

CHAPTER ONE

INTRODUCTION

1.1 Opening remarks

The ability to write and publish research articles (RAs) in English is very important endorsement for researchers to be acknowledged by the international academic community. This realisation is significant because researchers that are not giving this specific attention might have difficulty or even find themselves marginalised from the English discourse community worldwide. Moreover, publishing RAs in a language that is not understood by an international academic counterpart is considered as ‘Lost science in the Third World’ (Gibbs, 1995). According to Gibbs (1995), valuable work that is published in languages that are not global is often simply lost. This is to say that research written in languages other than English has no effect on other English-speaking people within the wider academic community. It is similar to the Indonesian idiom ‘*Bagai menggarami air laut,*’ (Torchia, 2007, p. 27), which literally means it is like spreading salt over the ocean, making much effort with no significant effect. The primary aim of the writing of a scientific article should be “to have as many people as possible to read it, understand it and be influenced by it” (Lindsay, 2011, p. 5).

Indeed, it is an undeniable fact that English is the most important language that has power and effectiveness in dissemination of research findings. Hyland (2011, p. 171) signifies the growth of English as the international language of research and scholarship that marks the importance and the centrality of academic discourse in the structure of knowledge. Therefore, scientists who desire to publish their research findings through journal must write in English. Swales (2004, p. 33) maintains that the world discourse community demands that English is the only language for RAs and new editorial policies that increasingly require English as the language of publication.

As writers a from non-English speaking background, Indonesian academics are increasingly realising that writing and publishing of RAs in English is the only way to be

accepted in international academic conversations. However, writing RAs in English is not an easy task for the majority of Indonesian academics. English is a foreign language in Indonesia and, therefore, has limited functions that are appropriate to certain situations, such as language for science and technology, diplomatic purposes and doing business with foreigners (Sugono, 2004). Although English is one of the core languages that should be learnt in schools, its function and usage are limited and mainly apply in the classroom setting. In formal situations, however, the Indonesian Government recommends the use of the Indonesian language, Bahasa Indonesia, as the main communication medium in all aspects, either in formal or informal situations (Sugono, 2008). This condition, to a certain extent, restricts Indonesian academics in obtaining sufficient experience in writing and publishing RAs in English.

Recently, the Indonesian National Language Policy introduced a new regulation of the status of English as a foreign language in Indonesia. Under the Republic Indonesia Act no. 24/2009 of the status of Flag, Language, and National Anthem, writing RAs in either Indonesian or in English is strongly encouraged to enhance the production of RA in English. It is stated in sub-section 35 sequence 1 (Pasal 35 ayat 1) that the Indonesian language should be used as the compulsory medium in writing and publishing RAs. However, this restriction is followed by the condition stated in Pasal 35 ayat 2 that writing and publication for a specific research purpose can be presented in a local language or in a foreign language. This recent policy relating to the status of English as a foreign language in Indonesia opens more areas for Indonesian academics to be actively involved in the world scientific conversations through writing and publishing RAs in English.

Moreover, a specific regulation of the Ministry of Administrative and Bureaucratic Reforms of the functional status of lecturer and the credit point system for university educators (Permenpan no. 17, 2013) reinforces the importance of publishing RAs in English. It states in the section III.A.1.b.1 that every publication of a scientific article in international journals will be given the reward of 40 credit points. This is a significant appreciation for Indonesian academics compared to RAs being published in Indonesian journals, which will be awarded only 10 credit points if it is published in general national scientific journals and earning 25 credit points when it is published in the national accredited Indonesian journals. This regulation implies that writing and publishing RAs is very important to gain an official approval as well as national recognition particularly to

enhance the qualification of an academic career. While this regulation empowers Indonesian academics to pursue and accelerate their academic promotion through scientific journal publications, this policy is an expected contribution of Indonesian academics into international publications.

Publishing RAs in journals has now become one of the most recent important issues for the Indonesian academics. As an active part of the global community, the Indonesian academics deserve to contribute their role into the English discourse community. Even more, the decree of the Director General of the Directorate of Indonesian Higher Education (Dirjen Dikti) number 152/E/T/2012 produces more pressure on all university students, either in an undergraduate or postgraduate degree, to publish RAs as an obligatory procedure before they can finalise the degree and reach graduation. This policy strongly urges all graduate students to contribute at least one RA in Indonesian for undergraduate and in English for postgraduate research students. Together with researchers and academics, they are all called to partly resolve a concern regarding the relatively low number of the Indonesian scientists contribution to international publication (Utomo, 2009). This movement suggests that writing RAs in English is essential.

This recent demand has been challenging for the Indonesian academic environment. In recent times, more and more journals in Indonesia have been publishing RAs in both Indonesian and in English. There are journals that have been created as monolingual journals that only publish RAs in English, such as TEFLIN (Journal of Teaching English as a Foreign Language in Indonesia), Indonesian JELT (Journal of English Language Teaching), and 'K@ta' the biennial journal of English Language Teaching in Indonesia. The publication of RAs written in English in Indonesian journals is intended to provide other means for Indonesian academics to publish their research through English journals. For a country like Indonesia that deserves international recognition, the Indonesian journals policy should begin to provide more space for RAs written in English rather than their vernaculars and adopt an English only publication policy.

To some degree, the equal use of English as the language of scientific articles in Indonesian publications along side the Indonesian language might be considered as opposing the desire to preserve the national identity from global influences (Moeliono, 2000, Sugono , 2008). On one side, Indonesian academics are expected maintain the ownership tradition of the national language, on the other side; they need to embrace a

new tradition of the international community. The Indonesian Government has been trying to preserve and protect the Indonesian language because of national pride and identity; however, the pressure of the contribution of Indonesian academics into international knowledge exchange becomes a very difficult problem. This circumstance is visualised as eating a 'malakama' fruit in the Indonesian proverb that says: 'Seperti makan buah si malakama, dimakan ibu mati, tidak dimakan bapak mati' (Badudu , 2008). It means if you eat the malakama, your mother will die, but if you do not eat it, your father dies instead. Whether we like it or not, the role of English as the main communicative medium has left little choice for non-English speaking researchers but to publish in this language that reaches a wider scope of readerships.

However, writing RAs in English also has many requirements to meet the academic community's expectations. These requirements have received a lot of consideration by Applied Linguists as they are regarded as being difficult for writers from non-native English speaking backgrounds to accomplish (Canagarajah, 2010, Flowerdew, 2001, Hyland, 2008). This difficulty has been attributed to different traditions, norms, first languages and cultural backgrounds that lead to the current discursive practice of writing and publishing RAs in many non-Anglophone countries (e.g., Bhatia, 2008; Canagarajah, 2002; Duszak & Lewkowicz, 2008; Fakhri, 2009; and Moreno 2008; 2010). Different traditions and norms between English and non-English speaking countries constrain the opportunities for non-English speaking writers to be involved in the worldwide discourse community conversation (Salager-Meyer, 2008). Such as, the use of genre theory is the best one that has been identified for helping second language (L2) writers achieve the same rhetorical argumentation in their research articles as native language (L1) writers (Swales, 1990; Swales and Feak, 2004).

In short, the writing and publishing of RAs is not a simple issue for the Indonesian academics. The fulfillment of many requirements to ensure that RAs have a chance to be published in journals involves a broader consideration from the Government policy to diverse local tradition and the multilingual background of the Indonesian academics. This problem needs further investigation in order to find a better outcome and solution. As a way of contributing to the resolution of this problem, this study considers the rhetorical organisation of RAs as the focus of investigation from the perspective of genre and rhetorical diversity.

1.2 Brief overview of the study

This study aims to find out the rhetorical features of English RAs written by Indonesian academics by comparing them to RAs written in Indonesian. The different cultural and first language backgrounds of the Indonesian academics are presumed to affect the organisational structure and rhetorical features of RAs whether they are written in English or in Indonesian. Due to these circumstances, RAs written by Indonesian academics might have certain characteristics, particularly in the organisational structures and the rhetorical styles. This study is an attempt to find out the nature of RAs written by Indonesian academics in English and in Indonesian that are published in the accredited journals in Indonesia. The investigation aims to determine whether Indonesian authors use the same or different rhetorical features when they write in different languages, that is, in English and in the Indonesian language, Bahasa Indonesia.

This study explores a selection of RAs in the Applied Linguistics discipline. The choice of the discipline of applied linguistics is based on the following. First, the numbers of the national accredited journals in Indonesia publishing RAs in Applied Linguistics are relatively well established. There are at least 16 accredited journals that regularly publish Applied Linguistics RAs. Secondly, Applied Linguistics covers many types of studies of linguistics and the study of language teaching and learning as well as many supporting disciplines. Kaplan (2002, p.10) argues that under the umbrella of Applied Linguistics, any RA that addresses subsets of language problems will be considered as applied linguistics studies, for example, language learning, language teaching, language contact, language inequalities, language policy and planning, language assessment, and language use, translation and interpretation and language pathology. This relatively extensive division of Applied Linguistics studies might cover both RAs written in the Indonesian language and in English written by the same authors. Third, investigating RAs in Applied Linguistics discipline is an important reflective endeavour to find out the readiness of Indonesian academics majoring in disciplines of Languages and Applied Linguistics to publish English RAs in mainstream international journals.

This study investigates the rhetorical features of RAs written by Indonesian academics based on Swales' (1990) generic pattern of RAs, which is structured as the Introduction-Method-Results-Discussion (IMRD), known as IMRD format. The study further

specifically examines two sections, that is, the Introduction section and the Discussion section in terms of the rhetorical features used by authors to achieve the communicative purposes. Swales' (1990) Create – A – Research – Space (CARS) model of analysing the Introduction section and Swales' (1990) Eight Move framework of analysing the Discussion section are used to investigate various strategies used by Indonesian academics, in writing RAs in English and in Indonesian. The two sections of RAs, the Introduction and the Discussion sections, are the focus of the investigation because both are considered difficult to develop and match with the discourse community's expectations (Swales, 1990, Flowerdew, 2001). The findings of the investigation of RAs in the two languages are compared and contrasted to find the similarities and the differences of the rhetorical features used in writing RAs. This rhetorical diversity used by Indonesian academics in writing RAs in English and in Indonesian is further discussed to find out a possible explanation of this discursive practice.

Swales (1990) suggests that specific attention should be given to the two sections, that is, the Introduction and the Discussion sections, as they are considered difficult to develop. He notes that authors from non-English speaking backgrounds usually have difficulties in developing the Introduction and Discussion sections, and particularly when establishing the requirements of certain communicative purposes. It is evident that the establishment of RA introductions that do not follow the conventional strategy that exists in the native English academic community may hinder the publishing of RAs in English journals (Flowerdew, 2001). Lindsay (2011, p. 8) emphasizes that these two sections of scientific articles are the most important parts and particular attention should be paid to them, especially for those from non-native English speaking backgrounds who wish to publish English RAs in international journals.

Research articles written by non-native English writers in particular for international journals might face several problems because of the rhetorical differences between the first and the second languages that might impede the success of writing RAs in English (Canagarajah, 2002, 2010). This cultural aspect is considered to be one of the many constraints that might influence authors from non-English backgrounds when they write in English (Connor, 1996, 2008, Hyland, 2002, 2008, Moreno, 2010, Paltridge, 2009). In addition, the structure of RAs might also be influenced by the purpose of writing and

distinctive writing practices in their languages, cultures, or the context of culture (Lindsay, 2011).

Canagarajah (2010) asserts other challenges for non-native English writers in publishing RAs because international contributions may be restricted by the limited number of journals available as their endorsement and due to language difficulties in which they write their research reports. This implies that only writers familiar with the English discourse community convention will have more opportunity to publish in international journals. From an international editors' point of view, the influence of the first language practice is assumed to be a factor that may prevent the acceptance of RAs in order to gain international readership (Flowerdew, 2002, Moreno, 2008, 2010). This condition limits researchers from non-English speaking countries to publish RAs in mainstream English journals.

These interrelated aspects have been attributed to the difficulty in composing English RAs that follow English discourse community conventions. In particular, this problem may also be the case for Indonesian academics when they write RAs in English. There are concerns, as aforementioned in Section I.1, that publishing RAs in English is somehow a very difficult task and the contribution of Indonesian academics to publish RAs in reputable international journals is still very low (Utomo, 2009). The chances of Indonesian academics publishing RAs in international journals are partially constrained by a different practice in the organisation of rhetorical features that are considered not to match with the expectation of the English discourse community. Being non-English speakers, the Indonesian academics who wish to participate in international scholarly conversation might find an unpleasant experience in that their writing of research findings might fail to reach the intended audience.

Consequently, the writing and publishing of RAs in English has proved to be a major concern especially for writers from non-English speaking countries. This concern covers, among other things, the different writing conventions and cultural backgrounds as the main constraint in producing acceptable RAs for the worldwide English discourse community. Various scholars have, from different perspectives, drawn attention to such difficulties, including: bias toward privileged communities where the West is considered prestigious in the field (Canagarajah, 2010), non-recognition of different rhetoric, organisation, and styles (Moreno, 2010; Swales, 1990); and the unfairness of treatment of

non-English writers during editing and editorial procedures owing to their different writing traditions (Flowerdew, 2001, Canagarajah, 2002). Moreover, a concern is discussed in Horner, NeCamp & Donahue (2011) regarding the editing process. They assert that RAs from non-English writers may be judged more harshly by reviewers of only English-medium publication partly because they suffer from limitation in the scholarship citation. These complex difficulties, in turn, hinder the chances of RAs by non-native English writers being published in international journals (Canagarajah, 2002, 2010; Flowerdew, 2001; Moreno, 2010; Swales, 1990).

In reality, the process of the development of RAs is also accommodated by other groups of experts in order to facilitate the success of the communicative function of the RA. This group includes journal editor(s) and referee team(s) of academic journals that will be the gatekeeper of the conventions and epistemological beliefs of academic journals (Berkenkotter and Huckin, 1995, p. 97). These parties will determine whether an article has adhered to the discipline conventions and beliefs and thus can be published or rejected. The editorial board members of blind manuscript reviews are often involved in the construction of the author voice and rhetorical choices (Tardy and Matsuda, 2007). Tardy and Matsuda (2009) emphasise that editors of scientific journals are responsible for published RAs to have met all the relevant discipline conventions and epistemological beliefs. Journals editors as 'gatekeepers' (Swales, 2004, p. 45) will see whether the RAs have met convention and the standard set by the journal. Swales (2004, p. 218) maintains that before RAs really take their final form, they undergo some chains of editing and redrafting, and receives multiple inputs from coauthors, colleagues, reviewers, and editors. Beside the journal editors, the most relevant participants in this process are peer reviewers, since they are established members of the targeted discourse communities who are involved in the convention of RAs (Moreno, 2010).

Likewise, this discursive practice of editorial boards in Indonesia might have to be more approachable and tend to be modest in adapting the RA convention set by international journals (Basthomi, 2007). However, Basthomi (2012) argues that, to a greater extent, the 'gatekeepers' of the Indonesian journal suffer from the 'ambivalences', that is, an attitude to accommodate the need to adopt the international discourse community convention, but at the same time be distracted by consideration to accommodate the local tradition of the Indonesian discourse community as the target audience. In this case, therefore, the final

form of published RAs in Indonesia is actually also the product of collaborative and with the involvement of different people, including the author, editors and reviewers.

This circumstance relates to the demand that Indonesian academics are required by the Indonesian Government to actively engage in writing and publishing RAs in English. Therefore, this study is an important endeavour to identify the current practice of the modern Indonesian RA in the discipline of Applied Linguistics and to investigate the differences in rhetorical features of writing RAs in English and in Indonesian that were published in the national accredited journals in Indonesia. This study will also contribute to the development of an acceptable English RA for international publications that requires certain structure and the organisation of rhetorical features to ensure that the paper can be read and understood clearly by the targeted readers of a particular scientific community.

Likewise, a number of studies of rhetorical structure of RAs written in English by Indonesian academics have been done, for example by Mirahayuni (2002), Basthomi (2006), and Anwar (2010). Mirahayuni (2002) investigates the different strategies used by Indonesians in writing RAs in English compared to RAs written by native speakers. Basthomi (2006) analyses the rhetorical patterns of RA Introductions sections written in English by Indonesian academics, which he found to be typically different from English RAs written by native English writers. Both Mirahayuni and Basthomi reveal that Indonesian writers are familiar enough with the physical appearance components of RAs, but the rhetorical development of ideas in the RA composition does not entirely conform to the expectation of English speaking readers.

Study by Mirahayuni (2002) compared rhetorical patterns in RAs between native and non-native writers. The comparison is made between RAs written by Indonesian as non-native speakers and RAs in English in the disciplines of Language teaching. Mirahayuni (2002) focused on and identified the functional elements that constitute the generic structure of English RA texts as written by writers of different nationalities. The approach was mainly descriptive and focused on the comparison of tendencies that are observable in the writers' strategies. The analysis focused on the Introduction and Discussion sections. Mirahayuni's analysis of the native English texts was intended to further appraise the accuracy of Swales' model for English RAs. By using the framework for the generic structure analysis on Swales' (1990) CARS model of moves, Mirahayuni (2002) indicates significant

differences in both forms and functions of textual strategies between the native and non-native text. The differences are partly due to the influences of writing practices in the non-native writer's first language and partly to the writer's attempt to find an appropriate format in the absence of well-established research writing conventions in the first language.

Basthomi (2006) investigated RAs of non-native writers in language teaching. His study focused on the differences of RA Introduction by Indonesian writers writing in English. By using Swales (1990) model of analysis, the results show that 'making topic generalisations' is the most frequent step employed. The analysis also documents that Indonesian writers of English RAs tend to be weak at the attempts to create a research space. The RA authors tend to realise Move II, Establishing a niche, by opting for the second step, namely: 'indicating a gap' instead of the first step, that is 'counter-claiming'. Moreover, Indonesian English RA writers also tend to settle on 'review of literature on concepts' instead of 'review of items of previous research'. In short, the English RA Introductions by Indonesians tend to show a weak preparation for the creation of a research space that is proposed in Swales' CARS model of the Introduction section.

A more recent study of the Introduction of RAs done by Anwar (2010) suggests that different writers from different backgrounds employ rhetorical differences. He investigated rhetorical Moves of English RA Introductions in four journals of language teaching based on Swales' (1990) CARS model. He summarised that rhetorical Moves of the Introduction section proposed by Swales' (1990) are consistently employed by three journals of language teaching, namely: Language Learning, RELC, and TESOL Quarterly Journals. However, he finds out that RAs in the Journal of TEFLIN (Teaching English as a Foreign Language in Indonesia) consistently uses only two rhetorical moves, that is, establishing a territory (Move I) and then directly followed by the rhetoric of Occupying the Niche (Move III). The findings imply that RAs published in the TEFLIN Journal, which is supposed to represent the Indonesian academics, shows the least complete of rhetorical features occurrence compared to the other three international journals in language teaching.

Researching into RAs written in Indonesian has also been done (Safnil, 2000). He investigates rhetorical features of the Indonesian RAs in three disciplinary areas, namely: Economics, Education and Psychology. The data were RAs written by Indonesian scholars

and published mainly in university-based scientific journals. The main focus of this study is on the examination of the patterns of communicative purposes or 'Moves' and their subsequent elements or 'Steps' of the Introduction sections of these articles. The analyses include the examination of communicative purposes and persuasive values of the texts, linguistic resources used to materialise the communicative purposes and persuasions, the cultural factors, scientific practices and academic writing conventions underlying the specific rhetorical features.

This study found that the macro structure of the Indonesian RAs, includes: the Introduction, Methods, Results and Discussion or IMRD pattern, is relatively similar to that of the English RAs except that, unlike in English RAs, the Conclusion and Suggestion section in the Indonesian RAs are separated. He found that the communicative purposes and persuasions in the Introduction sections in the Indonesian language are relatively different to English RAs. Differences are also found in the way that rhetorical works use the linguistic resources to materialise the communicative purposes and persuasions in the Introduction sections. Some of the rhetorical differences are because of the differences in the research practices and scientific writing conventions in Indonesian and in English speaking countries, while others are because of cultural differences reflected in the two languages.

The studies discussed above show that the generic structure and rhetorical features of RAs written by Indonesian scholars, either written in English or in Indonesian, indicate that the writing of RAs by Indonesian academics, either in English or in Indonesian, follow the conventional pattern of the scientific articles (Swales, 1990). Aside from this, the researchers found that there are certain rhetorical strategies that are different from RAs written by native English authors. This particular aspect of the difference is in regard to the achievement of communicative purposes of Move II in CARS model, the Establishing a niche. In general, those studies revealed that RAs written by Indonesian have a limitation in the explication of communicative purposes of the Introduction of RAs.

However, there is no comparative research into RAs written by Indonesian academics in the Indonesian language as their first (L1) and in the English language as their second language (L2) respectively, which are written by the same author and by different authors. The comparison of rhetorical devices used in writing RAs in different languages is important research that will constitute the whole understanding of the rhetorical

organisation of RAs written by Indonesian academics. This present study aims to construct a contrastive understanding of how authors' language-specific rhetorical patterns differed from RAs written by discrete group of authors known to write only in English or in the Indonesian language. This contrastive rhetoric study is an attempt to make a contribution to this gap in knowledge.

Therefore, more studies are needed to investigate the differences and similarities between the Indonesian and English rhetorical organisation in RAs that are written by Indonesian academics. In particular, the investigation was focused on articles published in the accredited journals in Indonesia. It was presumed that most of RAs have met not only the respective discipline conventions and epistemological beliefs, but also the national standard set by the Indonesian Directorate of Higher Education (DIKTI), because all of the journals, from which the RAs are taken, should have been assessed by this Directorate and have the accredited status. This specific aspect of the structure and rhetorical organisation of RAs written by Indonesian academics is the focus of consideration to be further explored in this dissertation.

1.3 Aims of the study

The main aim of this study is:

to explore the nature of the organisation of rhetorical features of RAs written by Indonesian academics in the Indonesian language and in English.

The specific aims of this study are:

1. to describe the common rhetorical features of RAs written by Indonesian academics in English;
2. to describe the common rhetorical features of RAs written by Indonesian academics in the Indonesian language;
3. to investigate the extent to which the rhetorical features of the two sets of RAs written in English and in Indonesian language are similar or different.

1.4 Research Questions

The main research question is:

What is the nature of the organisation of rhetorical features of RAs written by Indonesian academics in the Indonesian language and in English?

The subsidiary questions are as follow:

1. What are the common rhetorical features of RAs written by Indonesian academics in English?
 - a) How is the generic structure of English RAs written by Indonesian academics established?
 - b) How is the rhetoric of the Introduction section of English RAs written by Indonesian academics established?
 - c) How is the rhetoric of the Discussion section of English RAs written by Indonesian academics established?
2. What are the common rhetorical features of RAs written in the Indonesian language?
 - a) How is the generic structure of RAs written in the Indonesian language established?
 - b) How is the rhetoric of the Introduction section of RAs written in Indonesian established?
 - c) How is the rhetoric of the Discussion section of RAs written in Indonesian established?
3. What are the differences and similarities between the rhetorical features of RAs written by Indonesian academics in English and in the Indonesian language?

1.5 Significance of the study

This study makes several important and valuable contributions to the field of Applied Linguistics. It has significance in terms of contributing evidence of rhetorical differences

from multilingual writers' background in writing RAs. In particular, the study of rhetorical features of RAs addresses the need of Indonesian academics as advanced non-native English users to write RAs and to help non-native English professionals who want to publish their articles in English.

First, this study provides evidence of the ways in which Indonesian academics write RAs using certain models for international English journals worldwide. This is significant because Indonesian academics as educated users of English can be active members of the discourse community. They can bring their own research findings or theses to the form of RAs that would be written in English. Once the member of the discourse community can access the English publication, the debate across academic disciplines opens up and the Indonesian academics as the members of the discourse community will contribute with their research findings. This cycle will strengthen and deepen the debate about the involvement of non-English speaking writers into worldwide academic conversations in particular through RA publications.

Second, the contrastive rhetorical study of two groups of corpora provides discussions regarding similarities and differences between RAs written in Indonesian and in English. Furthermore, the study of rhetorical structure of RAs fills the need for the identification of the generic structure and the analysis of rhetorical organisation of RAs written by the Indonesian academics and enriches the studies of genre in an academic setting. In addition, the description of rhetorical features and language used in the published RAs aims to address the need of Indonesian academics as advanced non-native English speakers to read and write RAs, as well as to help non-native English professionals who want to publish their articles in English and contribute their research findings to the global discourse community.

Third, this study can also be used as a consideration for developing a syllabus for the teaching of English for academic purposes, in particular for the teaching of RAs for students at university level. The comparison of RAs written by Indonesian academics in English and in the Indonesian language can be used to improve the syllabus content for academic writing in general, and for the university curriculum of students in the English Language Department in particular. The ability of writing RAs in English is an important skill for all postgraduate students because publishing a scientific article is one of the requirements needed to mark the final stage of their study as regulated by the Director of

the Higher Education of the Ministry of Indonesian Education and Cultures, no 152/E/T/2012. The inclusion of teaching the rhetorical skills of English for academics purposes to higher education students, in turn, will accelerate the increase of contribution of the Indonesian scholars to the world academic community.

Finally, this study offers an important contribution of new ideas on how perspectives on genre and diversity can be integrated into research on academic writing. The research into academic writing in the Applied Linguistics discipline has added value of how to incorporate various perspectives of multilingual writers from non-English speaking background. This study makes a significant contribution to the wider discourse community regarding the discursive practice of the writing and publishing RAs in international journals. To a greater extent, the linguistic and cultural diversity of the Indonesian writers can be a valuable consideration on how to bridge a local tradition with the convention of writing English for academic purposes.

1.6 Thesis outline

This thesis consists of eight chapters. It begins with presenting Chapter One to give a brief overview of the study, aims of the study, research questions, and the significance of the study.

Chapter Two presents issues regarding the writing and publication of RAs and their current development in Indonesia in order to establish the background of this study. This chapter introduces the diversity of Indonesia as a multicultural and multilingual nation as the setting of this study. It discusses the plurality of backgrounds of the Indonesian academics, and how these different traditions might influence the Indonesian academics communicate in public, either in spoken or written communications. The third section presents problems concerning the writing and publishing of RAs that are experienced by Indonesian academics. The fourth section provides an overview of research writings and their publications in the accredited Indonesian journals. The final section adds closing remarks.

Chapter Three presents the theoretical and practical literature of genre, genre analysis, contrastive rhetoric studies, and the study of the RA as an established genre in an

academic setting. This chapter reviews the different theoretical orientations to genre and the role of the discourse community on academic texts. The review is maintained by selected literature on contrastive rhetoric analysis and previous studies on contrastive rhetoric that offers an explanation of factors that may influence the differences in rhetorical features in writing RAs. Particular literature on RAs as an academic genre is examined in lengthy discussion. It includes two subsections: the organisational pattern of the RA and the rhetorical pattern of the RA. The previous studies of cross-cultural effects on RAs are also reviewed as a possible explanation of how rhetorical features vary in first language and second language.

Chapter Four describes the research methodology used in this study. This chapter describes the research design of the study in terms of its aims, corpus used in the study, types of data, data gathering instruments, data analyses models, and the procedure of investigating the communicative purpose and rhetorical features of RAs.

Chapter Five and Chapter Six present the results of the rhetorical features analysis. Chapter Five reports the analysis of RAs written in English while Chapter Six reports the finding of the analysis of RAs in Indonesian. In both chapters, the pertinent features of three aspects are identified separately: (1) the generic structure of RAs, (2) the rhetorical features of the Introduction section, and (3) the rhetorical features of the Discussion sections. The evidence was extracted from both paired and discrete data. The paired data consist of RAs in English and in Indonesian written by the same authors, while the discrete data consists of RAs in English and in Indonesian but are written by different authors. These chapters conclude with the overall findings of the rhetorical features explication in both the Introduction and the Discussion sections from the two corpora, RAs in the paired data and RAs in the discrete data.

Chapter Seven presents the result of the contrastive rhetoric analysis of rhetorical features of RAs written by Indonesian academics in English and in Indonesian. It reports the similarities and differences of the structure and rhetorical features of RAs of the two kinds of language medium used by Indonesian authors. The focus of comparison is in the two sections: the rhetorical features of the Introduction section, and the rhetorical features of the Discussion section. This is followed by a discussion of the differences between RAs written in English and in Indonesian both in the paired data and the discrete data. The rhetorical dissonance of particular features is further discussed to find out the problems of

composing RAs. The comparison of two groups of data aims to answer the research question: What are the similarities and differences between RAs written in Indonesian and in English?

Chapter Eight is devoted to the summary of findings, general discussion and the implications for future research. The discussion is preceded by a summary of findings of the rhetorical features in English (Chapter Five) and in the Indonesian language (Chapter Six). The findings of contrastive analysis of RAs written in English and in Indonesian, as reported in Chapter Seven, are discussed in order to accommodate the different possible explanations particularly of the rhetorical features from the perspective of cultural and rhetorical diversity that are experienced by Indonesia academics. The discussion addresses a new perspective on genre and diversity of language and cultures that can be integrated into research on academic writing. Overall, the presentation of this final chapter answers the main research question: What is the nature of the organisation of the rhetorical features of RAs written by Indonesian academics in Indonesian and in English?

CHAPTER TWO

THE WRITING OF RESEARCH ARTICLES AND THEIR PUBLICATION IN INDONESIA

2.1 Introduction

Chapter Two presents issues regarding current development of writing of research articles (RAs) and their publication in Indonesia to establish the background of the study. This chapter introduces the diversity of Indonesia as a multicultural nation as the setting of the study. It discusses the plurality of Indonesian academics as multilingual writers, which might influence how Indonesian academics communicate in public, either in spoken or written communication. This is followed by a review regarding issues involving writing and publishing English RAs that have been experienced by Indonesian academics. An overview of scientific publication in Indonesia and selected national accredited journals containing RAs of AL studies is presented.

2.2 The cultural and linguistic diversity of Indonesia

What it is known as Indonesia is a name for a country, officially called the Republic of Indonesia (shortened as RI), a language, and people that live in the chains of thousand of islands which straddle the equator and divide the Indian and Pacific Ocean. The Republic of Indonesia has recently become the fourth most populous country having more than 237.6 million people (BPS, 2010). As reported in the Ninth Congress of the Indonesian Language 2008, Indonesia is made up of about 18,000 islands, where more than 300 ethnic groups are complemented by linguistic diversity with more than 442 local languages (*Kongres Bahasa*, 2008). Its richly varied cultural traditions include the Acehnese and Batak in Sumatera Island; the Bugis and Toraja in Sulawesi island; The Dayak and Banjar in Kalimantan Island, the Asmat of West Papua, and the Balinese, to name only a few, but around 60 per cent of Indonesia's population lives on the single

island of Java. However, most of the people from the different islands and ethnic groups communicate with each other using the national language called 'Bahasa Indonesia' (The Indonesian Language) as the main communication medium.

Bahasa Indonesia has many functions. It is the official language of the Government, mass media communication and the national language of all Indonesian people (Moeliono, 2000). The Indonesian language is also the language of science and knowledge, literary education and the compulsory language of teaching and learning at all school levels (Sugono, 2008). Although all people are encouraged to learn and use the standardised Indonesian language, the majority of the Indonesian people continue to use and communicate with each other using their native language within their community. In addition, most of the speakers of Indonesian acquire the Indonesian language as their second language, while their first language is denoted as the local language '*Bahasa Daerah*'. Although in many big cities in Indonesia more and more of the younger generation have acquired Indonesian as their first language (Basri, 2009), the Indonesian language remains as a second language that is acquired later in a formal education setting.

In addition to being speakers of many different local languages, each ethnic group has its own cultural identity. The richness of multicultural backgrounds that represent Indonesia's ethnic diversity is strengthened by the spirit of unity expressed in the national motto of Indonesia, *Bhineka Tunggal Ika*, or "Unity in Diversity" (Suparlan, 2002). Moreover, the heroic sworn of the Indonesian youth association called '*Sumpah Pemuda*' on 28 October 1928; contains three statements: the acknowledgment of only one nation, one country and respect for one language; that is Indonesia. This declaration together with the Indonesian national motto '*Bhineka Tunggal Ika*' reflect the Indonesian Government's recognition and acceptance of the cultural, ethnical, linguistics, and religious diversity of its people (Department of Information, Republic of Indonesia, 2002).

Since Indonesia consists of many different ethnic groups, which have their own specific cultures and who use local languages, it is difficult to generalise the Indonesian people. To some extent, the Javanese culture has been the basic picture to characterise the Indonesian in general; not only do the Javanese occupy more than half the population of the Indonesian population but also the Javanese people spread and reside throughout Indonesia, extending as far as Suriname, Madagascar, and Ceylon (Sutadi, 2005). Under these particular circumstances, therefore, people often refer to the Javanese as the

dominant culture, and it is often used implicitly in representing the Indonesian culture when discussing the Indonesian people as a whole and their cultural diversity (Irawanto, Ramsey, and Ryan 2011).

Rahardjo (2010) argues that the rhetorical speech of the Indonesian people is also frequently featured with the Javanese style of indirect expression when they communicate with each other. The Javanese consider the main point of a conversation is not to be direct, but is approached indirectly by employing circumlocution. This approach maintains harmony rather than making a strong statement which might exploit a conflict. His argument was based on the speech rhetoric of the President of Indonesia, Susilo Bambang Yudhoyono (SBY). He identifies that SBY performed in a typical Javanese fashion when making arguments or statements. It revealed that when SBY made statements and suggestions, the messages were delivered indirectly to convey the real expressions and ideas. Rahardjo (2010) assumes that the motivation for this attitude is to avoid upsetting other parties while audiences can still understand the real message. This investigation implies that SBY might not be able to throw out or avoid the Javanese rhetoric style in delivering speech. Rahardjo (2010) clarifies that the Javanese people prefer to convey their feelings or thoughts to the opponent in public speaking using affirmative expressions to refine their suggestion in order to protect other people from losing face.

Sukarno (2010) asserts that the nature of Javanese is considered to have the common attitude of '*tanggap ing sasmita*', being able to catch the hidden meaning. He emphasises that the Indonesian strategy in communication might adapt such concepts from the Javanese such as '*tata karma*' (the language politeness styles) and '*andhap-asor*' (humbling oneself while exalting others) is evident on many occasions. Moreover, Eng and Sutyono (2008) maintain that the Javanese tradition inspires Indonesian people in general to establish a collaborative engagement with other stakeholders. An example of Javanese concept of '*alon-alon asal kelakon*', literally meaning 'slow but sure', implies that Indonesian people will not take any immediate action or have an early comprehension before they have a perfect understanding or the whole dialogue is completed. To some extent, this Javanese tradition inspires Indonesian academics in many ways especially on how to manage an interaction in a formal or informal meeting to show their dignity and commitment to respect other people.

Purwadi (2007) describes that in speech acts that involve direct teaching, giving advice, or making complaints, the Javanese people frequently employ '*sanepan*', an indirect proverbial expression that delivers some culture-specific wisdom. As an example, there is a Javanese saying: '*kena iwake ora buthek banyune*' meaning that it is better to catch the fish without disturbing the water. This '*sanepan*' advises people to refrain from upsetting other people but the purpose or message gets through. Sutadi (2005) affirms that Javanese should always '*andhap asor, lembah manah, nguwongake wong*', meaning to keep low profile, modest, compassion, and have empathy to others when you want to be a respectful authority or scholar. Other ethnics might have adapted these indirect strategies of delivering messages through proverbial expression as an effective communication strategy among the Indonesian people in general. Sarsito (2006) claims that, to the same extent, many Javanese principles are now adapted as the conventional standard of the Indonesian community in the general interaction of everyday life that influences many other activities either in an informal or more formal setting such as in a Government institution or an academic environment.

In similar ways, the Indonesian people from different ethnic groups have commonly preserved their native traditions, although they are involved in conversations with other cultural groups using the Indonesian language. However, Saddhono (2006) asserts that although the Indonesian people may have had a common cultural origin, their personality and expression can still be distinctly recognised. Saddhono (2006) finds as an example the people of Madura, who are characterised as more expressive, spontaneous, and straightforward, particularly when they respond to a problem.

The characteristic of their cultural origin that is carried out in a formal situation is considered to be normal, and is highly recognised as the diversity of the Indonesian people. The phenomena of mixing their native tradition when they speak in Indonesian might be caused by an opinion that the Indonesian language cannot perfectly represent their ideas or feelings. This argument can be seen to originate from the Indonesian language that actually came from the minority speakers of the Malay language, which is considered as not completely meeting the requirement of other dominant ethnic groups (Dardjowidjojo, 1998). Although they accept without doubt the use of the Indonesian language as the National Language, this circumstance leaves a feeling of 'otherness' (Keane, 2003) because unlike one's mother tongue, the Indonesian language is commonly

portrayed as incomplete, its speakers feeling their command to be imperfect (Keane, 2003, p. 519). It is a tendency that the Indonesian people use the Indonesian language 'Bahasa Indonesia' as the main communication medium, either in formal or social interactions; their cultural origins might still be manifested in many ways when they speak in Indonesian.

In short, the Indonesian RA authors come from different cultural backgrounds. This multilingual and multicultural background affects people of Indonesia in many ways, such as when they speak, think and behave, mixing and blending their original culture with the common culture that is the Indonesian culture. This general phenomenon in Indonesia now appears to be unified with more and more families using Bahasa Indonesia as their main communication medium and their first language (Basri, 2009). These existing phenomena might be caused by the fact that Indonesia is a country with diverse ethnic groups and cultures that has attempted to unify the diversity by the use of 'Bahasa Indonesia' as the national language medium for unifying many cultural and local language backgrounds.

To a certain extent, it is believe that Indonesian academics come from different cultures origins and possess diverse traditions and norms, however they are adaptable with an immediate choice of language usage, particularly when they speak in formal situations or when they write for academic purposes. This particular issue of multilingual capacity is by nature inherent in all Indonesian people. To a greater extent, regardless of their cultural origins, the Indonesian academics are supposedly able to adopt the required conditions when they write RAs in English for International audiences.

2.3 The publication of RAs in the accredited Indonesian journals

The scientific journal publication in Indonesia has established. The number of journals that have been registered in Indonesia is considerable. According to the Indonesian Scientific Journal database (ISJD – LIPI), up to December 2012, more than 7000 (seven thousand) journals have been published by universities as well as by research institutions across the different Government ministerial departments throughout Indonesia. All of these journals have been received the unique series number called the ISSN (International Standard Serial Number).

To increase the quality of those journals, the Indonesian Government considers the need of a regular assessment of their publication performance to gain accreditation status. The specific regulation is stated in the Guidance for the Accreditation of Scientific Journal through The Director General of Higher Education Act no. 49/DIKTI/Kep/2011. To be considered as a journal with the accreditation status, it is important that all scientific journals to maintain their commitment and consistency particularly of the content, writing style, the involvement of expertise as reviewer and editorial board members.

There are as many as 250 scientific journals published by universities, which have had the accredited status from DIKTI (The Indonesian Directorate of Higher Education), while other 156 journals based research institutions have had the accredited status as scientific journals from the LIPI (Indonesian Scientific Research Institution). As the global phenomenon demands publishing RAs in English, many of the accredited journals in Indonesia also publish RAs in the Indonesian language and in English respectively. Interestingly, some of them, such as Indonesian JELT (Journal of English Language Teaching), k@ta, and CELT (Cultural and English Language Teaching) Journal are among the monolingual accredited journals that only publish RAs in English.

Scientific journals in Indonesia have been developed as part of the Higher Education policy in Indonesia. In the past decades, many of them were published by university-based academics, either by the state or private universities, to facilitate the need of the academic staff achievement to publish their research activities. In more recent days, such publications are encouraged not only for the authors' benefit but also to demonstrate the capabilities of the academics to share and disseminate their research findings to the wider community be it nationally or internationally. Moreover, the frequent number of RAs from a certain university is a prestigious consideration, as now it is used to rank the quality of academics' research activities. These basic reasons become a more significant challenge as the worldwide community demand high quality RAs both in substance and in structure.

For this purpose, the Indonesian Ministry of National Education manages assessment of the journal accreditation through *Permendiknas* No. 22/2011. All registered journals are encouraged to take the assessment procedure to receive the accreditation status from LIPI or DIKTI. The journals that pass the criteria set by LIPI or DIKTI, i.e. have reached minimum 70 credit points, then will be given the accreditation status of A or B level. The

journals will then be reassessed every several years apart, such as two, three or four years depending on the level of the accreditation status to maintain the quality assurance of those accredited journals. Because of the highly competitive opportunity to publish RAs in the accredited journals, there is a bonus for the authors of RAs, who successfully published their RAs in an accredited journal. They will be given 25 credit points award accumulation compared to 10 credit points given for RAs published in a registered or local journal. Therefore, it is a very prestigious opportunity for authors if they can publish RAs in the Indonesian accredited journals.

The content division of the accredited journals in Indonesia are various. It is classified into 46 groups based on the disciplines and branch of studies in a university. The categorical group includes, such as, Hard Sciences, Social Sciences, Law, Economics, Religion, Arts, Education and Applied Linguistics. However, some of the accredited journals publish a mixture of cross-disciplinary contents. The overlapping contents can be found in some accredited journals, such as in *Linguistik Indonesia*, *Jurnal Bahasa dan Seni*, *Lingua*, and the *Jurnal Kajian Linguistik dan Sastra*. These accredited journals cover a mix of Applied Linguistics RAs and other issues of education in general. On the other hand, research of the AL field can be found in different divisions of journals, such as in the journals of Education discipline, Social Sciences, Humanity, Cultural Studies and Arts. Some of the accredited journals that consist of RAs of the Applied Linguistics' studies can be found in the *Jurnal Ilmu Pendidikan*, *Humaniora*, and *Jurnal Varia Pendidikan*.

Some journals covering the Applied Linguistics' discipline published by universities in Indonesia include the *Jurnal Bahasa dan Seni* published by State University of Malang and *Kajian Linguistik dan Sastra* of the Surakarta Muhammadiyah University. At the same time, the accredited journals are published by different organisations. There are several journals that have been published by the Applied Linguists' community or organisation, such as *Jurnal Linguistik Indonesia* published by Indonesian Linguists community, based in Jakarta. Another journal published by a professional association is *Jurnal Ilmu Pendidikan* published by *Lembaga Pendidikan dan Tenaga Kependidikan dan Ikatan Sarjana Pendidikan Indonesia* (The Institute of Teacher Training Education and the Association of Graduate Educator) based in Malang, East Java. As presented in the Table

2.1, the compilation of corpus in this study was sourced from journals that have received the accreditation status from either the LIPI or the DIKTI.

Table 2.1: List of the National Accredited Journals in Indonesia

No	Name of Journals	ISSN	The Act numbers
1	<i>Linguistik Indonesia</i>	0215-4846	108/Dikti/Kep/2007
2	<i>Bahasa dan Seni</i>	0854-8277	80/Dikti/Kep/2012
9	<i>Humaniora</i>	0852-0801	80/Dikti/Kep/2012
4	<i>LINGUISTIKA: Wahana Pengembang Cakrawala Linguistik</i>	0854-9163	167/Dikti/Kep/2007
5	<i>Jurnal Ilmu Pendidikan (JIP)</i>	0215-9643	43/Dikti/Kep/2008
6	<i>Kajian Linguistik dan Sastra</i>	0852-9604	83/Dikti/Kep/2009
7	<i>Makara Seri Sosial Humaniora</i>	1693-6701	43/Dikti/Kep/2008
8	<i>Journal Penelitian dan Pembelajaran</i>	0854-8315	83/Dikti/Kep/2009
9	<i>Sosio -humaniora</i>	1411-0911	80/Dikti/Kep/2012
10	<i>TEFLIN Journal</i>	0215-73X	43/Dikti/Kep/2008
11	<i>k@ta - a Biannual Publication on the Study of Language and Literature</i>	1411-2639	65a/Dikti/Kep/2008
12	<i>Indonesian JELT (Journal of English Language Teaching)</i>	0216-1281	43/Dikti/Kep/2008
13	<i>CELT: A Journal of English Language Teaching, Literature and Culture</i>	1412-3320	56/Dikti/Kep/2005
14	<i>Cakrawala Pendidikan</i>	0216-1370	80/Dikti/Kep/2012
15	<i>Paedagogia</i>	1026-4109	23a/Dikti/Kep/2004
16	<i>Jurnal Pendidikan dan Pembelajaran</i>	2302-996X	80/Dikti//Kep/2012

For this present study, most RAs are taken from some of the accredited journals that have been given a certification status as a scientific journal under the decree of the Directorate General of Higher Education (DIKTI), Department of National Education. The selection of RAs in accredited journals in this study has two main reasons, first considering the quality assurance, and second, the current demand of English RAs' publication. Being

published in an accredited journal suggests that the articles have been processed selectively by journal board editors and reviewers in terms of the substance, the organisation, and the language being used. Another reason is for the availability of copies and the facility to access online databases. The focus is to investigate RAs in an accredited journal in this study has important contributions to point out the National representative of current RAs' publication in Indonesia. It is believed that RAs published in the accredited journal in Indonesia have undergone some chains of editing and redrafting in shaping the final rhetorical form by involving the work of an editorial member, reviewers and the authors themselves.

In short, the role of the accredited journals as the leaders of scientific journal publication in Indonesia is increasingly bringing pressure for its inclusion of English RAs publication. Their other important role is as an intermediary strategy to increase the contribution of the Indonesian academics into worldwide discourse community through publishing RAs in English. Given its increasing role, prestige and consequence as well as other personal rewards for the contributors of accredited journals, RAs published in the accredited journals in Indonesia is an appropriate object for study.

2.4 Issues involved in writing English RAs and their publication in Indonesia

As discussed earlier, the contribution of Indonesian academics to research dissemination is still very limited and the number of RAs published in international journals is very low (Dikti, 2009). The paucity of RA publications by Indonesians is largely due to the fact that English, as the main medium of international journals, is a foreign language in Indonesia. Therefore, the Indonesian Government has given priority to overcoming this by any means possible. This section aims to substantiate problems and issues of writing and publishing RAs in international journals by providing evidence of general writing practice and of the publication of English RAs by Indonesian academics in particular.

In the mean time, writing RAs is actually one of the main tasks for Indonesian academics. Under the principle of *Tri Dharma Perguruan Tinggi* (Three Deeds of the Indonesian Higher Education), all academics in Indonesian universities have three main duties:

teaching, researching and community services. This principle is reinforced in the Republic Indonesia Law no 14/2005 of *Undang - Undang Guru dan Dosen* (The Law of Teachers and Lecturers) which regulates the roles and responsibilities educators and academics in Indonesia. This Law regulates that besides teaching, educators in Indonesia should consider research as one of their responsibilities. Consequently, as in Western countries, academic professionals in universities in Indonesia also have to do research and report the results in the form of report papers as well as RAs.

To facilitate the publications, more than 7000 journals have been registered and have been given the ISSN (International Standard Serial Number). The data reported by ISJD (Indonesian Scientific Journal Database) in December 2012 highlights 5700 of those journals can be accessed via online. Of these journals, more than 400 journals had been considered as qualified academic journals and received a status as journals with accreditation by The Directorate General of Higher Education (*Direktorat Jenderal Pendidikan Tinggi*, shortened as DIKTI). This significant number suggests that many Indonesian academics are actively engaged in the process of conducting research and publishing their research findings.

The requirement to conduct research is supported through various schemes available competitively for all lecturers, such as: General Competitive Grant, Fundamental, and Post-graduate Grants (DIKTI, 2008). Some other schemes with a huge amount of grant money combined with incentive programs have been provided by the government since 2006. However, these incentives have not been able to encourage academics to publish their RAs abroad in reputable International journals. The number of contributions by Indonesian academics to journal publications is still well below the target set for the scheme. The attainment of the desired outcomes of the scheme in the form of published International journals is still limited. As reported by DIKTI (2009), the numbers of articles that have been recommended are only 105 papers out of the 5383 that have received the grant. In other words, the success rate of this program for publishing RAs in reputable International journals is less than 2% (DIKTI, 2009).

Furthermore, DIKTI (2009) highlights some problems. The lack of publication in International journals could be attributed to various factors including cultural constraint, research proposal formulation, research methodology and motivation to publish RAs in International journals. Other contributing factors may include lack of basic scientific

activities such as limited coverage of the project; lack of confidence to make a deep analysis of the data and other information collected. The other problems highlighted by DIKTI are due to insufficient synthesis in comparing to other research findings, lack of reviewing previous research and less access to refer to other works that has been stated in the recent bibliography. In addition, DIKTI also indicates difficulties such as a fear of making conclusions and lacking confidence to issue revolutionary generalisations to lead the development of a grand theory (DIKTI, 2009).

Some studies show that academic RAs written by Indonesian authors generally have demonstrated the universal features of published RAs; however their writings do not fully fit with convention and rhetorical norms shared by the wider academic discourse community. The plurality background of Indonesian academics covers, among other things, the different writing conventions (Safnil, 2000, Mirahayuni, 2001, Basthomi, 2006) and the influence of local tradition, in particular the Javanese culture (Sukarno, 2010; Purwadi, 2008; Hastanto, 2005, Rahardjo, 2010). In terms of writing RAs, the diversity of cultural and linguistic background, as experienced by Indonesian academics, might impact on the approach in explicating the rhetorical features necessary. As multilingual background writers, Indonesian academics have different strategies when they write RAs in English and in Indonesian (Mirahayuni, 2002, Anwar, 2010). They found that RAs written by Indonesian authors did not fit well with the CARS (Create-A-Research-Space) model (Swales, 1990) of RAs' Introduction that is set by many journals. One of the major problems was a failure to follow discourse community rhetorical conventions, such as the establishment of a niche (Swales, 1990) through an adequate literature review, and a tendency to be oriented around localised space and time rather than towards the general knowledge in the area of study (Mirahayuni, 2001). Additionally, Mirahayuni (2001) claims that RAs written by Indonesian academics for English journals follow basic rhetorical patterns found in articles written in Indonesian. The use of the local language rhetorical patterns suggests that Indonesian authors are still struggling in adapting to the English RAs pattern.

From the perspective of editors of International journals, Flowerdew (2001) highlighted some of the publishing problems that are commonly faced by academics of non-English speaking background. Some of the main problems that put the non-native speaking author at a disadvantage as compared to their native speaking counterpart are the inappropriate

structure of the Introduction section, Literature review and the Discussion sections of the RA (Flowerdew, 2001). Besides the lack of familiarity with the convention of the English discourse community, Swales and Feak (2004) assert that writers from non-native English may suffer from lack of rhetorical skills that are needed to develop RAs

Although the tradition to write RAs has begun to develop, the quantities of the Indonesian publications are still very low compared with other ASEAN countries, such as Malaysia, Thailand, and The Philippines. The Indonesian Institute of Sciences, known as *Lembaga Ilmu Pengetahuan Indonesia* (shortened as LIPI) reported that in 2004 Indonesia had only 371 scientific publications overseas, while other ASEAN countries with a much smaller population had a much larger numbers (e.g., Malaysia had 700 scientific publications, Thailand had 2,215, and Singapore had 3,086). Another report cited in DIKTI (2009) mentioned that in 2006, Indonesian held 43 points, which was far below Malaysia with 694 points. At the same time, Thailand had 164 points, and the Philippines had 145 points. This reality is trepidation, that, in fact, the Indonesian RAs published in International journals is lower than that of Thailand and the Philippines.

Based on the databases of Thomson Scientific's Journal Citation, DIKTI (2009) reported that the number of scientific papers published during 2004 by Indonesian researchers (under affiliation with research institutions or universities in Indonesia) was 522. Among the ASEAN countries Indonesia is on the fourth rank after Singapore with 5781 papers, Thailand with 2397 papers and Malaysia with 1438 papers. Other data cited by DIKTI (2009) from Science Direct, Elsevier, affirms that from 1996 Indonesian research output was around 500 papers annually and until late 2007 the output was still fewer than 1000 papers. In contrast, Thailand has already achieved 1000 papers by 1996 and increased that to around 5500 papers by 2007. Nevertheless, the research output by Malaysia in 1996 was around 1000 papers and increased that figure to 3500 papers in 2007. These comparisons highlight the low output of Indonesian scholars in the last decade.

Recently, there has indeed been a significance increase of the quantity of RAs being published internationally. The recent data from the Scopus Agency gives more detail of Indonesian academics' research findings that have been published in International journals during 2010. Based on a particular Indonesian university achievement, Scopus records the number of published RAs in 2010, e.g. the State University of Indonesia (*Universitas Indonesia*) has published the most RAs in International journals with 1,540 titles. Other

low figures are RAs published by the Technology Institute of Bandung (ITB) with 805 titles, the Gajah Mada University (UGM) with 788 titles, and the Diponegoro University (UNDIP) with 225 titles.

However, there has been concern that other universities in Indonesia have not considerably improved their publishing of RAs in International journals. This specific issue, as an example, comes from the Sebelas Maret University (UNS) in Central Java that during the academic year of 2010, the Scopus database records only 34 RAs published by UNS (Sutarno, 2011). If it is compared with other Indonesian state universities, UNS with 34 titles is ranked in the 20th national position. It has been a concern that compared to the number of 1800 lecturers (as well as researchers) working in UNS, the number of RAs published in International journals is still insufficient. Moreover, Sutarno (2011) stated that among 1800 UNS lecturers, there are more than 230 that have gained doctorate degrees and among them there are over 90 academic staff who have received the professorship level, which is the highest academic rank of seniority as a lecture in Indonesia. Indeed, this portrayal from a narrower scope at a state university level has proven the paucity of writing and publishing RAs in English for International publication purposes.

It is not surprising that the number of Indonesian scientific journals listed on the Science Citation Index is still low. As cited by DIKTI (2009), a report conducted by Science Citation Index in America undertaken in 1994 shows that the contribution of Indonesian scientists to the advancement of scientific knowledge was only around 0.012% one year. This contribution was far below that from Singapore, which achieved 0.179%, and the figure becomes much worse if compared with the USA that reached over 25% (DIKTI, 2009).

These statistical figures from different sources have been of considerable concern to the Indonesian Government, especially the DIKTI. It has taken measures to address the problem, for instance, by creating an acceleration program. This program provides funding schemes, workshops and training, as well as joint initiatives with other universities in the world and most recently, provides sponsorship for academics to take postgraduate degrees overseas, known as Dikti Scholarship. On many occasions in the training and workshops for writing RAs, the Indonesian academics are encouraged to be aware of the different writing traditions in scientific journals. One important topic to be

addressed is raising awareness about discourse structures acceptable to International journals. However, these events are still insufficient considering the seriousness of the issue. These great difficulties might also be attributed to the fact that English is a foreign language in Indonesia, which only recently has been used as a language for publication in Indonesian journals.

This state of affairs may be attributed to several factors. An excerpt from interview with Mr Lukman (13 October 2010), the Head of the Indonesian Journal Data Base (PDII LIPI), revealed some concerns of this circumstance. Lukman (2010) claims that the International recognition of Indonesian researchers is limited because they might write in English but only published in Indonesian journals or write only in Indonesian as the main medium so that it is not read and understood internationally. As a result of these circumstances, even the titles of Indonesian RAs are not presented in the quick entry bibliography and the key words are hardly detected by Internet search engines. Moreover, he admits that the documentation of RA publications in PDII LIPI needs to be managed with more professional staff and librarians. He claims, for instance, that the majority of journals' circulation is only locally within Indonesia. He also expresses concerns that there are limited numbers of printed editions that are regularly sent and submitted to LIPI as well as to the Indonesian National Library (Perpustakaan Nasional).

In similar vein, many non-English speaking countries also experience the issue of limited citation of RAs in international publication, such as reported by Sanchez-Pereyra (2012) of Latin American and by Cruz (2008) of the Philippine academics. Cruz (2008) reports that RAs written in Tagalog and the Filipino language are not represented fairly. He further argues that writers from a non-English speaking background are under represented, 'Since being cited is the key factor in being included in ISI, [while] journals in non-European languages suffer not because they do not make sense but because they do not make sense to language-challenged researchers' (Cruz, 2008, p. 9). Sanchez-Pereyra (2012) contends that the statistical data that represents the description of journal citation reports may have been inaccurately developed. In regard to the Indonesian situation described above, the lack of visibility and involvement in international journals might be limited but it does not mean that Indonesian academics are not actively publishing their works.

The inequality of language background users in publishing RAs in English has been a concern for decades. Canagarajah (2002) argues of the inherent inequalities that exist between “center” and “periphery” scholars in terms of access to knowledge-production and knowledge-dissemination (Canagarajah, 2002, p.11). The center is dominated by the First World of English discourse community which has power and hegemony to maintain their status, while the periphery academics is the outer which painfully competes in the academic publishing world. He further asserts that the periphery scholars are marginalised or appropriated by the West in that they should use center publications to resist their domination. He criticises the Western publishing conventions that are blind to the location of scholars from the periphery that English is not their native language. This unequal treatment needs a concrete change to promote these potential academics’ research.

The dichotomy of center-periphery in terms of scientific output in international journals may also be attributed to social economic development of the North/South countries disparities where there is a strong association between scientific research output and national wealth distribution across the world (Salager-Meyer, 2008, p. 122). She observed that 90% of important scientific research is published in 10% of journals, while developing countries comprise 80% of the world's population; the contribution of this part of the world is only 2% of indexed scientific publications (Salager-Meyer, 2008, p. 122). She further emphasises that the imbalance of the periphery journals in developing countries should be given a promotion to be fully integrated into the worldwide network of sciences to eliminate the inequities.

Likewise, in Indonesia, English is a foreign language that is rarely used as a communication medium. The National Language Policy specifies only *Bahasa Indonesia* (the Indonesian language) as the formal language as well as the national language. This policy of language usage has been heightened through The Indonesian Act number 24/2009 of the language usage (*Undang-Undang nomor 24 tahun 2009*) that regulates the status of the Indonesian language that must be used in all means of communication in Indonesia, especially in formal situations. This regulation preserves and promotes the Indonesian language as the only language medium used in formal situations such as in speech, education, instruction, parliament and government affairs, reports, newspapers and other written communications including letters and journals. As Indonesians, we are thought to have a high respect and pride for the Indonesian language. This means that

other languages, both local languages and foreign, have distinct functions for specific purposes of communication among specific communities. Although there are media that use English as the main communication tool, such as the Jakarta Post newspaper and Metro TV news in English, this language policy limits the opportunity to learn and practise foreign and local languages, both in writing and in speech.

Generally speaking, Indonesian students begin the formal study of English in Junior High School (*Sekolah Menengah Pertama*, shortened as SMP) and continue until they finish the Senior High School (*Sekolah Menengah Atas*, shortened as SMA). The Indonesian National Curriculum 'Kurikulum Berbasis Kompetensi' 2004 and the National Curriculum 'Kurikulum 2013' they both establish English as one of the core subjects that must be taught at those levels of education for four hours a week. English is also taught in the first and second semester in universities as a compulsory subject. The institutional aims of teaching English are to enhance students' opportunities to master four basic language skills: listening, reading, speaking, and writing, for general communication purposes. There has not been specific subject matter in the teaching of composition at high school level that exposes students to the specific skills of writing and reading RA. Any competence they achieve in writing RAs therefore probably comes from a short course or specific training of English writing for specific purposes organised by a certain university. Hence, it is understandable that achieving rhetorical skills in writing RAs in English for many Indonesians might be adapted by the process of a long training and practising or imitating RA structures from one language to another.

Meanwhile, writing an academic text in English requires lots of conditioning to match the convention of the English discourse community. Hyland (2008, p. 548) points out that one reason why writing in English is quite difficult for speakers of other languages is because 'the criteria of logical, engaging, relevant or well organised writing differs across cultures.' Therefore, cultural preference and the author's background might influence to some extent. Furthermore, Hyland (2008) maintains that academic texts in English tend to be more explicit about structure and purposes, less tolerant of digression, to be more cautious in making claims, and to use more connectors. In other words, the cultural background is one of the explanations for the different rhetorical choices as is documented and discussed in Canagarajah (2002, 2006), Connor (1996), and Moreno (2008). Others also considered it as one of many factors that gives impact to the difficulty of those from

non-English speaking backgrounds in writing English text that suits the Western convention. This issue becomes a significance area to be investigated in order to bridge this gap.

Furthermore, this present study is primarily needed by both sides, the writers and the readers, as reinforced by Swales (2008, p. 156) that the findings of different realisation of texts written in different languages is very important for those “who would wish or need to become better consumers or producers of textual exemplars in the targeted genre or genres.” In addition, writing for publications also requires rhetorical knowledge, that is the knowledge of the techniques of persuasive writing that are the building blocks of scholarly writing (Murray, 2005, p. 3). Therefore, investigation of the discourse and rhetorical patterns to compare and contrast how Indonesian academics write RAs in Indonesian and in English could help this endeavour. This present study is supposed to provide a contribution to solving the problem of writing RAs in English for International journals.

2.5 Closing remarks

This chapter provides some evidences concerning the Indonesian current affairs especially of the Indonesian cultural and language diversity that might influence the writing and publishing of RAs in Indonesian journals. This chapter also discusses some difficulties that are challenged by Indonesian academics in writing and publishing RAs in reputable International journals. The circumstances faced by the Indonesian academics in writing RAs include the fact that the Indonesian language is the official language while the language for International publication is English. In addition, the competitiveness of publishing RAs in International journals somehow becomes more difficult due to the fact that online databases might only record RAs written in English. The Indonesian Government, particularly the DIKTI and LIPI, has taken these issues seriously. It has, together with the Indonesian academics in particular been working very hard to dissolve these circumstances. Therefore, any effort to address this difficulty is essentially demanded.

The constraints of the Indonesian authors' contribution to write research findings in English may be due to the different rhetorical practices between RAs in Indonesian and in English. Therefore, study of the academic genre of RAs in the Indonesian context is a field

that needs to be explored. This study limits the investigation to showing the nature of how the Indonesian academics write RAs in English and in the Indonesian language and finding out a possible explanation for the different rhetorical strategies used in delivering the communicative purposes intended in the form of RAs. For this purpose, in the following chapter, more depth of review and discussion regarding the study of rhetorical features of RAs will be delivered. This includes a review of the related literature on genre studies, genre analysis and the contrastive rhetoric approach together to establish theoretical frameworks for this study.

CHAPTER THREE

LITERATURE REVIEW

3.1 Introduction

Chapter Three presents the theoretical and practical literature of genre, genre analysis, contrastive rhetoric studies, and the study of the research article as an established genre in an academic setting. The different theoretical orientations to genre and genre analysis are reviewed to provide a basic understanding of the study of the academic genre of the research article (RA). Whilst this study deals with Indonesian and English, it is warranted to touch on the comparison, which is the core issue in Contrastive Analysis. Hence, this chapter discusses important issues regarding genre studies and overviews relevant literature that specifically addresses the influence of different cultural and first language background of writers.

It should be noted that variation in genre somehow implies differences in addition to those of a linguistic and cultural nature. We need to review the role of the discourse community and its influence on the shaping of the academic genre. Like any other texts, the academic texts as parts of academic discourse are bound to be shaped through social construction. This review comes with a discussion regarding the role of the discourse community in the shaping of academic genre. This chapter also offers an explanation of factors that may influence RA authors in applying rhetorical features in writing for academic purposes, while bearing in mind that different groups of the discourse community are bound to have their distinctive discursive practice influential to texts that they produce. As such, this chapter substantiates the review by providing previous studies of cross-cultural effects on RAs, which provide a basic explanation of how rhetorical features vary in the first and second languages.

3.2 Theoretical approaches to genre and genre analysis

To achieve a comprehensive understanding of genre and genre analysis, this section provides a review of these two terms from different sources that are considered relevant to

substantiate the study of genre in an academic setting. This focus is important because genre study covers a very broad range of human language production including literary and non-literary works, as well as other contemporary works using language as a means of communication. Certainly, the term genre has been defined in a variety of ways and from different theoretical perspectives (e.g., Bhatia, 2004; Devitt, 2004; Hyland, 2008; Johns, 2002; Swales, 2004). These have resulted in definitions and descriptions of genre that may be quite different from each other, but at the same time overlap (Paltridge, 1997) depending on the focus of each study and their emphasis (Prior, 2009; Johns, et al., 2006). Such variations in meaning may lead to a vagueness in the understanding of genre. To resolve the apparent discrepancy in terminology and the conceptualisation of genre, it is, therefore, important to keep the definition of genre clear.

Etymologically, the notion of genre came from French, meaning ‘kind’, ‘category’, ‘sort’ (Eadie, 2009). It is a term for any category of artistic work, such as literature or other kinds of art or cultural composition, and any type of discourse, whether written or spoken based on some set of stylistic criteria. More specifically, genre is a category used to classify discourse and literary works, usually by form, technique, or content. Genre is a term that refers to complex oral or written responses by speakers or writers to the demands of a social context (Johns, 2002, p. 3). Moreover, Corbett (2006, p. 26) asserts that ‘genre’ is a term coined by literary critics to refer to different types of artistic production. This was previously used by English literary critics of the 18th century who wished to distinguish between types of poetry, novels, and drama. In the 20th century, linguists such as Hyon (1996), Hyland (2008), and Paltridge (2006), revived the use of the term to signify non-literary communicative events with predictable elements. Corbett (2006, p. 32) suggests that now different schools of genre analysis focus on the identification of predictable textual sequences, on the discourse communities whose purposes are served by everyday genres and on how best generic conventions can be taught.

To understand the complexity of genre, a working definition is needed. Swales (1990) defines genre as “a class of communicative events” that is employed by a certain discourse community in which the members of this community know and share the same general communicative purposes. Swales (1990, p. 58) maintains that in addition to communicative purpose, a genre exhibits various patterns of similarity in terms of structure, style, content and the intended audience. When all the requirements are met by a

text, the text is considered to be prototypical member of a genre. All of these elements become a basic requirement to construct a prototype of genre that meets the discourse community's expectations. The activities can be classified into a genre when the communicative purpose, discourse community and the use of linguistic and non-linguistic components can be identified. The working definition of genre given by Swales becomes the basis of the theoretical underpinning for the study of genre.

Bhatia (1993) considers that the definition of genre needs more reinforcement regarding the dynamic role of the discourse community. He emphasises that the communicative purposes should be mutually understood by members of the discourse community that is actively involved in the circulation of the genre. Thus, the communicative purposes of genre are the focus of the characteristics that can easily be recognised from the conventions that are developed by discourse members. Bhatia (1993, p.3) defines genre as:

... a recognisable communicative event characterised by a set of communicative purposes identified and mutually understood by the members of the professional or academic community in which it regularly occurs. Most often it is highly structured and conventionalised with constraints on allowable contributions in terms of their intent, positioning, form and functional value. These constraints, however, are often exploited by the expert members of the discourse community to achieve private intentions within the framework of socially recognised purpose(s).

This statement implies that to be recognised by members of the discourse community, one must already have an understanding of the characteristics of a certain genre. Such understanding is needed in order to actively participate in the discourse community.

Regarding this perspective, Parodi (2010) asserts that the study of particular genre types is not limited to certain activities of the discourse community with the same expertise, but also correlates to other kinds of genre. It can even correlate to past research activities that form recent knowledge and conventions that are delivered across generations or to wider community members that participate in certain groups. Parodi (2010) maintains that a genre consists of a constellation of potential discourse conventions. These are sustained by the previous knowledge of the speakers/writers and listeners/readers. Parodi (2010) argues that these conventions are stored in the memory of each subject, based on contextual, social and cognitive constraints and parameters. This implies that the discourse

community convention of certain genre is not developed instantly but may involve people across generations.

To understand what constitutes a genre, Bitchener (2010, p. 5) recommends several key characteristics in three areas that must be considered. The first characteristic of a genre is that it is a type of discourse, meaning it occurs in a particular setting. In the case of the present study, the particular setting is academia where members of a discourse community and researchers define the expectations and requirements of what constitute academic genres including teachers, examiners, supervisors and institutions. The second characteristic is that a genre has distinctive and recognisable patterns and norms with respect to content and structure. In other words, the type of content and structure that one observes in one thesis, for example, will be sufficiently similar to that observed in another thesis. The third characteristic is that it has particular and distinctive communicative functions, and these functions determine the nature of the content and how it is organised. Bitchener (2010) maintains that these key characteristics enable us to understand the type of content that is typically presented and how it is delivered; so that the narrative, argument, or case that is being expressed is accomplished with rhetorical effectiveness.

To achieve a comprehensive understanding of genre, Berkenkotter and Huckin (1995, pp. 3-4) proposed five principles that constitute a theoretical framework of genre study, namely: 1) dynamism, 2) situatedness, 3) form and content, 4) duality of structure and 5) community ownership. Because of the nature of genre as a dynamic event, a group of experts and active members or people who are involved in the communicative activity of the genre often identify and develop the pattern and linguistic or non-linguistic form of that genre. The dynamism principle of genres was initiated based on Berkenkotter and Huckin's (1995) study of RAs published in 1944 – 1989. They found that in over a period of 45 years, the formal pattern of RAs had had significant changes, especially in the changing of the rhetorical pattern of the main section headings.

Berkenkotter and Huckin (1995) consider the principle of situatedness of genre an important attitude that requires the discourse community to immerse themselves in the community practices, and to understand the cultural specific group where genres develop. Berkenkotter and Huckin (1995) emphasise that studying a genre is neither a single matter, nor it is an isolated issue, but it is necessary in order to integrate the form and the

content of the discourse being studied. They maintain that genre knowledge comprises both form and content, including a sense of what content is appropriate to a particular purpose in a particular situation at a particular point in time. This implies that to be involved in a discourse community, the participant, whether as writer or reader, requires an appropriate knowledge of how to present genre, which is developed for specific form and content.

