

CHAPTER I

INTRODUCTION

This introductory chapter gives readers information about the background of study, research problem, objective of the study, including the significance of research followed by the scope and the limitation of the research and definition of key terms.

A. Background of the Study

The publication of Indonesian research has experienced a rapid increase over the past five years, which has led to it being ranked first in ASEAN. In 2019, the number of Indonesian scientific publications published in international journals had reached 22,888 publications. Among ASEAN countries, Indonesia is in second place after Singapore with 24,185 publications. Meanwhile, Malaysia was ranked third, followed by Thailand, Vietnam, and the Philippines. The increasing number of scientific publications in Indonesia makes Indonesia's name more recognized in the research field. Of course, quantity must also be balanced with good quality.¹

Scientific journals are an excellent way for communicating research findings, current findings and developments, and future research prospects. Journal articles are critical in academia and are the final result of research. Articles published in an academic journal are approved by experts in their fields so that the journal becomes a reliable source that can be referenced by researchers,

¹ E. Hutapea, Publikasi Riset Indonesia Kini Pertama di ASEAN. Retrived on 16/10/2019 at www.kompas.com.

policymakers, and the general public. The performance and productivity level can be assessed from the journal articles they publish in the journal. According to Rallison, publishing articles in journals under their field is very important for a researcher's career.²

Unfortunately, not all good researchers can convey the results of their writing through articles well. Writing articles is dynamic and complex and requires knowledge and writing ability (Goddard & Sendi, 2008, Rao & Prasad, 2009, quoted from Marashi & Adiban, 2017).³ Sometimes, the researchers are good at doing research, but they are struggling in writing the report. Some research articles are written less systematically, so that, readers have difficulty reading the article. For this reason, studies about move and rhetorical pattern have been done by some researchers to identify the pattern of research article writing. The writing pattern then led into the obligatory move that should be written in the field of study (Kanoksilapatham, 2015).⁴ Consequently, it will be easier for researchers to write a research article by following the obligatory move and the systematical pattern.

English has been established as an international language. Therefore, the research article (RA) in English has consequently become the means for scholarly communication and circulation of academic knowledge among researchers from

² S. P. Rallison. "What are Journals for?", *The Annals of The Royal College of Surgeons of England*, 97(2), (2015), 90.

³ H. Marashi, & H. Adiban, "The Effect of Using Short Silent Animation on EFL Learners' Writing. English Review", *Journal of English Education*, 5(2), (2017) 208.

⁴ B. Kanoksilapatham, "Distinguishing textual features characterizing structural variation in research articles across three engineering sub-discipline corpora", *English for Specific Purposes*, 37, (2015), 76.

different discourse communities.⁵ However, not all researchers can write their report in English well. It implies to the variety of the writing by the researchers in writing the research article. A study called as genre analysis is able to investigate how texts can be distinguished by rhetorical structure according to the sequence of moves and steps including the RA (Hussin & Nimehchisalem, 2018).⁶

In recent years, the study of the academic genre has become the focus of English for Specific Purposes (ESP) and English for Academic Purposes (EAP) researchers due to its pedagogical implications. The underlying schematic structure of RAs (organization of moves and steps) has been the focus of many genre-based studies since Swales' (1990) publication of the revised Create a Research Space (CARS) model.⁷ According to Swales (2004), genre analysis approach is that a text within a genre tends to follow a typical textual pattern, comprising a number of specific moves sequenced in a particular order that are also realized by a series of steps. "Move" refers to a discoursal segment that performs a particular communicative function (Swales, 2004) whereas a "step" is defined as "a lower-level text than the move that provides a detailed perspective on the options open to the writer in setting out the moves".⁸

From the time being, many researchers have been conducting studies on the schematic structure of research article in depth by analyzing each section of RA such as the abstract section, introduction section, and also the discussion

⁵ Swales, J. M., *Research genres: Explorations and applications*, (Cambridge, UK: Cambridge University Press, 2004), 227.

⁶N.I.S.M. Hussin, &, V. Nimehchisalem. "Organisation and Move Structure in the Results and Discussion Chapter in Malaysian Undergraduates' Final-Year Projects", *Pertanika J. Soc. Sci. & Hum.* 26(4), (2018), 2365.

⁷J. M. Swales, *Genre Analysis*, (Cambridge: Cambridge University Press, 1990).

