

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research questions, the purpose of the study, the scope of the study and the significant of the study. The explanation of each section will be presented below.

1.1. Background of Study

In the past few years, research paper writing has been commonly followed by researchers in the field of education. This phenomenon has served as a platform for the researchers all around the world to present their studies and findings. Swales (1990) was one of the first researchers to study on research articles (RA) and his study has been very significant for most scholars. According to his research, introduction was widely considered to be the most important part of research articles.

Previous studies on introductions have discerned various focuses. Among the various focuses, scholars have observed the rhetorical structures based on Swales' CARS (Create a Research Space), the model of genre analysis on the three-move introduction. These studies were the earliest and the most prominent studies conducted regarding to the introduction sections. Some studies found out the moves styles based on nativeness (Golebiowski, 1999; Adika, 2014) and rhetorical structures across disciplines (Arsyad, 2013; Anthony, 1999; Ozturk,

2007; Samraj, 2002). This rhetorical structure has been found to possess its unique characteristics based on respective writers and disciplines, without leaving away the main guidance (CARS). However relatively fewer studies (Kanoksilapatham, 2012; Lim, 2012; Nwogu, 1997) have dealt with the linguistic realizations of these moves and steps.

Given these findings, an increasing number of studies begun to investigate how various linguistics realizations are used to enhance the credibility of the introductions. Several studies about linguistic features are found elaborating tenses (Adila, 2016), the choice of vocabulary or lexicon (Gledhill, 2000). Another researches about introductions are related to hedging (Hyland, 1996) and lexical bundles (Zahra, 2014). In addition, a number of studies regarding to the systemic functional linguistics (SFL) concerned with verbal groups in introductions (Arsyad, 2013), nominal groups (Khanifah, 2013) and prepositional phrase (Benelhadj, 2015).

Of the various linguistic devices, the nominal groups is among the most useful for creating impact on users' understanding and interpretations of statements (Bamigbola, 2015) and that to help the writer in composing the RA sections in more effective way (Nurdiyahwati, 2017). Additionally, nominal groups have long been recognized as an important device employed by the writers to express their experience (Kartini et.al, 2104). Because of this prominent role of nominal groups in literature, scholars from many different disciplines have conducted studies on the use of nominal groups in text (Okanlawon, 2008; Li,

2015). However it is rather surprising that, as yet, as far as the data concerned, the use of nominal groups in English academic paper has attracted the research attention of only a handful of scholars (Stephanie et.al, 2011; Khanifah, 2013; Nurdiahwati, 2017).

Among the studies elaborated during the background of study of the present study, Stephanie et.al (2011) only included nominal groups as an important feature in academic text, without elaborating its functions additionally focusing on other sections of research paper writing. She did not specifically focus on examining the use of nominal groups in introduction sections. Nurdiahwati (2017), although focusing on the in-depth analysis of nominal groups, analyzed discussion sections of research articles and students' skripsi.

The only study located that specifically focused on the use of nominal groups in introduction sections was Khanifah (2013). In this study, Khanifah analyzed the elements of nominal groups from the articles of TEFLIN Journal. She pointed out that the dominant elements are thing, deictic, and qualifier. Even so, she limited her analysis on the basis of functions instead she added lexical density as the other focus part (Khanifah, 2013).

After all, despite of the numbers of research concerning NG, however, there has been limited research on NG in the introduction sections of research articles (RA) especially RA about ELE discipline. From the above review, it can be concluded that, although many studies have revealed the important influences of nominal groups both in non-academic writing (Okanlawon, 2008; Li, 2015;

Kartini et.al, 2014, Saputra, 2017) and academic writing (Stephanie et.al, 2011; Khanifah, 2013; Nurdiahwati, 2017), few researches have paid attention to the use of nominal groups in the introductions sections of research paper articles. Moreover, it appears that in the few existing studies on the use of nominal groups in introductions sections of RA no special efforts have been made to examine how the element of nominal groups are functioned. This study therefore aims to fill these gaps by specifically investigating the nominal groups in the introduction sections of research articles from TESOL.

In the analysis, special attention will be paid to breaking down the elements of nominal groups and to elaborating how the nominal groups here are functioned.

1.2 Research Questions

The study is guided by the main question: “What are the patterns used in the introduction sections of TESOL research articles?”

Below are the two specific research questions which are proposed to help answering the main question:

- a. What modifiers are used in the nominal groups of the introduction sections of TESOL research articles?
- b. What are the functions of each modifier in the nominal groups of the introduction sections of TESOL research articles?

1.3 Purpose of the Study

The study aims to find out how are the nominal groups elements used in the introduction sections of the TESOL research articles. This study investigates the functions of the nominal groups found in the introduction sections in regard to the patterns.

1.4 Scope of the study

This study focuses on analyzing the nominal groups from the introduction sections of TESOL research articles. The data of this study are the nominal groups found in each clause. Due to the limited time, the data sources are from one disciplinary that is English Language Education (ELE).

1.5 Significance of the Study

This study contributes to enrich the understanding of both the writers and the readers about the use of the nominal groups especially in RA introduction sections. In addition, the result of this study can be beneficial to help the researchers or students of non-native speakers to understand composing the introduction sections based on the preferred structure. In academic field, this study can be used as a reference for the students in conducting a study related to this issue.