The fourth principle of genre, the duality of structure in the study of genre, means that the study of genre is carried out from more than one perspective. Berkenkotter and Huckin (1995) contend that the structure of genre in professional activities constitute social structures, such as, in professional, institutional and organisational contexts, and simultaneously reproduce these structures. Whilst community ownership means that genre form and content belong to a certain discourse community, genre conventions signal a discourse community's norm, epistemology, ideology and social ontology. Through the fifth principle of genre, Berkenkotter and Huckin (1995) argue that that genre cannot be separated from the discourse community, where norms, conventions, values and ideologies are adopted from the community they belong to.

They emphasise that this principle is particularly relevant to the outcome of the reproduction of knowledge, especially as carried out in the writing of RAs. In this case an individual contribution or participants may choose their own preference for rhetorical style, but they should follow the genre convention of the discourse community. In regards to the academic genre of RAs in this present study, it is assumed that the members of the discourse community have an ability to adopt particular conventions of how to use essential rhetorical features in writing RAs. Berkenkotter and Huckin (1995, p. 2) maintain that the analysis of genre should pay attention to ways in which genre users manipulate genres for particular rhetorical purposes.

Thus far, many other genre analysts have followed Swales' view on genre. It has been also a lot of discussion on the genre approach. However, a clearer definition is needed as the definitions generally fail to hold true in all cases and often prevent the recognition of new genres (Hyland, 2009, p. 26). Therefore, Swales (2009) offers a new perspective of how to understand genre because he considers that his earlier characterization of genre in 1990 was "little actually wrong" (Swales, 2009, p. 5). Instead, Swales offers new metaphors to

be included in the definition of genre that he claims would variously illuminate our understanding of genres. He proposes a set of six metaphors to explain the nature of genre:

<i>Frames of Social Action</i>	→	<i>Guiding Principles</i>
<i>Language Standards</i>	→	<i>Conventional Expectations</i>
<i>Biological Species</i>	→	<i>Complex Historicity</i>
<i>Families and Prototypes</i>	→	<i>Variable Links to the Centre</i>
<i>Institutions</i>	→	<i>Shaping Contexts; Roles</i>
<i>Speech Acts</i>	→	<i>Directed Discourses</i>

By these metaphors, Swales (2009) asserts that a different kind of genre can be easily identified. However, he argues that the metaphor of genre is less helpful in discerning unfamiliar ground or situations. Therefore, careful consideration in choosing a metaphor can avoid difficulty in understanding genre. Hyland (2009, p. 26) argues that the most productive metaphor might be to see genres as frames for social action which offer users guiding principles for achieving particular recognised purposes by means of language.

In addition to the existence of various kinds of written documents in an academic or professional setting, Hyland (2002, p. 122) argues that there are new types of genres outside of the academic mainstream, such as infotainment, advertorial and docudrama. Many types of online communications are also being added as new types of genre, but may have different forms and purposes. Moreover, McKee and Porter (2010) consider that research practices of cyberspace and online communication are part of genre study. This new type of communication has various communicative purposes that change the orientation of the genre study into a relatively broader investigation. In consequence, an approach to the investigation of a new characteristic of genre might also change and develop accordingly. In this changing world, genre study has a broader and more varied field of study as well as the research practices of discourse analysis (Bazerman, Bonini and Figueiredo, 2009, Hyland and Paltridge, 2011).

The attitude of certain discourse communities may create or discover new types of communication following the development of information technology. Adding to these phenomena, Prior (2009, p. 17) argues that over the last 15 years genre analysts have been moving from a focus on genres as isolated phenomena to a recognition of how specific

types of texts are formed within, infused by and constitute systems of genres. He emphasises that for some time now genres are not solely textual phenomena, that genres should be understood not as templates, but as always partly prefabricated, partly improvised or repurposed. He believes that there are chains and links that make genres relate to other modes of communication. To this dynamic change of genres, Prior (2009) proposed a notion of the ‘mediated multimodal genre system’ as a framework for genre studies (Prior, 2009, p. 28). Within this view, research on genres may incorporate various techniques in order to be able to analyse different modes of communicative purposes and different manifestations of the choice of forms, contents and styles of the presentation.

In terms of genre in an academic setting, the list of academic genres and their specific features may be extended due to an increase in the types of written texts. In order to publish RAs, in particular, there are various kinds of discourse that are supposedly directly involved in the process of publishing RAs but not part of the article itself. An example of this would be a submission letter to the editor of an academic journal. This kind of genre is considered to be “occluded”, or out of sight of the genre (Swales, 1996. p. 51), which is typically hidden from public gaze by a veil of confidentiality. The occluded genres in academia are those that support the publication process but are not themselves part of the research record. Other examples of occluded genre include request letters and application letters. The communicative purposes of each genre form the rationale of the genre, and at the same time shape the schematic structure of the genre, the choice of contents and style. All of these ‘discursive criteria’ of academic genre implies specific linguistic proceedings, specific didactic purposes, and specific places of production, circulation and consumption of texts (Bhatia, 2010). These different kinds of genres are inseparable and become mutually important in the process of editing, revising and finalising a ready to publish research article.

To sum up, this section has discussed that the study of genre covers more than just the academic writing of a RA itself. It includes literary and non-literary works, discourse in academic and professional settings, and other contemporary works using language as a means of communication. These various kinds of genres make the study of genre highly diverse in its subject and focus. However, in such detailed explanation of genre, such as is seen in Swales (1990) and Bhatia (1993), overlapping elements that constitute the concept of genre may still arise. To overcome this, Hyland (2008, p. 544) recommends a

simplified and easier way to understand the word ‘genre’ by proposing that genre is “a term for grouping texts together, representing how writers typically use language to respond to recurring situations.” As such, this study considers research articles as a specific genre with certain characteristics that is accepted by members of the discourse community, and can be recognised and differentiated from one another by looking at the form, function and communicative purposes.

3.3 Genre analysis of academic texts

The discussion about genre and genre studies above needs further elaboration in terms of how to investigate certain genre that becomes the focus of the study. This section extends the discussion by reviewing relevant literature pertaining to the term genre analysis and its corresponding issues regarding analysing academic texts.

To start the discussion, this study looks at Hyland (2009), which considers genre analysis as a broad term embracing a range of tools and attitude to texts, from detailed qualitative analysis of a single text to more quantitative accounts of language features (Hyland, 2009, p. 25). As a tool, this approach has been applied to analyse many different kinds of genres, but it is particularly useful for written academic genres such as RAs, grant proposals, theses and student essays. Hyland (2008, p. 561) argues that this tool allows the researcher to analyse texts and be able to distinguish regularities of structure and form and to show how language typically works within particular disciplines.

The approach of doing genre analysis using rhetorical moves as a means of analysis has been pioneered by Swales (1981, 1990). The model he proposes is based on his study conducted within the area of English for Specific Purposes (ESP). According to Swales (1990), investigating discourse structures should focus on the different communicative functions of texts to identify the regularity of the rhetorical patterns used in the genre of the RA. Analysis of genre in Swales’ model has typically focused on patterns of rhetorical organisation and genre-specific language features. In this perspective on genre analysis, the structuring of texts is often described as being made up of series of rhetorical “Moves”, each of which may contain one or more “Steps” (Swales, 1990; Dudley -Evans, 1994, and Bhatia, 1993).

Connor (1996) affirms that Swales' approach to genre analysis has been extensively applied to different texts to account for the schematic structure of English RAs in various fields, such as in Hard and Social Science disciplines. This analytical tool of Moves and Steps also becomes the model of genre analysis to examine various kind of genre in academic and professional settings (Bhatia, 1993). In an academic context, this expanding tool has been used to examine, for example, the structure of acknowledgements in dissertations (Hyland, 2004, Basthomi, 2011), the structure of undergraduate seminar (Rusdi, 2006), grand proposals (Cahyono, 2008), and the structure of theses (Bitchener, 2010).

Genre analysis has influenced the way researchers on genre can deconstruct and extend their analysis of texts beyond the superficial structure. Scollon (1997) suggests that more attention should be given to rhetorical studies than to the structure of texts in their broader sense. Genre analysis leads researchers to look beyond merely grammatical circumstances and the internal structure of texts, but, as Swales (1990) pointed out, leads them to look at the communicative purposes, forms and structures of texts that meet the expectation of the discourse community. Bhatia (2004) argues how structural concerns directed the discourse analyst's attention away from studying the lexico-grammatical features of text, such as passive voice, nominalization and the use of tenses. Instead, genre analyst considers the communicative purpose of genres as the focus of analysis. Additionally, Bhatia (2004, p. 20) recommends extending the analysis beyond the textual product to incorporate context in a broader sense to account for not only the way text is constructed, but also for the way it is often interpreted, used and exploited in specific institutional or more narrow contexts to achieve specific disciplinary goals.

The analysis of genres in different theoretical traditions has been well documented. In the area of Applied Linguistics, Hyon (1996) typified three main approaches to the analysis of genres, namely: (1) the Systemic Functional Linguistics (SFL) approach, (2) the English for Specific Purpose (ESP) approach, and (3) the New Rhetorical approach (Hyon, 1996; Paltridge, 1997; Johns et al., 2006). According to Hyon (1996), this taxonomy was made to differentiate and separate the genre theorists and practitioners. These three approaches are discussed below.

The first perspective on genre is called the Systemic Functional Linguistics approach. According to Hyon (1996), included in this trend is the work of Systemic Functional

Linguists, such as Halliday (1985, 1994), Halliday and Hasan (1989), and Martin (1989). She maintains that this approach to genre is very much influenced by Malinowski's insistence on meaning being grounded in the context of culture and context of situations of particular communicative events. For the majority of systemic genre analysts, the notion of genre is seen to represent the context of culture. It is different from the notion of 'register' that represents the 'context of situation' that is manifested in the particular contextual configuration of 'field, tenor, and mode' proposed by Halliday (1989) as cited in Paltridge (1997, p. 23). These abstract categories context of situation, in turn, determines the patterns of language variation found in individual texts, both in the structure of the text and in lexico-grammatical patterns, as suggested by Martin (1992) and Halliday (1989). This approach has developed research and well-established pedagogies at a number of academic levels and has had a significant impact on the teaching of English (Paltridge, 1997, pp. 1-2); in particular of the teaching of writing in Australian primary schools (Paltridge, 1997, p. 24). In a more recent development, Martin (2011, p. 101) claims that SFL has significantly evolved as applicable linguistics, designed to address language problems faced by the community, including educational, clinical and forensic contexts. Schleppegrell (2012) emphasizes that SFL provides concrete tools for exploring language comprehensively and for making sense of discourse data. Its flexible set of tools can be adapted to working with multimodal texts, and the results of SFL analyses can be presented in qualitative discussion as well as used in quantitative studies.

The second main strand of genre studies in Applied Linguistics is generally described as English for Specific Purposes (ESP). This approach draws on the work of Swales (1981, 1990), Hopkins and Dudley-Evans (1988) and Bhatia (1993, 1999). Of the label, ESP implies that the motivation for this study was to use the research findings for the teaching and learning of English for specific purposes, in particular to assist non-English speaking writers. Swales (1990), as the pioneer of the 'Genre Analysis' methodology, identified genre on the basis of its communicative purpose. Works carried out by those that have followed the tradition of Swales' analysis have been predominantly in the areas of English in academic and professional settings. This approach has received prominence in the area of teaching for specific purposes (Dudley-Evans, 1994, Swales 1990, Bhatia 1993), which is especially aimed at assisting writers from a non-English speaking background to write RAs in ways which are understood and accepted by the English discourse community.

The third group is called the New Rhetoric approach (Hyon, 1996). It generally refers to the work done by Bazerman 1988, Freedman and Medway, 1994, Berkenkotter and Huckin (1995). This approach principally considers that genre knowledge is primarily social, and embedded in the community and context of writer and audience. The New Rhetoric approach focuses on writing communication, largely in the area of composition studies and professional communication in the United States of America. Hyon (1996) discusses examples of earlier work in this approach that can be found in Bazerman's (1988) 'Shaping Written Knowledge', Bizzell's (1992) 'Academic Discourse and Critical Consciousness', Berkenkotter and Huckin (1995) 'Genre Knowledge in Disciplinary Communication', and Carolyn Miller's (1984) work on 'Genre as Social Action.' These three approaches on genres identified above show different views of the study of genre analysis, but each of them has its origins in the examination of written texts, which was primarily proposed for pedagogic purposes (Paltridge, 1997).

However, Bhatia (2008, p. 10) considers that these three frameworks seem to have considerable overlapping concerns and perspectives. Moreover, the categorisation of the study of genre made by Hyon (1996) has recently been criticised as this categorisation limits researchers in exploring a more comprehensive genre as the whole picture (Berkenkotter, 2006). This overlapping issue of typification on the genre approach suggests the need for further redefinition.

In response to these arguments, Swales (2009, p. 3) considers that "the genre movement has coalesced somewhat so that the divisions among the traditions have become much less sharp – although by no means disappeared." Swales (2009) further argues that there has been a growing agreement among what he called the 'quartet-applied linguists', including: Bhatia (2004) and Swales (2004) which represent the ESP tradition; Devitt (2004) that represents the US composition/rhetoric, and Frow (2006) as a systemic linguist. Swales (2009) considers their views on genre show trends toward assimilation of different views and a shared appreciation of previous work. In addition, Swales (2009, p. 4) advises that the consolidating trends would include: (a) a balance between constraint and choice; (b) the role of local contextual colouring in the realisation of genre exemplars; (c) a greater sense that genres and genre sets are always evolving in response to various exigencies; and (d) a consequently more nuanced approach to genre awareness-raising and genre acquisition. It is clear then that current arguments on genre and genre analysis have

allowed applied linguists and researchers to have greater awareness and consideration for conducting research on genre.

Moreover, Tardy (2011, p. 54) emphasises that while distinctions between these orientations of the genre approach remain in terms of theoretical grounding and research approaches, the three approaches agree on several general characteristics of genre as a category of discourse. She reinforces that genres are: (1) primarily a rhetorical category; (2) socially situated; (3) intertextual, not isolated; (4) carried out in multiple – and often mixed – modes of communication; and lastly, (5) reflect and enforce existing structures of power. Furthermore, Tardy (2011, p. 61) argues that the theoretical principles outlined above enable us to explore forms of discourse, giving insight into the ways in which language reflects and constitutes social practice. In other words, these contemporary perspectives of genre analysis provide a range of different methods as they relate to the characteristics that might reinforce an understanding of relationships between language and context, and produce valuable insights for language education.

Meanwhile, studies of genre have been widely conducted for different purposes in different areas. As discussed by Paltridge (1997, pp. 1-26) studies of genre in the discipline of Applied Linguistics are mainly focused on patterns of rhetorical organisation in order to solve problems in the area of language teaching and learning. This in turn assists users from a non-English speaking background to be able to communicate clearly with the English discourse community. More recent views of the study on genre consider genre analysis as a teaching approach that can be used to introduce genre awareness in an academic environment (Hyland, 2007). Within this context, genre analysis provides a powerful way of understanding situated language usage and assists to generalise the grouping of texts based on similar purposes, structures and context, by applying the approach to a language-teaching situation.

Above all, studies of genres and genre analysis have been applied to real world problems, particularly to evenly bridge a discussion among discourse community members. To participate in this event, particularly in an academic setting, all members of a discourse community are required to understand certain style and rhetorical purposes that are conventionally accepted among the members. According to Duff (2007), whether they are novices or experts, all members need to ‘socialite’ the academic conventions. That is to say that the findings from genre analysis are highly important giving equal access to all

members to be part of the discourse community. This specific need to assist educated non-native English speakers to participate in the world English of the discourse community is beyond debate as has been asserted, among others, by Swales (1990), Connor (1996), Hyland (2008), and Bhatia (2004, 2008).

In summary, this section provides a review of the studies on genre and genre analysis showing different approaches and models in analysing language. However, in this study, genre analysis refers to Swales' (1990) works in the ESP approach of analysing the communicative purposes of RAs. This approach is used in order to determine any circumstances experienced by non-native English writers and looks at possible explanation of how rhetorical features vary in first and second languages. It is reinforced by Swales (2009) that Genre Analysis is a tool to track the textual regularities and irregularities, and explain them in terms of the relevant and pertinent social circumstances. Moreover, recent views of the study on genre consider genre analysis as a teaching approach that can be used to introduce genre awareness in an academic environment (Hyland, 2007). Within this context, this study considers genre analysis as a powerful way of understanding situated language usage and assists to generalise the grouping of texts based on similar purposes, structures and context, by applying the approach to understand different strategies and devices used by the Indonesian discourse community in writing research RAs, particularly to look for the organisational patterns and salient rhetorical features of RAs.

3.4 Discourse community and its influence on academic genre

This section extends the understanding of discourse community and its influence on the shaping of academic genre from selected literature. The review of discourse community implies differences in perspectives of the study of genre. The review of academic genre is inseparable from the discussion on issues regarding discourse community and the role of discourse community in the construction of this particular genre.

The concept of discourse community has been used alongside the development of language in society. Swales (1988) differentiates a discourse community from a speech community. Speech community is a community that shares knowledge of rules for the conduct and interpretation of speech, while the discourse community members engage in

events that focus on writing production rather than on activities in the speech community. He further illuminates that a discourse community refers to a group of people who join together to pursue goals that have been set by its members, that is, 'sociorhetorical networks that form in order to work towards sets of common goals' (Swales, 1990, p. 9). This concept provides insight into the socio-rhetorical activities of groups. These groups communicate their norms and values and conduct their affairs through the appropriation and use of particular forms of discourse.

Furthermore, Swales (1990) considers the 'discourse community' as a specialised group of people who share six characteristics, namely: common public goals, participatory mechanisms for intercommunication between members, information exchange, community-specific genres, a highly specialised terminology and a high, general level of expertise (Swales, 1990, p. 29). These characteristics may lead to a number of consequences for novices attempting to access discourse community activities. On the other hand, the challenge for expert members is to meet audience expectations. There exist not only experts who work closely as active members but many other discourse community members who are passive members and also regard themselves as part of the discourse community.

According to Swales (1990), the discourse community has an important role in the study of genre in terms of the goals or communicative purposes that are conventionally developed, applied and understood by the members. Besides the communicative purpose, the discourse that is used in a communicative event also has other similarities, such as, the rhetorical pattern, style, content, and target audience. Swales (1990) maintains that a particular genre's internal structure displays the communicative purpose, form, structure and audience expectations of the discourse community. The implication of these characteristics is that those who wish to participate in a particular discourse community activity are expected to display those characteristics in their communicative activities. In other words, the discourse community and the members establish their communicative event, which has certain communicative purposes.

In a similar vein, Lemke (1995, p.127) defines communities as interest groups that share common interests; however, communities are not defined by unity, by solidarity, or by shared beliefs and values. He emphasises that the system of social practices that constitute a community is too complex and diverse to be known by any individual. What makes a

community is the interdependence and interaction of these practices, both their functional integration and their systematic conflict. What makes a community is not homogeneity, but organised heterogeneity, not the sharing of practices but the systematic articulation of differences (Lemke, 1995, p. 128). Therefore this kind of communication needs more than a rhetorical strategy at aiming to achieve the discourse community objective, such as in particular cases of publishing texts in academic community.

The social conventions of the academic community, according to Lemke (1995, p. 9) depend in part on their demonstrating that they can navigate the network of intertextual connections, which are the norm in the discourse community. He maintains that when someone cites another text, either for a specific statement or as examples of a general discourse pattern on a subject, they are contributing to the system of intertextuality. For Lemke (1995, p. 86), the intertextuality is concerned with ‘the recurrent discourse and activity patterns of the community and how they “are constituted by, instanced in, and interconnected or disjoined through particular text.”’ Furthermore, Lemke (1992) asserts that the intertextuality of educational research, in particular, appears in the way authors refer to other texts, particularly in specific statements of previous research that are used to support the other research activities (Lemke, 1992). Although there are many different practices, the point of previous research and intertextuality becomes the key criteria for differentiating RAs from other kinds of scientific papers.

Moreover, the practice of intertextuality not only happens in scientific work, but also in the law discourse community. Bazerman (2009) argues that both science and law are deeply reliant on the existence of intertextuality. The practices of intertextuality in law can be seen in a court document that is partly used as the site of judicial reasoning that precedes a judge’s rulings. Bazerman (2009, p. 91) emphasizes that explicit use of prior literature that embodies the knowledge and contentions of its field in the form of citation has several functions, such as, to provide resources for its claims, to identify issues at stake, to define its unique claim and to create a stance toward all that has gone before.

In the case of writing and publishing RAs, the discourse community is comprised of certain groups of expertise and other active participants who are, researchers, RA authors, and RA readers. However, journal editors and peer reviewers that have expertise in a certain field of research should be privileged members of the discourse community because they are established members of the targeted communities. The discourse

community of the academic genre of RAs constitutes certain groups of people that have awareness of and involvement in writing and using RAs to support their activities. Biber, Connor, & Upton (2007 p. 24) argue that the communicative purposes of genre are likely to be recognised by the expert members of the discourse community, but less so by the novice members and probably not at all by the non-members. Therefore, people who intend to participate in a discourse community, regardless if they are as passive or active members, are supposed to have an understanding of the characteristics of certain genres in order to meet the expectations of the discourse community (Moreno (2010).

Hyland (2002, p. 114) emphasises that the participant relationship between the discourse community members determines successful texts that display the writer's awareness of its context and the readers that form part of the context. The community of writers and readers are interconnected through the work of previous researchers in the form of intertextual citation. Hyland (2002, p. 115) maintains that the notion of intertextuality has been subscribed to as part of the genre approach by ESP researchers in order to emphasise the communicative purposes and formal properties of texts as the main concerns of genre analysis. Research papers in scholarly disciplines are good examples of such discourse communities, where novice writers are indoctrinated into the paper-writing genre in their graduate studies and young publishing lives (Biber, Connor & Upton, 2007, p. 24).

In conclusion, the review shows that discourse communities take a dominant role in shaping the conventions of academic genre. The discussion above leads to an understanding that a discourse community is not a static society which holds a fixed norm or pattern that should be followed by discourse community members. They develop, use and modify written genres in response to the recurrent rhetorical situations they encounter, such as in lectures and conferences, in order to accommodate any change in using certain modes of communication. In developing conventions of academic genre, the academic community follows recent demands that may cause amendments to current practices. Swales (1990) affirms that the conventions are constantly changing but still exert influence. Indeed, genre has its dynamism that may change over time following the needs of the discourse community goals.

3.5 The academic genre of research article

The present study deals with a written document that is typically produced by researchers and academics known as a research article (RA). As the focus of the study, this type of academic genre is reviewed in terms of its characteristics, aims, and functions. To comprehend the topic, previous studies with the same focus will be reviewed accordingly. This discussion is expected to affirm the decision in collecting the data for this present study. This is an important point in order to avoid misalliance in collecting the sample data and assembling the corpus.

Generally speaking, research article is one of the academic genres that are commonly produced by scientists and academics to share and disseminate their recent works in scientific journals. Swales (1990, p. 93) describes the RA as a type of academic text that appears or has appeared in a research journal, or less typically, in an edited book length collection of papers. It refers to a written text which is usually limited to a few thousand words that reports some investigation carried out by its author or authors.

Swales (2004, p. 208) differentiates between theoretical and experimental research papers. The theoretical research paper mainly presents and discusses or evaluates theories and research results that have been conducted by previous researchers. These scientific articles are characterised as review and conceptual articles, which have variable terminology, such as review, review article, review essay, general article, report article and “state of the art survey” (Swales, 2004, p. 208). In addition, Swales argues that the traditional RA needs to be sub-categorised into theory pieces, review articles and the experimental or data based RA itself (Swales, 2004, p. 213). On the other hand, the empirical article is unique, as it carries out and reports field studies and laboratory experiments that have been conducted recently by the author/s. The latter group of this scientific article is commonly called the research article.

A good introduction consists of everything necessary for readers to understand what the paper is about and why it is written. The description of what the article is going to be presented in the whole article is organised into a set of paragraph development. Lindsay (2011, p. 21) argues that a lengthy paragraph Introduction may take five to ten or more paragraphs but a good Introduction in well-written papers is often embodied in two paragraphs or if uncomplicated, within a single paragraph containing all necessary

elements which cover all of the communicative purposes. Lindsay (2011, p.47) stresses that editors of scientific journals agree that one of the most common faults of Discussion is that they are too long with explanation. This practice usually makes it tedious to follow. Common reasons for Discussion being tedious are unnecessary references and spurious sentences that do not lead to the conclusion being made. Furthermore, Lindsay (2011) maintains that another source of excess material in the discussion is data repeated verbatim from results.

In Indonesian publications, it seems that each journal provides its own journal in-house style and guidelines in order to give general guidance that must be followed by contributors. Nevertheless, many of the accredited journals in Indonesia do not provide a specific guideline and reference for the length of each section or the composition of each part but of the whole text by the maximum word count and number of pages. The only sign of the length is provided by the *Bahasa dan Seni* Journal that give quite detailed instructions in its guideline which include: the maximum length of the introduction is 25% out of the whole article pages, the maximum method length is 20% and the result section should not exceed 20% of the whole article. However, it does not make mention of other section lengths, particularly of the Discussion and Conclusion sections. Indeed, all of the journals have their own guidelines included in accepting the submission of different kinds of articles, i.e. research reports, conceptual ideas, literature reviews, theoretical essays as well as a book reviews. These diverse contents bring about varied sections as well as the subtitle of each contents base respectively.

A research to the guide-lines pages in the accredited journals reveals that none of the requirements of RA submission mention specifically how long each of the sections must be written, instead the journals appear to mention only the minimum number of pages for the whole article. Several journals guidelines that publish English RAs require a certain length of the texts. For example, TEFLIN Journal requires between 10 – 20 pages in length with double spacing on A4 paper. It is not part of Swales' (1990) model s to focus on the length of the composition, whether it is brief or shows development, but rather, to guide the requirement of satisfying certain communicative purposes through Moves and Steps realisation as an important strategy to gain the readers' impression through the Introduction section of RAs. However, the explication of rhetorical features within Swales' (1990) CARS model, rather than the length of paragraph development, can be a

strategy to the achievement of communicative purposes intended in the introduction to a research article.

Given that no specific guidelines to the length of each section or the composition of each part should be written, research articles published in the accredited journals in Indonesia show its variation of the section's length. It was found that several journals give directions of the length of a RA that should be written by indicating the maximum number of pages or word count. Thus, the number of pages required is guided by the minimum and maximum pages' length of articles. Some of the accredited journals state the maximum length of a single article, for instance the maximum is 30 pages in *Linguistik Indonesia* and 20 pages in *Jurnal Ilmu Pendidikan, Bahasa dan Seni, and Humaniora*, while the minimum varies from 10 – 15 pages. On the other hand, *Jurnal Ilmu Pendidikan* set the maximum only (20 pages) while the minimum number of paragraphs in each section of RAs is not mentioned.

The Introduction section, as stated in *Humaniora* journal guideline, for instance, must include the explanation of the background of the study, statement of research problems, objectives of the study, literature review and theoretical framework. To cover all of those many aspects expected in the Introduction, The *Humaniora* Journal does give a signal of how long the Introduction must be, that is around 2-3 pages apart of 10 – 20 pages for the whole article should be. It is interesting to find out that the length of paragraphs in the Indonesian RA Introduction have considerable variation in terms of length ranging from a comparatively short Introduction within only one or two paragraphs to considerably extensive development up to 34 paragraphs. However, the average of the paragraphs development of two groups of data show that the paired data group shows that the most frequent the Indonesian RAs employ are 8 paragraphs while the most common length in the discrete data is 7 paragraphs.

The length of paragraph development in each section varies from one article to another. The majority of the journals seem to limit only the number of pages of the whole article. Several journals that publish English RA guidelines require a certain length of the texts. For example, TEFLIN Journal requires 10 – 20 pages in length with double spacing on A4 paper. It is not part of the intention of Swales' (1990) model s to focus on the length of the composition, whether the introduction is brief or shows development, but rather the requirement of satisfying certain communicative purposes through Moves and Steps that is

an important matter to gain readers' comprehension through the Introduction section of RAs. Therefore, a complete realisation of rhetorical moves within Swales' (1990) model, which has three Moves and 11 subsidiary Steps, can be considered as the achievement of communicative purposes intended in the introduction to a research article.

To sum up, the RA has distinct features compared to the other scientific papers that are usually published in scientific journals. To be published in scientific journals, RAs should meet all necessary requirements set by a journal, such as content, writing style, language and rhetorical structure of the RA. Most importantly, a research article should have distinct characteristic that require writers to relate the findings within it to those of others and may also examine issues of theory and/or methodology. This necessity is highly recommended to be able to develop RA appropriately and present the communicative purpose effectively and meaningfully in a manner understood by the discourse community. Furthermore, the organizational structure of RA requires the application of certain rhetorical features and devices that will differentiate its purposes with another genre in academic writing.

3.5.1 Organisational pattern of the research article

As stated, this present study focuses on identifying rhetorical features of RAs written in Indonesian and in English. Therefore, further review regarding the rhetorical organization of the generic features of RAs, rhetorical patterns of the introduction and discussion sections will be conducted in the following sub-sections.

The RA is usually written according to some conventional patterns which are determined by the members of the discourse community and the journal's editorial board. It usually consists of distinct sections that reflect the stages in the research process that appears in a sequence called: introduction, method, results, and discussion. Thus, the common generic pattern of RAs generally includes the Introduction, Method, Results and Discussion (shortened as IMRD structure). This physical structure of RAs has also been applied as the basic format, but each journal might have different in-house styles. This includes such as elements of published RA, for example, a title section followed by author/s name, abstract, literature review following the introduction, separate detail section in the methodology section and summary or conclusion as the closing section. This variation appears to be a

technical consideration in different scientific journals' editorial policy. However, the IMRD format of RAs becomes the focus of intention in writing in the academic genre, particularly in the RA genre. Each section is supposed to carry out specific rhetorical features to realise the communicative purposes that are specified in each of the RA sections.

Gross et al., (2002, p. 9) assert that since early publications in the 17th century, the main structure of RAs is unchanged but slightly adjusted to the discourse community demand, particularly in the style, presentation of text and images and argument. Unlike the experimental RAs, the organisation of RA based theory is not accompanied by the Methods, Results, and Discussion sections. However, the theoretical RA starts with Abstract, Introduction, Theorems, Conclusion or Summary, Acknowledgement and References. Thus, the existence of the RAs' organisation and its variation may due to a preference of the discourse community; while the function has not fundamentally changed, including the dissemination and transferring of scientific knowledge and research findings across generations through publication.

In both experimental and observational RAs, the physical structure of the scientific article is practically universal and well known, although a few minor variations or additions have appeared. It includes: Title, Summary, Introduction, Methodology, Results, Discussion, Acknowledgement, and Bibliography (Lindsay, 2011, p. 16). From a functional perspective of the macro-structure of RAs, Swales recommend the Introduction – Method – Results – Discussion (IMRD) format that is widely used but various differences of section headings in different fields are a common practice (Murray, 2005; Cargill and O'Connor, 2009).

The segmented format of RAs into several sections, known as the IMRD format appears to facilitate both writers and readers to be able to maintain the specific communicative purpose in the discourse community. From the writer's point of view, the sub-titles of RAs make clear what should be included or defended in the research findings that are to be reported, yet it is implied that RAs appear to be an unbreakable and continuous text (Swales, 1990, p. 117). By following the RA structure, readers will have an easier way to comprehend the argument and research findings, particularly to find out the potential 'news value' carried out by new research findings Berkenkotter and Huckin (1995). The clear division of each section in organising communicative function as it is presented in

the IMRD format consign RAs to bridge the knowledge of previous research findings to current research activities.

A number of studies have been devoted to validating the IMRD model to account for the rhetorical structure of RAs as an academic text. Such studies have either dealt with the overall organisation of RAs from different disciplines and lexico-grammatical features or focused on specific RA sections, for instance, the study conducted by Nwogu (1997) in medical research papers, and Posteguillo (1999) on computer sciences RAs, and specific studies by Yang and Allison (2003, 2004) and Holmes (1997) on the Discussion section. Those studies reveal that different disciplines might apply different conventions; however, the conventional format of IMRD as a section heading of RAs is not always explicit about the rhetorical function of each section. Ozturk (2007) emphasises that even within a single discipline of applied linguistics, the variation of organization can be found.

Studies by Yang and Allison (2004) show the existence of conventional and unconventional section headings. They found that after the Introduction section some author's present section and other headings, such as: Theoretical Framework, Theoretical background, Theoretical Basis, and Literature Review, respectively. The conventional heading of the IMRD format is also being used differently as found in their study reported in 2003. In investigating RAs in the Applied Linguistics discipline, they found that section headings in the final position of RAs also varied; for example, after the Discussion section, there are sections called: 'Closing Remarks, Conclusion, Implication, Pedagogical Implication and Suggestion' (Yang and Allison (2003). Indeed, the evidence of using a variety of section headings in RAs are also reported in, among others, Ahmad (1997), Samraj (2004) and Berkenkotter (2008).

Although the IMRD format has been applied differently in some disciplines, the major difference of all pieces, as Swales noticed, does not lie so much in the Introductions and Discussions, but rather in the Method and Result sections (Swales, 2004, p. 208). The similarity of the Introduction and Discussion sections lies in the communicative purpose arrangement, which shows that the Discussion section's rhetorical features can be assigned as the 'mirror' of the features in the Introduction (Swales, 1990, 2004). This priority placement of the communicative function in the Introduction and the Discussion sections in different fields are found in variations of the rhetorical structure in the Discussion section, such as in the disciplines of History, Political Science and Sociology

(Holmes, 1997) and in Computer Science articles (Posteguillo, 1999). The Method and Results section, on the other side, might represent a unique communicative function of different fields, particularly in the field division of Science, Hard Science, and Social Science. These differences also appear in the way authors organise the whole structure of the article, such as different in the overall organisation, including grammatical and vocabulary choices as reported by Samraj (2002, 2004).

The evolution of the RA genre has been identified (Gross, et al., 2002). Gross et al studied RAs to find out the discourse features since their early publications from 1665 to present. In their study comparing the elements of scientific literature in English, French and German, they found that the variation also existed in two kinds of RA, experimental and theoretical. They concluded that the genre of scientific articles was the main communication medium among scientists, which has changed over time. It evolves in response to and adapting to various social and academic pressures by adding or subtracting certain characteristics to fit better to their new environment and discourse community convention. They found that the function has not fundamentally changed but the structure of RAs has developed gradually, especially in three sections, namely the Style, Presentation and the Argument. These three organisational elements of scientific papers have been compared to the latest publication style.

Berkenkotter (2008) argues that the evolution in scientific writing also appears in medical and scientific articles especially in psychiatry case reports. The evolutionary nature of the short texts accompanying RAs in the scientific journal “Nature” was also reported by Ayers (2008). The paradigm shift in reporting style development is considered as the process of genre evolution that similarly happened in Applied Linguistics (Bazerman, 1988). The paradigm change to fit with the current demand of the discourse community even revolves as a contemporary modern discourse community, which is seeking of a new kind of theory. This view is in line with Kuhn’s (1996) concept of anomaly – driven paradigm shift in the structure of scientific revolutions, cited in Wray (2011), which shows that there is a condition where scientists are searching for a new theory when the old one can no longer account for the available data. This knowledge and cognitive changes in turn are subject to change to the way scientific discoveries are reported in the form of research articles (Ohlsson, 2000, p. 185).

The evolution of genre can be found in many divisions. In recent publications in mainstream English journals, the generic structure of RAs might also be arranged differently from the IMRD format. An example is taken from *Journal of English for Academic Purposes* where an author organises the RA into 5 sections, namely: (1) Introduction, (2) Previous Research, (3) Method, (4) Findings, and (5) Conclusion. The article, ‘The structure of PhD conclusion chapters’ written by David Bunton (2005), is completed with References. As identified, this article presents a separate sub-title of previous research to review several studies conducted previously in addition to previous studies as referred to in the Introduction section. This practice implies that referring items from previous research is considered a very important element of RA structure so an explicit separate section is needed. Moreover, this article did not provide a section of discussion as one of the major recommended sections in the IMRD model (Swales, 1990). It seems that the findings of the research were discussed in the Findings section. After presenting the results, the article is finalised with the Conclusion section. This variation from the IMRD model in organising the generic structure of RAs suggests that the journal has a different in-house style to be followed by contributors to the journal.

Another example of variant in organising the generic structure of the article from the *Journal of English for Academic Purposes* appears in Volume 7/ 2008. The article of ‘Publishing academic texts in English: A Polish perspective’, written by Anna Duszak and Jo Lewkowicz, is organised as follow: (1) Introduction, (2) The Polish Situation, (3) The Study and (4) Conclusion. This article presents a background of the study regarding the Polish academics’ situation and their problems in publishing RAs in English in Section 2. Following this section, instead of Method in the IMRD model, this article presents ‘The Study’ which has subsidiary sections of the Results and Discussion. This article considers two main sections in IMRD, the Results and Discussion as a subsection. The arrangement of RAs in a mainstream English journal suggests that the generic structure of RAs in the Applied Linguistics discipline is a distinctly flexible in-house style and might be adapted into a diversified organisation according to the policy and priority taken by a certain journal.

In summary, although some variations and changes appeared in the generic structure of RAs, the organisation of RAs into sections of the IMRD format becomes the prototype of a conventional RA. Each of the main sections of this RA organisation have overall

communicative purposes that have been conventionally recognised to convey each communicative function section. They are structured based on different conventions in order to meet the expectation of their target reader and the discourse community. Therefore, it is expected that variation of RAs published in accredited journals in Indonesia, either in the generic structure or in the rhetorical features, appear as a specific identity of RAs written by Indonesian academics.

3.5.2 Rhetorical pattern of research article

This section provides further review regarding the rhetorical organization of the generic features of RAs. Since the present study focuses on analysing the Introduction and the Discussion sections, the rhetorical patterns of these two sections will be conducted in the following sub-sections.

The RA organisation can also be identified based on rhetorical patterns. The importance of the rhetorical features to function, the communicative purposes of the text offer reliable criteria to distinguish ideas and purposes, as well as linguistic choices that represent all communicative events in a text (Swales, 1990, Bhatia, 1993). Conversely, the communicative purposes of RAs can be recognised through certain rhetorical patterns used by authors in the text, for example, by manipulating certain linguistic signals and particular verbs to emphasise the purpose of the communicative event (Swales, 1990). Thus, rhetorical features of written texts can be manifested by the combination of all means to deliver the aims of communication.

As is well known, the study of genres of RAs in terms of rhetorical features of communicative purpose was developed originally by Swales (1981, 1990) to functionally describe a part or sections of RAs. According to Swales, the study of discourse structure needs to incorporate genre with communicative purposes in order to find out the fundamental principles underlying the rhetorical choices within a certain cultural context. In other words, rhetorical features in RAs are representative of communicative purposes that are used to organise the body of the RA.

The rhetorical features in RAs refer to communicative events which are called as 'Move and Steps' by Swales (1990) or 'strategies' by Bhatia (1993). Swales (1990) maintains that the concept of 'Move' captures the function and purpose of a segment of text at a

more general level, while a 'Step' is a smaller unit that builds Move, which likely does not indicate functions related to the realisation of an overall purpose of a genre. Conversely, Bhatia (1993) uses the term 'strategy' as opposed to 'Step', to reflect the variability among elements within a Move. Bhatia (1993) considers Step as a rhetorical strategy or discourse technique that is employed by RAs' writers to realise the purpose of moves by using one Step or a combination of Steps. This strategy is applied to divide texts into particular segments and identify the communicative purpose of each of the sections. Bhatia (1993, p. 32) maintains that the use of this approach aims to interpret regularities of organisation in order to understand the rationale for the genre.

More specifically, Nwogu (1997, p. 114) defines Move as a term that is used to identify a text segment that is made up of bundle of linguistic features, which are, lexical meanings, propositional meanings and illocutionary force. This gives the segment a uniform orientation and signals the content of academic texts. Moreover, the texts are typically described as consisting of a series of moves, with moves being functional units in a text which together fulfil the overall communicative purpose of the academic genre (Nwogu, 1997). This definition indicates that a unit of Move has the advantage of capturing the communicative function of a particular part of the text under examination. In other words, the categorisation of division of RAs in terms of Move qualifies their particular communicative intentions.

Conversely, the Step of Move function to achieve the purpose of the move to which it belongs (Swales, 1990). Biber et al., (2007, p. 24) consider that Moves represent semantic and functional units of texts that have specific communicative purposes, which generally have distinct linguistic boundaries that can be objectively analysed. In addition, Biber et al. (2007, p. 32) argue that move elements may or may not regularly appear and they can be used in different sequential order. Therefore, the communicative purposes of academic genre can be realised in 'moves' and 'steps', which can also be realised in certain rhetorical features of texts.

Yang and Allison (2003) reinforce that Move is a semantic unit relevant to the writer's purpose while the Step spells out more specifically for the rhetorical means of realising the function of Move. The Move analysis of genre aims to determine the communicative purpose of a text by categorising diverse text units according to the particular communicative purpose of each unit. Each one of the Moves, where a text is segmented,

constitutes a section revealing a specific communicative function, but this is linked to and contributes to the general communicative objectives of the whole genre. The unique organisation of the moves of a specific genre is what provides its identity and distinguishes it from other genres (Swales, 1990, Bhatia, 1993). To make it visible, the communicative Moves underlying the organisation of a text are expressed and emphasised in the textual surface by occupying the various rhetorical features. Thus, Moves and Steps method is to analyse the communicative purpose of each section in a research article.

3.5.2.1 Rhetorica pattern of the Introduction section

As stated earlier, the analysis of the scientific discourse in terms of Move and Step of the Introduction section of RAs was initially carried out by Swales (1981). On the basis of an analysis of a corpus of 16 articles in Physics, Biology/Medicine and Social Science fields, Swales initially proposed a four-move schema to describe a rhetorical organisation in RA introductions. Swales (1981) found that the majority of introductions of RAs comprised four moves, namely: establishing the research field, summarising previous research, preparing for present research, and introducing present research. He notices that these series of moves constitutes a specific communicative function that was performed by specific sections of an introduction that defined the rhetorical structure of the RAs' Introduction. Based on this finding, Swales (1981) proposed the rhetorical organisation of the Introduction, which is known as Four-Move model.

In 1990, Swales revised his 1981 Four-Move model and proposed a three-move model instead, which he called the Create-a-Research-Space (CARS) model. His model was based on his analysis of 48 Introduction sections in RAs written in English, from disciplines of Physics, Medicine, and Social Science. The Swales (1990) CARS model for introduction of RAs includes three basic 'Move' types in RA introductions, namely: Establishing a territory (Move 1), Establishing a niche (Move 2), and Occupying the niche (Move 3). As described by Swales (1990), this terminology of Moves is borrowed from an ecological environment that the territory of a Niche must be defended. Accordingly, each of these Moves must be achieved by stating a specific rhetorical feature called 'Step'. These Moves and Steps are assigned to be a special means of communication within the discourse community through specific rhetorical function or by using certain linguistic signals.

However, the CARS model has been revisited. Swales (2004) designates the CARS model of rhetorical features of the Introduction of RAs by giving different stresses and priority of importance of the features. In the 2004 revised model, some steps swapped to other positions and some new features are introduced. More specifically, He has reduced the number of steps in Move I and Move II, but, some new Steps are added to Move III. Swales (2004) reclaims that in the Establishing a territory (Move I) citations are required. This claim suggests that the Introduction of RAs must be backed up with adequate references. Similarly, he reduced the steps of Move II from 4 to 3 Steps. Accordingly, two new features of importance are proposed to the Establishing a Niche (Move II). This change is made via three different Steps, namely, Indicating a gap (Move II – Step 1A) or Adding to what is known (Move II – Step 1B) and then followed by an optional Step 2, that is Presenting positive justifications. In developing the Establishing a niche (Move II) Swales explicitly emphasises that the citations are ascertained as possible sources to support Move II. Furthermore, Swales (2004) called Move III the “Presenting the present work” instead of “Occupying the niche” in the 1990 CARS model. In the revised model, Swales divides Move III into seven Steps, as can be seen in the model below, but only one step is considered an obligatory feature, that is the Step 1: Announcing present research descriptively and/or purposefully.

In the updated version, Swales (2004, p. 230) changes some of the organisation of Moves and Steps. However, the division of Moves and sub-moves are not distinctly clear. For instance, Swales dissolves ‘review items of previous research’ of the 1990 model, instead, he characterises Move I as ‘requiring citations’. This means that the requirement of references can be reserved to any citation source from conceptual to theoretical references. In 2004 CARS model, the two steps of Move I in 1990 model, the ‘claiming centrality’ and ‘making topic generalisation’, are combined into only one Step, that is ‘Topic generalisations of increasing specificity’ (Swales, 2004, p. 228). He also relabelled Move III from the ‘Occupying the Niche’ into ‘Presenting the present work’ in the 2004 CARS model. To develop rhetorical Move III, Swales (2004) proposed 7 Steps, within which only one Step (Step 1) is assigned as the obligatory feature. The other six rhetorical features are allocated as optional features. This means that writers can decide whichever features to be chosen to accompany the obligatory Step, that is “Announcing present research descriptively and/or purposively.

The Revised CARS model is presented below.

Move I	Establishing a territory (citations required) via: Topic generalisations of increasing specificity
Move II	Establishing a niche (citations possible) via: Step 1 A : Indicating a gap, or Step 1 B : Adding to what is known Step 2 : Presenting positive justifications (optional)
Move III	Presenting the present work via: Step 1 : Announcing present research descriptively and /or purposively (obligatory) Step 2 : Presenting research questions or hypotheses (optional) * Step 3 : Definitional clarifications (optional) * Step 4 : Summarising methods* (optional) Step 5 : Announcing principal outcomes (optional)** Step 6 : Stating the value of the present research (optional)** Step 7 : Outlining the structure of the paper (optional)**

Figure 3.1: Revised CARS model (Swales, 2004, p. 230)

This change of structure from the CARS model 1990 to that of CARS model 2004 shows that some particular features are considered to be a priority. The change might also be to adapt to the need of the discourse community or a new research challenge; as it has more variety in field studies and applies a different surface structure. Having this difference, it seems that Swales (2004) gives more space to a certain rhetorical feature as a salient rhetorical feature of the Introduction of RAs but, on the other side, some steps have become too broad. In other words, Swales' (2004) revised model seems to have more open and flexible features to be followed to accommodate the needs of the wider discourse community members.

Although the revised CARS model (Swales, 2004) provides terms with more explicitly functional labels, it basically has the similar principal of communicative purposes to be

achieved. Besides additional Steps division in each Move, on the other hand, the revised model seems to be influenced by non-empirical scientific articles' structure, known as conceptual articles, which have a more flexible structure than in IMRD(C) format used in RAs based on empirical articles (Basthomi, 2006). The revised CARS model is designed to reflect the increasing variety of rhetorical structure in native English speaking writers. Having those reasons, the categorisations of rhetorical features proposed in the 2004 CARS model is not considered applicable because the data from which RAs are taken for this study, particularly of RAs published in the accredited journals in Indonesia, only from empirical RAs which employ the IMRD format. Nevertheless, in regard to the present study, the Swales' (1990) CARS model is considered relevant as the analysis tool, which is expected to be able to capture the rhetorical features of the Introduction section written by Indonesian academics, either in English or in Indonesian. Therefore, it is clear that the 1990 model is most appropriate analytical tool to achieve the aims and address the research questions of the study.

Moreover, the two models are proposed for fairly different pedagogical aims. The previous one, Swales (1990) CARS model, is proposed for assisting non-English speaking writers in developing research articles that considers appropriate for international discourse community; while the later, Swales (2004) CARS model, is developed to accustom and support the need of the wider English discourse community in anticipating the increasing variety of rhetorical structure of RAs in scientific journals. As reported in Gross (2002), the rhetorical organization of research articles has been changing from time to time. The evolution is evident in many journals as reported in Berkenkotter (2008) and Ayer (2008). Murray (2005) states that RAs in Information Technology have different priority which cause the Method section to be restructured as the last section; even more, some journals of hard sciences have reconsidered the methodology section in endnotes and written in smaller font (Lindsay, 2012). The different practices in scientific publications indicate different priority has been taken to meet certain discourse community expectations.

In addition, Swales (2004) claims that his models have had a positive response and enjoyed considerably wide attention for two reasons: it is descriptively sound and pedagogically helpful. He further maintains that the Create-a-Research-Space model for RA Introductions in genre analysis has apparently been quite successful, in both

descriptive and pedagogical terms. Swales maintains that there are presumably a number of reasons: it was relatively simple, functional, corpus based, sui-generis for the part-genre to which it applies and, at least in its early days, perhaps offered a schema that had not hitherto been widely available (Swales, 2004, p. 226). Moreover, he claims that this model is appropriate for an academic setting with ‘a big world, in big fields, in big languages, with big journals, big names, and big libraries’ (Swales, 2004, p. 226).

The explanation regarding Swales (1990) CARS model and the application of how to capture rhetorical features of RAs in more details, in terms of Moves and Steps of Swales’ (1990) CARS model, are presented in Chapter Four (Research Methodology).

3.5.2.2 The Discussion section

The Discussion section of RAs is a place where authors have a chance to discuss their research findings in relation to other studies. Authors are expected to present a summary of research findings, make interpretation and implications of the results. The Discussion section provides a chance to relate to real world problems as well as their applicability to some practical situations or to the wider sphere of scientific disciplines of certain discourse communities. It is a part of the article where an interpretation of the research finding is put on display (Lindsay, 2011).

In addition to the Introduction, the Discussion section is considered a difficult part to write (Swales, 1990). To assist the author to gain a better outcome, Swales (1990) proposed a provisional framework to guide the writer in the development of the communicative purposes that are intended to be carried out in writing the Discussion section. This model consists of eight Moves of rhetorical features that are frequently found in the Discussion section, which was suggested based on his research of English RAs. This proposed model is also known as the Eight Move framework (Swales, 1990, pp. 172-173).

Swales (1990) maintains that some features may occur several times in certain cycle. For example, the first Move of the Discussion section, the Background Information, is considered as a freestanding Move and can occur at any point in the cycles. This rhetorical feature function to strengthens the discussion by recapitulating main points, highlighting theoretical information or by reminding the reader of technical information. It means that this Discussion Move has possibly appeared several times in a combination with other rhetorical moves. It is possible that certain rhetorical move, such as, the Deduction and

Hypothesis (Discussion Move VII) and the Recommendation (Discussion Move VIII) that may only appear once in the whole discussion.

The rhetorical moves of the Discussion section is pasted below.

- Discussion Move I: Background Information
- Discussion Move II: Statement of Result
- Discussion Move III: (Un) expected Outcome
- Discussion Move IV: Reference to Previous Research
- Discussion Move V: Explanation
- Discussion Move VI: Exemplification
- Discussion Move VII: Deduction and Hypothesis
- Discussion Move VIII: Recommendation

Figure 3.2: Swales (1990) Eight Move model of the Discussion section

Compared to the CARS model division of Moves and Steps in the Introduction section, the Eight Move model seems to have simpler features but is more convincing in detecting and capturing the communicative purposes intended. This discussion model is manifested in the 'Move' category only and has no 'Step' division or sub-Move as has been designed in the CARS model of introduction section. Swales (1990) maintains that the manifestation of rhetorical work in the Discussion section is said to be 'cyclic in nature' (Swales, 1990, p. 172), which means that the recurring pattern of Moves may appear in the Discussion section and variations among the disciplines may be established. Furthermore, (Swales, 1990, p. 173) pointed out that the 'complexity of the cycle can be related to the degree to which the results are "compatible" with previous work and/or with the expected outcome hypotheses or questions.' Moreover, Berkenkotter and Huckin, (1995) argue that the Discussion section has typical Move resemblance of the Introduction Moves but in reverse order, particularly of the rhetorical feature of previous research needed to support and defend the research findings and claims of new knowledge.

Following Swales' model, there have been studies of the Discussion section in different disciplines to find out what rhetorical features are occupied. Many scholars have also revised and extended Swales' model of analysing rhetorical features. Some of the studies, among others, done by Dudley-Evans (1994), Holmes (1997), Nwogu (1997), Posteguillo (1999), and Peacock (2002) show that rhetorical variations of the Discussion section exist

in different fields. For example, the Discussion of RAs in medical journals, as reported by Nwogu (1997), has three Moves: (1) highlight overall research outcome; (2) explain specific research outcome and (3) state research conclusion. Meanwhile, it is reported by Posteguillo (1999) that the Discussion section in Computer Science articles has another trend, such as to use more space to present the statements of result and then followed by the recommendation for further research as the second frequent Moves. These different realisations of rhetorical features in RA discussions indicate that rhetorical features of the discussion may be applied differently in different fields or scientific journals. This occurrence leads researchers to propose other models based on their findings.

Moreover, study by Dudley-Evans (1994) shows different pattern. His pattern consists of a nine Moves, namely: (1) Information Move; (2) Statement of result; (3) Findings; (4) (un)-expected outcome; (5) Reference to previous research; (6) Explanation; (7) Claim; (8) Limitation of the study; and lastly, (9) Recommendation or Suggestion for future research. This model is slightly different from Swales (1990), particularly in the way that Move II (statement of result) and Move III (research findings) are explicitly differentiated. Another Move that is not stated in Swales' model is the rhetorical feature of Limitation (Move VIII). Dudley-Evans (1994) summarises that there are three sequences of framework that was usually applied in developing discussion section, namely: introduction, evaluation, and conclusion. However, each of these three sequences are approached differently by different writers.

Compared to Swales (1990) framework of the discussion features, Dudley-Evans' (1994) findings show slightly different patterning. He recapitulates three main sections to its framework. The three parts of the framework consist three sections, namely: (1) the Introduction, which usually consists a typical move-cycles of information, information and reference to previous research or statement of result; (2) the Evaluation, with the key moves cycles are statement of result and references, claim and reference to previous research or reference to previous research and then claim; and (3) the Conclusion; which may have a typical move cycles of findings and claim and then a recommendation. He concludes that there are four moves that are considered as the most important moves in the Discussion section, namely: the Statement of the results (Move 2), Findings (Move 3), Claim (Move 7), and Reference to previous research (Move 5). Dudley-Evans (1994, pp. 224 - 228). This finding suggests that rhetorical features of the Discussion section may

occur in various manifestations but the sequence of Moves tend to occur in a predictable order and cycle.

Another study done by Peacock (2002) also focuses on the discussion pattern. This study by Peacock (2002) has a more comprehensive picture of the Discussion section of various disciplines. He investigated RAs in seven different fields, (e.g., Biology, Physics, Environmental Science, Business, Language and Linguistics, Public and Social Administration and Law). Peacock employed Dudley-Evans 1994 model to analyse RAs in each discipline that marked interdisciplinary as well as native and non-native speaker differences in the type and Moves and Move-cycles. The finding of this study reinforced the notion that the Move structure varies to some extent between disciplines (Peacock, 2002, p. 493). Based on this finding, he recommends that the rhetorical based disciplinary teaching is necessary to account a better understanding of the development of research article writing.

Swales and Feak (2004, p. 195 – 203) assert that while the Discussion sections vary considerably, it normally contains three moves, namely: consolidate research space, limitations, and further research. They maintain that Move 1 (Consolidate research space) is usually quite extensive while Move 2 (Limitations) and Move 3 (Further research) are quite short. Additionally, they remark that many discussion sections run through Move 1 - Move 2 - Move 3 sequences more than once. This cycle mode has been noticed by Swales (1990) in his earlier research. Unlike the Result section of RAs that plainly describe findings of the study, the discussion section deals with interpretative points that need appropriate comment and relates them to previous research. In addition, Lindsay (2011, p.48) emphasises that the interpretations of findings in the Discussion section must be supported by the results of other studies or an authoritative statement based on the results of others.

As such, it would be worthwhile noting that in spite of differences between the findings of particular researchers as well as the hybrid models of analysing the rhetorical features of RAs, there has been encouraging support from genre analysts of English for specific purposes in supporting Swales' models (Hyland, 2007, Biber, Connor, & Upton, 2007, Paltridge et al., 2008). In particular, genre analysis was usually chosen for analysing the selected Introduction of RAs, as it is considered to be powerful tool for determining form-function correlations (Bhatia, 1993, p. 11).

Previous analyses of RAs tend to concentrate either on their overall organisation and rhetorical patterning or on specific subsections of them, such as their Abstract (Samraj, 2002; vanBonn and Swales), their Introduction section (Ahmad, 1997; Berkenkotter and Huckin, 1995), their Discussion sections (Holmes, 1997; Peacock, 2002) and their Result and Discussion sections (Yang and Allison, 2003). Other analysts have looked at the rhetorical patterns of RAs (Swales, 1981, 1990), the whole structure and functions of RAs (Nwogu, 1997; Posteguillo, 1999; and Kanoksilapatham, 2005), and in specific areas, such as stance and self-citation in RAs (Hyland, 2003; Pho, 2008) and intertextuality (Anwar, 2010) as well as the quantitative analysis of the RAs published in Core Library Journals that report data of, for instance, the number of references to journal articles and the total number of references in particular (Nour, 1995). The study of RA structure has also been done in several disciplines, for example, in Business and Economics (Moreno, 2004), Biology (Samraj, 2002, Martinez, 2005), Computer Science (Posteguillo, 1999), Computing, Robotics and Telecommunications (Monreal, Salom, Olivares, 2006) and in Biochemistry (Kanoksilapatham, 2005). This long list shows that RA writing has received a lot of attention from researchers from various disciplines in many languages worldwide.

To date, the genre of the research article has been studied from different angles across different disciplines and languages, for example: in Arabic (Fakhri, 2004, 2009), Turkish (Uisyal, 2008), Portuguese (McKenny & Bennet, 2011), Spanish (Moreno, 1998, 2004), Persian (Faghih and Rahimpour, 2009), and Italian (Giannoni, 2002), just to mention a few. The investigation of RAs in different languages demonstrates a huge number of studies that are particularly interesting to investigate either in the generic structure or in the rhetorical features of RAs. Likewise, a number of studies of rhetorical structure of RAs have been done in Indonesia. Studies by Mirahayuni (2001), Basthomi (2006), and Anwar (2010) investigated RAs in English written by Indonesians; while Safnil (2000) investigated the rhetorical structure of the Indonesian RAs as the source of the data.

Those studies found that some of the rhetorical differences are because of the differences in the research practices and scientific writing conventions in first languages and in English speaking countries, while others are because of cultural differences reflected in the two languages. Regarding RAs written by Indonesian scholars, written either in English or Indonesian, the previous studies indicate that the generic structure of RAs follow the conventional pattern of scientific articles documented in Swales (1990).

However, the researchers found that there are certain rhetorical strategies that are different from RAs written by native English authors.

In summary, the studies discussed above show that the generic structure and rhetorical features of RAs in various languages or different disciplines might apply a different rhetorical patterning, different discursive practice and in-house style of a certain journal. These differences might also be asserted to meet the different discourse community expectations.

3.6 Contrastive rhetoric analysis of academic genres

As discussed earlier, this study deals with the academic genre of RAs written in Indonesian and in English. By focusing on analysing the similarities and differences, it is warranted to touch on a comparison of the two, which is the core of issue of Contrastive Analysis. Hence, a review regarding contrastive rhetoric analysis is an important part of this chapter. This section highlights its development and studies based on contrastive rhetoric analysis.

Contrastive Rhetoric (CR) is a branch of Applied Linguistics with very close ties to specific teaching situations (Connor 1996, 2008; Moreno, 2008). Connor (2008) elucidates that CR examines the differences and similarities of English writing across languages and cultures, as well as to find out factors that affect the rhetorical differences and similarities of two or more languages and culture backgrounds in language production. Moreover, Contrastive Rhetoric provides a systematic comparison of rhetorical differences used by the native language and the target language writing in order to be able to predict and solve the difficulties of non-native users of English. Paltridge (1997, p. 28) considers that CR is genre-specific study where comparative studies have been carried out between writing in English and a number of different languages in areas such as student writing, academic writing and professional writing. Atkinson (2004) argues that as tools and resources, the tremendously complex issues underlying CR will facilitate better understanding and teaching. Conversely, the involvement of contrastive rhetoric studies to genre analysis fulfils the need of a second language teaching approach.

According to Booth (2006), the concept of 'rhetoric' can be traced back to the early work of Aristotle's 'The Arts of Rhetoric' to refer to the 'faculty of discovering in any particular case of all the available means of persuasion' (Booth, 2006, p. 4). This science of persuasion refers specifically to the use of specific language to inform and persuade readers, "the whole range of arts not only of persuasion but also of producing or reducing misunderstanding" (Booth, 2006, p. 10). Therefore, rhetoric is considered as an art of effective communication strategy that is usually used as the counterpart of dialectic conversation. Similarly, Borchers (2006, p. 90) argues that Aristotle's classical theories only focused on the function and purpose of rhetoric, such as public persuasion in a legal or political setting and a broader definition of rhetoric is, therefore, necessary to account for the epistemological insights into human psychology. Moreover, Borchers (2006, p. 91) cited George Campbell's 1776 book, *The Philosophy of Rhetoric*, which gives a definition of rhetoric in a broader sense, including "any instance of written or oral discourse which aims to inform, convince, please, arouse emotion, or persuade to action, and which has as its communicative content some passion, idea, sentiment, disposition or purpose is an instance of rhetorical discourse". This early idea of rhetoric allowed for other human activities based on language in the form of discourse in modern society, such as in education and the professional environment. Therefore, this definition is considered as a mark of the beginning of rhetoric in modern society and connects the ancient and modern views of rhetoric.

However, Connor (2008, p. 304) argues that the term 'rhetoric' in CR is not used as in its classical definition of style, argument or persuasion, but as denoting utterances made for a purpose. She further emphasises the meaning of rhetoric as an act of communication particularly in regard to CR studies of text organisation and style. The term 'rhetoric' is now closely associated with the goal of communicative purpose of community interactions. However, in a formal situation such as in an academic setting, there is a trend towards replacing a heavily decorated style with one that is clear and simple. As notified by Borchers (2006, p. 90), the use of rhetoric in an academic setting has changed from complicated to more effective ways to communicate scientific findings and principles, such as those that use in the simple and direct style found in scientific and medical journals.

To some extent, the study of contrastive rhetoric has been considered to have been related to the study of language transfer. Connor et al. (2008, p. 3) argue that both contrastive rhetoric and language transfer are closely linked to Contrastive Analysis (CA), a movement associated with Structural Linguistics and behaviouralism. This inter-connectivity suggests that the interest of investigating second language learners is approached from different perspectives.

However, Connor (1996) claims that there has been a positive response to CA view has a positive response as the underlying idea was the applied linguistic view that comparative description could form a basis for facilitating language learning and teaching. In response to this critique, recent studies show that many new trends appeared in research topics and methods particularly in the teaching and learning a second language. On the contrary, a large number of valuable studies were made many decades ago, often as a side product of contrastive analysis (CA). Many of those studies dealt with transfer issues of rhetorical strategies to ESL, that are, the strategies that writers use to organise and present their ideas in writing conventions acceptable to native speakers of that language, being relevant to second language teaching (Ringbon, 2007; Odlin and Jarwis, 2004).

A number of studies of CR from different language backgrounds that have referred to transfer issues, for example, by Aertselaer (2006) in EFL Spanish students and Uysal (2008) of Turkish students essay, show that L1 rhetoric background affects the writing performance of L2. Ringbom (2007, p. 31) argues that transfer studies have been concerned mainly with how assumed functional cross-linguistic similarities are manifested in production as errors, especially grammar errors. These critical remarks do not mean that transfer studies and contrastive analysis so far have been worthless; instead, they are of great interest especially from a pedagogical perspective.

Over the past four decades or so, the CR studies continue with their dynamics. Regardless of the weakness, the area of study has had a significant impact on the teaching of writing in both ESL and EFL. Connor (1996, p. 5) emphasises that Contrastive Rhetoric is an area of research in second-language acquisition that identifies problems in language production, which is encountered by second-language writers, and attempts to explain the difficulties of non-native users of English by referring to the differences in rhetorical strategies used by learners of English. Thus, the circumstance experienced by those from a non-English speaking background in writing can be anticipated using the research findings

from CR studies. The dominance of English as the world's leading language for dissemination purposes has created an opportunity for non-native English speakers to extend the distribution of their knowledge. Therefore, non-native English speakers will have knowledge of how to produce a written composition in adequate English, linguistically and rhetorically, as well as by following writing conventions.

The need of contrastive rhetoric studies in academic writing is based on the fact that genres vary significantly along quite a number of different parameters. According to Swales (1990, pp. 61–62), the parameters include the complexity of rhetorical purpose, the degree to which exemplars of the genre are prepared or constructed in advance of communicative instantiation, the mode or medium through which they are expressed, and also the extent to which their producers are conventionally expected to consider their anticipated audiences and readerships. Swales emphasises that genres also vary in the extent to which they are likely to exhibit universal or language-specific tendencies.

In short, Contrastive Rhetoric offers many ways in which the many different parameters can be used in investigating academic genre. Swales (1990, p. 64) asserts that this is one investigative area that is directly relevant to a pedagogically-oriented study of academic English.

3.6.1 Contrastive rhetoric studies in its early development

Connor (2008) believes Kaplan's 1966 study should be considered to be the starting point of Contrastive Rhetoric research. In 1966, Kaplan reported an investigation of 600 paragraphs written in English by his students from several different first language backgrounds. He analysed how mother language thinking and discourse structure are manifested in target language writing. From this cross-cultural study, Kaplan identified five major distinct styles of paragraph development models, namely: linear (e.g., English), digressive (e.g., French, Italian and Spanish), parallel (e.g., Arabic and Persian languages), irrelevant (e.g., Russian and Slavic languages) and oriental (Japanese and Chinese and other East-Asian countries). Kaplan suggested that the prototypical culture produced different paragraph development models. Kaplan maintains that language and writing are cultural phenomena.

In his earlier concept, Kaplan claims that rhetoric is language and culture-specific, and that L2 rhetorical organisation is the result of the transfer of L1 rhetorical organisation. Kaplan's (1966) initial argument states that every language offers a culture-bound logic to its native speakers that turn out to generate culture-specific rhetoric. This view asserts that the written text of non-English speaking learners is constrained by rhetorical conventions of their first language. This view becomes the basis for the traditional definition of contrastive rhetoric that reduces English rhetoric to normative patterns. In the traditional view, rhetorical deviations from L1 are considered as signs of non-proficiency or interference.

However, this argument has proven contentious. Connor (1997, p. 201) faults Kaplan's argument for over emphasising cognitive factors at the expense of sociocultural factors in order to explain preferences in rhetorical conventions. Moreover, Kaplan's view on contrastive rhetoric has received criticism from several applied linguists, such as Scollon (1997) and Canagarajah (2002). Scollon (1997) criticises contrastive rhetoric studies as being insensitive to cultural differences. Scollon (1997) suggests that more attention should be given to rhetorical studies than to the structure of texts in their broader sense. Rather than comparing the structure or grammatical explanation of two different languages, Canagarajah (2002, p. 68) advises that contrastive rhetoric research needs to develop more complex types of explanation for textual difference, but keeps away from normative, rule-governed, and 'value-free' descriptions of genre conventions.

In response to those critiques, Kaplan has modified his earlier position of cultural thought patterns in a number of publications in 1987 and 1988. Kaplan (1987, p. 9) claims that all of the various rhetorical modes are possible in any language, and he is convinced that there is some validity to the notion. Moreover, Kaplan (1987) claims that the contrastive model is needed for a description of cross-cultural writing for academic or professional purposes, such as identifying the difficulties in the writing of a research paper article among non-native speakers writing in the target language. He emphasises that it is not his intention to give the notion more weight than it deserves; that cross-cultural differences in writing can be explained by the different writing conventions that are learned. In addition, Kaplan (1988) asserts that his categorisation of thought pattern is as an idea or a notion, rather than as a model or a theory.

Moreover, Kaplan (2005) continued his work on analysing students' writing by increasing the types of written texts of second language writing around the world. Kaplan also considers other important genres in an academic setting, such as the RA, research report, and grant proposal, as well as genres in a professional setting, such as business. These genres are respected as a legitimate type of second language writing and worthy of research and teaching. These two perspectives on second language writing deliver a positive response to CR approaches that have had a significant impact on studies of second language writing and instruction (Connor, Nagelhout & Rozicky, 2008, p. 3).

Nevertheless, Kaplan's original study offers convincing examples from learners of different language backgrounds to demonstrate contrasting patterns. Contrastive rhetoric research has found that rhetorical patterns are an essential component of language. Connor, Nagelhout & Rozicky (2008, p. 1) emphasise that CR studies have had a significant impact on the teaching and writing in both ESL and EFL classes. They maintain that the Contrastive Rhetoric has both informed the teaching of writing in EFL contexts and impacted the teaching of writing in ESL contexts, in particular in the area of English for Academic Purposes in a university setting.

3.6.2 Contrastive Rhetoric and its new direction

The approach to the contrastive rhetoric study has been revisited to adapt the dynamics in community development, and now has a new perspective. The new proposed term, 'intercultural rhetoric' refers to the current dynamic models of cross-cultural research (Connor, Nagelhout & Rozycki, 2008, p. 4). They reinforce the need for a new term because the field is currently dynamic and exploratory. They identify the extending approach to new genres, refining methodology, utilising electronic corpora of texts, going beyond linguistic patterns to the study of other distinctive differences, and exploring contrasts even beyond writing; such as the differences in Web use between speakers of different languages. This new direction on contrastive rhetoric studies challenges the need for describing the fast complexities of cultural, social and educational factors affecting a writing situation.