⁸ Swales, J. M., *Research genres: Explorations and applications*, 228-229.

section. Furthermore, the researchers conducted their study by comparing some aspects such as the type of the research (quantitative and qualitative), the scope of the journal (national and international), and also the discipline of the study (one discipline to the other). Jalilifar, Hayati, & Namdari (2012) conducted a research on the schematic structure of local and international journal. The finding indicated that no major quantitative differences between the moves utilized in the two groups of RAs except for move 5 (*Reference to previous research*).⁹ Massoum & Yazdanmehr (2019) conducted a genre analysis of native and non-native English speakers' M.A theses. The result indicated that there is a statistically significant differences between the genre followed in discussion section of the native and non-native M.A theses.¹⁰ Moreover, the move pattern in different disciplines can characterize differences (Darabad, 2016).¹¹ Juanda (2020) conducted a study comparing the abstract of RA in different fields, natural science and social science. The finding indicated that in natural science, introduction, methodology and findings were the most manifested. on the other hand, the abstract on social science manifested more on introduction, purpose, methodology, and findings.¹²

One of the most important sections of RAs is the discussion section because in this section writers show the knowledge contribution of their research findings to the available literature. The discussion section plays an important role

⁹A. Jalilifar, A.M. Hayati, & N. Namdari, "A Comparative Study of Research Article Discussion Sections of Local and International Applied Linguistic Journals", *The Journal of Asia TEFL*, 9(1), (2012), 1.

¹⁰Y.H. Massoum, & E. Yazdanmehr, "A Genre-analysis of the Discussion Section of Iranian and English ELT Theses: A Comparative Study", *Theory and Practice in Language Studies*, 9(12), (2019), 1611.

¹¹ A. M. Darabad, "Move Analysis of Research Article Abstracts: A Cross-Disciplinary Study", *International Journal of Linguistics*, 8(2), (2016), 125.

¹² M. R. Juanda, *A Comparison of Rhetorical Moves In Students' Undergraduate Thesis Abstract* (Doctoral dissertation, Universitas Pendidikan Indonesia, 2020).

in RAs in that writers need to position their research in relation to other writing in the field, thereby contributing to disciplinary knowledge in their respective fields (Basturkmen, 2012; Yang & Allison, 2003).¹³ The main communicative function of discussion sections has been defined as the section in which writers explain “why the results occurred as they did” (Bitchener, 2010), compare their results to previous research, and discuss the significance of results.¹⁴ In other words, in this section, the writers explain why their research findings are in the ways they are and what they mean. However, the discussion section has been found to be the most challenging part of RAs, theses, and dissertations to write for both native and non-native speakers of English (Bardi, 2015; Swales, 2004).¹⁵ According to Belcher, as cited in Arsyad (2013), the quality of discussion section of an RA also determines the quality of the RA itself and therefore, writers have to write it carefully conforming to the appropriate discourse structure and style.¹⁶

In addition, the rhetoric structure of the discussion of the results section has received growing attention in English for academic purposes (EAP) genre-based studies, and this section has been examined in individual disciplines or disciplinary fields (Basturkmen, 2009, 2012; Yang & Allison, 2003).¹⁷ These studies have identified a sequence of moves and steps common to the discussion

¹³ Sultan H. Alharbi, “Schematic Structure of Discussion of Results Sections in the Field of Dentistry: A Comparison of International and Local English-Medium Journals”, *Arab World English Journal (AWEJ)*, 7(2), (2016), 62.

¹⁴ J. Bitchener, *Writing an applied linguistics thesis or dissertation: A guide to presenting empirical research*, (Basingstoke, UK: Palgrave Macmillan, 2010), 179.

¹⁵ Sultan H. Alharbi, “Schematic Structure of Discussion of Results Sections in the Field of Dentistry: A Comparison of International and Local English-Medium Journals”, 63.

¹⁶ S. Arsyad, “A Genre-Based Analysis on Discussion Section of Research Articles in Indonesian Written by Indonesian Speakers”, *International Journal of Linguistics*, 5(4), (2013), 52.

¹⁷ Sultan H. Alharbi, “Schematic Structure of Discussion of Results Sections in the Field of Dentistry: A Comparison of International and Local English-Medium Journals”, 63.

sections in different disciplines, and the moves and steps identified were ascribed to different frameworks used but not unique to the different disciplinary areas explored. In addition, research has indicated that the discussion sections featured the presence of repeated cycles of moves and that no obligatory moves across the disciplines examined were reported (Peacock, 2002).¹⁸

Relevant to the current study are the recent studies of Yang and Allison (2003) and Basturkmen (2009, 2012). Yang and Allison (2003) examine the final sections (results, discussions, and conclusions) of RAs in applied linguistics. They further report that, although the same set of seven moves appeared across all final sections, commenting on results was the most frequent and obligatory move and could occur repeatedly in the discussion sections. The two moves of reporting results and summarizing results together occurred less often, although the former occurred in all discussion sections except one. Consequently, Yang and Allison (2003) consider the reporting results move to be quasi-obligatory.¹⁹ The commenting on results move is further examined by Basturkmen (2009) in discussion sections in RAs and master's dissertations from the field of language teaching. Basturkmen finds that both RA authors and master's dissertation writers discussed their findings mainly through a series of result–comments sequences where results from their study were discussed one by one or as sets of related results.²⁰ Furthermore, Basturkmen's (2012) investigation of the steps in

¹⁸ M. Peacock, "Communicative moves in the discussion section of research articles", *System*, 30, (2002), 480.

