

CHAPTER II

LITERATURE REVIEW

This chapter discusses the review of literature related to the study. The review of literature includes introductory section, generic structure, and moves in introductory section theory of Swales²⁴.

A. Generic Structure

Martin²⁵ and Swales²⁶ explain that the concept of genre is very important in the field of genre analysis, because it is very influential and is used as a genre-based approach in teaching writing. According to Martin, genre is where our activities are goal-oriented in which we as speakers participate as representatives of our environment. In his work, Martin gives examples of genres such as, poetry, narrative, exhibitions, scientific writing, conferences, recipes, appointments, services, and news broadcasts, showing that they all share the same view of the genre. Meanwhile, according to Swales, he describes the genre as a communicative activity.

Moreover, according to Hyland²⁷, genre is where texts are grouped together, and writers use well-structured language to write down something that happens, in other words, the writer ties what is seen with a writing. Basically, genre is based on the idea of those who do not understand the reading texts they use, and that should take advantage of reading existing texts to understand so that there is a possibility that they can write easily. This is because writing is not just writing, because writing involves a process of creating text in which the writer assumes the reader will know what the writer is doing. Like a group of dancers who equate each other's movements and coordinate to achieve the same understanding. Therefore, when writing there is a possibility of a pattern and creativity that comes unexpectedly and often

²⁴ John M. Swales, *Research Genres: Exploration and Application*, (New York: Cambridge University Press, 2004).

²⁵ J.R. Martin, *Factual Writing: Exploring and Challenging Social Reality*. (Oxford: Oxford University Press, 1989).

²⁶ John M. Swales, *Genre Analysis: English in Academic and Research Setting*. (New York: Cambridge University Press, 1990).

²⁷ Ken Hyland, "Genre and Second Language Writing". John Wiley & Sons, Inc. (2018). <https://doi.org/10.1002/9781118784235.celt0535>

becomes the basis for variations in writing. Therefore, genre reminds us that when we write we follow an agreement to organize the message so that readers can understand and recognize our ideas and goals. Because in its arrangement there are several forms and sequences of occurrence, therefore the genre consists of several rhetorical stages so we cannot write down our goals and ideas in one step.

The 1990s model of genre analysis on the three-moves introduction proposed in seminal work by Swales called CARS (Create a Research Space) has been regarded as a breakthrough in academic writing style of English, that is very helpful for non-native speaker (further will be called NNS) who will study in English discourse community. The CARS model has been used as a basic framework in analyzing research article introductions (RAIs) and has been employed in analyzing research article from different languages, for instances a research conducted by Ahmad in 1997 and also been applied in many different discipline²⁸.

B. Introductory Section

Introductions are recognized to be difficult, and almost all academic writers admit that they have more difficulty getting started on a piece of academic writing than they face, for instance their observation. To write the opening paragraph they are faced with a difficult situation, because they have to create a background that catches the reader's interest. In addition, the authors must include what approach they will use in their research, as well as the first impressions of the article. One way is to package the introductory sentence of the research article (RA) as a problem-solution text, as stated by Zappen that researchers need to consistently discuss the context of the intellectual discipline in which they are situated²⁹. More precisely, in their writing, the researchers discuss the objectives, current capacities, problems, and evaluation criteria that stem from and operate in that discipline.

²⁸ Betty Samraj, "Introductions in research articles: Variations across disciplines. English for Specific Purposes", *Elsevier* Vol. 21 Issue 1 (2002).

²⁹ J.P. Zappen, *A rhetoric for research in sciences and technologies*. (In Anderson, Brockman and Miller, 1983).

The intention of rhetoric analysis extensively focused on research article introduction. This focus is not without reasons and consideration. Firstly, research articles are considered as familiar academic written discourses that are practical in all field and discipline. Second, research article introductions are normally structured by purpose, method and result which are easy to compare between disciplines. Thirdly, introduction of research articles are always the most difficult part for writers in producing academic writing. Finally, introduction is always the first impression for publisher to consider a research article whether it is accepted or rejected³⁰. In the introduction to the research article, it also presents the relationship between the work of the author and the reader, if this can bridge the reader's knowledge with the research articles we make, this can be said to be successful³¹.

