

APPENDIX

Appendix 1 Rhetorical Pattern of 20 RAs Written by Indonesian Writers

No.	Title of Research Articles	Rhetorical Patterns
A1	Assessment and Feedback to Enhance Online English Language Learning	M1-M3S5-M3S3-M3S2
A2	An Analysis of Code Mixing Used by A Singaporean Singer in Instagram's Caption	M1-M3S3-M2S1B-M2S2-M3S1-M3S2
A3	"Grammarly" as AI-powered English Writing Assistant : Students' Alternative for Writing English	M2S1A-M2S1B-M1-M2S2
A4	Using Total Physical Response (TPR) method on Young Learners English Language Teaching	M1-M2S1B-M2S2-M3S1
A5	The Context Meaning of Deixis in Soundtracks Lyric of The Greatest Showman Movie	M1-M3S1-M3S3-M3S4-M3S2
A6	Drama in Enhancing Motivation of Non-English Department Students : Computer Science Students	M1-M2S2-M3S1-M3S4-M3S5-M3S6
A7	How Poetry Improves EFL Learners' Vocabulary through Curriculum Based Dynamic Assessment	M1-M2S1B-M2S2-M3S1
A8	Hearing Your Feedback Loud and Clear : Students' Voice of Audio Feedback in Virtual Writing Class	M1-M2S1A-M3S6
A9	<i>Memrise</i> : Promoting Students' Autonomous Learning Skill through Language Learning Application	M1-M3S3-M3S5-M3S2
A10	The Effect of Prophet Yusuf Storytelling on Students Grammar Mastery	M1-M3S3-M2S1B-M2S2-M3S5-M3S7
A11	The Effect Fantasy Movie in Writing for Junior High School Students	M1-M2S1B-M3S4-M3S1
A12	Utilizing Test Item Analysis to Potray The Quality of English Final Test	M1-M2S1B-M3S1-M3S3-M3S2
A13	The Use of Camtasia Video, Youtube, and	M2S1A-M3S1-M3S2-

	Whatsapp in Online Teaching during Pandemic Situation	M3S3-M3S5
A14	Illocutionary Acts for Different Races Dr.King's Utterance of AVA DUVERNAY'S SELMA MOVIE	M1-M2S1A-M2S1B- M3S1
A15	VIVOCE : An Effort to Promote EFL Learners' Self-regulated Learning during the Covid-19 outbreak	M2S1A-M3S1-M3S2- M3S3-M1-M3S4-M3S5
A16	Integrating the Use of Social Media for Group Collaboration in ESP Classroom	M1-M2S1A-M2S1B- M3S1-M3S2
A17	The Effect of Visual Thinking Strategy on Vocabulary Mastery of Students in Vocational High School	M1-M2S1A-M3S1- M3S2
A18	Debating as A Systemic Teaching Technique to Promote HOTS (Higher Order Thinking Skills)	M1-M2S1A-M2S1B- M3S1
A19	Teaching Writing Recount Text by Using Powtoon Video	M1-M2S1A-M2S1B- M2S2-M3S4-M3S1
A20	The Use of KWL (Know, Want, Learned) strategy on students' reading comprehension	M1-M2S1A-M2S1B- M2S2-M3S4-M3S7- M3S1-M3S2

**Appendix 2 Results of general distribution rhetorical patterns Ras
Introduction section**

RA	Rhetorical Patterns	Move 1	Move 2			Move 3						
			S1A	S1B	S2	S1	S2	S3	S4	S5	S6	S7
A1	M1- M3S5- M3S3- M3S2	1	-	-	-	-	1	1	-	1	-	-
A2	M1- M3S3- M2S1B- M2S2- M3S1- M3S2	1	-	1	1	1	1	1	-	-	-	-
A3	M2S1A- M2S1B- M1-M2S2	1	1	1	1	-	-	-	-	-	-	-
A4	M1- M2S1B- M2S2- M3S1	1	-	1	1	1	-	-	-	-	-	-
A5	M1- M3S1- M3S3- M3S4- M3S2	1	-	-	-	1	1	1	1	-	-	-
A6	M1 - M2S2- M3S1- M3S4- M3S5- M3S6	1	-	-	1	1	-	-	1	1	1	-
A7	M1 - M2S1B-	1	-	1	1	1	-	-	-	-	-	-

