of a study. The following were some results of Move 2 Step B (M2-SB) found in the reputable international journal of English language teaching published in Indonesia:

9. *The study's participants included 124 undergraduate learners (65 female and 59 man) from Prince Sattam University in Saudi Arabia in level 5 (third year).* (SiELE-7)

Above was a result of Describing the samples. The result above took research samples on university students.

**Describing Research Instruments (Move 2- Step C)** was an Conventional step (98,75%;  $f = 79/80$ ). In this step, a researcher outlines fully the instruments, such as interviews, questionnaires, and tests, in collecting data required to quantify the variables. The following were some results of Move 2 Step C (M2-SC) found in the reputable international journal of English language teaching published in Indonesia:

10. *To collect data for research, **two sorts of instruments are used: test data and non-test data**. The test included a speaking assessment component. At the same a period of time the non-test took the shape of a questionnaire, which was delivered to responders by a Google form in the end of of the semester.* (IJoLE-5)

Based on the result 10 (IJoLE-5), the instrumtents were test and non-test (non-test was in form of questionnaire).

**Elaborating on Data Collection Procedure (Move 2-Step D)** was an Conventional step (87,5%;  $f = 70/80$ ). In this step, the authors described the instructions for administering the instruments for participants. So, it is related to move 2 step C. The following were some results of Move 2 Step D (M2-SD) found in the reputable international journal of English language teaching published in Indonesia:

11. ***The first** component of the questionnaire **asked participants** to provide basic data such as their gender, age, university, specialization, academic level, and a self-report of their computer ability. **The second** portion, which consists of 14 items (a five-item Likert scale with strongly agree = 5 indicating an overwhelmingly positive mindset and strongly disagree = 1 indicating an extremely negative attitude), **addresses instructors' attitudes and perceptions about using ICTs in English as a Foreign Language classes.*** (IJoLE-11)

The research article above wasa finding in the step D of Move 2. Explained how the instrument applied or given to the corpus of the study.

**Justifying data collection procedures (Move 2- Step E)** was an Optional step (21,25%;  $f = 17/80$ ). This step was taken to ensure the appropriateness for the data collecting processes. The aim was to remove doubts from the reader about the validity and reliability of a study. The following was a result of Move 2 Step E (M2-SE) found in the reputable international journal of English language teaching published in Indonesia:

12. *The implementation of teachers' groups is effective since its members are recognized for simple and useful distribution and a high proportion of questionnaire return.* (IJoLE-6)

Among eighty research articles in reputable international journal of English language teaching published in Indonesia, the researcher found that there were seventeen journals that wrote research context, the other seventy-three did not.

**Verifying Compliance with Ethical Standards (Move 2- Step F)** was an Optional step (0%; f = 0). The researcher did not find this step in four international journal scopus-indexed published in Indonesia.

### ***Rhetorical structure of steps of move three in the method section of research articles***

The following provides a description of the research results on the rhetorical structure of steps of move 3 in the research method section. This steps provided detailed information about important aspects of data analysis procedure.

Tabel 5. Step of Move 3 in the Research Method Section

No.	Step of Move 3	Journals				Total	%	Status
		<i>SiELE</i>	<i>IJoLE</i>	<i>TEFLIN</i>	<i>IJAL</i>			
1	Step A	20	17	20	19	<b>76</b>	95%	Conventional
2	Step B	2	2	0	0	<b>4</b>	5%	Optional
3	Step C	4	2	3	1	<b>10</b>	12,5%	Optional

**Relating (or recounting) data analysis procedure/s (Move 3- Step A)** was an Obligatory step (95%; f = 76/80). This step presented that authors in the sample took this step in telling their process of analyzing the research data. presented quantitatively or qualitatively. Using software such as SPSS or supporting analytical instruments. The following were some results of Move 3 Step A (M3-SA) found in the reputable international journal of English language teaching published in Indonesia:

13. *Following the completion of the questionnaires, they were recovered, tallied, and calculated for evaluation and interpretation. Data acquired from respondents was treated with the utmost confidentiality, as evidenced by declarations of consent with specific conditions negotiated by the author and those who participated prior to the study's conduct. (IJoLE-10)*

Based on the result above, the researchers wrote down his step in analyzing the data.

**Justifying the data analysis procedure/s (M3-SB)** was an optional step (5%; f = 4/80). This step was trying to establishes the appropriateness and rigor of the analytical procedures. Similar to (M2-SE), This step was used to demonstrate that the data analysis procedure was appropriate and contributed to the reliability and validity in the study's findings. The following were some results of Move 3 Step B (M3-SB) found in the reputable international journal of English language teaching published in Indonesia:

14. *As a result of recurrent intra-case and cross-case comparisons, the researchers were able to reach a larger conclusion (Quintain). (IJoLE-4)*

In the data above (IJoLE-4), the author provided an explanation that the use of comparative display help the writers to draw a bigger conclusion easily.