Moreover, Connor (2008, p. 304) considers the need to expand the CR study and move far beyond binary distinctions, such as linear versus nonlinear discourse or inductive

versus deductive logic. She emphasises that contrastive rhetoric studies must attempt to understand why and how individuals behave, rather than simply studying cultural artefacts and products. Furthermore, to accommodate this new direction on contrastive rhetoric, Connor (2008, p. 307-310) proposes ‘Multilayered model of contrastive rhetoric’ that displays the type of intercultural communication studies.

The new contrastive rhetoric recommends that researchers should be able to find out the connections between cultural and rhetorical differences and factors that affect the differences and similarities between two or more linguistic and cultural backgrounds in language production (Connor et al., 2008). Contrastive rhetoric research considers that rhetorical structures differ between languages and cultures. This cross-cultural analysis should consider the existence of culture in different situations, namely classroom culture, professional and academic culture, youth culture and National culture. These differences are dynamic and change as society changes. Therefore, the new direction of Contrastive Rhetoric is redesigned in order to give a wider scope and includes cross-cultural studies, as well as the interactive situations in which writers with a variety of linguistic and cultural or social backgrounds negotiate L2 writing in a great variety of situations for varied purposes.

A similar argument is proposed by Canagarajah (2006) for the need for a new model in investigating rhetorical structures of non-native users of English that might have different methods of expressing ideas based on their cultural ways. Canagarajah (2006) proposes a ‘negotiation model’ to allow for other factors that might influence the production of texts and to look at how second language writers move between texts. The negotiation model considers that bilingual writing competence is not static but can be seen as the writer movement between languages. The bilingual writing is not simply as the product for descriptions of writing competence, but as the process of composing texts in multiple languages. The circumstances of non-native English writers are multiple and cannot be understood from the language issues. Hyland (2008, p. 548) expects that culture is not the only explanation. Therefore, by considering multiple factors around a learner’s background, this view may contribute to sharpen studies in contrastive rhetoric.

Considering the multi-lingual and multi-cultural backgrounds of Indonesian writers, to some extent it is advantageous to determine if cultural background constitutes the same or similar problems compared to other contrastive rhetoric studies of written texts found in

Asian countries, for example, in Chinese (Loi and Sweetnam-Evans, 2010); Japanese (Hinds, 1990); Vietnamese (Tuan, 2010); Korean (Jung, 2006); Thai (Jogthong, 2002); and Malay (Ahmad, 1997). These studies suggest that rhetorical differences between first language and second language writing as well as the different cultural background influence the writing performance in second languages.

Similarly, Indonesia is a country with diverse ethnic groups and cultures. This multilingual and multicultural milieu affects the people of Indonesia in many ways, such as when they speak, think, and behave. This general phenomenon in Indonesia appears on many occasions. Although they speak or write in the Indonesian language, their original cultural or first language behaviour can be easily noticed. These existing phenomena might be brought when they speak or write in English (Kuncara, 2004). Indonesia is a country with diverse ethnic groups and cultures but at the same time attempts to unify this diversity by the use of 'Bahasa Indonesia' and, to a greater extent, to speak and write in English as the language medium of international communication.

This present study in academic writing of RAs written by Indonesian academics in Indonesian and in English is considered in line with the aforementioned recent perspective of the intercultural rhetoric studies. Thus, the following section provides a review of contrastive rhetoric studies in Indonesia particularly to discuss some of the previous studies on CR done by Indonesian academics.

3.6.3 Contrastive rhetoric studies in the Indonesian context

Despite the increased interest in contrastive rhetoric studies, Indonesian discourse has not received much attention from contrastive rhetoric researchers. It is rarely found that CR studies analyse Indonesian texts and English texts written by Indonesians. Several studies of contrastive rhetoric analysis in regard to the methodological principle they used have been done, which compared Indonesian texts to English texts' production.

Generally speaking, a paucity of both contrastive rhetoric and genre analysis studies has been evident in addition to the imbalance of research in the area of linguistics and applied linguistics including language and language teaching in Indonesia. This condition appears in the study by Siregar (2008), which gives an overview via research from two sources as the sample case, which is taken from master thesis projects and RAs published in journal

of Linguistik Indonesia from 2007 – 2008. The description shows that studies on discourse analysis are still very small in number compared to sociolinguistics, which seems to be the first rank of preference, followed by studies of syntax as the second preference. Siregar (2008) describes that from 129 masters' theses majoring in language and linguistic studies; it is likely that Indonesian researchers give more attention to the study of the linguistics division such as phonology, morphology, syntax and semantics.

The report presented by Siregar (2008) implies that the study of genre analysis and contrastive rhetoric analysis, particularly of the RA rhetorical pattern, have not set a precedent for many Indonesian applied linguists. Moreover, there is an interesting finding that the study of discourse analysis using the SFL approach is more frequently found compared to the genre analysis approach. Thus, the various analyses of English as a foreign language discourse and the Indonesian texts as first language indicate that some aspects of writing in L1 texts are similar to those in English texts, while much evidence shows that some aspects of the rhetorical features may not be used in the same way as English native speakers.

Several studies focusing on text analysis of particular genres that have been done in Indonesian context, are Basthomi (2012, 2009), Mambu (2009), Susilo (2004), and Cahyono (2008). Basthomi, for example, has studied the acknowledgment of theses written in English (2009) and the curriculum vitae of theses (2012); Mambu (2009) studied specific discourse of pre-service, teacher written narratives and study by Cahyono (2008), which investigated the rhetorical features of grand proposals. Several contrastive rhetoric studies in the spoken language are found, particularly in an academic setting, as done by Safnil (2009) and Rusdi (2000). Rido (2010) analysed Science lecture discourse, while Safnil (2009) investigated the sermons of Friday Islamic prayers. This range of studies in spoken and written academic discourse demonstrates the various differences in genres of academia where a particular communicative purpose and audience lead to the employment of different rhetorical choices.

Moreover, some aspects of rhetorical texts studied have been investigated, particularly in EFL written by Indonesian students learning English. The studies use the genre analysis approach in analysing the texts e.g., studies by Susilo (1999, 2004). Susilo (1999) analysed articles in the Jakarta Post in terms of rhetoric, whereas Susilo (2004) investigated the thought patterns of Indonesian writers used in their letters written in both

Indonesian and English. These researchers employed analytical tools in the area of genre and discourse analysis. Other contrastive rhetoric studies in Indonesia investigated issues relating to the writing performance of students in English as a foreign language in Indonesia (Basthomi, 2007). In general, the study of the rhetorical structures of the essays reflects the overall features of the English academic–writing essay, although they did not always contain important elements as is expected in the English discourse community.

In summary, studies in contrastive rhetoric in Indonesia have not had considerable results, especially because they were limited to analysing students' writing. Although there is evidence, such as reported in Cahyono (2007) of grand proposals by Indonesian academics, the contrastive rhetoric study of advanced English users of RAs has not been examined significantly. Therefore, the study of the rhetorical features of RAs written by scholars/lecturers in Indonesian and in English is an important area that is expected to enrich the studies of contrastive rhetoric.

3.7 Closing Remarks

This chapter reviews the theoretical approach to genre and genre analysis and discusses different approaches to the academic genre. It is clear that genre analysis has made it possible to evaluate and understand the communicative purposes being proposed by the authors. Through genre analysis and rhetorical features analysis, researcher can effectively investigate certain salient communicative purposes of academic genre. These approaches are useful to further investigations into whether L1 (first language) and L2 (second language) rhetorical structures of texts are composed differently. Swales' (1990) IMRD model of generic structure of RAs, Swales' (1990) Moves and Steps models of analysing the RAs' Introduction and Discussion sections of RAs are in order to identify the differences.

Meanwhile, contrastive rhetoric gives direction to which rhetorical differences exist in second language writing of writers from various language and cultural backgrounds. Therefore, the present study is shaped in line with new directions in contrastive rhetoric research. It examines the textual organisations of discourse features, that is, how writers express their communicative purpose in terms of the rhetorical feature of text. It also considers how the rhetorical features are related to the specific context in which the texts

are written and how factors that affect the different manifestations of those written discourses following the theories and analytical frameworks from the genre analysis framework proposed by Swales (1990).

Moreover, there is the idea that the rhetorical structures of texts in different languages might vary greatly and that such variation should be taken into account in language teaching programs (Moreno, 2004, p. 321). On the other hand, the rhetorical differences should not be a subject of disparity and conflict of discourse community interest; rather, it is the preference of each person to choose and use their own preferences, regardless of their periphery status (Canagarajah, 2002; 2008). Therefore, all constituents regarding this issue can work together to accommodate writers from different cultural backgrounds to be involved and treated equally in sharing knowledge through publication.

The findings should provide a contribution to teaching the academic genre of RAs for writers of non-English speaking writers to increase their writing performance with adequate English communication, linguistically and rhetorically, as well as writing conventions. This competence is of the utmost importance for Indonesian academics because that fluency in the conventions of English academic discourse is now virtually essential as a means of gaining access to the knowledge of our disciplines and navigating our careers (Hyland, 2004, p. ix). As a matter of fact, this great challenge agrees with my opinion, as a language teacher as well as researcher, that the principle of Genre Analysis that can be used as a tool for analysis and also as a teaching approach which has been recommended by, among others, Paltridge et al., (2009), Hyland (2007), Swales (1990, 2004), and Swales and Feak (2004). Indeed, this study is expected to give a deep explanation of what causes the differences in rhetorical features used by Indonesian authors in writing RAs in Indonesian and in English.

Despite the abounding research as presented in the foregoing discussion, there has been no research in Indonesia dealing with academic texts produced by writers in more than one language. In light of the theoretical account reviewed in this chapter, the present research addresses this under-researched area. The use of genre analysis in this study is expected to bridge the need of L2 writers in achieving the rhetorical argumentation in their research articles as L1 writers do.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Introduction

Chapter Four describes the research methodology in this study. This includes the research design in terms of its aims, corpus, types of data, data gathering procedure, data analysing models and the technique of investigating the communicative purpose and rhetorical features of research articles (RAs). This is followed by a brief explanation about techniques of the analysis of three main areas of this study, namely: the generic structure of RAs, the Introduction section, and the Discussion section.

The method used for this study is carefully chosen to be able to answer the main research question:

“What is the nature of the organisation of rhetorical features of research articles written by Indonesian academics in the Indonesian language and in English?”

4.2 Research design

The present study adopts a qualitative descriptive approach (Wodak and Krizyzanowsky, 2008), that is, a method that manages to draw a comprehensive summarization of specific events from naturalistic inquiry, which maintains a commitment to studying something in its natural state to the extent that is possible within the context of the research arena. The descriptive approach used in this study deals with specific linguistic events established in written discourse, i.e. the identification of the rhetorical features of RAs, which employs categorisation of rhetorical patterning found in the academic texts. Lambert and Lambert (2012, p. 255) assert that compared to other qualitative designs, such as ethnography or grounded theory, the qualitative descriptive approach is less interpretative than an ‘interpretative description’ approach because it does not require the researcher to move as far from or into the data; and, does not require a conceptual or highly abstract rendering of

the data. Lambert and Lambert (2012) reinforce that this approach is viable and it is an acceptable design when a straightforward description of a phenomenon is desired.

The present study is discourse analysis comprising a text analysis of corpus of the published RAs from the discipline of Applied Linguistics as the primary data (Paltridge and Wang, 2010). Discourse analysis was once considered as a type of methods in qualitative research (Creswell, 2007), that is, the analysis of “language-in-use” whether spoken or written that pays attention to the details of grammar and how they function in communication (Gee, 2005; 2011). However, the method of data analysis in the discourse analysis is recently not considered to fit into either the quantitative or the qualitative tradition. Due to the different characteristics and approaches of these two traditions, study of discourse analysis is categorised as the ‘quasi-qualitative’ method (Angermuller, 2005). The combined approach that employs both qualitative and quantitative research in the procedure of obtaining and analysing the data is often called ‘mixed methods’ (Ivankova and Creswell, 2009). They emphasize that the integration of both qualitative and quantitative approaches can provide a depth and breadth that a single approach may lack by itself in order to gain a better answer of the research questions.

In this study, the researcher collects and investigates qualitative and quantitative data at the same stage of research process in order to understand the research problem comprehensively. This approach is designed to seek in-depth understanding of rhetorical devices of written texts in the corpus of RAs and generate a result from the data analysis but not rely on certain mode of statistics. The sampling was generated based on the purposeful technique, that is, corpus of RAs written by Indonesian academics in English and in the Indonesian language. In obtaining the evidence, this study used constant comparative analysis when examining the data and supported by numerical calculations of percentages and averages to describe and interpret the findings.

The focus investigation in this study is on the identification of the rhetorical features that constitute the generic structure of the texts. This approach is considered as qualitative descriptive and mainly focuses on the comparison of rhetorical organization of text that is observable in the writers' writing strategies of the texts. The data analysis is based on the written document but the goal is a comprehensive understanding of what the basis intention of the Indonesian academics in writing RAs in two different languages. This

study is also concerned with the organization of RA discourse and extending beyond a given situation of the background writers.

Since the present study analyses texts of a particular genre, it is also a genre analysis which follows Swales' seminal work in 1990 to describe the academic research genres particularly of the RAs organisation. Genre analysis is one of the seven major approaches to the study of discourse, spoken and written, that has a distinct approach, different motivation and that drew inspiration from different sources (Bhatia, Flowerdew and Jones, 2008, p. 13). In its earlier form, genre analysis was seen as an extension of linguistic analysis to study functional variation in the use of English in academic contexts. Swales' earlier work (1981) on RA introductions marked the beginning of the genre analytical model, which sought to provide a grounded description of academic research genres. Genre analysis can be viewed as the study of situated linguistic behaviour in academic or professional settings with emphasis on the conventional organisation of information and of the consistency of communicative purposes (Swales, 1990; Bhatia, 1993).

In more recent years, genre analysis has developed in the direction of a more comprehensive exploration of what Bhatia (2004, 2008) specifies as 'social spaces' to raise a number of interesting issues, including some about the integrity of generic descriptions. Bhatia (2004) proposes a multi-perspective and multidimensional three-space model for the analysis of discourse and genre integrating professional space, social space and textual space. This essential organisational structure of written academic discourse that is presented in a textual surface offers researchers to make it visible by identifying the various rhetorical moves (Bhatia, Flowerdew, and Jones, 2008, pp. 10 - 11). The unique organisation of the moves of communicative purposes in a specific genre provides its identity and distinguishes one type of genre from other genres.

According to Bitchener (2010, p.4), the organisation of communicative purposes can be identified in terms of discourse Move, which is a separate unit or section of content and sub Moves that are employed by writers. Its goal is to describe the rhetorical purposes of a text by categorising discourse units within the text according to their communicative purposes. In the genre analysis of RAs, Swales (1990) emphasises that the identification of genre on the basis of its communicative purpose in terms of a rhetorical 'Move' and 'Step' aims to determine the communicative purposes of a text by categorising diverse text units according to the particular communicative purposes of each unit. Each of the rhetorical

moves where a text is segmented constitutes a section that reveals a specific communicative function, which contributes to the general communicative purpose of the whole text. More specifically, the term of 'rhetorical feature' refers to "the organisation of ideas in a particular text, or segment of a text and the textual features of the text based on an analysis of the semantic or communicative units of the text" (Safnil, 2000, p. 86).

The range of communicative purposes of how to perform a functional identification of rhetorical Moves from the genre analysis perspective is also proposed by Biber, et al., (2007). Kanoksilapatham (2005) adds that a rhetorical Move refers to a section of a text that performs a specific communicative function. The approach, which seeks to investigate a text in particular segments and identify each communicative purpose, is manifested in rhetorical feature analysis. In this study, rhetorical feature analysis is used to find out the general picture of communicative purposes which are established in RAs written by Indonesian authors, both in English RAs and in RAs written in Indonesian.

To identify the rhetorical features of RAs, the researcher might use both a bottom-up approach but also apply a top-down approach as well. The bottom-up approach is the analysis of rhetorical feature occurrence based on certain linguistic signals, while the top down approach is based on content analysis (Biber, et al., 2007). This present study uses the top-down approach to identify the communicative functions in the articles based on the function or content of the text as an overall communicative purpose which is called Moves and Steps (Swales 1990, Nwogu, 1997). The identification of communicative purposes in a text is searched using linguistic signals available in texts. If the signals are absent, then one technique is used by looking at the content of the text as a tool to recognise the overall communicative purpose. This technique tries to identify the communicative unit of Move and Step through information from the text. The combination of the top-down and bottom-up approaches are insightful for practical and technical reasons because there are no strict rules for doing a Move analysis, nor does every researcher necessarily perform each of the Steps described (Biber et al., 2007, p. 34). Therefore, this study uses both of the approaches because it intends to determine the common rhetorical features of RAs written by Indonesian academics based on linguistic signals, as well as the communicative purposes implied in the content of texts.

This present study adopts Swales' (1990) analytical model of genre analysis, namely: the Create-A-Research-Space (CARS) model for Move analysis of the Introduction section

and the Eight Move framework for the Discussion section (Swales, 1990). Although there is a more recent Swales (2004) model, this study decided to use Swales 1990 CARS model to analyse the Introduction section. It is a valid model that has been used by many researchers to analyse English RAs written by researchers of non-English speaking backgrounds. Likewise, this model is also applicable to be used as tool in analyzing RAs written in Indonesian. The more recent Swales' (2004) model was meant to revise the 1990 CARS model has been considered to be overlapping (Basthomi, 2006) and might be difficult to apply in investigating RAs in Indonesian because this study is only based on English RAs in the Applied Linguistics discipline that follow the conventional format of IMRD (Introduction, Method, Result, and Discussion) as proposed by Swales (1990). These instances of variation might appear due to the disciplines' or journals' in-house styles, such as that which appears in RAs of Hard Science or Social Science (Cargill and O'Connor, 2009; Perry, 2005; Lindsay , 2011).

In this study, Swales' (1990) models of Move analysis are chosen because they were designed clearly to give guidance for writers and researchers from non-English speaking background to investigate the distinct communicative purposes of text through explication of rhetorical features. Therefore, the present study applies Swales' (1990) CARS model (for the Introduction section) and Eight-Move Framework (for the Discussion section) as the primary tools for the investigation of rhetorical features used by Indonesian academics in writing RAs. The purpose of this investigation is to explore the differences and similarities, and seeks possible explanation for different rhetorical features' occurrence in RAs written by the Indonesian academics.

To find out the similarities and differences, each of the data set are compared and contrasted in order to be able look at the salient rhetorical features from each group. In this study, the analysis of similarities is based on RAs written in Indonesian or in English in the paired and the discrete data. Similarly, the analysis of differences based on the different rhetorical features occurrence in Indonesian and in English. There follows the contrastive rhetoric analysis of RAs written in Indonesian and in English. Analysis of the Indonesian RAs adopts similar procedures to CARS model to explicate the rhetorical features occurrences.

In short, the two models are chosen because they are considered relatively straightforward and easy to apply because the rhetorical features identified in the Introduction and in the

Discussion sections is detailed and concise. Moreover, several previous studies, such as those by Ahmad (1997) and Fahri (2004), among others, have confirmed Swales' move analysis framework as a valid tool for analysing RA Introductions in particular and other RA sections, including complete RAs in general (Nwogu, 1997) which are written by researchers of a non-English speaking background. It is considered that the application of Swales' (1990) CARS model, which is derived from authentic English text, is also helpful in order to see and recognise some rhetorical problems that, in particular, are experienced by Indonesian academics in writing English RAs intended for international publication. The categorisation of the communicative purposes of RAs into rhetorical features of Moves and Steps was originally proposed in order to use the research findings to assist non-native English speaking backgrounds and for the teaching and learning of English for specific purposes.

In this study, the formal criterion employed to select RAs is that the texts should have the basic IMRD structure. The empirical RAs that employ the IMRD structure are purposefully chosen as the corpus of the study. The Section 4.3 presents more description of the corpus.

4.3 Corpus of the study

The corpus consists of 100 published RAs, which were collected from 14 accredited journals and 2 registered journals. The corpus consists of 50 RAs in English (ERA) and 50 RAs written in Indonesian (IRA), which were published between 2002 – 2010 issues. Most of the data (96%) were collected from accredited journals in Indonesia, while the rest the RAs are taken from registered institutional journals holding an ISSN and acknowledged as published nationally, namely *Jurnal Penelitian Humaniora* and *Leksika*. The articles from those latter journals were taken to meet the criteria of the set of paired data (RAs written in the Indonesian and English).

The corpus of articles from accredited Indonesian journals can be detailed as follows. The majority of RAs are taken from four journals: *Linguistik Indonesia* (25 RAs), *Bahasa dan Seni* (17 RAs), from *Jurnal Ilmu Pendidikan* (15 RAs), and as many as 13 RAs are taken from *Kajian Linguistik dan Sastra*.

Table 4.1 The composition of RAs and journals from which the RAs were taken

	Name of Journals	Number of RAs			
		Paired		Discrete	
		IRA	ERA	IRA	ERA
1	<i>Linguistik Indonesia</i>	8	5	8	4
2	<i>Bahasa dan Seni</i>	3	2	9	3
3	<i>Humaniora UGM</i>	1	1	-	-
4	<i>Linguistika</i>	-	-	4	2
5	<i>Jurnal Ilmu Pendidikan</i>	5	5	1	4
6	<i>Kajian Linguistik dan Sastra</i>	1	6	2	3
7	<i>Makara Sosial Humaniora</i>	-	-	1	-
8	<i>Jurnal Penelitian Pendidikan</i>	1	1	-	-
9	<i>Sosiohumaniora</i>	1	1	-	-
10	<i>Cakrawala Pendidikan</i>	1	-	-	-
11	<i>TEFLIN Journal</i>	-	1	-	5
12	<i>K@ta Biennial Journal</i>	-	2	-	2
13	<i>Indonesian JELT</i>	-	-	-	2
14	<i>Varia Pendidikan</i>	1	-	-	-
15	<i>Leksika</i>	1	1	-	-
16	<i>Jurnal Penelitian Humaniora UMS</i>	2	-	-	-
		25	25	25	25
TOTAL		100			

Other RAs are selected from: *Linguistika* (5 RAs), *Humaniora* (3 RAs), *Jurnal Penelitian Pendidikan* (2 RAs), and *Makara Sosial Humaniora* (1 RA). Additionally, there are three monolingual journals that only publish in English from which English RAs are taken, that is: 7 RAs from *TEFLIN Journal* (Teaching English as Foreign Language in Indonesia), 4 RAs from *K@ta biennial Journal*, and one article from *Journal of English Language Teaching*. In addition, there are two journals, namely: *Leksika* and *Jurnal Penelitian Humaniora*. These two journals have not received accreditation status from the DIKTI; however, the needs to fulfil a set of RAs in the paired data were found in these journals.

As has been considered in Chapter 2 (Section 2.4), the study focused on RAs published in accredited journals in Indonesia in the Applied Linguistics discipline. The selection of

RAs in the accredited journals in this study has two main reasons, first considering the quality assurance, and second, the current demand of English RA publication. Being published in an accredited journal means that the articles have been processed selectively by journal board editors and reviewers in terms of the substance, the article's organisation and the language used. Another reason is for the availability of copies and facility to access online databases. The focus of the investigation of RAs published in the accredited journals in this study is also an important reason to figure out the discursive practise of the national representative of journals and current RAs publication in Indonesia.

4.4 Types of data

The corpus is formed of paired and discrete data. The paired data are RAs written by Indonesian academics, in which each of the authors has published RAs in Indonesian and in English. In the paired data, each author has one set of RAs written in English and in Indonesian. The second corpora, the discrete data, are RAs written by Indonesian academics but either the RAs in English or in Indonesian were written by different authors. In the discrete data, each author was assumed to have written and publish RAs in English or in Indonesian. Therefore, each author in the paired data has published at least a set of RAs written in English and in Indonesian, while each author in the discrete data only published RAs in English or in Indonesian.

The paired data is made up from 25 RAs in the Indonesian and 25 RAs in English. Similarly, the discrete data is made up of 25 RAs written in English and 25 RAs written in the Indonesian language. Therefore, the data are made up from 50 articles written in Indonesian and 50 articles written in English. All together, the total of 100 RAs were investigated. These two comparable parallel corpora were designed to be able to identify and establish the similarities and differences between the two languages, particularly in how authors occupy the communicative purposes assigned in RAs written in English and in Indonesian.

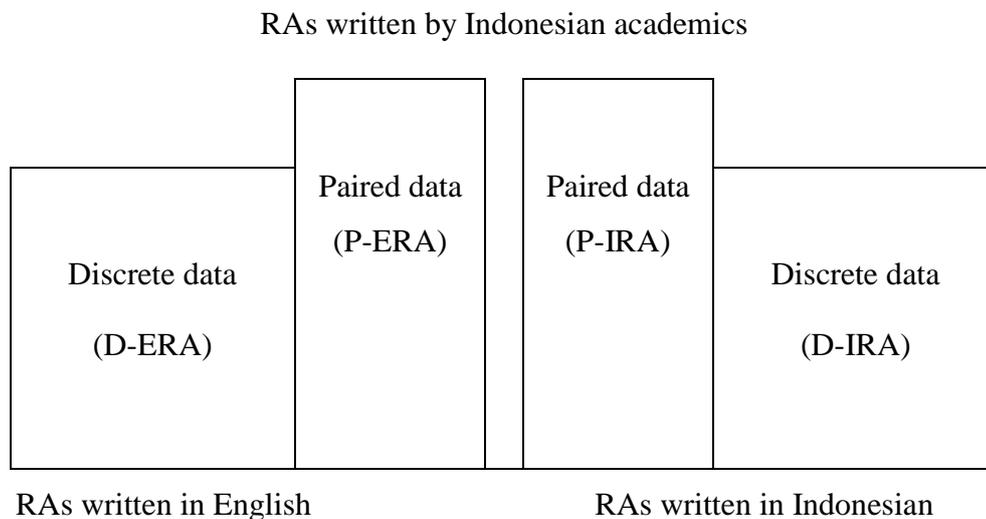


Figure 4.1 : The corpus of the study

These two types of data have equal status in this study, yielding complementary information in order to answer the research questions of the study. The corpus is listed in Appendixes:

- (1) Appendix A.1: Corpus of RAs in the paired data
- (2) Appendix A.2: Corpus of English RAs in the discrete data
- (3) Appendix A.3: Corpus of Indonesian RAs in the discrete data

Furthermore, the need of the paired data is of primary importance, as this study aims to identify the similarities of the rhetorical features used by the same authors in composing RAs in English and in Indonesian. This finding is important in order to identify possible constraints in composing RAs for authors from non-English backgrounds as experienced by Indonesian academics. Whilst the discrete data, on the other hand, was used to give more evidence of the claim that authors of the first language will possibly employ different rhetorical features when they write RAs in the first language (Indonesian) and in the second language (English). The need for comparable parallel data is an important step to have a good baseline description of those differences or similarities, as recommended by Moreno (2008), particularly in order to compare and contrast rhetoric and genres across cultures and languages. The contrastive rhetoric analysis suggests that the comparable

aspects will describe clear differences or similarities of certain aspects of investigation (Connor and Moreno, 2005, Moreno 2008). In this study, the comparison is mainly focused on the rhetorical feature devices that are used in RAs written in English and in Indonesian.

4.5 Procedures of data gathering and analysis

To get into the data analysis stage, I have been carrying out numerous works, includes searching, collecting and collaborating with several key persons as well as institutions in Indonesia. First of all, this procedure was started by searching journals published in Indonesia that hold an accredited status from the Indonesian Scientific Institution also known as LIPI and DIKTI. This was partly done via the online search directory of the ISJD – LIPI (Indonesian Scientific Journals Database) in <http://www.isjd.pdii.lipi.go.id>. This stage was followed by visiting these central offices in Jakarta to meet and work with some staff in the LIPI library particularly in the journal publication database section.

Secondly, nominated accredited journals were searched carefully by looking at the authors' names and their publications. The identification of all possible candidates was followed by listing and crosschecking authors' names in those journals. The nominated RAs' authors were then chosen based on the criteria that the same name must have at least two published articles: one in Indonesian and another in English. Some of the journals are readily available with free-downloaded articles; however, many of the online sources only provide titles and abstracts. Therefore, the copies of the articles were collected directly from the journals' publisher by visiting libraries in some universities in different cities; include Bandung, Surakarta, Yogyakarta, Malang, and Surabaya. This stage was vital in order to find out 25 sets of the paired data. Similarly, the searches were continued to find 25 sets of the discrete data, that is articles written by different authors. The authors of the Indonesian RAs in the discrete data are supposed to have only written in Indonesian, while authors of English RAs are assumed to have been publishing RAs in English as their preference. The chosen authors were based on the their frequent publications in accredited journals. Thirdly, the selected articles are verified in terms of the generic structure, that is, only RAs containing the IMRD sections were taken. This stage was important because the study was meant to investigate scientific RAs that presented in the IMRD format. It

included reading and identifying whole papers comprehensively until the intended data was satisfactorily identified.

Fourthly, the procedures continued by exploring and identifying the generic feature of RAs, the common rhetorical features of two particular sections: the Introduction section and the Discussion section of those nominated journal articles are identified. Then reading the Introduction section several times, sentence by sentence in each paragraph and was followed by identifying the occurrence of rhetorical features in terms of Moves and Steps (Swales, 1990). A similar technique was applied when reading the Discussion section of the RAs.

The next step is the examination of the similarities and differences of the realisation of rhetorical features in the paired and discrete data. It includes the analysis of the generic features and the two main sections of the RAs, the Introduction section and the Discussion section.

Finally, the evidence of the rhetorical features' differences found in the data identification are subjects to be discussed as to whether the Indonesian academics have been applying the same or different rhetorical features when they write in Indonesian and in English. Based on this occurrence, the findings are further discussed by comparing them with previous research and other related theories particularly of the rhetorical differences that might cause difficulties in writing RAs in English.

4.6 Techniques of data analysis

In order to identify the differences between RAs, the study begins with identifying the macro organisational RAs of the four RA groups. The generic structure of RAs is identified following the IMRD structure of the RA (Swales, 1990). This will be followed by a detailed examination of the rhetorical features of the Introduction and the Discussion sections in terms of the Moves and Steps models developed by Swales (1990), that is, the CARS model for the Introduction section and the Eight Move model for the Discussion section. Hence, the main analysis focuses on the generic structure and the rhetorical feature of each communicative purpose realisation in terms of Moves and Steps.

The analysis of the generic structure of RAs identifies the common sections used by Indonesian academics. It starts from the Abstract, the Introduction, the Method, the Result, the Discussion, the Conclusion and Suggestions section. The identification of the generic structure of RAs is completed with the analysis of referencing practices. In analysing the generic structure of RA organization, the identification of the paragraph development in terms of paragraph length of two main sections, the Introduction and the Discussion, is presented before zooming into the rhetorical features analysis.

This method of identification uses linguistic signals as the basic strategy to capture rhetorical features; however, the identification might possibly be content-based, which means that the researcher used the top-down approach. It might rely on the researcher's intuition and interpretation of the rhetorical feature carried by particular part of the text. This point is said to be a potential weakness in Swales' model (Mirahayuni, 2001; Basthomi, 2006), as it does not specify the relations between particular rhetorical functions and their linguistic realisation in a systematic and predictable way. This mixed-method used in this study should have been more beneficial in order to be able to figure out the occurrence of rhetorical features. Therefore, a combination approach of both the bottom-up and top-down approaches (Biber, 2007) is being used to enhance the precise analysis of rhetorical features manifested in the intended RA data.

4.6.1 The analysis of the Introductions section

The analysis of the Introduction includes the examination of the generic features such as the organization of RAs, the length of the paragraph, and the reference section. These physical appearances will be outlined first before zooming into the main aims, that is, the analysis of the rhetorical features of the Introduction.

In this present study, the Swales' (1990) CARS model is chosen as a means of analysing the rhetorical feature of the Introduction section. This rhetorical features analysis, also known as Moves and Steps analysis, is employed to identify the regularities of the rhetorical organisation as well as the rhetorical dissonance that might appear in the Introduction of RAs written in English and in Indonesian. Bhatia (1993) emphasises that in order to understand the rhetorical options use, the rhetorical moves are identified

through certain strategies that are used to deliver the communicative purposes (Bhatia, 1993).

Swales' CARS Model of the Introduction of the RA, as discussed in Chapter 3 (Section 3.4), employs the Moves and Steps method of analysing the general organisational patterns of the Introduction of RAs. The model consists of three main divisions of communicative Moves and 11 Steps within them (Swales, 1990, p. 141). Swales' (1990) three Moves model, also known as the Create-A-Research-Space (CARS model), is adapted in Figure 4.2.

Move I	Establishing a territory
	Step 1 Claiming centrality <i>and/or</i>
	Step 2 Making topic generalisation(s) <i>and/or</i>
	Step 3 Reviewing items of previous research
Move II	Establishing a niche
	Step 1 A Counter-claiming <i>or</i>
	Step 1 B Indicating a gap <i>or</i>
	Step 1 C Question raising <i>or</i>
	Step 1 D Continuing a tradition
Move III	Occupying the niche
	Step 1 A Outlining purposes <i>or</i>
	Step 1 B Announcing present research
	Step 2 Announcing principal findings
	Step 3 Indicating RA structure

Figure 4.2 : The CARS Model (Swales, 1990, p. 141)

As suggested by Swales (1990, p. 141), the associated Steps of each Move are assigned of two types, namely obligatory and optional. Except of Step 3 – Move I, referring to previous research, which is assigned as an obligatory Step, other Steps are assigned as the quasi-obligatory Step (Step IA and Step IB of Move II) and the other Steps are characterized as optional. However, the three macro Moves are supposed to be represented

in each individual Introduction section by at least occupy one Step or combination of Steps as recommended on Swales (1990) model.

To provide more details of the Moves and Steps of CARS model and how each of those rhetorical features are used, the next subsections will detail examples of each of the rhetorical features requirement and how to analyse those features in the texts.

4.6.1.1 Establishing a territory (Move I)

The first Move of the CARS model is called Establishing a territory. This Move I is a place for RA authors to convince readers about the importance of the topic going to be discussed. When establishing a territory, Swales (1990) advises that the RA writer needs to ‘re-establish in the eyes of the discourse community the significance of the research field itself’ (Swales 1990, p. 142). This should be developed by at least reviewing what studies have been conducted previously. This territory establishment is developed through occupying one or more of these three Steps: Step 1 (Claiming centrality), Step 2 (Making topic generalizations), and Step 3 (Reviewing items of previous research). In establishing Move I, the RA writer may do one or more of the recommended steps to broadly outline where the subject of the RAs will be organized.

4.6.1.1.1 Step 1-Move I: Claiming centrality

Claiming centrality is the first step of Move I in the CARS model. As an opening communication strategy, this first Step aims to draw attention to the reader of RAs being offered to the discourse community. This feature aims to prove to the reader that the article about to be read is significant or well established. According to Swales (1990, p. 144), in conveying the centrality claiming, authors of RAs can proclaim the interest and importance of the study by referring to ‘the classic, favourite or central character of the issue, or they can claim that there are many other investigators active in the area’. Swales adds that in maintaining the claiming centrality, the RA’s author can also indicate that the topic to be reported has received interest previously, for example, by using linguistic elements explicitly but the claim must be seriously supported by a number of researchers in the same area. Although this feature is an important strategy to commence the Introduction, Swales labels the claiming centrality as an optional step in structuring RAs

(1990:141). As an optional feature, this step can be swapped by Step 2 (Making topic generalisations) as another strategy to start the Introduction section.

Swales (1990, p. 145) explains that authors of RAs can make a centrality claim at the Introduction's outset in a number of ways, such as by using a single sentence, but, can be extended over two or more sentences. Typical of the linguistics' exponents and signals of centrality claims that are usually used in English RAs includes: *interest, interested in, has a great importance, has been studied extensively, has been studied by many authors.*

4.6.1.1.2 Step 2-Move I: Making topic generalisation(s)

Making topic generalisation is arranged as the second step in Move I. It is considered as the turning point of a rhetorical function that 'represents a more neutral kind of general statement than Step 1' (Swales, 1990, p.1 46). The rhetorical feature of making topic generalisation and making statements about current phenomena can be realised using certain phrases as a signal. Furthermore, Swales explains that in occupying Step 2, a variety of forms can be used, but generally fall into two categories, statements about knowledge or practice, or statements about phenomena. Furthermore, Swales adds that this expression can also be in general terms of the current state of the art – of knowledge, of technique or of current requirements for further progress. Therefore, the communicative functions of Step 2 are represented on the whole sentence structure.

4.6.1.1.3 Step 3-Move I: Reviewing items of previous research

Reviewing items of previous research (Step 3-Move I) is an obligatory Step. Swales (1990, p. 148) reinforces that RAs' authors need to provide a specification (in varying degree of detail) of previous findings, an attribution to the research workers who published those results, and stance towards the findings themselves. In order to occupy Step 3, the RAs' authors need to relate what has been found (or claimed), with who has found it (or claimed it) by reviewing one or more items deemed by the authors to be relevant to the establishment of the study. Through this Step, the author is expected to convince readers that the research field being reported is significant and important research. The strategy to do this Step is by referring to what research has been undertaken.

4.6.1.2 Establishing a niche (Move II)

The second Move in the CARS model is called Establishing a niche. The Niche of the research area (Move II) should be created before the researcher might be able to occupy the Niche (Move III). This Move II is a section where author is expected to indicate a particular space of the broader subject or area that the articles will deal with. Establishing a niche is an attempt to convince the readers that there is a 'space' in the research field that is significant to be explored. According to Swales' (1990, p. 155-156) model, the Niche can be established by employing one or more of the following optional Steps: namely Counter claiming (Step 1A), Indicating a gap (Step 1B), Question-raising (Step 1C), and Continuing a tradition (Step 1D). Swales (1990) claims Step 1A (Counter-claiming) and Step 1B (Indicating a Gap) as the 'quasi-obligatory' Step that needs to be explicated in representing Move II.

4.6.1.2.1 Step 1A-Move II: Counter-claiming

Counter-claiming (Step 1A – Move II) is supposed to be an initial Step for Move II, *Establishing a Niche*. The role is to communicate that there is an inadequacy of previous study that 'the previous work is hopelessly misguided' (Swales, 1990, p. 154). In the development of Step 1A, RA authors may make a counter argument against a previous claim or view that appeared in a previous study(s) by indicating its shortcomings, problems or limitations. Furthermore, Swales asserts that the most commonly used and easily striking linguistic signals in initiating the counter-claiming is the use of an adversative sentence-connector, such as: *however*, *nevertheless*, *yet*, *unfortunately*, and *but* (Swales, 1990, p. 154).

4.6.1.2.2 Step 1B-Move II: Indicating a gap

Indicating a gap (Step 1B – Move II) is the second Step of Move II Establishing a Niche. The rhetorical feature of indicating a gap is considered as 'the type of Move 2' (Swales, 1990, p. 154). This suggests that the occurrence of Step 1B is considered the most important rhetorical feature in occupying the communicative purpose of Move II (establishing a niche). Swales maintains that 'Indicating a gap' is the rhetorical feature that allows authors to convey that a previous work is not sufficient or 'suffer from some

limitations' (Swales, 1990, p. 154). Indicating a gap can also be formed as a gap of knowledge in the literature as has been referred in Step 3 of Move I.

The Indicating a gap is signalled lexically by different types of words or phrases, such as in the verb, i.e. suffer, is limited to, or by adjectival phrases, i.e. time consuming, expensive, not sufficiently accurate, etc. Other signals are: (1) using negative or quasi-negative quantifier, such as no, little, none (of), few, very few, neither ... nor; (2) using lexical negation, which reflect on verbs (fail, lack, overlook), adjectives (inconclusive, complex, misleading, elusive, scarce, limited, questionable), Nouns (failure, limitation); and (3) using negation in the verb phrase.

In indicating if there is a gap, authors cannot rely only on certain linguistic signals but should be as an integral proposition to indicate that there is an inadequacy of results of previous research. Compared with the statement in Step 1A (Counter Claiming), the statement being conveyed in Step 1B is rather soft and gently uttered but much more direct in claiming an inadequacy of previous study.

4.6.1.2.3 Step 1C-Move II: Question-raising

The rhetorical feature of Question-raising is the third optional Steps in Move II. It can be expressed either directly or indirectly. It is an optional Step that gives RA authors a flexible arrangement in their RA Introduction writing.

In Step 1C, raising a question(s), RA authors raise a question(s) which has not been answered in previous studies. Therefore, RA authors are not merely playing with question words but should be meaningfully based on previous research.

4.6.1.2.4 Step 1D-Move II: Continuing tradition

This fourth optional step in Move II, continuing a tradition, is considered as 'of minor ways' of Establishing a niche (Swales, 1990, p. 156). It is used to communicate other reasons in doing the research but with milder tone, however, the use of sentence connector '*therefore*' is preferred to '*however*' in delivering such a logical expression (Swales, 1990, p. 156). In Step 1D, continuing a tradition, RA authors may indicate that they are continuing a research tradition developed in one or more previous studies.

4.6.1.3 Occupying the niche (Move III)

The third Move in the CARS model is called the Occupying the Niche. This Move III consists of a statement about how the author(s) shows how the ‘space’ is to be occupied. In this section, the writer is expected to outline exactly what will be presented in the RA content. To occupy the Niche, Swales (1990) suggests four Steps, namely: Outlining the purpose of the present research (Move III – Step 1A), Announcing the present research (Move III – Step 1B), Announcing principal findings (Move III – Step 2) and Indicating RA structure (Move III – Step3). Swales (1990, p. 159) pointed out that the obligatory element in Move 3 is Step 1, which can take from two predominating forms, that is either Step 1A (outlining purposes) or Step 1B (announcing present research).

4.6.1.3.1 Step 1A-Move III: Outlining purposes

Step 1A, Outlining purposes, is used to indicate *‘the author/s main purpose or purposes’* Swales (1990, p. 160). This feature indicates what the RA’s author is going to write in the entirety text. This feature is frequently used in English RAs to finish the Introduction.

4.6.1.3.2 Step 1B-Move III: Announcing present research

Step 1B, Announcing present research, is used to *‘describe what they consider to be the main features of their research’* (Swales, 1990, p. 160). This step is one of the obligatory Steps in Move III. Swales (1990, p. 159) suggests that the obligatory Step in Move III can alternatively be chosen between either Step 1A and Step 1B or authors may choose both of them. Either Step 1A or Step 1B or both can be chosen, but one of the steps must appear in Move III as it is an obligatory Step. As it suggested by Swales, RA authors have alternative ways in choosing which steps are used to finalise the Introduction section.

4.6.1.3.3 Step 2 – Move III: Announcing principal findings

Announcing principal findings (Step 2 – Move III), is considered to be an optional Step of Occupying the Niche (Move III). However, it may not appear as common as the rhetorical features of Step 1, either Step 1A or Step 1B, in Move III. Swales (1990, p. 161) claims that most English RA Introductions end with either Step 1A (Outlining purposes) or Step 1B (Announcing present research).

4.6.1.3.4 Step 3 – Move III: Indicating RA structure

The final Step in CARS model is called Indicating RA structure (Step 1D – Move III). This feature is used to provide readers with the structure of RAs being reported. Step 1D is a place to communicate how the articles will proceed by showing, in general, the organisation of the text (Swales, 1990, p. 161).

In summary, Swales (1990) CARS model of the Introduction section consists of three rhetorical moves. First, Establishing a territory. This Move-I is an attempt to convince the audience that the research to be reported is of significance to the research field. To occupy this Move, there are three Steps that should be established, but the writer should review what previous studies have been conducted. Second, Establishing a Niche. This Move II is an attempt to convince the readers that there is a ‘space’ in the research field that is significant enough to be created. There are four optional steps, but Step 1A and Step IB are considered ‘the type of Move 2’ (Swales, 1990, p. 154) that should occur in establishing the rhetorical Move II. The third Move is the Occupying the Niche. The rhetorical Move III is a feature where RA authors demonstrate the ‘space’ to be occupied. Overall, the step by step of developing the ‘Create-A-Research-Space’ model of the Introduction of RA gives the readers a sense of how ‘the Niche’ is occupied and defended.

4.6.2 The analysis of the Discussion section

The Discussion section is examined based on the model proposed by Swales called the Eight Moves framework (1990, pp. 172-173). This provisional framework consists of eight Moves that are frequently used in the Discussion section by a native speaker of English. The appearance of rhetorical features is predicted to be cyclic in nature (Swales, 1990, p.172) and variation among the disciplines may be established. Swales (1990, p. 173) maintains that the recurring pattern of Move may happen in the Discussion section and the complexity of the cycle can be related to the degree to which the results are compatible with previous work and/or with the expected outcome hypotheses or questions. The Eight Discussion Move (DM) includes: Move I (Background Information), Move II (Statement of Result), Move III (Un-expected Outcome), Move IV (Reference to Previous Research), Move V (Explanation), Move VI (Exemplification), Move VII (Deduction and

Hypothesis), Move VIII (Recommendation). The following sections are the explanation of each rhetorical move.

4.6.2.1 Discussion Move I: Background Information

This Discussion Move I (shortened as DM-I) is considered as a freestanding move and can occur at any point in the cycle. Swales explained that the Background information move is a feature that strengthens the discussion by recapitulating main points, highlighting theoretical information or by reminding the reader of technical information. It means that this discussion move is possibly appeared several times in accordance of other rhetorical moves.

4.6.2.2 Discussion Move II: Statement of Result

This Discussion Move II (shortened as DM-II) is considered as a quasi-obligatory feature. The statement of result is expected to occur in the Discussion section as the departing point of what is going to be explained or discussed. In this model, the statement of results can be arranged as a starting point of a move cycle and only likely to be preceded by the Discussion Move I (Background Information).

4.6.2.3 Discussion Move III: (Un) Expected Outcome

This Discussion Move III (shortened as DM-III) is a rhetorical feature where authors make comments or give explanations on whether the result is expected or not expected. The comments is usually follow the statement of result in various ways and may happen several times.

4.6.2.4 Discussion Move IV : Reference to Previous Research

This Discussion Move IV (shortened as DM-IV) is a move that exposes previous studies in the same discipline. According to Swales (1990, p. 173), there are two main functions or two main sub-types of previous research. First, it is as a reference for purposes of comparison with present research, and second, it is as a reference for purposes of providing support for the present research. The need to support the discussion with items from previous research is to place the position of the current research into the same

environment of knowledge sharing. It is important that, as the core section of scientific article, the Discussion section must be accompanied by sufficient of references to previous research to be able to compare, contrast, or evaluate of what the study found with the previously done in the same discipline.

4.6.2.5 Discussion Move V: Explanation

This Discussion Move V, Explanation, (shortened as DM-V) is used to give brief explanation of the result findings. In developing this move, RAs authors may suggest reasons for a surprising result of research being discussed or explaining one at odds with those reported in the literature.

4.6.2.6 Discussion Move VI: Exemplification.

This Discussion Move VI is called Exemplification. This feature (shortened as DM-VI) is a feature that adds more information or examples to support the explanation in DM-V.

4.6.2.7 Discussion Move VII: Deduction and Hypothesis

This Discussion Move contains deductions and/or hypothesis. This feature (shortened as DM-VII) is used to state a judgement of the research findings. In making this feature, RAs authors may make a claim about the ability to generalise some or all of the reported results.

4.6.2.8 Discussion Move VIII: Recommendation

The Discussion Move of Recommendation (DM-VIII) is used to advocate the need for further research or make suggestions about possible lines of future investigation.

In summary, the Eight Move model of the Discussion section proposed by Swales (1990) consists of eight rhetorical features that usually appear in English RAs written by native speakers. This framework is a useful guide for RA writers but also a practical tool for the researcher to analyse RAs written by those from a non-native English speaking background in English and in other languages.

As a matter of fact, the CARS model for the Introduction and the Eight Move model of

the Discussion sections proposed by Swales (1990) is a handy illustration of a step-by-step strategy to analyse RAs, as well as a model in writing the two sections of RAs, the Introduction and the Discussion sections. In addition, the models originally aim to address the need of advanced non-native English speakers to read and write RAs (Swales and Feak, 2004, Swales, 1990) as well as to help non-native English professionals who want to publish their articles in English (Biber, Connor, & Upton, 2007, p. 25).

In this present study, Swales' (1990) models of Move analysis are chosen because they clearly guide the researcher to find out the occurrence of each communicative purpose of text and to indicate the different explication of each rhetorical feature. Therefore, the present study applies Swales' (1990) IMRD model for the generic structure of RAs, his CARS model (for the Introduction section) and Eight-Move Framework (for the Discussion section) as the primary references for the identification of the communicative purposes of RAs written by Indonesian academics in English and in Indonesian. The findings from the two data sets are compared and contrasted to find out the similarities and differences through contrastive rhetoric analysis.

4.7 Closing remarks

In this chapter, I have discussed the concepts, choices, and decisions in the research methodology. The decisions have been made on an informed basis in view of validity. For this purpose, qualitative descriptive approach incorporating numerical and textual blend has been adopted. This amalgamation is possible due to the characteristic of genre analysis opted for as the main analytic tool.

This study considers genre analysis as the main tool to describe the rhetorical features of RAs written by Indonesian academics. The study uses Swales' (1990) CARS model and Swales (1990) Eight Moves as the main tools for analysing RAs. This study is a contrastive rhetoric analysis comparing RAs written in Indonesian with RAs written in English. These two groups of data were then investigated to find similarities and differences in order to find out whether Indonesian academics use the same certain rhetorical features when they write in Bahasa Indonesia (L1) and in English (L2).

The foregoing discussion in this chapter has shown the methodological orientation in this study. It is focused on the analysis of the corpus in view of the discursive practices shaping the discourse manifest in the corpus of RAs. As such, this method allows us to deal with the texts of RAs as well as the discursive orientations apparent in the texts concurrently. Since methodologically the study is contrastive, it allows for comparisons useful to both sides, which allow for better understanding of each side. This comparison is carefully presented in Chapter 5 (The result of analysis of RAs written in English) and Chapter 6 (The result of analysis of RAs written in *Bahasa Indonesia*).

CHAPTER FIVE

FINDINGS OF THE RHETORICAL FEATURES ANALYSIS: RESEARCH ARTICLES WRITTEN BY INDONESIAN ACADEMICS IN ENGLISH

5.1 Introduction

This chapter presents the analysis and findings of the organisation of research articles (RAs) written by Indonesian academics in English. It is devoted to answering the research question: “What are the common rhetorical features of research articles written in English by Indonesian academics?”

To answer the question, the pertinent features of the generic structure are identified separately in addition to the analysis of rhetorical features of the Introduction and Discussion sections. The evidence was extracted from both the paired and the discrete data. The findings are presented as follows:

- (1) the generic structure of RAs
- (2) the rhetorical features of the Introduction section,
- (3) the rhetorical features of the Discussion sections.

5.2 Generic structure of English RAs written by Indonesia academics

This section provides evidence of the common elements of generic structure found in English RAs written by Indonesian academics. The generic sections that conventionally appear in English RAs written by Indonesians include: the Introduction, the Method, the Result, and the Discussion (shortened as IMRD). As well as the use of the IMRD format in structuring RAs structure, there are other conditions set by journal guidelines to meet the expectations of the target audiences of the journals. Other aspects of RAs structure, that is, the length of paper, the use of references from different source, and the length of paragraph development, will be investigated to account for the completeness of RAs. The

detail condition these elements is reviewed in addition to investigating the completion of communicative purposes necessary in each of the I-M-R-D sections, particularly of the Introduction and Discussion sections.

The following sections present the current practice of English RAs written by Indonesian academics in the disciplines of Applied Linguistics. This identification will answer the subsidiary research question: what features of the generic structure of RAs written in English by Indonesian academics are established/evident?.

5.2.1 Common sections of RAs written in English

The preliminary analysis of the generic structure of English RAs found in the accredited journals in Indonesia suggests that basically the IMRD format of English RAs has been followed although some variations appear in some journals. In regard to English RAs written by Indonesian academics, it was found that all RAs began with an abstract and finished with a reference list. In between, there are sections commonly called Introduction, Method, Result, Discussion and Conclusion (IMRDC). It appears that the generic IMRD structure has been broadly followed; however, it has been found that English RAs written by Indonesian academics are presented in a slightly different structure. The initial investigation of RAs published in some of the accredited journals in Indonesia reveals that variation between journals is evident.

It seems that each of the accredited journals maintain their own journal house-style as part of the journal tradition. They provide guidelines in order to give general groundwork that must be followed by contributors. The specific guidelines to contributors include some details and technical requirements on how to write an article that fits to the journal style. Indeed, most of the journals accept different kinds of articles for submission, for example, research reports, conceptual papers, literature reviews, theoretical essays as well as book reviews. Accordingly, these diverse contents influence the way the sections are labelled as well as the type of subheadings within these sections.

This discursive practice might have been influenced by the demand for publishing RAs in English. This demand has changed the editorial policy of some journals to prefer publication of RAs in English. To meet the demands most of the accredited journals in Indonesia are becoming bilingual journals, which give more priority to RAs written in

English. Meanwhile, there are some journals that are initiated as monolingual journals published in English only, such as the Journal of Teaching English as a Foreign Language in Indonesian (TEFLIN Journal), Cultural and English Language Teaching Journal (CELT), K@ta Biennial Journal and the Indonesian Journal of English Language Teaching (JELT). In this study, therefore, the selected sample of English RAs are taken from both monolingual and bilingual journals which have been certified as accredited journals by the Lembaga Ilmu Pengetahuan Indonesia (The Indonesian Institute of Sciences) abbreviated as LIPI and the Directorate General of Higher Education in Indonesia (also known as DIKTI).

5.2.1.1 The Abstract

The Abstract section was found in all of the English RAs, however the Abstract is written in three different ways, that is, in the Indonesian language, in the English language or in both Indonesian and English. This practice is, in fact, explicitly set out in some of the bilingual journals' guidelines (e.g. Bahasa dan Seni, Humaniora, Linguistik Indonesia, and Kajian Linguistik dan Sastra). For instance, the guidelines of each of the journals state that if the RAs are written in English the abstract must be in Indonesian, or in both Indonesian and English. This regulation is basically to facilitate the Indonesian readers that may have difficulty understanding English texts. It is supposed that if RAs are written in English, the Indonesian reader still can grasp the general content provided by an abstract written in Indonesian. In the case of monolingual journals that are written only in English like TEFLIN, JELT and K@ta however, the abstract is written only in English. This practice might be motivated by the fact that readers of those journals mostly belong to the English teaching discourse community and their associations.

The abstract section becomes one of the sections of RAs that have been given specific attention by most of the accredited journals, that is, by setting a limit to the number of words, for example, no more than 200 words (as specified in Jurnal Ilmu Pendidikan, Kajian Linguistik dan Sastra, and TEFLIN Journal), 50 – 75 words in Humaniora, 75 – 150 words in Bahasa dan Seni while Linguistik Indonesia has set 'kurang lebih' meaning 'more or less' in 150 words. In summary, all English RAs written by Indonesian academics start with an Abstract but it is presented in three variations, those written in English, in Indonesian or both in English and Indonesian.

5.2.1.2 The Introduction section

It has been identified that some recent editions of journals in Indonesia have arranged the Introduction of RAs in two ways, that is, it is presented with or without the explicit sub-heading of the 'Introduction'. This is evidenced in several journals such as in TEFLIN Journal, Jurnal Ilmu Pendidikan, Bahasa dan Seni, and Humaniora. As written in those journals' guidelines, the writers are asked to not use an explicit subheading for the introductory section but they are expected to directly present the Introduction after the Abstract. On the other hand, other journals, such as Linguistik Indonesia, and Kajian Linguistik dan Sastra, require authors to write an explicit title for the introduction. However, none of the accredited journals provide specific information on how the Introduction must be written such as the journals do not specify what particular communicative purpose should be accomplished or to what model the authors should conform. The Introduction section in Indonesian RAs is sometimes replaced with other labeled sections such as 'Background' or 'Background of the study'.

Several guidelines provide details on what should be included in the Introduction section. As stated in TEFLIN Journal, for example, the Introduction should be written without a heading and must contain a review of related literature and research purposes. The other journals, for instance Jurnal Ilmu Pendidikan, require that the Introduction should provide particular elements about the background of the study, a brief of literature review and aims of the study while the journal of Bahasa dan Seni requires a review of the most important and relevant theoretical issues and aims of the study to be presented in the Introduction. Some other journals have similar instructions but among the accredited journals the Journal of Linguistik Indonesia has the most limited information in its journal guidelines with no specific information regarding structure of an introduction. They simply outline information for the generic sections, the length of the article, how to write the abstract and how to write citations.

As identified above, all of the English RAs published in the Indonesian accredited journals uniformly start with the Introduction section which employs two different ways of presenting the section with or without a label. The majority of English RAs presents the Introduction without a label but directly start the introduction after the end of the Abstract and integrate the literature review as part of the introduction. Other RAs present a separate

sub-section for the Literature Review and its variations in a separate sub-heading following the Introduction section.

5.2.1.3 The Method section

In the accredited journals in Indonesia the method section is labeled almost in uniformity, titled as 'Method'. It is found that the majority of English RAs written by Indonesian academics present the Method section in a brief and straightforward manner in one or two paragraphs. However, some RAs give extra subtitles to particular elements of research methodology (e.g. Data, Research procedure, Questionnaire, Observation, and Interview procedure). As an example, in an article published in *Linguistik Indonesia* (2006), the author altered the Method section into three subsections, namely: The Aims of the study, The Data and Contrastive Rhetoric.

Although some authors admit that the articles are based on research, many RAs have been presented with different labelling conventions using other terms that might be considered to accommodate more specific content focus of the section. For examples: Aims of the Study, Data, Sample and Research Procedure. Such variations might have been practised as a flexible house-style, as seen in the journals *Humaniora* and *Linguistik Indonesia*. This variation is seen in RAs written in English, both in the paired and the discrete data set.

The use of various titles within the method sections shows that uniformity of the sections title may not receive specific attention from the writer and the editorial member who is responsible for the editing of the article.

5.2.1.4 The Results section

The Results section is a place to present the research findings, that is, either the expected or unexpected results. The Result section is regarded as a central section of RAs in the IMRD model however, in the accredited journals in Indonesia, this section is mostly presented together under the Results and Discussion section. It was found that many of these combined sections then are manifested in the subtitle 'Result' before commencing to the Discussion section.

The Result section of English RAs published in Indonesia when used as a freestanding title is labeled as 'Findings' such as found in *Linguistik Indonesia* however, its label

becomes 'Results' when it comes together with the Discussion, that is, 'Results and Discussion' which is frequently used as the preferred label in other accredited journals such as in TEFLIN Journal and Jurnal Ilmu Pendidikan.

The Results section and the Method section in English RAs written by native speakers are generally regarded as a relatively unproblematic part of a RA's development (Holmes, 1997, Lindsay, 2011). The Result section describes the factual findings of the research conducted and the description is quite individual in regard to the focus of study. This section is written separately before commencing to the Discussion section. In the majority of the Indonesian journals focusing on Applied Linguistics' disciplines however, the Results and the Discussion sections are presented side-by-side or together in one section called 'Results and Discussion'. This system of labeling, though, may be applied differently even by the same journal in the same edition.

5.2.1.5 The Discussion section

As indicated in the previous section, the Discussion section of English RAs often exists as one label together with the Result section. Even in the same journal volume, for instance, Bahasa dan Seni, there is an inconsistency of labeling of the section heading so that the Discussion can be a sub-section under the Results and Discussion section. However, the majority of English RAs in this study organised the title of the Discussion section as its own label although some variation exists.

Besides applying the IMRD format, the Discussion section of some journals has been divided into subsections based on the focus of research findings. This practice could be found in the majority of the accredited journals, such as Kajian Linguistik dan Sastra, Linguistik Indonesia and Jurnal Ilmu Pendidikan. It is found that some RAs present a lengthy interpretation of the research findings and this is divided into subsections based on the focus of the content. While the discussion is considered a very important section, it was found that several RAs in the journal of Linguistik Indonesia have been presented without the Discussion section. Instead, it moved directly from the presentation of the Results section to the Reference List. Other RAs do not provide a format title 'Discussion' but instead their discussions are presented by using several content-based sub-titles of the topic finding being discussed. This evidence shows that several English RAs published in

Indonesia were not totally different to English RAs written by native-English. This case might be caused by a flexible editorial style that allows variation in structuring RAs.

5.2.1.6 The Conclusion and Suggestion section

The final sections of English RAs written by Indonesian authors contain a Conclusion but variations in the heading as well as the content exist in some RAs. It is a common practice that many of the accredited journals label the closing remark as ‘Conclusion and Suggestion’. Although evidence is rare, some RAs finalize their structure heading with ‘Closing remarks’ instead of the Conclusion while other as ‘Conclusion and Implication’. There is an interesting aspect of the closing section found in RAs written by Indonesian academics in that they give suggestions to solve problems. The inclusion of suggestion and implication as part of the closing section might be considered as unfamiliar content for native-English speakers but this evidence was found in the majority of English RAs written by the Indonesian academics. The generic structure of English RAs of Applied Linguistics discipline can be summarised in Table 5.1.

Table 5.1 The generic structure of English RAs written by Indonesians

Generic Structure	Paired – ERA	Discrete – ERA
Abstract	All	All
Introduction	All	All
Literature Review	28%	16%
Method	92%	all
Results	80%	96%
Discussion	80%	96%
Conclusion and Suggestions	all	96%
References	all	all

The analysis of the generic structure concludes that variety in organising English RA structure is apparent in terms of the generic structure found in the Indonesian accredited journals but the main generic structure of IMRD+C section of RAs is consistently maintained. The variety of English RA’s generic structure might be due to the different journal guidelines that have been preserved as their own house-style. Another salient variation found is in the Conclusion section that is accompanied by the Suggestion section

written explicitly as the last sub-heading section. This practice might be influenced by the Indonesian writing tradition in the first language and the research tradition that the finding should provide a direct solution for an identified problem in the community

5.2.2 The References section

Referencing practice in Indonesian RAs is evident. All RAs should be backed up by references. It is found that the majority of the Indonesian journals provide guidelines and details of how to use citations, however, the referencing practice and how many references should be reviewed in each article depend on the RA author's decision. Each journal guideline has a specific explanation of what and how to use references but gives no sign of the number of references to review. Furthermore, some journal guidelines make a note and remind RA contributors to write only primary sources that have been referred explicitly for that study. Some journals provide a step by step referencing from what bibliographic style they apply and how to cite and write references from different sources, such as books, journals, theses, seminar papers, as well as from online sources. One journal guideline, such as that stated in *Jurnal Ilmu Pendidikan*, suggests that references should be taken from at least the last 10 years of the publication date. In fact, many of the articles use references older than 20 years regarding research findings of the same or similar focus of their study. Moreover, although online materials and publications are easily available, the use of old and out-dated resources is noticeable in English RAs written by Indonesian academics.

In this present study, in terms of the number of references in the articles, English RAs written by Indonesian authors show a wide variability starting from only three sources up to 60 references. As seen in Table C5.2, both in the paired and discrete data, there are several RAs that are only accompanied by a very limited number of references, that is, by less than 5 entries. As many as 32% of RAs have a limited number of references, that is around 6 – 10 entries, while 22% of RAs have been backed up by 11 – 15 references. This means that only 38% of English RAs published in Indonesian accredited journals have been backed up with more than 16 references.

Generally speaking, the overall evidence of generic structure of RAs written in English described above bring to the summary that the majority of Indonesian authors have

followed the basic format of research articles organisation, familiar enough with the IMRD format of the empirical research articles composition that are usually structured by native English writers (Swales, 1990, Swales and Feak, 2004). Moreover, they develop appropriate research articles composition by considering the length of the paragraph of each RA subsection and have been using enough references to support their argument and review of previous research.

Table 5.2 : The number of References

Number of references	Paired English (P-ERA)	Discrete English (D-ERA)
3 – 5	3	1
6 – 10	9	8
11 – 15	5	6
16 – 20	3	4
21 – 30	2	3
> 31 – 60	3	3

However, there are many variations found in English RAs written by Indonesian academics, particularly on how authors organize a certain communicative purpose necessary in developing the Introduction and Discussion sections. Therefore, more detailed identification in terms of rhetorical features in these two sections is essentially needed to find out the distinctive rhetorical features employed in English RAs written by Indonesian academics.

5.3 The Introduction section of RAs written in English

After examining the generic features of RAs published in Indonesian journals, this section presents further results of the investigation of English RAs' Introduction section. This identification includes evidence of the examination of the paragraph development in term of paragraph length, the findings of rhetorical features in the first paragraph in the Introduction section and then followed by presenting the communicative purposes of the Introduction section in terms of the rhetorical features occurrences. The analysis of the rhetorical features and their arrangement are based on Swales (1990) CARS model.

To give detailed examples of the analysis of rhetorical features the paragraph development and the evidence from the first paragraph will be exemplified first. The length of paragraph development has an important role especially regarding the attempt to occupy all of the communicative purposes required in writing an empirical RA succinctly based on the model suggested by Swales (1990). To overcome the establishment of the communicative purposes of each main section, in particular of the Introduction and the Discussion section, a strong and well-developed paragraph is needed.

5.3.1 Generic features of English RAs Introduction

The generic features of Introduction section written in English will be identified first before zooming into the application of Swales (1990) CARS model of analysing the rhetorical features. As the basis identification, particular attention is given to the paragraph development, first paragraph introduction, and the length of paragraph. It is supposed that each RA Introduction written in English has been fulfilled with a set of communicative purposes that give readers a general understanding of what they are going to gain if they continue reading the whole article. To achieve this requirement,, the writer of English RAs is expected to organise the introduction effectively.

Generally speaking, in RAs written by Indonesian academics a lengthy paragraph development is frequently apparent, particularly in the Introduction and the Discussion section. However, writing a long paragraph Introduction or Discussion section might become a point of a RA being rejected in international publication. This practice is often found in RAs written by non-English speaking background (Flowerdew, 2001). Flowerdew (2001) states that the writers seem to have a difficulty reviewing or precisely making comments of other studies or research findings, instead, they made an additional comment that is considered as erudite, that is, an attitude of the writers' attempt to expand and make many links to explain their arguments.

The analysis of the paragraph development of English RAs in the paired data reveals that the Introduction section is written in various lengths from 2 to 28 paragraphs. The shortest with 2 paragraphs is found in the paired data are found in P-ERA/MAH and P-ERA/SUG while the longest is written in P-ERA/ENF with 28 paragraphs. Another article which has a very short introduction is that written in P-ERA/REF: "Nasal Substitution in English,

Indonesian, and Minangkabaunese: An Optimality Theory Analysis”. Indeed, with a minimum development of the introduction that only has 2 paragraphs, it is questionable if it can facilitate and complete the communicative purposes recommended (Swales, 1990) and accepted as a minimal requirement by the discourse community. The evidence of paragraphs development is displayed in Table 5.3.

Table 5.3 : The length of RAs Introduction in English

Length of Introduction (in paragraph)	Frequency	
	Paired	Discrete
1 – 5	9 (36%)	9 (36%)
6 – 10	8 (32%)	7 (28%)
11 – 15	4 (16%)	6 (24%)
16 – <32	4 (16%)	3 (12%)

The analysis of the discrete data reveals that the paragraph development may vary from only one paragraph to 32 paragraphs. The research article that runs with only one paragraph development in the Introduction is found in article D-ERA/BAY: “The Rhetoric of Article Abstract: A sweep through the literature and preliminary study” published in *Bahasa dan Seni*, Volume 34 (2). Among others, there are some articles considered to have a very short Introduction section with 3 paragraphs, demonstrated by 3 RAs; however all of them have been followed by a Literature review that is written separately. Apparently, the longest Introduction section found in the discrete data has 32 paragraphs (D-ERA/AZA). It seems that both in the paired data and the discrete data, to some extent, RAs written in English share common similarity in the length of paragraph development. There are nine RAs (36%), either in the paired or in the discrete data, which have developed the Introduction by up to 5 paragraphs. This frequency becomes the major feature of the RA Introduction development. The other RA Introduction can be considered to have a lengthy development, that is, 16 – 32 paragraphs, found in the paired data (16%) and in the discrete data (12%). Conversely, the majority of RAs established the introduction between 6 – 15 paragraphs.

5.3.2 Analysing the rhetorical features of English RAs Introduction

As seen in Table 5.3, the length of introduction varies from only one paragraph to up to 32 paragraphs. However, whether it is written in different length, they are expected to convey certain communicative purposes. Thus, they are expected to occupy the same function. This section present the result of analysis of the rhetorical features used in the opening paragraph. In English RAs, the first paragraph of the Introduction section is expected to present the important elements of the article to attract the readers' attention so they continue reading the content up to the end.

Readers from a certain discourse community should be excited enough to follow the information from the first paragraph. Swales (1990) suggests that the purpose of first paragraph in the Introduction section is to convey the importance of the research article by occupying the communicative purpose of claiming centrality (Step 1). This feature may be combined or replace with more neutral statement, such as, by describing the background of the research. Therefore, Swales model deems this Step 1 as an optional phase in structuring RAs (1990:141). Alternatively, Step 1 can be reversed with Step 2 (Making topic generalisations) so that Step 2 may appear in the first sentence (Swales, 1990: 145).