	M2S2- M3S1											
A8	M1- M2S1A- M3S6	1	1	-	-	-	-	-	-	-	1	-
A9	M1 - M3S3- M3S5- M3S2	1	-	-	-	-	1	1	-	1	-	-
A10	M1- M3S3- M2S1B- M2S2- M3S5- M3S7	1	-	1	1	-	1	1	-	1	-	1
A11	M1- M2S1B- M3S4- M3S1	1	-	1	-	1	-	-	1	-	-	-
A12	M1 - M2S1B- M3S1- M3S3- M3S2	1	-	1	-	1	1	1	-	-	-	-
A13	M2S1A- M3S1- M3S2- M3S3- M3S5	-	1	-	-	1	1	1	-	1	-	-
A14	M1- M2S1A- M2S1B- M3S1	1	1	1	-	1	-	-	-	-	-	-
A15	M2S1A- M3S1-	-	1	-	-	1	1	1	-	-	-	-

	M3S2- M3S3- M1- M3S4- M3S5											
A16	M1- M2S1A- M2S1B- M3S1- M3S2	1	1	1	-	1	1	-	-	-	-	-
A17	M1- M2S1A- M3S1- M3S2	1	1	-	-	1	1	-	-	-	-	-
A18	M1- M2S1A- M2S1B- M3S1	1	1	1	-	1	-	-	-	-	-	-
A19	M1- M2S1A- M2S1B- M2S2- M3S4- M3S1	1	1	1	1	1	-	-	1	-	-	-
A20	M1- M2S1A- M2S1B- M2S2- M3S4- M3S7- M3S1- M3S2	1	1	1	1	1	1	-	1	-	-	1
	TOTAL	18	10	12	8	15	11	8	5	5	2	2

Appendix 3 Samples of Research Article Introduction Section

- a. **Author A8. (2022). Hearing Your Feedback Loud and Clear: Students' Voices of Audio Feedback in Virtual Writing Class. *Metathesis: Journal of English Language, Literature, and Teaching*, 6(1), 1-11.**

Introduction Section

Teachers in higher education are aware of the importance of giving feedback on students' writing to enhance the learning process. Feedback aims to help the students know what they have achieved in their writing related to the learning goals and to help students become aware of their weaknesses and the gaps in their writing (Lee, 2014). Therefore, it is pivotal to consider that the feedback given was useful for the students' future development. In addition to that, effective feedback can affect the students' engagement and the quality of learning (Black & Wiliam, 1998). In order to improve learning, feedback must include informative and elaborative components which highlight how to improve the performance (Narciss & Huth, 2002). The feedback which is given personally, such as you are a brilliant student or you did a great writing without any comment to improve their writing, is considered ineffective to enhance students' learning process (Hattie & Clarke, 2018; Walker, 2009; Weaver, 2006).

In addition to that, there is still a misconception about feedback that it is the only information given by the teacher to students after the submission of the writing. The misconception is focused more on what the teacher does rather than what the students do in their own learning (Carless & Boud, 2018; Evans, 2013; Nicol, 2010). Feedback should not be considered as something given by the teacher after the writing submission, but it is something given between – or connects – performances (Boud & Molloy, 2012). The most widely used feedback method is written feedback (McCarthy, 2015). Meanwhile, students highlighted some various notions they do not understand from teacher's written feedback, including the use of complex academic language (Winstone, Nash, Rowntree, & Parker, 2017), not being able to discover messy handwritten feedback (Ryan & Henderson, 2018), and written feedback which is vague and unconstructive (Henderson, Ryan, & Phillips, 2019).

The closure of higher education due to the Covid-19 pandemic must switch the teaching and learning process from face-to-face to online teaching. It also changes the pedagogical approaches of how teachers provide feedback in the virtual learning environment (VLE). In this emergency remote teaching situation, the depth of online teaching and learning relates to social, cognitive, and teaching presence (Law, Geng, & Li, 2019). One of the keys to teaching presence is providing feedback (Wilson & Stacey, 2004). In VLE, teachers can implement technology to provide feedback, henceforth e-feedback. There are many forms of e-feedback that teachers can apply: feedback using word-processing software such as Microsoft Word and Google Docs (Kim, 2010), feedback using audio (Lunt & Curran, 2010), and feedback using screen capture software (Stannard, 2017).