C. Moves in Introductory Section

The basic application of CARS is connecting the communication purpose in the text through move. The 1990s version of CARS model is organized by three movements—move one (1) is called establishing centrality, move two (2) is establishing a niche and move three (3) is named occupying the niche. Every move has several steps which contain some points, for instances, there are some points that underscore move 1 namely: claiming centrality; making topic generalization(s) and; reviewing items of previous research. Move 2 moreover, is underlined by counter- claiming; indicating a gap; question-raising and; continuing a tradition. Finally move 3 is highlighted by outlining purposes; announcing present research; announcing principal findings and; indicating research article structure. Those important points are not always stated in every move in research introduction, some might be overlooked and some research introductions are typically stressed by particular points. It depends on different discipline and different languages of research introductions of this study. There are some points of each move are present in particular article and some points are ought to be

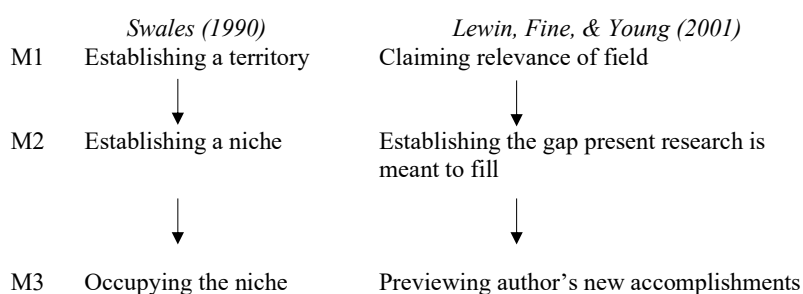
³⁰ Chalemsri Joghtong, *Introductions in Thai: Genre Analysis of Academic Writing*. (West Virgiana University, Unpublished PhD. Thesis, 2001).

³¹ Safnil, "A Genre-Based Analysis on the Introductions of Research Articles Written by Indonesian Academics", *TEFLIN Journal* Vol. 24 No. 2 (2013).

stated in³².

In genre analysis, **Swales introduced CARS** (create a Research Space) model which appears to be quite successful, both in pedagogical and descriptive terms. There are several reasons for this, namely corpus-based, quite simple, functional, and for the parts of the genre it applies it is *sui generis* or unique - which provides a different scheme than usual which is still rarely used. Further, CARS model is revised in order to match all particular types of RAIs. Thus the updated version of CARS is known as CARS model 2004, this version will be employed in the analysis part of each article. Thus it make the latest version is more flexible to apply on distinctive feature of RAIs.

This is the start of a three-part model for the introductory section of a leading English language journal that has become a prototype. This has been shown by several authors such as Nwogu in 1990 who introduced these three parts to medical science, in 1996 Chu introduced for EFL, for computer science introduced by Anthony in 1990, for Social science introduced by Lewin in 2001, for physics introduced by Gross in 2002, and biology introduced by Samraj in 2002. Swales calls this tripartite, where this tripartite structure offers orientation that is well-modulated by the reviewer or reader about what is to come, or broadly can lead to a larger specific. Take a look at an example of a comparison between Swales and Lewin's tripartite:



³² John M. Swales, *Research Genres: Exploration and Application*, (New York: Cambridge University Press, 2004).

Seeing the main difference between Lewin and Swales is that in the move 3 version, the preview on Lewin is not enough to cover one mandatory element in move 3, which is to uncover the contents of the study objectives. In this case there are several differences shown by Moens and Teufel³³ - who are experts in the field of computational languages - they adopt the four movements that are highlighted in the introduction, namely, background, after that there is other research, then research gap and objectives. There is a problem or difficulty they encounter, namely the separation of the background from the previous journal articles they summarize which is used as a gap. Another researcher, Samraj³⁴ has come under fire from a number of observers of other research articles, in which he includes citations to previous studies throughout the introduction. As a consequence, literature review is not one thing that can be separated between function and placement. Therefore, this literature review cannot be used simply in an analysis of a movement.

We need to understand the meaning of move itself before starting the analysis. The word move, which was introduced by Swales, has a rhetorical meaning or discourse unit where written or spoken discourse has a coherent communicative function³⁵. Apart from move there is the term step, part of move. According to Nwogu, step is the element of constituent of a move, and if this step is collected it will become information in the move³⁶.

