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THE RHETORICAL STYLE OF INDONESIAN AUTHORS' CITATION IN ENGLISH RESEARCH ARTICLES INTRODUCTIONS

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Abstract

Citation in introduction subsection in a research article is something that should be considered important by an author. The aim of this study is to analyze the way Indonesian authors rhetorically review prior knowledge in their research article introduction. This study focuses on (1) the analysis of type of citation mostly used by Indonesian author, (2) kind of tenses mostly used by Indonesian author, and (3) the ways Indonesian authors rhetorically review relevant prior knowledge in introduction subsection of their English research article published in International journals. The design of this study was descriptive qualitative. The results showed that (1) the type of citation mostly used by Indonesian authors was non-integral citation with percentage of 86.80%, (2) kind of tenses mostly used by the Indonesian authors was present tense with the percentage of 70.51% and then followed by present perfect tense 16.57% and finally past tense 12.92%, and (3) positive justification was the most dominantly used by Indonesian authors in reviewing relevant prior knowledge with the percentage of 37.92% and then followed by supporting research topic with the percentage 26.12%, and the percentage for question raising from the result of previous study was only 0.28%. It can be concluded that the way Indonesian authors writing research article is different from International authors.

Keywords: *Citation, Rhetorical Style, Research Article*

1. INTRODUCTION

Reviewing relevant literature is an absolute essential element in academic writing, such as essay, theses, research reports, dissertations, and research articles (Kwan, 2009; Kwan *et.al*., 2012; Soler-Monreal and Gil-Salom, 2011; and Ridley, 2012). It is almost never found that an academic writing in which the writers do not attempt to refer to any relevant literature at all as if their writing can stand alone and is not connected in some ways with other references or available knowledge in the literature. The need to cite relevant literature in an academic writing is because knowledge on all topics has been previously developed by others and the main purpose of an academic writing is to extend readers' knowledge on such a particular topics. Thus, it is impossible for an author to help extend readers' knowledge on a particular topic without discussing the available knowledge in the literature beforehand.

Writing a literature review is not easy especially for students or new writers not only in a second or foreign language but also for their first language. According to Kwan et al (2012), the difficulty of writing literature review is mainly due to the complexity of the writing process, such as determining which opinion of is appropriate to cite, how to address the opinion with our own words properly, how to combine the opinion of several authors into a sentence, how to criticize the previous written opinion correctly and appropriately. Turner and Bitchener (2006) also say that it is a challenge that writers need relevant cognitive, critical, and analytical skills in reviewing literature. As suggested by Kwan et al., many questions need to be answered by the author in writing literature review because texts books for literature review have not been able to answer the above questions so that the guidelines are still ambiguous especially for students or novice writer.

Bruce (2014:85) says that in the literature review subsection of research article authors must show their 'critical voice' or personal negative evaluation on the cited literature to help readers understand the available relevant prior knowledge on a particular topic. Thus, literature review is the result of understanding, analyzing, evaluating, summarizing and using the information found in available literature in order to situate, argue for or against and justify a particular claim on academic writing such as thesis, dissertation, research report and research article.

Research article (RA) is one of academic writing where researcher can deliver what has been achieved in their research. One of the most important parts in an RA is the introduction section because it is the first part readers will read after the abstract. Readers will read the entire of the article if they are interested from the beginning. So, this part must be written in an interesting and convincing way.

At least three rhetorical studies in Indonesian research article introductions have been conducted by Indonesian genre analysts. Arsyad (2003) found that citations in Indonesia research articles are found throughout the introduction section of the research articles, even from the very beginning of the section. These citations, according to Arsyad, were used for several different communicative purposes. First, they are used to prepare readers' background information or knowledge, such as definition of key terms, a description of the history of research topics, and government policy. This was done to introduce the field of research in order to put it into context of the specific research topic. The second purpose of citation is to support the importance of the research topic by demonstrating that the problem raised in the study actually exists; this is done by using facts and statistic quoted from literature sources. The last purpose of citation in the Indonesian RAs was to implicitly show readers that the authors are already familiar with the research topic; that was by referring to the writings of others that are relevant to the topic of the study. By so doing, the authors told readers that they follow the latest development on the topic of their research.

Then, Adnan (2009) revealed that negative evaluation or critique on previous relevant studies in order to create a research space as commonly found in English research article introductions is not found in the Indonesian RA introductions. According to Adnan, this was because the Indonesian research article writers may find it unnecessary to do so in order to convince readers that their research project is important because there is culturally more acceptable way to do so. The only need to prove that there was a serious practical problem on an important topic which needs to be investigated or solved. Another possible reason was because the Indonesian writers do not need to compete hard in order to publish an article in an Indonesian research journal. In other words, the style of literature review found in the Indonesian research article introduction is not affected by the language of the article but by the context of the research and the journal article writing in Indonesia.

A comparative rhetorical study on Indonesian research article has also been conducted by Adnan (2012). He analyzed the rhetorical patterns of Indonesian RAs in Selected Humanities (Education, Linguistics, and Social and Political Science) and Hard Science disciplines (Agriculture, Biology, Medical Science). Adnan found that Indonesian research articles has limited use of the literature and lacking statement of gap or 'defect' in the literature. However, although Adnan's study is comparative in nature, the study only investigated the percentage and possible reasons of the English research article by Indonesian authors in reviewing critical literature: it did not give detailed information on the ways Indonesian authors use prior knowledge in their English research article introductions. This is the main motivation for this study; that is to see how Indonesian authors rhetorically use relevant literature in their English research article introductions published in International journals of Indonesia.