In response to the current condition, audio feedback can be an innovative way that is worth implementing in virtual writing class. Audio feedback is a commentary of students' writing that allows teachers to provide unique and tailored feedback (FitzPatrick & McKeown, 2020). Audio recordings have become easier because of the advancement of technology. The technology could impact the way teachers provide feedback (Stapleton & Radia, 2009). Furthermore, it can provide ways beyond written feedback which is usually conducted in the face-to-face classroom. One of the audio recording platforms that can be used is Vocaroo. Vocaroo is a free online recording website. We can access it without installing or downloading. The audio files we created on Vocaroo can be shared on different social networking sites as a link. In addition to that, we can download the audio files in different formats, such as mp3, Wav, Ogg, and flag.

According to published evidence, audio feedback is highly acceptable. Morris and Chikwa (2016) focused specifically on students' preferences of audio and written feedback and the type of feedback that could impact students' learning outcomes. Students were broadly positive about audio feedback, but they showed a strong preference for the use of written feedback in the future task. Ice et al. (2007) reported from their case study that students had positive responses with asynchronous audio feedback compared with asynchronous text feedback. The findings revealed that audio feedback could build students' engagement. In a similar vein, Brearley and Rod Cullen (2012) attempted to explore students' perceptions and engagements with formative audio feedback. The study revealed that audio feedback is clear, helpful, and engaging but how the teachers adopt the feedback delivery technique must be considered so the students can implement the feedback given. Another study conducted by Kirschner et al. (1991) also revealed that students described their experiences in receiving audio feedback as personal, complete, clear, and pleasant. In their study, they also reported that the amount of feedback comments communicated with students was greater than written feedback. It resonates with a study carried out by Merry and Orsmond (2008). They investigated that the students responded positively to audio feedback because it was easier for them to understand. In addition to that, the students felt that audio feedback was more personal and it had more depth.

Although there are many growing types of research related to audio feedback revealed positive responses, the use of audio feedback is still underexplored in virtual writing class. In this emergency remote teaching, when teaching and learning are conducted fully online, teachers had to switch the pedagogical approaches by integrating technology. Previous research has shown that students may feel isolated in an online setting, so the teachers should adapt their teaching strategies by using more interactive teaching methodologies, encouraging more student participation, and providing more communication channels to

students (Volery & Lord, 2000). It is important for the students to feel that the feedback comment is bespoke to them (R. Lefroy, 2020). There must be a positive relationship between teacher and students as a fundamental factor to successful audio feedback. A positive relationship can be built by providing well-informed feedback (Lefroy et al., 2015). Positive student-teacher relationships promote a feeling of connectedness, which leads to positive student attitudes regarding academic success expectations, as well as academic motivation and engagement (Newcomer, 2017).

Feedback comments should provide an appropriate quantity of personalized material in a way that is sensitive to each students' context and needs to maximize their potential impact. Text-based comments, which are generally limited to the margins of essays or a comment box on a rubric, make this difficult to implement. As a result, students may find written feedback or text-based comments unclear and lack in detail (Borup, West, & Thomas, 2015). Oral feedback or face-to-face feedback, on the other hand, may provide rich, personalized and detail, but it might be impeded by performance anxiety and is dependent on student memory (Henderson & Phillips, 2015). Audio feedback allows teachers to include an adequate amount of detail in a short recording, and the audio recording can be listened to as many times as the students want. Research focusing on audio feedback has shown that it is detailed, individualized, clear, and supportive (Henderson & Phillips, 2014).

One of the least satisfying aspects of feedback is about students' engagement and responsiveness to feedback (Boud & Molloy, 2012). Students are more likely to interact with and act on the feedback they understand rather than feedback they do not understand (West & Turner, 2015). It means when the audio feedback given is not clear and understandable, it can be difficult for the students to engage with the feedback. According to the evidence, audio feedback can help students engage more with feedback and, as a result, perform better in future assessments (Lunt & Curran, 2010). Audio feedback in virtual writing class is relatively novel, and its usage as a feedback vehicle is still in its infancy. As a result, there is not a lot of research conducted on this subject. Given the importance of feedback in learning, this study contributes to the developing body of research focused on students' perceptions of audio feedback in virtual writing class.