According to Samraj³⁷ in his study of the introduction of research articles, there was a descriptive statement from the site he was researching, according to him this happened because of the generalization of the opening in move 1. According to Swales³⁸, this can be used as an example of providing

³³ Marc Moens & Simone Teufel, "What's yours and what's mine: Determining intellectual attribution in scientific text", In *Proceedings of the Joint SIGDAT Conference on Empirical Methods in Natural Language Processing and Very Large Corpora* (2000).

³⁴ Betty Samraj, "Introductions in research articles: Variations across disciplines. English for Specific Purposes", *Elsevier* Vol. 21 Issue 1 (2002). 1-17.

³⁵ John M. Swales, *Research Genres: Exploration and Application*, (New York: Cambridge University Press, 2004).

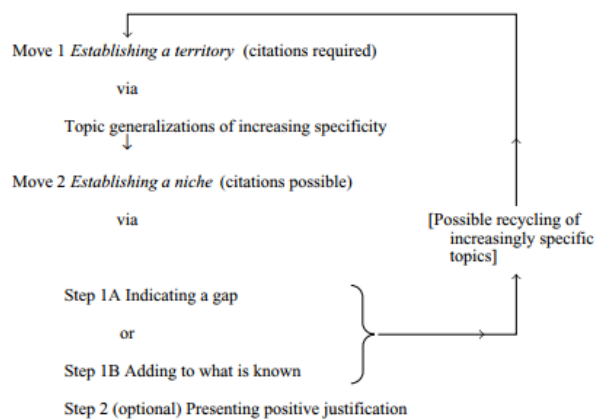
³⁶ Kevin Ngozi Nwogu, "The Medical Research Paper: Structure and Purposes", *Pergamon* Vol. 16 No. 2 (1997).

³⁷ Betty Samraj, "Introductions in research articles: Variations across disciplines. English for Specific Purposes", *Elsevier* Vol. 21 Issue 1 (2002). 1-17

³⁸ John M. Swales, *Research Genres: Exploration and Application*, (New York: Cambridge University Press, 2004).

more specific details as an introduction. Identifying moves and setting move boundaries can be defined by a set of mixed criteria that usually together produce certain criteria. As Nwogu has noted, the bottom-up process tends to be the identification of a move, but this is influenced by the intuition of the schema regarding the arrangement of text types³⁹.

In move 2, establishing a niche, in the Swales 1990 genre analysis⁴⁰, there are 4 steps, namely counterclaiming, raising a question, indicating a gap, and continuing a tradition. There is something strange about the term continuing a tradition, so far, the common choice for researchers in compiling the introduction is indicating a gap. There are other steps that are rarely chosen by researchers, namely counterclaiming and question-raising which functionally are not much different from indicating a gap. It is for that reason that Swales reduces the four stages of move two to two, and also the model has the potential to repeat from the move 1 and move 2 sequences which many investigators find to be common, especially in the longer introductory section⁴¹. We can see the CARS revised model for Move 1 and Move 2 in the following picture:



In other words, simply, the first move is known as *establishing a territory*, where writers need to establish his/her area of study. In this move

³⁹ Kevin Ngozi Nwogu, *Discourse variation in medical texts: Schema, theme and cohesion in professional and journalistic accounts*, (Aston University: Thesis {Ph.D}, 1990).

⁴⁰ John M. Swales, *Genre Analysis: English in Academic and Research Setting*. (New York: Cambridge University Press, 1990).

⁴¹ John M. Swales, *Research Genres: Exploration and Application*, (New York: Cambridge University Press, 2004).

the writers should develop his/her specific area of studies where they have to claim this is the area of study and this is the concern by stating that this area of study is central, important, interesting and relevant to the current knowledge.

The second move is called *establishing a niche*. In this move, the writers should tell the readers/audiences that this is the background of the study that is worth to discuss. The statement that the current study is worth to discuss derives from the citation from the previous studies in M1. Thus, it goes from the territory he/she develop before into the specific part of its area. In this move, there are two steps that can be included to establish a specific area of the study. The first is step 1A *indicating a gap* or 1B *adding to what is known*, this is optional whether the writers intend to develop his/her specific area by stating the gap or limitation from the previous research in the same area, thus it will make the present research is different and improved from the previous one, or by adding more theoretical information or knowledge to the previous research in order to improved and recovered the research. This optional step is commonly enriched by more citations from the current studies. Another step is presenting positive justification, which is optional, whether the writers need to include justification or not. It is marked by personal comment from the writers that this area is worthwhile and contributes to the improvement.