After thorough examination, it was found that the content of the first paragraph of English RAs' introduction by Indonesian academics contain different communicative purposes as usually use in the conventional English RAs, that is to claim that the research being reported is an interesting and valuable issue (Swales, 1990). However, in the majority of English RAs written by Indonesian academics, the focus of communication is not about to present centrality claim, but give general information in order to introduce a topic to be presented. For an example, the first paragraph of article in the discrete data (D-ERA/TBU), which has a title: "The Linguistic Features of English and Indonesian Essays Made by EFL Undergraduate Students", provides explanation of the main key topic of the article. It explains the schemata of notion or knowledge going to be reported. In this paragraph, the communicative purpose of Claiming centrality (Step 1 – Move I) that is expected to be employed as it is suggested in Swales' (1990) CARS model, in fact, it does not exist. Instead, the first paragraph of the Introduction contains some definition of certain terminology of the key words. It uses words or phrases, such as 'refer to, that is, and the use of', as seen in the citation below:

*Linguistic features **refer to** the use of sentence construction, grammar, and mechanical aspects of writing. A text with good linguistic features uses characteristics of language of science. The texts convey statement **that is** accurate and exact, supporting the logic of the statement. **The use of** proper sentence structure and precise vocabulary help reader identify through the use of sentences complexity, **that is**, simple sentences, complex sentences, and compound sentences; the use of grammar and mechanics in English and Indonesian essays. [D-ERA/TBU: Pr1]*

The text cited above is one example that in English RAs written by Indonesians, stating the importance of the study or what is called ‘claiming centrality’ in CARS model is not the primary concern. Instead, the writer provides general information. Therefore, since it aims to share a general notion or knowledge of a topic going to be reported, it is identified as ‘making topic generalization’, which should be accompanied by reference, but it did not. In similar vein, over half of the first paragraph of the Introduction section in English RAs written by Indonesians display information or statements based on general knowledge. Two more examples of the first paragraph of the Introduction can be observed below:

*Early foreign language teaching **has nowadays become a trend** in Indonesia. Success in foreign language learning **badly needs** extensive linguistic exposure as inputs. Seen from the language pedagogical perspective, the teaching of English for elementary school level students indicates the developing growing awareness of **the need for** an early start in the process of learning a second/foreign language [P-ERA/ANS]*

*The **change is taking place on** traditional speech conventions of Base Sasak ‘Sasak language’ – one of the regional languages in Indonesia [P-ERA/MAH]*

These two examples taken from the paired data above suggest that the rhetorical features of claiming centrality might not be declared or stated later in another paragraph. In addition to this evidence, the statement is not supported by references. They just give some general statement as an introduction. Although Step 2 can reserve it, the occurrence of Step 1 is important in order to make immediate statement to convince readers.

Although the realisation of the ‘claiming centrality’ as the first Step of Move-I is found, it does not constitute the majority of RAs. The evidence below is considered as an attempt to resemble the centrality claim by using certain linguistic signals of importance. Except for example in P-ER/REF, which clearly mentioned the importance of the topic as well as the

source of references referred to, excerpts no. 1 – 2 (P-ERA/ARP, P-ERA/SUG) were stated without being supported with references.

(1) P-ERA/ARP

*Recently, English language becomes **the most outstanding** language in Indonesia. Many people in all level try to master it well.* (P-ERA/ARP)

(2) P-ERA/SUG

*The relationship between stimulus and response is **always interesting** and **has never been completed to be studied.***” (P-ERA/SUG)

(3) P-ERA/REF

*Optimality Theory (OT -- introduced by Prince and Smolensky 1993, 2000, McCarthy and Prince 1993) **can be considered the single most important development** in generative grammar in the 1990s. **Although** its impact on (morpho-) syntax **is not as overwhelming as** on phonology, the success of OT is **remarkable**. Perhaps the key to its success is its applicability in all areas of grammar, offering a new perspective on a wide range of problems in linguistics (P-ERA/REF). It has profoundly changed (morpho-) phonological inquiry, and it has given **an important impulse** to the study of language learning.* (P-ERA/REF)

Instead of employing the centrality of the study (Step 1 – Move I) or making topic generalization (Step 2 - Move I), several RAs start with another rhetorical feature, that is by expressing the aims of the study. The finding is in contrast with the Introduction of English RAs suggested in Swales (1990) where the aim of the study is presented as the final Step. As seen below, the first sentence in the first paragraph provides the ‘Outlining purposes’, which in Swales CARS model is arranged in the third Move (Step 1A – Move III).

*This paper **investigates requests** by Indonesian learners based on speech act theories. It **attempts to find the characteristics of the requests, and discuss the findings from the view points of forms and politeness strategy** (P-ERA/NAD, S1, Pr1)*

Based on those evidences, it can be summarised that the first paragraph development of English RAs written by Indonesian academics have been filled with different communicative purposes such as: claiming centrality, making topic generalization, outlining purpose, and also being used to communicate other purposes that are not found in English RAs written by native speakers of English (CARS model), such as: quoting the Government policy, explaining problems, reason of the study and setting/location of the

study. It is considered that some of these rhetorical features are considered match with the second Step in the CARS model, Making topic generalisation. As an opening communication, some RAs make a straight and direct argument of the main focus of the paper as a similar strategy found in native English RAs while the majority of RAs give general information were taken from or based on general knowledge. They use a common condition in order to prepare the authors to immerse themselves into the focus of their discussion. By referring to Swales CARS model this evidence might also be categorised into ‘Making topic generalisation’.

This evidence of the rhetorical features occurrence in the first paragraph of the Introduction written by the Indonesian academics implies that there is a different focus of the main concern that is usually considered important in native English RAs and English RAs written by the Indonesian academics. The target reader of the Indonesian discourse community might be uncomfortable reading the Introduction section with such a strong and provocative statement of ‘claiming centrality’ (Step 1 – Move I) as it is usually done in Western scientific community. Instead, the Indonesian community might prefer to start reading an opening of RAs in a slightly soft and neutral statement before entering the more serious conversation. This different readers’ attitude between the Indonesian and English discourse community might influence the way the Indonesian writer deliver the important of subject matter in the Introduction of RAs.

5.3.3 The application of Swales’ (1990) CARS model

The application of Swales’ (1990) CARS model in this study aims to figure out the explicitness of communicative purposes employed by Indonesian authors in writing the English RA’ Introduction section. The CARS model suggests that there are three Moves that serve as an overall purpose of the text that should be realised: Establishing a Territory, Establishing a Niche, and Occupying the Niche. As aforementioned, these three Moves can be realized by employing one or a combination of Steps.

As identified earlier, the length of the English RA’s Introduction section written by Indonesian academics varies greatly from one paragraph to 34 paragraphs length. As an example of rhetorical Moves and Steps identification, the following paragraph was taken as being the shortest Introduction that is written in only one paragraph development. It

belongs to an article “*The Rhetoric of Article Abstract: A sweep through the literature and preliminary study*” (D-ERA/BAY). The Introduction text is pasted below:

There has been, recently, a burgeoning interest to conduct contrastive rhetoric studies on various genres of writing, such as letter writing (Susilo, 2004), academic writing (Latief, 1990, Harjanto, 1999, Budiharso, 2001, Cahyono 2001), newspaper articles (Susilo, 1999, Kartika 1997), and research articles (Swales, 1990, Mirahayuni, 2001). However, very few have been reported on ‘part-genre analysis’ (to borrow Dudley-Evans’ 2002 term) of abstract writing. To the knowledge of the present writer, no research on journal article abstract had been reported in the Indonesian contexts. The only one dealt with abstract is that by Junining (2003). Yet this study deals with translation, it evaluates the translation of thesis abstract which are written both in Indonesian and English. As such, the body of literature on abstract writing has not spoken much of research findings, rather, it accumulates to the aspect of guidelines suggestive of how good abstract might be achieved.

The Move and Step analysis of the above Introduction is as follows:

Sentences	Where	Category
There has been, recently, a burgeoning interest to conduct contrastive rhetoric studies on various genres of writing, such as letter writing (Susilo, 2004), academic writing (Latief, 1990, Harjanto, 1999, Budiharso, 2001, Cahyono 2001), newspaper articles (Susilo, 1999, Kartika 1997), and research articles (Swales, 1990, Mirahayuni, 2001)	S1 Pr1	Claiming centrality (Move I – 1)
The only one dealt with abstract is that by Junining (2003) . Yet this study deals with translation, it evaluates the translation of thesis abstract, which are written both in Indonesian and English.	S4, S5 Pr1	Reviewing previous research (Move I – 3)
However, very few have been reported on ‘part-genre analysis’ (to borrow Dudley-Evans’ 2002 term) of abstract writing.	S2/Pr1	Indicating a gap (Move II - 1B)
To the knowledge of the present writer, no research on journal article abstract had been reported in the Indonesian contexts	S3/ Pr1	idem
As such, the body of literature on abstract writing has not spoken much of research findings , rather, it accumulates to the aspect of guidelines suggestive of how good abstract might be achieved.	S6/Pr1	idem

Figure 5.1 : Example of the analysis of rhetorical Moves and Steps

From the analysis of this Introduction, which only has one paragraph, the rhetorical features can be identified as follows. This Introduction section employs three Steps which are: (1) claiming centrality (Step 1-Move I), (2) reviewing items of previous research (Step 3-Move I), and (3) indicating a gap (Step 1B-Move II). By consulting to Swales model, these three Steps are members of the two Moves, namely establishing a territory (Move I) and establishing a niche (Move II). However, this Introduction section does not employ any Step of Move III. Therefore, the rhetorical pattern of the Introduction is: Move I= 1 + 0 + 3/ Move II= 0 + 1B + 0 + 0/Move III= 0 + 0 + 0 + 0/.

The findings of the rhetorical feature arrangement of this Introduction suggests that a short paragraph introduction has a limited space to provide the development of necessary communicative purposes that commonly exist in English RAs introduction by native speakers (Swales, 1990). However, this article has a distinct feature as it has five sub-titles after the Introduction is complete. The whole sub-titles are rewritten below:

Abstract

Introduction (without Title)

- *Of Guidelines for Abstract Writing*
- *Some Unsettled Questions*
- *Some More Conclusive Aspects*
- *Some Remaining Issues*
- *Of Abstract Writing By Indonesians: A Case*

The Data: The First Sentences of Abstracts

Findings and Discussion: 4 Paragraphs

Concluding Remarks

References

As identified above, this article does not strictly follow the IMRD format. The article has been organised following a different structure from the conventional IMRD research article format, such as ‘The Data’ instead of Method and ‘Concluding Remarks’ instead of Conclusion. Following the Introduction, this article offered five subsections focusing on content before the section of ‘Finding and Discussion’ is presented. This practice does not

changes the basic structure of the whole RA organisation convention. A further reading of each of the five subsections shows a comparable communicative function of Moves and Steps suggested by Swales (1990), which includes the similarity of one or two communicative purposes:

- *Of Guidelines for Abstract Writing*
 - ⇒ Making topic generalisation (Step 2 – Move I)
 - ⇒ Reviewing items of previous research (Step 3 – Move I)
- *Some Unsettled Questions*
 - ⇒ Question raising (Step 1C – Move II)
- *Some More Conclusive Aspects*
 - ⇒ Claiming centrality (Step 1 – Move I)
- *Some Remaining Issues*
 - ⇒ Indicating a gap (Step 1B – Move II)
- *Of Abstract Writing By Indonesians: A Case*
 - ⇒ Announcing present research (Step 1B – Move III)

The investigation reveals that all of the subsections have the sameness of communicative purposes intended in the conventional English RA Introduction documented in Swales (1990). Furthermore, this difference in what is made explicit in sub-titles pertains to the rhetorical features of the Introduction itself can guide readers to a comprehensive understanding of the specific feature. Therefore, this subtitling technique may help in regards to organizing the RA structure and rhetorical features accomplishment.

It is important to note that the excerpt of uncommon RA format above is an exceptional case. However, such variety in the RA section titling has been found in several journals, especially in journals *Humaniora* and *Linguistik Indonesia*, where the IMRD format is not followed in strictly manner. It is supposed that RAs that have a longer Introduction will have more varied rhetorical features to complete the communicative purposes of the Introduction section according to the discourse community convention.

5.3.4 Findings of the rhetorical features in the Introduction section

Swales CARS model suggests three rhetorical Moves and eleven Steps of the communicative purposes to be occupied in order to complete the Introduction of RAs. However, within the obligatory and optional Steps assigned, the model allows RA authors

to choose and be flexible to employ certain communicative purposes as their focus intention as well as a strategy to achieve the communicative purpose requirements.

Through careful investigation, the rhetorical features used by the Indonesian academics in writing the Introduction of RAs can be identified. The findings of the rhetorical Moves and Steps and examples of rhetorical features found in the English RA Introduction are in Appendix E: Findings of the rhetorical features analysis in the Introduction section. It reveals the occurrences from the paired and the discrete data that show the features that fit with Swales CARS model. While many features are matched with Swales suggestion, there are other rhetorical features used that are considered as a variant and dissonance in terms of the forms and the linguistics devices used to explicate the communicative function.

5.3.4.1 The Establishing a Territory (Move I)

The first rhetorical Move in the CARS model is Establishing a Territory. It consists of three Steps, namely: (1) Step 1 – L Claiming centrality, (2) Step 2 – Making topic generalisation and (3) Step 3 – Reviewing items of previous research. The model authorises that the first and the second steps as optional features. Authors of RAs may employ both of the steps but also may use only one. However, whether you employ only any of the steps or both of the steps, Swales (1990) CARS model requires items of previous research in building the Establishing a Territory appropriately. The existence of the third step is a must. The next section presents the findings of analysis of each of these rhetorical features respectively.

5.3.4.1.1 Claiming centrality (Step 1 – Move I)

The following excerpts provide evidence of how the rhetorical feature of *Claiming centrality* was developed in the English RAs Introduction. As seen in examples no. 1 and 2 below, the statements are expressed in the first sentence of the paragraphs. Both are stating the importance of the study as well as the references required. In example no. 3 the centrality of the study is inferred from the statement that ‘*a number of studies have been conducted ...*’

1) P-ERA/LKA

The mapping and analysis exercises of good practices of basic education are very important to conduct when there is a need for initiating better future programs, the outcomes of which can be used as the basis for disseminating the same programs to other areas where the possibility and capability are available to support the implementations of the programs. (Cutchin & Sharon, 2001; Hofman & Guldmond 1999, Sedlak 2003). [LKA: S1/Pr1]

2) D-ERA/APU

Requests, which are part of the Directive Speech Acts provide an interesting focus in this research because request are face threatening acts. According to Brown and Levinson (1987: 60- 61), face threatening means that when a speaker makes a request, the act may threaten the counterparts' face – the public self- image that every member of society wants to claim in order to maintain self-esteem. [APU: S1, S2/ Pr1]

3) D-ERA/ROZ

A number of studies have been conducted on university discussions (Rohmah, 2006, Bastrukmen, 2002; Morita, 2000; Tracy and Barats, 1993; Tracy & Carjuzaa, 1993; Waring 2000, 2001, 2002a, 2002b; Weissberg, 1993). [ROZ: S1/Pr1]

As identified above, the explication of the claiming centrality can be considered the same way as the native English RA claims the important of the research to be reported. According to Swales (1990, p.144), the centrality claim can be done using linguistic components as the signal of claiming centrality and then followed by the supporting reference needed that has conducted research in the same areas. Moreover, it is found that in English RAs written by Indonesian academics, the rhetorical feature of claiming centrality is not always located in the first and/or second sentences in the first paragraph, however, some of them are stated later in paragraphs 3 and 5 of the Introduction section. This location of the rhetorical feature statement, in fact, does not match with Swales (1990) suggestion where it requires expressing the importance of the study immediately in the opening paragraphs. This statement is an attempt to invite and attract the readers' attention of how important and valuable findings are going to be found if they keep reading the article. The investigation reveals there are RA Introductions that express the claiming centrality in the first paragraph of the Introduction section and then reinforce with two more sentences in the fifth paragraph. The latter practice may be to stress and remind the readers about the claim of importance.

In summary, the analysis found that there are many statements that intended to claim the centrality, for instance, using certain words (e.g. interesting, important, and essential); but

the statements are not followed or supported by any references. The evidence reveals that some of English RA Introductions written by Indonesians have expressed the feature of claiming the centrality, which is considered to match with Swales' (1990) model. On the other hand, there were found statements of claiming centrality but were considered as 'under-developed' rhetorical features because they had not been completed with references as required in the model to build the Establishing a Territory (Move I).

5.3.4.1.2 Making topic generalisations (Step2 – Move I)

Step 2, Making topic generalization, is considered as the turning point of a rhetorical function that '*represents a more neutral kind of general statement than Step 1*' (Swales, 1990, p. 146). Furthermore, Swales explains that in occupying Step 2, a variety of forms can be used but generally fall into two categories: statements about knowledge or practice or statement about phenomena. Furthermore, Swales adds that this expression can also be in general terms of the current state of the art – of knowledge, of technique or of current requirements for further progress. Thus, communicative function of Step 2 - Move I might be represented by the whole sentence structure.

The following excerpts are considered as examples of the rhetorical feature of *Making topic generalizations*.

1) P-ERA/ENF

When observing bilinguals talking to each other, we are aware of certain features, which do not exist in monolingual speech. Phenomena such as interference, borrowing, individual creation, code switching, and code mixing often exist in their speech. [ENF: S1, S2/Pr16]

2) D-ERA/CSU

In Indonesia, English is learned by a large number of students who will almost never have the opportunity of conversing with native speakers, but who will have access to the literature and periodicals, or scientific and technical journals written in the language they are learning (Rivers, 1981). [D-ERA/CSU: S1/Pr1]. It is observable that many students are still not able to comprehend texts when they enter the tertiary level. [D-ERA/CSU: S2/Pr2]

As seen, the communicative purpose of making topic generalisations written by Indonesian academics is revealed in two types, that is, some give general knowledge or practice with support from references while other RAs give statements about phenomena without references. Swales (1990) considers the requirement of citation in developing

generalization in order to emphasizing general statements of the current state of the art – of knowledge, of technique, or of current requirements for further progress. By this condition, citation is actually recommended implicitly to support the statement. Apparently, the rhetorical feature of Making topic generalization(s) is found in the majority of RAs Introduction with different realisation, with or without citation.

In the paired data, all of the data explicates this communicative purpose with variations which are found in the frequency of the statement occurrences as well as the position of the occurrences in the paragraph. More evidence is presented in Appendix E.2. In the discrete data, the findings show that there are 24 out of 25 RAs (96%) that is considered match with the rhetorical feature of Step 2, Making topic generalizations. In this study, the investigation found only one RA (D-ERA/ROZ) that does not occupy this rhetorical feature.

5.3.4.1.3 Reviewing items of previous research (Step 3 – Move I)

The rhetorical feature of reviewing items of previous research is an obligatory Step in Move I. To achieve this communicative purpose, Swales (1990, p. 148) recommends that RAs authors provide a *specification* (in varying degree of detail) of previous findings, an *attribution* to the research workers who published those results and *stance* towards the findings themselves. Moreover, in order to occupy Step 3, RA authors need to relate what has been found (or claim) with whom it was found it (or claimed it) by reviewing one or more items deemed by the authors to be relevant to the establishment of the study.

The excerpts below show how the Indonesian academic writer attempts to accomplish the rhetorical feature of reviewing items of previous research.

1) P-ERA/SAF

*Among the very few studies on this studies are the one **conducted by Nunan (1991). Nunan reported** a study about the differences between experienced and inexperienced English teachers in using a piece of teaching material in the classroom. [SAF: S1/Pr5]*

2) D-ERA/BDA

The previous findings exemplified by Dalle (2007: 128 – 129) show that the class maintaining and class changing derivations treated by the students in their essays are unproductive (0.46%) because their competence of derivations is very poor (-32.28%); and then the difference between the students' competence and their performance on the morph syntactic properties is less

than -35.00%, therefore there is a relationship between students' linguistic repertoires and their capabilities in the English verb performance in their essays. [D-ERA/ BDA: S4, S5/ Pr7]

As seen in the examples above, the writers reviewed, compared, and/or restated the findings of other research. The analysis reveals that over half of English RAs Introductions in the paired data (60%) establish the rhetorical feature of Step 3. The complete identification of reviewing items from previous research indicates that 88% of RAs explicate Step 3 – Move I.

These percentages show that there are still several English RAs that do not employ Step 3 – Move I. A closer look at the data, however, reveals that some RA authors actually have attempted to relate their studies to the existing literature but it fails in assessing the previous research; instead, some of RAs authors used references to cite definitions or explain some concepts as the background of their studies. The type of references cited is various, not only based on previous research findings but some are from a statement or review of a selected resource.

5.3.4.2 Establishing a Niche (Move II)

The second Move in CARS model is called Establishing a Niche. It consists of four Steps, namely: (1) Step 1A – Counter claiming, (2) Step 1B – Indicating a gap, (3) Step 1C – Question-raising, and (4) Step 1D – Continuing tradition. Although all of the steps are designated as optional, the model requires the rhetorical features of counter claiming or the indicating a gap should be employed in building the Establishing a Niche. The next section presents the findings of analysis of each of this rhetorical feature respectively.

5.3.4.2.1 Counter-claiming (Step 1A – Move II)

The rhetorical feature of counter claiming is a place where RAs authors can claim any unsatisfying finding of previous work because ‘the previous work is hopelessly misguided’ (Swales, 1990, p. 154). This shows that the inadequacy of previous study should become the basis of the given statement. To achieve this communicative purpose, Swales (1990, p. 154) recommends the most commonly used and easily striking linguistic signals in initiating Counter-claiming, that is the use of an adversative sentence-connector,

such as: *however, but also nevertheless, yet, unfortunately* and *but*. Again, this statement should be integrated with a review of trusted previous research findings.

After thorough investigation of English RAs written by Indonesians, it reveals that the feature of Counter claiming was rarely found. In the paired data, there was only one RA Introduction that is considered match with rhetorical feature of counter claiming in Swales' (1990) model. This evidence is seen in P-ER/KWU).

P-ERA/KWU:

*In fact, acquisition needs not only comprehensible input, **but** also comprehensible output. **However**, more recently researchers discover that Krashen's comprehensible input cannot really help explain why learners cannot improve their productive skills in the immersion programs. Comprehensible input can develop learners receptive skills, **but** it can not help learners' productive skills (Skehan, 1998). [KWU: S1, S2, S3/Pr20]*

The investigation of RAs in the discrete data found five statements that fulfilled the required condition of counter claiming. As seen in the examples below, the statements made by D-ERA/SSE and D-ERA/DSU are considered to fit with CARS model. Besides using certain linguistic signals, such as '*however, but, and nonetheless*', these pieces of evidence are also supported by references of previous studies or citing to what other studies have been discovered.

1) D-ERA/SSE

***However**, Flahive and Bailey (1993) assert that **there is no testable theory available** as to which reading can improve writing ability, and thus adopting a reading input approach in the teaching of language literacy would be risky in the absence of confirming research. [SSE: S1/Pr2]*

2) D-ERA/DSU

*There are studies which were intended to reveal aspects of affixation in Bahasa Indonesia more rigorously (e.g. Dardjowidjoyo, 1977, Ekowardono 1982, Pelo 1982, Subroto 1986 and Tampubolon 1996). **Nonetheless**, most of these studies focus on the syntactic correlates of affixation, thus, **less is said about** meaning and its relation to the expression side of the morphological level of affixation. [DSU: S1, S2/ Pr3]*

Likewise, in investigating a long paragraph development, it was found that RA authors might have mentioned some items from previous research that need further investigation. However, when it comes to claim that certain previous research has unsatisfying findings

or incomplete procedures. In Indonesian RAs, it was found that the authors do not mention or refer to again the statements of what is different or why the previous research need to be reinvestigated. If there is a statement, it might be implicitly covered by ‘strategic vagueness’ (Myers, 1996, p. 3), which is used to organise statements in a moderate claim. In this case, the author might have located the statement of inadequacy in different paragraphs. To find the statements, several clues are needed other than linguistic signals. Some words/phrases below are highlighted to reemphasise the point. The case is found either in the paired or in the discrete data.

The investigation reveals that actually some RA authors have tried to express the communicative purpose of Counter-Claiming by using certain linguistic signals as indicated by Swales (1990), such as ‘*however* and *but*’; however, the reference needed is absent, or, if there is mentioned, the substance of statement does not evaluate the existing research finding of previous study. These statements are considered as an under-developed rhetorical feature of counter-claiming. The analysis of English RAs written by Indonesian academics reveals that some of the sentences consist of word signals to certain references of a gap but come from sources from real world problems such as experiences by teachers or institutions in general.

This evidence is seen in excerpt below.

(1) P-ERA/ARP

However, to speak English fluently and smoothly is not an easy task. There are many English teachers who still speak English a little or incorrectly. These kinds of manner will enormously influence their students’ pronunciation. (P-ERA/ARP: S5 - S6, Pr2)

(2) P-ERA/KMA

However, investigations of the learning strategies were mostly conducted in classroom context, few studies were conducted to explore learning strategies in self-access EFL learning mode. [P-ERA/KMA, S1, Pr4]

(3) D-ERA/CSU

However, despite this specific need for a foreign language, very frequently, students reading in a foreign language seem to read with less understanding than one might expect them to have (Alderson, 1984). [D-ERA/CSU: S1/ Pr2]

(4) D-ERA/DFL

However, the English curriculum for the non-English Departments was not sufficient to prepare students to attend classes in English. Therefore, a new

curriculum that could improve the students' English proficiency and competency was needed. [D-ERA/DFL, S1-S4, Pr3]

The evidence shows that there are statements that are considered as an incomplete attempt to claim the insufficiency because the claim is stated without being backed up by previous studies. By consulting Swales (1990) explanation on composing rhetorical feature of counter claiming, many Indonesian authors seem to have difficulty in writing English RA Introductions that meet English discourse community expectations.

To sum up, in terms of developing Step 1A-Move II (Counter-Claiming) English RAs written by Indonesian academics can be categorised into three groups. The first group is RAs that have developed Step 1A- Move II fit with Swales model using appropriate linguistic signals and reference(s). This type is found in one RA (4%) in the paired data and seven RAs (28%) in the discrete data. The second group is RAs that use certain linguistic signals suggested for development of Step 1A – Move II, but the references needed are not conveyed. This incomplete condition is found in five RAs (20%) in the paired data and two RAs (8%) in the discrete data. The third is RAs that developed without any evidence of having the counter-claiming feature. This group demonstrates as the most common condition of English RAs written by Indonesian academics, which is found in the paired data by 19 RAs (76%) and 16 RAs (64%) in the discrete data.

5.3.4.2.2 Indicating a gap (Step 1B – Move II)

Indicating a gap is a Step that allows RA authors to convey that the previous work is not sufficient or in Swales words is called as '*suffer from some limitations*' (Swales, 1990, p. 154). The statement being conveyed is rather soft and gently uttered compared with the Step 1A Counter Claiming rhetorical feature, which is much more direct in claiming the inadequacy of previous study. Although it is considered as an optional Step, Swales reinforced that the rhetorical feature of Indicating a Gap is 'the type of Move 2' (Swales, 1990, p. 154)

The evidence quoted below is considered the "fully-developed" of indicating a gap rhetorical feature.

1) P-ERA/KWU

In fact, there is a controversy whether extensive reading can only promote acquisition when it is taught with clear objectives and all-design scheme

(Kweldju, 1997, Green 2005) or extensive reading helps in whatever scheme it is taught (Hafitz & Tudor 1981, Mason & Krashen 1997). [KWU: S1/Pr7]

2) D-ERA/NLI

Despite the efforts of promoting student-centered approach, the practice was clearly showing that teacher still held more dominant role as far as teaching English was concerned. That the teaching and leaning activities were still relying heavily on teachers was not entirely the teachers fault because, in the case, cultural background played its important role in shaping such condition (Dardjowidjoyo, 2001). [D-ERA/NLI: S12 – S13/ Pr1]

In English RAs Introductions written by Indonesians, two ways of stating Indicating a gap are found. The first type is the explication of rhetorical feature that fully follows Swales' (1990) model in indicating a gap and the second type is the one that does not fully fit the model. The first type of the rhetorical feature of indicating a gap is explicated by using of certain linguistic signals and then supported by references of previous study. In the paired data, there are only 3 RAs (12%) that are considered to fulfil the suggestion proposed by Swales' (1990) model, while in the discrete data, this feature is realized by 2 RAs (8%). They correctly draw the Indicating a gap rhetorical feature in terms of manipulating a certain linguistic signal as well as being supported by items or findings from previous research.

Although many rhetorical works of the Indicating a gap seem to have been articulated, in fact, this evidence does not fit with Swales' model. It is due to the fact that the gap is not fully based on previous research findings. Instead, some indicating gaps that the authors try to generate are obtained from a general knowledge or based on problems of real phenomena that happen in the society. Some evidence is considered 'unsuccessfully-developed' rhetorical feature of *Indicating a Gap* due to items or findings from previous studies do not equate to the statements. This difficulty of raising the gap indication has been a challenge for many Indonesian academics as shown in the paired data. The analysis reveals that 9 out of 25 RAs (36%) show a similar problem. The reasons or arguments are not adequately referred to previous references. Similarly, RAs in the discrete data also reveal the same problem. There are 12 out of 25 RAs (48%) considered to be unsuccessful of indicating a gap.

Overall, the analysis shows that the majority of English RAs written by Indonesian academics, both in the paired and in the discrete data, are only partly supported by

linguistic signals to achieve the communicative purpose intended while the most important aspect of quoting previous research findings to support the statements are still missing. The evidence reveals an unsuccessful development of indicating a gap owing to the fact that some of the features are inferred from real world experience.

5.3.4.2.3 Question-raising (Step 1C – Move II)

The rhetorical feature of Question-raising can be expressed either through a direct or indirect mode. It is considered as an optional Step of establishing Move II that give RA authors a flexible arrangement in presenting the question. Some evidences are below:

1. P-ERA/KUS:

*The key questions addressed in this paper are: **What** expressions do the vendors in Malang use to offer snacks and to what extents do these expressions conform to the Gricean cooperative principle and its four maxims? [KUS: S3/Pr3]*

2. D-ERA/CSU

*The study was guided by **one main research question**: to **what** extents can the texts being used for a reading class support students' reading skills? [CSU: S2/Pr15]*

*Specifically, the study was focused on **the research question**: to **what** extent is the vocabulary in the texts useful for reading skill development? [CSU: S3/Pr15]*

These instances of the rhetorical feature of Question-raising are presented in two types: with the key word of 'question' ended by the question mark and other with problem statements of the research. The rhetorical feature of question-raising in RAs written by Indonesian academics is usually located later after explanation of the background of the study is thoroughly presented. As seen by the evidence, the statements of question were found in paragraphs 2/3/5/7/8/15.

Although this rhetorical feature can be considered as quite a simple feature, however, this communicative function is rarely chosen as the main option to establish Move II. There are three out of 25 RAs (12%) from the paired data that employ this rhetorical feature of raising questions, while in the discrete data there are seven out of 25 RAs (28%) that employ this rhetorical feature.

5.3.4.2.4 Continuing tradition (Step 1D – Move II)

Continuing tradition (Step 1D) is called as ‘of minor ways’ of establishing a niche (Swales, 1990, p. 156). This feature is an optional way to establish Move II. Swales explained that this feature is used to state other reasons in doing the research but with a milder tone. Hence, the use of sentence connector ‘*therefore*’ is suggested rather than ‘*however*’ in delivering such a logical expression (Swales, 1990, p. 156).

In evaluating English RAs written by Indonesia academics, this rhetorical feature is rarely found. In fact, it is another feature that is not commonly utilised in maintaining the communicative purpose of research articles as a whole integrated discourse. So far, the rhetorical feature of Step 1D is not found in the paired data. Among the discrete data, Step 1D - Move II is found only in one RA (4%).

The evidence cited below is found in the discrete data:

Therefore, this study adopted Gorham and Christophel’s and investigated teachers’ verbal and non-verbal immediacy behaviours which were considered motivating as well as de-motivating from student and teacher perspectives in an Indonesian EFL context. [D-ERA/ NLI: S5/Pr8]

5.3.4.3 Occupying the Niche (Move III)

The third Move in CARS model is the Occupying the Niche. It consists of four Steps, namely: Outlining purposes (Step 1A), Announcing present research (Step 1B), Announcing principal findings (Step 2), and Indicating RAs structure (Step 3) Swales (1990, p. 159) points out that the obligatory feature in Move III is Step 1, which can be formed from two predominate rhetorical features, that is either Step 1A (outlining purposes) or Step 1B (announcing present research). Step 1A is used to indicate ‘*the author/s main purpose or purposes*’ while Step 1B is used to ‘*describe what they consider to be the main features of their research*’. Therefore, RA authors have flexible ways in choosing which steps are utilised to finalise the Introduction section.

5.3.4.3.1 Outlining purposes (Step 1A – Move III)

The rhetorical feature of outlining purpose is the first Step of Move III to complete the Occupying the niche. It should be located later before the concluding paragraphs of the Introduction section. In English RAs written by Indonesian academics, the place of this feature varies, for example: found in the first sentence in the first paragraph (P-

ERA/NAD), while other pieces of evidence are found in paragraphs 3/5/6/7/8. To make more apparent the fulfilment of this rhetorical feature, some are cited below:

1. P-ERA/KUS

This paper, therefore, aims to investigate the words and phrases, which they utilise to offer their merchandise and the degree to which they comply with a pragmatic principle, proposed by Grice (1989). [P-ERA/KUS: S2/Pr3]

2. D-ERA/AZA

Thus, the research aims to describe the translation accuracy of the pronominal reference cohesion device of it both as a subject and object in the textbook Civic Culture and its translation text 'Budaya Politik'. [D-ERA/AZA: S2/Pr8]

In short, English RAs Introduction written by Indonesians meet Swales suggestions of how to accomplish Move III (*Occupying the Niche*), particularly through Step 1A, *Outlining purpose*. In the paired data, there are 10 RAs (40%) express Step 1A – Move III. In the discrete data, there are 14 RAs (56%) satisfy this rhetorical feature.

5.3.4.3.2 Announcing present research (Step 1B – Move III)

As mentioned earlier, Step 1B (Announcing present research) is one of the obligatory Steps in Move III (Swales (1990, p. 159), which is shared by the occupation of Step 1A. As is signalled by Swales, the first two steps of Move III, either Step 1A or Step 1B, can be chosen to finalise the Introduction section. In English RAs Introduction written by Indonesian academics, it reveals that the rhetorical feature of Announcing present research is used by the authors to describe what they consider to be the main features of their research.

Some examples from the paired data are seen in evidence no. 1 -3, while the evidence from the discrete data is cited in no. 4-6.

1. P-ERA/SUK

However, the study limits its analysis at the level of spelling or how the words are written identifying the changes in the word class or the meaning of the word. [P-ERA/SUK: S11/Pr3]

2. D-ERA/GWI

This paper is a preliminary research into the speech behaviour of a young bilingual adult who speaks Indonesian as her mother tongue and English as a second or foreign language, to find some answers to the questions posed above. [D-ERA/GWI: S1/Pr3]

In English RAs Introduction written in the discrete data, there are 16 out of 25 RAs (64%) that contain the description of what they considered to be the main features of their research.

5.3.4.3.3 Announcing principal findings (Step 2 – Move III)

Announcing the principal finding can be the additional feature following the Step 1A and Step 1B. It is an optional Step in Move 3. Swales (1990, p. 161) stressed that '*Many, or most, RA introductions end with a Move 3-Step1.*' In Applied Linguistics RAs Introduction written by Indonesian academics in English, both in the paired and in discrete data, the rhetorical feature of Step 2-Move III is not found. This finding is in line with Swales' (1990) research into native English RAs, which rarely present principal findings in the introduction section.

5.3.4.3.4 Indicating RA structure (Step 3– Move III)

The final optional Steps in Move III is *Indicating RA structure*. This feature is recommended as the very last communicative purpose Swales (1990, p. 161) documented that in English RAs by native speakers, '*if Step 3 occurs, it is always at the end of the Introduction*'.

In the paired data, the analysis reveals the Step 3 – Move III is explicated by the three RAs (12%) while in the discrete data this feature is not found. However, one of the authors conveys the structure of RA on the first paragraph, which is placed in the sentences no 3 and 4 [P-ERA/NAD: S3, S4/Pr1]. This finding is interesting because this feature is frequently used but should not be presented in the final part of paragraph development. Therefore, this practice is considered as an odd occurrence that does not match with the native English discourse community expectation as has been reiterated in Swales (1990, p. 161).

P-ERA/NAD:

This paper consists of five main parts. They are the introduction, brief theoretical aspects of making requests, methodology, result and discussion, and conclusion.
[D-ERA/NAD: S3, S4/Pr1].

In summary, the analysis of the Introduction of English RAs written by Indonesian academics indicates different degrees of fulfilment of the rhetorical features necessary.

The first most developed rhetorical Move is of the Establishing a Territory (Move I) while the development of rhetorical Move II and Move III are not as frequent as those found in Move I. As seen in the examples displayed, the majority of English RA Introductions used the necessary rhetorical features which is considered fit with the model proposed by Swales (1990). However, the evidence shows the limitation of the development of some rhetorical features, particularly in supporting references from previous studies (Step 3 – Move I). This limitation of the referencing used is also evident in Move II (Establishing a Niche), where the optional Steps of Step 1A (Counter claiming) and Step 1B (Indicating a gap) are not fully supported by reference to previous research. In the establishment of Move II, the development of Step IA (Counter claiming) and Step IB (Indicating a gap) are problematic in accordance with pursuing previous research findings. The CARS model suggests two other optional Steps in Move II (Step 1C and Step 1D) but their occurrence is very low. The development of rhetorical Move III shows more evidence of presenting the obligatory of Step 1, which has been established either through Step 1A or Step 1B. These two features occurred in over half of the RAs. The following section will give clear details of the whole evidence of rhetorical feature occurrences.

5.3.5 The distribution of the rhetorical features in English RAs

Introduction

The distribution of rhetorical features occurrence that fits with Swales CARS model can be recapitulated in the tables. The distribution of rhetorical features in English RAs in the paired data is presented in Appendixes.

As identified, English RA Introductions written in the paired data explicate certain rhetorical features of communicative purpose in developing the Introduction section. However, the investigation of the paired and the discrete data demonstrate a different degree of occurrences. By referring to Swales model, certain rhetorical features are still under-developed; namely: Claiming centrality, Counter claiming and Indicating a gap. These three rhetorical features have not been developed to English discourse community standards due to the lack of appropriate references to previous studies.

English RAs in the paired data (P-ERA) demonstrate a paucity percentage of some rhetorical features that fit with English discourse community expectation. This group only

has 3 out of 25 (12%) of RA Introductions that occupied the claiming centrality that is considered match with Swales model. Other 6 out of 25 (24%) of RAs attempt to employ the centrality claim but they are not developed completely because they only use linguistic signals to claim the centrality and are not supported properly by the relevant references needed.

Likewise, English RAs in the discrete data (D-ERA) reveal that there are four rhetorical features that have been occupied by more than half of the data, i.e. making topic generalization (96%), reviewing previous study (88%), outlining purpose (60%) and announcing present research (64%). In contrast, all associated Steps in Move II have been used by less than half of the RAs, while the rhetorical feature of Step 1, claiming centrality, is demonstrated by 11 out of 25 (44%) of RAs. This evidence indicates that there is similar phenomenon of the organisation of rhetorical features appears in both P-ERA and D-ERA.

5.3.6 Overall findings of rhetorical features in English RAs Introduction

The evidence reveals that the most occupied rhetorical feature is Step 2-Move I, *Making topic generalisations*, which is used by 100% of RAs. This figure is followed by *Announcing present research* (70%) as the second most occupied feature and *Reviewing previous research* and *Outlining purposes* are as the third most occupied Step (each occupied by 64%). Other features are occupied by less than half of the sample, i.e. *Claiming centrality* (36%), *Question raising* (16%), *Indicating a gap* (20%), *Indicating RA structure* (8%), and *Counter Claiming* (4%). In fact, there is a feature that is not occupied by any author in expressing communicative purpose, that is *Announcing principal findings*.

Similarly, English RAs written in the discrete data show that there are three most occupied steps in RA Introductions, namely: Making topic generalizations (96%), Reviewing items of previous research (88%) and announcing present research (68%). Other steps followed are: Outlining Purposes (60%), Claiming Centrality (44%). Question-raising (28%), Counter claiming (20%) and Indicating a gap (12%). In contrast, there are three least occupied steps found in RA Introductions, that is, Continuing a tradition (8%), Announcing principal findings (0%) and Indicating RA structure (0%).

The major findings of the occurrences of rhetorical features can be observed on Figure 5.2. It is based on the occurrence of English RAs in the paired data (P-ERA) and in the discrete data (D-ERA).

Similarly, English RAs written in the discrete data show that there are three most occupied steps in RA Introductions, namely: Making topic generalisations (96%), Reviewing items of previous research (88%) and announcing present research (68%). Other steps followed are: Outlining Purposes (60%), Claiming Centrality (44%), Question-raising (28%), Counter claiming (20%), and Indicating a gap (12%). In contrast, there are three least occupied Steps found in RAs Introductions, namely: Continuing a tradition (8%), Announcing principal findings (0%) and Indicating RA structure (0)

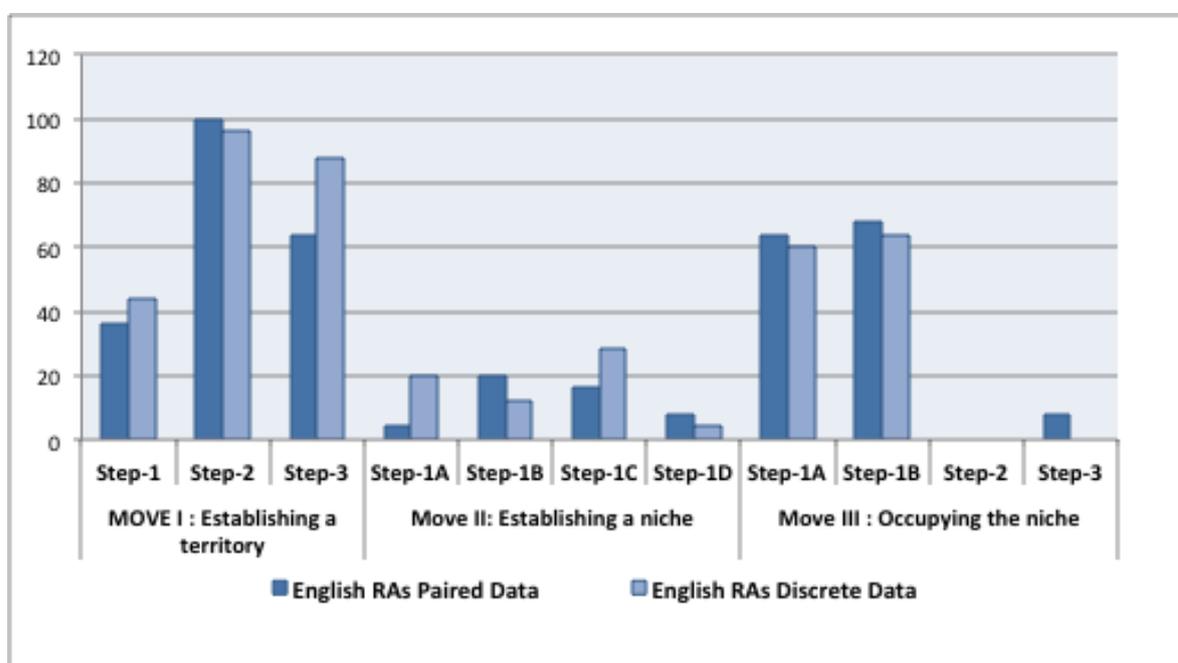


Figure 5.3 : Overall findings of rhetorical features in the English RAs Introduction

In terms of the rhetorical features occurrence, both of the data groups show a similar trend. The first Move of CARS model, *Establishing a niche*, is to be the most occupied rhetorical feature either by the paired data or the discrete data. The second most occupied rhetorical feature is Move III, *Occupying the niche*, which is revealed in both the paired data and the discrete data. The least occupied rhetorical feature is of Move II, *Establishing a niche*, which appears also in both the paired and the discrete data.

In particular, English RAs in the paired data developed the first rhetorical Move by utilising three different Steps. The first Step, claiming centrality, was presented only by

12% (3 out of 25 RAs). This limited evidence, to some extent, might be as the result of Indonesian traditional thought that Indonesian people are not expected to obviously demonstrate your strength, importance and superiority in public speaking (Purwadi, 2008). Therefore, Indonesian authors prefer to avoid this Step 1 expressed in the beginning of the Introduction, but explicated later in the following paragraphs. Swales (1990, p.145) maintains that the first Step (Claiming centrality) of the CARS model is not an obligatory feature, therefore, it can be reversed with the second Step (Making topic generalisation).

While all of the Indonesian writers occupy Step 2, however, Step 3 of Move I, reviewing items of previous research, was only developed by 60% of the data. This Step3 is an obligatory feature is CARS model, however, 40% of the authors do not explore or present any previous studies as part of the establishment of a territory (Move I). This means that 40% of English RAs written by Indonesian authors have difficulty progressing to Move II, Establishing a niche because of the absence of an obligatory Step development in Move I.

In terms of Move II, the occurrences of Step and its variation of the arrangement seem limited. It is found that the majority of the authors have no rhetorical features attainment at all of Move II in their RAs. This situation is especially caused by the strategies used by authors in occupying Step 1A and Step 1B realisation. Many of the authors (48%) have tried to occupy Step 1A but the rhetorical features they develop are not supported by items from previous study, only 12% of the sample fit with the CARS model. Additionally, there are 64% of authors who have tried to develop Step 1B, however, only 36% of the sample fits with CARS model.

The failure to develop Move II by at least one of four steps suggested by Swales (1990) can cause a constraint of the fulfilment of the communicative purposes for the following Move III (Occupying the niche) because of the absence of Move II as the bridge for the Establishing a territory to Occupying the niche is interrupted.

The realisation of Move III is various. The findings show that 60% of RAs occupy Step 1A while Step 1B is occupied by 64% of RAs. This percentage is quite high but cannot be guaranteed as the criteria of success because the CARS model suggests that Move I and Move II should have been developed appropriately. This means that in order to fully deliver the communicative purposes necessary of RA Introductions, authors need to carry out a balanced rhetorical feature necessary in each Move in.

In conclusion, English RAs written by Indonesian academics use certain rhetorical features that have a similar form and functions to Swales (1990) CARS model. However, only one Step, that is, Making topic generalisation, that have an absolute occurrence while other Steps are explicated in various degree of frequencies. On the other side, there are three particular features, namely *Claiming centrality* (Step 1 – Move I), *Counter claiming* (Step 1A – Move II) and *Indicating a gap* (Step 1B – Move II) that have been occupied but with different realisation that might be unacceptable by the wider discourse community. In developing those Steps, most English RAs written by Indonesian authors heavily rely on linguistic signals, which are not supported satisfactorily by references of relevant previous studies.

By considering the rhetorical occurrence, the different functions of obligatory and optional features of CARS model and the discourse community expectation, the findings of the Introduction section suggest that the prospect of English RAs written by Indonesian o be published in international journal is still low. The Applied Linguistics RAs publish in the accredited journals places around 20% of RAs that fulfil the requirement of RAs for international publication. The rest of 80% of RAs have various problems ranging from lack of the development of rhetorical Move II, particularly of the rhetorical features of counter claiming and indicating a gap, problems with presenting the feature of claiming centrality and reference to previous research (Move I).

5.4 The Discussion section of RAs written in English

This section presents the analysis of the Discussion section of English RAS written by Indonesian academics. As mentioned earlier, the Discussion section of Applied Linguistics RAs are examined based on the model proposed by Swales (1990, pp. 172-173). The appearance of rhetorical work is predicted to be a cyclic in nature (Swales, 1990, p. 172) and variation among the disciplines may exist. The recurring pattern in the Move-Steps may happen in the Discussion section and the ‘complexity of the cycle can be related to the degree to which the results are “compatible” with previous work and/or with the expected outcome hypotheses or questions.’ This provisional framework consists of eight moves that are supposed to be evidence to develop communicative purposes in the Discussion section.

5.4.1 Generic features of RAs Discussion in English

The generic features of the Discussion section of English RAs are identified from the length of paragraph and paragraph development. The identification reveals that the length of the Discussion section also varies from very short one with only 2 paragraphs to 38 paragraphs. The shortest Discussion with only 2 paragraphs was found in the paired data: “Another Evidence in Support of the Early Introduction of EFL in Indonesia” (P-ERA/SUW). This article has applied the generic structure of RAs with the IMRD format. The article develops the Introduction within 14 paragraphs; the Method section within 5 paragraphs; and the Findings and Discussion within 2 paragraphs. In this case, the combined sub-heading consists of two paragraphs is shared for both the results and discussion of the findings. With only 2 paragraphs for the Results and Discussion, it is unbelievable that this article was passed the editorial boards selection. The problem may be attributed to either the writer or the editorial members or both.

Table 5.4 The length of paragraph discussion in English RAs

Length of Discussion (English RAs)	Frequency	
	Paired	Discrete
2 – 5	2 (8%)	3 (12%)
6 – 10	6 (24%)	5 (20%)
11 – 15	4 (16%)	6 (24%)
16 – 20	5 (20%)	4 (16%)
21 – 25	2 (8%)	4 (16%)
26 – 40	2 (8%)	1 (4%)
N/A	4 (16%)	2 (8%)

As seen in the table, both in the paired and discrete data, there are some RAs that do not explicitly provide the Discussion section as its own title (YBA, SAF, ESU, NAD, MOU, and MAH). Instead, they discuss their research findings through thematic subheadings. This case can mostly be found in the journal of *Linguistik Indonesia*.

In the paired data, the longest Discussion section is of 38 paragraphs. It is found in the article P-ERA/SUK: “*The Cooperative and Politeness Principles in Radio Broadcasting Conversations*” which is published in *Jurnal Bahasa dan Seni*, volume 37 (1), pp. 1 – 21).

In the discrete data, the longest combined Results and Discussion section is found in D-ERA/AZA: “*An Analysis of Accounting Terms Translation in Textbook Management Accounting by Don R Hansen and Maryane M Mowen into Akuntansi Manajemen by Dewi Fitriasari dan Deny Arnos Kwary*” which is published in *Jurnal Linguistik dan Sastra*, volume 21 (2). Written in 39 paragraphs, this article does not separate the results from the Discussion section.

In fact, the article in P-ERA/SUK is not only the longest in terms of the paragraph development of the Discussion that is written up to 38 paragraphs, this article also develops all other sections with quite long text, including the conclusion and suggestions that have been written up to 11 paragraphs. On the whole, this article is also one of the longest articles found in the accredited journals, which consists of 79 paragraphs all together, as can be seen below:

<i>INTRODUCTION (No Title):</i>	<i>13 paragraphs</i>
<i>METHOD:</i>	<i>7 paragraphs</i>
<i>FINDING:</i>	<i>10 paragraphs</i>
<i>DISCUSSION:</i>	<i>38 paragraphs</i>
<i>CONCLUSION AND SUGGESTIONS</i>	<i>11 paragraphs</i>
<i>REFERENCES:</i>	<i>6 entries</i>

However, this lengthy article has a constraint in terms of the referencing usage as it is only supported by 6 references. This limited referencing list, as a matter of fact, has only been used to support the argument in the Introduction while none of the references are referred to support the argument in the Discussion section. In fact, the absence of communicative purpose in the Discussion section may affect the insufficient function of the whole communicative purpose of the RA development.

The analysis reveals that in the Introduction section, which is written in up to 13 paragraphs, the author missed the main important communicative purpose, that is the Reviewing Items of previous research (Step 3 –Move I). Although there is a reference citation, as seen in D-ERA/SUK, Sentence 2 - Paragraphs 3 as cited below, it refers to methods or strategies of the focus investigation in that study.

The focus of investigation in this research is the CP and PP. The Cooperative Principles (CP) consists of four maxims: Quantity, Quality, Relation, and Manner (Grice in Brown and Yule, 1986:31). [D-ERA/SUK: S2/Pr3]

By referring to Swales CARS model, therefore, this RA employ 3 rhetorical Moves, i.e. Move I by occupying Step 1 and Step 2, Move II by occupying Step 1C and Move III by occupying Step 1A. Therefore, the rhetorical feature of the Introduction pattern is:

$$\text{Move I} = \text{Step 1} + \text{Step 2} + \emptyset$$

$$\text{Move II} = \emptyset + \emptyset + \text{Step 1C} + \emptyset$$

$$\text{Move III} = \text{Step 1A} + \emptyset + \emptyset + \emptyset.$$

As aforementioned, the element of items from previous studies does not appear to back up the explanation of the Discussion section. The writer develops a lengthy discussion section written up to 38 paragraphs, however, it flows without any back up from references. This limitation affects the need for occupying certain rhetorical features, mainly of the reference to previous research findings as the fourth Discussion Move (DM-IV) in the development of the Discussion section. In turn, the analysis shows that the author occupies six Discussion Moves but missed DM- IV (reference to previous research findings) and DM-VII (Recommendation). By referring to Swales Eight Move framework of developing communicative purpose of the Discussion section, the RA pattern of the discussion move (DMs) is: I + II + III + 0 + V + VI + VII + \emptyset .

The evidence indicates that the length of paragraph development of each section may not predictably be a sign of the quality of RA development. The above finding highlights that the structure of RA must be maintained by a combination of a relatively good proportion of paragraphs development and suitable rhetorical features of necessary communicative purpose. In developing a scientific paper for the proceedings, Lindsay (2011, p. 85) recommends that the Introduction section should be around 5 – 10% of total (space), the Methods and Results sections are around 40 – 60% while the Discussion section is about 30 – 60% of total space.

Above all, the important role of references from more recent journal editions is as a primary concern to be able to develop the RA soundly. This must be carefully cited to fulfil the communicative purpose that matches with the discourse community's expectation. In the next section, more information on referencing practice in English RAs from both the paired and the discrete data will be presented.

5.4.2 The application of Swales' (1990) Eight Move model

The rhetorical features of the Discussion section are investigated by referring to Eight Moves proposed by Swales (1990) as the framework. This section, as the name implies, reports the occurrence of the rhetorical features that fit with the communicative purpose categories stipulated in Swales' (1990) model which consists of eight Discussion Moves. Unlike CARS model, Swales (1990) does not specify any of the eight moves as either obligatory or optional features; however he emphasises that the fulfilment of the Discussion Moves will provide more communicative purposes are delivered. In English RAs written by Indonesian academics, as displays in Table 5.4, the Discussion sections are carried out in various degrees of length, that is, by being written only in a short and brief manner, some of them are written in less than 5 paragraphs and some other RAs present the discussion quite extensively.

This particular example below is a Discussion section taken from article D-ERA/TBU, which is developed with 3 paragraphs. It is one of the shortest discussions that appear in the discrete data. As a whole, this article constructs 5 paragraphs for the Introduction, 11 paragraphs for the Method, 25 paragraphs for the Result, but it generates only 3 paragraphs for the Discussion section. It seems that a larger effort was made to present the results which makes use of 25 paragraphs. This typical unbalanced proportion of the discussion is also found in some other RAs, both in the paired data and in the discrete data. The example of the discussion section presentation is quoted verbatim below.

Discussion

*In English essays, the students made more grammatical errors in the level of word structure, which apparently indicated that students' mastery of English grammar was in a transition continuum. Error variations occurred to using agreement, verb be, auxiliary, mass noun, pluralisation, inflection, and pronoun substitution. Conversely, grammatical errors in Indonesian essays were **limited to the use** of pronoun substitution and word classes that were confused (e.g. professional and professionalism).*

The finding confirms studies by Krashen (1984), Latief (1990) and Mukminatien (1997). Krashen (1984:42) contended that L2 writers, would of course make errors in grammar and lexical choices than would L1 writers. The students under study learned to write beginning with analysis of the structures of

sentences. When they were forced to write sentences in an essay, they were made aware of the grammatical rules.

The developmental errors the students made **also indicated** that the students were still in their transitional competence in the continuum of approaching the L2 rule system. The errors reflecting the structure of L1 were simply the result of lacking L2 competence. Confirming Mukminatien (1997), **this study asserted that** as students did not have enough acquired rules to write, they shared a piece of writing which was dominated by interlingual errors such as subject-verb agreements, articles, plurals, and syntax, showing a premature use of English. (D-ERA/TBU)

By consulting Swales' (1990) Eight Move framework of the Discussion section, the analysis yields identification of rhetorical features that is used to employ certain communicative purposes.

Table 5.5 : The analysis of Discussion section of English RAs (D-ERA/TBU)

DM	Move Discussion Category	Texts Realisation	Where
DM-I	Background Information	N/A	
DM-II	Statement of Result	<i>In English essays, the students made more grammatical errors in the level of word structure, which apparently indicated that students' mastery of English grammar was in a transition continuum. Error variations occurred to using agreement, verb be, auxiliary, mass noun, pluralisation, inflection, and pronoun substitution.</i>	S1, S2, S3 Pr1
DM-III	(Un) Expected Outcome	<i>Conversely, grammatical errors in Indonesian essays were limited to the use of pronoun substitution and word classes that were confused(e.g. professional and professionalism).</i>	S4 Pr1
DM-IV	Reference to Previous Research	<i>The finding confirms studies by Krashen (1984), Latief (1990) and Mukminatien (1997). Krashen (1984:42) contended that L2 writers, would of course make errors in grammar and lexical choices than would L1 writers. The students under study learned to write beginning with analysis of the structures of sentences. When they were forced to write sentences in an essay, they were made aware of the grammatical rules.</i>	S1, S2, S4, S5 Pr2
DM-V	Explanation	<i>The developmental errors the students made also indicated that the students were still in their</i>	S1, S2 Pr3

		<i>transitional competence in the continuum of approaching the L2 rule system.</i>	
DM-VI	Exemplification	N/A	
DM-VII	Deduction and Hypothesis	<i>The errors reflecting the structure of L1 were simply the result of lacking L2 competence Confirming Mukminatien (1997)) this study asserted that as students did not have enough acquired rules to write, they shared a piece of writing which was dominated by interlingual errors such as subject-verb agreements, articles, plurals, and syntax, showing a premature use of English.</i>	S2, S6 Pr3
DM-VIII	Recommendation	N/A	N/A

As identified above, the three paragraphs consist of five different communicative purposes of the discussion move. In the first paragraph, there are two communicative purposes worked out, that is, the rhetorical feature of Statement of Results (DM-II) and the (un) expected result (DM-III). In the second paragraph, all sentences are devoted to confirming the reference to Previous Research (DM-IV), while the last of paragraph three is for Explanation and reason for a surprising result (DM-V) and the deduction (DM-VII). This short discussion section, which has three paragraphs, occupies five rhetorical features of DMs and therefore the rhetorical pattern of D-ERA/TBU is: /0/ 2/3/4/5/0/7/0/. Although this Discussion section seems to conform to five out of the eight Discussions Move of Swales' (1990) model, this typical development of the Discussion section might not be accepted in the English discourse community. The argument tend to be written in a minimalist development just to provide a requirement of the 'Discussion' title of the IMRD format set by the journal.

5.4.3 Findings of rhetorical features in English RAs Discussion

The following part display examples of communicative purposes that are explicated in the Discussion Moves of English RAs written by Indonesian academics. The examples below of each appearance of Move refer to statements that match with Swales' (1990: 173) model both in the communicative functions and purposes.

5.4.3.1 Discussion Move I: Background Information

The role of the first Move in the Discussion section is to provide background information to strengthen the discussion section. It may proceed by recapitulating main points, by highlighting theoretical information, or by reminding the readers of some technical information. There are various ways in organising Move 1 appearing in English RAs written by Indonesian authors. Some authors occupy Move I in many sentences and put in many paragraphs. It is said as ‘a somewhat free-standing move that can occur at any point in the *cycle*’ (Swales, 1990: 172).

To see more about how and where it is positioned, the findings of how Indonesian authors express this communicative function can be seen below.

Examples:

1. P-ERA/PRA

*From the very start of observation, the **subject was recorded** to have made use of terms of address a pronouns: bapak, ibu, as [a?a?] and mbak. In addition to Mika, which he pronounced as ‘ika, ngka, or mika’, the subject of the present study was recorded to produce three other lexical items to refer to himself during the one year observation: ‘saya, aku, and nggi’. [PRA: S1/Pr1 S1/Pr3]*

2. D-ERA/DSU

*This section presents the findings from the analysis of the selected affixes in **the online corpus of Bahasa Indonesia**. These **affixes are described according** to their distribution, meanings, and possible semantic patterns. [DSU: S1, S2/Pr1]*

Of the English RAs written by Indonesian academics, it reveals that the majority of RAs explicate this first rhetorical move. In the paired data, there are as many as 19 RAs out of 25 (76%) that employ the *Background Information Move*. In the discrete data, the majority of RAs (80%) employ the communicative purpose of background information. To see more evidences, the findings are listed in Appendix E.1.

5.4.3.2 Discussion Move II: Statement of Result

The statement of results is an important feature in the Discussion section. It is said as ‘a quasi-obligatory move in Discussion section’ and ‘is only likely to be preceded by Move 1’ (Swales (1990, p. 172). The statement of result may take place in several cycles across

the Discussion section. It can be stated in the first paragraph and then repeated in the following paragraph. As indicated in the example below, many Indonesian authors also occupy the Discussion Move 2 many times in a cycle arrangement. Interestingly, the Statement of result appears in all English RA Discussion section written by Indonesian authors.

Some examples of the features found in the paired data are:

1) P-ERA/KUS

The analysis of their utterance yielded five categories of such expressions. Three vendors offered their merchandise by articulating the word 'kue', an Indonesian word meaning snack.

Two other vendors preferred to mention the name of the snacks aloud instead of merely saying 'kue' to communicate what they were selling to the customers. [KUS: S3/Pr1; S1/Pr2; S1/Pr4]

2) D-ERA/SRO

From the data, it revealed that most incorrect sentences produced by respondents had the equivalent meaning to Indonesian words of 'sudah', 'baru saja', for positive sentences, and 'belum' and 'belum pernah' in negative ones. [SRO: S2/Pr2]

The analysis of the discrete data demonstrates that the rhetorical feature of statement of result is found in all RAs samples. This means that one hundred per cent of English RAs written by Indonesian academics employ the rhetorical feature of Discussion Move II (Statement of Results).

As seen in the examples above, the authors put their statement of result in different positions in the paragraph arrangement. Some of the authors put their results later in paragraphs 6 or 8 but other authors convey this feature sooner as seen in paragraphs 1 and 2. Overall, it can be concluded that Indonesian RA authors give focused attention to this communicative purpose in line with Swales' suggestion as 'a quasi obligatory' feature.

5.4.3.3 Discussion Move III: (Un) expected Outcome

The third rhetorical feature of Discussion Move is to communicate an un-expected outcome to the discourse community whether the finding is expected or not. In this feature the author is given the opportunity to express comment if there is unusual evidence following the research.

In the paired data, there are 19 RAs (76%) that employ this feature. In this respect, the discrete data reveal that 92% RAs have developed this rhetorical feature. Some examples from both groups are quoted in the list below:

1. P-ERA/SAF

The information from classroom observation, however, is inconsistent with one obtained from the questionnaire. This difference may imply that what teachers reported in the questionnaire is not necessarily the same as what they actually did in the classroom. This data is also inconsistent with the information obtained from the questionnaire. [SAF: S1, S4/Pr29; S2/Pr33]

2. D-ERA/IWA

This finding is clearly in contrast with the previous findings where students' vocabulary development does not follow regular steps, from basic level to advanced, for instance. [IWA: S2/Pr3]

5.4.3.4 Discussion Move IV: Reference to Previous Research

According to Swales (1990, p. 173) there are two types of reference to previous research in this move, that is reference for the purposes of comparison with present research and references for the purposes of providing support to the present research. However, this study does not make a specific distinction between the two types of references to previous research.

1. P-ERA/SUK

In Kawi language which is regarded as the ancient Javanese, the infix –um- has an opposite meaning to the infix –in-. –um- for active form while –in- for passive form (cf. the prefix di- and me- in Indonesian) (Wojowasito 1981, 10-12). [SUK, S7/Pr6] This is also related to 'articulatory simplification' since such sound changes typically result in articulatory simplification to create 'ease of articulation' (Murray 1996, 315). [SUK: S3/Pr11]

2. P-ERA/KWU

Concerning the readability of material, it was already discovered that although students enjoyed reading easy books, the level of difficulty of the books they chose to read was relatively medium. Carver and Leibert (1995) for example, already discovered that even large amounts of easy reading could not have positive effect upon reading level. [KWU: S2, S3/Pr6]

In the paired data, there are 18 authors (72%) that employed this Discussion Move in their RAs. Referring to the discrete data, there are 16 out of 25 (64%) of RAs which overcome this feature.

Apparently, there is evidence found in English RAs written by Indonesian academics, as quoted below, which may not fall into the same frame suggested by Swales (1990) Discussion model which states that the rhetorical feature must contain reference to previous research (Swales, 1990: 173). This means that there are 9 out of 25 (36%) of RA authors who do not accompany their Discussion section with references to previous research. Research articles that do not explicate this rhetorical move of DM- IV (reference to previous research) include the data from either the discrete or the paired data.

In fact, some of the references they mentioned are about to cite scientific concepts and so they are not considered as items of previous findings that are advised by Swales. Understandably, the international discourse community may consider some examples below as inadequately developed rhetorical features of DM IV.

1. D-ERA/BDA

*The present findings **support the scientific concepts** stated by White and Arndt (1991) that brainstorming is a widely used and effective way of getting ideas flowing. [BDA: S1/Pr3]*

2. D-ERA/DKO

*The major findings from this survey not only have answered that tags are still favoured more by women in oral routines, but also elicit further interpretation **from Lakoff's postulate** (as hesitant tokens) and **Fishman's claim** (as connected-interactive pattern between speaker and listener). [DKO: S1/Pr1]*

3. D-ERA/IWA

*The **effectiveness of a tool depends** on how we use it and for what purpose it is used (Iso & Aizawa, 2007). [IWA: S8, S9/Pr5]*

The evidence leads to concerns about the referencing practice employed by RA authors having said that the references are not designated to substantiate the current study that need of support from previous research. As seen in example above, the statement no.1 ‘support the *scientific concepts* ...’; while statement in no 2 and 3 “Lakoff’s postulate ... and Fishman’s claim ...”; and the effectiveness of a tool ...’ seem to referred to or is used as part of methods clarification. Apart from those nicely developed rhetorical feature of supporting the discussion with reference to previous research (as seen in example 1 – 3

above), there are still some statements that are not convincing. Do authors refer to studies previously done or referring to concepts and arguments stated by other writers? This circumstance is beyond the researcher ability and focus of the investigation.

5.4.3.5 Discussion Move V: Explanation

The rhetorical feature of explanation is used to express that their studies found something special. The explanation Move is commonly used as a means to give comment or suggestion for a surprising result of research finding or may be used to comment on one that is at odds with those of reported literature. Therefore, this feature may contain the author's comments or reason for a surprising result or something peculiar compared with those reported in the previous studies.

In the paired data, this is the second most commonly opted for Move by Indonesian authors as there are 22 out of 25 of the data (88%) that maintain this feature in RAs.

Some examples of the features that fit with this function are below.

1. P-ERA/SUK

There are two infixes omitted in Cirebonese orthography. First, infix /in/ is omitted as in "pinandhita-pandhita, sinebut-sebut and pinituturan-pituturan. Secondly, infix /um/ is omitted and has resulted in simpler words as in "dhumugi-dhugi". [SUK: S1, S2/Pr6]

2. P-ERA/KMA

*The results of this study **indicated** that firstly; there are learning strategies used by all of the three different EFL proficiency levels (high, middle, and low), Secondly; there are learning strategies used by both high and middle, middle and low, or high and low EFL proficiency students, and finally, there are learning strategies used exclusively by the high, middle, or low EFL proficiency level students. [KMA: S4, S5/Pr1]*

3. D-ERA/AZA

*The **inaccuracy indicated** that the translator could not understand the steps of translation process, including analysis, transfer and restructure (Nida in McGuire, 1991: 16). In the step of analysis, in particular, the translator should understand how he identifies this pronoun carefully and then translates it. It must be done by him because it is a starting point before taking the other steps. [AZA: S1, S2/Pr8]*

The discrete data reveals there are 23 out of 25 RAs (92%) that demonstrate the feature of explanation. However, it must be noted that although the texts imply the explanation,

some of the references are not based on previous research. Under this condition, there are 10 out of 25 (40%) of RAs that are not supported by previous studies. The absence of references in explicating the rhetorical feature of DM-IV will weaken the quality of explanation. According to Murray (2005), reference to previous studies is the key to all matters in RA composition that are accepted by the wider discourse community. However, the pieces of evidence below still need proper references in order to support the discussion. One of the authors (D-ERA/AZA) mentioned a reference name, but the statement is not part of the previous study.

5.4.3.6 Discussion Move VI: Exemplification

The Discussion Move VI, Exemplification, is employed to support the explanation that has already been expressed in Move V. It may constitute more detailed features of samples being found. Giving examples and more detailed information of the finding is likely the most often used to support an explanation.

In the paired data, over half of English RAs occupy this move. As has been identified, as many as 15 out of 25 RAs (60%) occupy this DM. Some of the examples are taken below:

1) P-ERA/NAD

The habit of addressing can be seen in Table 3c, where Indonesian learners use other words such as ‘boy’, ‘guy’, ‘Mack’, ‘Young boy’ as forms of addresses. [NAD: S4/Pr6]

2) D-ERA/DSU

For example, table 3.4 displays the semantic behaviours of the prefix Meng- against to the three types of verb-root lexemes: state verbs, event verbs, and action verbs. [DSU: S4/Pr20]

3) D-ERA/AZA

For example, in translating “it” as an object into “itu”, this translation is difficult to understand by readers while it is accurate and natural. [AZA: S2/Pr12]

5.4.3.7 Discussion Move VII: Deduction and Hypothesis

The rhetorical feature of deduction is a place where authors make a claim about the generalisability of some or all of the reported results. As the label implied, the Discussion

Move VII might also constitute of presenting a hypothesis that is structured based on the present findings.