**Establishing inter-coder reliability (M3-SC)**, was an optional step (12,5%; f = 10/80). This step explained the way other coders were used in data analysis to produce more accurate and dependable outcomes. The following were some results of Move 3 Step C (M3-SC) found in the reputable international journal of English language teaching published in Indonesia:

15. *The author of the study and a coworker with an MA in ELT separately coded the entire dataset. The inter-coder validity was calculated to see if the data coding showed satisfactory agreement. The two raters attained 80% agreement in data coding, indicating a high level of consistency amongst coders. (TEFLIN-9)*

The data above explain that his/her research used other people as raters in making data collection instruments or instruments in analyzing data. This was done to get maximum and more valid results.

### ***The hypothetical model for method section of research articles in applied linguistics***

The hypothetical model is a description or conclusion of the many moves and steps which are most dominantly used or written. The following was the hypothetical model in research methods section published in international journals published in Indonesia:

#### **Move 1: Describing research design**

#### **Move 2: describing data collection procedures**

Step B: Describing the sample

Step C: Describing instruments

Step D: Elaborating on data collection Procedures

#### **Move 3: Describing data analysis procedures**

Step A: Recounting data analysis procedures

The hypothetical model for method section in reputable international journal of English language teaching published in Indonesia were Moves and Steps that have Obligatory and Conventional status found in this research, Moves and Steps were: *Describing research design (M1), Describe the Data Collection Procedure (M2): Describing the Samples (Move 2- Step B), Describing Research Instruments (Move 2- Step C), Elaborating on Data Collection Procedure (Move 2-Step D), and Describe the Data Analysis Procedure (Move 3): Relating (or recounting) data analysis procedure/s (Move 3- Step A).*

## Discussion

The first research question is rhetorical structures of move in method section of research articles in reputable international journal of English language teaching published in Indonesia. The results showed there were three moves in the method section of research articles in reputable international journal of English language teaching published in Indonesia, namely, Move 1: *Describing the research design*, Move 2: *Describing data collection procedures*, and Move 3: *Describing data analysis procedures*. These three Moves are very important in research methods. This is because the three existing Moves were also found in previous research, both in the field of English language teaching and in other fields of science. So, the three Moves found in this research cannot be ignored and researchers should pay attention to all three when writing research. Previous research also states that these three Moves are always present in research. Zhang and Wannaruk (2016) stated that the three Moves were found in international English education journals, as well as Duenas (2017) examined the Methods Section of 24 Business Management research publications produced in English for a worldwide crowd and in Spanish for a neighborhood audience in terms of rhetorical organization, he found that all three Moves were exist and written on the research method.

In addition, differences in the status of the moves could occur due to several factors: 1) Move-1 has Conventional status, perhaps because some authors do not explain their *research design* because research design can also be guessed through the instruments used in move two. 2) move-3 which has Conventional status could be due to differences when compared with other fields of science, move 3 may only have Conventional status in some fields of science, while in other fields of knowledge it can have similar or different status, namely Oblogatory or Optional. This cannot be confirmed if we do not compare it with other findings, so that future researchers can use this argument to investigate further than what researchers found in this study. 3) each country may have different policies in writing a scientific paper, especially as we are a non-native English speaker country, so it is very possible that some countries like us have different policies in determining the reference for writing a scientific work.

Second research question is rhetorical structure of steps of move two in method section of research articles in reputable international journal of ELT published in Indonesia. The results showed there were only three steps found in Move 2 (*Describe the Data Collection Procedure*). This steps provided detailed information about important aspects of data

collection. The steps were: *Describing the Sample* (M2-SB), *Describing Research Instruments* (M2-SC), and *Elaborating on Data Collection Procedure* (M2-SD).

The three steps found are those with Conventional status while the other three are Optional. So the researcher focused only on three steps which were considered to have the most influence on the research method, especially in the Move 2 (*Describe the Data Collection Procedure*). Another reason is that very little writing was found on steps with Optional status in this research and some did not exist at all, such as Move 2 Step F (*verifying compliance with ethical standards*). This is possible because each country has different rules for writing scientific papers. The different theory or framework used can also influence the results.

Indeed, not everyone writes the steps in move-2 so that their status is only Conventional and Optional, but what needs to be given more attention is to the steps that have Optional status such as steps F move-2 which no one writer wrote in ELT journal in this research. This may be because the field of English education is a safe field of science for conducting research and most research is carried out in educational institutions or places that do not endanger researchers or participants. This is different from the fields of chemistry, engineering and other fields of science which allow carrying out research outdoors and allow field accidents to occur. So that in the field of education it is possible to ignore this step, as is the case with Zhang and Wannaruk (2016) and the research results of Sovann et al (2022) where step F in move-2 has Optional status.

