

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the study

In academic writing, citation is an indispensable aspect that is used by academic writers to support extant knowledge for statements that they made in their research. Mansourizadeh & Ahmad (2011) also states that citation in academic writing to position the current research as well as to support for the claims made in the research. Creating a context for the purpose of the study and stating the research findings in a way more persuasively are one of the benefits of having the skills to write appropriate and effective citation besides helps academic writers to combine other people's ideas and words into their writing. (Mansourizadeh & Ahmad, 2011).

Shaw & Pecorari (2013) stated that citation practices are shaped within the disciplinary and cultural conventions in which academic authors are socialized. The broad role of citation in academic writing has been conducted by frequent studies in several fields such as applied linguistics, science of sociology, and science information which have different focus, respectively. In applied linguistics, researchers have investigated comparative analyses of citation practices. For example, Adel & Garretson (2006); Borg (2000); Swales (2014); Yoon (2008) have compared citation practices between L1 students and

advanced L2 writers, Coffin (2009); Petrić (2007); Thompson (2005); Thompson & Tribble (2001) also have investigated L1 and L2 students' writers of master's theses and doctoral dissertation and L1 or L2 graduate students' research writing and published research articles also have been conducted by Mansourizadeh & Ahmad (2011); and Samraj (2013). Meanwhile there are also researchers that focused on the professional writers of research articles' practices (e.g., Bloch & Chi, 1995; Charles, 2006; Hu & Wang, 2014; Hyland, 1999; Swales, 1986; Thompson & Ye, 1991).

The first focus of applied linguistics study on citations was on their aspects, which may be perceived as somewhat related with their various rhetorical functions. Citation analyses in Applied Linguistics have generally concentrated on the varied types and functions of citations across various fields. Swales (1986) started with a textual analysis of citations and later distinguished two major citation categories, integral and non-integral citations, based on linguistic standards and syntactic position (Swales, 1990). Based on the syntactic location and contextual functions, later studies further subdivided these two main types of citations into additional subtypes (see Thompson & Tribble, 2001; Thompson, 2000, 2005a). Other studies have focused only on the rhetorical roles of citations (Harwood, 2009; Petric, 2007), which relate to the purpose for which a citation is used (Teufel et al., 2006) or the writer's intention to employ a particular reference regardless of whether it is essential.

Those comparative analyses studies revealed that several factors take part in citation practices. For example, Hyland (1999) exposed that there is variation in terms of citation integration, presentation, and reporting verb usage in citation practices while Mansourizadeh & Ahmad (2011) and Samraj (2013) showed discipline, genre, and lingua-culture connected in intricate ways in students' citation practices. Furthermore, Petric (2007) pointed out citation categories build on Thompson's (2001) classification that were based on functional criteria.

Besides how citations are built linguistically, there are several studies demonstrated on how they function in writers' text. Thompson (2001) and Thompson and Tribble (2001) showed that discipline takes parts in the form and function of citation in doctoral texts. Further, Petrić (2007) showed that even though both high- and low-rated theses primary rhetorical function was attribution (i.e., give attribute information to a source), they differed independently in their use of citations. Low-rated theses' writers construct descriptive texts to the attribution function thus overemphasizing knowledge of the field rather than literature analysis. However, high-rated theses' writers produced variety of functions in citation such as to evaluate sources, establish links between sources, and show connections between the writers' ideas and sources.

Recently, there are current studies by Lee et al., (2018) and Gao et al., (2021) that examined the citation practices in the context of first-year writing. Lee et al (2018) found that *attribution* is the primary type used in terms rhetorical function of citations. Similar to Petric (2007) who focused on high- and low-graded master's theses written by L2 writers from 12 countries in Central and Eastern Europe; it is shown that the use of citations predominantly *attribution* and indicates that even high-rate L2 students were still developing their ability to produce more rhetorically complex purposes for citing sources. Along with it, Gao et al., (2021) focused on how undergraduate L2 writers use citations in terms of first-year writing as an assignment notably in relation to the pedagogical materials provided. It found that *attribution* is the most frequent function in undergraduate L2 writers' citation practices as it contributed to the fact that they did not implicitly notice and employ the rhetorical function in their writing.

While many studies have explored the broad role of citation focusing on rhetorical function analysis in L1 students, L2 advanced writers, and professional writers, only a few studies that explored into Indonesian writing context especially in an undergraduate writing context. The most recent citation practices research in Indonesian context is Karamina & Wachidah (2021) which they had examined the transitivity system of rhetorical function specifically in terms of Discussion Section of Journal of English for Academic Purposes' articles. In addition to this, to bridge the gap within the existing studies, a study

of rhetorical function analysis of citation practices in L2 undergraduate students' theses in introduction and literature review chapter will present the writing patterns and interpret the writers' aim in their citation practices.