In the paired data, this rhetorical feature found in a relatively small number compare to other realisation of Discussion Moves. There are 9 out of 25 authors (36%) who explicated this rhetorical function as can be observed below. The analysis of English RAs written in the discrete data reveals that there are 20 out of 25 RAs (80%) that have occupied the feature.

1. P-ERA/SAF

This means that there is no difference between experienced and inexperienced teachers in their ways of teaching new vocabulary. The analysis of the lesson plans also reveals that there is no significant difference between experienced and inexperienced teachers in their ways of utilizing textbooks. [SAF: S3/ Pr35]

2. P-ERA/KMA

*The results of the present study **might indicate that** the language learning strategies used exclusively by the high EFL proficiency level are more potential to improve the achievement of the EFL learners than those used by both the middle and the low EFL proficiency levels. [KMA: S6/ Pr3].*

3. D-ERA/BDA

*The facts **indicate** that brainstorming technique seems **effective to promote** creativity and productivity for the given four means of paragraph development in writing composition. [BDA: S5/Pr9]. The facts **indicate** that this technique is implemented very effectively to promote creativity and productivity for the given four means of paragraph development in writing composition. [BDA: S2/Pr12]*

5.4.3.8 Discussion Move VIII: Recommendation

The purpose of the Discussion Move VIII, Recommendation, is to advocate the need for further research or make suggestions about possible lines of future investigations. This suggestion feature is arranged as the closing feature at the end of the Discussion Move. In this investigation, there is only one statement that matches this function. Concerning this function, there are many RA Discussion that fulfil the recommendation function but do not indicate directions of future research. instead, they focus the suggestions on taking practical actions to resolve the identified problem.

In the paired data, there is one RA that offers a recommendation to further investigate the politeness strategy in constructing request.

It may be essential to investigate what politeness strategy learner's employ in constructing the request. [P-ERA/NAD: S1/ Pr13]

In investigating the discrete data, there is no evidence that Indonesian authors use this rhetorical feature of recommendation as part of English RA Discussion section. This can be related to the findings of RAs written in the Indonesian language that have the same evidence of unused rhetorical feature of recommendation. It is either way to say that Indonesian authors have the same habitual/ preference not to state the recommendation in the Discussion section. As mentioned earlier, the majority of Indonesian RAs place the recommendation in the last section of RAs, which is usually located under the "Conclusion and Recommendation" section.

5.4.4 Distribution of rhetorical features in the Discussion section

The examination of the data reveals that the majority of the Indonesian authors employ the framework of the Discussion Move proposed by Swales (1990: 172-173). However, there are variations of how and where they state the communicative purposes. In the paired data, there is only one RA (P-ERA/NAD) which fully occupies all of the rhetorical moves (DMs). Other findings are as follows: there are 8 RAs (32%) which employ 7 DMs; 3 RAs (12%) occupy 6 DMs; 3 RAs occupy 5 DMs; 4 RAs occupy 4 DMs; 4 RAs occupy 3 DMs and lastly, there are 2 RAs which occupy 2 DMs.

Likewise, the findings of the rhetorical moves in the discrete data show a similar trend. In the discrete data, the investigation reveals the highest number of the rhetorical features occurrence is up to seven DMs. This number is occupied by 7 RAs (28%) while the greater number of RAs authors develop 6 DMs, which is by 10 out of 25 RAs (40%). The rest of RAs occupy 5 DMs (16%) and 4 DMs (16%). This means that the minimum numbers of Discussion Move occupied in the discrete data are 4 DMs.

Based on the distribution of the rhetorical features occurrences in both groups of data, the paired data and the discrete data, it can be said that the majority of Indonesian RA authors write the research article discussion in line with Swales' suggestion. However, it reveals that certain rhetorical moves still need to be taken with caution. The differences fairly

exist in the numbers of rhetorical moves occupations and the location of the features in the paragraphs.

5.4.5 Overall occurrence of the rhetorical of Discussion Moves

The analysis of the two groups of corpora of English RAs written by the Indonesian academics has yielded some important findings. Referring to the rhetorical features of the Discussion section of Swales' (1990) Eight Move Framework, the analysis gives evidence that English RAs written by Indonesian academics tend to occupy most of necessary Discussion Moves.

As shown in Figure 5.2, the two groups of RAs, P-ERA and D-ERA, demonstrate different realisations in explicating the rhetorical Moves; however, the percentage of each occurrence is quite significant. Overall, there is a tendency of similarity in the realisations of several Moves, that is, the Statement of Result (DM-II) as the most occupied feature and the Recommendation (DM-VIII) as the least occupied feature. The other Discussion Moves appear to have slightly different occurrences. Interestingly, both groups also demonstrate the least intention to offer the DM-VIII (Recommendation).

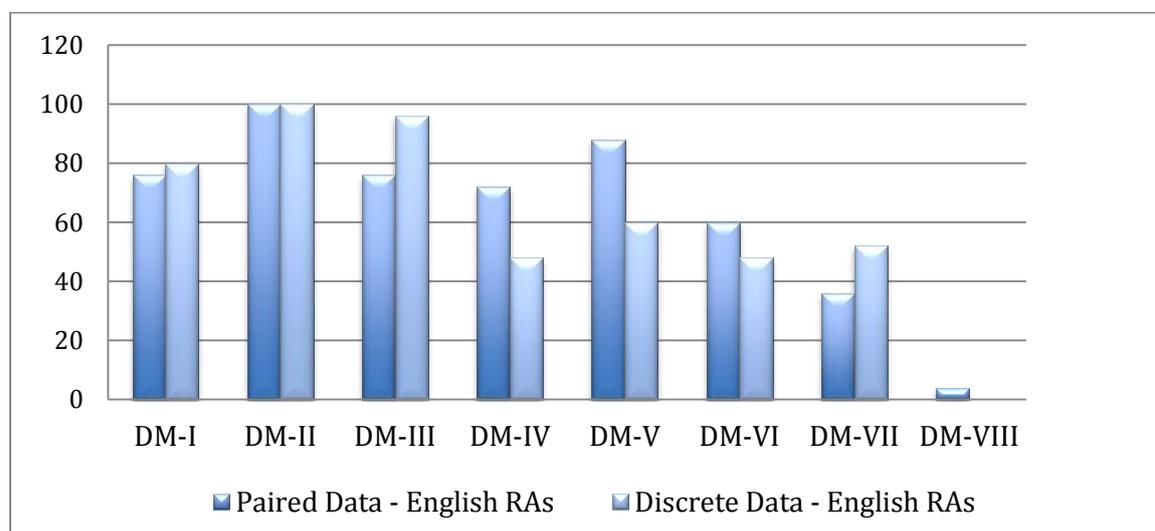


Figure 5.4 The overall occurrence of rhetorical features of the Discussion in English RAs

In the paired data, the most occupied Discussion Move (DM) is DM-II, Statement of result, which is employed totally by 100% of RAs. This figure is followed by the feature of Explanation (DM-V) with 88% of RAs, while the Background information (DM-I) and unexpected result (DM-III), each are occupied by 76% of RAs, the fourth discussion

move, Reference to previous research, is employed by 18 RAs (72%), while the Exemplification is by 15 RAs (60%). The last two discussion move (DM-VII) and the Deduction and Hypothesis (DM-VIII) is the less occupied rhetorical feature than other, that is by 36 % for DM-VII and the last move DM-8 is only used by 1 RA (4%).

The analysis of the discrete data yields a similar but not identical percentage if it is compared to the paired data are considered match with Swales' (1990) model . The most occupied move is DM-II of stating the result, which has an absolute percentage of 100% followed by the DM-III (Unexpected result) with 96% of the data. The background information is provided in 20 RAs (80%). The same percentage of the background is occupied by the explanation (DM-V). The reference of previous research is only occupied by less than half of RAs (48%) due to some statements which refer to non-previous findings but conceptual or method or strategy. It was found in both groups, the rhetorical feature of recommendation (DM-VIII) is being relegated. This findings suggest that English RAs in Indonesian journals are not accommodated the recommendation due to the existence of 'Suggestions'.

In English RAs written by Indonesian academics, there are 60% of RAs that were supported by references, however only 48% of the references are based on previous research. This condition affects the other features in the whole unit of the Discussion section. The different realisation also appeared in the rhetorical Move V (Explanation) feature (DM-V) that is not occupied as much as 88% but only 60% of RAs, the Exemplification (DM-VI) that is not occupied by as much as 80% but only 48% of RAs, and the Deduction and Hypothesis (DM-VII) that is not occupied by 72% but only 52% of RAs. This realisation suggests that there is a different basic consideration taken by RAs writers in Indonesia and writers from English speaking countries.

As can be observed on Figure 5.3, there are six features of Discussion Moves that are regularly occupied by more than 60% or more of RAs in both groups. On the other side, there are two rhetorical features of Discussion Moves that have not been commonly occupied in RAs, that is DM-VII Deduction and hypothesis (36%) and DM-VIII *Recommendation* section employed only by one person (4%). However, the English discourse community, in fact, accept this rare communicative purpose occurrence in the Discussion section. Native English RAs, as signalled by Swales (1990), also do not employ their Discussion section with the recommendation feature of DM-VIII because it

is ‘*somewhat a move being abandoned by US scientist because they do not wish to give advantage to others in an increasingly competitive market for research grants*’ (Swales, 1990. p. 173).

However, the investigation of the generic structure found that most of the Indonesian RA authors have a typical tradition of proposing their recommendation in the very last section of RAs, which is delivered in the ‘*Conclusion and Recommendation*’ section. Although it is considered only by local publication and domestic orientation by the Indonesian community, the dare to present this suggestion to solve the community-based problem is valued and appreciated as their awareness and loyalty to Indonesian people. Therefore, the inclusion of the Recommendation section in English RAs written by Indonesian academics can be considered as an exclusive characteristic of the Indonesian academics writing tradition.

5.5 Closing remarks

This chapter has delivered the results of rhetorical features analysis of Applied Linguistics RAs written by Indonesian academics in English. The generic feature of RAs has been highlighted prior to the reporting of focus investigation of the Introduction and Discussion sections.

The analysis of the rhetorical feature in the Introduction section shows a different manifestation in expressing the communicative purposes, both English RAs in the paired and in the discrete data. The evidence reveals that the majority of English RAs occupied Move I, however, only the minority of RAs have successfully occupied Move II. The analysis also found that English RAs written by Indonesian academics occupied Move III in less than half of the sample data. This evidence implies that some differences in both communicative purposes and functions of the rhetorical feature arrangements of the Introduction section exist between Indonesian English RAs and the native English RAs in regard to CARS model (Swales, 1990).

However, the analysis of the Discussion section reveals that the rhetorical feature of the majority of the Indonesian English RAs have their resemblance to native English Discussion section as modeled in Swales (1990) Eight Move Framework. The main

difference is in the way Indonesian RA authors occupy DM-IV, reference to previous research, that has been referred by less than half of the discrete group (48%) while the paired data show a bigger percentage in occupying this discussion move, that is, by 72% of RAs. Except for the recommendation feature (DM-VIII), which is only occupied by 4% of data, the other rhetorical features are being used in quite high percentages. The Eight Move model (Swales, 1990) in developing the Discussion section does not proposed any feature as an obligatory Move so it gives a flexible opportunity to occupy the eight different moves available.

The analysis of the generic structure gains some concerns relating to the discursive practice of writing and publishing journals. Although each journal is accompanied by guidelines to be followed, variations of labeling sub-sections appear in some journal editions, particularly in the organisation of the IMRD format, where the section title and content focus title are not uniformly applied. Another problem in RAs publication in Indonesia, particularly those found in the accredited journals, might relate to the discursive practice of the editorial members who have a flexible and lenient review on pre-published texts. However, the particular findings of rhetorical features occurrence in the accredited journals, to some degree, may represent the lack of competence of the Indonesian academics to compete for publication in international journals.

CHAPTER SIX

FINDINGS OF THE RHETORICAL FEATURES ANALYSIS: RESEARCH ARTICLES IN THE INDONESIAN LANGUAGE

6.1 Introduction

This chapter presents the findings of the organisation of generic structure and rhetorical features analysis of research articles written in the Indonesian language (hereafter called ‘Indonesian’). It aims to answering the research question: *What are the common rhetorical features of RAs written by Indonesian academics in Indonesian?* To fully understand the answer, three subsidiary questions were developed, that is:

- (1) what is the generic structure of a research article written in Indonesian?
- (2) How is the rhetoric of Introduction to research articles written in Indonesian manifest?
- (3) How is the rhetoric of the Discussion section of research articles written in Indonesian manifest?

To answer the research questions, the pertinent features of the article generic structure are investigated respectively in addition to the analysis of rhetorical features of the Introduction and Discussion sections.

6.2 The generic features of the Indonesian RAs

Prior to carrying out rhetorical features analysis, the generic features of RAs written in the Indonesian language are identified. It includes the investigation of each section of the Introduction-Method-Result-Discussion (IMRD) model as the major sections of research articles. This analysis provides a generic picture of how the Indonesian authors organise

the macro section of RAs, whether they follow the international discourse community convention as identified by Swales (1990) or whether the Indonesian academics have been practicing a different format.

The preliminary analysis reveals that the macro structure of RAs found in the Indonesian accredited journals basically follows the IMRD universal pattern of RAs although some variations appear in some journals. Generally speaking, all of the Indonesian RAs start with an abstract and end up with a reference list, which is a record of who and where the citations are taken from. In between them, there is a space to allow RA authors to present a report about their research, their method and the findings of their study. It appears that the generic IMRD structure has been broadly followed, however, Indonesian RAs written in different journals have been presented in various in-house styles. From the initial investigation, variation among journals and content disciplines are noticeable. Although variation appears, most of the selected samples employ the IMRD format.

It appears that each journal provides its own journal in-house style and guidelines in order to give general guidance that must be followed by contributors. Nevertheless, many of the accredited journals in Indonesia do not provide specific guidelines and references for the length of each section or the composition of each part, but of the whole text by setting the maximum word count and number of pages. The only sign of the length is provided by the *Bahasa dan Seni* journal, that gives a detailed author's guideline, for example, the maximum length of the Introduction is 25% out of the whole article, the maximum method length is 20% and the result section should not exceed 20% of the whole article. However, it does not mention the length of other sections, the Discussion and the Conclusion section. Indeed, all of the journals have their own guidelines including the possibility of accepting different kinds of articles such as research reports, conceptual ideas, literature reviews, theoretical essays as well as book reviews. The policy of journals to publish those diverse contents bring about a consequence of the varied sections as well as the subtitles that might be used to accommodate various contents and the division of those academic genres.

6.2.1 Common sections of the Indonesian RAs

The initial examination of RAs published in the accredited journals in Indonesia indicates that there are several different types of academic texts, such as, review article, action research article, and general research article. Since this present study focuses on the empirical research article, the researcher selected carefully to only examine RAs which follows the structure of the IMRD model.

In general, the common sections of RAs written in Indonesian begin with the title of RAs followed by the authors name and their association or work. There follows the generic structure that is commonly found in RAs: Abstract, Introduction, Method, Results and Discussion. This common section might have several additional sections and subsections as will be described below.

6.2.1.1 The Abstract section

The first appearance of variation is found in the Abstract. All of the Indonesian RAs have the Abstract followed by key words but might have been written in three different way, that is, in Indonesian, in English and both in Indonesian and in English. This requirement is explicitly written in some of the journals' guidelines (i.e. *Bahasa dan Seni, Humaniora, Linguistik Indonesia*, and *Kajian Linguistik dan Sastra*). If the RAs are written in Indonesian the Abstract must be in English, or the other way around: if the RAs are written in English, the Abstract must be in Indonesian. However, some RAs have Abstracts both in Indonesian and in English, while some others provide the Abstract in Indonesian only. This regulation is basically to comfort the prospective readers that might only understand Indonesian or for international readers that only understand English text. It is supposed that if RAs are written in Indonesian, the native English speaking reader can still grasp the general content in the English Abstract or otherwise, the readers could only read in Indonesian. Although there is variation in the sentence length and content focus, all RAs in Indonesian publication are preceded by 'Abstrak'.

A similar practice of providing English RAs with the Abstract in other languages is reported in Horner, NeCamp, and Donahue (2011). In several journals published by Elsevier, such as the *Journal of Second Language Writing; Computers and Composition; and Assessing Writing*, the published articles are supplemented with abstracts in at least

six other languages, that is: Arabic, Chinese, French, Japanese, Korean, and Spanish. This way is surely a commendable accommodation to readers of other languages and the need to make scholarship published in those journals more easily accessible to discourse community with languages other than English.

6.2.1.2 The Introduction section

The manifestation of the Indonesian RA Introduction section has been presented in two ways, whether it is or is not labeled explicitly following the Abstract section however, the function is basically the same. Several journals give an explicit title of Introduction as ‘*Pendahuluan*’ such as found in *Linguistik Indonesia*, and *Kajian Linguistik dan Sastra*, while other journals’ guidelines, (i.e., *Jurnal Ilmu Pendidikan, Bahasa dan Seni, and Humaniora*), require the Introduction to be presented directly after the Abstract. The variation in the Introduction section also appears in the use of different labels but these are Indonesian synonyms for ‘Introduction’ such as ‘*Pendahuluan*’ and ‘*Pengantar*’. Another title used for the Introduction is ‘*Latar belakang*’ (Background of the study). It is found in three out of 25 RAs (P-IRA/KWU, P-IRA/MAH, P-IRA/SUW) while the ‘*Pengantar*’ (Preface/foreword) is found in three RAs (P-IRA/SAF, P-IRA/NAD and P-IRA/SUG). After the Introduction section is displayed some of the Indonesian RAs also employ a specific sub-section of literature or theoretical review as a separate section with or without a specifically focused title, such as that found in *Linguistik Indonesia* and *Humaniora*. The Literature Review as a separate section is found in the paired data (16%) and in the discrete data (20%).

6.2.1.3 The Methods section

In the Method section, the terminology use varies, such as ‘*metode, metodologi, metode penelitian*’ but all have the same meaning and communicative function which is to describe the procedure and method in the study. In this Method section, a more specific division of subtitling the methodology, for example, *data, sampel, prosedur penelitian*, is rarely found. Although only a little variation exists, however, an incomplete division of the IMRD model also appears elsewhere. It was found that one article published in *Linguistik Indonesia* (Volume 24, issue 2, 2006) was organised without presenting the Method section, while the result and discussion were combined, namely: *Pendahuluan*,

Temuan dan Pembahasan, Simpulan (Introduction, Result and Discussion, Conclusion). Still in the same edition of *Linguistik Indonesia*, an article is organised without the Result section. The author only provides sections of *Pengantar, Metode, Diskusi, Simpulan* (Introduction, Method, Discussion and Conclusion).

6.2.1.4 The Results section

The Result section is called '*Hasil Penelitian*' meaning the research findings. The majority of the Results section in Indonesian RAs is presented together with the Discussion section. The decision of separation or combining the two sections becomes the '*Hasil dan Pembahasan*' or Results and Discussion sections tend to follow the journal guidelines. This practice seems to be a matter of convention whether these two sections are separated or combined.

6.2.1.5 The Discussion section

The Discussion section of Indonesian RAs found in the accredited journals is presented differently from English RAs. The Discussion section is presented in two ways, that is. as a free standing section '*Pembahasan*' (Discussion) or combined in a subsection under one label with the Result section, namely '*Hasil dan Pembahasan*' (Results and Discussion). These two techniques of labeling are found both in the paired and discrete data and even in the same journal edition, such as found in journals *Bahasa dan Seni, Kajian Linguistik dan Sastra*, and *Linguistik Indonesia*. Moreover, the evidence also reveals in the paired data, such as seen in P-IRA/SUG, P-IRA/SAF, P-IRA/PRA, P-IRA/ESU, P-IRA/LAM. They do not follow the conventional IMRD format by giving the Discussion as a title; instead the discussion was divided into several sub-titles based on the topic finding being discussed.

6.2.1.6 The Conclusion and Suggestions section

The variation also appears in the closing section of RAs in Indonesian. Basically, all Indonesian RAs have the Conclusion section which is manifested in different headings, such as '*Simpulan*' or '*Kesimpulan*' (conclusion) and '*Penutup*' (closure). Besides that, the closing section of the Indonesian RA is usually accompanied by '*Saran-saran*' (suggestions) and '*Implikasi* (implications). Some have united the Conclusion and the

Suggestion in one label ‘*Simpulan dan Saran-saran*’ (Conclusion and Suggestions) while many others have ‘*Simpulan*’ and ‘*Saran*’ as two separate headings (as seen in *Bahasa dan Seni*, 2010). It appears that the variation is sometimes only in the label but the communicative function is basically the same: that is to finish the articles with Conclusion even though the Content might be accompanied by ‘*Saran-saran*’ (Suggestions), ‘*Rekomendasi*’ (recommendations) and sometimes with ‘*Implikasi*’ (implications of the study).

The main sections found in the Indonesian RAs are constantly maintained as seen in the data below.

Table 6.1 : Summary of the generic structure of Indonesian RAs

Generic Structure	Paired – IRA	Discrete – IRA
Abstract	All	All
Introduction	All	All
Literature Review	16%	20%
Method	92%	all
Results	92%	92%
Discussion	80%	96%
Conclusion and Suggestions	76%	82%
References	all	all

The variety of the generic structure might be due to the different journals’ guidelines that preserve their own in-house style, such as in writing the Abstract section whether it be written in Indonesian or in English or in both Indonesian and English. It may also be the author’s preference. The other salient variation found is in the Introduction section whether it is written with or without an explicit title and whether it is followed by a literature review as a separate sub-title.

In the Method section the variation is seen in terms of using different synonyms of the ‘method’ and the use of more specific terminologies. The differences are also found in labeling the Result and the Discussion section, which is presented as a stand-alone subtitle or integrated with the Result section. Lastly, the variation of subtitle was found in the closing section, which mainly consists of conclusion but most of them are accompanied by

suggestions or recommendation and/or implications. In addition, it is found that each RA written in Indonesian is completed with a reference list at the end of their presentation.

In summary, it can be concluded that the majority of RAs written in Indonesian have maintained the IMRD model as the basic organization of the generic section although variation and inconsistencies in labeling RA sections are apparent. The inconsistencies of labeling the section headings in the accredited journals in Indonesia may be as the result of the lack of awareness and familiarity of RA authors with the discourse community convention in writing for academic purpose. Also the discursive practice of publishing RAs where the RA has not received suitable editing and the final quality control from editorial boards.

6.2.2 The References section

The referencing practice is an important aspect in complementing the RA development. It is in line with the important function of the reviewing items of previous research (Swales, 1990) to back up the given study as part of empirical research practices. References in scientific articles play an important role because the research being reported must have a reliable reference to demonstrate the importance of the study. This function becomes more crucial as the findings of research conducted previously is considered as the basis for evaluation of what is relevant with the current study, what problems might have been unsolved and what can be done to resolve those problems.

In terms of referencing lists used in the articles, in general, the Indonesian RAs show a very wide range starting from 5 to 50 references. By looking at the number, it is difficult to say that the Indonesian RAs are less supported with the new and up-dated references because the criteria needed is based on the quality and reliability of the references, the sources and the year of publication and not merely by looking at the number. In fact, none of the accredited journals' guidelines provide a specific minimal requirement of references, but some journals' guidelines explicitly remind the contributors to write only references that are cited in the articles. This particular point is an important alert for writers to avoid plagiarism and to increase their commitment in developing high quality RAs.

On the other hand, it appears that access to more recently published references, especially of the most current research in scientific journals, still need to be enhanced. In fact, many RAs written in Indonesian still refer to old studies as primary reference/s. It is evident that several RAs cited previous studies which were done more than twenty years ago. As an example was taken from a RA published in 2009 that reported the study of metaphoric expression in communication. The author referred to studies in 1980 (by Lakoff & Johnsons), 1990 (Fraser), Nwoye (1992) and 1994 (Gibbs). Several RAs even cited references from publications more than decades ago (e.g., the author cited a study conducted by Soeparno, 1988, by Zuhdi, 1988; Rosidi, 1973; and Renick and Heller, 1969). Moreover, it was found that an article reporting a study of reading skills was based on books dated back in 1984 written by Liang Gie published in 1984 and referred the concept of reading from Malendez and Pritchard (1985). More examples were found either in the paired data or in the discrete data. Although there are more recent citations used (e.g., years 2001 and 2002), this citation is considered as a kind of secondary references where other writers have previously referred the studies cited.

Whilst online resources are more accessible, many Indonesian RAs have not been completed with references of more recent studies. In an article published in 2009, for instance, the author used four out of twelve resources downloaded from the Internet, but they were published in 1999 (by Kuter), 2002 (by Griva), 2002 (by Anderson), and 2003 (by Rasekh). It is the case that, in general, RAs written in Indonesian still rely on old and outdated references, in particular, of previous studies that are published in journals. These examples of citing and referencing practice in Indonesian RAs indicate a common condition of RAs published in the accredited Indonesian journals. As reported in Chapter Five, the use of old and out of date sources or references to previous studies is also noticeable in English RAs written by Indonesians

The investigation of the Indonesian RAs reveals that the big portion of references is used to explore conceptual explanation whether to define some terminologies or to review concepts based on books or general textbooks. However, by classifying the references into three categories – “enough” (equal or less than 9), “sufficient” (between 10 – 20) and “numerous” (more than 20); the investigation found that the Indonesian RAs those were supported with enough references was 30%, RAs that were supported with sufficient references was 50%, and RAs that were supported with numerous references was 20%. In

other words, the majority of RAs (70%) in Indonesian are backed up by a sufficient list of references with other RAs still having some degree of limited references and many others lacking references to relevant previous studies.

Table 6.2 : The number of references in Indonesian RAs

Number of references	Paired data (P-IRA)	Discrete data (D-IRA)
4 – 5	3	1
6 – 10	9	8
11 – 15	5	6
16 – 20	3	4
21 – 30	2	3

The investigation of the generic features of the Indonesian RAs described above demonstrate that in general the Indonesian authors employ the basic format of the convention of RAs necessary, apply the IMRD(C) format of the empirical research articles structure, develop an appropriate RA composition by considering the length of paragraph of each RA section and around 70% of RAs have used sufficient references to support their studies

More in-depth investigation in terms of the rhetorical features will fulfill the above depiction of the generic structure of RAs written in Indonesian. This study focuses on the two sections: the Introduction and the Discussion. These two sections are considered very difficult parts to compose and need special attention in order to properly formulate the communicative purposes of RAs. This includes the description of the length of paragraph development and the referencing practice which exist in RAs written in Indonesian.

6.3 The Introduction section of RAs written in Indonesian

Research articles published in the accredited journals in Indonesia show variation of the generic section's length. It was found that several journals give direction regarding the length of the RA that should be written by indicating the maximum page numbers or word count. Some of the accredited journals state the maximum length of a single article, for instance, the maximum is 30 pages in *Linguistik Indonesia* and 20 pages in *Jurnal Ilmu Pendidikan, Bahasa dan Seni, and Humaniora*, while the minimum varies from 10 – 15

pages. On the other hand, *Jurnal Ilmu Pendidikan* sets the maximum only (20 pages) while the minimum number of paragraphs in each section of RAs is not mentioned.

The Introduction section, as stated in, for instance, the guideline of the *Humaniora* journal, must include the explanation of the background of the study, statement of research problems, objectives of the study, literature review and theoretical framework. To cover all of the many aspects expected in the Introduction, the *Humaniora* Journal does give a signal of how long the Introduction must be, that is around 2 – 3 pages out of the 10 – 20 pages of the whole article.

It appears that there is no generic trend about the length of the Introduction. Despite the physical variations of the paragraph length, Swales (1990) suggests that in writing RA Introduction, deploying all necessary communicative purposes through stages of Moves and Steps are considered more important in order to meet the discourse community's expectations. The length of paragraphs in the Introduction is supposed to cover the basic strategies in order to deliver certain communicative purposes requirements of each section that is suggested in scientific articles. The paragraph development should facilitate the achievement of the communicative purposes of the Introduction section, which according to Swales (1990) CARS model consists of three rhetorical Moves and subsidiary 11 rhetorical Steps. This means that an adequate and properly developed Introduction consisting of the communicative purposes necessary are particularly important in introducing the substance of an article that triggers prospective readers to scrutinise the content of the RA

6.3.1 Generic features of the Introduction section in Indonesian

The analysis of the generic features of the Introduction in Indonesian was initially begun with looking at the paragraph length. It is found that the length of paragraphs in the Introduction of Indonesian RAs have considerable variations in terms of length ranging from a comparatively short Introduction with only one or two paragraphs to considerably extensive development of up to 34 paragraphs. Evidence from the paired data shows that Indonesian RAs most frequently employ 8 paragraphs, while the most common length in the discrete data is 7 paragraphs.

As seen in Table 6.3, the two data sets of Introduction reveal a different trend. The data shows that the majority of RA Introductions either in the paired data or in the discrete data contained between six to ten paragraphs. It also reveals that RAs in both data sets have the Introduction in less than 5 paragraphs. In comparison, the RA Introductions in the discrete data in general are written in less than 10 paragraphs. Only 16% of RA Introductions are written in more than 10 paragraphs and the longest is 15 paragraphs.

As identified, the length of the Introduction section of RAs written in Indonesian varies from 1 to 34 paragraphs. This evidence shows an extreme disproportion in developing the Introduction section particularly those found in the paired data. One may argue that after the short paragraph Introduction it will be followed by a Literature review in a separate subtitle; however, it is not the case in this article. There also found several Indonesian RAs consisting of two short paragraphs as the Introduction but these RAs presented Literature Review as a separate section after the Introduction. Moreover, the investigation also found two RAs that consist of 3 paragraphs but they were presented without the Literature Review section. The evidence indicates the inconsistency in organising RAs Introduction

Table 6.3: The length of Introduction in the Indonesian RAs

Length of Introduction (in paragraphs)	Frequency	
	The Paired Data	The Discrete Data
1 – 5	6 (24%)	9 (36%)
6 – 10	13 (52%)	12 (48%)
11 – 15	3 (12%)	4 (16%)
16 – <34	3 (12%)	-

6.3.2 Analysing the rhetorical features of the Introduction section

The analysis of the Introduction section adopts the category of rhetorical Moves and Steps of the CARS model proposed by Swales (1990). The analysis aims to describe the organization of rhetorical features of the Introduction by categorising the communicative purposes found in the text that performs a specific communicative function. Swales' (1990) CARS model recommends that the Introduction section should consist of three rhetorical Moves that represent three main communicative purposes and eleven rhetorical

Steps to achieve the communicative purposes in each Move (see Chapter 4.4 for the details model).

Examples of the analysis are excerpted from RA Introductions that have the shortest and the longest paragraph development. An example of rhetorical features analysis from the shortest paragraph was taken from an article in the discrete data D-IRA/PSU: “*Babad Banyumas dan Versi-versinya*” (The episodes of *Babad Banyumas* and their versions). This Introduction section, found in the discrete data, consists of only one paragraph. It appears that the author used a typically short paragraph development in four of the main RA sections, that is, Introduction, Research Method, Finding, and the Conclusion. Each of these four sections is developed in only one paragraph. However, the Discussion section has an exceptional composition, which is developed in a lengthy explanation within as many as 52 paragraphs and divided into 15 sub-titles. Thus, the biggest portion of the article is allocated for the Discussion section, which exploits up to 90% of the RA proportion. However, as it is unique and rarely found, the Introduction section is chosen for further analysis, particularly for the rhetorical features configuration.

Following this distinct figure, the whole Introduction section found in article ‘*Babad Banyumas dan Versi-versinya*’ is pasted below.

Penelitian awal terhadap 32 naskah Babad Banyumas menunjukkan adanya enam versi, yaitu: (1) versi Mertadiredjan, (2) versi transformasi teks Mertadiredjan, (3) versi Dipayudan, (4) versi Wirjaatmadjan, (5) versi Danuredjan (tembang), dan (6) versi Danuredjan (gancaran) (Priyadi, 1995a: 347). Penelitian lanjutan yang dilakukan terhadap 23 naskah yang baru ditemukan pada periode 1995 – 1998 membuktikan adanya gejala yang menarik. Pelacakan terhadap versi Babad Banyumas yang berisi legitimasi bagi keluarga – keluarga baru dilakukan karena adanya gejala kenaikan status, pendirian berbagai paguyuban, tradisi silaturahmi, dll. Oleh karena itu, gejala tersebut harus senantiasa dicermati agar tradisinya dapat diketahui sedini mungkin. Hal ini juga didukung oleh tingkat mobilitas penyalinan teks Babad Banyumas yang tergolong tinggi sehingga penelitian lanjutan senantiasa diperlukan.

The translation of the text follows:

(The preliminary analysis of 32 ‘*Babad Banyumas*’ manuscripts revealed that there exist six versions, namely: (1) Mertadiredjan version, (2) The transformation text of Mertadiredjan version, (3) Dipayudan version, (4) Wirjaatmadjan version, (5) Danuredjan ‘*tembang*’ (song) version, and (6) Danuredjan ‘*gancaran*’ (prose) version (Priyadi, 1995a: 347). The further studies of other 23 manuscripts that were newly found in the period of

1995 – 1998 found a remarkable phenomenon. The tracking of the history of ‘*Babad Banyumas*’ that contains the legitimization of emerging family was carried out to accommodate the phenomena of social status upgrading, the development of various community and the community gathering, etc. Based on that purpose, a thorough examination of those phenomena has to be carried out in order to identify those traditions as early as possible. This consideration is based on the recurrent high mobility of reproduction of Babad Banyumas that means further research on these manuscripts always needed..)

Figure 6.1 : The Introduction of ‘*Babad Banyumas dan Versi –versinya*’

By consulting to CARS method of analyzing the rhetorical features of Introduction section, the analysis yields several categories of communicative purposes that resemble of English native RA Introductions. Below is the excerpt of the rhetorical features analysis.

RHETORICAL FEATURES REALISATION	CATEGORY	WHERE
(The further studies to analyse other 23 manuscripts that were newly found in the period of 1995 – 1998 confirmed the remarkable phenomenon of the texts.) <i>[S2, Pr1]</i>	Claiming centrality (Step1 - MI)	Sentence- (S) 2
The preliminary analysis of 32 ‘ <i>Babad Banyumas</i> ’ manuscripts revealed that there exist six versions, namely: (1) Mertadiredjan version, (2) The transformation text of Mertadiredjan version, (3) Dipayudan version, (4) Wirjaatmadjan version, (5) Danuredjan ‘tembang’ (song) version, and (6) Danuredjan ‘gancaran’ (prose) version (Priyadi, 1995a: 347). <i>[S1/Pr1]</i>	Reviewing items of previous research (Step3 - MI)	S1
This consideration is based on the recurrent mobility of translation of Babad Banyumas; therefore, further research on these manustripts always needed <i>[S5/Pr1]</i>	Continuing a tradition (Step 1D - MI)	S 5
The tracking of the history of ‘ <i>Babad Banyumas</i> ’ that contains the legitimization of emerging family was carried out to accomodate the phenomena of social status upgrading, the development of various community and the community gathering, etc. <i>[S3/Pr1]</i>	Outlining purposes (Step 1A – MIII)	S3
(Based on that purpose, a thorough examination of those phenomena has to be carried out in order to identify those traditions as early as possible.) <i>[S4/Pr1]</i>	Announcing present research (Step 1B-MIII)	S 4

Figure 6.2: The rhetorical analysis of ‘*Babad Banyumas dan Versi –versinya*’

The identification reveals that the above Introduction was constructed densely with only 113 words in 5 sentences. It is similar to the profile of the Abstract but in terms of

rhetorical features analysis, it displays a basic requirement of some communicative functions intended in the Swales' CARS model of Introduction section, namely: claiming centrality, reviewing items of previous study, continuing tradition, and announcing present research. This implies that each of those sentences has certain communicative functions to support the communicative purposes of the Introduction section.

By consulting to the rhetorical features in light of Swales' (1990) CARS model, the above Introduction fits with five Steps to fulfill the three rhetorical Moves. First, Move I (Establishing a territory) is fitted with Step 1 (claiming centrality) and Step 3 (reviewing items of previous research). Second, Move II (Establishing a Niche) is fitted with optional Step 1D (continuing tradition). Third, Move III (Occupying the Niche) is fitted with announcing a present research. This evidence shows that the necessity of each rhetorical Move is represented considering the requirement of obligatory and optional conditions applied as suggested by CARS model.

Another example of Introduction in the Indonesian RAs that has a limited number of paragraphs was found in article '*Penerjemahan informasi implisit dari bahasa Inggris ke bahasa Indonesia dalam karya fiksi*', published in *Linguistik Indonesia*, Volume 25/2, pages 55 – 63. This article is about the translation of implicit information in the literary texts from English to the Indonesian language. The Introduction has only two paragraphs then followed by sub-titles of Theoretical Framework (within 12 paragraphs), Method with 1 paragraph, Result and Discussion (with specific focus title), and then a closing section '*Penutup*' with 2 paragraphs.

The first paragraph in this Introduction was developed in three sentences. It shows that the text being presented is about describing what a good translation text must look like. This explanation is then supported by reference taken from Nida and Taher, (1974: 12). The second paragraph was developed with three sentences. The first sentence consists a statement of the problem encountered by the translator, while the last two sentences explain the focus of the present study. The first sentence seems to indicate a gap but this gap is between the translator and the transferability of implicit information from original text to the target language. It does not mention any unresolved problems derived from previous research that still needs further investigation as is suggested by Swales (1990).

Sentences	Where	Category
(The translation always involves two different languages which are the source language and the target language. Every language has unique system and structure that result in differences in presenting information. A good translation must reach a dynamic equality, which is the equality of reader comprehension in the source language and the target language, that is, of what messages are carried out by a certain text (Nida and Taher, 1974:12).	S1, S2, S3/ Pr1	Making topic generalisation(s)
(One of the difficulties often causing a problem to reach the dynamic equality is in translating implicit information, that is information which has not been spelled out literally or written in the source text.)	S1/Pr2	(?) Problem statement
(According to Beekman and Callow (1974:47), the way to present implicit information in one language may be different from another language; therefore, a translator is required to be careful in translating the implicit information in order to deliver a text's message satisfactorily.)	S2/Pr2	(?) Supporting statement (Reviewing Literature)
(This paper focuses on the translation of implicit information from English to Indonesian in the form of ellipsis and figurative language.)	S3/Pr2	Announcing present research

Figure 6.3: The rhetorical analysis of the Introduction of RAs of “*Penerjemahan informasi implisit dari bahasa Inggris ke bahasa Indonesia dalam karya fiksi*”

The text performs a sample of the opening text that is found in the Indonesian RAs but, to some extents, may be different to English RA readers' expectations. It starts by conveying general information instead of claiming the centrality of the report finding which the English discourse community apparently expects. With this statement, the text aims to give information to the Indonesian audiences by giving a general view of the topic to report and discuss with the addition of a supporting idea by referring to the experts' names, however it is not what the experts found on their previous studies. The information is only of a general concept of the topic instead of showing items of previous studies required in the Swales' model. Therefore, this piece is categorised as the feature of Making topic generalisation. This category is part of rhetorical Move I (Establishing a Territory), which generally be preceded by claiming the centrality statement (Step 1) and then followed by reviewing items from previous research (Step 3). Therefore, the first paragraph above only has one communicative purpose, that is, making topic

generalisation. In other words, the Move of Establishing a territory is not completely exploited because the obligatory Step 3 (reviewing items of previous research) is absent.

The identification shows that there is a different strategy used by Indonesian academics in expressing communicative purposes by using other rhetorical functions such as stating a problem. This feature found in the Indonesian RAs might not be accommodated in English RAs mapped in CARS model (Swales, 1990). Conversely, all of the three sentences in the first paragraph can be considered as the rhetorical feature of making topic generalisation (Step 2 – Move I). Therefore, by consulting with the CARS model, these two paragraphs of Introduction only consists of 2 communicative purposes, that is making topic generalization (Step 2 – Move I) and announcing present research (Step 1B – Move III). As a whole, this Introduction does not perform the minimum requirement of *Create-a-Research-Space* needed in communicating the research to the discourse community satisfactorily. (See Appendix E for the Indonesian version).

The analysis shows that the Introduction section has the basic intention of organising general communicative purpose of an opening text in developing the scientific articles. However, some irregularities are found particularly in terms of rhetorical feature manifestation, the length of paragraph and the referencing practice. In addition, a specific concern must be advised especially in terms of using references from previous research. As seen in the example above, although this RA's Introduction shows the use of two references, which will actually be considered quite old, that is, *Nida dan Taber (1974:12)* and *Beekman dan Callow (1974:47)* none of the references mentioned above are typical of a review of any research finding. Instead of citing previous research findings, this Introduction used literature.

In contrast to the shortest Introduction, an example from the longest paragraph development of RA Introductions written in Indonesian was taken from an article in the paired data P-IRA/MAS: "*Penyimpangan Fonologis Bahasa Inggris Orang Thai*". (The Deviation of Phonology in English by Thai Speakers). As a whole, this article follows the generic structure IMRD format, that is, accompanied by all necessary RA sections, namely, the Introduction (34 paragraphs), Research Method (5 paragraphs), Findings (6 paragraphs), Discussion (8 paragraphs), and Conclusion and Suggestion (1 paragraph). Considering the whole presentation, it means that the Introduction itself uses too much

space and even has a much bigger portion compared to all other sections combined, which is 34 paragraphs' Introduction against 20 paragraphs in total for other sections together.

By consulting to Swales' (1990) CARS model and by considering the linguistic signals that have been devised, the analysis shows that the second Move (Establishing a Niche) has no representative of Steps occurrence at all. This means that this article only occupies Move I (Establishing a Territory) and then is directly followed by Move III (Occupying the Niche), that is by employing Step 1A, Step 1B, and Step 2. Nevertheless, the typicality of Move II (Establishing a niche) is not totally disregarded or relegated. Although the article has fully employed 3 steps of Move I, the location of Step 1 is considered a dissonance of the CARS model. Moreover, there are several communicative purposes missing, especially of the rhetorical features needed to establish a niche of Move II (Establishing a Niche). This condition leads to the failure in occupying the niche. Accordingly, it can be concluded that the length of paragraphs is not a guarantee of the fulfillment of Moves and Steps required in developing RAs based on the CARS model. After consulting to Swales' CARS model, the realisation of rhetorical features in this 34 paragraphs Introduction is:

Move I (Establishing a Territory) \rightarrow *Step 1 + Step 2 + Step 3*

Move II (Establishing a Niche) \rightarrow *0 + 0 + 0 + 0*

Move III (Occupying the Niche) \rightarrow *Step 1A + Step 1B + Step 2 + 0.*

This excerpt of the rhetorical features analysis suggests that Indonesian RAs have various strategies in composing the Introduction section. In particular, the use of sources other than items of previous research was identified as being one of the basic difficulties of Indonesian authors (Basthomi, 2006). This issue adds to the problem in developing and establishing a territory as part of the CARS model, which requires that the study reported in the form of a research article must be based on previous findings (Swales, 1990). This evidence partly answers the claim that non-native English writers usually having a weakness in the establishment of Move II (Flowerdew, 2002).

6.3.3 Findings of the rhetorical features analysis in the Indonesian

This section presents more evidence of the rhetorical features used in the Indonesian RAs. The examples below are derived from sentence based structure analysis, within which are

certain rhetorical features that are indicated by linguistic signals suggested by Swales (1990). The communicative purpose intended, however, may also be carried out in the level of clauses in a complex sentence where one sentence may contain more than two clauses. The examples of rhetorical features of the Indonesian RAs Introduction display in the following section are taken from Indonesian RAs in the paired and the discrete data. To make the evidence more visible, specific word/s or phrase/s in each example is/are written in bold.

6.3.3.1 Rhetorical Move of Establishing a Territory (Move I)

The first rhetorical Move consists of three rhetorical Steps, namely: Claiming centrality (Step 1), Making topic generalisation (Step 2), and Reviewing items of previous research (Step 3). The following sections present some examples of how Indonesian authors explicate those rhetorical features. More complete occurrence of each rhetorical feature can be read in the following sections.

6.3.3.1.1 Claiming centrality (Step 1 – Move I)

In expressing claiming centrality (Step 1-Move I), RA authors can make a centrality claim in the Introduction section in a number of ways. According to Swales (1990:144), authors can claim interest or importance by referring to the classic, favorite or central character of the issue; or they can claim that there are many other investigators active in the area. To occupy the claiming centrality, RAs in Indonesian indicate claims of interest by using expressions that have similar English meaning to communicate the interest, importance or a central issue, such as: *'merupakan hal yang menarik'* (is an interesting subject), *'merupakan hal yang penting'* (is an important issue/area), *'menjadi pusat perhatian'* (is an essential topic), *'sering dibicarakan'* (frequently discussed), and *'sudah lama diteliti'* (have been studied).

The examples of how Indonesian authors explicate the rhetorical feature of claiming centrality are taken from both the paired data of the Indonesian RAs (P-IRA) and the discrete data of the Indonesian RA (D-IRA).

1) P-IRA/ENF

Fenomena penggunaan bahasa Inggris dalam buku-buku LKS yang beredar di kota Surakarta yang menarik untuk dikaji adalah penggunaan sexist language oleh para penulis buku-buku tersebut. [ENF: S6/Pr5]

(The phenomenon of English used in the students' workbooks published in Surakarta region that is interesting to investigate is the use of sexist language by authors of those books.)

2) P-IRA/REF

Kompetensi sosial budaya ini menjadi komponen penting dalam kompetensi komunikatif. Penekanan pada jenis kompetensi ini membuat kajian tindak tutur lintas budaya juga menjadi penting. [REF: S4, S5/Pr1]

(The competence of social culture is an important component of the communicative competence. The stress in this competence makes the study of speech act across different cultures become important.)

3) P-IRA/MAH

Ekspresi nilai-nilai yang tumbuh subur pada masyarakat ini menjadi kajian yang menarik untuk dikedepankan sebagai khasanah sosiolinguistik dan etnolinguistik tanpa mengurangi identitas ke-Indonesiannya. [MAH: S2/Pr3]

(The expressions of the values that grow in the society constitute an interesting topic to study in the area of sociolinguistics and ethnolinguistics without losing the Indonesian identity.)

Based on those realisations, however, the examples above leads to the question is the claim warranted because to make a claim that something is interesting is not only a matter of using certain linguistic signals, but should be backed up by reliable references. Swales (1990) explains that for some studies that might have no previous study done, claiming centrality can be based on authority. In RAs written in Indonesian, so far only two statements that are supported by reference of previous studies are those by P-IRA/SUG and P-IRA/KWE. Conversely, all of the examples above use linguistic signals explicitly but have not been supported with appropriate references from previous research.

In a peculiar way, however, one author conveys the importance of his research by stating that the research topic of the Indonesian prosodic feature has been discussed centuries ago. This kind of claiming centrality using other than linguistic signals is a possible way to demonstrate the importance of a study (Swales, 1990). As seen below, none of the statements use certain words as discussed above, such as 'menarik' or 'penting.'

P-IRA/SUG:

Pembahasan aspek prosodi bahasa Indonesia sudah dilakukan sejak 1940-an. Halim (1969) bahkan mencatat tulisan William Marsden (1812) telah mengawali perbincangan tentang tekanan kata bahasa Indonesia dalam bukunya yang berjudul 'A Grammar of the Malayan Language'. [P-IRA/SUG: S1, S2/Pr1]

(The discussion of prosodic features of Indonesian has been conducted since in the early of 1940s. Halim (1969) ascertained that, in fact, a book written by William Marsden (1812) has started discussion of the intonation of the Indonesian language on his book 'A Grammar of the Malayan Language.')

This example suggests that the identification of rhetorical features is not merely to rely on linguistic signals but should consider other indicators, such as context and situation. This evidence was found in the paired data, that is, to indicate that those authors have experienced of writing and publishing RAs in English. The strategy might have been adapted from the writer familiarity of the convention in organization of RAs in English.

Moreover, the evidence shows that the claiming centrality is written in different ways. The examples quoted below were written by the authors in the discrete data, where authors are assumed to have no direct experience in writing or publishing RAs in English. As seen below, examples no 1 and 2 are considered follow Swales model in regard to the fact that besides using linguistic signal must also be supported by references. In contrast, other statements of claims are not matched with the model because they still need to be backed up with proper references or quotations. As examples are seen below:

1) D-ERA/ALI

Di antara fase-fase itu, fase pertumbuhan awal atau tingkat pertumbuhan anak-anak merupakan fase yang perlu mendapat perhatian karena mempunyai arti penting bagi pertumbuhan dan perkembangan pada masa selanjutnya.

[ALI: S2/Pr1] 5)

(Among those phases, early childhood development is the phase that needs **attention because it has an important role** for future growth and development.)

2) D-IRA/DHA

Penerjemah dan segala kegiatan yang berkaitan dengan menerjemahkan buku, melakukan penelitian, seminar, dan kegiatan belajar mengajar teori dan praktik menerjemahkan, dan penulisan artikel pada jurnal semakin berkembang. Bahkan asosiasi penerjemah yang didirikan di negara-negara Eropa banyak diminati oleh peminat bidang terjemahan. [DHA: S1, S2/Pr1]

(Translators and all activities regarding book translation, research, seminar, the teaching and learning of the theory and practice of translation, and writing article for journals have been **growing significantly**. In fact, the establishment of translator associations in European countries **has attracted lots of people** who have interest in the translation.)

As exemplified above, the two statements above do not mention either name or resources to support the claim. Unfortunately, similar evidence found in either the paired and the discrete data, where many of the authors employ this communicative purpose rely on linguistic signals to express the centrality but only few are supported with adequate references. This implies that the Swales model for the Introduction of English RAs, which requires the communicative purpose of claiming centrality in the early development of the Introduction section, is not fully explicated in RAs written in Indonesian.

6.3.3.1.2 Making topic generalisation (Step 2 – Move I)

In developing Step 2 (Making topic generalization), RAs authors may make topic generalizations by giving information that represents general statements about ‘*knowledge or practice or statements about phenomena*’ (Swales, 1990: 146). The expression can be in general terms on the current state of the art – of knowledge, of technique, or of current phenomena. According to Swales (1990:146) its feature is a more neutral kind of general statement than Step 1, but ‘there is a strong tendency for *phenomena* topic generalizations in particular to establish territory by emphasizing the frequency and complexity of the data.’

In the paired data of the Indonesian RAs, the feature is found in all RAs that match with the rhetorical features of making generalization of the topic being reported, while in discrete data 96% have the feature of Step 2, *Making topic generalization*. It is interesting that all Applied Linguistics’ RAs being investigated contain such features that match with Swales suggestion. The examples of the rhetorical feature used in RAs can be seen below.

The excerpts below are evidence from the paired data (P-IRA) and the discrete data (D-IRA)

1) P-IRA/SUW:

Pada umumnya, pengajaran pelafalan (pronunciation) bahasa Inggris menggunakan teknik utama tubian. Memang tubian diakui memungkinkan terbentuknya kebiasaan (habit). [SUW: S1, S2/Pr1]

(**In general**, the teaching of English pronunciation uses drill as the main technique. Indeed, drilling is believed to allow for the formation of habit.)

2) D-IRA/BSI:

Kualitas penguasaan bahasa Inggris ditentukan oleh banyak faktor. Secara umum faktor tersebut dikelompokkan ke dalam tiga bagian besar, yaitu: (1) faktor presage, (2) faktor konteks, dan (3) faktor proses (Dunkin dan Biddle, 1974). [BSI: S1, S2/Pr1]

Faktor proses merupakan salah satu faktor penentu utama bagi tinggi rendahnya kualitas penguasaan siswa terhadap bahasa. [BSI: S1/Pr2]

(The quality of English language competence is influenced by many factors. **Generally speaking**, these factors are classified into three categories, that is: (1) presage, (2) context and (3) process (Dunkin and Biddle, 1974).

The process **is considered** as one of the main factors that affect the quality of learner's language skills.)

As identified in both sets of data, the Indonesian RAs have employed the feature of making topic generalisation, as found in most of the Introduction section. The authors developed this communicative purpose with different strategies (e.g., to refer to theoretical knowledge, definition, condition, or interpretation of general cases). Indeed, this Step 2 of Move I has been extensively used in Indonesian RAs, both in the paired and in the discrete data. Based on those occurrences, it can be concluded that making a topic generalisation is a must in Indonesian RAs.

6.3.3.1.3 Reviewing items of previous research (Step 3 – Move I)

In developing a rhetorical feature of reviewing items of previous research (Step 3 – Move I), RA authors should review one or more items which are relevant to the study being reported. It is considered an obligatory Step in Move I (*Establishing a Territory*) where the authors need to relate 'what has been found (or claimed) with who has found it (or claimed it)' (Swales, 1990, p.148). Further, Swales explains that in doing this rhetorical works, the authors need to clearly specify the previous studies and their findings, acknowledge the research workers who published those results and take a stance towards the findings themselves.

Some examples quoted below are evidence from the discrete data (D-IRA)

1) D-IRA/ASR

Menurut temuan Montgomery dan Einstein (dalam Nunan, 1999), kelompok yang diberi kesempatan memproduksi bahasa lebih berhasil tidak saja dalam unjuk berbahasa, tetapi juga dalam gramatika daripada kelompok yang diajar gramatika saja. [ASR: S5/Pr2]

(Based on the findings of Montgomery and Einstein (cited in Nunan, 1999) a group that is given a chance to produce language will be better not only in the language skills but also the grammatical aspect than a group that only learnt grammar.)

2) D-IRA/BSI

Sandt (2007) menemukan bahwa terdapat hubungan yang positif dan signifikan antara perilaku belajar siswa dengan perilaku pembelajaran guru (Perilaku instruksional).

[BSI: S1/Pr5]

Shulman (1992) mengatakan bahwa keberhasilan pembelajaran ditentukan oleh keberhasilan penguasaan pengetahuan yang relevan. [BSI: S1/Pr6]

(Sandt (2007) found that there is a positive and significant relationship between the students and the teacher's instruction.

Shulman (1992) stated that the success of learning is determined by the acquisition of relevant knowledge.)

According to Swales CARS model of the Introduction of RAs, the rhetorical feature of reviewing previous research is an obligatory Step. However, RAs written in Indonesian are not entirely supported by the rhetorical feature of reviewing items of previous research. This feature is revealed in 19 out of 25 RAs (76%) in the paired data while the same frequency of 76% is also revealed in the discrete data. This evidence shows that the majority of the authors in both groups have familiarity with the requirement in developing RAs Introduction appropriately.

6.3.3.2 Rhetorical Move of Establishing a Niche (Move II)

This second category of the rhetorical feature of Establishing a niche can be achieved through any of the four optional steps, namely: (1) Counter claiming (Step 1A-Move II), Indicating a gap (Step 1B-Move II), Question-raising (Step 1C-Move II), and Continuing tradition (Step 1D-Move II). As stated earlier in Chapter V, there are two steps that are expected to be employed to make the niche is established, that is, the counter claiming or the indicating a gap. The analysis of the occurrence of the rhetorical features is excerpted below.

6.3.3.2.1 Counter-claiming (Step 1A – Move II)

The rhetorical feature of Counter-claiming is a statement where authors can claim that there is an inadequacy of previous study because ‘the previous work is hopelessly misguided’ (Swales, 1990, p. 154). Swales (1990) adds that the authors may make a counter claim against a previous study by indicating its shortcomings, problems or limitation. The claim is considered rather strong and more direct in claiming the inadequacy of previous study. The linguistic signals that are frequently used to convey this rhetorical feature is the use of an adverse sentence-connector (e.g., *however*, *nevertheless*, *yet*, *unfortunately* and *but*). In Indonesian, there are words or phrases that are equal to those linguistic signals in English such as in the following expression: ‘*akan tetapi*, *tetapi*, *sebaliknya*, *namun* and *sayangnya*’ (however, but, conversely, and unfortunately).

In the paired data, the investigation of RAs written in Indonesian reveals that a typical rhetorical feature of counter-claiming was found in 40% of RAs. However, further investigation reveals that many of them are not supported by the findings from a previous study as the requirement of the statements. It reveals only two RAs (8%) that are supported by immediate references, while the other statements mentioned the previous research in different paragraphs. This evidence is usually found in the long paragraphs discussions. Examples no 1 and 2 below are considered fit with Swales suggestion in terms of using linguistic signal and is followed by the use of appropriate references as supporting evidence from the previous research.

1) P-IRA/SUK:

Berlawanan dengan temuan Bindman dan Nunez (1997), Verhallen dan Schoonen (1993), yang meneliti hubungan pengetahuan leksikal, dalam bahasa ibu (B1) dengan bahasa kedua (B2), melibatkan 40 orang pebelajar bilingual bahasa Turki dan Belanda. Kedua sarjana ini melaporkan adanya perbedaan yang signifikan antara pengetahuan leksikal dalam B1 dan dalam B2, dan pengetahuan kebahasaan B1 tidak bisa dijadikan ukuran dalam memperkirakan keterampilan dalam B2. [SUK: S4, S5/Pr8]

(In **contrast to** Bindman and Nunez’s (1997) study, Verhallen and Schoonen (1993) investigated the correlation of lexical knowledge between L1 and L2, which involved 40 bilingual students of Turkish and Dutch. These two researchers report that there was a significant difference in the lexical knowledge of L1 and L2 and the L1 knowledge cannot be used to predict the language skills in L2.)

2) D-IRA/SUG

Walaupun kajian tentang afasia atau gangguan berbahasa telah banyak dilakukan, misalnya Jakobson (1971), Blumstein (1973, 1994). Ouden dan Bastiaanse (1994), Irnawati (1997), dan Suhardiyanto (2000), penelitian yang khusus membahas penyakit stroke dan gangguan berbahasa yang dialami oleh penutur berbahasa Minangkabau secara lebih mendalam belum dilakukan. [SGU: S1/Pr7]

(**Although** studies on aphasia or language difficulty have been conducted by many researchers, such as Jacobson (1971), Blumstein (1973, 1994) Ouden and Bastiaanse (1994) Irnawati (1997) and Suhardiyano (2000), **however** studies that particularly investigate the effect of stroke and speech disorder of Minangkabau people have not been carried out.)

Likewise, the investigation of the rhetorical feature of counter claiming in the discrete data identifies a similar problem faced by Indonesian authors in the paired data. The problem is in regards to the lack of previous research findings to support the statement. Some evidence of expressing counter claiming is considered to match with Swales recommendation only in terms of using proper linguistic signals. As seen in the example below, the writers do not support the argument with references to previous research needed; instead, they propose general statements rather than an argument of counter claiming.

Excerpt 1: D-IRA/HBA

Tidak dapat disangkal bahwa bahasa Indonesia (selanjutnya disebut BI) dan bahasa Inggris (selanjutnya disebut BIng) telah berhasil menggiring bahasa-bahasa daerah ke ambang jurang kepunahan. [D-IRA/HBA, S2, Pr2]

(**It is undeniable that** both the Indonesian Language (BI) and English (Bing) have put many local languages on the brink of extinction.)

Excerpt 2: D-IRA/ALI

*Namun penelitian tentang pemerolehan bahasa anak prasekolah, khususnya di Indonesia masih **sangat jarang sekali dilakukan**, sehingga sampai saat ini teori-teori yang berhubungan dengan pemerolehan bahasa masih menggunakan teori-teori yang dikemukakan para ahli yang berasal dari Barat. [D-IRA/ALI, S3, Pr2]*

(**However**, the investigation of language acquisition of preschool children in Indonesia is very rare, therefore until now the literature used in language acquisition is still using theoretical approach from Western experts.)

In summary, many other similar problems are found. The statements do not clearly refer to references and sometimes the authors expresses this situation with a weak statement that may not be intended to counter anything but using certain assumptions as seen in the

example above (D-IRA/HBA and D-IRA/ALI). Instead of opposing the unsatisfactory conditions of previous research, many authors try to make judgments or even assumptions related to real conditions that are typically encountered by people in a certain discourse community or in a society.

6.3.3.2.2 Indicating a Gap (Step 1B – Move II)

The analysis of RAs written in Indonesian indicates that there is much evidence of indicating a gap was found in Indonesian RA Introductions. Many of the authors clearly used certain words or phrases in Indonesian that function as linguistic signals of indicating a gap. However, after consulting Swales' model, many of the statements differ to some extent with Swales' suggestion because the statement of the gap is not based on careful review of previous studies to see the weaknesses or limitations of those studies. This means that the statements are not directly supported by references to previous studies, but the references may be taken from a general theoretical review or statements made by authorities or government staff. Beside the fact that the gap is not fully based on previous research, apparently the gaps found in Indonesian RAs are usually worked out from real world problems that exist in the community.

The evidence below fulfills the requirement to use linguistic signals and is then followed by the supporting references. The excerpts below are examples taken from the paired data (P-IRA).

1) P-IRA/PRA: S1, S2/Pr3

Proyeksi ini tidak dapat diterima karena sangat jauh berbeda dengan perkiraan Fry (1979) dan Cruttenden (1979), yang sama-sama menyatakan bahwa kosakata aktif anak berjumlah 2000 pada usia 4;0 dan 4000 pada usia 7;0. Oleh karena itu, dapat dipastikan PcPK pada suatu saat tertentu akan berakhir. [PRA: S1, S2/ Pr3]

(This **projection is not acceptable** because it is so much different to the prediction made by Fry (1979) and Cruttenden (1979), who both claim that the amount of children's active vocabulary is 2000 at age 4,0 and 4000 at age 7;0. Therefore, it can be certainly predicted that PcPK will cease at a particular point in time.)

2) P-IRA/SAF

Studi analisis teks atau wacana tulis berbahasa Indonesia dari sudut pandang pola retorika agak jarang dilakukan (Trianto, 2000). Sementara itu di pihak lain, informasi tentang cirri-ciri linguistik dan non-linguistik (seperti ciri-ciri

wacana dan retorika) berbagai teks dalam satu bahasa termasuk bahasa Indonesia **sangat dibutuhkan** terutama untuk tujuan-tujuan edukatif (Swales 1990, Ahmad, 1997). [SAF: S1, S2/ Pr7]

(The studies of text or written discourse in Indonesian based on rhetorical patterns **have been rarely done** (Trianto, 2000). On the other hand, the information of linguistic and non-linguistic features (such as discourse and rhetorical features) of many types of texts in one language such as Indonesian is **much needed** especially for educational purposes (Swales, 1990, Akhmad, 1997).

As it is apparent, the first sentence in each example above provides a condition, which needs to be clarified with a gap or limitation in the subsequent sentence(s) to show the un-matching conditions of the two. More importantly, this is followed by references of who said so. Those examples are considered to go in line with Swales' suggestion. Other ways to express the gap indication are found in the following examples. Compared to the examples above, all of the sentences below are not immediately supported by references, however, there are phrases that can be used as signs in order to identify the intended communicative purpose, for example, '*paparan di atas*' (the description above), '*Bertitik tolak dari paparan dan fakta tersebut*' (Based on the review and fact mentioned above), and '*para peneliti ini*' (these researchers). These three authors clearly reviewed and referred to findings in previous studies that have already been identified in the preceding paragraphs. This kind of indicating a gap found in Indonesian, located in paragraph 18, is possible due to the length of paragraph development in the Introduction section.

Sayang sekali, para peneliti ini tidak mencantumkan metode, prototype atau pun model yang digunakan dalam mengimplementasikan IF dalam kelas. Dengan kata lain, IF telah dilihat secara sepintas oleh beberapa peneliti. Hanya saja metode atau model yang digunakan belum jelas. Demikian pula dengan setting serta lama penggunaan IF yang tidak diungkapkan. Karena itu, sangat sulit untuk membuktikan kesimpulan dari kedua penelitian tersebut. Sama sulitnya mengulang model atau prototype IF yang digunakan dalam kedua penelitian itu. [P-IRA/YBO; S1, S2, S3/ Pr18]

Translation:

(**Nevertheless**, these researchers did not mention about the method, prototype or even model that was used in implementing IF in the classroom. In other words, IF **has been attended to at glance** by the researchers. **Therefore**, it is **very difficult to prove** the conclusions of the two previous studies. It is also difficult to replicate the model or prototype used, in their studies.)

The identification of indicating a gap in the discrete data reveals some similarities in the strategy used by authors to indicate the inadequacies of problems that are going to be

studied. Further analysis of the discrete data set indicates 11 RAs (44%) explicated a type of the rhetorical feature of claiming inadequacy, such as, by using certain linguistic signals and comparing two contradictory conditions. However, these statements do not match with Swales suggestion in the CARS model because the claims are not supported by any limitation found in previous research. This evidence makes obvious the rhetorical feature of *indicating a gap* (Step 1B – Move II) is rarely occupied appropriately in RA Introductions written in Indonesian.

6.3.3.2.3 Question-raising (Step 1C – Move II)

The rhetorical feature of Question-raising is an optional feature that can be used to fill the requirement of the communicative purposes of Establishing a niche (Move II). It can be delivered either by using a direct question or indirect question. The question should be developed after the authors identify a gap or an inadequacy of previous studies.

In Indonesian language, there are several question words that have equal meaning to English, such as: ‘*apa*’ (what), ‘*mengapa*’ (why), *bagaimana* (how), *di mana* (where), and *sejauh manakah* (to what extent). In the formal situation or context, these question words usually ending in ‘*-kah*’ as a stressing marker, are as seen in the examples below. However, there are many occasions where they are not based on a review of previous research as suggested in CARS model, in fact, many of them only rely on the question word as the linguistic signals, as seen below.

*Akan tetapi, yang menjadi pertanyaan adalah: (1) **Apakah** sistem belajar mandiri dapat diterapkan di negara Indonesia? (2) **Apakah** pelajar Indonesia telah mengetahui strategi belajar yang efektif yang dapat digunakan dalam sarana belajar mandiri? [P-IRA/KMA: S3, S4/Pr6]*

(However, the questions are: (1) Can a self-learning system be implemented in Indonesia? (2) Do Indonesian students understand the effective strategy of learning that can be used in a self-access learning center.

In summary, the rhetorical feature of raising questions is used by less than 50% of the Indonesian RAs. In the discrete data, this rhetorical feature is found in 9 out of 25 RAs (36%). Subsequently, the other 16 RAs Introduction (64%) do not occupy Step 1C. They are mainly explicated after the other communicative purposes are delivered, such as found in paragraphs 6 or 7. However, some of the questions are released without adequate

supports of comprehensive literature reviews of previous research. In the CARS model, the questions feature is expected to give explicit problems' statements after the writers express the limitation of previous research.

6.3.3.2.4 Continuing a tradition (Step 1D – Move II)

The continuing of a tradition is a rhetorical feature to address the need to follow the previous researcher and to prove or test the studies done previously; however, it is considered as a 'weaker challenge' to the previous research (Swales, 1990, p. 156). In the CARS model, this rhetorical feature can be done either by developing further research to gain more advantage from the previous research or by describing variables to find out a clear direction based on that research. It is a challenge to follow a practice in the same research field.

In investigating RAs in Indonesian, so far, only a few statements of the rhetorical feature in the Continuing tradition is found. The continuing of tradition (Move II –Step 1D) is occupied by 2 RAs (8%) in the discrete data, while in the paired data none of the Introductions deliver this feature. This finding indicates that most Indonesian RAs might not be familiar with this feature being expressed in the Introduction section. The excerpts below are examples of expression used by authors in the discrete data (D-IRA/DHA and D-IRA/PSU) in conveying the rhetorical feature of *Continuing a tradition*..

(1) P-IRA/DHA

*Ide penelitian ini dilatarbelakangi oleh terjadinya pergeseran kelas kata (class shifts atau category shifts) pada novel bahasa Inggris yang diterjemahkan ke dalam bahasa Indonesia pada **penelitian sebelumnya** yang berjudul "Pergeseran Terjemahan Nouns dan Verbs dalam *The Oldman and The Sea, A Farewell to Arms*, dan Terjemahannya dalam Bahasa Indonesia" (Dwi 2005).[P-IRA/DHA: S1/Pr3]*

(This study was triggered by the category shifts in English novels that are translated into the Indonesian as found in the previous research "The shifts in the translation of nouns and verbs in *The Oldman and The Sea, A Farewell to Arms* and their Indonesian version" (Dwi, 2005).

(2) P-IRA/PSU

Pelacakan terhadap versi babad Banyumas yang berisi legitimasi bagi keluarga-keluarga baru dilakukan karena adanya gejala kenaikan status, pendirian berbagai paguyuban, tradisi silaturahmi, dll. Hal itu juga didukung oleh tingkat mobilitas penyalinan teks Babad Banyumas yang tergolong tinggi sehingga penelitian lanjutan senantiasa diperlukan. [PSU: S3, S5/Pr1]

(The tracking of the history of *Babad Banyumas* that contains the legitimization of emerging family was carried out to accommodate the phenomena of social status upgrading, the development of various community and the tradition of community gathering, etc. These phenomena are made possible by the high frequency of the translation of *Babad Banyumas* texts. Therefore, further investigations are always needed.)

