

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

Academic writing is the kind of article using deductive reasoning, formal voice, and third person point of view, and used in high school or universities. Academic writing has some types; one of them is research articles. Research articles refer to an empirical research based on observation and investigation and derives not only from theories, but also from actual experience. Swales and Feak (2012) classified research articles into two types, they are the empirical or IMRD (Introduction-Methods-Results-Discussion) paper and non-empirical paper. Non-empirical papers are not based on empirical evidence but they are equally based on established facts (Fidelis, 2017), while empirical paper is contained some sections which are the Introduction section, Method/Methodology section, Results/Findings section, and Discussion section, that all of them can called as IMRD (Swales & Feak, 2012). One of the important parts of research article is the introductory part. Introduction in research article is to provide brief information about the topic and the reasons of conducting the study to the readers.

In writing research articles, writers use the other sources expressed by citations to support their ideas, and also to represent the facts. Citation is the important rhetorical feature of academic writing, especially of research article, that enables the authors to interact with the readers and to show how broad

their knowledge in particular field (Nguyen, 2015). Citation is not only examined by the types, but also examined by the functions. One of the functions that can be examined from the citations is rhetorical function. Rhetorical function is most often used as a set of rules that guide the author to create effective compositions, especially academic compositions. Madiha (2014) defined rhetorical function as a strategy for presenting the subject and how to organize information in the text. While, Trimble (1985) claimed that the rhetorical function in English for Science and Technology (EST) is defined as a fundamental part of the organization of scientific and technical information.

Many studies have been conducted on the functions of citations in academic writing generally (Harwood, 2009; Mansourizadeh & Ahmad, 2011; Bahadorfar & Gholami, 2017) and rhetorically (Petrić, 2007; Azlan, 2013; Gol, Hazareh, & Soghondikolaei, 2014; Dontcheva-Navratilova, 2016; Lee at al., 2018). Studies on the rhetorical functions of citations have focused on academic writing found in published journals (Gol, Hazareh, & Soghondikolaei, 2014; Dontcheva-Navratilova, 2016; Lee at el., 2018) and the student writing in the form of Master's dissertation (Petrić, 2007; Azlan, 2013). Petrić (2007) in a study of 16 master's theses written in English has proven that *attribution* is used most common in both low-rated and high-rated theses. In her study, Petrić (2007) modified Thompson and Tribble's (2001) citation framework into nine types of rhetorical functions of citations. In the other hand, Harwood (2009) has conducted research in computer science and

sociology. His interview-based study uses terminology of citation functions derived from the computer scientists and sociologists' words. Meanwhile, Mansourizadeh and Ahmad (2011) have examined citation practices among non-native expert and novice scientific writers. In their study, Mansourizadeh and Ahmad (2011) analyzed the citation types and citation functions of non-native expert and novice scientific writers' papers. In examining the citation types, they used Swales' (1990) and Thompson and Tribble's (2001) framework with modification. For the citation functions, they modified Petrić's (2007) framework into six functions of citation. Other researchers, Bahadorfar and Gholami (2017), then, used Mansourizadeh and Ahmad's (2011) citation functions framework to analyze the citation functions in master's theses across languages and disciplines. Not only citation functions, they also analyze citation types using Thompson and Tribble's (2001) citation typology.

In addition, Lee et al. (2018) have conducted a study on citation practices of second language university students in first-year writing. They examined the students' writing in terms of surface forms, citation functions, and writer stance. By using Petrić's (2007) citation functional typology, they analyzed the rhetorical functions of citations in the corpus. In analyzing surface forms, Lee et al. (2018) used Hyland's (1999) citation categories, while using Coffin's (2009) writer stance they analyze the stance that the students took toward sources cited. Azlan (2013) has worked on citation typologies and rhetorical functions of citations in master's dissertations. She



used qualitative study and Petrić's (2007) functional typology to examine the rhetorical functions of citations and Thompson and Tribble's (2001) framework to analyze the non-integral and integral citations. Another researchers, Gol, Hazareh, and Soghondikolaei (2014), have discussed the rhetorical functions of citations in Iranian and international ELT Scopus journals. The frameworks used in their study are frameworks from Petrić (2007) and Thompson and Tribble (2001). Then, Dontcheva-Navratilova (2016) has examined rhetorical functions of citations in linguistics research articles. She also used Petrić (2007) and Thompson and Tribble's (2001) framework of citations.