Seeing the revision for move 3 is more complicated and complex than the previous one, because it is increasingly clear that the process of separating the opening steps (announcing present research/outlining purposes) of the latter is not always easy. For the next further choice on move 3, including using the method to be summarized, it could also be from the main result that it is considered an innovation for the methodology they will use, extending the discussion of the definition they use of important terms. Here is the following picture of revised of move 3:

Move 3 Presenting the Present Work (citations possible)

via

- Step 1 (obligatory) Announcing present research descriptively and/or purposively
- Step 2* (optional) Presenting RQs or hypotheses
- Step 3 (optional) Definitional clarifications
- Step 4 (optional) Summarizing methods
- Step 5 (PISF**) Announcing principal outcomes
- Step 6 (PISF) Stating the value of the present research
- Step 7 (PISF) Outlining the structure of the paper

* Steps 2–4 are not only optional but less fixed in their order of occurrence than the others

**PISF: Probable in some fields, but unlikely in others

In this section, of course, that there is an opportunity for an author of a scientific paper or research article to explore and exploit the appeal of their work towards the end of the introductory section. The existence of this option and its actual uptake depends on several factors, such as the aspirations of the researcher himself, the nature of his research, the status or credibility of the researcher himself, disciplinary conventions in the field or others. However, this cannot be separated from the efforts of the researcher himself and convincing the reader that the scientific work or research article presented is worthy of further research, of course, in the right circumstances, good initial evaluation, initial justification of good problems, and initial clarification. to impress the reader with what he brings.

Simply, the last move is familiarly called *occupying the niche* in the 1999's model or *presenting the present work* in the 2004's. In this move, the writers should acclaim and explain the present research descriptively, including the purpose of it to the readers. This is an obligatory step in move 3, which ubiquitously appear in any disciplines of knowledge. Moreover, other steps are optional, and probable in some discipline

In terms of linguistic realization, move is better seen as flexibility because sometimes it is still aligned with language units such as paragraphs, sentences or speech. On the other hand, moves can be realized with clauses or several sentences, and these moves are functional, not formal⁴². Moreover, sometimes, the nature or type of move can be indicated by the grammatical

⁴² John M. Swales, *Research Genres: Exploration and Application*, (New York: Cambridge University Press, 2004).

feature, for example, we could use a phrase like "in summary" or "in conclusion" to indicate the end of a move.

Move in introduction section of journal research articles are realized in certain linguistics exponents, for example in Move 1 via Topic Generalizations the statements that are commonly exist such as Recently, there has been wide interest in..., The explication of the relationship...is a classic problem of..., Knowledge of... has a great importance for..., Of particular interest and complexity are.... Move 2 Step 1A the statements that are commonly exist such as *However*, the previously mentioned methods *suffer from some* limitations..., The first group ... cannot treat ... and ... is limited to.... Move 3 step 1 the statements that are commonly exist such as The aim of the present paper is to give..., We now report the interaction of..., This paper measures the extent of....

D. Review of Related Research

Many research has been done to study the rhetorical structure of research articles. Some have examined the abstract, introduction, methods, and discussion. The following is a review of the research. In the notion of the use of rhetorical structure in academic writing there have been many related studies that focuses on this topic. The following are the review of those studies, Sepni (2016)⁴³, chose the same research model, namely MMP. However, in this case the researcher took a sample of 50 scientific journal articles from Indonesian language research journals in the fields of medical and health sciences. The MMP theory developed by Safnil which explains that the MMP theory found in this article in the field of medical and health sciences consists of 4 moves and 18 steps. However, several moves were not found. In move 2 justifying the research topic, all steps are found with a total of 50 articles with a percentage of 100% compared to other stages such as move 1 equating background knowledge with the number of 49 articles with a percentage of 98%, then move 4 announces research activities of 45 articles with a total percentage of 90 %

⁴³ Lexpya Sepni, "Analisis Struktur Retorika Dan Fitur Linguistik Bagian Pendahuluan Artikel Jurnal Penelitian Berbahasa Indonesia Dalam Bidang Ilmu Kedokteran Dan Kesehatan", *Diksa: Pendidikan Bahasa dan Sastra Indonesia* Vol. 2 No.1 (June, 2016).
<https://doi.org/10.33369/diksa.v2i1.3225>

and the last moves 3 justifies research activities with 14 articles with the smallest percentage of 28% among other moves.