6.3.3.3 Rhetorical Move of Occupying the Niche (Move III)

In order to occupying the niche, Swales (1990) recommends 4 rhetorical Steps that can be occupied, namely: Step 1A (Outlining purposes), Step 1B (Announcing present research), Step 2 (Announcing principal findings), and Step 3 (Indicating RA structure). To explicate the communicative purpose of occupying the niche (Move III), RA authors might employ all of these steps, however, Swales (1990) reminds that the obligatory Step in Move III is the Step 1 which alternatively can be chosen between either Step 1A and Step 1B or one may choose both of them.

6.3.3.3.1 Outlining purpose (Step 1A – Move III)

In Indonesian, the outlining purposes are expressed by using words or phrases ‘*tujuan*’ or ‘*tujuan penelitian*’. Although it is a neutral expression not all of RAs use this feature. Outlining purposes in the discrete data is occupied by 11 out of 25 RAs (44%).

Some examples from the paired data (P-IRA) and the discrete data (D-IRA) are rewritten below:

1) P-IRA/KUS

Maka dari itu, penelitian ini bertujuan untuk mengetahui alasan pembelajar bahasa yang kemampuan membacanya baik melewati kata-kata yang tidak mereka ketahui maknanya dalam membaca pemahaman. [P-IRA/KUS: S5/Pr6]

*This study **aims to** investigate the reasons good readers have to skip unfamiliar words during their reading for comprehension*

2) D-IRA/ASR

*Berdasarkan uraian yang telah dikemukakan di atas, **ada tiga tujuan dalam penelitian ini**, yaitu mengungkap jenis strategi belajar yang digunakan dalam mengembangkan KBBA, wujud bahasa lisan yang mencakup kompleksitas kalimat BA lisan dan kelancaran tuturan lisan, dan fungsi ilokusi dalam tuturan lisan. [D-IRA/ASR: S1/Pr7]*

(Based on the explanation above, there are **three objectives** in this study, that is, to investigate types of learning strategies used to develop KBBA, the spoken communication of the complexity of BA sentences, the fluency in their spoken language and the illocutionary functions of their spoken language.)

6.3.3.3.2 Announcing present research (Step 1B – Move III)

Announcing present research is frequently found in the Indonesian RAs. In the discrete data, *Announcing present research* (Step 1B – Move3) is occupied by 20 out of 25 RAs (80%). It is the second most occupied Step found in RA Introductions written in Indonesian. An example from the paired data (P-IRA) and the discrete data (D-IRA) are cited below.

1) P-IRA/ENF)

Berdasarkan hal itu, peneliti melakukan penelitian lebih jauh tentang sexist language pada buku-buku LKS untuk murid SLTP yang beredar di kota Surakarta [P-IRA/ENF: S10/Pr5]

(Based on the reason, **the researchers carried out a further** observation of sexist language in the English LKS (student workbooks) for junior high schools distributed in Surakarta.)

2) D-IRA/JUF

***Tulisan ini membahas** sejauh mana tingkat keberterimaan hipotesis Sapir-Whorf berdasarkan data kebahasaan BM melalui pencermatan struktur informasi dan nilai kesantunan berbahasa yang ada dalam konstruksi pentopikalan BM. [P-IRA/JUF: S1/Pr5]*

(This paper **discusses** the degree of acceptance of the Sapir-Whorf hypothesis based on the data from BM by observing the structure of information and the value of language politeness in the construction of BM.)

6.3.3.3.3 Announcing Principal Findings (Step 2 – Move III)

Announcing principal findings (Step 2 – Move III) is an optional Step that is required to fill the final Move of the CARS model, Occupying the niche. In native English RAs, this feature is rarely developed to fulfill the communicative purpose of Move III. Swales (1990) pointed out that in English RAs, the Introduction usually ends up in Step 1A or Step 1B (Swales, 1990, p. 148). In investigating RAs written in Indonesian, it is revealed that the Indonesian RA authors very rarely use the rhetorical feature of announcing principal findings in completing the Introduction section. The analysis of the discrete data shows that Step 2 – Move III is not found in RAs written in Indonesian. In the paired data, there are two expressions that are considered as a rhetorical feature of Announcing Principal Findings. However, it is not clear whether this statement is stating the findings or it is a description of the subject matter being reported.

1) P-IRA/MAH

*Pada masyarakat Sasak **ditemukan** nilai ideal yang disebut Tendeh yang implemenatsinya dalam bentuk bahasa (uni/base) dan perilaku (kane/ntan). Salah satu bentuk model bahasa yang digunakan adalah indirectness (ungkapan sindiran atau tidak langsung) dengan medium metafor yang tertuang dalam bentuk pantun (pinje-panje). [MAH: S1, S2/Pr4]*

In the Sasak community **it is found that there is an** ideal value called *Tendeh*, which manifests in linguistic forms (*uni/base*) and behavior (*kane/ntan*). One of the linguistics forms manifesting the value is indirectness through the medium of metaphors which are expressed in the form of poems (*pinje-panje*).

2) P-IRA/MUS

Bahasa Gorontalo memiliki urutan dasar VO dan preposisi. Dengan demikian, data bahasa Gorontalo mendukung semesta yang dikemukakan oleh Lehmann. [MUS: S5, S6/Pr4/Sub-LR]

(The language of the Gorontalo people **has a basic order** of VO and Preposition. Therefore, the data of the Gorontalo language supports the concept of universality proposed by Lehmann.)

As seen in the citation above, both statements are not immediately mentioned as the result of the analysis. These two statements, therefore, are not considered as the occurrence of

Step 2 – Move III, Announcing principal findings. This evidence can be explained, that for most Indonesian RAs authors the research findings are placed in the Results section.

6.3.3.3.4 Indicating RA Structure (Step 3 – Move III)

The investigation of RA Introductions section in Indonesian shows that the rhetorical feature of indicating RA structure (Step 3-Move III) is rarely used by Indonesian authors in fulfilling the communicative purposes necessary in the Introduction section. So far, the investigation of the paired data reveals only one RA developed the feature of Indicating RA Structure.

Untuk mengawali kajian tentang perbandingan tersebut, berikut ini akan dipaparkan strategi kesopanan berbahasa dalam penolakan, disusul dengan pola umum penolakan dalam bahasa Inggris dan bahasa Indonesia, penolakan dengan satu macam tindak tutur, serta penolakan dengan kombinasi berbagai tindak tutur, dan diakhiri dengan penutup. [P-IRA/NAD: S5/Pr1]

(To begin this contrastive study, the following section will present politeness strategy of refusal followed by comparison of general patterns of refusal in English and in Indonesian, refusal with one speech-act, refusal with a combination of various speech-acts, and will be ended with a closing remark.)

Similarly, the authors in the discrete data have not developed this feature as one of the rhetorical Step to finalise the Introduction section. This rhetorical feature only reveals once in the discrete data. The rhetorical feature realisation is rewritten below.

Namun, sebelum membahas hasil penelitian itu, saya kemukakan di bawah ini metodologi penelitian dan analisis data. [D-ERA/RSU: S3/Pr9]

(Therefore, before discussing the research findings, I will present the research methodology and data analysis.)

6.3.4 The distribution of rhetorical features of Introduction in the Indonesian RAs

The identification of the rhetorical features realisation can be recapitulated in terms of Steps and Moves suggested in the Swales' (1990) CARS model. The table in Appendix B presents the findings of each rhetorical feature that is used by Indonesian academics to develop communicative purposes of the Introduction section. The findings are presented

based on the evidence in the paired data (see Appendix B.3) and evidence the discrete data (see Appendix B.4)

The paired data indicates that all RA Introductions in Indonesian occupy at least one Step of Move I. It reveals that in order to occupy Move I, the Indonesian authors use Step 2 as the most preferable rhetorical feature as it is found in the entire data (100%). However, only around half of the authors in the paired data (52%) occupy the first Step (Claiming Centrality). Likewise, the Indonesian RAs are not fully backed up by the most important feature in the CARS model of the Introduction, that is, the feature of reviewing items from previous research (Step 3-Move III). The evidence shows only 76% of RAs occupy this feature.

The investigation of rhetorical Move II, which consists of 4 optional Steps, shows that this communicative purpose has not thoroughly developed. Two steps, Step IA (Counter-Claiming) and Step 1B (Indicating a gap) are occupied by less than 50% of the population. The other two rhetorical Steps have developed even less, that is by 24% occurrence in Question raising (Step 1C) and zero occurrence of the Continuing a tradition (Step 1D). This manifestation of communicative purposes in Move II suggests that RAs written in Indonesian, particularly of RAs in the paired data, have not established the Establishing a niche in writing RA Introductions.

Swales (1990) suggests that at least one of the four optional steps should be chosen, in particular of Indicating a gap that is considered as the type of Move II. Therefore, in order to occupy a niche (Move II), RA authors must prioritise and develop the Indicating a gap (Step 1B – Move II) in order to establish the communicative purposes of Move II. More importantly, the use of at least one Step in the Establishing a niche is a strategy to go through to the Occupying the niche (Move III). Failing to establish the communicative purpose of Move II will be considered as unsuccessfully developed RAs according to the English discourse community. The investigation of the Indonesian RA Introductions in the paired data found that the Indicating of a gap is only occupied by 40% of RAs. More specifically, there are 5 RA Introductions (20%) that have not employed any of the optional Steps in Move II.

In terms of Move III, *Occupying the Niche*, the finding shows that the most occupied rhetorical feature is Step 1B (*Announcing present research*) which is occupied by 76% of

RAs. Then it is followed by Step 1A, *Outlining purposes*, which is used by 60% of RAs. The other two steps in Move III, *Announcing principal findings* (Step 2 – Move III) and *Indicating RA structure* (Step 3 – Move III) are only occupied by a very small number, each featured by 4% of RAs.

Likewise, the evidence indicates that the discrete RAs written in Indonesian shows the rhetorical feature of Making topic generalisation (Step 2 – Move I) as the most favourite Step which is found in 96%, of RAs. Except for one RA in D-IRA/PSU that does not explicate Step 2, however, this RA explicates Step 1 (Claiming centrality) and Step 3 (Reviewing items from previous research). In contrast, there are 4 RAs (16%) that only occupy Step 2 without explicating Step 1 and the obligatory Step 3. RA Introductions written in Indonesian have developed by utilising the three steps differently. The first Step, *claiming centrality*, was occupied by 48% RAs (12 out of 25 RAs). On the contrary, there are 13 RAs (52%) that do not have Step 1 in their Introduction. However, this evidence is acceptable because the first step is not the obligatory Step in CARS model (Swales, 1990).

The third Step of Move I, *reviewing items of previous research*, is employed by 19 RAs (76%) of the data. It means that there are 24% of RAs that have not employed this feature yet. This finding is differing to the CARS model. Swales (1990: 148) proposed that Step 3 is an obligatory rhetorical feature in developing Move I, therefore, this Step must appear in RA Introductions. The finding indicates 24% of RAs in the discrete data have not fulfilled the condition of the Introduction requirement because of the absence of the obligatory Step 3 of Move I.

The second Move, *Establishing the niche*, consists of 4 steps, however, all of these associated steps are designed as an optional Step (Swales, 1990). In order to occupy a niche, authors must choose at least one of the four associated steps to represent the communicative purposes in Move II. More importantly, the use of at least one step of Move II is a condition in order to bridge Move III, *Occupying the Niche*. Failing to do this will cause the RA Introductions to be unsuccessfully developed. Unfortunately, there are 12 RAs Introductions (48%) that have not employed any of the steps in Move II.

The other findings of Step realisation in Move II are as follows. In Step 1A, *Counter claiming*, found in 12% of RAs, Step 1B, *Indicating a gap*, is not used by all RAs, Step

1C, *Question-raising*, is occupied by 9 RAs (36%) of RAs and the last Step in Move II, *Continuing a tradition* is found in 2 RAs (8%). This occurrence shows that RAs written in Indonesian in the discrete data have not intensively developed the rhetorical Move of Establishing a niche, in particular of the Counter claiming and Indicating a gap, which is considered 'the type of Move II' in Swales CARS model.

In terms of Move III, *Occupying the Niche*, the finding shows that the most occupied rhetorical feature is Step 1B (*Announcing present research*) which is occupied by 80% of RAs. Then, it is followed by Step 1A, *Outlining purposes*, which is used by 44% of RAs. The other two steps in Move III, *Announcing principal findings* (Step 2 – Move III) and *Indicating RA structure* (Step 3 – Move III) are not found in RAs Introduction written in Indonesian language.

In summary, RA Introductions written in Indonesian, either in the paired data or in the discrete data, have frequently used some of the categories of Moves and Steps proposed by Swales (1990), namely: Making topic generalization (Step 2 – Move I), Announcing present research (Step 1B – Move III) and Reviewing items of previous research. This finding indicates that other categorical rhetorical Steps have not been fully explicated, particularly the necessary rhetorical features of the Counter claiming (Step 1A – Move II) and the Indicating of a gap (Step 1B – Move II) as they considered the type of Move II in CARS model.

6.3.5 Overall findings of rhetorical features in the Introduction in the Indonesian RAs

The overall findings of the rhetorical occurrence are displayed in Figure 6.4. The evidence was based on 50 RAs Introductions written by Indonesian academics in the Indonesian language that constitutes from 25 RAs of the paired and 25 RAs of the discrete.

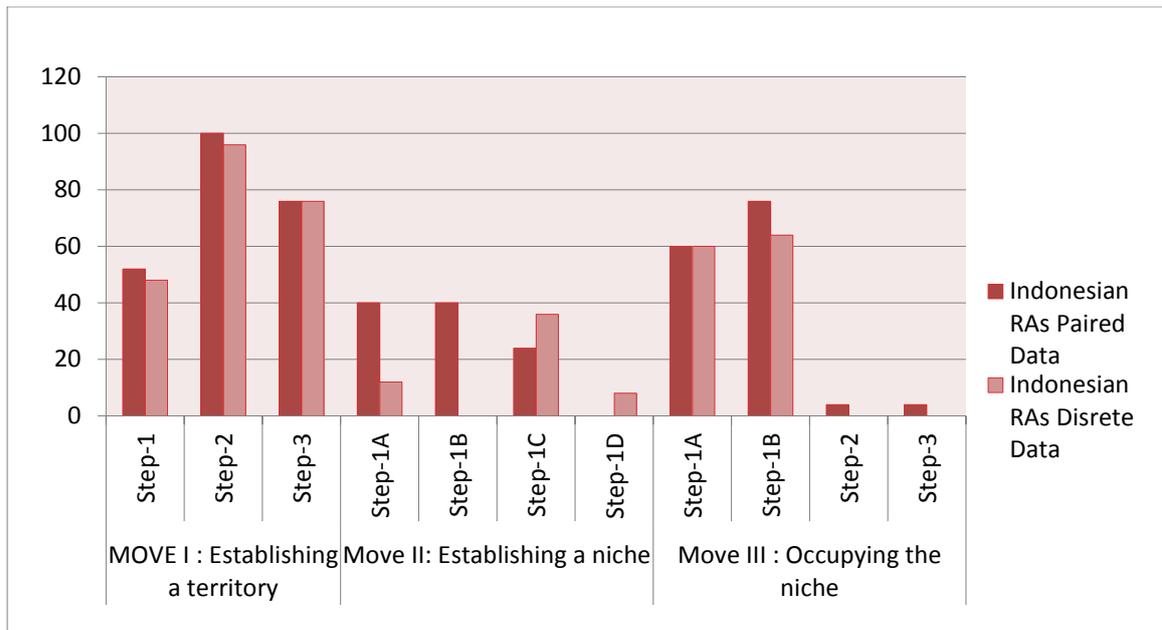


Figure 6.4: The overall occurrence of rhetorical features in the Introduction of the Indonesian RAs

The Figure 6.4 shows different level of explication of the rhetorical features. The finding reveals that the Step 2 of Move I, *Making topic generalization*, is to be the most occupied rhetorical feature in both corpora compared to the occurrence of other rhetorical features in Move II and Move III. This figure is followed by the occurrence of Step 3 – Move I, *Reviewing items of previous research*, that is, occupied in up to 70% of RAs. The feature of claiming centrality as the first Step of Move I is used by around 50% of RAs in both group of corpora. These findings imply that around 50% of RAs written in Indonesian do not explicate Step 1, claiming the centrality, as the main strategy to begin the Introduction. This evidence implies that around 30% of RAs have not fulfilled with the obligatory feature. The absence of explicating certain communicative purpose might conclude with failure to deliver the whole communicative purposes of the Introduction of RAs.

In regard to the rhetorical occurrence in the second rhetorical Move, *Establishing a niche*, the findings indicate that Indonesian RAs in the paired data (P-IRA) used more frequently in two rhetorical features compared to the same features in the discrete data (D-IRA), that is, the Counter claiming (Step 1A) and the Indicating a gap (Step 1B). The evidence is revealed in explicating Step 1A that is found in 40% of RAs in P-IRA while in D-IRA is only found in 12%. In similar vein, Step 1 is found in 40% of RAs in P-IRA while in D-IRA none of the RAs is successfully occupied the rhetorical feature of Indicating a gap.

Rather, RAs in D-IRA express the rhetorical feature of Question-raising as the strategy to occupy rhetorical Move II. This Step 1C is found in 36% of RAs in D-IRA and 24% in P-IRA. The last Step in Move II, Continuing a tradition, is rarely used in P-IRA while RAs in D-IRA are found in 8%. These findings demonstrate that RAs in the paired data have more frequent occurrence in the two quasi-obligatory Steps of Move II, Step 1A and Step 1B, compared to RAs in the discrete data. This finding indicates that more than half RAs written in Indonesian have not explicated the second rhetorical Move, Establishing a niche.

In regard to Move III, *Occupying the niche*, RAs in both corpora show more frequent evidence in the attempt to occupy the niche. Both groups of RAs, P-IRA and D-IRA, occupy Step 1B (Announcing present research) in around 76% or so. This figure is followed by Step 1A (Outlining purposes) as the second strategy to occupy the niche. These two rhetorical feature occurrences are not followed by the other two options, Announcing principal findings (Step 1C) and Indicating RA structure (Step 1D), both of which are rarely used in delivering the communicative purposes in the Introduction section.

In conclusion, RAs written in Indonesian explicate certain rhetorical features that have a similar communicative purpose and functions to the CARS model. However, the majority of the Introductions have lacked rhetorical features in establishing the rhetorical Move II, especially of the two particular rhetorical features, namely Step 1A, *Counter claiming*, and Step 1B, *indicating a gap* which have been approached with different realisations. In explicating Step 1A-Move II and Step 1B-Move II, the majority of Indonesian RAs heavily relied on linguistic signals instead of using items from previous studies to support their current reported research.

6.4 The Discussion section of RAs written in Indonesian

This section describes the result of the rhetorical features analysis of the Discussion section, which uses Swales' (1990) Eight Move framework of the Discussion section. This section is divided into four subsections, namely: the description of paragraphs development of the Discussion section, the findings of identification of rhetorical feature manifestation in each Move, the distribution of the discussion moves, and finally presents

the overall findings of the Discussion section from two groups, RAs in the paired data and RAs in the discrete data. Finally, this section will discuss the findings before commencing the summary.

The heading for the Discussion section in Indonesian is '*Pembahasan*' or '*Bahasan*'. The analysis of the Discussion section reveals that RAs in Indonesian are sometimes written differently, either with its own label or it is combined together with the result section '*Hasil*'. Thus, the section title is commonly written as '*Hasil dan Pembahasan*' (Result and Discussion). These two techniques are found both in the paired and discrete data or frequently found in the same journal edition. Another way of presenting the discussion section is by giving a specific sub-heading for the topic being discussed. Therefore, after the main section heading, it is followed by some sub-titles respectively. These evidences are found in both the paired and the discrete data, which shows a mixture content of discussion with the result. This evidence is frequently followed by an explanation or commentary of findings.

6.4.1 Paragraph development in the Discussion section

The length in the Discussion also varies greatly from very short with one paragraph up to more than 40 paragraphs. The tendency to discuss the research findings extensively is mostly found in the discrete data, that is the group where authors have no direct experience with or never publish RAs in English. The evidence shows that 40% of RAs are developed in more than 25 paragraphs. In contrast, with the exception of the RAs with 42 paragraphs, most of the Discussions in the paired data are developed in less than 22 paragraphs.

Whether it is presented as a combined section or as a freestanding label, the composition of the paragraph development of the Discussion section cannot be predicted. As found in the paired data, there are 4 RAs (16%) that have built their discussion with minimal development, that is, less than 5 paragraphs but surprisingly there is one Indonesian RA which developed the discussion in as many as 60 paragraphs which is found in the '*Sejarah Perkembangan Bahasa Sakai*' (The history of the development of the Sakai language). This case might be an exception as the article is about the description of the historical development of Sakai language. In comparison, however, there is one article that

has only 1 paragraph in the Discussion section, which belongs to '*Skipping sebagai Strategi Pemrosesan Kosakata dalam Membaca Pemahaman oleh Pembelajar Bahasa Inggris*' (Skipping as a strategy in the vocabulary processing in reading comprehension by English learners).

As identified in Table 6.4, RAs in the paired data tend to have a shorter development of the Discussion section compared to those lengths in the discrete data. In the paired data, the majority of RA Discussion sections (40%) were written between 6 – 15 paragraphs. In comparison, the majority of RAs in the discrete data (72%) presented the Discussion section in more than 15 paragraphs. This practice implies that RA authors of Indonesian RAs in the paired data might discuss the findings in a less developed presentation while RA authors in the discrete data present the discussion in a much longer and more extensive presentation. The investigation also reveals that many RAs (20%) developed the Discussion section up to 40 or more paragraphs. However, the presentation of the Discussion should fulfill the communicative purposes' requirement that is conventionally expected by the discourse community. The summary of findings is in table below:

Moreover, the other two sections, the Method and the Results section, show various developments. The Method section also turns up with varieties of the paragraphs' length that exist from 1 to 10 paragraphs. The Method section that is presented by only one paragraph is used in 5 RAs. However, the majority of the Indonesian RAs (80%) develop the Method section in less than 5 paragraphs. In addition, the Results section also shows relatively large varieties but the majority of the Results sections in the Indonesian RAs are developed as part of the combined Results and Discussion sections.

However, the length of paragraph development is not a guarantee to the fulfillment of the rhetorical features needed which is conventionally required in developing RAs. This issue will be investigated in accordance with the findings of the rhetorical features and will be presented in the next section.

Table 6.4 : The length of paragraphs in the Discussion of Indonesian RAs

Length of the Paragraphs Discussion	Frequency	
	Paired	Discrete
1 – 5	20%	4%
6 – 10	20%	16%
11 – 15	20%	8%
16 – 20	8%	24%
21 – 25	8%	8%
26 – 30	0	8%
31 – 35	0	8%
36 – 40	0	8%
41 – 60	4%	12%
Other (N/A)	20%	4%

6.4.2 The analysis of rhetorical features in the Discussion section

The length of paragraphs in the Discussion section written in Indonesian varies greatly from a very short one with only one paragraph to the longest development up to 60 paragraphs. The article that only has 1 paragraph is from ‘*Skipping sebagai Strategi Pemrosesan Kosakata dalam Membaca Pemahaman oleh Pembelajar Bahasa Inggris*’ (Skipping as strategy in the vocabulary processing of the reading comprehension by English learners). It is an unusual effort if it compares to the other sections on this article, that is, the Introduction has 7 paragraphs, the Method section has 6 paragraphs, the Result section has 12 paragraphs but the Discussion section was written only in 1 paragraph. By the end, the author closed the article with the Conclusion and Suggestion section with 3 paragraphs.

Here is the full paragraph of the discussion section, which only has 1 paragraph.

BAHASAN

Penelitian yang mendalam terhadap strategi dalam menghadapi kata-kata sulit menghasilkan temuan berupa lima 199 nilai yang mendasari skipping dalam membaca pemahaman. (1) Alasan pertama adalah kata-kata yang dilewati tersebut memiliki kontribusi yang amat kecil terhadap makna keseluruhan teks; (2) Alasan kedua, pada awalnya mereka mengidentifikasi sutau kata sulit sebagai kata

yang penting untuk memahami bacaan dan berupaya untuk mencari maknanya, akan tetapi kata tersebut terlupakan oleh mereka ketika mereka membaca kalimat berikutnya; (3) Alasan ketiga, untuk skipping adalah pemakaian strategi menebak yang gagal. Pada awalnya mahasiswa berusaha untuk mengetahui makna kata dengan cara menebaknya dari konteks, tetapi nampaknya mereka tidak berhasil mengira-ira makna yang tepat untuk kata tersebut. Akhirnya mereka menyerah dan memutuskan untuk melewati saja kata itu; (4) Alasan keempat, tidak hanya kegagalan dalam menebak kata, tidak berhasilnya upaya mereka untuk mencari makna kata di kamus dapat memicu terjadinya skipping selama proses membaca pemahaman berlangsung; dan (5) Alasan kelima, untuk skipping adalah 'miscue'. Istilah 'miscue' dipakai untuk pertama kalinya oleh Goodman (1996) untuk menyebut kesilapan yang dibuat oleh pembaca ketika sedang memahami suatu teks.

Translation:

(DISCUSSION)

(The analysis of learners' strategies in anticipating difficult words reveals five reasons that cause the skipping strategy in reading comprehension. (1) First, the skipped words have very little contribution to the meaning of the whole texts. (2) Second, in the beginning, students identify a certain difficult word as an important word to understand the texts so that they try to find the meaning, but that word is forgotten when they read the following sentences. (3) Third, skipping is triggered by a failed strategy of guessing. Initially students try to understand the words by guessing the meaning from context, but it appears they did not find the correct meaning of the words; so finally they give up and decide to just skip the words. (4) Fourth, it is not only failing to guess the meaning, the unsuccessful effort to find out the meaning from dictionaries can cause the skipping strategy during the reading process. (5) Fifth, skipping is triggered by a 'miscue'. The term 'miscue' is used for the first time by Goodman (1996) to refer to a misinterpretation that occurs during reading comprehension of text.)

Figure 6.5: The shortest Discussion in the Indonesian RAs

As seen above, this paragraph is intended to discuss the research finding as it is presented under the title section of '*BAHASAN*' (Discussion). It comprises of eight sentences, however, the investigation reveals that all of the sentences provide research findings about five reasons why learners of English use skipping as a reading strategy in comprehending the whole texts. Indeed, this composition is merely a kind of a description rather than a discussion. Although there is a reference mentioned in the last sentence, in fact, it is not a previous finding of the same discipline. This means that the Discussion section only occupied one communicative purpose, that is, the statement of result (DM 2). In curiosity

of this particular evidence, in fact, I found that the Result section, written in as many as 12 paragraphs, has been used to present other than research findings but also to communicate several purposes, such as, a discussion of some of the findings, a reference to previous research, and made a deduction. The author might have been confused or misled as to what the content of each section should contain, that is by reversing the communicative purpose recommended by the discussion with the result section. In short, this evidence gives examples of the inconsistent practice in writing RA by Indonesian academics, particularly in lacking the awareness of the important feature of communicative function in each section, particularly between the Result and the Discussion section.

The other case is found in the discrete data, written by D-ERA/SMU, published in *Jurnal Bahasa dan Seni*, 37 (2). This article reports the use of modeling strategy to increase the speaking skill of the student in primary school (*Penggunaan Strategi Pemodelan untuk Meningkatkan Keterampilan Berbicara Siswa Kelas IV SD Negeri 5 Mataram*). The overall feature of this article is: Introduction (without title) with 6 paragraphs, Method section with 4 paragraphs, Result and Discussion (combined title) with 18 paragraphs and the Conclusion with 6 paragraphs. The analysis of this article reveals that the extensive paragraph development in the Discussion section only consists of research findings. It is found that RA in D-ERA/SMU also only occupies one rhetorical feature of Move Discussion in a lengthy paragraph of the Discussion section, that is, the statement of result (DM II).

The authors of those two articles, as I assumed, were not familiar with the different communicative functions, the portion and the proportion of each section of RA where care should be seriously taken. In particular, they are not aware of how to carry out the communicative purposes requirement in composing the Discussion section. This includes several kinds of communicative purposes that should be utilized to make a research article a meaningful contribution to the discourse community, such as, by giving reasonable explanation and discussion as has been suggested by Swales (1990) Eight Move model of the Discussion section. Either way, this evidence shows that there are still many home works and challenges faced by Indonesian government, especially RAs authors and journal editors, to work out the problems and concerns to increase the quality of writing and publishing RAs. It is obvious that this RAs authors need rhetorical skill enhancement to be able to write research articles acceptable to the wider discourse community.

Moreover, the exception evidence was found in the paired data (P-IRA/ESU) that, in fact, this article has no discussion at all. This article starts with the Introduction section (8 paragraphs), the Method section (3 paragraphs), next follows ‘*Kajian Pustaka*’ or Literature review (in 24 paragraphs) and then directly ended up with the Conclusion and Suggestion section (4 paragraphs). It has been questioned that the Discussion section is missing or unintentionally relegated. The editing process or other considerations might cause this rare evidence to publish the article. To some extent this evidence shows that the heading sections of the generic features of RAs in Indonesian might be applied with more tolerance to diversification.

6.4.3 Findings of the rhetorical features in the Discussion section

The following part will display examples of rhetorical Moves realisation that is used by Indonesian authors in Applied Linguistics RAs. The example of each appearance of the rhetorical move will refer to sentences or statements that match with Swales suggestion in composing the Discussion section of RAs. This illustration will be arranged according to the arrangement of the Eight Move framework discussion (Swales, 1990: 173).

6.4.3.1 Discussion Move I: Background information

The analysis of RAs written in Indonesian reveals that the rhetorical features of the Discussion move that match with Swales suggestion is apparent. The authors convey this first move in several different ways, but many of authors start the discussion by giving a summary of result, commentary of unexpected result and background of the study. The majority of RAs explicates the background information in paragraphs 1, as seen in excerpt no. 1 and 2 below.

1) P-IRA/KWE:

Dari analisis data didapatkan bahwa pidato kenegaraan presiden belum cukup evaluative, dalam artian belum cukup valid, sah, dan signifikan. Pidato presiden dominan dengan narasi, dan juga memuat klaim atau lebih tepat imbauan dan ekspalanasi. [KWE: S1, S2/ Pr1]

(The data analysis reveals that the President’s speech has not thoroughly evaluative, meaning that it is not really valid and significant. The President’s speech is dominated with narration and also claims, suggestions, and explanation.)

2) D-IRA/PRA

Oleh karena itu, klasifikasi kata yang diproduksi oleh Mika dalam kajian ini secara garis besar akan mengikuti klasifikasi yang sudah dilakukan oleh Dardjowidjojo (2000). [PRA: S7/Pr1]

(Therefore, the classification of the words produced by Mika in this study generally followed the classification that was done previously by Dardjowidjojo (2000))

The analysis reveals that the first rhetorical move, that manifests in different ways, includes restating the sample, the method, and the technique of data analyses as seen in the evidence above.

This rhetorical occurrence found in Indonesian RAs matches with Swales suggestion. Swales (1990, p. 172) maintains that to realize the first discussion move, RAs authors are supposed to employ this communicative purpose when they wish to strengthen their discussion, which can be employed by recapitulating main points of the study, by highlighting theoretical information, or by reminding the reader of technical information. Additionally, the Discussion Move I may contain statements or information concerning theoretical and methodological background about the study.

6.4.3.2 Discussion Move II: Statement of result

This rhetorical feature of the statement of results is used in all RAs. The finding shows that 100% of RAs in Indonesian employ the feature of statement of result. They used Indonesians words, such as: *'ditemukan'* (is found), *'temuan'* (findings), *menemukan* (found). As indicated in the examples below, many Indonesian authors also state the results of the findings a couple of times that makes a cycle of statement in different locations. Interestingly, the cyclic phenomena appeared in most of the data sets. Following are some examples of the features' realisation.

1) P-IRA/ARP:

Dari hasil analisis yang dilakukan ditemukan bahwa alur susunan kalimat dalam paragraf yang dikembangkan oleh mahasiswa ada yang memiliki sifat linier dan ada yang bersifat tidak linier. Paragraf yang bersifat linier berjumlah 14 buah. Adapun paragraf yang bersifat tidak linier adalah 16 buah. Dari jumlah tersebut disimpulkan bahwa 46,6% paragraf bersifat linier, dan 53,4% bersifat tidak linier. [ARP: S1, S2, S3/Pr1]

(The analysis found that the structure of sentences in paragraphs that were developed by university students could be linear or non-linear. The number of linear paragraphs is 14 while the non-linear paragraphs

are 16. Based on the finding it can be concluded that 46,6% paragraphs have linear type and the rest of 53,4% are non-linear paragraphs.)

2) P-IRA/KUS:

*Penelitian yang mendalam terhadap strategi dalam menghadapi kata-kata sulit menghasilkan **temuan berupa** lima alasan yang mendasari skipping dalam membaca pemahaman. [KUS: S1/Pr1]*

(The in-depth analysis of the strategies used in understanding difficult words reveals five reasons for using the skipping technique in reading comprehension.)

6.4.3.3 Discussion Move III: (Un) expected Outcome

This move gives the authors place to comment on whether the result is expected or not. In this study, there are 19 RAs (76%) that have this rhetorical feature. Some of the comments found in Applied Linguistics RAs written by Indonesians are as follows:

1) P-IRA/REF

Pada saat memberikan tanggapan terhadap pujian di dalam bahasa Inggris, pemelajar Indonesia merefleksikan perilaku mereka di dalam bahasa Indonesia ke dalam bahasa Inggris. Ini dibuktikan dengan tidak adanya perbedaan yang signifikan antara tanggapan yang disampaikan di dalam bahasa Indonesia dengan yang disampaikan dalam bahasa Inggris. [REF: S1, S2/Pr12]

(In giving a complimentary response in English, Indonesian learners of English reflect their attitude from Indonesian into English. This is confirmed with no significant difference between responses expressed in Indonesian and in English.)

2) D-IRA/NAD

Namun, penolakan dalam bahasa Indonesia menunjukkan bahwa penutur bahasa Indonesia masih merasa kurang sopan kalau hanya menggunakan satu macam tindak tutur saja. Dengan demikian, berbagai strategi dalam kompilasi Brown dan Levinson dikombinasikan sedemikian rupa untuk memenuhi tuturan yang dianggap sopan oleh penutur bahasa Indonesia. [NAD: S2, S3/ Pr5]

(However, refusals in the Indonesian language show that the Indonesian speakers still feel less polite when using only one type of speech act. Therefore, several strategies in Brown and Levinson are combined in many ways to fill the speech act that considers more polite in Indonesian [NAD: S2, S3/ Pr5])

6.4.3.4 Discussion Move IV: Reference to previous research

There are two types of references to previous research which is used in the English discourse community in this move, that is the reference for purposes of comparison with

present research and references for purposes of providing support for present research (Swales, 1990: 173). The investigation reveals both types are found in RAs written by Indonesian academics. There are 18 out of 25 RAs (72%) who employ this rhetorical move in their RAs. The sample below shows some evidences of the rhetorical feature realisation

1) P-IRA/ REF:

*Kalau **dibandingkan** dengan hasil penelitian yang dilakukan oleh Chen (1993), maka akan terdapat beberapa kategori tanggapan antara persentase jumlah tanggapan terhadap pujian yang disampaikan dalam bahasa Indonesia dengan tanggapan terhadap pujian yang disampaikan oleh orang Amerika.*[REF: S1/Pr7]

(Compared to the research finding by Chen (1993), there are several response categories between the percentage of responses to compliments in Indonesian language and responses to compliments used by Americans.)

2) D-IRA/MAH:

Ekspresi metaforis ini dalam komunikasi sehari-hari juga ditemukan pada banyak masyarakat (Fraser, 1990, Lakof dan Johnson, 1980. Gibbs, 1994, Nwoye, 1992). [MAH: S1/Pr3]

(The metaphoric expressions in daily communication have been found in many societies (Fraser, 1990, Lakoff and Johnson, 1980, Gibbs, 1994, Nwoye, 1992).

The evidence shows that several RAs in Indonesian used other than previous research as main source of argument to support the discussion of findings, that is, by putting names of experts or government authorities and they were expressed by referring to concepts or the theoretical model. In this matter, native English speakers might consider this evidence as a dissonance of the rhetorical features of the Discussion section. The first example below shows a reference but it is not an item from previous study, rather it is a theoretical model. The second example is also not reference of previous research but taken from the evaluation done by government/expertise based authority.

Examples below are the evidence:

1) P-IRA/NAD:

*Tabel 1 menunjukkan secara tersirat bahwa kompilasi strategi kesopanan **berbahasa yang dibuat oleh** Brown dan Levinson (1987) menjadi acuan kajian kesopanan berbahasa karena sifatnya yang komprehensif memang mengakomodasi startegi kesopanan berbahasa pada penolakan dalam bahasa Inggris dan bahasa Indonesia.* [NAD: S1/Pr5]

(Table 1 implies that the compilation of **politeness strategies that were** developed by Brown and Levinson (1987) becomes the reference of studies of verbal politeness because of this approach is comprehensiveness to accommodate the politeness strategies of refusal both in English and in Indonesian.)

2) P-IRA/KWE:

*Mengenai validitas, hasil temuan ini sejalan dengan **evaluasi yang dilakukan oleh Benny Sutrisno, Ketua Asosiasi Pertekstilan Indonesia. Menurut Benny Sutrisno, data ini dapat diragukan. Secara faktual pemutusan hubungan kerja terus terjadi sampai kini. Harga juga semakin tinggi karena kenaikan harga BBM, sementara kenaikan upah tidak mengejar laju inflansi. Ditambah lagi biaya pendidikan dan kesehatan juga semakin mahal (Kompas, 2006a).*** [KWE: S1- S4/Pr2]

(Regarding the validity, this research finding is **in line with an evaluation conducted by Benny Sutrisno**, the Head of the Indonesian Textile Association. According to Benny Sutrisno, the data is not valid. In fact, prices rise higher because of the fuel price surge, while the labor force pay rise cannot catch the inflation race. Moreover, education and health are getting more expensive.)

6.4.3.5 Discussion Move V: Explanation

The rhetorical feature of explanation is commonly used as a place to give comment or suggestion for surprising result of research finding to comment of one at odds with those reported literature. In reality, this is the second most common rhetorical Move that is used by Indonesian authors. The evidence from the discrete data reveals that the explanation feature is used by 18 out of 20 of the data (90%). In similar vein, in the discrete data found the Explanation feature in 22 out of 25 (88%) of RAs. Some examples are below:

1) D-IRA/MOU:

Lebih jauh Greenberg (1966:78) menyatakan bahwa ‘genitif hampir selalu mengikuti nomina yang diwatasinya’ dalam bahasa – bahasa preposisional. Dalam bahasa Gorontalo, pemilik selalu mengikuti nomina termilik. Ada dua kemungkinan urutan yang berterima dalam bahasa Gorontalo, yakni urutan Verba, O, dan S (VOS) dan urutan Verba, S dan O (VSO). [D-IRA/MOU: S2, S3/Pr8]

Furthermore, Greenberg (1966: 78) states that ‘genitive tends strongly to follow the noun that is defined in prepositional languages. In the Gorontalo language, possessor always follows the possessed noun. There are two possibilities of the acceptable order in the Gorontalo language, that is Verba, O and S (VOS) and Verba, S and O (VSO)

2) D-IRA/NAD:

Namun demikian, tidak berarti bahwa penutur bahasa Indonesia berpendapat bahwa menolak dengan satu macam tindak tutur saja merupakan tindakan yang tidak sopan karena ada 40 penolakan dalam bahasa Indonesia yang dinyatakan dengan satu macam tindak tutur saja. [NAD: S4/Pr4]

(However, this is not to say the Indonesian speakers think that refusal with only one speech-act is considered as impolite manner because there are 40 types of refusal in the Indonesian language that are stated in one speech-act only.)

However, some of the explanations found in Indonesian RAs are typical of an interpretation of the results but the reasons are not accompanied by references of previous studies. If the condition is completed with appropriate references recommended in the model, RAs written in Indonesian will have the same perspective and practice in elucidating the research findings that frequently happen in English RAs by a native speaker. Unfortunately, the evidence shows that many of the explanations seem to rely on the personal interpretation of the writes rather than using other studies to back up their research findings.

6.4.3.6 Discussion Move VI: Exemplification

The exemplification (DM-VI) in the Discussion section is developed by providing more details of samples from evidence. The investigation in the Indonesian RAs reveals that up to 60% of Indonesian authors delivered this communicative purpose. An example is presented below:

P-IRA/MOU:

Contoh-contoh di atas memperlihatkan pola urutan yang berterima dan yang tidak berterima (tanda) dalam bahasa Gorontalo. Prefik mo- digunakan untuk menyatakan bahwa verbanya adalah verba aktif. Pada struktur dasar SVO, tidak ada pemarkah yang menunjukkan fungsi S atau O. [P-IRA/MOU: S2, S3, S4/Pr6]*

(The examples above show the pattern of acceptance and un-acceptance (with *) in the Gorontalo language. It reveals that prefix mo- is used to state that the verbs are active. In the structure of SVO language, there is no marked items that functions as S or O.)

6.4.3.7 Discussion Move VII: Deduction and Hypothesis

The seventh rhetorical move is called the Deduction and Hypothesis. This feature aims to make a general claim of some or all of the reported results. In the Indonesian RAs, The

rhetorical feature of the DM-7 (Deduction and Hypothesis) is found in 9 RAs (36%).. Two examples of rhetorical features are quoted below:

1. P-IRA/MOU

Dengan demikian, data bahasa Gorontalo mendukung semesta yang dikemukakan oleh Lehmann. [P-IRA/MOU: S4/Pr4]

(It can be concluded that the data of Gorontalo language supports the universality of language asserted by Lehman.)

2. P-IRA/SUG

Dengan kata lain, persepsi interogatif tuturan tidak menuntut ciri akustik yang lebih lengkap dibandingkan parameter produksinya. [P-IRA/SUG: S6/Pr1]

(In other words, the interrogative perception of speech act does not require a more complete acoustic characteristic compared to the productive parameter.)

6.4.3.8 Discussion Move VIII: Recommendation

The analysis of the Discussion section written in Indonesian found a rare evidence of locating recommendations in the Discussion section. In Swales (1990) framework, the purpose of giving the *Recommendation* in English is to advocate the need for further research or make suggestions about possible lines of future investigation. It is arranged as the closing feature in the end of the Discussion Section. In RAs written in Indonesian, however, there are only two statements that match with this function. The evidence is cited below:

- 1) *Maka jika kajian bunyinya diperluas dan masalah teknik operasional dapat diatasi maka peluang sulih suara menjadi teknik yang efektif untuk mengajarkan pelafalan bahasa Inggris akan terbuka. [SUW: S4/Pr3]*

(Therefore, **if the investigation on pronunciation is expanded** and the technical problem can be resolved, the prospect of dubbing as an effective method in the teaching of English pronunciation is promising.)

- 2) *Penelitian lebih lanjut dibutuhkan untuk mengetahui apakah benar retorika yang digunakan hanya dapat menarik sebagian kecil masyarakat untuk peduli terhadap pidato presiden, dan bagaimana kita dapat memperoleh pola-pola retorika yang lebih dapat diterima masyarakat [P-IRA.KWU]*

(**A further study is needed** in order to find out why the rhetoric of the President's speech can attract certain people to an awareness of listening to the presidential speech and how to find the rhetorical patterns that are more acceptable within a wider community.)

Considering the communicative function as an offering suggestion to the readers, there are many RAs' Discussion written in Indonesian that convey the typical of recommendation but not for specific future research. In Indonesian RAs, the suggestion is a very important

part in RAs. However, it is mainly for recommending practical actions to resolve real problems faced by community. The importance of suggestion from research activities in Indonesian community creates a specific section for suggestions called '*Saran-saran*' as one of the main sections of RAs.

6.4.4 Distribution of the Discussion Moves in the Indonesian RAs

The identification of rhetorical moves in the Discussion section using Swales (1990) Eight Move framework shows some degree of variation. The complete findings are presented in two tables based on the occurrence in the paired data (see Appendix C.3) and the occurrence in the discrete data (see Appendix C.4).

The distribution of Discussion Move (DM) in the paired data can be described as follows. First, there are as many as 7 RAs (28%) occupied 7 rhetorical features of DMs. This evidence is found in: P-IRA/KWE, P-IRA/PRA, IREF, P-IRA/SUW, P-IRA/BSI, P-IRA/STO, and P-IRA/MAS. Second, as many as 6 RAs (24%) occupied 5 DMs. This group includes: P-IRA/ANS, P-IRA/DJA, P-IRA/ESU, P-IRA/NAD, P-IRA/SUK, and P-IRA/LAM. Third, 5 authors (20%) occupied 6 rhetorical features of DMs (P-IRA/ENF, P-IRA/MOU, P-IRA/SUG, P-IRA/BCA and P-IRA/YBA).

The other three RAs (12%) conveyed 3 DMs, namely P-IRA/ARP, P-IRA/MAH and P-IRA/SAF. Lastly, there is one author (P-IRA/KMA) who only occupies 2 DMs that is by occupying DM-I (background information) and DM-V (explanation) while one RAs (P-IRA/KUS) only occupy one rhetorical feature by developing DM-II, Statement of Result.

In the discrete data, the evidence shows that none of RAs written in Indonesian employed eight moves completely in the Discussion section. Thus, the highest occurrence of Move Discussion is 7 Discussion Moves (DMs) which is occupied by 44%. Next, there are 6 RAs (24%) which employ 6 DMs, and then there are 4 out of 25 RAS (16%) which employ 5 DMs. Furthermore, the findings show that their 2 RAs (8%) employ 4 DMs one RAs employ 2 DMs, and lastly, there is 1 RA that only employ 1 Move on RAs Discussion section.

The analysis of the Discussion section written in Indonesian found a rare evidence of locating recommendations in the Discussion section. In Swales (1990) framework, the

purpose of giving the *Recommendation* in English is to advocate the need for further research or make suggestions about possible lines of future investigation. It is arranged as the closing feature in the end of the Discussion Section. In RAs written in Indonesian, however, there are only two statements that match with this function. The evidence is cited below:

The examination revealed that variation of Move combination and the position of the features in the paragraphs fairly exist in all RAs. The realisation of rhetorical features of the majority RAs in Indonesian appear to follow Swales suggestion although several RAs authors have only developed a limited Discussion Move feature in their RAs. This evidence might have relation to the practice of combining the Result and the Discussion sections into one title. Another possible explanation might come from the role of editorial members who payless attention to the whole structure and communicative purposes of particular sections and let this incomplete development happen. More importantly, there is one feature that needs particular attention, that is Reference to previous research (DM-IV) which shows that about half of the articles have not provided this rhetorical feature. This evidence gives a general picture that Indonesian academics still need to increase their performance in delivering communicative purposes of the Discussion section for the accredited journals' publication.

This evidence implies that the rhetorical feature of Recommendation (DM-VIII) is totally absent from the Discussion section of RAs written in Indonesian. In case of RAs publish in the Indonesian journals, there is a sub-section called the 'Saran-saran' provided the authors to recommend or give some suggestions. The '*Saran-Saran*' (Suggestion) is located in the final section which is usually presented together with the Conclusion as '*Kesimpulan dan Saran-saran*' (Conclusion and Suggestions). In addition, one main concern of the evidence is the occurrence of Reference to previous research (DM-IV) that is considered low (60%) compared to the occurrence of other rhetorical features. In summary, there are 5 dominant features which occurred up to 80% or more in RA Discussion section written in Indonesian, namely: background information, statement of result, unexpected outcome, explanation and exemplification.

6.4.5 Overall findings of rhetorical features in the Discussion section

The full coverage of the rhetorical features realisation in RA Discussions written in Indonesian from two sets of data, the paired and the discrete data, can be delineated on Figure 6.6. The evidence reveals that there is a similar trend that is performed by Indonesian academics in developing the Discussion section. First, both the paired and the discrete groups develop the Discussion section by focusing on the statement of result (DM-II) to establish the body of the discussion. This rhetorical feature of DM-II is the most preferable strategy in both the paired and the discrete data. In the discrete data, all RAs present the statement of results while in the paired data only 4% of RAs failed to present the statement of result in the Discussion section. In this study, this rhetorical feature is occupied by more than 96% of the data.

The figure shows that, either in the paired data or in the discrete data, the occurrence of the rhetorical move of reference to previous research occupied by over half of the data sets. According to Swales (1990) framework of the Discussion section, the rhetorical features of DM-IV, reference to previous research, has a very important role to the existence of the following rhetorical features: explanation (DM-V), exemplification (DM-VI), and the deduction (DM-VII). These four rhetorical features will have less significance if they are delivered without adequate, previous research. In addition, the reference to previous research is the key word to developing those communicative purposes of the Discussion section. Moreover, the model advised that findings of previous study are compulsory to support the explanation, exemplification and deduction features.

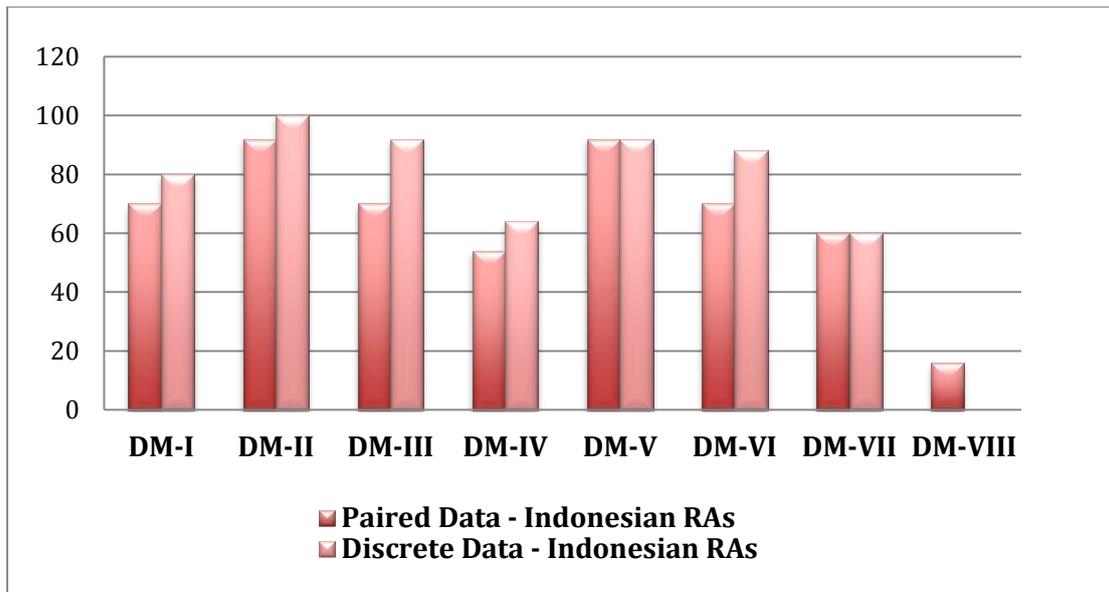


Figure 6.6 : The overall occurrence of rhetorical features in the Discussion of the Indonesian RAs

To some extent, the Discussion section in RAs written in Indonesian indicates some similarities and differences with the model proposed by Swales (1990) in organising communicative purposes of RAs in English. The differences are partly due to the practice of delivering the rhetorical features of explanation, exemplification and the deduction which are frequently expressed without consulting to the previous studies. Further evidence reveals that many Discussion section provide explanations and exemplification with a long narration but have no reference cited to back up the description. The difference is also due to the evidence that many of the authors used other kinds of referencing suggested in the model, include: citation of a government policy, authority or expert. This problem of developing some rhetorical features in the Discussion section were found in either the paired or in the discrete data of RAs written in Indonesian

This different realisation in composing the Discussion section of RAs in Indonesian might be considered as different discursive practice for two reasons. First, the research conducted is mostly based on problems that are faced by community. This means that at the end of the research, the findings are expected to offer a certain contribution to community. This expectation might influence the writer to refrain from expanding their discussion by comparing or accessing other research findings. This might also correlate to the minimum findings of the realisation of Move II in the Introduction section, particularly

of Step 1A (Counter-claiming) and Step 1B (Indicating a gap). This re-cycle of occurrences of argumentation that are taken from the Introduction into the Discussion section is commonly happen in English RAs. Swales (1990) maintains that the rhetorical features the Discussion section can be assigned as the ‘mirror’ of the features in the Introduction. Moreover, Berkenkotter and Huckin, (1995) argue that the Discussion section has typical move resemblance of the Introduction moves but in reverse order particularly of the rhetorical feature of previous research that is needed to support or defend the research finding or claims of a new knowledge.

Second, RAs written in Indonesian are designated for the Indonesian discourse community. The orientation of the target readers that are limited for the Indonesian community might force the writers to make a contribution back to community. This practice leads writers to adjust the expectation of readers by providing a solution to some problems from their research findings. Therefore, the Discussion section is usually directed to the exploration of many possible solutions to real world problem, particularly of problems that directly involve the teaching and learning language in Indonesia. These two factors show different orientations between RAs written by Indonesian and RAs by the English discourse community. This evidence implies that Indonesian RAs should consist of a concrete contribution or solution to certain problems that are encountered by the discourse community.

6.5 Closing Remarks

This chapter has presented the findings of the analysis of generic structure and rhetorical features of RAs written in Indonesian. This comprises evidence from the paired data and the discrete data. The investigation has been carried out extensively to identify the generic structure of RAs written in Indonesian in terms of text organisation and the explication of rhetorical features in order to deliver the communicative purposes of RAs. This comprehensive analysis is supposedly capable of answering the research question: “What are the common rhetorical features of RAs written by Indonesian academics in Indonesian?”

There are many variations found in the Indonesian RAs, particularly on the organisational structure in terms of using section headings apart from the IMRD as the conventional

English RAs. This evidence includes: 1) the use of subsections: 'Data', 'Aims of the Study', 'Research Questions', and 'Analysis' after the Method section; 2) the use of sections: 'Conclusion', 'Suggestions', 'Implication' as the closing section; 3) the use of content based headings following the Introduction section as part of the section of the Literature Review. This variety in the sections' heading suggests that the Indonesian RAs published in the accredited journals are presented with more sections than the structure of RAs in English. In general, the Indonesian RAs in this study have developed an established RA composition. This is done by considering the development of each section needed in conventional RAs and other conditions necessary to scientific texts, such as using enough references to support their research reports and the discussion of research findings.

The investigation of the Introduction section of RAs written in Indonesian reveals that the majority of Indonesian authors have completed the communicative purposes necessary to rhetorical Move I and Move III of the CARS model. This evidence implies that rhetorical Move II (Establishing a niche) has not been explored to deliver communicative purposes of the Introduction. The investigation indicates that more than half of Indonesian RAs have use certain linguistic signals as basic devices to state several communicative purposes of the Introduction, such as in proposing an indicating a gap and counter claiming.

The overall findings of the Discussion section indicate that Indonesian RAs show a great variation in the length of the paragraph Discussion. However, the investigation of the rhetorical features reveals that the majority of RAs have fulfilled the necessary rhetoric of the Discussion Move. Either RAs in the discrete data or the paired data show a relatively similar realisation in completing the communicative purposes. In both corpora, the problems seem similar, that is, in regard to DM-IV (reference to previous research).

CHAPTER SEVEN

COMPARISON OF RESEARCH ARTICLES WRITTEN IN ENGLISH AND IN INDONESIAN: CONTRASTIVE RHETORIC ANALYSIS

7.1 Introduction

This chapter presents contrastive rhetoric analysis of research articles (RAs) written by Indonesian academics. It investigates the similarities and differences between RAs written in English and in the Indonesian language. The analysis is based on the findings of the rhetorical features of RAs written in English (ERA) that have been presented in Chapter Five and RAs in Indonesian (IRA) that has been presented in Chapter Six. The focus of comparison is the rhetorical features of the Introduction section and the Discussion sections. The comparison of the two groups of corpora aims to answer the research question: What are the similarities and differences between RAs written in Indonesian and in English?

7.2 The rhetoric of the Introduction section

The comparison of the rhetorical features of the Introduction section is based on the conventional pattern of English RAs that constitutes certain Moves and Steps (Swales, 1990). To be able to construct the communicative purposes of the Introduction, Swales (1990) gives a brief pattern of the main rhetorical features that function to structure the organisation of the Introduction into a format called CARS model as outlined in Chapter Four. There are three main elements of rhetorical moves of the Introduction, namely: establishing a territory, establishing a niche, and occupying the niche. Each of these three communicative purposes consists of smaller divisions called Steps. To fulfil the requirement of the communicative purposes of the Introduction section, the writer should

manipulate certain rhetorical Steps and their combinations that function to develop a complete Introduction of RAs.

The comparison is based on the findings of the investigation of RAs written in English (see Chapter Five) and RAs written in Indonesian (see Chapter Six). As identified, either English RA or Indonesian RA constitutes RAs in the paired and the discrete data. The paired data consists of RAs that are written by the same author who has been published in Indonesian and in English. More specifically, the paired RAs were taken from RAs published in the accredited journals where a set of RAs in English and in Indonesian was written by the same author. The discrete data, on the other hand, was also taken from RAs written in Indonesian and in English; however, each author only writes RA in Indonesian or in English. The discrete data of the Indonesian RAs are mostly written by academics that work as lecturers in the discipline of three languages: Indonesian, Javanese and Arabic. On the other hand, the English RAs in the discrete data are mostly written by lecturers of English.

Table 7.1 : The occurrence of rhetorical features of the Introduction section

MOVES and STEPS	English RAs		Indonesian RAs						
	Paired data		Discrete data		Paired data		Discrete data		
	(P-ERA)		(D-ERA)		(P-IRA)		(D-IRA)		
	n	%	n	%	n	%	n	%	
MOVE I	<i>Step 1</i>	9	36 %	11	44%	13	52 %	12	48%
	<i>Step 2</i>	25	100 %	24	96%	25	100 %	24	96%
	<i>Step 3</i>	16	64 %	22	88%	19	76 %	19	76%
MOVE II	<i>Step 1A</i>	1	4%	5	20%	10	40%	3	12%
	<i>Step 1B</i>	5	20%	3	12%	10	40%	0	0%
	<i>Step 1C</i>	4	16%	7	28%	6	24 %	9	36%
	<i>Step 1D</i>	2	8%	1	4%	0	0	2	8%
MOVE III	<i>Step 1A</i>	16	64 %	15	60%	15	60 %	15	60%
	<i>Step 1B</i>	17	68 %	16	64 %	19	76 %	16	64 %
	<i>Step 2</i>	0	0	0	0	1	4	0	0
	<i>Step 3</i>	2	8	0	0	1	4	0	0

The comparison aims to determine certain communicative purposes of the Introduction of

RAs written by Indonesian academics that might have a different device and realisation with RAs written by authors from native English speaking countries found in Swales (1990), which is encapsulated as CARS model of the Introduction. There are four groups of RA Introductions which are compared and contrasted to find out the similarities and differences between them. The four groups of data sets are: English RAs in the paired data (P-ERA), English RAs in the discrete data (D-ERA), Indonesian in the paired data (P-IRA) and Indonesian in the discrete data (D-IRA).

Based on the evidence of the frequent occurrence of rhetorical Steps and considering the function of each Step according to CARS model, the occurrence of rhetorical features in four data are as follows:

- (1) The Introduction of the Indonesian RAs in the paired data (P-IRA) was found to be the first group that developed rhetorical features. This group developed most of the Steps that recommended in the CARS model.
- (2) The Introduction of RAs written in English in the discrete data (D-ERA) was found to be the second group that fulfilled the rhetorical features recommended by Swales.
- (3) The Introduction of RAs written in English in the paired data (P-ERA) was found to be the third group that achieved the rhetorical features of the RA Introduction recommended in English RAs.
- (4) The Introduction of Indonesian RAs in the discrete data (D-IRA) was found to be the fourth group that explicated rhetorical features with the least occurrence.

The differences of the communicative purposes in the Introduction are partly seen in the degree of the completeness of the rhetorical features that represent the communicative purposes of the Introduction section characterised in the CARS model. This includes the consideration of the function of each rhetorical Step in each Move, whether as an obligatory or as an optional feature. Referring to CARS model, RAs written by Indonesian academics reveal that the establishing of a territory (Move I) is the most well developed rhetorical feature. The majority of RAs in those four groups of data sets have fairly established the rhetorical Steps of Move I, which also have a similar frequent features occurrence. The second position of rhetorical Moves occurrence is the establishing a niche (Move II) while the rhetorical feature of occupying the niche (Move III) is to be the least.

This trend appeared across the four data sets, both English RAs and the Indonesian RAs and either in the paired and the discrete data.

However, analysing the fulfilment of rhetorical features in the Introduction is not merely based on the frequency of occurrences. Swales' (1990) CARS model of rhetorical moves suggests that the establishment of each Move may be achieved by explicating certain Steps that are recommended in each Move. Of three rhetorical Moves, Swales (1990) assigned certain Steps as obligatory (Step 1C – Move I) and optional features, while certain Steps function as quasi-obligatory (Step 1A and Step 1B of Move III) and other Steps as 'the type of the Move' (Step 1A or Step 1B of Move II), meaning that this feature is an important one to be developed although it is assigned as an optional.

Based on the requirement of the rhetorical Steps in each Move, the fulfilment of the necessary communicative purposes of the Introduction can be organised differently. The evidence shows that the majority of the Introduction of RAs written by Indonesian academics fulfilled the rhetorical Move I (Establishing a territory) by explicating Step 2 (Making topic generalisations) which was found in 98% of RAs and Step 3 (References from previous research) which was found in 76% of RAs. Most of the Introductions then directly developed the rhetorical Move III (Occupying the niche) by explicating Step 1A (Announcing present research) which was found in 68% of RAs and Step 1B (Outlining purpose) which was found in 57% of RAs. The frequent occurrence of the rhetorical features in RAs written by Indonesian academics is represented in Table 7.2.

In regard to the rhetorical features of Move II (Establishing a niche), a relatively small number of RAs deployed the Establishing a niche. It occurs by explicating one or a combination of the optional Steps. It shows that Step 1C (Question raising) which was found in 26% of RAs, was used more frequently compared to Step 1A (Counter claiming) which was found in 19% of RAs and Step 1B (Indicating a gap), which was found in 18% of RAs. By referring to the function of each Step in Move II, that is, Step 1A and Step 1B as the quasi-obligatory and Step 1C and 1D as optional Steps, the evidence indicates only around 20% of RAs written by Indonesian academics have explicated the necessary communicative purposes of RA Introductions similar to RAs written by the English discourse community.

The differences and similarities of the rhetorical features in the Introduction occurred in both the paired and the discrete data sets. The comparison of RA Introductions that were found in the paired and in the discrete data is presented below

Table 7.2: The frequent occurrences of rhetorical features in the Introduction

Steps and Moves		%
Step 2 – Move I	Making topic generalisation	98 %
Step 3 – Move I	References to previous research	76 %
Step 1B – Move III	Announcing present research	68 %
Step 1A – Move III	Outlining purpose	57 %
Step 1 – Move I	Claiming centrality	45 %
Step IC – Move II	Question raising	26%
Step 1A – Move II	Counter claiming	19%
Step 1B – Move II	Indicating a gap	18%
Step 1D – Move II	Continuing a tradition	5%
Step 3 – Move III	Indicating RA structure	4%
Step 2 – Move III	Announcing principal findings	1%

7.2.1 Comparison of RAs Introduction in the paired data

As outlined in Chapter Four, each author in the paired data wrote a set of RAs in Indonesian and in English. The contrastive rhetoric analysis of the intra-group similarities and differences of the paired data are as follows. The results of the investigation reveal that the Introduction of RAs in the paired data are written with a different degree of resemblance to the rhetorical features used by native English RAs as suggested in Swales' (1990) CARS model. The analysis shows that RAs in the paired data have a similarity of the realisation of communicative purposes between the writing practices of RAs in Indonesian and RAs organization in English.

The identification of communicative functions of English RAs written by Indonesian academics indicate that the majority of the Indonesian academics demonstrate a different practice of explicating the rhetorical features such as relying on the use of certain linguistics signals for certain communicative purposes. The evidence shows that many

Indonesian RA authors delivered certain communicative purposes but did not complete with references from previous research. Sometimes they do not use either the linguistics signal necessary or the reference needed. This problem was mainly found in the way the Indonesian academics explicate three rhetorical Steps: claiming centrality (Step 1-Move I), counter-claiming (Step 1A – Move II) and indicating a gap (Step 1B – Move II). Many RAs, however, do not reveal either the linguistic devices for indicating the gap and the claiming argumentation or the references of previous studies. In many cases, the writers used the variety of linguistic signals appropriately in delivering the functions of communicative purposes but lacked references to support certain communicative purposes. This evidence might be an indication that many of the Indonesian authors have not achieved English writing skills for academic purposes that fit with the expectation of the English discourse community.

Table 7.3 : The comparison of rhetorical features of the Introduction in the paired data

Moves and Steps		INTRODUCTION IN THE PAIRED DATA			
		P-ERA		P-IRA	
		n	%	n	%
Move I	<i>Step 1</i>	9	36 %	13	52 %
	<i>Step 2</i>	25	100 %	25	100 %
	<i>Step 3</i>	16	64 %	19	76 %
Move II	<i>Step 1A</i>	1	4%	10	40%
	<i>Step 1B</i>	5	20%	10	40%
	<i>Step 1C</i>	4	16%	6	24 %
	<i>Step 1D</i>	2	8%	0	0
Move III	<i>Step 1A</i>	16	64 %	15	60 %
	<i>Step 1B</i>	17	68 %	19	76 %
	<i>Step 2</i>	0	0	1	4
	<i>Step 3</i>	2	8	1	4

However, the communicative purposes of the Introduction might have been organised differently. The findings indicate that the Introduction of RAs written by Indonesian academics tend to follow a different pattern from that suggested in CARS model (Swales, 1990). The majority of Indonesian academics explicate the establishing of a territory

(Move I) quite well in one division: making topic generalisation (Step 2 – Move I). Both RAs in Indonesian and RAs written in English gain 100% frequency which means that all RAs externalise the rhetorical feature of making topic generalisation. Two other features of Move I do not follow this achievement. The rhetorical feature of claiming centrality (Step 1 – Move I) is developed by just over half data sets (52%) in Indonesian RAs and as low as 32% in English RAs. In the third Step of Move I, reviewing items of previous research, the Indonesian RAs reveal a higher occurrence (76%) compared to English RAs which have a lower occurrence with 64% of RAs. This occurrence reveals that RAs in the paired data have no problem in the development of Step 2 but it raises concerns that RAs written by Indonesian academics in the paired data have not been fully supported by rhetorical Steps needed to occupy the communicative purpose of establishing a territory.

The analysis reveals that the second Move, Establishing a niche, is even less developed. RAs in the paired data show limitation in the realisation of all rhetorical Steps necessary. The feature of counter claiming (Step 1A) is only occupied by 40% of RAs in Indonesian while in RAs written in English, the strategy of claiming an inadequacy of other studies or research findings is rarely found. The second feature, indicating a gap, is similar, with RAs in Indonesian presenting in 40% of cases while it features in only 20% of RAs written in English. The third Step, Question rising, is used by 24% of the Indonesian RAs while only 16% of English RAs. The rhetorical feature of continuing tradition (Step 1D) is hardly found at all in Indonesian RAs and only 8% of RAS written in English reveal this final optional Step of Move II.

The development of Move III (Occupying a niche) seems better compared to Move II (Establishing the niche). It was found that over half of RAs, either RAs in Indonesian or RAs written in English, occupy Step 1A and/or Step 1B of Move III. The rhetorical feature of Step 1A (Outlining purpose) occurred in 60% of RAs in Indonesian while RAs in English occurred in 64% of RAs. The second feature in Move III, Step 1B, and (Announcing present research) is quite familiar to RAs in the paired data. This feature occurred in 76% of RAs in Indonesian while RAs written in English occurred in 68% of RAs. However, the last two rhetorical features, Announcing principal findings (Step 1C) and Indicating RA structure (Step 1D) have not been chosen by the majority of RAs in the paired data; both features are only included by 4% of RAs in Indonesian and 8% of RAs in English.

While English RAs have a standard for the requirement of Moves' realisation of each rhetorical feature in the Introduction section, the English RAs written by the Indonesian authors are still far from the suggested rhetorical pattern of English RAs shown in the CARS model. It appears to indicate that developing the Introduction of English RAs based on Swales' CARS model of the Introduction section of the RA is a difficult task for the majority of Indonesian academics.

7.2.2 Comparison of RAs Introduction in the discrete data

As outlined in Chapter Four, each author in the discrete data in this study only published RAs in Indonesian or in English. The contrastive rhetoric analysis of the inter-group of the discrete data indicates similarities and differences of explicating the rhetorical features in delivering the communicative purposes of the Introduction section.

The authors in the discrete groups demonstrate a relatively good control over the RA generic structure. Only a small number of RAs have additional subsections and use more explicit subtitles after the main generic sections. In the discrete data sets, the authors of English RAs use the linguistic resources commonly employed for the realisation of the communicative purposes. In similar ways, the Indonesian RAs also reveal necessities of the communicative purposes through sentences that have similar rhetorical function to those RAs written in English. However, these practices do not fully fit with the expectation of the academic community worldwide. After consulting the model of rhetorical features of the Introduction section proposed by Swales (1990), the findings of rhetorical Moves and Steps occurrence in the discrete data can be summarized in Table 7.4.

The table shows variation of both groups in presenting the communicative purposes of the Introduction section. In general, both groups tend to occupy the rhetorical features of Move I (Establishing a territory) much more than those rhetorical occurrences in Move II (Establishing a niche) and Move III (Occupying the niche).

The findings of the occurrence of rhetorical features in the discrete data of RAs written in Indonesian and in English can be observed in Table 7.4.