- b. Author, A20. (2021). the Use of Kwl (Know, Want, Learned) Strategy on Students' Reading Comprehension. *English Teach. J. A J. English Lit. Lang. Educ*, 9(2), 94.**

Introduction Section

In the learning of English, all of four language skills should be improved by the students. Among all the language skills, reading is one of the English skills, that is not simply translated into each word by each word but it should be entirely comprehended in the process of language course. It is also supported by (Heriyawati et al., 2018) who stated that reading is seen as the process of identification and comprehending the written text, and it is expected readers to read critically to connect and understand the content of the text as well as to get the knowledge from the text. (Nunan et al., 2015) stated that reading is required to pronounce the word loudly and comprehend the idea beyond the text. Again, reading does not only show how to identify some codes and to pronounce it, but also to make the learners understand the text meaning. Reading is a sort of active process while the readers comprehend the text being read. Information from the text is gathered and passed into the brain during the reading. The information gathered includes explicit or implicit ideas in the forms of words, phrase, and sentence. According to (Saepudin, 2018), the activities or reading comprehension are finding the main idea, the meaning of words, detail information and making inference. Further, (Sinambela et al., 2015) stated that the activity of reading is about concerning on the detail contents of written texts. It can be concluded that the reading activities need a sequence process involving not only understanding the surface of the texts but also beyond the texts.

Thus, there are various reasons to enhance reading skill for the students (Anderson, 1999; Cahyono, 2006). Firstly, students need to have a good reading skill. Secondly, reading becomes the basis to get successful in language and academic learning. Thirdly, the skill accommodates the students to enrich their vocabulary. Fourth, the students master more English language in written. At last, the skill can support the students' language acquisition process, deliver better examples for writing, have opportunities to explore new topics, encourage the discussion, and absorb the language.

The goal of reading activity is having a comprehension. (Klingner et al., 2007) contributes that reading comprehension is a complete process of multi components including some interaction of the readers' previous knowledge and operational strategy with other variables related to the text such as students' interests of the text and their understanding of text types. The reading comprehension is able to be interpreted as an ability of the reader to process text, get to know the intent of the text that the reader reads, and able integrate it with

what the reader knows. It also commonly referred to the cycle of having understood the text meaning (Woolley, 2011). Again, the purpose of reading activity is rather to have comprehended the entire text understanding than to derive literal meaning from words or sentences.

Reading without understanding seems useless. (Aulia, 2017) mentioned that without having comprehension, reading for pleasure or knowledge is impossible to be applied. Understanding the meaning of each set of words, sentences, and paragraphs that are part of the text is the purpose of reading. As the students find difficulties in mastering English in terms of vocabulary and grammar, lack of vocabulary and grammar mastery related to the text being read also contribute to the students' difficulties in comprehending the texts. Finding the main ideas and the purposes of the text seem difficult for the students when they do not know how to comprehend and understand the text well. The problem of comprehending the text is also caused by using inappropriate technique of reading.

In fact, many students still found difficulties in comprehending the text. This condition also happened in junior high school, particularly at SMP PGRI 6 Malang. Their difficulties become problems for identifying the text and answering comprehension questions because they do not know what information is in the text. The difficulties faced by the students include, firstly, lack of vocabulary and grammar which affect their comprehension as they feel difficult approaching the text. Secondly, the students find difficulty in finding the meaning in the given text as they depend on their teacher's assistance to read the text word by word or sentence by sentence. Lastly, the students have less motivation, feel reluctant, and passive because they feel that reading is boring and not interesting.

Moreover, according to our preliminary study, there are some teachers not executing background knowledge to support their students' schemata of what they are planning to learn. They also do not accommodate their students to have some questions, since they take more time to explain only. The teachers pose themselves to provide all information and instruction, take over all the things that the students have to do and the students only listen to what the teachers said. In this occasion, the students are passive listeners. The students do not get an opportunity to tell what they have known or what they have learned about the topic.

Based on the above mentioned problems, an appropriate teaching technique and reading strategy is needed to overcome the problems. A strategy can be defined as a plan of action designed to reach a particular goal. It is expected that the teaching-learning process will be more effective, and the students will be more actively engaged with the text by employing a particular reading strategy. Otherwise, it is also expected that the students will be able to read the way an expert reader does as they are not only able to engage with the text actively, but also they

are able to keep track of their comprehension. The strategy being used enables them to connect their schemata with the text.