## **1.2 Previous Studies**

Another study proposed Petric's Framework of rhetorical function is Gao (2021). This study aimed to investigate the differences in L2 writers' rhetorical function on citation within specific assignments and instructors in particular with pedagogical material provided by their teacher. The pedagogical materials include the assignment sheets, grading rubrics, and sample papers which are to be analyzed to fill the gap between the guidance provided by the teacher and what students need to learn more. They focused on undergraduate assignments in context of L2 First-Year Writing (FYW). Furthermore, they also examined a literature review assignment and a research-based argument assignment to find out the differences in the citation used. They are not only focused on the highest achieving students but also including a range of writers to make it vary. As cited in Lam, Hew & Chiu (2017) instructional intervention can apply direct influence on students' writing choices. For this reason, the pedagogical material analyzed by identifying the instruction regarding the use of citation or sources used. The researcher also compared the citation practices to one of the pedagogical material, sample papers given by the teacher with students' assignment in order to find whether the pedagogical material has been applied in writing class.

The study reveals that only *attribution* is widely used in literature review assignment compared to research-based arguments assignment. While *establishing links between sources* was followed as the second most frequently used. It could be assumed that students' writing has the tendency to follow the citation in the sample papers given without minding another type of citation besides in the sample papers given.

In addition to pedagogical materials analyzed, by comparing to the students' writing, their citation patterns were similar to the sample paper given. Moreover, the higher frequency of *attribution* could create assumption as students did not aware of another function in citation.

Another previous study that has relevancy with current study is Bahadorfar & Gholami (2017). They analyzed a corpus of sixty discussions in Masters' theses papers written by students of two key universities in Iran from both hard and soft disciplines. The theses were selected with random sampling in intention to obtain a proportionate number of thesis' discussions taken from both disciplines. They intended to investigate the citation strategies in the Discussion section of theses since it could be concluded as the most significant part. Similar to Gao (2021), they also used Petric's (2007) framework to analyze the rhetorical function in students' citations. In their method, they hewed to Swales' microstructure perspective in which the citations are considered as Description.

The result shows that the function frequently used is different in both hard and soft disciplines. The authors used Agriculture and Chemistry's master theses for the hard disciplines, and it showed that *Support* is the most frequent function as *Attribution* and *Comparison* follows, respectively. Meanwhile for the soft disciplines, the authors used Psychology and TEFL's master theses. It proven that *Comparison* was mainly used in Psychology's discussion as it explains the similarities or differences between the current research and the previous research in discussion section. For TEFL, *Support* is the most frequent function, and the writers assume it is a complex citation as it brings justification of findings, research, and argument as well as the topic of the research.

Moreover, TEFL's master theses did not use *Attribution* at all in the discussion section. The writers assume with supporting sentence from Thompson (2005), discussion is the most fundamental part as the authors need to use their own voice, argument, and voice to support the research, and Petric also emphasizes that *Attribution* is the "simplest function in citation" (Petric, 2007, p.247) so that they do not need advanced skills in writing, so it better not used in Discussion Section.

While those studies have revealed rhetorical functions of citation in discussion section in master theses and L2 students' First Year Writing (FYW), little is known about the rhetorical functions in L2 undergraduate students' theses. Building on those previous studies, this present study intends to explore rhetorical functions of citation in EFL undergraduate students' theses in applied linguistics to bridge the gap.

## 1.1 Research Question

1. What are the rhetorical functions of citation used in ELESP students' applied linguistics undergraduate theses in introduction and literature review parts?
2. How do the rhetorical functions of citations used differ in the introduction and literature review chapter in ELESP students' applied linguistics undergraduate theses?

## 1.2 Purpose of the Study

1. The study seeks to find out and what are the rhetorical functions of citation practices in ELESP students' undergraduate applied linguistic theses in introduction and literature review parts
2. The study intends to discuss the similarities or/and differences of rhetorical functions of citation used in the introduction and literature review parts in ELESP students' undergraduate applied linguistics theses.



### 1.3 Scope of the Study

This study is focused on the rhetorical functions of citation practices in ELESP students' undergraduate theses in applied linguistics specifically in introduction and literature review parts using functional typology proposed by Petric (2007) which consists of nine functional types: *attribution, exemplification, further reference, statement of use, application, evaluation, establishing links between sources, comparison of one's own findings or interpretation with other sources and other.*

### 1.4 Significance of the Study

The result of the study is expected to contribute for further researchers in a similar field and topics especially on rhetorical functions of citation practices. The findings of this study can be applied by educators in order to assist the students to raise awareness of rhetorical functions in citations and enlightened them of the choices available in writing citations based on writer intentions. Also, the findings of the study can be consideration for the improvement of curriculum in academic writing.