Using the same theory (Masalah Menjustifikasi Penelitian/MMP) Alkarima (2016)⁴⁴, studied about introduction section of Indonesian journal articles. However, there were differences in their subjects. In Alkarima's research, the research subjects were six Indonesian journal articles in the fields of language, literature, and teaching, namely the Dialectical journal, the Lens journal, the Language and Literature Studies journal, the ILEaL journal, the Ranah journal, and the Aksara Journal. The method used in this research is descriptive method, namely by describing and giving an overview of the rhetorical structure of the introduction to journal articles in Indonesia in the fields of language, literature and teaching. And the result is more of the 50% percentage suitability of the preliminary rhetoric of Indonesian journal articles in the fields of language, literature, and teaching with the MMP analysis model. This can be seen from the overall research results, only the journal Lens and Aksara which do not present the four moves in the MMP analysis model.

Using a different and newer theory, namely the CARS model, Rochma et.al (2020)⁴⁵ examined the rhetorical style in ELT research articles where the object of this research was 73 articles of undergraduate student of English Language Education (ELE) thesis at a state university on Jogjakarta. In their research, they used the CARS model of the introduction section from Swales & Feak which was used as the main framework for analysis of corpus data, wherein if the frequency is 60% or above, it is a mandatory move. In this study, Move 1 showed a percentage of 84% and Move 2 as much as 85.3%, and Move 3 was less than 60%. This shows that the thesis of undergraduate students ELE can be said to be in accordance with the existing standards in the CARS model by Swales & Feak.

⁴⁴ Oryza Alkarima, "Analisis Retorika Pendahuluan Artikel Jurnal Indonesia Bidang Bahasa, Sastra, Dan Pengajarannya", *INA-Rxiv* (January 3, 2019). <https://doi.org/10.31227/osf.io/vq4nk>

⁴⁵ Rochma et. al., "Rhetorical Style of Introduction in English Language Teaching (ELT) research articles", *IJAL* Vol. 10 No. 2 (September, 2020). 304-314. <https://doi.org/10.17509/ijal.v10i2.28593>

Researching a wider range of subjects, Subakti (2021)⁴⁶ investigated the rhetorical structure and linguistic features of the introduction to Indonesian language research journal articles in the field of literature. In this case, he took data sources as many as 50 Indonesian language journal articles in the field of literature. What distinguishes this research is that the researcher uses a problem model justifying the research (Masalah Menjastifikasi Penelitian/MMP) which is developed by Safnil and adopted from the CARS model from Swales (1990), which has four communicative moves; the first is to equalize background knowledge, the second is to explain the research field, the third is to justify research activities, and the fourth is to announce the research. Based on the MMP theory developed by Safnil, which explains that the MMP theory found in this Indonesian language article consists of 4 moves and 18 steps. However, there are some parts that are not contained in the theory. As found in stage 3 in the MMP theory developed by Safnil, there are only 4 steps. However, in the field of research in the field of literature, there is a new step in stage 3 where in the field of literature there is a statement about the results of previous research. However, in a research journal article in the field of literature, it finds 3 new steps outside of the MMP theory developed by Safnil. The new theories include: (1) stating the research object, (2) stating the research assumptions, (3) stating the research conclusions.

In another aspect, there is research on abstracts conducted by Budsaba Kanoksilapatham (2009)⁴⁷. He examined a number of abstracts written in English from various scientific disciplines, namely biochemistry, microbiology, civil engineering and software engineering, where it was found that they were built on a general pattern of 5 rhetorical moves. They are: Move B (Background information), Move P (Purposive statement), Move M (Methodological description), Move R (Result announcement), and Move D

⁴⁶ Agung Subakti, "Analisis Struktur Retorika dan Fitur Linguistik Bagian Pendahuluan Artikel Jurnal Penelitian Berbahasa Indonesia Dalam Bidang Ilmu Sastra", *Jurnal Tazkirah* Vol. 6 No. 2 (February 2021). 1-13. Retrieved from <https://e-journal.iai-al-azhaar.ac.id/index.php/tazkiroh/article/view/196>, accessed on April 2, 2021.