There are various teaching and learning strategies applied in classroom to increase the students' reading comprehension. Employing the KWL (Know, Want, and Learned) strategy is one of them. According to (Usman et al., 2019), KWL strategy is one of the strategies that consider to be applied by the teachers in reading class because it assists them to operate students' background knowledge and students' interests of the topic. It involves three basic steps, which lead students in providing a path of what they already know and recall what they have learned from reading. (Usman et al., 2019) also stated that the goal of the KWL strategy helps students elicit their prior knowledge based on the information of the text, arrange the reading purpose, check their comprehension, assess the students to learn the text more, and develop ideas based on the text. In addition, the KWL strategy is able to help students figure out and evaluate their learning experience. It also becomes a useful assessment tool for teachers.

The KWL strategy is a sort of student-activity-based strategy since the students are directed to be active in the pre-reading, while reading and after reading. The strategy is divided into three stages namely K represents what they Know, W is to decide what they Want to learn, and L is recognized as what they Learned based on they have read. At the stage 'Know', it requires the students to brainstorm what they know related to the topic given and they continue writing down the ideas based on the topic in the board or a piece of worksheet. (Sinambela et al., 2015). Further, in this first stage, the students will know, analyze, and predict what they will learn from the text (KNOW). At the stage 'Want', the teachers ask the students to create the questions based on the topic being. In this stage, the students develop thoughts about what they will learned by creating their own questions. And the last stage 'Learned', the students have the opportunity to connect the link of the reading purpose, the questions they have created, and the information they found in the text. Furthermore, they will classify the important information from the text and make brief conclusion from the text (Usman et al., 2019). The strategy will favor the students to predict what they will read through a series of questions that they are going to answer later. It also helps them to become better readers. Besides that, the teachers will teach more interactive in their teaching when implementing the strategy.

Generally, there are three important steps in doing KWL strategy, which are recorded in the KWL worksheet. The first step is pre-reading activities. In this step, the teacher guides the students in brainstorming or investigating their prior knowledge on the topic to be discussed. Alternatively, it can also be done by giving feeder questions to help the students brainstorming their ideas. The brainstorming process has a purpose to activate the students' prior knowledge for helping them

understanding the text. The students' responses are recorded in column K on the worksheet.

On the second step, the teacher provides some questions to the students on what they want to learn from the topic. In the step, the students make important questions according to their interests on the topic. The questions are written down in column W of their worksheet. When the students have finished writing the questions, the teacher commands them to read the text and find more information they want to learn based on the text. The information should be useful for answering their questions later.

The last step of the KWL process is post-reading activities. In this step, all questions in column W will be answered according to the information, which the students have learned and known from the text. They write all the answers in column L on their worksheet. Moreover, the students will also review and conclude about what they have learned in the reading text. We expect that if the three steps of the strategy are well implemented, the end result is the students can comprehend the descriptive text easily and more interested in following the reading class.

Likewise, (Richard T. Vacca, 2008) emphasized that prior knowledge and students' experience in any learning situation have the most principal situations in reading comprehension. Furthermore, they stated that having comprehended a text could be encouraged through making prediction based on the text being read. This activity can be treated by using KWL strategy. The strategy, then can favor the students to enhance their understanding on the topic learned, to keep the students involving in what a fluent reader does, to have a comprehension of the text being read, to control their own learning process, to adopt it for the students' learning, and to save the information derived from the text.

Due to the above situation, the study aims at investigating the effectiveness of employing KWL strategy for students' reading comprehension and to know whether there is a significant difference between students who are taught using KWL and those who are not taught by using KWL on reading comprehension class. Thus, the problems of this study can be formulated as if there is a difference showing up between students' reading comprehension who are being taught by using KWL strategy and those who are not.

Appendix 4 Validasi Sumber Pustaka

VALIDASI SUMBER PUSTAKA PENULISAN SKRIPSI

Nama : Angela Valentiara Giofanny
 NIM : 2002109022
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
 Dosen Pembimbing 1: Dr. Lulus Irawati, S.S., M.Pd
 Dosen Pembimbing 2: Dr. Erlik Widiyani Styati, M.Pd
 Judul : Rhetorical Patterns of Research Article Introduction
 Section Written by Indonesian Writers

No.	Sumber Pustaka	Halaman		Hasil Validasi	
		Pustaka	Skripsi	Sesuai	Tidak Sesuai
1.	Afrizon, E., Arsyad, S., & Zahrida. (2018). A DISCOURSE ANALYSIS OF RHETORICAL STYLE IN RESEARCH ARTICLE INTRODUCTION IN LAW STUDIES WRITTEN BY INTERNATIONAL AUTHORS. In <i>Journal of English Education and Teaching (JEET)</i> (Vol. 2, Issue 4).	93	2, 3, 4, 44,	✓	
2.	Allen, D., & Middleton, G. D. (2011). <i>Short Research Articles as Proxy Models for Research Articles: The Effects of Brevity on the Discourse Structure of Introductory Sections.</i>	67	17	✓	
3.	Arikunto. (2014). <i>Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi</i>	54	21	✓	

