Rhetorical Moves of Introduction and Discussion Sections of Research Articles Published in International and Indonesian journals.

Kheryadi

kheryadi@uinbanten.ac.id

Master Program in English Education of English Department
Universitas Negeri Jakarta

ABSTRACT

This study aims to find out the rhetorical moves in the introduction and discussion sections of the research journal articles. The data sources were eight journal articles taken from one field of study namely English Language Teaching (ELT) representing international and domestic journals. The research journal articles published in the international journals are the journals indexed by Scopus and accredited by DIKTI. The data were gathered and analyzed by using theoretical framework proposed by Swales (1990) for introduction, and Yang & Allison (2003) for discussion. The results of the analysis revealed that Indonesian English writers are recognized to the rhetorical moves structure of English research articles with regard to the introduction framework from Swales (1990) and discussion framework from Yang & Allison (2003). Indonesian English writers have been able to write the introduction and discussion on research articles appropriately.

Keywords*: Rhetorical moves, Introduction & Discussion sections, Journal Articles.

English has become one of the international languages. English may not be the most spoken language in the world, but it is the official language in a large number of countries, it is estimated that number of people in the world who use English to communicate on a regular basis, English is a dominant business language, it has become almost necessity for people to speak English in global workforce. Then, most of the content produced on the internet is in English, so that If we aware to the English language it will allow to access an incredible amount of information which may not be otherwise available. Furthermore, English is as a parameter of measuring non- native English writers including Indonesian novice writers.

Duszak (1994: 33) points out that, the people must conform to regular styles of English rhetorical if they intend to write article to be accepted and published in research journal articles. Rhetorical means a technique of using language proficiently and persuasively to influence the viewers or the readers which empower them to convince their readers about their point of view, and rhetorical also as the ability to process words in the language and the rhetorical intent to achieve something purposes of the term word expressed.

Writing rhetorical might evokes its own a challenges. The writing of such kind of academic genre requires the knowledge of writing and all other language skills; they have the ability in using the language in order to be more formal and academic.

Novice writer may undergo ample of problems in their writing such as the problems with the use of correct grammar, the choice of appropriate dictions and style, and even the understanding of how to write their work in a comprehensive way. Another problem that may be encountered by the novice writer is related to the tendency that their writing is less systematic and poorly developed, and then novice writer needs to understand that their work is also part of academic discourse.

Hyland (2009: 29) points out that academic discourse propose to the ways of thinking and using language which exist in the academy. To identify how academic discourse we should be known the moves in every sequence of text. Then, to know how move is work on the text it should be known the analysis in it. In addition, Swales and Feak (1994: 67) states that move analysis is "a text representing a genre consists of smaller units called 'moves' sequenced in a particular order, forming a pattern. Each move possibly consists of sub-units called 'steps'. A move or step has its own communicative function that can be recognized by a set of linguistic features. Nwogu (1997: 32) defines that move is "a text part made up of a bundle of linguistic

features (lexical meanings, propositional meanings, illocutionary forces, etc.) which give the part a uniform orientation and signal the content of discourse in it".

Moritz, Meurer, & Delllagnelo (2008) in Amnuai & Wanaruk (2013: 1) stated that using a move-based approach is "due to the recognition of the need for an awareness of the structural format of the research articles". Consequently, by using move analysis to identify the rhetorical of the research journal articles has some advantage and solution for novice writer by making the 'moves' will help to present stance of the text clearly and credibly.

In order that the reason of recognizing the rhetorical moves is to facilitate the writers like as students, practitioners, and academician getting way how to produce good writing and force the readers in order to get the points from their writing. They able to establish the field or topic, identify a problem, and define the scope of the problem by identifying the key matter to be addressed. And then by using the rhetorical moves, students, practitioners, and academician flow analytically through a thinking process that guides them to a comprehensible writing.

The reason of this study conducted is to find out how rhetorical moves of clauses are used in the introduction and discussion sections of International English research journal article and Indonesian English research journal article in one scientific in the field of English language teaching (ELT).

Swales and Najjar, 1987) stated that Introduction in research article has become important for existing capacity to understand the procedure and how to produce of specialized academic writing. And the discussion section also plays an important role in the research article (Holmes, 1997; Yang & Allison, 2003). Amnuai and Wanaruk (2013) stated that discussion section is share claims about how to integrate with and contribute to the knowledge of the discipline that take a broad to

look at the findings as a whole, trying to move the reader back of specific information.

Definitely, by investigated the rhetorical moves of English research journal articles in one field of study, this study can find out deepest investigation of how do native Indonesian writers and native English writers organize the rhetorical moves of Introduction and discussion sections, and giving good contribution to the knowledge in teaching academic writing specifically in English language teaching.