⁴⁷ Budsaba Kanoksilapatham, "Generic structure of research article abstracts in sciences". *Researchgate* (2009). Retrieved from <https://www.researchgate.net/publication/283712667> on December 28th 2020.

(Discussion, conclusion, implication). As a result, each article from across disciplines has a different pattern. For Biochemistry, namely B-R-D, for Microbiology, namely P-R-D, for Civil Engineering, namely R-D, for Software Engineering, namely M-R-D.

In contrast to the research conducted by Aswir and Misbah (2018)⁴⁸, in this case they use different methods, namely using a generic structural theory framework and Lindeberg's rhetorical model at the macro and micro levels. And the unique thing is that the rhetorical theory of swales or the theory of moves is also applied in this analysis. The number of corpus data taken by the researcher is ten English thesis abstracts taken randomly from the thesis of students majoring in English Education, Faculty of Education, and University of Muhammadiyah Jakarta in 2015 - 2016. The result is that the background part of the problem is in abstract no. 7, 8, 9, and 10. The stages that state the research statement are in the thesis abstract no. 1 and 2. The next stage in the abstract section is the method, this is in 1, 5, and 6. The next stage of the abstract section is the result. This section appears in thesis abstracts number 1, 9 and 10 where there is a marker word which indicates that it is the result of the thesis abstract.

In addition to the introductory and abstract sections, there is research that examines the generic structure of the Method section conducted by Huseyin (2016)⁴⁹. In this case he carried out Qualitative and Quantitative research methods to investigate the rhetorical structure of the methodological section of research articles by experienced Turkish academic writers and the rhetorical structure of the MA thesis methodology section by novice Turkish academic writers. The data taken were 20 research article methods for novice students and 20 research article methods for postgraduate students (MA). In this study, researchers used Lim's model which consists of 3 moves and 9 steps.

⁴⁸ Aswir & Hasanul Misbah, "Analisis struktur generik dan retorik abstrak skripsi". PROSIDING Seminar Nasional Pendidikan Era Revolusi "Membangun Sinergitas dalam Penguatan Pendidikan Karakter pada Era IR 4.0" Universitas Muhammadiyah Jakarta, Indonesia, 24 Maret 2018 ISSN : 2621-6477

⁴⁹ Hüseyin Kafes, "Generic structure of the method section of research articles and MA theses by Turkish academic writers". *International Journal of Language Academy* (2016). DOI:10.18033/ijla.429

One of the salient features of the MA corpus is that 60% of it begins with an overview of the chapter, which informs the reader of its content. Another aspect of the MA corpus is that 35% of them started announcing their goals, and 15% began to underline their methodology. In contrast to the corpus RA, 50% of the MA corpus begins by presenting information about their participants, with only one (5%) having an overview of the chapter. In contrast to MA corpus, 30% of this group started with information about their methodology and only 15% started by announcing their goals.

In another section, namely using the move theory from Swales in the discussion section conducted by Mirahayuni (2014)⁵⁰, there are 8 moves. The method used is data as many as 20 international journal articles. The results of the analysis show that the data have a close resemblance to the Swales model both in the writing stages and in the form of the language used to mark these stages. The results of the analysis also show that there is almost no difficulty in identifying the stages in the writing strategy. This shows that the model Swales provides basic guidelines and outlines for generic structures general, and quite reasonable to look at as a general practice in writing research report articles.

From all of those studies above, it can be said that introductions is important aspect in academic writing for example in theses, dissertation and research article. Where in this introduction section contains all the information related to what will be researched and delivered in our research. In this study, the researcher wanted to examine the introduction to the ELT Journal research article which is indexed in Sinta 1 and Sinta 2.

⁵⁰ Ni Ketut Mirahayuni, "Struktur Bagian Pembahasan (*Discussion Section*) Pada Artikel Penelitian Dalam Bahasa Inggris", *Parafrase*, Vol. 14 No.02 (2014). DOI: <https://doi.org/10.30996/parafrase.v14i02.424>