	<i>By English Native Speakers.</i> https://doi.org/10.4108/ea1.14-11-2020.2310290				
9.	Irawati, L. (2022). Potential Factors Influencing the Rhetorical Patterns of Research Article Discussion Sections. <i>Studies in English Language and Education</i> , 9(1), 115-131. https://doi.org/10.24815/siele.v9i1.21267	126-129	11	✓	
10.	Jackson, R. L., Drummond, D. K., & Camara, S. (2007). What is qualitative research? <i>Qualitative Research Reports in Communication</i> , 8(1), 21-28. https://doi.org/10.1080/17459430701617879	21	19	✓	
11.	Kemp, A. (2007). <i>Characteristics Of Academic Writing In Education.</i> http://library.ucf.edu	43	14	✓	
12.	Mahardika. (2019). <i>RHETORICAL PATTERN IN ARGUMENTATIVE ESSAY WRITING BY EFL STUDENTS OF IAIN SURAKARTA.</i>	74	12, 13	✓	
13.	Miles, M. B., Huberman, A. Michael, & Saldaña, J. (2014). <i>Qualitative Data Analysis A Methods Sourcebook Edition.</i>	17	25	✓	
14.	Miles, M., & Huberman, A. M. (1984). <i>Qualitative Data Analysis: A Sourcebook of New Methods.</i> SAGE publications Inc.	34	23	✓	
15.	Pandan Sari, N., Azwandi, & Arsyad, S. (2022). <i>Rhetorical</i>	67-72	44	✓	

	(Mixed Methods). Alfabeta.				
4.	Armağan, A. (2013). Bilimsel bir makalede giriş bölümü nasıl yazılır? <i>Türk Uroloji Dergisi</i> , 39(SUPPL. 1), 8-9. https://doi.org/10.5152/tud.2013.046	8	13	✓	
5.	Arsyad, S., & Arono. (2016). Potential problematic rhetorical style transfer from first language to foreign language: a case of Indonesian authors writing research article introductions in English. <i>Journal of Multicultural Discourses</i> , 11(3), 315-330. https://doi.org/10.1080/17447143.2016.1153642	8-13	7	✓	
6.	Bazerman, Charles I, & Brandt Steve Graham I Jill V Jeffery Paul Kei Matsuda I Sandra Murphy I Deborah Wells Rowe Mary Schleppegrell I Kristen Campbell Wilcox, D. L. (2018). <i>The Lifespan Development of Writing</i> . www.ncte.org	326	1	✓	
7.	Dabamona, M., Fatimah, A., & Rahayu, S. (2022). <i>Create a Research Space (CARS) in Introduction of Indonesian Bachelor Thesis: A Corpus-Based Analysis</i> . Corresponding email.	137-138	12, 13, 16	✓	
8.	Fitriati, S., Gunawan, W., Farida, A., & Gayatri, N. (2021, December 13). <i>Rhetorical Structure of Thesis Introduction Chapters Written</i>	3-7	17	✓	

	<i>Moves in Introduction Sections of Applied Linguistic Research Articles of Different SINTA's Ranking. 6(1).</i> https://journals.unihaz.ac.id/index.php/edu-ling				
16.	Rahayu, T., Permatasari, I., Mudofir, I., Sutantohadi, A., & Maftuh, M. F. (2022). RHETORICAL MOVES IN THE BACKGROUND SECTIONS OF EFL INDONESIAN VOCATIONAL COLLEGE STUDENTS. <i>LLT Journal: Journal on Language and Language Teaching</i> , 23(2), 660–670. https://doi.org/10.24071/llt.v25i2.4273	665-667	11, 13, 14, 15, 16, 43	✓	
17.	Ramadhanty. (2022). <i>Rhetorical Patterns in the Introduction Section of English and Indonesian Research Articles.</i>	87	16, 43, 44	✓	
18.	Rochma, A. F., Anita, T., & Ashadi. (2020). Rhetorical styles of Introduction in English language teaching (ELT) research articles. <i>Indonesian Journal of Applied Linguistics</i> , 10(2), 304–314. https://doi.org/10.17509/ijal.v10i2.28593	307-312	7, 10, 44	✓	
19.	Simanjuntak, R. R. (2022). Revealing the rhetorical moves and linguistic patterns in discipline-related undergraduate thesis. <i>JOALL (Journal of Applied Linguistics and Literature)</i> , 7(2), 345–361. https://doi.org/10.33369/joall.v7i2.20542	345	3	✓	