METHOD

The main goal of this research study was to find out how native Indonesian and native English writers in using rhetorical moves in their research journal articles are. Content analysis was chosen because content analysis is a research technique for making inferences that can be replicated and valid data with the context. The basic logic in communication is that every communication always contains a message in the communication signal, either verbal or nonverbal. As Holsti (1968) said that content analysis is "any technique for making inferences by systemically and objectively identifying special characteristic of message".

The procedure to employ this study consists of some steps as follows: Collecting published English research journal articles, Separate up-date journal by the year of publishing, categorize journal derived from native Indonesian writers and native English writers from each journal, compiles and separate the appropriate data, Analyzing the data, representing, interpreting the data and concluding the data

The data are clauses in research journal articles that contained (statement or phrase). The source of data is research journal articles published in International and

Indonesian journals in the field of English language teaching. *First*, the research journal articles published in international English journal indexed by Scopus; SAGE Publication and TESOL quarterly. *Second*, the research journal articles have been certified as accredited journals by DIKTI; Cultural and English Language Teaching (CELT) and TEFLIN journal.

This study collected by qualitative data which are the clauses from eight articles; particularly from Introduction and Discussion sections. After the clauses are collected, the following procedure is implemented to answer all research questions: Develop the coding frame of the data. Coding frame shows how data have been converted into easier to read for purposes of analysis and explains what data mean, observe and classify the data, percentage the frequency of the use of move categorizations, and draw conclusion of the results.

FINDINGS AND DISCUSSION

Moves in Introduction Section

Based on the data the total of entire moves are 294. Specifically, Move 1 (Establishing a territory) consists of 144 moves, move 2 (Establishing niche) consists of 129 moves, and Move 3 (Occupying the research niche) consists of 21 moves. We are able to know that in move I, the average number of clauses used by the writers is 36 clauses, whereas in move II, the average number of clauses used is 32.25 and in move III, the average number of clauses used is 5.25. It means in overall research journals the dominant used in their research articles is "move I" the highest average number from other moves. And which rarely used shows in move III. Mirahayuni (2013) points out that the last two steps of move III, move III-2 *"Announcing Principal Finding"* and move III-3 *"Indicating RA Structure"*, announce in

brief the major findings of the research, providing the readers with information of the expected findings.

To simplify these explanations, the percentage of the articles as a whole is shown in Table 1.

Table 1.
The average number of clauses in all research journal articles of introduction section

No	Journal	MOVE I	MOVE II	MOVE III	Total
		Frequency	Frequency	Frequency	
1	SAGE Publisher	72	42	7	121
2	TESOL Quarterly	33	47	7	87
3	CELT	16	20	3	39
4	TEFLIN	23	20	4	47
	Total	144	129	21	294
	Average Number	**36**	**32.25**	**5.25**	

The table shows that, move I (establishing territory) has the biggest average number of clauses; it means the researchers often establishes the territory of his/her study by orienting the reader to well-established knowledge and it's recognized as obligatory. Then, move II (establishing a niche) has little higher number, It is a key move featured in the Introduction section as it connects move I with move III where researchers identify the information missing in earlier studies, this move can be realized as alternatives. And meanwhile the smallest showed in move III (occupying a niche), the researchers turn the niche established in move II into the research space that justifies the present article and it's as optional used.

Moves in Discussion Section

Based on the data, the total of entire moves is 104. Move 1 (background information) consists of 13 moves, move 2 (reporting result) consists of 41 moves, move 3 (summarizing result) consists of 1 moves, move 4 (commenting on result) consists of 19 moves, move V (summarizing the study) consists of 6 moves, move VI (evaluating the study) consists of 7 moves, Move VII (deduction from research) consists of 17 moves.   We are able to identify that in Move I the average number of clauses used by the writers is 3.25 clauses, whereas in Move II the average number of clauses used is 10.25, in Move III the average number of clauses used is 0.25 clauses, then in Move IV the average number of clauses used is 4.75 clauses, next Move V the average number of clauses used is 1.5 clauses, Move VI, the average number of clauses used is 1.75 clauses and the last Move VII, the average number of clauses used is 4.25 clauses.

To abridge these explanations, the percentage of the articles as a whole is shown in Table 2.

