

BAB 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 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. This is also where the writers explain why their research findings are in the ways they are and what they mean (Hess, 2004 and Hagin, 2009). Research article authors must summarize and interpret their research findings, and the place to do so is in the discussion section by commenting on every issue in the research questions (Branson, 2004,

Thyer, 2008 and Branson, 2004). Referring the research findings to available literature, mainly through citations, which is regarded as a social process of knowledge construction, as a matter of course, is unavoidable in academic writing.

According to Hyland (2000) Citation in academic writing are central to persuasion, they engage the author in dialogue with the source text so as to provide justification and evidence for arguments and claims, demonstrating familiarity with literature; indicates (dis)conformity with a particular scholarship; and build credibility. According to (Swales in Thuy Loan, 2016, 1990:148-151), there are two types of citation in citing; integral and non-integral citations. The integral citations are those in which the name(s) of the cited author(s) comes as part of the reporting sentence, whereas the non-integral cites are those in which the author(s) name(s) has no grammatical role but is referred to in brackets or by numbers.

Previous studies on citation practice have been extensively researched by many researchers from different focuses and from different levels of citation. In previous study Jalilifar and Dabbi (2013) investigated the problem of MA students' thesis citation but in an Iranian context. Their findings suggest that integral citation outnumbered other ways of citing the author's work as indicated by the prominent appearance of the author's name in the current text. Beside, Sun (2008) examined the citation problems found in the Chinese MA thesis. Among these findings, Sun reported that students lacked awareness of

the importance of citations in the introduction to their thesis and that they had little critical evaluation when citing other people's work. Also, Lamptey and Atta-Obeng (2012) looked for the challenges in citation faced by more than five hundred graduate students at a university in Ghana. One reported challenge was their difficulty in mastering a wide variety of citation styles. In studies of textual citation practice, Flowerdew and Li (2007), and Li (2007) note that student citing involves a certain degree of language reuse (ie, pasted passages of source material). All researchers agree that inadequate citing skills can lead students to plagiarism. Jalilifar and Dabbi (2012) said that citation forms were divided into two types; integral citation and non-integral citation. Integral citations have an implicit grammatical function within a sentence, while non-integral citations have a hidden grammatical function in sentence. Subcategories were created within each type.

Valeria Gisela Sepventus Uhing, Sunardi (2015) "A genre analysis of news item texts in the Jakarta post and New York times" found that the similarity of the texts is the use of declarative mood type in the two texts is dominant, but there is only one interrogative mood type found in TJP. The process types used in the texts are Material, Behavioral, Mental, Verbal, Relational and Existential. Relational processes are mostly used in NYT but Material processes are mostly used in TJP. The theme types used in both texts are Textual, Ideational, and Interpersonal. The used of Ideational processes are dominant in both texts, there is only one Interpersonal theme found in TJP. Nazareth Amlesom Kifle (2007) in his research "Differential object marking and topically in tigrinya" conducted that there is no correlation

between the primary object (OBJ) and secondary object (OBJ \diamond), i.e. the core object functions attested in LFG (Lexical Functional Grammar), and the topic and focus information structure roles. Sita Hedyati Rahayu, Efransyah Efransyah (2020) in their research entitled “Transitivity in the tenth grade students’ recount text (a systemic functional grammar)”found that The most commonly process found in the data was material process which consists of 45 clauses for the recount text was retelling something happened in the past which experienced by the students.

Hyland (1999, 2000) have also researched studies on citation practices. the research they investigated focused on citations that were in the text by native English speakers and nonnative English writers. The results of this study indicate that citations are more frequent in the review of related literature. Another important finding was that non-native English writers used more citations than native British authors and the Study revealed that non-native English writers used integral noun-phrase citation patterns less frequently, whereas integral and non-integral verb citations integral is used more frequently. In addition, Hyland (1999) conducted research on RA; The corpus consists of one article from each of ten leading journals in eight disciplines. The analysis shows that soft disciplines use more citations in their text construction and that the use of integral citations is more dominant in this type of text. However, writers in hard disciplines use non-integral citations more. Therefore, non-integral citation are very important to be used in scientific writing and need to be explored more broadly.

In interpreting and producing a journal or an article, the English study of education program concern about the grammatical accuracy. Grammatical accuracy is obtained when each word in a sentence represents the meaning the author intends to convey and are arranged in the correct order. In fact, grammar plays an important role in describing and explaining the language phenomenon. Thus, by learning a grammar, it will be an easy way to produce the text correctly. Halliday (2004) suggests conducting contextual analysis on four levels. 1) context analysis 2) semantic analysis 3) grammatical analysis 4) phonological analysis. In the research, the writer focused on analysing of grammatical. Because the English study program construct the grammatical to achieve the grammatical accuracy as part of the learners of graduate competence. Halliday (2000: 41) points that “the aim has been to construct a grammar for purposes of text analysis: one that would make it possible to say sensible and useful things about any text, spoken or written, in modern English.” This enables one to show how, and why, the text means what it does.

Additionally, as the use of citations is an essential feature of academic writing for academic writers to achieve different purposes, how each citation is shaped to convey the writer’s meaning is equally important. This is where the transitivity analysis comes in. There are three types of meaning within the scope of grammatical structures: ideational meaning, interpersonal meaning, and textual meaning (Halliday, 1981). The ideational meaning is concerned with the clause as representation. Interpersonal meaning is concerned with the clause as exchange, while textual meaning is concerned with the clause as message. When the focus is on what a message contains rather than the

objective of the speaker, it is called the ideational function of language. Ideational function falls into two categories: experiential function and logical function. Transitivity focuses on the transmission of ideas, hence it has everything to do with the experiential function of language. The way in which transitivity carries out this experiential function is expressed by process.

Among various framework related to citation practices, however, transitivity analysis of citations has not been looked into. In addition to the fact that understanding how the writer presents their reality in the form of citations, transitivity analysis is necessary with regard to how the function is shaped by the form, and the opposite also applies. Thus, to bridge this gap, transitivity analysis of non- integral citations is researched in this study. The analysis uses Halliday's (1994) transitivity system in an attempt to inform the processes used in each function, and how they are represented in the English lexicogrammatical system. By analyzing the transitivity system, the researcher tries to shed light on how the processes of the citations are represented in the English lexicogrammatical system, especially in the Discussion section of the articles.

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1.2 Reserch Question

The study therefore addressed the following research questions:

1. What is the transitivity system of Non- Integral Citations in the discussion section of research articles?
 - a. What type of process are used in non- integral citation in discussion section of research articles?
 - b. How is each process type represented in the English lexicogramatical system?

1.3 Purpose of the Study

The main purpose of this study is to analyze the non- integral citations with the transitivity system of citations in the two articles on citation practices in *Journal of English for Academic Purposes*.

1.4 Scope of the Study

The study will be limited to only the experiential functions of Non- integral citations present in the article taken from the *Journal of English for Academic Purposes*: ‘*Citation behaviors of graduate students in grant proposal writing*’ written by IsmaeilFazel and Ling Shiand ‘*Citation practices among non-native expert and novice scientific writers*’ written by KobraMansourizadeh andUmmul K. Ahmad.

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1.5 Significance of the Study

The researcher hopes that this study can be useful and provide input for curriculum development for English for Academic Purposes courses, especially for writing scientific papers.



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