In explicating the rhetorical feature of establishing a territory (Move I), the establishment of Step 2 seems to be the most frequent occurrence with 96% of RAs in both groups. The

second most frequent feature is the reviewing items of previous research (Step 3 – Move I). This feature is found in English RAs with 88% of the data while in the Indonesian RAs only 76%. The least rhetorical occurrence in Move I found in Step 1 (Claiming centrality) shows that both groups occupied by less than half of the data sets, that is, 44% in English RAs and 48% in Indonesian RAs.

Table 7.4 : The comparison of rhetorical features of the Introduction in the discrete data

Moves and Steps	INTRODUCTION IN THE DISCRETE DATA				
	D-ERA		D-IRA		
	n	%	n	%	
Move I	Step 1	11	44%	12	48%
	Step 2	24	96%	24	96%
	Step 3	22	88%	19	76%
Move II	Step 1A	5	20%	3	12%
	Step 1B	3	12%	0	0%
	Step 1C	7	28%	9	36%
	Step 1D	1	4%	2	8%
Move III	Step 1A	15	60%	15	60%
	Step 1B	16	64 %	16	64 %
	Step 2	0	0	0	0
	Step 3	0	0	0	0

In occupying rhetorical Move II, both English and Indonesian RAs in the discrete data use quite a low occurrence of all four optional rhetorical Steps available. It reveals that Step 1A –Move II, claiming centrality, is used by 20% of RAs in English and only 12% in Indonesian RAs. The second feature of Move II, indicating a gap, is used by 12% of English RAs and none of the Indonesian RAs in the discrete data successfully rising Step 1B – Move II. In raising research questions (Step 1C – Move II) both groups use more frequently 28% in English RAs and 36% in Indonesian RAs. The final Step in order to establish a niche is the rhetorical feature of continuing tradition (Step 1D – Move II). This was found very rarely either in English RAs (4%) or Indonesian RAs (8%).

The difference is also found in occupying Move III. Both RAs written in English and in Indonesian show a similar trend, that is, by occupying Step 1A (and Step 1B) in order to

possess the research niche. It was found that either RAs written in English or in Indonesia establish the same frequency of Step 1A, that occurred in 60% of RAs and Step 1B that occurred in 64% of RAs. The discrete data shows either English RAs or Indonesian RAs are very likely to leave Step 2 (Announcing principal findings) and Step 3 (Indicating RA structure) as the final rhetorical feature in the Introduction section.

The evidence shows that none of the groups choose these two features. The differences are found in all moves, but RAs written by Indonesian academics appear to be very low on Move II rhetorical feature occurrences. This arrangement is reasonable as the last two rhetorical features are either optional features in the CARS model or might have been abandoned in RAs written by the English discourse community. As documented in Swales (1990, p. 161) that most English RA Introductions end with either Step 1A (Outlining purposes) or Step 1B (Announcing present research).

Based on the evidence, the discrete data of the Indonesian RAs and English RAs reveal a similarity in either the arrangement or in the average percentages of the rhetorical occurrence. The differences are not significant. The difference in the discrete data might be caused by the preference of the author's choice to present certain communicative purposes. However, this evidence raises some concerns in terms of the limited occurrences of rhetorical features of Move II, particularly of the counter-claiming (Step 1A – Move II) and the Indicating a gap (Step 1B – Move II), which are called as the types of Move II (Swales, 1990, p. 154), that are supposed to occur in the establishment of the rhetorical Move II, Establishing a niche. This limited frequency of the rhetorical Move II occurred in a similar trend in the paired data where which RAs written in English or in Indonesian do not explicate satisfactorily the type of rhetorical features of Move II to the English discourse community expectation.

In summary, the comparison of the whole data set of the occurrence of rhetorical features in the Introduction section of RAs written by Indonesian academics, both in English and in Indonesian, indicates a relatively similar trend in manipulating the rhetorical features of the Introduction. However, the general trend of rhetorical organisation used by Indonesian academics is quite different compared to the rhetorical organisation of RAs in the English discourse community that was documented and expressed in Swales' (1990) CARS model. The differences are found in several rhetorical steps, particularly of the necessary

communicative purposes of claiming centrality, counter claiming, indicating a gap and reference to previous research.

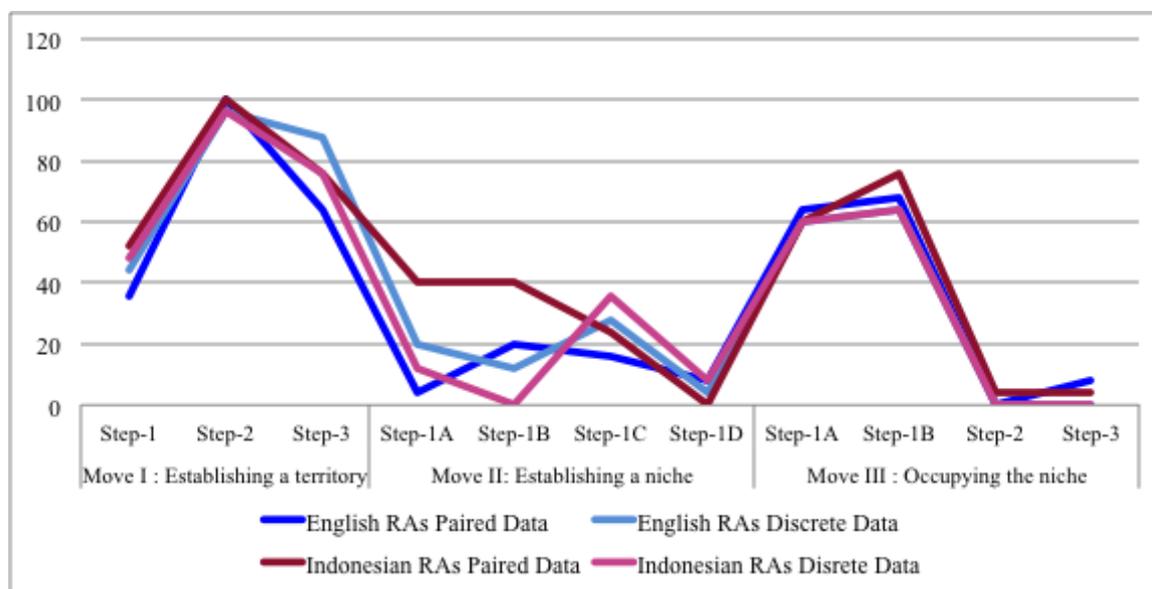


Figure 7.1 : The occurrence of rhetorical features in the Introduction of the four data sets

7.3 The rhetoric of the Discussion section

The following section compares the realisation of rhetorical features of the Discussion section employed by Indonesian authors in writing RAs in the Applied Linguistics discipline. The comparison aims to find out the differences between the Discussion section written in Indonesian and in English. The analysis of the rhetorical discussion is adapted from the established features found in English RAs by native speakers that are documented in the Eight Move model of the Discussion section (Swales, 1990: 173). This model suggests that the rhetorical features of the Discussion section, which are represented in eight Discussion Moves (DMs), all have equal functions to fulfill the complete discussion.

Based on those findings, it can be observed that RAs written by Indonesian academics have developed the Discussion section by considering a number of rhetorical features that are usually found in RAs written by native English writers. However, two rhetorical features, namely: the reference to previous research (DM-IV) and the recommendation

(DM-VIII) are explicated differently as found in both the paired and the discrete data sets. This different realisation suggests that there is a different basic consideration taken by RA writers in Indonesia and writers from English speaking countries.

The findings of the occurrence of rhetorical features in the Discussion section of RAs written in Indonesian and in English can be observed in Table 7.5.

Table 7.5 : Summary of the rhetorical occurrence in the Discussion section

The Discussion Moves		English RAs Discussion				Indonesian RAs Discussion			
		The paired data		The discrete data		The paired data		The discrete data	
		n	%	n	%	n	%	n	%
DM-I	Background information	19	76 %	20	80 %	17	70%	20	80 %
DM-II	Statement of result	25	100 %	25	100 %	23	92%	25	100 %
DM-III	(Un) expected result	19	76 %	24	96 %	17	70%	23	92 %
DM-IV	Reference to previous research	18	72 %	12	48%	13	54%	16	64 %
DM-V	Explanation	22	88 %	15	60%	22	92%	23	92 %
DM-VI	Exemplification	15	60 %	12	48%	17	70%	22	88 %
DM-VII	Deduction and Hypothesis	9	36 %	13	52%	15	60%	15	60 %
DM-VIII	Recommendation	1	4 %	0	0 %	4	16%	0	0 %

The different occurrence of rhetorical features in the Discussion section of the paired and the discrete data can be clearly seen in Table 7.5. In the first three features, either the paired or the discrete data show a similar trend in delivering the communicative purposes of DM-I, DM-II, and DM-III. As seen in the table, however, the paired data occupy a greater realisation of three rhetorical features, namely: DM-IV (Reference to previous research), DM-V (Explanation) and DM-VI (Exemplification). While the feature of statement of results (DM-II) indicates an absolute explication across the four groups, the recommendation (DM-VIII) seems to be the least explicated feature in all groups of corpora. The contradictory occurrence of the rhetorical feature of Discussion Move –II

and DM VIII is considered as the characteristic of the Discussion section in RAs written by Indonesian academics.

The comparison of the Discussion Moves from the two corpora, the paired data and the discrete data, show a similar tendency of preference and occurrence of the rhetorical use. The following sections clarify the differences.

7.3.1 Comparison of the Discussion in the paired data

The occurrence of rhetorical features in the Discussion section of the paired data is represented in the figure below. This comparison shows the trend of explicating the rhetorical features of the Discussion when authors write RAs either in English or in Indonesian.

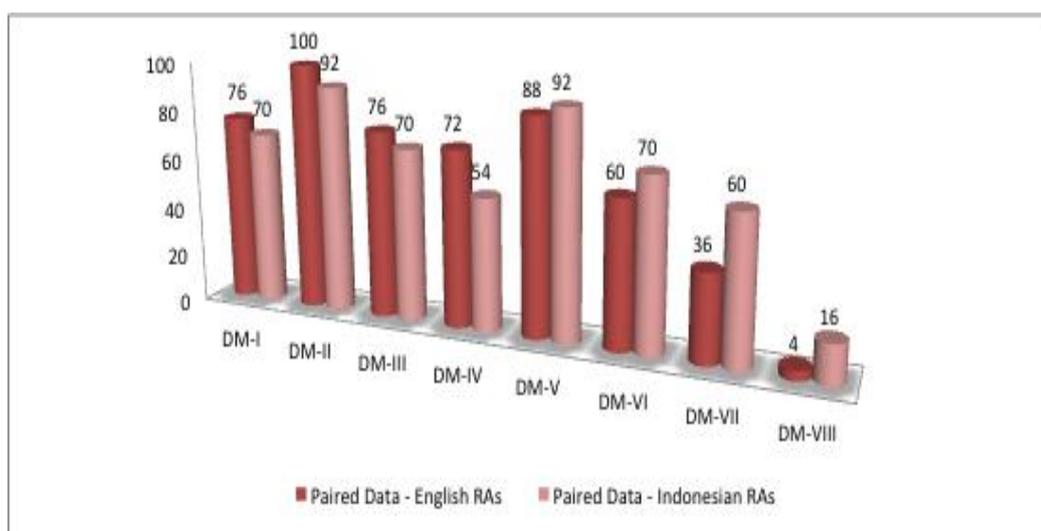


Figure 7.2 : Comparison of the Discussion Moves in the paired data

The comparison of the rhetorical Discussion between ERAs and IRAs indicates a similar trend in all eight features. As seen in the table, each of the features seem to be explicated with the same consideration of how and what should be included in the Discussion section. This interesting finding might imply that RAs written by the same author will have the same rhetorical features organisation although they are written in different languages.

The figure 7.2 shows that two rhetorical DMs are used by more than 88% by both groups, that is, DM-II and DM-V. This means that the Discussion section written in the paired data group gives more space to provide the discussion with statement of results and explanation of the results. This evidence might be influenced by the organisational generic structure in Indonesian RAs where the results and discussion become one section called the Findings and Discussion or '*Hasil dan Pembahasan*' in RAs written in Indonesian. In addition to the evidence of the recommendation (DM-VIII) that are less developed, the feature of deduction (DM-VII) in English RAs also has less development compared to the occurrence of DM-VII in Indonesian. The evidence shows that the DMs in the paired data are consistently explicated by over 50% of RAs.

The rhetorical features displayed by English RAs in the paired data may indicate that this writer group has accomplished the writing practice in both languages. Moreover, the writer in the paired data shows competence to carry out the communicative functions between the writing tradition in the Indonesia language and making an effort to conform to the English writing convention. This may also indicate that the writers in the paired data have comfortable strategies to deliver a certain message or communicative purpose. To some extent, the writing practice in composing RAs in the Indonesian language might be brought into the writing practice of RAs in English. However, this evidence can be an indication that the writers have not yet acquired a comprehensive understanding and rhetorical skill of the writing differences between the two practices.

The use of similar rhetorical organisation in writing the Discussion of RAs suggests that Indonesian academics still need to have a better knowledge and rhetorical skills of the different writing expectations of the target readers. The different conventions of the two writing practices that affect the organisation of rhetorical feature in writing English RAs is deemed to be the major disruption for those of non-English speaking backgrounds willing to publish English RAs in international journals (Flowerdew, 2001, Hyland, 2006). This evidence from the Indonesian academics writing practice should receive attention in order to increase their chance to publish RAs in international journals.

7.3.2 Comparison of RAs Discussion in the discrete data

The comparison of RAs in the discrete data constitute between RAs written in English and RAs written in the Indonesian language. As discussed earlier, the rhetorical features of the Discussion section are divided into eight features, which is, each of the feature represents the communicative purpose which is expected to appear in the Discussion section. The findings are represented below.

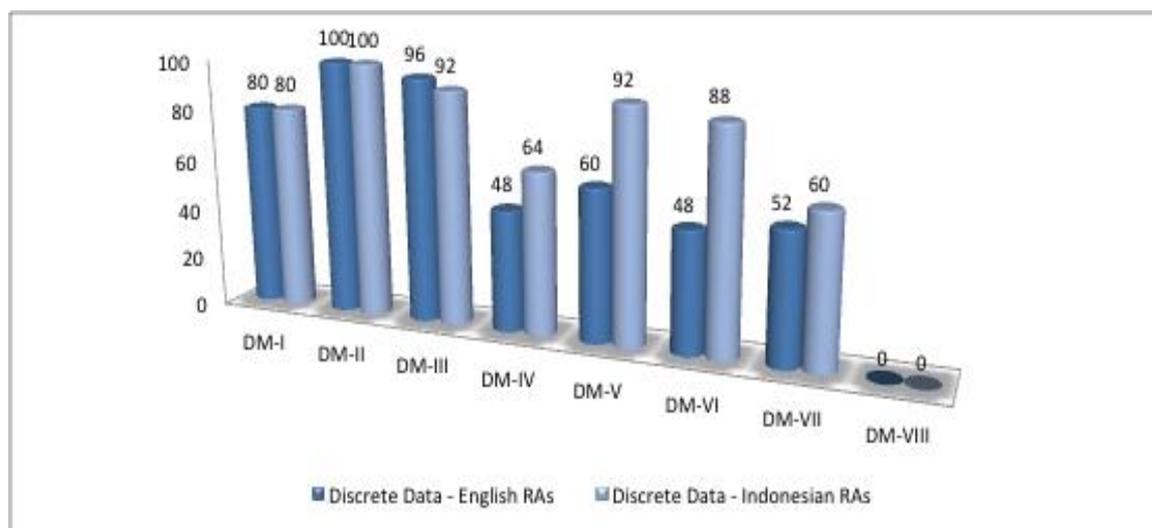


Figure 7.3 : Comparison of the Discussion Moves in the discrete data

The discrete data of English RAs reveals that the most occupied move is DM-II of stating the result, which has an absolute percentage of 100%, then followed by the DM-III (Unexpected result) with 96% of the data. The background information (DM-I) was explicated by 80% of RAs. The feature of DM-IV (Reference of previous research) is used only by 48% of RAs. The same frequency of 48% is found in DM-VI (Exemplification). The explanation (DM-V) is used by 60% of RAs while the feature of the deduction is used by 52% of RAs. The reference of previous research is only occupied by less than half of RAs (48%) due to some statements which refer to non-previous research but referring to general concepts and method or strategy. This case is found in 20% of RAs. This means that around 34% of the Discussion did not accommodate any reference to support their discussion. The discrete data shows that the rhetorical feature of recommendation (DM-VIII) is abandoned by English RAs in the discrete group.

The discrete data of the Indonesian RAs indicate a similar trend with the English group in developing the discussion in the first three features, that is, DM-I with 80%, DM-II with 100% and DM-III 92%. However, the other four DMs occur less frequently. The reference to previous research (DM-IV) occurs in 64% of RAs. The explanation (DM-V) occurs in 92% of RAs. The feature of exemplification occurs in 88% of RAs while the deduction occurs in 60% of RAs. The high occurrence of the majority of the Eight Move features indicates that the Indonesian academics have no difficulty in explicating the necessary rhetorical features of the Discussion. However, they still need to enhance the fulfillment of references from previous research as it is considered the most important feature in RAs' discussion (Swales, 1990).

The comparison of the rhetorical features in the Discussion section between RAs in Indonesian and RAs written in English of four data sets is presented in the Figure 7.4.

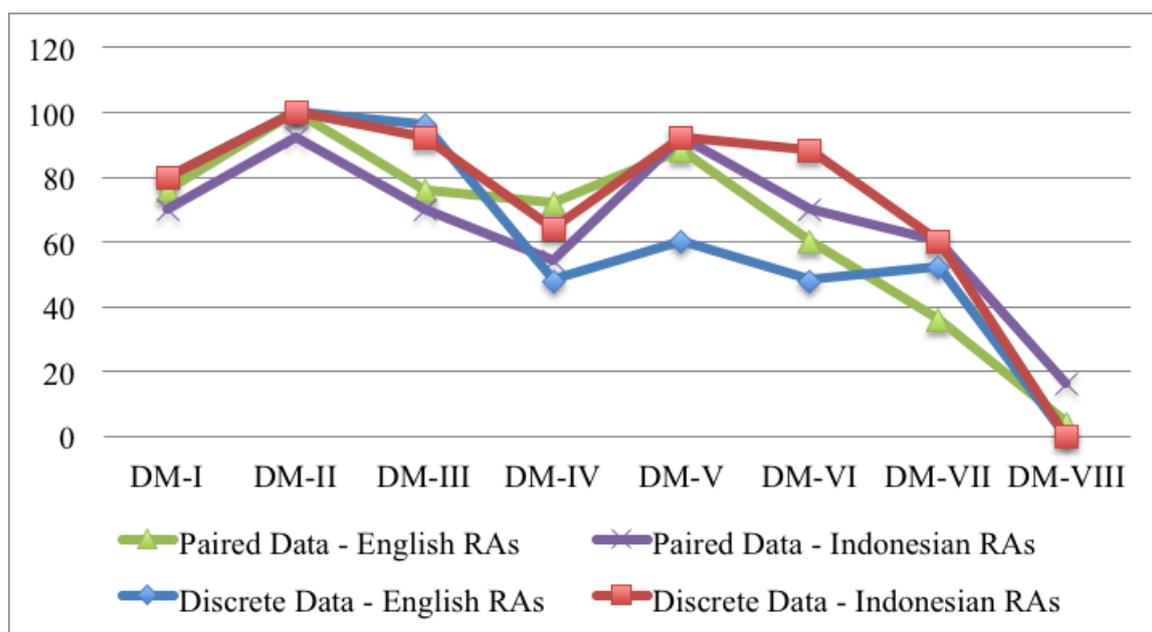


Figure 7.4 : Comparison of the occurrence of Discussion Moves of the four data sets

Of the evidence, there exists a different combination of manipulating the rhetorical features. The evidence from the four data sets shows that only 2% of RAs written by Indonesian academics explicate the eight rhetorical moves completely from the Discussion section. Another 68% of RAs consistently explicate five or more DMs. There are 44% of RAs which carried out 7 Discussion Moves (DMs), 24% of RAs explicated 6 DMs and 4 out of 25 RAs (16%) employ 5 DMs. Furthermore, the findings show that 8% of RAs

employ 4 DMs, one RAs employ 2 DMs and lastly, there is only 1 RA employs 1 Discussion Move, that is by presenting the results.

The comparison of the four groups of data indicates a similar consideration of explicating certain rhetorical feature as a sign of importance. The organisation of rhetorical features in the Discussion indicates that English RAs in the discrete data used less rhetorical features than the three DMs, namely: DM-IV, DM-V, and DM-VI. It is a surprising evidence from the English group compared to the other groups. It was assumed that English RAs in the discrete data have more familiarity of English discourse community convention than the other groups. These findings suggest that the rhetorical choices of RA Discussion sections occur regardless of their background and the competence of using one language, whether they are lecturers of English or lecturers of Indonesian.

7.4 Discussing the salient findings

As seen in the display of Figures 7.1, 7.2, and 7.3 above, the rhetorical features of the Introduction and the Discussion sections of RAs written by Indonesian academics reveals different trends, particularly of how to organise and employ the rhetorical features necessary in order to convey the communicative purposes. These variations, to some extents, embody the discursive practice of the Indonesian academics in structuring scientific articles for scientific journals. This evidence is discussed in the following sections.

7.4.1 The rhetorical dissonance in the Introduction section

As reported in Chapters Five and Six, the Introductions of RAs in the accredited journals are quite different in the number of paragraphs used that is between 1 – 38 paragraphs. Many of RA Introductions were written in a lengthy presentation up to 32 paragraphs (in the paired data) and 38 paragraphs (in the discrete data). The similarity found between the two groups indicates that this evidence may be influenced by the writing practice in the Indonesian language that has been broadly practiced. This practice might be motivated by the thought that the writer of scientific articles should write as clearly as possible to avoid any unnecessary false comprehension or hiding a message implicitly. It is found in several

RAs that if the Introduction is short, the authors provide a literature review section in a separate section. The literature review is usually placed after finishing the Introduction section. The content of this subsection is not merely about reviewing previous studies, but RAs written by Indonesian academics provide varying information from background study to theoretical considerations. In addition, much of the literature review consists of a lengthy explanation of conceptual definition. This was found in both the discrete and the paired data of both languages.

Moreover, there are some RAs that provide a section called Background to the study, instead of Literature Review. This practice shows that RAs published in the accredited journals in Indonesia flourish even with variation of the generic structure. This practice implies that the authors are aware of what elements of scientific articles are necessary. The authors deliver certain communicative purposes via those subsections that rhetorically might have similarity to the rhetorical Moves and Steps of CARS model. According to the CARS model of the Introduction, English RAs require the Introduction should be developed in a structure that is able to integrate complete communicative purposes into a flowing expression of the Introduction section. On the other hand, many RAs written by Indonesia academics seem to deliver the communicative purposes via separate titles. For example, the additional headings of the Literature review, Conclusion, Suggestions, and Implication, where each implicitly covers certain communicative purposes. In general, this convention might be developed for practical reasons in order to assist readers to focus on comprehending the topic through review of certain references.

Generally speaking, numerous possibilities are found regarding the strategy used by the Indonesian academics in demonstrating their preference, explicating the importance of the study, and evaluating the past studies and exposing the problematic conditions found in community. Indonesian authors are less likely than English academic writers to show the reader the formal structure of the text, that is, by dividing the articles into sections and titling them as: Introduction, Methods, Results, Discussion. Indonesian writers prefer to use more specific titles and subtitles in order to give more precise content to each section. In RAs written by Indonesian academics, difficulties with implementing this variety of labeling into other language writing practices such as English RAs, however, is that more responsibility is placed on readers to comprehend the rhetorical features the writers have intended. Although many RA authors still use variation of content-based headings to

fulfill their communicative purposes, the majority of English RAs use more direct and openly delivery of the communicative purpose. This style could limit the success of publication in mainstream English journals.

This discursive practice can be seen from different points of view, such as the in-house style of journals that should be followed, the practice of editorial members in editing texts, and the writer's preference. As mentioned in Chapter Four, the investigations of RAs in the discipline of Applied Linguistics were purposively taken from 16 accredited journals in Indonesia. It is very likely each of those journals established their own guideline for the submission of texts, which mostly provides a similar attention in respect to referencing guidelines. However, the procedure and implementation of each guideline likely depends on the tradition of the editors and board of reviewers each journal.

The next section focuses on the most dissonant evidence, including: the rhetorical features of claiming centrality (Step 1/Move I), Counter claiming (Step 1A (Move II), indicating a gap (Step 1B/Move II), and reference to previous research (Step 3 – Move I).

7.4.1.1 Claiming centrality

Claiming centrality is the first step of Move I in the CARS model which aims to draw the discourse community's attention and to prove to readers that the article they are about to read is significant or well established. Swales (1990, p. 145) explains that authors of RAs can make a centrality claim right from the outset in a number of ways, such as by using linguistic components – and signals – in a single sentence. This, however, can be extended over two or more sentences. Swales CARS model allows this Step 1 as an optional step in structuring RAs Introduction (Swales, 1990, p. 141). Additionally, Step 1 can be reiterated with Step 2 (Making topic generalisation), so that Step 2 may appear in the first paragraph.

According to Swales (1990, p. 144), the rhetorical feature of centrality can be done using linguistic components as the signal of claiming centrality and then being followed by the supporting reference from those who have conducted research in the same area. However, the analysis found that there are many other statements that are intended to claim the centrality, such as using words such as 'interesting'; 'important'; and 'essential', but they are not followed or supported by any references. The evidence of English RAs written by Indonesian academics shows the statement of importance of topic has been widely used

but they tend to choose the topic because its interesting statement is based on their own preference or perspective. The words the writers used are:

... always interesting and has never been completed to be studied.
... is one of the interesting written forms to analyze ...
... is necessary to understand how essential elements of ...
... plays an increasingly important role in ...
... are interesting to investigate since ... is very important.
... it is important to apply ...
This is an interesting phenomenon of ...
The increasing awareness of the importance of ...

In RAs written in the Indonesian language, to claim the centrality of the topic, the writers use similar linguistic signals as in English RAs, such as ‘*menarik* (interesting), *perlu dikaji* (needs to be studied), *perlu perhatian* (needs attention)’.

Example of this rhetorical devices found in Indonesian RAs follows:

... menjadi sangat penting (... this study is worth conducting.)
... menjadi penting untuk diteliti. (... is very important to investigate.)
... sangat perlu dikaji (... need to investigate.)
... perlu perhatian untuk diteliti. (... need attention to be studied.)
Penelitian ini penting ... (This study is important ...)

There are three types of communicative purpose of claiming centrality found in RAs written by Indonesian academics. The first type uses linguistic signals and is then supported by reference/s. The second type of claiming centrality uses linguistic signals only unaccompanied by any reference. Third, although it is preceded by a sentence that has a reference in it, the reference does not relate directly to the next sentence that is intended to employ the claiming of centrality. This realisation, however, leads us to question whether the claim is warranted, because to make a claim that something is ‘interesting’ should not be only a matter of using linguistic signals, but should be backed up by reliable references. Swales (1990) maintains that for some studies that might have no previous study done, claiming centrality can be based on authority. The investigation of RAs written in Indonesian in the paired data reveals only two statements that were supported by previous research.

In a peculiar way, however, one author conveys the importance of his research by reviewing that the research topic (of the Indonesian prosodic feature) was discussed centuries ago. This kind of claiming centrality using other than linguistics signal is a

possible way to demonstrate the importance of a study (Swales, 1990). As seen below, none of the statements use certain words as discussed above, such as ‘*menarik*’ (interesting) or ‘*penting*’ (important).

Pembahasan aspek prosodi bahasa Indonesia sudah dilakukan sejak 1940-an. Halim (1969) bahkan mencatat tulisan William Marsden (1812) telah mengawali perbincangan tentang tekanan kata bahasa Indonesia dalam bukunya yang berjudul ‘A Grammar of the Malayan Language’. [P-IRA/SUG: S1, S2/Pr1]

(The discussion of prosodic features of Indonesian has been initiated since the early 1940s. Halim (1969) ascertained that, in fact, a book written by William Marsden (1812) has started discussion of the intonation of the Indonesian language on his book ‘*A Grammar of the Malayan Language.*’)

This rare evidence shows that the identification of rhetorical features realisation does not merely rely on linguistic signals but should consider other indicators, such as the context and situations as the basic argumentation. Nonetheless, the evidence is found in the paired data, that is, where authors apparently have had experiences of writing and publishing RAs in English. This strategy might have been adapted from his familiarity of the RAs structure and rhetorical features organization in English.

Other findings of the statement of importance of the study (Step 1 – Move I) are not always located in the first and/or second sentences in the first paragraph as recommended in Swales (1990), however, some of them are stated later in paragraphs 5 and 7 of the Introduction section. Even in a longer introduction, the statement of importance is found in paragraphs 18. This location of this rhetorical feature of Step 1, in fact, is not match with Swales (1990) suggestion where it requires the expression of the importance of the study immediately in the opening paragraphs. This statement should be stated earlier as an attempt to invite and attract readers’ attention of how important and valuable findings are going to be found if they keep reading the article. In particular evidence, there are RA Introductions where the communicative purpose of claiming centrality appear in the first paragraph and then reinforced with two more sentences in the fifth paragraph. This statement may be rewritten in order to stress and remind the readers about the claim of importance.

Unfortunately, evidence found in either the paired or the discrete data, many of the authors of those RAs rely on linguistic signals to express the centrality but only a few are supported with adequate references of previous research. Instead, many RAs carry out

citations of common knowledge or Government policies in the beginning of the Introduction. This practice is acknowledged in Swales' (2004) revised model of the Introduction of RAs, that the citations are required to strengthen the feature of establishing a territory. This implies that Swales' (1990) model of the Introduction of English RAs, which requires the communicative purpose of claiming centrality in the early development of the Introduction section, is not fully implemented in RAs written by Indonesian academics, either in Indonesian or in English.

In conclusion, less than half of English RA Introductions written by Indonesian academics consist of the centrality claim that matches with Swales' (1990) findings of RAs written by native English writers. Although, over half of RAs written by Indonesian academics present the communicative purpose of claiming centrality, they are considered as 'under-developed' because they have not been completed with references needed.

7.4.1.2 Counter Claiming

The rhetorical feature of Counter-claiming is suggested as an opening step to Move II, establishing a niche. The rhetorical feature of counter claiming is a place where RA authors can claim any unsatisfying finding of previous work because 'the previous work is hopelessly misguided' (Swales, 1990, p. 154). This shows that the inadequacy of previous study should become the basis of the given statement. To achieve this communicative purpose, Swales (1990, p. 154) recommends the most commonly used and easily striking linguistic signals in initiating Counter-claiming. These signals include the use of an adversative sentence-connector, such as: *however*, *but also nevertheless*, *yet*, *unfortunately*, and *but*. Again, this statement should be integrated with reliable previous research findings.

In explicating the counter claiming, English RAs written by Indonesian academics can be categorised into three groups. First, RAs that have developed communicative purposes that fit with Swales model, that is: using appropriate linguistic signals and reference(s). This evidence of claiming the centrality was explicated in one RA (4%) in the paired data and seven RAs (28%) in the discrete data. Second, RAs that used certain linguistic signals for development of Step 1A – Move II, but the references needed are not conveyed. This incomplete condition was found in five RAs (20%) in the paired data and two RAs (8%)

in the discrete data. Third, the majority of English RAs written by Indonesian academics are without any clue of having the counter-claiming rhetorical feature. This last group is found in the paired data by 19 RAs (76%) and 16 RAs (64%) in the discrete data.

The findings of investigation of English RAs written by Indonesians indicate that the rhetorical feature of counter claiming is rarely found. In the paired data, there is only one RA (4%) Introduction which occupies the rhetorical feature of Step 1A –Move II that is considered match with Swales description of the counter claiming (i.e., found in P-ERA/KWU). Similarly, the investigation found two statements of counter claiming (8% of RAs) revealed in the discrete data (D-ERA/SSE and D-ERA/DSU).

The evidences follow:

(1) P-ERA/KWU:

*In fact, acquisition needs not only comprehensible input, **but** also comprehensible output. **However**, more recently researchers discover that Krashen's comprehensible input cannot really help explain why learners cannot improve their productive skills in the immersion programs. Comprehensible input can develop learners receptive skills, **but** it cannot help learners' productive skills (Skehan, 1998). [KWU: S1, S2, S3/Pr20]*

(2) D-ERA/SSE:

***However**, Flahive and Bailey (1993) assert that **there is no testable theory available** as to which reading can improve writing ability, and thus adopting a reading input approach in the teaching of language literacy would be risky in the absence of confirming research. [SSE: S1/Pr2]*

(3) D-ERA/DSU:

*There are studies which were intended to reveal aspects of affixation in Bahasa Indonesia more rigorously (e.g. Dardjowidjoyo, 1977, Ekowardono 1982, Pelo 1982, Subroto 1986 and Tampubolon 1996). **Nonetheless**, most of these studies focus on the syntactic correlates of affixation, thus, **less is said about** meaning and its relation to the expression side of the morphological level of affixation. [DSU: S1, S2/ Pr3]*

As seen above, those statements are considered to fit with the CARS model. Besides using certain linguistic signals, such as 'however, but, and nonetheless', these pieces of evidence are supported by references of previous studies or citation of what other studies have been discovered.

In RAs written in Indonesian, there are many statements containing the counter claiming, however, the communicative purpose intended is not in line with Swales' suggestion. While Swales (1990) emphasizes that the feature of counter-claiming is to evaluate an inadequacy of previous study, the claims found in some Indonesian RAs are not preceded as well as followed by reference or findings of previous research. The statements of insufficiency of other studies or problems are expressed without any support from adequate reference or have no reference at all. This can be seen in evidence numbers 4, 5, and 6 below.

(4) P-IRA/KHR:

Tetapi, hari ini terbukti goresan tulisannya menjadi tonggak sejarah yang membuka ruang bagi perempuan untuk memiliki ruang jangkauan terhadap dunia sebagaimana laki-laki. Mereka juga menunjukkan kepada budaya masyarakat patriarkis bahwa perempuan pun memiliki kemampuan dan sudah seharusnya diberi hak untuk menyusun stereotipe sastra dan budaya. [KHR: S5/Pr4]

(**However**, today we are witnessing that her writing becomes a historical mark that gives a space to Indonesian women to have the same opportunities as those their male counterparts to thrust themselves. They also show to the patriarchal society that women have the ability and should have the right to construct the literary stereotype and culture.)

(5) P-IRA/ANS:

*Namun, walaupun umpan balik telah diberikan secara umum, berdasarkan kesalahan umum yang dibuat mahasiswa **hal ini belum** membantu meningkatkan kemampuan mahasiswa secara optimal. [ANS: S1/Pr4]*

(**However**, although feedback has been given based on the general weakness made by students, this effort **has not been** able to increase the optimal competence of the students.)

(6) P-IRA/PRA:

*Akan tetapi, berdasarkan perhitungan **matematis sederhana saja**, dengan mempertimbangan laju pemerolehan kosakata anak dan jumlah kosakata aktif yang dikuasai anak, **PcPK ini dipercaya cepat atau lambat niscaya akan berakhir**. [PRA: S2/Pr2]*

(However, based on a simple mathematical calculation, by considering the speed of vocabulary acquisition and active vocabulary, the *PcPK* will cease sooner or later.)

However, this case is different from that evidence in the following examples. Although the statements are not supplied by immediate references attached to the end of the sentences, the studies that had been referred to are located somewhere in the Introduction. The evidence is inferred from a clause: ‘From many previous studies mentioned above ...’. Similarly, another piece of evidence is also inferred from a statement: ‘Although some previous studies above show an empirical finding that ...’. Other evidence in numbers 7 and 8 follow and are found in RAs written in Indonesian in the paired data, while number 9 is from the discrete data.

(7) P-IRA/YBA:

Dari beberapa penelitian tersebut di atas jelas sekali bahwa B2 lebih mudah diperoleh jika dipelajari pada usia kritis. Namun demikian, penulis mendukung pendapat yang menyatakan bahwa aksen B2 dapat dicapai seperti penutur asli walau dipelajari pada usia dewasa dengan beberapa persyaratan. [YBA, S1, S2/Pr15]

(From a number of previous studies mentioned above, it is clearly stated that L2 is better acquired during the critical age. However, the researcher agrees with the statement that native-like L2 accent can be achieved with some conditions even though it is learned by adult students.)

(8) P-IRA/KUS:

Meskipun hasil penelitian di atas memberikan bukti empiris akan adanya strategi skipping dalam menghadapi kata-kata sulit di bacaan, hingga saat ini tidak banyak yang meneliti secara mendalam mengapa pembelajar melewati begitu saja kata-kata sulit dalam teks yang mereka baca. [KUS: S1/Pr6]

(Although the previous study above shows an empirical finding that skipping has been used as a strategy when facing unfamiliar words in the text, however **up till now no further studies have intensively investigated** why learners just skipped the difficult words encountered during their reading.)

(9) D-IRA/JUF:

Meskipun sebagian ahli keberatan dengan teori dan hipotesis itu, namun keberadaannya dalam khasanah teori linguistik, terutama dalam sosiolinguistik dan linguistik kebudayaan, cukup berpengaruh. [JUF, S2, Pr2]

(Although some experts have expressed their reluctance of this theory and hypothesis, however the existence of linguistic theories,

particularly of sociolinguistics and ethno-cultural linguistics, are very influential.)

The signals represented in the statements above imply that the authors have initially cited or discussed the findings of previous studies or theories from relevant disciplines. This evidence is found in a longer development of the Introduction section.

Likewise, in investigating a long paragraph development, it is found that RA authors might have mentioned some items from previous research that need further investigation, however, when it comes to claim that the previous research has unsatisfying findings, the authors do not mention or refer to it again in the statements of what is different or why the previous research needs to be reinvestigated. In this case, the author might have located the statement of inadequacy in different paragraphs. To find the statements, several clues are needed other than linguistic signals. The case is found in the discrete data. Some words/phrases below are highlighted to re-emphasize the point. Therefore, evidence below is considered as an appropriate condition as a counter claiming feature.

(10) D-ERA/DKO:

However, since insofar there is no scientific document with detailed reference to support this fact as an acceptable finding, the writer desired to retrace the general truth over her premise. [DKO: S2/Pr5]

(11) D-ERA/NLI:

*However, although a reasonable amount of studies on verbal and nonverbal teachers' immediacy behaviours **have been conducted**, most of them highlighted in this section were done in the USA and Canada, and involved tertiary students from communication courses. [NLI: S3/Pr8]*

(12) D-ERA/IWA:

*Previous studies on the same topic had been carried out **but** with different objectives and subjects. The identified factors that might affect successful vocabulary learning. **However**, the studies reported above were only pseudo-experimental. [IWA: S1, S2, S3/ Pr15]*

A further investigation of the data reveals that actually some RA authors have tried to express the communicative purpose of Counter-Claiming by using certain linguistic signals as indicated by Swales (1990), such as, 'however' and 'but'. However, the reference needed is absent, or if there is mentioned, the substance of the statement does not evaluate the existing research finding of previous study. These statements are

considered as an under-developed attempt of the rhetorical feature of counter-claiming. Moreover, the investigation of English RAs written in the discrete data found many statements that have not been completed with the condition necessity, for example, verify previous findings that might need to be further investigated. In some cases, if a name or reference is revealed in the statement that contains word signals of a gap, the reference needs to refer to a general knowledge or proposition. See the excerpts of number 12 and 13 from the discrete data of RAs written in English below:

- (13) D-ERA/CSU:
However, despite this specific need for a foreign language, very frequently, students reading in a foreign language seem to read with less understanding than one might expect them to have (Alderson, 1984). [D-ERA/CSU: S1/ Pr2]
- (14) D-ERA/DFL:
However, the English curriculum for the non-English Departments was not sufficient to prepare students to attend classes in English. Therefore, a new curriculum that could improve the students' English proficiency and competency was needed. [D-ERA/DFL, S1-S4, Pr3]

The problem of explicating the feature of counter claiming is also found in English RAs in the paired data. The difficulty constitutes of the evaluation an imbalance condition of previous research or in deciding that another past research is incomplete. Excerpts below are considered as an undeveloped feature of counter claiming because the writers only used linguistic signals to claim a condition.

- (15) P-ERA/KHR:
However, in time, the press was left by the ruler. It was considered to be the thing standing on the government line. The press can be the threat for the ruler had done many violations in conducting its authority. (P-ERA/KHR: S5, S6, S7/Pr2)
- (16) P-ERA/KUS:
*Their language can be considered as having interactional function in this specific community as it does not merely inform the customers about what the vendors are selling, **but** also to attract the customers 's attention so that an act of purchasing the snacks will expectedly follow from the verbal offer. (P-ERA/KUS: S6, Pr2)*

(17) P-ERA/ARP:

However, to speak English fluently and smoothly is not an easy task. There are many English teachers who still speak English a little or incorrectly. These kinds of manner will enormously influence their students' pronunciation. (P-ERA/ARP: S5 - S6, Pr2)

(18) P-ERA/KMA:

However, investigations of the learning strategies were mostly conducted in classroom context, few studies were conducted to explore learning strategies in self-access EFL learning mode. [P-ERA/KMA, S1, Pr4]

In Swales (1990)'s explanation on composing the communicative purpose of counter claiming, such examples are considered as incomplete arguments; therefore, they are not counted. The analysis reveals that the majority of Indonesian RA authors seem to have serious difficulty explicating a claim. This specific feature is considered a very important way to establish a niche (Move II in CARS model), that is, the area that the writer should defend in order to occupy the territory of research. In writing English RA Introductions, this feature is needed to meet English discourse community expectations.

From the analysis, RAs written in the Indonesian language use two ways of expressing the rhetorical feature of counter-claiming: statement that is supported by immediate references and the statement that refers to real world problem/or Government policy. In addition, there are occasionally found statements that are not supported by immediate references but the references are located in some sentences in other paragraphs. This reference connection used phrases such as: '*... disebutkan sebelumnya ...*' (has been mentioned before), '*... disebut di atas ...*' (mentioned above), '*... penelitian sebelumnya...*' (mentioned previously). It needs more effort to find these references, however, some of the indications do not refer to any reference or the reason is part of general knowledge or concepts.

In the excerpt below, the writer refers to a certain source, i.e. Brown and Levinson, but it is a kind of referencing a concept.

(19) D-IRA/APR

Bagaimana pun juga masalah seks bagi sebagian besar masyarakat masih dianggap tabu untuk dibicarakan, sehingga kalau terpaksa membicarakannya akan digunakan strategi kesantunan tertentu untuk tindak menjaga muka (face saving act) istilah Brown and Levinson (1987). Karena itu percakapan dokter dan pasien dalam program konsultasi seks sangat dimungkinkan mempunyai

*karakteristik tersendiri yang berbeda dengan percakapan–percakapan lain.
[APR: S1, S2, S3/ Pr3]*

(Nevertheless, talking about sex for most of the people is considered a taboo. If there is a prompt condition to discuss, it needs a certain politeness strategy for face saving act (Brown and Levinson, 1987). Therefore, the dialog between doctor and patient in the program of sex consultation is likely to use specific characteristic that different with other dialog in different situation.)

Likewise, the investigation of the rhetorical feature of counter claiming in the discrete data identifies a similar problem faced by Indonesian authors in the paired data. The problem is in regards to lack of use of previous research findings to support the statement. Some evidence of expressing counter claiming matches with Swales recommendation only in terms of using proper linguistic signals, however, the writers do not support the argument with references of previous research required.

Moreover, many other statements found are not clearly articulated. Instead of opposing the unsatisfactory findings of previous research, many authors try to make judgments or even assumptions related to real life problems or conditions that are typically occur or are experienced by community. Furthermore, in regards to language teaching difficulties in general or problems of language teaching and learning faced by a wider community, RAs authors in Indonesia sometimes express this situation with weaker statements. This is due to the absence of references that are needed to convince the readers. Evidence is found in both the paired and the discrete data that are written in Indonesian. As seen in excerpt 20, and 21 below, the references, the sources, and who are the experts were not stated. Therefore, it is considered as incomplete argument.

(20) D-IRA/SUM:

*Sejak tahun 1960-an memang sudah disadari bahwa studi bahasa dengan tataran kebahasaan tertinggi kalimat **tidak dapat memecahkan secara tuntas** permasalahan bahasa. [SUM, S1, Pr2]*

(Since 1960s there has been awareness that the study of language in the level of sentence as the highest language constituent **does not entirely solve** the language problems.)

(21) D-IRA/BSI:

*Upaya untuk meningkatkan penguasaan bahasa Inggris siswa telah banyak dilakukan. Banyak faktor pembelajaran **telah diteliti**, termasuk faktor guru itu sendiri, **tetapi** kebanyakan dari upaya ini menggunakan pendekatan non-alamiah (kuantitatif) sehingga deskripsi perilaku pembelajaran guru dan*

faktor penyebabnya, sebagaimana yang terjadi secara natural belum diungkapkan secara memadai. [BSI, S1, S2, Pr4]

(There have been a lot of attempts to improve students' competence in learning English. There are many factors that **have been studied**, including the teacher, **however**, most of these studies use a non-natural approach (quantitative) so that the teaching learning behavior and the causing factors in a natural situation **has not been adequately identified**.)

From the excerpts displayed above, the rhetorical feature of counter claiming found in the Indonesian RA Introductions are also intended to oppose unsatisfactory conditions that are faced by the Indonesian community. This feature might function as an argument that is usually used in developing the general background of their studies. The linguistic signals used in those found in Indonesian RAs actually have similar meanings to what have been documented by Swales (1990) of English RAs written by native speakers. This indicates that Indonesian academics are familiar with this communicative purpose as part of the Introduction of scientific RAs in terms of expressing the inadequacy of other studies. It uses words or phrases as specific expressions to signal the gap using the words, such as::

<i>Namun ... masih sangat jarang sekali dilakukan ...</i>	(However, ... it has been very rarely investigated ...)
<i>Sayangnya (unfortunately) ... belum begitu banyak diteliti, padahal ...</i>	(...it has not been studied yet ...)
<i>tetapi ... belum diungkapkan secara memadai ...</i>	(but has not been adequately investigated ...)
<i>sudah diteliti ... tetapi ...</i>	(has been studied ... but ...)
<i>sudah pernah diteliti ... akan tetapi ...</i>	(has been studied ... however ...)

However, many of the argument or reasons worked out are not substantial for opposing the insufficiency of previous research as suggested by Swales (1990, p. 154), but some of the authors indicated the communicative purpose by stating the usefulness of the study to solving certain problem or talking the very issue by referring to Government policy in general.

In addition, the inadequacy of previous studies might be attributed to the general and wider discourse community. This means that the problem can be generalizes to other people or conditions in different places. Instead, the claims found in RAs written by

Indonesian academics are used to claim the unsatisfactory conditions of real problems or to claim the inadequacy of Government program or policy. Additionally, several statements found in RAs in the Applied Linguistics discipline point to a real problem that is actually faced by a language teacher or the Indonesian government in general. As a consequence, the 9 pieces of evidence found in the discrete data cannot be counted as matching Swales' model. In accordance with the target audience, this statement might be understood locally or limited only by the Indonesian discourse community where they supposedly understand what the problem is and what is happening in their community.

In summary, the rhetorical feature of counter claiming is rarely used appropriately in RAs written by Indonesia academics. The comparison identifies that authors of both groups of corpora face similar problems in explicating the claim of inadequacy. The problem is mainly in regard to the lack of previous research findings to support the statement. In other words, many of the evidence of expressing counter claiming matches with Swales' model only in terms of using proper linguistic signals; however, the writers do not support the argument with references of previous research required.

7.4.1.3 Indicating a gap

Indicating a gap is one of the rhetorical features that are rarely established in RAs written by Indonesian academics. This feature is the second Step of Move II that advises RA authors to convey that the previous work is not sufficient or in Swales' words is called '*suffer from some limitations*' (Swales, 1990, p. 154). The statement being conveyed is rather soft and gently uttered compared with the rhetorical feature of Step 1A (Counter claiming) which is much more direct in claiming the inadequacy of previous study. Although it is considered as an optional Step, Swales reinforced that the rhetorical feature of Indicating a Gap is 'the type of Move 2' (Swales, 1990, p. 154)

In RA Introductions written by Indonesian academics, two ways of stating the feature of Indicating a gap are found. First, the rhetorical feature that fully follows Swales' (1990) model of indicating a gap, and the second type is the one that does not fully fit the model. The first type of indicating a gap rhetorical feature is manipulated using certain linguistic signals and then supported by references to previous studies. In the paired data, there are only 3 RAs (12%) that are considered to fulfill the suggestion proposed by Swales (1990)

model, while in the discrete data, this feature is realised by 2 RAs (8%). They correctly draw the ‘Indicating a gap’ in terms of manipulating a certain linguistic signal as well as supporting it by items or finding from previous research.

The findings suggest that Indonesian academics show difficulty in raising the gap for scientific articles. The proper statement of the gap requires previous research findings as supported evidence that certain research needs to be reevaluated. The excerpts quoted below are considered “fully-developed” examples of the rhetorical feature of indicating a gap.

(22) P-ERA/KWU:

*In fact, **there is a controversy** whether extensive reading can only promote acquisition when it is taught with clear objectives and all-design scheme (Kweldju, 1997, Green 2005) or extensive reading helps in whatever scheme it is taught (Hafitz & Tudor 1981, Mason & Krashen 1997). [KWU: S1/Pr7]*

(23) P-ERA/BWI:

*The movements to increase the teachers’ professionalism through supervision have been done. So far, **however**, there has **been no significant result** of the teachers’ professionalism. [S2, S3/Pr5] As Suryadi and Tilaar (1993) have indicated, the activities to train teachers **have not reached the** improvement of the teachers’ professionalism [BWI: S6/Pr5]*

(24) D-ERA/NLI:

***Despite the efforts of** promoting student-centered approach, the practice was clearly showing that teacher still held more dominant role as far as teaching English was concerned. That the teaching and learning activities were still relying heavily on teachers was not entirely the teachers fault because, in the case, cultural background played its important role in shaping such condition (Dardjowidjoyo, 2001). [D-ERA/NLI: S12 – S13/ Pr1]*

As seen in the examples, although many attempts to state an indication of a gap have been articulated by Indonesian writers, in fact, their statements do not fit with Swales’ suggestion. It is due to the fact that the gap is not fully based on previous research findings. Instead, some indicating gaps that the authors try to generate are obtained from a general knowledge or based on problems of real phenomena that happen in society. Some pieces of evidence-below are considered ‘unsuccessfully-developed’ rhetorical features of

Indicating a Gap. This is because items or findings from previous studies do not equate to the statements.

Another excerpt is quoted from RAs in the paired data (P-ERA/ARP). The writer developed the Introduction section within 18 paragraphs. The identification found that three statements are typical of indicating a gap that is stated in three different paragraphs (paragraphs: 1, 3, and 12).

- a) *As a matter of fact, there **are only a few** young language learners who can speak English fluently. (P-ERA/ARP: S5, Pr1).*
- b) *The current phenomenon reveals that elementary school students **face pronunciation problem** in learning English as their foreign language. Their pronunciation is **still greatly influenced by their mother tongue** or their native language. (P-ERA/ARP: S1 – S2, Pr3)*
- c) ***In contrast**, English teachers in Indonesia tend to use conventional methods during their teaching. They just teach their students in a particular way. The students just sit down and listen to the teacher's explanation without any competence achieved. [P-ERA/ARP: S4 – S6/ Pr12*

As can be observed in three highlighted examples above, there are words or phrases that indicate signals of a gap statement, that is: ‘*only a few, face pronunciation problem, in contrast.*’ However, the intended gap is not based on or supported by previous research, instead it is deduced from a real world problem. The author shows problems that need to be solved via a certain action; however, the typical feature of indicating a gap is not supported by reference but is based on a real problem. Therefore, these efforts are not considered as an indicating a gap as intended by the English discourse community.

This difficulty of raising a gap indication has been a challenge for many Indonesian academics in writing Introductions in English, as shown in either the paired data or the discrete data. The analysis of the paired data reveals that 9 out of 25 RAs (36%) show problems of occupying the indicating a gap. In the discrete group, there are 12 out of 25 RAs (48%) which are considered unsuccessful attempts to explicate the rhetorical feature of indicating a gap. Examples of evidence from the paired data (P-ERA) and the discrete data (D-ERA) are cited below:

1. P-ERA/SUA:

*One of the problems faced by the crafts-men of rattan furniture at Trangsan Village, Gatak, Sukoharjo in selling their products internationally is communication. They feel that **they cannot communicate with the buyers who speak in other languages, especially English.** (SUA: S1- S2, Pr7)*

2. P-ERA/KUS:

*Their language can be considered as having interactional function in this specific community as **it does not merely** inform the customers about what the vendors are selling, **but** also to attract the customer's attention so that an act of purchasing the snacks will expectedly follow from the verbal offer. [KUS: S6/ Pr2]*

3. D-ERA/DSU

*The content side of affixation is often conceived as **being less consistent**; thus it has been **relatively neglected from any in-depth study.** [DSU: S1/ Pr2]*

All of the quoted statements above show some efforts to indicate that there is a problem over the composition that needs to be investigated. However, the reasons they present are not adequately backed up with references. Similarly, RAs in the discrete data also reveal the same problem. They use linguistic signals suggested in Swales model, but unfortunately the statements appear as an incomplete indication of a gap as is expected in the English discourse community.

Those statements are made to express the unsatisfactory conditions or current situation, particularly of problems that are factually faced by, e.g., language teachers or the Indonesian government in general. This kind of communicative purpose of giving indication of a gap is considered quite weak.

In summary, the comparison shows that Indonesian academics confront internal difficulty in explicating the rhetorical feature of indicating a gap. Most of the gap being expressed by Indonesian academics, both in the paired and in the discrete data, is only partly supported by linguistic signals. To achieve the communicative purpose intended, the most important aspect of quoting previous research finding to support the statements are still missing.

7.4.1.4 References from previous research

Rhetorically, RAs written by Indonesian academics in English and in Indonesian have similarities to those English RAs written by English speaking writers. These differences are assumed coming from the academic writing tradition in Indonesian higher education. The similarities are found in the reasons of how to organise the Introduction section. The differences are found in affirming several communicative purposes which may arise from a thought that scientific articles are characterised by a definition of concepts and citation from well-known experts, but this practice is considered for practical reasons rather than as differences in rhetorical strategies.

The Indonesian discourse community has long practiced the tradition of writing a literature review by quoting concepts or definitions instead of previous research. As identified, the majority of RAs have been supported with numerous references but the lists commonly come from textbooks that are being used to provide more explanation of terminology or concepts. This type of referencing gives the general impression that RAs written by Indonesian academics, be they in English or in the Indonesian language, will also provide a lot of definition of concepts instead of discussing or quoting findings from previous research. In the English the discourse community; however, the discipline conventions and the journals' editors might determine a different practice in developing the Introduction (Swales, 2004). In the Indonesian journals, the discourse community members seem to adapt to the need for both references from previous research and citations of general knowledge to strengthen their presentation.

The rhetorical feature of referencing previous studies was found in around 70% of RAs; however, almost RAs added theoretical concepts as the basic references. The investigation indicates that around 30% of the Indonesian RA authors put a greater emphasis on providing basic theoretical concepts rather than a critical review of previous research. Thus, more emphasis on providing information than review of other research findings is considered a more appropriate strategy of composing the Introduction section. This strategy commonly exists in certain features, such as, attracting readers' attention, explaining the background of the study, and providing a counter argument from different sources.

This common practice is part of the tradition and guidelines of many journals that recommend RAs should be backed up with enough references. This practice may be motivated by the Indonesian discourse community's assumption that writers should have more common knowledge shared with the readers, particularly of readers that might not have equal expertise in the area. This situation of readers' expectation in the Indonesian community is different from the Western discourse community where the readers and writers might have equal capability in discerning research findings. In the Indonesian community, the readers expect to find more explanation and clarification of the research findings itself than previous research findings. To expand the references, as many as 28% RAs in the discrete groups and 16% in the paired data added the Literature Review after the Introduction section, which usually consists of both the citations of conceptual knowledge and references to previous research.

The different functions of references, as shown in the paired and the discrete data, indicate how the Indonesian academics place themselves in presenting claims and sources of information to the reader. The data show some of RAs in the discrete data use the literature review to demonstrate their expertise on the topic to the readers. On the other side, the curiosity of readers about the common knowledge of the topic itself might force writers who do not provide adequate literature review to expand the length of the Introduction. As is reported in Chapter Five (5.2.2) and Chapter Six (6.2.2), RAs published in Indonesia tend to develop a lengthy introduction. However, in order to explicate some rhetorical features that are usually done by the English discourse community, such as to provide references from previous studies, many Indonesian academics provide reviews of relevant concepts. This strategy of providing an identification of common knowledge might be more suitable for the Indonesian discourse community.

In the English discourse community, to gain attention or acceptance, the writers should provide arguments for the worthiness of the topic by assessing and reviewing other research findings. While the English discourse community requires a review of previous studies as the basic consideration to decide that a certain RA is valuable to read; in contrast, this strategy is reversed by providing lots of definition and explanation of common knowledge that sources from university or general textbooks. An example of a similar practice is found in Spanish as reported by Mur-Duenas (2007) regarding the

Method section of RAs in the business management discipline. He found that RAs in Spanish use fewer references to past research compared to English RAs but use other types of citation to previous literature or review the literature in that field. These rhetorical differences in academic writing might indicate a different rhetorical convention in different discourse communities.

In Indonesia, defining theory or concepts is an important feature. Writers lacking references to definition might be considered as lacking of common knowledge of the topic. In the English discourse community, either writers or readers are in the same position to share their knowledge or research findings. This equal position is seen in the importance of rhetorical features of ‘counter claiming’ and ‘indicating a gap’ to provide space for readers, as the next writers, to evaluate the previous research. Indonesian writers seem to take an authoritative position toward their readers, while the readers seem to place their position more as receptive learners who will receive information from RAs. The readers are not expected to challenge or evaluate any gap or insufficient works from the previous researchers. This argument is supported by the tendency of the majority of RAs, both in the paired data and the discrete data, to write a long Introduction section and may arrange a separate literature review to support the establishment of the problems or issues of the research.

7.4.2 The rhetorical dissonance in the Discussion section

The finding of rhetorical features in the Discussion section presented in Figure 7.4 confirmed that the majority of the Indonesian RA authors are quite familiar with the strategy of organising and using certain rhetorical features in order to deliver the communicative purposes of the Discussion section. Generally speaking, the analysis shows that the majority of the English RAs written by Indonesian authors have a similarity in the arrangement of the Discussion section to Swales (1990) Eight Move framework although a varying degree of deviation has occurred. However, a deeper investigation found that there are some dissonances in developing particular rhetorical features, such as: the Reference to previous research (DM-IV), the explanation (DM-V), the exemplification (DM-VI), and the recommendation (DM-VIII). The establishments of these four rhetorical features, to some extent, do not fill well with the English discourse community

convention. Therefore, they are considered as dissonance practices of explicating the rhetorical features of the Discussion.

7.4.2.1 The Explanation and Exemplification

The rhetorical move of Explanation (DM-V) and Exemplification (DM-VI) occurred frequently in either RAs written in Indonesian or in English. Although the two rhetorical features have shown a relatively high frequency of the occurrence (i.e., 92% of the explanation and 88% of the exemplification); they may not be accounted to fit with the English discourse community until otherwise being backed up by references from previous study. The explanation and the exemplification should be referred to other research findings. However, the investigation found that many of the explanation were not supported by references to previous research whether it is to compare or discuss the findings. Some of the evidence also shows that authors cite literature Government policy. It seems that the explanation and the exemplification for the Indonesian RAs are consistently delivered but not necessarily accompanied by references. As seen in Table 7.5, the preference to use previous research across the four data sets was found less frequently than the features of the explanation and the exemplification.

The different realisation of rhetorical features is considered as the result of deviation on how to deliver the communicative purposes recommended in discussing the findings. In English RAs written by Indonesian academics of the paired data, there are 60% of RAs that were supported by reference, however only 48% of RAs are based on previous research. The reference of previous research is the basis of consideration if certain rhetorical features have complete or incomplete development. This condition affects the other features in the whole unit of the Discussion section. This realisation suggests that there is a different basic consideration taken by RA writers in Indonesia and writers from English speaking countries.

7.4.2.2 The References to previous research

In terms of the Discussion Move of Reference to previous research (DM-IV), there is dissonant evidence on how to explicate the features. Apart from some nicely developed rhetorical features of supporting the discussion with reference to previous research as

quoted earlier, there exists the realisation of DM-IV that are delivered using citation from reference to non-research findings.

The comparison reveals that RAs written by Indonesians academics develop less rhetorical feature of reference to previous studies. As identified in Table 7.5, the rhetorical feature of reference to previous research is used by 60% of RAs while other 40% of RAs Discussion is not supported by references at all. Moreover, of the 60% of RAs where the Discussion is accompanied by reference, only 48% of the findings refer to previous studies. This means that over half of the Discussion in RAs written by Indonesian academics needs to fulfill the requirement of reference to previous study. This condition, in turn, affects directly to the four communicative purposes follow: the explanation, the exemplification, and the deduction.

The occurrence of two rhetorical Moves, DM-V and DM-VI shows a similar trend both in the paired data and the discrete data. Adding to the fact that they made relatively fewer references, many of the references are made to provide a definition or conceptual account rather than provide references to previous studies. Swales (1990) emphasises that the references made to previous studies aims to relate the present research results with the previous findings. In the Discussion section, Swales (1990) maintains that the references serve to provide comparison or support for the present research. According to Swales' model of the Discussion section, the references made to previous studies function to relate the present research results with the previous findings. The references serve to provide comparison or support for the present research (Swales, 1990, p. 173).

7.4.2.3 The Recommendation

Another rhetorical feature of the Discussion section that has been expressed differently is the rhetorical feature of DM-VIII (Recommendation). In Swales framework of the Discussion of RAs, recommendations are made for the possibility of further studies in the future. This recommendation indicates that the findings are not final but open for further investigation. This rhetorical feature is proposed at the end of the Discussion section. This rhetorical feature is in fact rarely occupied by all groups of the data sets. The whole data reveals only 4% of English RAs occupied in the paired data and none of the discrete data and both the paired and the discrete data of the Indonesian RAs.

In RAs of the Applied Linguistics' discipline written by Indonesian academics, usually many recommendations proposed to three parties: to teachers/lecturers, and students, and the teaching learning syllabus, material, or methodology. E.g., a typical of practical suggestion in one unit research finding is proposed to 3 parties: students, lecturers, and institutions as seen in the example below:

- (1) *Students should develop a scientific text using the standard Indonesian, includes the vocabulary, grammar, terminology, and spelling.*
- (2) *Lecturers should provide teaching material that can assist students to increase their writing practice.*
- (3) *The syllabus of the Introduction to Indonesian writing skill should be oriented to enhance the acquisition of skill to use the standard Indonesian language.*

In the minority evidence, suggestions to a future research found in English RAs in the discrete data are expressed in order to conduct a more intensive study, but to whom they are suggested is not mentioned. Rather it is kind of general alert to reader that the study is not a complete but need a further investigation.

It is suggested to get more intensive observation on their learning style in English by recording their conversations to find out whether there are different patterns in their English expressions as well as their English achievement.

This kind of recommendation is usually found as part of the Conclusion and Suggestions' section. It is interesting that several RAs provide two kinds of suggestion, that is one for practical suggestion and another is for future research. This mixture of practice might be the result of familiarity with English RAs written by native speakers.

In regard to the scarcity of the rhetorical Move of recommendation, this recent finding of English RAs written by Indonesian academics is in line with research by Anwar (2010). He investigated English RAs published in the English monolingual journal of TEFLIN (Journal of Teaching English as Foreign Language in Indonesia). He found that English RAs published in TEFLIN journal rarely place the recommendation in the Discussion section but consistently present four Moves: background information, followed by results, explanations, and references of previous research. Using Swales (1990) Eight Move framework, he found that RAs in TESOL Quarterly consistently explicate the *recommendation*. However, Anwar (2010) reported that in the journal of Language Learning and RELC the feature of the recommendation is not consistently delivered.

Similarly, Mirahayuni (2001) reveals that almost all of RAs written by Indonesians occupy the rhetorical feature of recommendation. She found that typical of most of the recommendations made are for more pragmatic purposes, either for particular institutions or a certain community. It appears that it is one of the norms for Indonesian academics doing research is for them to contribute their research to solve real problems faced by Indonesians in general. In Indonesia, researchers are expected to propose a contribution to community problems by mentioning a specific direction of how to apply the findings. The recommendations written in English RAs may be adapted from the Indonesian writing tradition that authors should give specific benefits to communities or institutions, which are specific and relevant to local contexts or even to a specific and limited audience.

These two opposite findings between the present study with English RAs published in international journal of RELC and TESOL (Anwar, 2010) suggest that English RAs written by Indonesian academics in organising the Discussion section may be considered as a dissonance from the common practice the English discourse community. However, Anwar found that giving recommendation in the Discussion section of RAs published in TEFLIN is not as frequent those international journals. In particular, this present study of English RAs written by Indonesians in Applied Linguistics discipline support Mirahayuni's (2001) study.

The results of this present study shows that both Indonesian and English RAs display a similarly high frequency of occurrence of the two rhetorical moves: DM-II (Statement of Result) and DM-V (Explanation). They are found in more than 80-100% of the texts in each RA group. The second most frequent moves in English RAs that occur in more than half of the texts are DM - I (Background information) and DM-III (Unexpected result). The findings indicate that, the recommendation (DM-VIII) is the least occurrence of the rhetorical feature, where only 16% of RAs in Indonesian present the recommendation and only 4% of RAs written in English. This recent study suggests that RAs published in Indonesia are not accommodating the recommendation in the Discussion section as in the native speaker English RAs. In reserve, the existence of the recommendation is placed in a separate section called the 'Suggestions' that is usually arranged as the final section in the RA structure.

This present study supports Swales' (1990) claim that in English RAs tradition, the recommendation is recently being abandoned in America due to the high competition of

schemes available. However, this practice of giving recommendation in the Indonesian tradition is now somewhat evolved and organised in a separate subsection called 'Recommendations' or '*Saran-saran*'. This specific subsection is usually presented at the end of the Conclusion section. Although in RAs written by the Indonesian academic still provide the recommendation, it is not likely to give recommendation for further studies, but both English and Indonesian RAs tend to provide recommendations for practical purposes, such as a solution of certain problems.

In summary, there are similarities in both the occurrence of rhetorical features as well as the dissonance of rhetorical features occur in the Discussion section of RAs written by Indonesian academics. Both groups, be it in RAs written in English or in the Indonesian language, have very rare evidence of the last two Moves in Swales' model of the Discussion section, that is rhetorical DM-VII (Deduction) and DM-VIII (Recommendation). However, the recommendation for the Indonesian academics is actually a very important feature as part of the development of RAs. The recommendation is almost found in all RAs, be it in the Indonesian or in English, but it is expressed in another section called the 'Suggestions'. The Indonesian writers believe that doing research should have findings that have a direct contribution to solve problems faced by the Indonesian Government or community.

This chapter has discussed the findings of the similarities and differences of RAs written in English and in Indonesian. The investigation of the occurrence of rhetorical features of RAs written by Indonesian academics reveals that there are similarities and differences in terms of the strategy use to organise the communicative purposes. Either in the Introduction or the Discussion sections, the differences are seen in the frequency, position (location), and the arrangement of Steps in each rhetorical Move. The overall findings indicate a significant difference in generic structure, communicative purposes and rhetorical feature arrangements between the texts written in English and in Indonesian, both in the paired and in the discrete data.

The similarities and differences may be the result of the influence of writing practices in the Indonesian authors' first language. This implies that Indonesian academics are comfortable to use some of the basic rhetorical features in an attempt to deliver certain communicative purposes, however, some rhetorical features might be left behind to avoid a strong statement of other research findings. Although there is a well-established writing

convention in the English discourse community, Indonesian academics seem to possess the rhetorical features that they consider suitable for Indonesian readers. This practice may be influenced by the purpose of writing RAs to the Indonesian discourse community that should bring meaningful practical resolution rather than to enhance theoretical approach.

In conclusion, the comparison results show a relatively consistent realisation between the two groups but varieties were found in both English RAs (ERA) and the Indonesian RAs (IRA). The findings also indicate a similar trend between the paired and the discrete data in explicating the rhetorical features in both the Introduction and the Discussion section. The cultural aspect may influence Indonesian academics when they have to write in English. This may also be the case for Indonesian researcher when they report their research findings in English RAs. The general discussion of possible reasons will be presented in Chapter Eight.

CHAPTER EIGHT

SUMMARY OF FINDINGS, GENERAL DISCUSSION, RECOMMENDATIONS AND IMPLICATION

8.1 Introduction

Chapter Eight is devoted to the summary of findings, general discussion and the implications for future research. The discussion is preceded by a summary of findings of the rhetorical features in English (Chapter Five) and in Indonesian (Chapter Six). The discussion is based on the findings of the contrastive rhetoric analysis of RAs written in English and in Indonesian, as previously reported in Chapter Seven, in order to incorporate the different possible explanations particularly of the rhetorical features from the perspective of cultural and rhetorical diversity that are experienced by Indonesia academics. This chapter will answer the main research question: What is the nature of the organization of the rhetorical features of research articles written by Indonesian academics in the Indonesian language and in English?