Table 2.
The average number of clauses in all research journal articles of Discussion section

No	Journal	MOVE I	MOVE II	MOVE III	MOVE IV	MOVE V	MOVE VI	MOVE VII	Total
		Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	
1	SAGE Publisher	4	5	0	4	1	2	13	29
2	TESOL Quarterly	6	6	0	5	1	2	3	23
3	CELT	1	22	1	5	0	0	1	31
4	TEFLIN	2	8	0	5	4	3	0	21
		13	**41**	**1**	**19**	**6**	**7**	**17**	**104**
Average Number		**3.25**	**10.25**	**0.25**	**4.75**	**1.5**	**1.75**	**4.25**	

This finding demonstrated that, Move II (reporting result) has the biggest average number of clauses; it means the researchers focus on relevant evidence such as statistics and example of research result. Then, move IV has little higher number, it means the researchers presents subjective judgments about studies' results, interpreting their findings, and comparing their studies with the literature, and meanwhile the smallest showed in move III (commenting on result), it means the researchers less to establish the meaning and significance of the research results in relation to the relevant field.

This study is useful for English language teachers in presenting a comprehension of rhetorical moves in research journal articles. The findings of this study are giving a depiction to novice writers to write and publish their research reports in international journal in terms of academic discourse.

In addition, these findings are able to contribute to educational section, particularly in academic writing course of how to write research journal articles appropriately.

There are three recommendations to enhance the richness of aspects related to the problems in writing research articles. First, Indonesian lecturers or teachers should teach their students the use of various moves in order to be able to write academic writing, especially in teaching rhetorical moves. Second, further researchers are expected to deal with different field of study to get richer and different findings/information. Third, as the scope of the text analysis in this study was limited only the elements and linguistic features, further researchers are expected to deal with more comprehensive analysis and explore other important factors which were not included in this study, such as structural complexities,

relationships among functions and language usage in writing research articles in order to help novice writers or people who are increasingly pressured or intended to publish in international journals.

CONCLUSION

The styles of native Indonesian writers are they have been able to write the introduction and discussion sections on English research articles appropriately. This appears from the findings of rhetorical moves from research articles published in Indonesian journals accredited by DIKTI, they have fulfilled English research article format and did not differ distinctly from those written by native English writers. From the analysis done in the tables those have been described in the previous chapter, the information can be obtained from the findings from how rhetorical moves in all research journal articles are conducted.

Moves in Introduction Section of Research Journal Articles

The findings have shown us, move I (establishing territory) is mostly occurred or higher than others moves. According to Swales (1990) framework, it is the obligatory move and they were focused on the situation or general layout of the research area by orienting the reader to well-established knowledge. Then, move II (establishing a niche) has little higher number, It is a key move featured in the Introduction section as it connects move I with move III where researchers identify the information missing in earlier studies, this move can be realized as alternatives. And meanwhile the smallest showed in move III (occupying a niche), the researchers turn the niche established in move II into the research space that justifies the present article and it's as optional used.

Moves in Discussion Section of Research Journal Articles

The findings have shown us, move II (reporting result) is the most frequent and the little higher occurred in move 4 (commenting result). Those are obligatory and quasi obligatory from both research journals articles; this indicates that there are substantial overlapping elements between the results and discussion sections. Move VII (deductions from Research) and move I (background information) as alternative of moves. Move VI (evaluating study), Move V summarizing study, and move III (summarizing result) as optional of moves.

REFERENCES

Atkinson, D. (2004). *Contrasting rhetoric/contrasting cultures: Why contrastive rhetoric needs a better conceptualization of culture.* Journal of English for Academic Purposes, 3, 277–289.

Amnuai, Wirada & Wannaruk, Anchalee (2013), *Investigating Move Structure of English Applied Linguistics Research Article Discussions.* International and Thai Journals: Canadian Center of Science and Education, English Language Teaching; Vol. 6, No. 2.

Berkenkotter, Carol and Thomas N. Huckin (1995) *Genre Knowledge in Disciplinary Communication: Cognition/Culture/Power*, New Jersey: Lawrence Erlbaum Associates.

Bhatia, V. K. (1993), *Analyzing Genre: Language Use in Professional Settings.* London: Longman.

Bruce, Ian. (2008). *Academic Writing and Genre A Systematic Analysis:* New York Continuum the Tower Building 80 Maiden Lane, Suite 704.

Creswell, J.W. (2008). *Third edition, Educational research: Planning, conducting, and evaluating quantitative and qualitative research.* New Jersey, Columbus and Ohio: Pearson Merrill prentice Hall

Chahal, Dana, (2014). *Research Article Introductions in Cultural Studies: A Genre Analysis Exploration of Rhetorical Structure.* The journal of teaching English for specific and academic purposes Victoria University, Australia: vol. 2, no 1.

Fazilatfar, Ali Mohammad Naseri, Zeinab Sadat, (2014). *Rhetorical Moves in Applied Linguistics Articles and their Corresponding Iranian Writer Identity*; International Conference on Current Trends in ELT, Procedia - Social and Behavioral Sciences 489 – 498

Golebiowski, Zofia (1998) *'Rhetorical Approaches to Scientific Writing:* An English-Polish Contrastive Study', in Text: 18/1, pp: 67-102.