¹⁹ R. Yang, & D. Allison, "Research articles in applied linguistics: Moving from results to Conclusions", *English for Specific Purposes*, 22, (2003), 380.

²⁰ H. Basturkmen, "Commenting on results in published research articles and masters dissertations in Language Teaching", *Journal of English for Academic Purposes*, 8, (2009), 241.

commenting on results move in the discussion of results section in dentistry RAs. Basturkmen (2012) finds that Yang and Allison's (2003) moves/steps framework of the discussion of results sections in applied linguistics is mostly applicable because the move/step types identified were similar to those described in applied linguistics (Basturkmen, 2009; Yang & Allison, 2003).²¹

Therefore, the current study aims to explore the move and rhetoric structure of discussion sections from the field of English Language Studies from two different research articles (i.e., quantitative and qualitative), drawing on relevant existing frameworks of discussion sections provided in Yang & Allison (2003). Indeed, it is hoped that the obtained results of this study could be employed to raise the writers' awareness of the rhetorical structure that might exist between the discussion sections quantitative and qualitative research articles.

B. Research Question

According to the background above, the present study is focus on answering the following research questions:

1. What are the move and steps found in quantitative and qualitative research article discussion?
2. How are the rhetoric structure pattern of quantitative and qualitative research article discussion?

C. The Objective of the Study

Based on the research questions above, this study is aimed at:

²¹ H. Basturkmen, "A genre-based investigation of discussion sections of research articles in Dentistry and disciplinary variation", *Journal of English for Academic Purposes*, 11, (2012), 134.

1. To find out the move and steps found in quantitative and qualitative research article discussion
2. To investigate the rhetoric structure pattern of quantitative and qualitative research article discussion.

D. The Significance of the Study

Rhetorical move structure in discussion section should not be underestimated in scientific research. Based on that assumption, this study will donate to open a wider perspective in the research on well-knowledge about the moves of rhetorical structure of discussion writing to provide a clearer view of students, educators, advisors, and next researchers' writing ability. Further, this study is significant in some points as follow.

Firstly, the findings of the present study would provide an insight into the rhetorical organization of research article discussion in qualitative and quantitative research. The findings of the present study would help higher students and inexperienced writers to have a clearer picture of the rhetorical structures of a research article discussion. These findings would also enable them to recognize the anticipated characteristics of a standard of research article discussion. The findings can help novice writers and researchers produce a well-written discussion with an appropriate form and complete contents for the audience.

Furthermore, the findings on the rhetorical organization of research article discussion are pedagogically beneficial for the teaching of writing and reading for academic purposes. Genre analysis yields pedagogical implications which can be effectively used in language teaching and learning. Kanoksilpatham (2005)

mentioned the role of the rhetorical structure in reading that learners could use the rhetorical structure as a template to follow, while reading, and knew the contents to be included to conform to the expectation of discourse community.²² Moreover, the role of formal training of genre for students and writers is that it helps reducing the risk of subjectivity and verbosity, and increase the clarity in their abstract writing.

E. Scope and Limitation

The scope of this study was limited to an investigation of quantitative and qualitative research articles in the field of English Language Studies published in 2018 to 2020.. This study explored the rhetorical structure of research article discussion and its feature. Furthermore, the scope of this study includes the contrastive analysis of discussion in quantitative and qualitative forms. Only one specific framework is used for the rhetorical move analysis, that is, Yang & Allison's (2003) framework.

F. Definition of Key Terms

1. Genre

Genre comprises a class of communicative events, the members of which share some set of communicative purposes.²³

2. Move

A discursial segment that performs a particular communicative function.²⁴

3. Step

²² B. Kanoksilapatham, "Rhetorical studies of biochemistry research articles", *English for Specific Purposes*, 24, (2005), 270.

²³ J. M. Swales, *Genre analysis: English in academic and research settings* (New York: Cambridge University Press: 1990), 58.

²⁴ J. M. Swales, *Research genres: Explorations and applications*, 228-229.

A lower-level text than the move that provides a detailed perspective on the options open to the writer in setting out the moves.²⁵

²⁵ Swales, J. M., *Research genres: Explorations and applications*, 228-229.