20.	Subakti. (2016). <i>ANALISIS STRUKTUR RETORIKA DAN FITUR LINGUISTIK BAGIAN PENDAHULUAN ARTIKEL JURNAL PENELITIAN BERBAHASA INDONESIA DALAM BIDANG ILMUSASTRA.</i>	571	3	✓	
21.	Sujito, & Muttaqien. (2016). <i>RHETORICAL PATTERN IN ARGUMENTATIVE ESSAY WRITING BY EFL STUDENTS OF IAIN SURAKARTA.</i>	164-165	2	✓	
22.	Sukendra, & Atmaja. (2020). <i>INSTRUMEN PENELITIAN.</i>	1-2	21	✓	
23.	Suryani, I., Hashima, N., Yaacob, A., Rashid, S. A., & Desa, H. (2013). Rhetorical Structures in Academic Research Writing by Non-Native Writers. <i>International Journal of Higher Education</i> , 3(1). https://doi.org/10.5430/ijhe.v3n1p29	35	19	✓	
24.	Swales, J. M. (2004). <i>Research Genres. In Research Genres.</i> Cambridge University Press. https://doi.org/10.1017/cbo9781139524827	60	9, 10, 16, 17, 28, 43, 44	✓	
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Catatan Dosen Pembimbing :

Layak / Tidak Layak untuk Diuji (coret yang tidak perlu)

Madiun, 20th 2024




Dosen Pembimbing 2



Dr. Erlik Widiyanti Styati, M.Pd

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Appendix 5 Lembar Persetujuan Pembimbing Terhadap Artikel Ilmiah Yang Dipublikasikan

PERSETUJUAN PEMBIMBING TERHADAP ARTIKEL ILMIAH YANG DIPUBLIKASIKAN	
Nama Mahasiswa	: Angela Valentiara Giofanny
NIM	: 2002109022
Program Studi	: Pendidikan Bahasa Inggris
Judul Artikel	: Rhetorical Patterns of Research Article Introduction Section Written by Indonesian Writers
Jurnal/Prosiding Yang Dituju	: Eralingua
Pembimbing I	Pembimbing II
 Dr. Lulus Irawati, S.S., M.Pd NIDN. 0713047501	 Dr. Erlik Widiyani Styati, M.Pd NIDN. 0712128404
Disetujui Tanggal: 31 JULI 2024	Disetujui Tanggal: 31 JULI 2024
Mengetahui, Kaprodi Pendidikan Bahasa Inggris  Dr. Erlik Widiyani Styati, M.Pd NIDN. 0712128404	

VITA



Angela Valentiara Giofanny was born in Madiun on March 31st , 2001. The author is the first child of Nikko Andrias and Yuli Satiya. Big sister of a younger sister named Divanda Chessa. The author's education history is at TK Siwi Peni (2007), SD Negeri 01 Nambangan Kidul (2007-2013), SMP Negeri 2 Madiun (2013-2016), and SMK Negeri 3 Madiun (2016-2019).

In 2020, the author continued higher education at Universitas PGRI Madiun as a student of the English Education Study Program. During college, the author was active in various organizations, including the English Department Students Association (EDSA), Scholar Entrepreneurship as general chairman, and UNIPMA Putra Putri Association in 2022. The author is active in various campus activities, including being the Ambassador of the English Language Education Study Program, finalist of Putra Putri UNIPMA 2022, participating in the International Credit Transfer program at ISPSC Philippines, passing the Student Creativity Program (PKM) funding, finalist of the English Speech Contest at the 2023 PORSENASMA event, being the Master of Ceremony at the activities of the study program and campus, and being a resource person in the *Kelas Sahabat* of Radio Suara Madiun. As one of the requirements to obtain a bachelor's degree in 2024, the author

compiled a thesis entitled *Rhetorical Patterns of Research Article Introduction Section Written by Indonesian Writers*.