Gupta, Renu (1995) *'Managing General and Specific Information in Introductions'* in English for Specific Purposes, 14/1, pp: 59-75.

Gilbert, G. Nigel (1976) *'The Transformation of Research Findings into Scientific Knowledge', in Social Studies of Science*, 6, pp: 281-306.

Habibi, P. (2008). *Genre Analysis of Research Article Introductions across ESP, Psycholinguistics, and Sociolinguistics*, Archive of SID

Hunston, Susan (1994) *Evaluation and Organization in a Sample of Written Academic Discourse*, in M. R. Coulthard (ed.)

Hopkins, A. & Dudley-Evans, A. (1988). *A Genre- based investigations of the discussions sections in articles and dissertation.* English for Specific Purposes, 7(2), 113-122.

Holmes, R. (1998). Genre analysis, and the social sciences, an investigation of the structure of research article discussion sections in three disciplines. *English for Specific Purposes*, *16*(94), 321–337.

Jian, Hu. (2010) *The schematic structure of literature review in research articles of applied linguistics.* Beijing University of Aeronautics and Astronautics. Chinese Journal of Applied Linguistics (Bimonthly)

Khalili, M.S, et al (2014), *Generic Structure of Discussion Section in ESP Research Articles across International and Iranian Journals:* Advances in Language and literacy Studies, Australia international, and Academic Centre. Vol.6 no.2: 2014.

Kanoksilapatham, Budsaba, (Undated) *Facilitating Scholarly Publication: Genre Characteristics of English Research Article Introductions and Methods*. The Southeast Asian Journal of English Language Studies – Vol 18(4): 5 – 195.

Kwan, Becky S. C. (2006) *the schematic structure of literature reviews in doctoral theses of applied linguistics.* Journal of English for Specific Purposes, 25, 30-55.

Mackey, Alison & Susan M. Gass. (2005). *Second Language Research: Methodology and Design*. 10 Industrial Avenue Mahwah, New Jersey 07430: Lawrence Erlbaum Associates Inc.

Mirahayuni, N. K. (2002). *Investigating Textual Structure in Native and Non-native English Research Articles: Strategy differences between English and Indonesian writers.* Unpublished Ph.D. Dissertation.The University of New South Wales Sydney Australia.

Moreno, A. I. (1997). *Genre Constraints across Languages: Causal Metatext in Spanish and English ResearchArticles.* ESP Journal, 16 (3), 161-179.

Paltridge, Brian & Sue Starfield. 2007. *Thesis and Dissertation Writing in a Second Language:* A Handbook for Supervisors. 2 Park Square, Milton Park,Abingdon, Oxon, OX14 4RN: Routledge.

Parodi. G, Benjamins, J. 2010 "Rhetorical Organization of Textbooks" *Academic and Professional Discourse Genres in Spanish*

Rakhmawati, Ina (Undated) *English Research Articles Written by Indonesian Academics: Coping With Common Practices And Rhetorical Diversity,* The University of New England, Australia. Unpublished, p 256-275.

Safnil. (2000) *Rhetorical Structure Analysis of the Indonesian research articles.* Unpublished, Ph.D thesis. The Australian National University. Canberra

Sheldon, Elena, (2013) *the research article: a rhetorical and functional comparison of text created by native and non-native English writers and nature Spanish writers:* Vol. 1 School of The Arts And Media.

Suryani, Ina, et al (2013) *Rhetorical Structure in Academic Research Writing by Non-Native Writers.* International Journals of Higher Education, vol.3 no.1: November 2014

Swales, J. M. (1990). *Genre Analysis: English in Academic and Research Settings.* Cambridge: Cambridge University Press.

Swales, J. M. and Christine B. Feak (1994). *Academic writing for Graduate Students Essential Tasks and Skills A Course for Nonnative Speakers of English.* USA: University of Michigan Press.

Widiastuti, Sri (2010), *The students' ability and problems in writing a research proposal.* Unpublished thesis: English Education Program School of Postgraduate studies Indonesia University of Education

Nodoushan, Mohammad Ali Salmani & Nafiseh Khakbaz. (2011). *Theses 'Discussion' Sections: A Structural Move Analysis.* International Journal of Language Studies, Vol. 5 (3), 2011 (pp. 111-132).

Yang, R., & Allison D. (2003). *Research Articles in Applied Linguistics: Moving from Results to Conclusions.* English for Specific Purposes, 22, 365-385.

Lakic, Igor 2010, *Analyzing Genre: Research Article Introductions in Economics, Institute Of Foreign Languages,* University Of Montenegro.