CHAPTER I

INTRODUCTION

1.1 Background of The Study

In recent years, many studies have been conducted to emphasize the importance of citation practices (Aull et.al., 2017; Aull, 2019; Chan, 2015; Crosthwaite & Jiang, 2017; Nesi, 2021). Citation is one of the key features of academic writing as it functions to persuade people for academic argument and to examine writers' knowledge towards their field of study (Coffin, 2009; Nesi, 2021). It also helps the writer to define specific context of knowledge or problem from outside sources (Hyland, 1999). It is found citation mostly found in Introduction and Literature Review chapter of the thesis as both functioned to construct knowledge in the field of study, by comparing findings, theories and claims related to the topic of study (Coffin, 2009; Jalilifar & Dabbi, 2012; Li & Zhang 2021).

In academic writing, especially undergraduate student writing, the use of citation has been explored by researchers about how they construct it and what its function in students' writing. (Hyland, 1999; Nesi, 2021). Nesi (2021), in her study, found that undergraduate students use citations to achieve their own communicative purposes rather than to prove their proficiency in citation skills. In addition, Hyland (1999) has investigated how citations are constructed in disciplinary knowledge, and what are the reporting verbs used in indirect citations. He considered the role of reporting verbs as an indication of a writer's position on a source proposition and the original author's position on an earlier claim.

As we know the importance of citation in academic writing, especially undergraduate student writing, the researcher found that there is an aspect which play significant role in constructing writer's idea and knowledge towards their field of study, it is the writers' stance. The writers' stance identified writers' position towards the cited resources. It is used to examine how to express writers' attitude, feeling, judgment, or commitment for their argument with other's view (Aull & Lancaster, 2014). The study of stance also gains interest increasingly as researchers found it is necessary. Aull et al. (2017, 2019), for example, studied that at a certain level of writers in academic writing, there are some overlapping clusters and rhetorical uses of generalization markers and consider generality as an overlapping, but the distinct category is the epistemic stance from certainty. On the other hand, studies about construction and reporting verbs and clauses used in academic writing have been conducted to investigate expressions in the writers' stance (Chan, 2015; Lancaster, 2016).

Numerous studies have been conducted in exploring the writers' stance in terms of Second Language (L2) academic writing. Hu & Cao (2011) studied the use of *hedging* and *boosting* in abstract of applied linguistic articles, compared English and Chinese medium journals. The findings indicated English medium journals used more *hedges* than Chinese medium journals and the abstracts of empirical research articles used significantly more *boosters* than non-empirical academic articles. In addition, Crosthwaite & Jiang (2017) studied how English in Academic Purpose (EAP) affects written L2 academic stance. The study explored the longitudinal development of L2 academic stance features resulting from instruction in EAP at a university in Hong Kong. They analyzed the frequency of the use of

hedging, booster, attitude markers, and self-mention from students' essays and reports.

1.2 Previous Studies

Study by Sam & Kyara (2017) investigated Tanzanian EFL learners' use of linguistic resources in showing their stance in their academic writing. Using the qualitative and quantitative method, the study was drawn on White & Martin's (2005) engagement system framework, which focused on *heterogloss* statements that can be categorized as either expanding or contracting.

The study assessed 20 EFL post-graduate theses and 20 EFL dissertations from Open University of Tanzania students. This study analyzed the stance taken from the data. There are two main kinds of stance: contract and expand strategies, and each has two sub-categories, *disdain* and *proclaim* for *contract*, and then *entertain* and *attribute* for *expand*. The study revealed that EFL writers' use of *heterogloss* statements are varies in registering their stance towards the statements from prior writers. In that way, they have been able to establish their authorial territory and claim their visibility or presence. The study also showed that from Tanzania students, author stance was more noticed in Introduction and Literature Review Chapters.

A study by Pratumtong et al. (2021) investigated how novice EFL student writers deployed *engagement* resources based on the existing literature in the field. Using corpus study, this study investigated EFL learners' engagement in writing research papers, specifically in the literature review sections of English writing research report course from Thailand EFL students in 2020.

This study drew on 25 English academic research article written by third-year English major students enrolled in the second semester of the research reports writing course at a University in Thailand in 2020. The study aimed to find out how Thai EFL writers show their position (stance) toward the cited resources in their literature review section. Drawing on *engagement* framework, which is divided in two categories, *monogloss* and *heterogloss* (Martin & White, 2005), with the sub-categories of *heterogloss, contraction,* and *expansion,* this study was analyzed qualitatively based on the frequency of the Appraisal Theory's Engagement sub-system (Martin & White, 2005).

The findings showed that Thai EFL student writers frequently used *heteroglossic* rather than *monoglossic*. This suggests that in writing literature review sections, students can position themselves towards the cited resources. It is also revealed that students' use of *counter* markers under *dialogic contraction* (sub-category of *heterogloss*) indicates that they justify others' viewpoints using countering strategies to convince readers of the validity of their own arguments.

Previous studies have provided knowledge on how stance is expressed. However, most of these studies focused on generality or certainty drawing on epistemic stance framework with terms *hedging* and *boosters* (Aull & Lancaster, 2014; Croswaithe & Jiang, 2017; Hu & Cao, 2011; Hyland, 2005). Hyland's (2005) model demonstrated how writers select and use community-sensitive linguistic resources to represent themselves, their position, and their readers, nonetheless, it only covers the widest range of rhetorical functions. Meanwhile, Coffin's (2009) framework was developed from *appraisal theory* and drawn on *dialogic* function

(White, 2003; Martin and White, 2005). She claims her framework is possible to "examine referencing within a specific disciplinary and rhetorical setting" (p.168), which considers the dialogic dimension of academic referencing. In addition, the study of stance was made mostly from either L1 or L2 writers (Chan 2015; Crosthwaite & Jiang, 2017, Lee et. al., 2018) not EFL (English as a Foreign Language) writers. Hence, the researcher would like to explore EFL students' way of citing resources and the stance shown in their writing based on Coffin's (2009) framework, which underpinned the *appraisal theory* by Martin & White (2005).

As the researcher found limitations of previous studies, which still need more exploration in writer's stance of EFL undergraduate students' citation practices, and for supporting Coffin's (2009) study of writers' stance in student film thesis (novice writer, not expert) the researcher feels a need to examine EFL undergraduate student academic writing, especially in Indonesia. This chance, the writer decided to take study of citation practices in Indonesian EFL undergraduate students' theses, focused on the writer's stance. Taking qualitative approach with descriptive statistics, this study will investigate undergraduate students' writing based on *engagement: attribute* framework (Coffin, 2009) in terms of the writers' stance.

1.3 Research Questions

1. What writers' stance is shown on citation practices in EFL undergraduate students' theses in linguistic in English Language Education Study Programme in Universitas Negeri Jakarta?

2. How do writers' stance of citation practices in Introduction Chapter differ from those in Literature Review Chapter?

1.4 Purpose of The Study

The study seeks to find out and discuss what and how the writers' stance shown of citation practices in EFL undergraduate students' theses in applied linguistics in English Language Education Study Programme in Universitas Negeri Jakarta.

1.5 Scope of The Study

The study is focused on the writers' stance of citation practices in EFL undergraduate students' theses in applied linguistics of English Language Education Study Programme in Universitas Negeri Jakarta.

1.6 Significance of The Study

The result of this study is expected as a betterment for curriculum development in English for academic purpose in English Language Education Study Programme in UNJ.