Third research question is rhetorical structure of steps of move three in method section of research articles in reputable international journal of ELT published in Indonesia. The results showed there was only one step found in Move 3 (*Describe the Data Analysis Procedure*). This steps provided detailed information about important aspects of data analysis procedure. The step was: (*Describe the Data Collection Procedure*)*Relating (or recounting) data analysis procedure/s* (M3-SA) with the status as a Conventional. There was only one step that is most dominant and has Conventional status in this research, while the other two were Optional and the researcher believe that the other two can be ignored although sometimes Step C in Move 3 (*Establishing inter-coder reliability*) is very necessary when a research requires strengthening validity a study. We can also look more broadly at Sovaan et al (2022) research which used the same framework as this research, in his research compared the writing of research methods in international and national journals written by Cambodian authors, finding that there were no authors who wrote move 3 step 3 in national journals.

Move 3 step 3 only exists in international journals and even then only a few so its status is Optional step. This research is in line with the research results found by Sovann et al (2022) in the international journal he researched. So we can argue that perhaps in move 3 only step A *Relating (or recounting) data analysis procedure/s* is really paid attention to and is of concern to writers of scientific papers. Researcher believe that steps B and C are equally critical for ensuring accuracy when analyzing the data in a study. This may have different results if the research is conducted in the discipline of mathematics, where computations must be precise and accurate, or in other scientific subjects, such as civil engineering.

The last question, is the hypothetical model for method section in reputable international journal of English language teaching published in Indonesia. The hypothetical model for method section in reputable international journal of English language teaching published in Indonesia were: *Describing research design* (M1), *Describe the Data Collection Procedure* (M2): *Describing the Samples* (Move 2- Step B), *Describing Research Instruments* (Move 2- Step C), and *Elaborating on Data Collection Procedure* (Move 2-Step D), and *Describe the Data Analysis Procedure* (M3): *Relating (or recounting) data analysis procedure/s* (Move 3- Step A).

In contrast to the rhetorical structure in previous research methods, it seems that the rhetorical structure in research methods in international journals published in Indonesia uses fewer steps in some moves. This showed that international journals of English language teaching published in Indonesia consist only some or several steps in the rhetorical structure in the research methods section. This is proven by the fact that there are only three of the six steps in move 2, and only one of the three steps in move 3. This is different from Zhang and Wannaruk (2016) research which contained six steps in move 2 and three steps in move 3. This might happen due to geographical differences between the authors. In Zhang and Wannaruk (2016) research it was conducted in a native English speaking country, whereas in this research it was conducted in a country that uses English as a foreign language. So, even if you use the same theoretical study, you will still get different findings.

So this can be used as a note by future researchers when writing scientific papers. The author can refer to previous theories or can also refer to the results of this research, which is based on the country that published the journal, namely Indonesia. It is possible that each country has provisions for writing scientific papers in the research methods section, for example, Zhang and Wannaruk (2016) pays great attention to writing in move 2-step F, namely *Verifying Compliance with Ethical Standards*. Meanwhile, in our own country we

don't focus too much on that step on English language teaching field, might the other field consist this step. Moves and steps that are generally necessary and should not be left out. In other words, the results of this research obtain rhetorical structure in a research method that is simpler but already explains or covers the content of the research method itself so that it can be a consideration for the government to use it as a writing reference for students at universities or government agencies in the field of education.

## CONCLUSION

This study found the rhetorical structure of method section of research articles in reputable international journals of English language teaching published in Indonesia. It can be concluded as follows:

First, there are three moves in the method section, namely *Describing the research design* (M1), *Describing Data Collection* (M2) and *Describing the data analysis procedure* (M3). From three moves above, M1 did not have any step/sub-section. while M2 and M3 have sub-section/steps to show the meaning described in the written method section of the research article.

Second, there were only three most dominant steps in move 2 *Describe the Data Collection Procedure* (M2) and of course this step needs to be paid attention to by researchers so as not to ignore it. The steps were *Describing the Sample* (M2-SB), *Describing Research Instruments* (M2-SC), and *Elaborating on Data Collection Procedure* (M2-SD). These steps provided detailed information about important aspects of data collection.

Third, there were only one most dominant steps in move 3 (*Describe the Data Analysis Procedure*). This steps provided detailed information about important aspects of data analysis procedure. The step was: (*Describe the Data Collection Procedure*)*Relating (or recounting) data analysis procedure/s* (M3-SA).

Fourth, the hypothetical model for Moves and Steps, *Describing research design* (M1), *Describing the Data Collection Procedure* (M2): *Describing the Samples* (Move 2- Step B), *Describing Research Instruments* (Move 2- Step C), *Elaborating on Data Collection Procedure* (Move 2-Step D), and *Describing the Data Analysis Procedure* (Move 3): *Relating (or recounting) data analysis procedure/s* (Move 3- Step A). These moves and steps needed to be considered by writers, this is in line with the findings of previous research conducted by Sovan (2022) in International journals written by Cambodian authors.



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