This research focuses on the use of citations in the Introduction section. There are several things related to the use of citations. First, the researcher investigates these three articles to identify the differences of experience level in writing citations. The three articles focused on the different experience level from beginners to the advanced ones. Then, it is important when the constructions of citation take plagiarism into account and writers are careful enough so as not to accidentally practice plagiarism. But, there are still many writers who use citations inappropriately. Harwood (2009) stated that the non-native students are often unsure about using citations appropriately when writing research articles. Therefore, the researcher analyzes the three articles written by professional authors to find out how they used citations. Also, because the use of citations is important, it is also important to know how each clause of the citation is formed and what

processes occur in conveying the meaning of information or knowledge through the citation. This can be done through transitivity analysis. Besides, the authors use a variety of citations is important, in this case the function or purpose of using the citation is not monotonous. The use of various citations can prevent plagiarism and it can also show how broad their knowledge in a particular field. The variations in quotations can be identified from the rhetorical function.

Many studies have undertaken the rhetorical functions of citations by classifying them into categories, juxtaposing them and synthesizing new findings. But, to the researcher's knowledge so far, transitivity analysis has not been used to assess the quality of citations. Transitivity is a set of choices related to cognitive content, linguistic representations of extra linguistics experiences, whether external world phenomena or feelings, thoughts, and perceptions, and it harnesses to construct a deeper and more accurate analysis by investigating every process of rhetorical function and citation enactment. Transitivity system belongs to the experiential function. Experiential function is concerned with meaning which the language interprets the experience. Ultimately, the researcher relies on Petrić's (2007) framework to analyze the rhetorical functions of citations and transitivity analysis to examine the process used in the citations to express the rhetorical functions. This study is expected to be a more in-depth analysis by analyzing the Introduction sections only and examining the transitivity system of citations in the Introductions of three articles in *Journal of English for Academic Purposes*.

## 1.2. Research Question

The study therefore addressed the following research questions:

1. What is the transitivity system which describes the experiential functions of the rhetorical functions of citations in the Introduction sections of three articles in Journal of English for Academic Purposes?
  - a. What are the processes of citations in the Introduction sections of three articles in Journal of English for Academic Purposes and how are they represented by the English grammar?
  - b. What are the participants of citations in the Introduction sections of three articles in Journal of English for Academic Purposes and how are they represented by the English grammar?
  - c. What are the circumstances of citations in the Introduction sections of three articles in Journal of English for Academic Purposes and how are they represented by the English grammar?

## 1.3. Purpose of the Study

The main purpose of this study is to analyze the rhetorical functions of citations and the transitivity system of citations in the Introduction sections of



three articles on citation practices in Journal of English for Academic Purposes.

#### **1.4. Limitation of the Study**

The focus of this study is limited as follow:

1. The researcher uses three articles in Journal of English Academic for Purposes to be analyzed. They are “Citation practices of L2 university students in first-year writing: Form, function, and stance” written by Joseph J. Lee, Chris Hitchcock, J. Elliott Casal; “Citation practices among non-native expert and novice scientific writers” written by Kobra Mansourizadeh, Ummul K. Ahmad; and “Citation behaviors of graduate students in grant proposal writing” written by Ismaeil Fazel and Ling Shi.
2. The focus of this study is limited on analyzing the experiential functions of rhetorical functions of citations in the Introduction sections of three articles in Journal of English for Academic Purposes. The three articles are analyzed using Petrić’s (2007) framework and transitivity analysis.

#### **1.5. Significance of the Study**

The researcher hopes that this study can bring new insights and new knowledge on rhetorical functions of citations. The findings of this study are expectedly beneficial for English Language Education

Program Study at State University of Jakarta, especially for the students and the lecturers.

