

CHAPTER I

INTRODUCTION

In this chapter, the researcher provides information about the background of the study, research questions, purpose of study, the scope of the study, and significance of the study, as well as the previous studies. All of the information will be presented in each section below.

1.1 Background of study

As the noteworthy part of academic writing, citing a source would be a challenge for final year students, especially for English writing students because in most cases it requires clear citations (Gu & Brooks, 2008). A citation shows the origin where the writers' thoughts or ideas came from. It is undoubtedly necessary as it gives the readers proper guidance and allows them to find out the essence of a thesis or a research article. Most of the current studies agree that citing sources is an increasing issue for academic writing purposes (Petrić, 2007; Harwood, 2009; Lee et al., 2018; Liu & Wu, 2020). According to Pecorari (2006), as cited in Azlan (2013), students at the undergraduate and graduate levels are essential to developing academic writing skills.

Citation, in its most basic form, is used to provide support or evidence as it tells the reader where this support or evidence can be found by providing a reference to a bibliography. In particular, the function of citation is ramified into two; Integral and Non-Integral (Swales, 1990). Integral citations could be easily understood as

part of a sentence because they are integrated into the sentence (e.g., Weeks (2013) shows that population growth effects are dependent on societal structures). On the contrary, non-Integral citations are not naturally integrated into a sentence (e.g., Population growth effects are dependent on societal structures (Weeks, 2013)).

The functions of citation are then broadly developed, involving cross disciplines and types of study (see Navratilova, 2016). One of the examples is the 9 rhetorical functions of citation illustrated by Petrić (2007). She developed her own typology based on Thompson and Tribble's (2001) classification, which resulted in a nine-category functional typology of integral and non-integral citations consisting of *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*. Her typology then will be used in this present study and will be explained in each category later in the next chapter.

In light of the advent of modern technology, it is undoubtedly not challenging for students to locate sources for their citations. Even though there are no limitations in gaining sources such as the internet, books, dictionaries, research papers, textbooks, classroom lectures and notes, documents, and so on (Cumming et al, 2018); student writers must strengthen their abilities in formulating arguments, synthesizing information, and improving writers' skills in integrating sources with their ways. Accordingly, cultural disparities, insufficient skill, and a lack of training and practice are the presumed reasons why there are still inappropriate citing among students (Liu & Wu, 2020; Scollon, 1995; Pennycook, 1996).

1.2 Previous Study

Recognizing that there are differences in citation practices among professional writers and student writers, Lee et al. (2018) conducted a study to analyze the citation practices of L2 undergraduate students in the context of first-year writing (FYW), including the forms of citation, the rhetorical functions, and the writers' stances. The study was analyzed by using *AntConc* 3.4.4 (Anthony, 2016), a text analysis and concordance tool, which will be further used in this present study with a newer version of the software that is 4.0.11 (Anthony, 2022).

In their corpus, they found that most L2 undergraduate students are using *attribution*, a type of function that is employed to attribute information or activity to an author (Pertić, 2007), with approximately 87.43% of total usage. They assume that students tend to retell the knowledge that already exists rather than explore and evaluate their ideas. However, exploiting this kind of function will result in a text that is more descriptive rather than analytical (Lee et al., 2018).

On the other hand, a study done by Liu & Wu (2020) come across different findings. The study investigates the types, presence, and functions of citations by using Petrić and Harwood's (2013) framework. The results show that students tend to summarize rather than paraphrase or quote. With the results, they believe that most students have a well understanding of citing and identifying sources. In contrast with Lee's statement, Liu & Wu (2020) sum up that most students primarily use citation to locate the author's opinions and results and to support their viewpoints. Instead of just presenting their reading, they are more likely to acknowledge the author's ideas by showing that they are expressing their authority.

Another study conducted by Navratilova (2016) aimed at exploring the rhetorical functions of citations in a specialized corpus of linguistics English-medium research articles by Czech and Anglophone scholars. She also found that the primary rhetorical function of citations was *attribution*. She draws the following conclusion about the rhetorical function of citations in the AL (Applied Linguistics) and DI (Discourse and Interaction) sub-corpora: they bring out a similar range of citation functions, with *attribution* being the most common and *evaluation*, *comparison with other sources*, and *other* being the least common.

Based on these findings of previous studies, it can be inferred that *attribution* is recognized as the most frequent and basic in terms of rhetoric (Petrić, 2007). This phenomenon happens because this kind of citation function is the easiest way for writers to display their knowledge about the topic, even though they are students or novice writers. As a result, it becomes a feature of student writing in general.

While many studies have concentrated on the use of citations by English as a first language (L1) and English as a second language (L2) advanced and student writers (e.g., Petrić (2007), Mansourizadeh & Ahmad, (2011), Azlan (2013), Navratilova (2016), Lee et. al. (2018), Gao et. al (2021)), less is known about how EFL (English as a Foreign Language), especially undergraduate student writers' use of citation concerning the rhetorical functions that the present study will observe.

1.3 Research question

Based on the reason stated, the addressed research questions are the following:

1. What are the types of rhetorical functions of citation used in ELESP (English Language Education Study Programme) undergraduate students' ELT theses in the Introduction and Literature Review parts?
2. How do the citation practices in the Introduction and Literature Review parts differ from each other?

1.4 Purpose of the study

Based on the addressed research questions above, this present study aims to find out the rhetorical functions used in the citation practices found in ELESP undergraduate students' theses in the field of English Language Teaching (ELT), specifically in the Introduction and Literature Review parts, and how citation practices in these two parts differ.

1.5 Scope of the study

This study will focus on identifying the types of rhetorical functions reflected in the ELESP students' citation practices in their theses. For this purpose, the theses will be restricted to the Introduction and Literature Review parts. The researcher chose these two parts because they are considered the most possible parts to put citation. Some studies analyzed citations in these two parts, for example, Jalilifar (2012), who analyzed citations in the Introduction sections of 65 RAIs and 65 MAIs in applied linguistics; and Li & Zhang (2021), who analyzed citation features in the Literature Review sections of Chinese English-major master's theses

and doctoral dissertations. The researcher compiles exactly 50 digital versions of ELESP undergraduate students' theses in the ELT field, which will be analyzed by using *AntConc* 4.0.11 (Anthony, 2022), and then will be categorized regarding Petrić's framework (2007) on the rhetorical function of citation.

1.6 Significance of the study

The results of this study can be a reference in conducting future studies concerning the use of rhetorical functions of citation or any other similar topic. For ELESP, the findings of this study offer useful insights on improving students' citation practices and skills for the betterment of English for Academic Purposes.