8.2 Summary of findings

This research studied the structure and rhetorical features of research articles (RAs) written by Indonesian academics in the Applied Linguistics discipline. Three research questions were investigated: (1) What are the common rhetorical features of RAs written by Indonesian academics in English? (2) What are the common rhetorical features of RAs written in the Indonesian language? (3) What are the differences and similarities between the rhetorical features of RAs written by Indonesian academics in English and in the Indonesian language?

The focus of this study is on the analysis of the nature of rhetorical organisation of two corpora, namely RAs written in English and those written in Indonesian. The analysis

deals with three areas: (1) the generic structure of research articles, (2) the communicative purposes and rhetorical organisation of the Introduction and (3) the communicative purposes and rhetorical features organisation of the Discussion section. The main aim of the study is to find out the nature of RAs organisational generic structure and rhetorical features written by Indonesian academics. The contrastive rhetoric analysis of the two sets of RAs written in English and in the Indonesian language investigates whether Indonesian academics have the same or different communicative purposes and use similar practices when they write RAs in English and in the Indonesian language.

The corpus of this study consists of RAs that were published in the accredited journals in Indonesia. The data were taken from RAs written by Indonesian academics that have been published from 2002 – 2010. The corpus consists of 100 RAs and consists of 50 RAs in English and 50 RAs in the Indonesian language. Each of the data sets consists of 25 RAs that were written by the same authors, that is, the paired data; and 25 RAs that were written by different authors, the discrete data. This categorization yields four corpora: English RAs of the paired data (P-ERA), English RAs of the discrete data (D-ERA), Indonesian RAs of the paired data (P-IRA), and Indonesian RAs of the discrete data (D-IRA).

The findings reveal that the majority of RAs published in the accredited journals in Indonesia, whether it is written in English or in Indonesian, consistently deploy the generic pattern of RA structure that is used in the English discourse community as represented in the Introduction – Method – Results – Discussion (IMRD) format (Swales, 1990). However, around 28% of RAs include various section titles, which differ from the IMRD format, such as, presenting the Literature Review and the Background of study after the Introduction section; and presenting subsections Research Design, Data, Aims, and Research Questions after the Method section. The sections of the Results and the Discussion are consistently established; however, over half of RAs published in the accredited journals in Indonesia combine these sections into one label: Results and Discussion. The majority of RAs written by Indonesian academics end with the Conclusion and Suggestions. The analysis of RAs in both English and in Indonesian suggests that RAs published in the accredited journals in Indonesia use a relatively similar organisation of generic structure to that found in RAs written by authors from English speaking backgrounds. The variation of RAs sections in both English and in Indonesian

RAs suggests that RAs published in Indonesia are organized in more detail and with more explicit titles following each of the generic IMRD format. This practice implies that integrating the necessary communicative purposes in single section is a difficult. On the other hand, Indonesian readers might also face difficulty to obtain the necessary messages from the text. Therefore, this practice provides mutual benefits between writers and in particular to assist readers to comprehend the communicative purposes of RAs.

The findings of the analysis of rhetorical features of RA Introductions written by Indonesian academics indicate a similar pattern in the rhetorical organisation of RAs written in English and in Indonesian. The overall finding shows that the Introduction section of RAs written by Indonesian academics established the communicative purposes of Move I (Establishing a Territory) in 45% of RAs, Move II (Establishing a Niche) in 20% of RAs, and Move III (Occupying the Niche) in 65% of RAs.

However, RAs written by Indonesian academics are different to English RAs written by native speakers as documented and expressed in Swales' (1990) CARS model of rhetorical moves. The differences are mainly found in the realization of the second rhetorical Move, Establishing a niche, which reveals itself to be the least developed rhetorical feature in all four corpora. The problem is due to unsuccessful effort in explicating the communicative purposes of counter claiming and the indicating a gap. While the development of the first rhetorical Move, Establishing a territory, is less successful due to less reference from previous research, the development of the third Move, Occupying the niche, occurs more frequently than the other two Moves.

The analysis of English RAs written by Indonesian academics indicates a significant difference from the rhetorical organisation of conventional English RAs as represented in the CARS model (Swales, 1990). The findings indicate that Indonesian academics have difficulties in explicating the communicative purposes of RAs Introduction in three areas, namely: (1) Claiming centrality (Step 1 – Move I) that is not found in 55% of RAs, (2) Counter claiming (Step 1A – Move II) that is not found in 81% of RAs, and Indicating a gap (Step 1B – Move II) that is not found in 82% of RAs. In addition, the analysis reveals that references from previous research (Step 3 – Move I), which is the obligatory feature of the Introduction of RAs, is only established in around 45% of RAs.

The investigation reveals that failing to explicate those three rhetorical features results from the lack of references to previous research that are needed in order to support the statements. In communicating a statement, the Indonesian academics seem to manipulate certain linguistic devices but their attempts are not supported by items of previous studies. In addition, there are three least developed rhetorical features that are scarcely used in RAs written by Indonesian academics, namely: (1) continuing tradition (Step 1C – Move II) that is only found in 5% of RAs, Indicating RA structure (Step 3 – Move III) which is only found in 4% of RAs, and Announcing principal findings (Step 1D – Move II) which is found in 2% of RAs. However, Swales (1990) considers these three rhetorical features as optional Steps in order to occupy the necessary communicative purposes.

The analysis reveals various similarities and differences regarding the organisation of rhetorical features used in four corpora. Based on the frequency of rhetorical features occurring and considering the function of each Step according to the CARS model, and whether the Steps are assigned as obligatory or as optional, the findings indicate that: (1) the Introduction of Indonesian RAs in the paired data (P-IRA) has the most developed rhetorical features in which around 40% of RAs explicate the CARS model; (2) the Introduction RAs written in English in the discrete data (D-ERA) appears as the second most developed corpora in which around 30% of RAs fulfilled rhetorical features as recommended in the CARS model; (3) the Introduction of RAs written in English in the paired data (P-ERA) is the third group in which around 20% of RAs explicate the necessary rhetorical features of RA Introduction recommended in English RAs; and (4) the Indonesian RAs in the discrete data (D-IRA) was found to be the least rhetorically developed group with around 10% of RAs that complete the rhetorical features suggested in the CARS model.

The analyses of the rhetorical features in the Discussion section reveal that RAs written by Indonesian academics have a close resemblance to the rhetorical Moves suggested in Swales' (1990) Eight Moves Framework. The findings reveal that the most frequent rhetorical feature used in the Discussion section is the statement of result (DM-II) found in 96% of RAs. The average occurrence across four sets of corpora follows: Explanation (DM-V) was found in 85%, (Un) expected outcomes (DM-III) was found 83%, Background information (DM-I) was found in 75%, Exemplification (DM-VI) was found in 66%, reference to previous research (DM-IV) was found in 58%, Deduction and

hypothesis (DM-VII) was found in 52% and Recommendations (DM-VIII) was found in 4%. The findings indicate that both the Indonesian and English RAs display a high frequency of occurrence of the three rhetorical Moves: the Statement of Result, the Explanation and the (Un) expected results, which are found in more than 80% in each corpora. On the other hand, the Recommendation is the least occupied rhetorical feature where only 16% of RAs in Indonesian and only 4% of RAs written in English present the recommendation. Overall Discussion seems to be constrained by referencing practices that refer to sources other than previous research findings, instead many of the RAs refer to general knowledge, concept and strategy or methodology.

The overall findings indicate that Indonesian academics use similar rhetorical organisation in writing RAs whether they are writing in Indonesian or in English. In other words, the majority of RAs written in English by Indonesians are developed from the Indonesian perspective, which reflects the Indonesian cultural background of the writers. To some degree, this condition indicates that English RAs written by Indonesian academics have not fulfilled the necessary communicative purposes expected by the English discourse community.

8.3 General Discussion

As presented in Section 8.2 above, the writing of RAs by Indonesian academics display certain characteristics. The organisation of rhetorical features of RAs has been developed but from the perspective of Indonesian community expectations. The practices of writing RAs in Indonesian generally have similarities and differences to the discursive practice found in English RAs written by native speakers as documented in Swales (1990). Some of the evidences are discussed below.

As mentioned earlier, the writing and publishing of RAs in English becomes the main consideration for Indonesian academics in responding to the challenge of international demand. The Indonesian Government through Act no.24/2009 indicates the urgency of the writing and publishing RAs in Indonesian and in English. It states in verse no. 35 sequence 1 (Pasal 35 ayat 1) that the Indonesian language should be used as the compulsory medium in writing and publishing research articles. However, this restriction is followed by a condition stated in Pasal 35 ayat 2 that writing and publication for a

specific research purpose can be presented in a local language or in a foreign language. This recent policy of the function of English as a foreign language in Indonesia opens more spaces for Indonesian academics to be involved actively in global scientific conversations through writing and publishing RAs in English. In response, more and more journals in Indonesia are becoming bilingual journals to allow an equal opportunity for RAs to be published in English and in the Indonesian language.

This current demand has been challenging for the Indonesian academic environment. In recent times, journals in Indonesia have been publishing research articles in both the Indonesian language and in English. Most of the accredited journals in Indonesia have now become bilingual journals where both the Indonesian RAs and English RAs have the same opportunity to be published. In addition, there are journals that have been designed as monolingual journals that only publish RAs in English, such as TEFLIN (Journal of Teaching English a Foreign Language in Indonesia), Indonesian JELT (Journal of English Language Teaching), and 'K@ta' the biennial journal of English Language Teaching in Indonesia. This publication of English research articles is only intended to provide other means for Indonesian academic to express their work, research and commitment through English journals.

Being non-native English writers, Indonesian academics have experienced some difficulties in asserting requirements of scientific journals and conventions set by discourse community in writing and publishing English research articles. The difficulties are discussed in terms of the rhetorical diversity and the multilingual backgrounds of the Indonesian writers that might affect the writing practice of RAs in either Indonesian or in English.

8.3.1 Rhetorical diversity of RAs written by Indonesian academics

The diversification of rhetorical features found in RAs published in the accredited journals in Indonesia could be the realization of the discursive practices of authors and journals editors in general. Different traditions and practices of writing in Indonesian are assumed to influence different decisions in explicating the communicative purposes. On the other hand, writing RAs in English should meet the discourse community convention of English RAs, particularly to express the necessity of communicative purposes through appropriate

rhetorical features. It is likely that English RAs written by Indonesians are constrained by the background of the Indonesian writing practice and cultural norms.

The writing and publishing of English RAs in Indonesia is considered a relatively new tradition. Although most of the accredited journals have started publishing English RAs, the majority of the target readers are Indonesian academics. This condition might influence the editing process in the rhetorical variety used and the author's preference which is familiar to the Indonesian discourse community. As reported in (Basthomi, 2007) the editors and reviewers tend to be modest in that they have restricted their imagined readers to those in the confines of the Indonesian setting and, subsequently, have not thus far inculcated the Indonesian writers of English research articles to entertain the need to direct their English RAs to the larger context of international audiences.

The common sections that conventionally appear in English RAs are known as the Introduction, the Method, the Result and the Discussion (shortened as IMRD). This IMRD format, which is derived from authentic English texts (Swales, 1990), now has been used as the basic organisational structure of RAs written in English in many non-English speaking countries including Indonesia. In English RAs written by Indonesian academics, the core sections of the IMRD format have evolved to produce a more varied section with subtitles. Lindsay (2011, p. 28) argues that some scientific journals are now relegating the Material and Methods section to a kind of appendix at the end of the article and presenting it in smaller font. This change of structuring in RAs suggests that the core section of RAs in different disciplines may vary considerably.

In regard to English RAs written by Indonesian academics, it was found that all RAs begin with an Abstract and finish with a Reference List. In between, there are sections that are commonly called Introduction, Method, Result, Discussion and Conclusion (IMRDC). It appears that the generic IMRD structure has been broadly followed; however, it was found that English RAs written by Indonesian academics are presented in a slightly different style. The investigation of RAs published in some of the accredited journals in Indonesia reveals that variation in styles among journals is noticeable. This variation in the surface structure of RAs written in English includes the ways of writing the Abstract and the organisation of subtitled sections. Another salient variation found in English RAs written by Indonesian academics is in the Conclusion section that is accompanied by the Suggestions section written explicitly as the final sub-heading section. This practice might

be influenced by the Indonesian research tradition that the research findings should provide a direct solution for an identified problem in the community.

The analysis reveals that a variety in the organisation of English RAs structure is apparent in the Indonesian accredited journals in terms of the generic structure and rhetorical variation but the main surface structure of IMRD+CS sections of RAs are consistently maintained. The majority of English RAs written by Indonesian academics do not strictly follow the IMRD format but give extra sub-sections titles following the main sections. The explicit titles of sub-substances or materials following the main section basically do not introduce a new or different communicative purpose as have been found in RAs by native English writers. The sub-title found in Indonesian RAs Introductions carry out similar communicative purposes of RAs in English but focusing only in one or two communicative purposes. This practice might be motivated by the need to assist the Indonesian readers to get an easy understanding of certain communicative purposes. The variety of rhetorical organisation of English RAs is also the result of the different journal guidelines that have been preserved as an in-house style of each journal.

Although some authors state that the articles are based on research, many RAs have been presented with different labelling conventions using other terms that might be considered to accommodate more specific content focus of the section, e.g. Aims of the study, Data, Sample and Research Procedure. Such variations might have been practiced as a flexible house-style e.g., in journals of *Humaniora* and *Linguistik Indonesia*. The use of various titles within the Method section shows that uniformity of the section titles may not receive specific attention from the writer and editorial member who is responsible for the editing of the article.

This variation is continued to the end of the RAs sections, such as in the Results and Discussion sections. The Results section and the Method section of RAs seem to be generally regarded as a relatively unproblematic part of RA development (Holmes 1997; Lindsay, 2011). The Results section describes the factual findings of the research conducted and the description is quite individual in regard to the focus of study. This section is regarded as a central section of RAs in the IMRD model. In Indonesian RAs, however, it is more likely that the Results and the Discussion sections are presented side-by-side or together in one section called 'Results and Discussion' because the findings need to be discussed and interpreted immediately.

The current study found that many of these combined sections then were divided again with the subtitle ‘Result’ or ‘Findings’ before commencing the Discussion section. The Results section of English RAs published in Indonesia when used as a freestanding title is labelled as ‘Findings’ such as found in *Linguistik Indonesia*, however, the Results when it comes together with the Discussion becomes the ‘Findings and Discussion’, which is also used frequently as the preferred label in other accredited journals such as *TEFLIN Journal* and *Jurnal Ilmu Pendidikan*.

The additional content in the Conclusion section, particularly the Suggestions and Implications that have been used by the Indonesian academics in writing English RAs, might be transformed from the academic community concerns regarding various problems faced by Indonesian people. Moreover, In Indonesia, researchers and academia are expected to contribute their expertise in resolving real world problems faced by Indonesian society. In other way, this local expectation from Indonesian community is then incorporated in many ways including by providing a specific section in a RA to deliver suggestions. In addition, the existence of closing remarks might be influenced by the oral tradition in Indonesia, for instance, in a speech or academic seminar, if there is an opening section, there will be a closing word of good wishes and suggestions to mark the finished presentation (Rusdi , 2006).

The final section of RAs written by Indonesian authors was the Conclusion, but variations in the heading as well as the content exist in some RAs. Although the occurrences were rare, some RAs finalize their structure headed with ‘Closing remarks’ instead of ‘Conclusion’, but this section usually contained the conclusions and suggestions. This evidence is the most common practice found in the Indonesian RAs that label the final sections as the ‘Conclusion and Suggestions’. The inclusion of the Recommendation section in English RAs written by Indonesian academics can be considered as an exclusive characteristic of the Indonesian academic writing tradition. However, in some international English journals, the ‘Conclusion and Implications’ that have been inserted as a section following the Discussion could be seen as “frustrated response to so many authors who try to discuss their works without concluding anything” (Lindsay, 2011, p. 41). Furthermore, Lindsay argues that these journals that have an obligatory section for ‘Conclusion’ pose a problem to good writers because good writers will already have the conclusion as an integral part of their discussion.

In native English RAs, however, the recommendations, if any, will be put as one of the rhetorical features in the Discussion section. Swales (1990, p. 173) maintained that because of the highly competitive nature of the research grant, authors might not willingly share any recommendations for future research. However in Indonesia, research is expected to contribute some kind of practical outcome that can be implemented by the Indonesian government or community. Therefore, the inclusion of suggestions and implications in the final section of RAs is urged. Thus, instead of the IMRD format, English RAs in the Applied Linguistics discipline published in the accredited journals in Indonesia are organized as “I-M-(R&D)-C&S” format and its extra sub-titles variation.

The findings from the analysis of the accredited Indonesian journals reveal that each journal maintains its own journal in-house style as part of the journal tradition. Most journals provide guidelines in order to give general groundwork that must be followed by contributors. The specific guidelines to contributors include some details and technical requirements of how to write an article that fits the journal style. Indeed, most journals accept different kinds of articles for submission, e.g. research reports, conceptual papers, literature reviews, theoretical essays and book reviews. Accordingly, these diverse contents might influence the way the sections are labelled as well as the types of subheadings within these sections.

In reality, in RAs written by non-native English writers, the variation in structuring of RAs might be influenced by their tradition of the writing in the first language. It has been reported that authors from different backgrounds or disciplines might develop a different core structure depending on their first language and traditions. The report from different research of rhetorical organisation English RAs conducted by Basthomi (2006), Mirahayuni (2001), and Anwar (2010), demonstrate a particular concern regarding the English RAs written by Indonesian academics. This present study supports their findings of the Indonesian writers difficulty in composing RAs that match with the convention of scientific community. To some extents, the difficulties maybe in fact of awareness of the discourse community convention or maybe struggle in asserting agencies and in-house style of scientific journals. Therefore, it is an essential concern regarding the need of English RAs to be written using a more standard structure and with more complete communicative purposes as expected by the world discourse community.

The expectation however, is that this discursive practice is strongly influenced by a demand for publishing RAs written in English. This demand changed the editorial policy of some journals that now prefer publication of RAs in English. However, in a country like Indonesia, multiple practices of organizing RAs in scientific journals might be considered as part of the condition of the Indonesian people who naturally live in the ‘unity of diversity’. Although they have competence in performing English writing, as many of the authors have doctoral degrees from overseas, the Indonesian origin of a multicultural background cannot be abandoned. These practices might also reflect the Indonesian recognition and acceptance of the cultural, ethnical, linguistic and social or religious diversity of its people that is represented in the Indonesian national motto ‘Bhinneka Tunggal Ika’ meaning ‘unity in diversity’ (Purwadi, 2007).

This concept of accepting diversity is the guiding principle of heterogeneity to promote tolerances among Indonesians of different backgrounds that ‘we are of many kinds, but we are one’. To deal with this circumstance, diverse rhetorical practices in writing RAs might be considered part of becoming a loyal member of the Indonesian discourse community. In line with this spirit, Susilo (2007) advises us to stop thinking that deviations occur in the texts of multilingual writers as errors. Instead, they are part of the multicultural background of writers that cannot be separated from having multilingual competence.

Strictly speaking, there is a movement away from the assumption that rhetorical deviations from such native speakers’ rhetorical norms are seen as signs of lack of proficiency or interference (Canagarajah, 2006). In relation to this phenomenon, Susilo (2007) emphasizes that the New Rhetoric view argues that such rhetorical deviations from the normative should not be considered as signs of interference for the bi/multilingual writers, but rather as rhetorical choices that could become critical alternate discourse. This view respects bi/multilingual norms as a great prospect of complex identity that might be considered as the basis for contrastive text analysis.

This rhetorical diversity might also be, in part, the result of acceptance by the Indonesian research community in agreement with government policy as well as the guidelines set by the accredited journals that meet the Indonesian discourse community expectations. In addition, the diversity of rhetorical features in writing English RAs might evolve from the permissive attitude of the Indonesian norms that respect the different writing styles as influenced by different cultural backgrounds. This leniency around the variable use of

rhetorical features in writing English RAs might not be seen as a sign of lacking awareness either by writers or editorial board members; however, Indonesian writers wishing to publish in international publications face the uncompromising and restricted guidelines of English RAs.

8.3.2 Factors contributing rhetorical differences

Developing a good English research article requires a certain organisational structure to ensure that the paper can be read and understood clearly by the targeted readers of a particular scientific community. Regardless of the discipline and the model the writers use, scientific articles should follow the writing conventions of the discourse community. Lindsay (2011, p. 4) reinforced that there are three immutable characteristics of good scientific writing that distinguish it from all other literature, namely: precision, clarity and brevity. However, these characteristics might be implemented in various degrees by writers from different backgrounds. Similarly, Hyland (2008, p. 548) points out that the criteria of 'logical', 'engaging', 'relevant' or 'well organized' writing differs across cultures. These remarks specify several reasons why writing in English is so difficult for speakers of other languages.

The norms and forms of good RAs for international publication should consider certain indications and links to others studies. The rhetorical strategies used in international journals must be followed. According to Murray (2005, p. 4) what constitutes good writing in journals is the acknowledgment of other people's work. However, she reminds us to not overstate the critique of other works. This is one of the errors of inexperienced RA writers that apparently is evident among the new RAs authors (Murray, 2005, p. 4). Furthermore, she maintains that the key strategies of academic writing in journals is similar across the board; that is, academic writing is highly signalled and signposted, there is usually a forecast of the whole paper in an introduction, and there is acknowledgment of other people's work (Murray, 2005, p. 119).

Ignoring the rhetorical feature of reference to others' research might disadvantage new writers wishing to publish in international journals. Thus, a better understanding of the differences between the English and Indonesian RA writing practices will enable Indonesian writers to present their claims more effectively by using strategies familiar to

the target readers. Murray (2005, p. 59) maintains that these activities are more than such a simple give and take procedure but are prerequisites to joining the conversation in a scientific discourse community; a 'lack of rhetorical education – lack of awareness of the skills of written debate may lead some new writers to write in ways that are closer to conversation than is appropriate'.

This investigation indicates that many Indonesian RAs provide fewer references to previous research than the references to general knowledge. This essential element is considered the most important feature in writing RAs (Swales, 1990) that will characterize and differentiate research articles from other academic discourse, such as theses or dissertations. However, the identification of RAs written by Indonesian academics found different kinds of references used, such as, a review of literature or conceptual definition. This type of referencing is found either in the Introduction section or in the Discussion section.

In international journals, either the Introduction or the Discussion sections need references to previous research to support the argumentation. The investigation of RAs in Indonesia found that the rhetorical features of claiming centrality, indicating a gap, and counter claiming, were limited in being supported by reference to previous studies. However, they were frequently supported by references to concepts in order to explain the terminology or definition. In the Discussion section, the rhetorical features of explanation and exemplification also barely include referencing. In English RAs, it is expected that those rhetorical steps with the above communicative purposes should be supported by previous research. If the requirements of previous studies are missed, the complete communicative purposes might be considered as failing to match the argumentation expected by the English discourse community. The study suggests that RAs written by Indonesian academics are characterised by a difficulty of providing arguments extracted from previous research.

The limitations of reviewing items from previous research will affect the whole organisation of the rhetorical structure. This, in turn, may affect the success of meeting the communicative purposes in international publications. As identified, less than half of RAs written by Indonesians are supported by previous research. However, it is found that RAs in Indonesian are fully supported by references, but not to research; instead referring to the definition of concepts from textbooks is considered more important. This practice might

imply that citing previous research is not prioritised in Indonesian RAs and can be replaced by citations from literature or books.

From an international discourse community perspective, reference to previous research practice is considered as an important strategy to persuade readers of the validity of his/her arguments and to provide support for newly announced findings. The absence of this stage in the English RAs written by Indonesian academics, especially those found in the paired data, result in less convincing claims about the news findings. The news value of research findings is a very important aspect of RAs within which the discourse community member may take benefit from the research (Berkenkotter & Huckin, 1995, pp. 39-40). In contrast, RAs written by Indonesians tend to be quite conventional, meaning that they may not really have news value as seen in articles in newspapers, for instance, while RAs by native speakers of English tend to address the new news value issue. This issue implies that the competition to publish in mainstream journals is very tight. Moreover, the "news value" issue in research articles is somewhat differentiated in RAs written by expert and novice writers, where the novice writers can hardly compete with a well-known researchers.

In the case of the Indonesian writers, it is a common practice that research published in the Indonesian journals is expected to contribute some kind of practical outcome that can be implemented by the Indonesian government, institutions, or community. This aspect can be considered more important to Indonesian community than, if any, discovering a grand design from research findings which is not applicable to resolving a complex problem found in the community. This distinct expectation from the Indonesian community to research findings might be motivated by the need for immediate solutions to solve problems. In contrast, the international discourse community expects more research findings that are able to prove or challenge other studies previously. Therefore, the research findings discussed in RAs aims to convince the discourse community of the 'news value' (Berkenkotter, 1997) or 'news-worthiness' (Swales, 1990) in the form of important significant information about new discoveries of the current research.

The other feature that seems naturally developed in RAs written by Indonesian academics is the recommendation section that occurs at the end of the paper. In Swales' model of the Discussion section, recommendations are made for the possible further studies in the future. The existence of the recommendation feature indicates that the findings are open to

further investigation. However, Swales (1990, p. 173) maintained that because of the highly competitive research grant, the authors might not willingly share any recommendations for future research.

The occurrence of recommendation for practical purposes has a logical reason as well as a traditional one. Considering the general purpose of the research in the Indonesian context, it is expected that RAs provide a contribution in a very practical manner to the issues or problems arising. This implies that RAs that provide a practical recommendation will be more appreciated, specifically when the practicality of the findings can be shown to benefit particular institutions. Such suggestions made to specific institutions shows that the practical recommendations made in English RAs written by Indonesian academics cannot be accessed or recognized by the international community. The local contexts for research scope and background limit the audience's advantages for writers wishing to have their research findings recognized internationally. As identified in Indonesian RAs, the occurrences of recommendations in the Suggestions section are mostly for practical purposes while those recommendations for future research receive less attention. These practices are conventionally accepted in the Indonesian discourse community considering that the general purpose of the research in the Applied Linguistics' discipline is to provide a contribution of a very practical manner to the issues or problems presented.

In the Indonesian context, the importance of expressing the benefit of research findings to institutions or to a particular discourse community is recognised if they can be part of the contribution to solve real problems. The Indonesian discourse community will appreciate and give more value to studies that have obvious benefits for the wider community. In contrast, in Western countries researchers will gain recognition when they confidently challenge unresolved previous studies by indicating a gap or counter claim. It is different to the real background of the rationale of doing research in Indonesia that, in turn, makes different realization of some rhetorical features in their writing practice of RAs. Therefore, the motivation of doing research is one of the basic differences of research tradition held in Indonesia and in English speaking countries.

Although specific training for researchers has been regularly held by the Indonesian Government to facilitate and improve the opportunity of Indonesian RAs to be accepted in international journals, the solution to the problems seems to have a constraint. This is due to the natural mindset of the majority of Indonesian scholars of the necessity to take into

account theoretical considerations in writing an academic text. This problem might also come from different motivations of authors to share their research as well as the nature of the disciplinary cases. However, the difficulties, which either come from individual writer's knowledge and rhetorical skills or other aspects of the writing competence, can be improved through training.

Regardless of countless efforts, suggestions, models, training sessions and other means of upgrading the competence in writing RAs, the academic community in Indonesia seems to prefer using their own writing strategies. The conventional structure of RAs published in Indonesia revealed in the findings of this investigation. This includes both the organisational structure of the common sections of RAs and the communicative purposes they intend to establish in each section. As has been identified, the type of RAs written by Indonesian academics found in RAs of the Applied Linguistics' discipline is to some extent different from RAs written in English by native speakers.

First, RAs written by Indonesian academics seem to delay or avoid expressing claiming centrality as the opening communicative purpose in the first paragraphs of the Introduction. Although it was found that around 40% of RAs explicated the importance of study, many of the claims were expressed later in the middle or later position. Instead, many of the Indonesian academics prefer to: (a) explain general concepts, (b) show certain problems faced by community and (c) link the recent situation with the similar problems in the past or in different places. Rather than presenting the important of the study to the research field, a typical way that used by more than half RAs in the corpus were by talking of the very issue in the community and show the value of the study to resolve problems

In this present study, the evidence indicates that more than of the Indonesian RA authors seem unwillingly to commit themselves early on to a claim that the research is making an important contribution to the discourse community, moreover, some of them say nothing about the importance of the report being presented. Instead of claiming the importance of the study, many of the Indonesian writers prefer to provide an explanation and definition of some terminologies of key words mentioned in the end of the Abstract section. If there is any claim, many of the RAs would rather express the importance of the study in the middle of the Introduction or even at the end of the Introduction. This timing is considered very late compared to Swales' (1990) CARS model which recommends expressing the importance of the study in the earliest paragraph as it is ranked as the first Step in Move I.

According to the model, this strategy should be immediately stated in the very first line or in the first paragraph in order to appeal to the discourse community to read or access the research findings they are going to write.

In contrast, the Indonesian RAs would rather start the Introduction with a general knowledge regarding the focus of research in order to bring the readers a comfortable feeling and familiarity of topic. As seen in the opening paragraph of the Introduction section, all RAs provided with rhetorical feature of making topic generalization but less than half of RAs provided with the feature of claiming centrality. Moreover, the trend to delay the statement about the importance of the study until the continuing paragraphs found in the majority of RAs written by Indonesian academics might be explained as a tendency of the writer to refrain from confronting general readers with a strong expression of the importance of the research focus in advance. It is the central mindset of the Indonesian community to keep a low profile and never to show an aggressive manner or declare strength with a strong statement. To avoid conflict, the majority of RAs written by Indonesians rely on developing what is called ‘making topic generalization’ in Swales’ (1990) CARS model.

Furthermore, Indonesian RAs were found to avoid some types of rhetorical features that function to make a strong proposition, such as claiming centrality, counter claiming, and indicating a gap. Instead, the presence of making topic generalization in Indonesian RA Introductions was almost universal. This strategy also seems to dominate by exploring types of communicative purposes that maybe considered more moderate, such as: expressing problems, government policy, or linking to heroic history or even stories from of the research site. This strategy may be more acceptable in written literary contexts than in research contexts. Duff (2007) points out that in other academic contexts, to increase the engagement with the subject matter, writers may provide levity, make personal connections with others, display their own interests, and/or exemplify problems by drawing on everyday situations. This kind of strategy may be considered as ‘erudite’ attitude (Flowerdew, 2001) that is frequently found in RAs written by non-native speakers. As exemplified in Flowerdew (2001, p. 136), this evidence of drawing a lengthy explanation of some topics may cause a more problems regarding the editing process and prospect of writing RAs for an international audience.

In the Indonesian RAs, the Introductions are often used to explain historical issues regarding the background of the study. This practice is usually found in longer introductions. The writers typically begin with giving or quoting a historical story to make a generalisation of topic. This practice of showing off the writer's knowledge and understanding of the topic is accepted as a normal presentation; however it becomes a barrier to properly explicating the 'indicating a gap' or 'counter-claiming' features. As identified, if there is a statement, some of the gap expressed by Indonesian academics constitutes an evaluation of an imbalanced situation between two parties, for examples, between the government policy and the practice or between the plan or program with the application of the program. In addition, it shows that many of the Indonesian writers discussed a conflict from real world problems as the basis for their argumentation.

These variations in the way Indonesians explicate certain rhetorical features of centrality might be motivated by a consideration to deliver an argument by a moderate strategy. To invite readers to read the paper, the English discourse community expect that there are convincing arguments of unsolved research that need to be reinvestigated. In contrast, the Indonesian academics that make a stronger statement by showing other researchers' limitations or failure might be considered impolite. A similar problem is also reported in Loi and Sweetnam-Evans (2010) that Chinese academics face difficulty in using strong statements because of the writing tradition in Chinese they are not allowed to criticise other works in public. The English discourse community may not tolerate this kind of cultural orientation displayed by non-native English writers. However, Canagarajah (2010) argues that failure to meet the structural requirements familiar to the target discourse community is one of the reasons why writers from peripheral countries backgrounds might find it difficult to publish in international journals.

The perspective and strategies adopted by Indonesian authors for writing RAs compared to those of the English discourse community are different. To some extent, the difference is partly the result of different traditions and cultures, particularly of Indonesian people, that are being considered as part of the oriental culture of East Asia, while English as from an Anglophone background. To a certain extent, this research on RAs of diverse writers background supports to the idea on how perspective on genre can be integrated on academic writing (Swales, 1990, Swales and Feak, 2004). Moreover, by accommodating these research findings, the difference practice of writing RAs can be a bridging a gap to

facilitate a multinational understanding of different socio-rhetorical practice in organising communicative purposes of RAs.

As Indonesian people, we are taught to have manners and to be humble and polite ‘*andhap asor*’ particularly when dealing with other people in public (Purwadi, 2007). Purwadi (2008) clarifies that a strong statement that directly points to other writers or researchers might raise a conflict. This condition is commonly managed and avoided particularly in academic contexts that are considered to have privileges as educated people. This moral was compiled by Sunan Gunung Jati (1448 – 1568) through *Tembang Macapat Mijil*, that implies a message to be respectful in academia: “The way to be effective and powerful/ You have to be humble/ Willing to defer, at the end you will be elevated/ Bow your head when you are criticized/ Stay away from contrary courses or tracks/ Turn away when there is a conflict.” The Javanese version of this message is:

*Dedalane guna lawan sekti
Kudu andap asor
Wani ngalah, luhur wekasane
Tumungkula yen dipun dukani
Bapang den simpangi
Ana catur mungkur*

This teaching, for sure, may not be understood or learned by Indonesian people in general. However, the message passes and flourishes from generation to generation across people all over Indonesia. Although the message may not reach the same understanding by all, the meaning has been maintained in different environments, such as through education, government, and social contact. Irawanto, Ramsey, & Ryan (2011) argue that the basic Javanese culture are being adopted in many occasion of today’s Indonesian society. This generalization might be too narrow, however; we should note that the majority of RAs writers are affiliated with major universities and reside in Java, such as in Jakarta, Bandung, Yogyakarta, Malang, and Surabaya. Moreover, Sarsito (2006) asserts that the Indonesian people have endorsed the Javanese tradition as the effect of 32 years Soeharto’s presidential era from 1966 – 2008. Within this context, the Indonesian academics in particular have more opportunity to socialize and become familiar with the Javanese norms. The classic song above, as one example of the Javanese teaching, is believed to inspire many Indonesian academics to conduct their social interactions with humility, that is, showing respect and humbleness when making interaction with others

(Sutadi, 2005). This practice is shared through different occasions including in formal academic contexts such as in disseminating information through writing RAs.

To some extent, the interpretation of cultural norms and thought might be reflected in specific events, such as in the choice of rhetorical features in the organisation of RAs. As the investigation shows, it is very rare to find statements that criticise other researchers or comment on other previous studies using a strong proposition. Rather, Indonesian academics consider using more moderate statements or general knowledge as the main communication strategy in writing the Introduction. As identified, the rhetorical feature of 'making topic generalization' is found in 96% of RAs. Similar evidence was found in Basthomi (2006). Instead of presenting a critical review of research finding from previous studies, Indonesian RAs tend to provide a positive justification of other studies. In this study, such practices can be traced back by looking at the trend in making opening paragraph in Indonesian RAs (Section 5.3.2). It seems that the tradition to not talking or delivering subject matter to the point then, maybe by intuitive attempt, is brought when they write in English. Nevertheless, the present study confirms that no significance differences of strategies and rhetorical features used by Indonesian academics when they either write in English or in the Indonesian language.

To sum up this discussion, some important messages are worth noting. Firstly, at the moment the majority of Indonesian academics still struggle in applying the rhetorical pattern of RAs that is accepted by the international discourse community. However, this is expected to gradually change in the near future. Currently, all Indonesian academics are urged to learn and adopt the requirements needed for publishing RAs in international journals. The Indonesian Government has a commitment to increase the publishing of RAs for international publication. Secondly, it is a fact that many scientific journals maintain their own in-house styles of how to publish RAs. This fact may result in a different rhetorical organization of RA. In fact, such conventions in terms of rhetorical organization of RAs are not static but changeable over a period of time. As discussed in Chapter Three, section 3.5, the patterns are changeable and the evolution of the rhetorical organization of RAs is evident (Ayers, 2008; Berkenkotter, 2008; Gross, et al., 2002). Third, cultural phenomena, including language, are not uniform or fixed across time. They are open to contest and are not immune from economic, socio-political and material influences (Goddard, 2000). The dynamic view of norms and cultures of modern society can now

easily be shared through the increased use of information technology, as well as interaction among the members of the discourse community. In this challenging world, any member of academic discourse who has not associated themselves with the international discourse community is considered disadvantaged.

Finally, this present study provides new evidence regarding authors' rhetorical diversity who both write in the Indonesian language and in English, as well as authors that only write in Indonesian. The findings indicate that no uniformity is established with respect to the attitude in developing RAs. Although there is much guidance and fixed patterns that are explicitly offered, the cultural background of writers seems to be dominating the attitude and decision as to what communicative purposes and rhetorical features they consider is appropriate. For many Indonesian academics, the expectation of the scientific discourse community has not yet been fully considered. Furthermore, integrating norms and traditions into writing for academic purposes is a complex task for many academics. Therefore, to understand the complexity of authors from different cultural backgrounds in writing for academic purposes, the study of academic genre should be comprised of considerations from different standpoints, such as by integrating perspectives on genre and rhetorical diversity. In this way, a misapprehension toward writers from different linguistic and cultural backgrounds can be avoided.

8.4 Recommendation and Implications for future research

The discussion of RAs written by Indonesians shows some related issues of why the position of Indonesia in international RAs publication is very low compared to other Asian countries. This evidence implies that RAs written by Indonesian academics rarely appear in international journals. To some extent, Indonesian academics have been practising the same rhetorical strategy when they write RAs in both languages, be it in English or in the Indonesian language. It is to say that Indonesian academics need to realise the different rhetorical choices taken up in RAs in the two languages as well as different expectations between different target readers. This evidence has some consequences in regard to the intention of Indonesians to increase their contributions to research in the international discourse community. As international journals require that RAs should be written in English, therefore, the convention of English RAs in all aspects: the organisational

structure, the rhetorical features and other prerequisite conditions should be followed otherwise their efforts to publish in international journals will not be successful.

To partly solve the problem for international publication, a worthwhile recommendation from long-standing English mainstream journal editor of TESOL Quarterly, Canagarajah (2010), should be considered. He initiates five strategies to redress the inequalities in academic publishing and help authors from periphery countries to be able to contribute their research. First, open access (unrestricted) to mainstream journals will help authors to gain familiarity with the conventions and the conversations of recent journals. Second, open an opportunity for more international scholars to join their editorial board. The diversified composition of editorial boards might persuade editors of the significance of a study for the local community, to lobby for policy changes towards featuring more local research, advise us on problematic issues in a submission (i.e. stylistic differences, perception of plagiarism, or possible duplication of articles from local languages or journals) and serve as our ambassadors in local communities acquainting scholars with our publishing practices and mentoring some informally before submission. Third, set up a mentoring system to give additional opportunities for promising submissions from non-traditional settings. Fourth, create other means of dissemination on new research and scholarship to international readers, such as Research Digest and Symposium that provide periphery scholars with insights into ongoing conversations in the field as they frame their own work with greater relevance. Fifth, give some space outside the main coveted section for representing local knowledge, such as, Teaching issues and Research issues, to solicit a brief report from periphery scholars on emergent topics and trends in their communities. These constructive suggestions will also bring more spirit for the publication of non-English journals to accommodate multilingual writers of RAs as experienced by Indonesian academics.

To some extent, the writing and publishing in English can be maintained by involving wider community elements, as have been recommended by Gao & Wen (2009). They suggest expanding collaborative work internationally, such as by including more international scholars on editorial boards. This collaborative strategy of shaping an article is an effective way of helping periphery scholars negotiate mainstream publishing conventions (Canagarajah, 2010). In regards to the Indonesian accredited journals, many journals have been performing these initiatives by exchanging expertise called 'mitra

bestari' across reputable universities in Indonesia and globally, for example, Patric Guinnes of Australian National University has been a member of editorial board of *Humaniora Journal*, Bernd Nothofer of Frankfurt University in German and Asmah Haji Omar of Universiti Pendidikan Sultan Idris Malaysia have been appointed as the editorial crew of *Jurnal Ilmiah Linguistik Indonesia*. In addition, several monolingual English journals in Indonesia, such as *TEFLIN journal*, even provide four reviewers from different countries, namely: Khalil Motallebzadeh of Islamic Azad University in Iran, Ma Luz Vilches of Ateneo de Manila University in the Phillipines, Margaret Gearon of Monash University, and Willy A Renandya of National Institute of Education in Singapore. These practices, regardless of their involvement in preparing and reviewing Indonesian texts, in fact, have had an important role in maintaining their status of the accreditation from DIKTI or LIPI, as it has become a compulsory requirement of the accredited journals' assessment (ISJD-LIPI, 2012).

However, the existence of international editors and reviewers in the accredited journals in Indonesia has not been as functionally effective as it was hoped because almost all RAs are edited by local editors. Beside that, the international editors' involvement may cause another constraint to the development of Indonesian RAs itself because those editors from non-native English backgrounds might bring their considerations based on their original culture. As identified, several accredited journals recruited editors from non-English speaking countries, for instances, The Phillipines, Iran, and Thailand. In order to increase the acceptance of RAs written by Indonesian academics in the English community, journals that want to invite foreign editors should consider their background cultures. Other dilemmas with editors from other countries might be the communication constraints of long distance technical problems as well as cultural impediments. It should be noted that for many Indonesian academics, communicating and discussing research articles to be published requires confidence as well as a good command of English. From the traditional cultural point of view, Flowerdew (2008) pointed out that non-Western scholars are ambivalent about getting help because they perceive this practice as unethical or degrading. However, their reluctance to find assistance is understandable in that many native English editors might not be as friendly and helpful as those of non-English editors (Canagarajah, 2010). Furthermore, texts believed to be by writers who are not native

speakers of English may be judged more harshly by a reviewer of manuscripts for journals (Honner, NeCamp, and Donahue, 2011).

To increase English RA publications, using own one's web pages to disseminate research findings is an effective way to increase the number of English publications. Flowerdew (2008) maintains that this strategy will expand international readers' access to their research findings. Following the information technology era, open access journals and an on-line journal strategy actually has been adopted by lots of journals in Indonesia. Moreover, many new journals are now publishing RAs by online mode in response to the vast amount of articles being published by university students. In the field of Applied Linguistics itself, more and more journals have provided the online publication of RAs in addition to the printed edition. The existence of on-line journals in many leading universities in Indonesia is also sustained by the need of international recognition of the quality and ranking of higher education institutions in the world regarding the performances and academic activities.

Academic writing is a complicated process. Thomson and Droga (2012, p. 3) argue that there are many different approaches to knowledge but 'No one is better or worse than another but they do reflect differences in thinking'. This implies that differences in cultural and writing tradition influence approaches to knowledge and the reproduction of knowledge. In a country like Indonesia where the multicultural and multilingual backgrounds of writers is apparent, the different organisation of structuring RAs might be considered as normal practice. However, this persistent practice of RA authors might impede the priority of the Indonesian Government to have a better acceptance rate of RAs written by Indonesia academics in international English publications.

In writing and publishing RAs in English, the perspective of integrating linguistics and rhetorical diversity as the common attitude in Indonesia may be changed to strict regulation and more direct instruction, such as, with a fixed rhetorical pattern or certain models. Although the new direction might upset and limit the opportunity of Indonesian academics to publish their projects or research, it can be improved with the regular workshop and training held by LIPI, DIKTI, and the Board of Research and Community Services in each university. Hence, the new guidelines might also become a new challenge for Indonesian academics as long as the editorial members of some journals have the same

commitment to increase the quality of RA publications either in Indonesia or in internationally reputable journals.

It is a difficult challenge; however, there is no other instant remedy but to familiarise Indonesian writers with the international academic tradition. Duff (2007) asserts that all the academic community, either the novice or the expert writers, need to socialize regularly in the academic discourse community to be able to participate in the discussion with appropriate strategies to be involved in an academic genre discussion. This implies that, by no other choices, Indonesian academics need to constantly improve their awareness for a long-term continuing profession as researchers as well as academics in higher education. The challenge of publishing opportunities is even bigger; it is not only a matter of field competence and rhetorical skills, but the challenge for non-native writers varies from linguistics, formality and organisation to ideological barriers (Duszak & Lewkowicz, 2008, p. 110). This complex challenge requires all parties in Indonesia, either the Indonesian academics and researchers in general or the Indonesian DIKTI in particular, to work even harder to break the barrier of the international publishing opportunities.

However, the commitment of all Indonesian academics in order to accelerate the international approval through writing and publishing RAs in English is genuine. Regardless of those difficulties, there is a trend to publish RAs in English. Therefore, this study provides additional evidence regarding Indonesian writing practices in general and the development of communicative purposes and the rhetorical organisation of English RAs in particular. The usefulness of these findings could be:

- (1) to help Indonesian academics understand the communicative purposes and the rhetorical features of RAs that should be explicated in order to adapt the conventions of writing RAs for international publication
- (2) to inform training courses of the general weakness of Indonesian academics in developing English RAs
- (3) to share with journal editorial members certain aspects of RAs that need more attention to be carried out
- (4) to remind fellow academics in the Applied Linguistics discipline of the importance of teaching rhetorical skills as a unique aspect in writing for academics purposes to university students.

Last but not least, this study shows limitations. It investigated a relatively small number of RAs that were purposely chosen to find out how RAs published in the accredited journals in Indonesia in the Applied Linguistics discipline are organized. The discourse analysis of RAs is limited to finding out the nature of rhetorical features in RAs written in Indonesian and in English by Indonesian academics. More specifically, this study focuses on the analysis of three aspects of RAs, namely: (1) the generic structure (2) the Introduction section, and (3) the Discussion sections. The findings, though, are not intended to represent all RAs published in the accredited journals in Indonesia. To gain a more precise picture, further research is needed, particularly of RAs published in accredited journals in other disciplines of RAs in Indonesia, such as, in Information Technology, Engineering, Sciences, Health Sciences, and Religions. In addition, this present study shows limitations in terms of the research methodology used, as it did not use interviews with individual writer to understand deeper reasons behind their writing practice. Moreover, the present study used Swales (1990) CARS model while this model has been revised in 2004. It is possible that, if the researcher has an opportunity to do a similar study in the future by using Swales (2004) model as the basis analytical device, the findings will probably demonstrate different recommendations.

8.5 Concluding remarks

The present study answered the research question: What is the nature of the organisation of rhetorical features of RAs written by Indonesian academics in the Indonesian language and in English? The investigation of RAs published in the accredited journals in Indonesia implies three things.

First, the Indonesian academics have embraced the conventions of the English discourse community worldwide. This is revealed in the organisation of RAs published in the accredited journals in Indonesia that have similar but not identical organisation to the generic structure of English RAs which conventionally follow the IMRD model (Swales, 1990). RAs written by Indonesian academics add a separate section called the Suggestions to allow researchers provide broad suggestions to the Indonesian community.

Secondly, the rhetorical features commonly practiced and accepted among the English discourse community are different to the majority of RAs written by Indonesian

academics. The publications in Indonesian journals show that the Indonesian academics have followed certain commitment in presenting scientific texts, such as by referring to references but not limited to previous studies. However, the different strategy of expressing rhetorical features of counter claiming and indicating a gap are not stated in similar ways as found in English RAs. This difference causes the format of the rhetorical structure of the Introduction, which frequently explicates two rhetorical Moves, that is, the Establishing a territory (Move I) and Occupying the niche (Move III); while the Establishing a niche (Move II) is likely not commonly developed.

Third, the rhetorical structure of the RA Discussion in Indonesia is generally similar to the discussion found in English RAs. The application of the Eight Move model (Swales, 1990) reveals that seven rhetorical moves of the Discussion are regularly occupied by over half of RAs in all groups of the corpora. This indicates that '*the recommendation*' is not considered as a rhetorical feature that needs to be expressed in the Discussion section. For Indonesian academics, the recommendation is a very important element and is compulsory to be presented in RAs; however, the place is not in the Discussion section. Instead, RAs written by Indonesians provide a separate section called 'Suggestions', which is located in the last section. This practice suggests that Indonesian RAs have certain characteristics that are different from English RAs written by native speakers.

By and large, this study reflects personal experiences as well as aspirations of the Indonesian academics on writing and publishing practice, particularly of the Applied Linguists community members that mostly work in public universities focusing on language teaching and literary education. In an attempt to contribute research findings back to the Indonesian discourse community, this study promotes significant evidence of rhetorical differences that can be used to enhance the teaching and learning writing skills for academic purposes to university students. In turn, these research findings support the existence of the theoretical considerations, as discussed in Canagarajah (2002, 2006, 2010) and Duszak & Lewkowicz (2008), which contend that writers of non-native English countries have their own practice and strategy of the rhetorical choices that are appropriate for either the writer or the audiences. Canagarajah (2002) asserts the need to foster multilingual publications, however, to be flexible in terms of publication convention and writing styles.

The researcher has big hopes that the findings of this research are reconsidered within a larger discourse community of practice in language teaching in Higher Education. The recent concerns about writing RAs for international journals might gain advantage from these findings realising the specific areas of weakness of the rhetorical organisation of RAs written by Indonesian academics. The researcher concludes this reflective task will benefit Indonesian academics as language teachers and Indonesian academics in general who are proud to be Indonesian people living in a multilingual and multicultural country. Being multilingual myself, I believe the different perspectives and practices will enrich the rhetorical diversity and hopefully increase understanding among the discourse community worldwide. However, the contribution of the Indonesian discourse community in international publications is more central to these goals.

In a less ambitious mode, it is important to have a consciousness that publishing in English journals, be it in Indonesia or in international journals, is not the only way to have scientific recognition in wider discourse community. Publishing in Indonesian might also reach a broader area, such as in Malaysia, Brunei Darussalam and Timor Leste. The Indonesian language is also assumed to be learnt and understood by academics in ASEAN (Association of South East Asian Nations) and many parts of the world. English is the official working language of ASEAN (Kirkpatrick, 2008), however, the Indonesian language is proposed to be the second working language among the ASEAN members (Sugono, 2008). By considering the number of discourse community members who understand the Indonesian language, publishing in Indonesian might also be accessed broadly. This situation implies that publishing in Indonesian and applying rhetorical strategies that are accepted by the local community is a great achievement for Indonesian academics. Within this practice, Indonesian academics may preserve and be proud of local norms as well as promoting the Indonesian language and research to the wider discourse community.

It is a wise thought of Duszak and Lewkowicz (2008, p. 109) that we need to consider: 'Publishing in English maybe a symbol of one's entry into a supranational community, but its advantages need to be weighed against the risks entailed from the perspective of the local community'. Therefore, the Indonesian community should consider that we also the have right and responsibility of preserving the Indonesian language as an identity and to maintain the traditional values. Therefore, it is the time for Indonesian academics to

balance their wishes, to be proud of local norms and happily publish in Indonesian and also be ready to compete in international publication.

The common Indonesian adage: “*Di mana bumi dipijak, di situ langit dijunjung*” gives a basic message to Indonesian people irrespective of their origin, ethnicity, culture and place, but to always flexibly adopt new territory norms: “Wherever you disembark your feet (on the land), you should hold up the sky (above)”. The implication of this saying is those who wish to participate successfully in a particular community are expected to display a deep respect and immerse themselves in the new community. This aptitude is in line with Swales’ (1990, p. 24-25) assertions that to be an active member of the discourse community, the scholars should comprehend the common goals and mechanisms of exchange among the members of the community using specific language and devices that are relevant to the community expectations.

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APPENDIX A : CORPUS OF THE STUDY

Appendix A. 1 Corpus of RAs in the paired data

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Appendix A. 3 : Corpus of Indonesian RAs in the discrete data

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APPENDIX B: THE DISTRIBUTION OF RHETORICAL FEATURES OCCURRENCES

Appendix B. 1 : Introduction of English RAs in the paired data

No	RAS	MOVE I			MOVE II				MOVE III			
		1	2	3	1A	1B	1C	1D	1A	1B	2	3
1	REF	√	√	√	√	√	√	X	X	√	X	X
2	BWI	√	√	√	√	√	√	X	√	√	X	X
3	YBA	√	√	√	√	√	X	X	√	X	X	X
4	SUG	√	√	√	√	√	X	X	X	√	X	X
5	BCA	√	√	√	√	X	X	X	√	X	X	X
6	MAS	√	√	√	√	X	X	X	√	√	X	X
7	EFA	√	√	√	√	X	X	X	X	√	X	X
8	ARP	√	√	√	X	√*	√	X	√	√	X	X
9	KMA	√	√	√	X	√	√	X	X	X	X	X
10	KWE	√	√	X	X	X	X	X	√	√	X	X
11	MAH	√	√	X	X	X	X	X	√	X	√	X
12	DJA	√	√	X	X	X	X	X	√	√	X	X
13	ESU	√	√	X	X	X	X	X	√	√	X	X
14	KHR	X	√	√	√	X	X	X	X	√	X	X
15	KUS	X	√	√	√	√*	X	X	√	√	X	X
16	MOU	X	√	√	X	√	X	X	X	√	X	X
17	NAD	X	√	√	√	X	X	X	√	X	X	√
18	PRA	X	√	√	√	√	X	X	√	X	X	X
19	SAFI	X	√	√	X	√	X	X	X	√	X	X
20	SUK	X	√	√	√	X	X	X	X	√	X	X
21	SUW	X	√	√	X	√*	X	X	X	√	X	X
22	STO	X	√	√	X	√	X	X	√	√	X	X
23	ASA	X	√	√	X	X	√	X	√	√	X	X
24	LAM	X	√	X	X	X	X	X	X	√	X	X
25	ANS	X	√	X	X	√	√	X	√	√	X	X
TOTAL		52%	100	76%	48%	40%	24%	0	60%	76%	4%	4%

Appendix B. 2 : Introduction of English Ras in the discrete data

N0	RAS	MOVE I			MOVE II				MOVE III			
		1	2	3	1A	1B	1C	1D	1A	1B	2	3
1	CSU	√	√	√	√	X	√	X	X	√	X	X
2	DKO	√	√	√	√	X	X	X	√	√	X	X
3	NLI	√	√	√	X	√	X	√	X	√	X	X
4	FHA	√	√	√	X	X	√	X	√	√	X	X
5	TFE	√*	√	√	√	√	X	X	√	√	X	X
6	DSU	√*	√	√	√	X	X	X	√	X	X	X
7	PWI	√*	√	√	X	X	X	X	√	√	X	X
8	JMA	√*	√	√	X	X	X	X	√	√	X	X
9	SRO	√*	√	√	X	X	X	X	X	X	X	X
10	APU	√	√	√	X	X	X	X	√	√	X	X
11	NLE	√	√	√	X	X	X	X	√	√	X	X
12	RFA	√	√	√	X	X	X	X	√	X	X	X
13	MMA	√	√	√	X	X	X	X	√	X	X	X
14	MUA	√	√	√	X	X	X	X	X	√	X	X
15	ARI	√	√	√	X	X	X	X	√	X	X	X
16	TBU	X	√	√	X	X	X	X	√	X	X	X
17	BDA	X	√	√	X	X	X	X	X	√	X	X
18	HTO	X	√	√	X	X	√	X	X	X	X	X
19	IWA	X	√	√	X	X	√	X	√	√	X	X
20	SSE	X	√	√	√	X	X	X	√	√	X	X
21	DRU	X	√	√	X	√*	X	X	X	√	X	X
22	AZA	√*	√	X	X	X	√	X	√	X	X	X
23	GWI	√*	√	X	X	X	√	X	X	√	X	X
24	SWI	√*	√	X	X	X	√	X	√	X	X	X
25	ROZ	√	X	√	X	X	X	X	X	√	X	X
Total		44%	96%	88%	20%	12%	28%	8%	60%	64%	0%	0%

Appendix B. 3: Introduction of Indonesian RAs in the paired data

No	RAS	MOVE I			MOVE II				MOVE III			
		1	2	3	1A	1B	1C	1D	1A	1B	2	3
1	SUA	√*	√	√	X	√*	X	X	X	X	X	X
2	ARP	√*	√	√	√*	√*	X	X	X	√	X	X
3	DJA	X	√	X	X	√*	X	X	X	X	X	X
4	ENF	X	√	√	√*	√*	X	X	√	√	X	X
5	ESU	X	√	X	X	X	X	X	X	√	X	X
6	KHR	X	√	X	√*	√*	X	X	√	√	X	X
7	KMA	X	√	√	√*	√*	X	X	X	√	X	X
8	KUS	√*	√	√	√*	√*	√	X	√	√	X	X
9	KWU	X	√	√	√	√	X	X	√	√	X	X
10	MAH	X	√	X	X	√*	X	X	X	√	X	X
11	MOU	√*	√	X	√*	√*	X	X	√	X	X	X
12	NAD	X	√	√	X	X	X	X	√	X	X	√
13	PRA	X	√	√	X	√	X	X	√	X	X	X
14	REF	√	√	√*	X	X	X	√	√	X	X	X
15	SAF	√	√	√	√*	√*	X	X	√	√	X	X
16	SUG	√*	√	X	X	√*	√	X	X	√	X	X
17	SUK	X	√	√	X	√*	X	X	√	√	X	X
18	SWI	X	√	√	X*	√*	X	X	X	√	X	X
19	BWI	X	√	X	X	√	X	X	√	X	X	X
20	STO	X	√	√	X	√*	X	X	√	√	X	X
21	ASA	X	√	X	X	X	X	√	√	√	X	X
22	BCA	X	√	√	X	X	√	X	√	√	X	X
23	MAS	√*	√	√	X	√	√	X	√	√	X	X
24	YBA	X	√	X	X	√*	X	X	√	X	X	√
25	LAM	√	√	√	X	√	X	X	X	√	X	X
Total present		12	100	64	4	20	16	8	64	68	0	8
Total absent		16	-	32	64	20	84	92	36	32	100	92

Appendix B. 4 : Introduction of Indonesian RAs in the discrete data

No	RAS	MOVE I			MOVE II				MOVE III			
		1	2	3	1A	1B	1C	1D	1A	1B	2	3
1	ALI	√	√	√	X	X	√	X	X	√	X	X
2	ERM	√	√	√	√	X	X	X	√	√	X	X
3	APR	√	√	√	√	X	√	X	X	√	X	X
4	DHA	√	√	√	X	X	X	√	√	√	X	X
5	ISU	√	√	√	X	X	√	X	X	√	X	X
6	SUM	√	√	√	X	X	X	X	X	√	X	X
7	YTO	√	√	√	X	X	√	X	√	X	X	X
8	STO	√	√	√	X	X	X	X	X	√	X	X
9	KUN	√	√	√	X	X	X	X	√	√	X	X
10	AKU	√	√	X	X	X	X	X	X	√	X	X
11	HBA	√	√	X	X	X	X	X	√	√	X	X
12	PSU	√	X	√	X	X	X	√	X	√	X	X
13	BSI	X	√	√	X	X	X	X	√	X	X	X
14	SGU	X	√	√	√	X	X	X	√	√	X	X
15	RSU	X	√	√	X	X	X	X	X	√	X	√
16	MAI	X	√	√	X	X	√	X	X	√	X	X
17	ASO	X	√	√	X	X	√	X	√	√	X	X
18	ASR	X	√	√	X	X	X	X	√	X	X	X
19	DDA	X	√	√	X	√	X	X	√	X	X	X
20	DMA	X	√	√	X	X	X	X	X	√	X	X
21	SHI	X	√	√	X	X	X	X	√	√	X	X
22	DIC	X	√	X	X	X	X	X	X	√	X	X
23	JUF	X	√	X	X	X	√	X	X	√	X	X
24	SMU	X	√	X	X	X	√	X	X	√	X	X
25	BWI	X	√	X	X	X	√	X	X	X	X	X
TOTAL		48%	96%	76%	12%	4%	36%	8%	44%	80%	0%	4%

APPENDIX C : THE DISTRIBUTION OF RHETORICAL MOVE IN THE DISCUSSION SECTION

Appendix C.1 : Discussion Move of English RAs in the paired data

NO	RAS	DISCUSSION MOVES								Total
		I	II	III	IV	V	VI	VII	VIII	
1	P-ERA/ANS	X	√	X	X	√	X	X	X	2
2	P-ERA/ARP	√	√	X	X	X	X	√	X	3
3	P-ERA/DJA	√	√	X	X	√	√	X	X	4
4	P-ERA/ENF	√	√	√	√	√	√	√	X	7
5	P-ERA/ESU	√	√	√	X	X	X	X	X	3
6	P-ERA/KHR	X	√	√	X	√	√	√	X	5
7	P-ERA/KMA	√	√	√	√	√	X	√	X	6
8	P-ERA/KUS	√	√	√	√	√	√	X	X	6
9	P-ERA/KWU	√	√	√	√	√	√	√	X	7
10	P-ERA/MAH	√	√	√	√	√	√	√	X	7
11	P-ERA/MOU	√	√	√	√	√	√	√	X	7
12	P-ERA/NAD	√	√	√	√	√	√	√	√	8
13	P-ERA/PRA	√	√	√	√	√	√	√	X	7
14	P-ERA/REF	√	√	√	√	√	√	√	X	7
15	P-ERA/SAF	√	√	√	√	√	√	√	X	7
16	P-ERA/SUG	X	√	√	√	√	X	X	X	4
17	P-ERA/SUK	√	√	√	√	√	√	√	X	7
18	P-ERA/SUW	X	√	X	X	√	X	√	X	3
19	P-ERA/BWI	√	√	X	√	√	X	√	X	5
20	P-ERA/STO	X	√	√	X	√	X	√	X	4
21	P-ERA/ASA	√	√	√	X	√	X	√	X	5
22	P-ERA/BCA	√	√	√	√	√	√	X	X	6
23	P-ERA/MAS	√	√	√	X	X	X	√	X	4
24	P-ERA/YBA	√	√	X	√	X	X	X	X	3
25	P-ERA/LAM	√	√	X	X	X	X	X	X	2
Total		20	25	18	15	20	13	17	1	
Percentage		80%	100%	72%	60%	80%	52%	68%	4%	

Appendix C.2 : Discussion Move of English RAs in the discrete data

No	RAS	DISCUSSION MOVES								Total
		I	II	III	IV	V	VI	VII	VIII	
1	NLE	√	√	√	√	√	√	√	X	7
2	SSE	√	√	√	√	√	√	√	X	7
3	DSU	√	√	√	√	√	√	√	X	7
4	CSU	√	√	√	√	√	√	√	X	7
5	MUA	√	√	√	√	√	√	√	X	7
6	HTO	√	√	√	√	√	√	√	X	7
7	RFA	√	√	√	√	√	√	√	X	7
8	AZA	√	√	√	√	√	√	X	X	6
9	APU	√	√	√	√	√	√	X	X	6
10	ARI	√	√	√	X	√	√	√	X	6
11	MMA	√	√	√	X	√	√	√	X	6
12	ROZ	√	√	√	X	√	√	√	X	6
13	SWI	√	√	√	X	√	√	√	X	6
14	JMA	√	√	√	X	√	√	√	X	6
15	TFE	X	√	√	√	√	√	√	X	6
16	FHA	X	√	√	√	√	√	√	X	6
17	DKO	X	√	√	√	√	√	√	X	6
18	SRO	√	√	√	X	√	√	X	X	5
19	NLI	√	√	√	X	√	√	X	X	5
20	DRU	√	√	√	X	√	X	√	X	5
21	TBU	X	√	√	√	√	X	√	X	5
22	IWA	√	√	√	√	X	X	X	X	4
23	BDA	√	√	√	X	√	X	X	X	4
24	PWI	√	√	X	√	X	X	√	X	4
25	GWJ	X	√	√	X	√	√	X	X	4
TOTAL		20	25	24	15	23	20	18	0	
%		80%	100	96%	60%	92%	80%	72%	0%	

Appendix C. 3: Discussion Move of Indonesian RAs in the paired data

NO	RAS	DISCUSSION MOVES (DM)								Total
		I	II	III	IV	V	VI	VII	VIII	
1	ANS	√	√	X	X	√	√	√	X	5
2	ARP	X	√	√	X	√	X	X	X	3
3	DJA	X	√	√	X	√	√	√	X	5
4	ENF	√	√	X	√	√	√	√	X	6
5	ESU	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-
6	KHR	√	√	X	X	√	√	X	X	4
7	KMA	√	X	X	X	√	X	X	X	2
8	KUS	X	√	X	X	X	X	X	X	1
9	KWE	X	√	√	√	√	√	√	√	7
10	MAH	√	√	X	√	X	X	X	X	3
11	MOU	√	√	√	X	√	√	√	X	6
12	NAD	√	√	√	√	√	X	X	X	5
13	PRA	√	√	√	√	√	√	√	X	7
14	REF	√	√	√	√	√	√	√	X	7
15	SAF	√	√	X	X	√	X	X	X	3
16	SUG	X	√	√	√	√	√	√	X	6
17	SUK	X	√	√	X	√	√	√	X	5
18	SUW	√	√	√	X	√	√	√	√	7
19	BWI	X	√	√	√	√	√	√	√	7
20	STO	√	√	√	√	√	√	√	X	7
21	ASA	√	√	√	√	√	√	√	√	8
22	BCA	√	√	√	√	√	√	X	X	6
23	MAS	√	√	√	√	√	√	√	X	7
24	LAM	√	√	√	X	√	X	√	X	5
25	YBA	√	√	√	√	√	√	X	X	6
TOTAL		17	23	17	13	22	17	15	4	
%		70%	96%	70%	54%	92%	70%	62%	16%	

Appendix C.4: Discussion Move of Indonesian RAs in the discrete data

NO	RAS	DISCUSSION MOVES (DM)								Total
		I	II	III	IV	V	VI	VII	VIII	
1	ALI	√	√	√	√	√	√	√	X	7
2	ASR	√	√	√	√	√	√	√	X	7
3	BSI	√	√	√	√	√	√	√	X	7
4	DMA	√	√	√	√	√	√	√	X	7
5	PSU	√	√	√	√	√	√	√	X	7
6	RSU	√	√	√	√	√	√	√	X	7
7	SHI	√	√	√	√	√	√	√	X	7
8	SGU	√	√	√	√	√	√	√	X	7
9	STO	√	√	√	√	√	√	√	X	7
10	SUM	√	√	√	√	√	√	√	X	7
11	JUF	√	√	√	√	√	√	√	X	7
12	AKU	√	√	√	√	√	√	X	X	6
13	ERM	√	√	√	√	√	√	X	X	6
14	ISU	√	√	√	√	√	X	√	X	6
15	DIC	√	√	√	X	√	√	√	X	6
16	HBA	√	√	√	X	√	√	√	X	6
17	APR	X	√	√	√	√	√	√	X	6
18	ASO	√	√	√	X	√	√	X	X	5
19	YTO	√	√	√	X	√	√	X	X	5
20	KUN	√	√	√	X	√	√	X	X	5
21	MAI	X	√	√	√	√	√	X	X	5
22	DHA	X	√	√	X	√	√	X	X	4
23	BWI	X	√	√	X	√	√	X	X	4
24	DDA	√	√	X	X	X	X	X	X	2
25	SMU	X	√	X	X	X	X	X	X	1
TOTAL		20	25	23	16	23	22	15	0	
%		80 %	100 %	92 %	64 %	92%	88%	60 %	0%	

APPENDIX D : THE INDONESIAN VERSION OF THE INTRODUCTION

RA article: “*Penerjemahan informasi implicit dari bahasa Inggris ke bahasa Indonesia dalam karya fiksi*” (The translation of implicit information from English to the Indonesian language in fictions). *Linguistik Indonesia* , 25(2), 55 – 63

1. PENDAHULUAN

Penerjemahan selalu melibatkan dua bahasa yang berbeda, yaitu bahasa sumber (Bsu) dan bahasa sasaran (Bsa). Setiap bahasa memiliki sistem dan struktur yang berbeda yang mengakibatkan perbedaan dalam penyajian informasi. Sementara itu, penerjemahan yang baik haruslah mengupayakan tercapainya kesepadanan dinamis, yaitu kesepadanan pemahaman pembaca Bsu dan Bsa atas pesan yang disampaikan oleh sebuah teks (Nida dan Taber 1974:12).

Salah satu hal yang sering menimbulkan masalah dalam upaya mencapai kesepadanan dinamis adalah menerjemahkan informasi implisit, yaitu informasi yang tidak disebutkan secara literal atau tertulis di dalam teks sumber. Menurut Beekman dan Callow (1974:47) penyajian informasi secara implisit berbeda antara satu bahasa dengan bahasa lain sehingga dituntut kejelian penerjemah dalam menerjemahkan informasi implisit tersebut agar pesan yang terkandung dalam sebuah teks dapat disampaikan dengan baik. Tulisan ini menguraikan tentang penerjemahan informasi implisit dari bahasa Inggris ke bahasa Indonesia yang terdapat dalam karya fiksi yang terdapat dalam bentuk elipsis dan bahasa figuratif.

Translation:

(INTRODUCTION)

Translation always involves two different languages, which are the source language and the target language. Every language has unique system and structure that result in differences in presenting information. A good translation must reach a dynamic equality, which is the equality of reader comprehension in the source language and the target language, that is, of what messages are carried out by a certain text (Nida and Taher, 1974:12).

One of the difficulties often causing a problem to reach the dynamic equality is in translating implicit information, that is information which has not been spelled out literally or written in the source text. According to Beekman and Callow (1974:47), the way to present implicit information in one language may be different from another language; therefore, a translator is required to be careful in translating the implicit information in order to deliver a text's message satisfactorily. This paper presents the translation of implicit information from English to Indonesian in the form of ellipsis and figurative language.