This research will reveal: (1) Type of citation that is mostly used by Indonesian author. (2) Kind of tenses that are mostly used by Indonesian author. (3) The ways Indonesian authors rhetorically review relevant prior knowledge in their introduction subsection of their English research article published in international journals.

2. REVIEW RELATED THEORY
Research Article Introduction

Research article (RA) is one of academic writing where researcher can deliver what has been achieved in their research. It is an organizational structure to ensure that it can be read and understood clearly by the targeted readers of a particular scientific community. The common sections that appear in English RA are known as the Introduction, the Method, the Results and the Discussion (IMRD).

One of the most important parts in an RA is the introduction section because it is the first sections of RA that contain the argument of researcher doing the research. According to Belcher (2009), the main purpose of this part is to provide enough information for the readers to be able to understand the argument. Correspondingly, Swales and Feak (1990) state that there are two main purpose of the introduction section: to give a logical reason for the article and to provoke readers to read it. However, the ways writers rhetorically write the arguments in their RA introduction will determine readers' impression and conviction.

Type of Citation

According to Swales, citation can be categorized as integral and non integral citation. Integral citations are author-focused and grammatically part of a sentence, as in this examples "According to Dogan and Burak (2007), every year, an average of 60.000 vessels, 5500 of which carry oil, liquefied petroleum gas, and other dangerous and hazardous cargo, pass via the Turkish Starits through Istanbul."

Ridley (2012) adds some ways in which an integral reference can occur. First, the cited author can be the subject of a sentence which include a paraphrase, summary or direct quotation from the cited author's work. For example "Donna Haraway (1991, 1997), amongst other scholars, has argued that knowledge is embodied and situated, that the content of a scientific text is shaped by the place of its production." Second, the cited author can be included in an adjunct phrase at the beginning of the sentence. For example "According to Barone et al. (1997), it is part of the current agenda of social cognitive psychology to acquire a better understanding of individual difference in self-regulation." Third, the cited author can be the agent of the verb in a passive sentence and follows the preposition 'by'. For Example "One cross-sectional study that may support this hypothesis was conducted by Gyurcsik and Brawley (2001)."

While non integral citations have no grammatical function in a sentence, appearing instead either in parentheses at the end of a sentence or as a number representation with the full reference at the end of the paper, as in this example "The Bosphorus Starits has a two-layer current system consisting of the southward upper flow from the Black Sea and the northward lower flow from the sea of Marmara (Arisoy and Akyarli, 1989; Gregg and Ozsoy, 2002)."

Tenses Used in Introduction Subsection of RA

An Author must decide what kind of tenses that should be taken in reviewing the literature. There are three main tenses that the author can choose according to Ridley (2012); the past simple tense, the present perfect tense, and the present simple tense.

The past simple is the safest tense to choose for a reporting verb as, in the majority of circumstances, it is grammatically acceptable. In particular, when referring to what a researcher did, the past simple is more common for the reporting verb because the action represented by the verb refers to an activity which took place at a specific moment in the past. These are the examples of reporting verb in the past simple,

Hamilton et al (1980) **found** that asking participants to form an impression of a target person led to a greater degree of thematic organization at the presented information than did asking participants to memorise the information. (Webb in Ridley 2012)

The present perfect is common when referring to an area of enquiry within which a number of researchers are working. For example,

Reactive transport modelling of groundwater systems **has become** an important field of research during recent years (e.g. Zheng and Bennet, 1995; Steefel and Macquarrie, 1996). (Watson in Ridley 2012)

It is common for authors to use the present tense when reporting what a cited author thinks, believes, writes, or says. Here are the examples of citation that uses present simple tense,

The national park **contains** some of the largest tracts of lowland forest Orbel and Sheera (1998) suggest that there **are** four possible patterns of constancy between intentions and behavior. (Webb in Ridley 2012)

Reviewing Prior Knowledge in Academic Text

Research article writers have to justify their research projects based on the evaluative results on relevant literature, especially on the methods or findings of previous relevant studies. A research project is carried out because there is limitation, inconsistency or fault in previous studies so that there is a gap of knowledge or information. The results of the research activities that will be or have been conducted are expected to provide information to fill in gap or to increase readers' knowledge and that is the contribution of the research activities. Belcher (2009:140) states '….you must relate your research to the previous research in order to be published.' According to Belcher, an RA can only be accepted to be published in an international journal if the writers refer to the results or findings or previous relevant studies in order to show what have been investigated and what have not, which questions have been answered and which ones have not, which problems have successfully been solved and which ones have not. Thus, the present research results or findings are expected to extent readers' knowledge on that particular research topic in that particular discipline. The common reason why RA writers do not review the most recent relevant literature found in RAs is because they are not available or hard to find. However, according to Belcher with plenty of open or free access online journals available in the internet nowadays such reason is no longer logically acceptable.

There are several objectives of writing literature review in academic writing, such as respecting other author's work, avoiding plagiarism, supporting n argument, help promote colleagues writing on the same or related topic, convincing readers that we have plenty readings on the topic and showing readers that we are a member of a particular discourse or discipline community (Swales and Feak, 2012). Hence, according to Swales and Feak, citation on related references can be found in many places in an RA particularly where an argument and persuasion is necessary. However, based recent research results on literature review such as from Blaise Cronin and Howard White (2005 quoted in Swales and Feak, 2012), the main reason of writing literature review is to show that the work cited carries important information or ideas relevant to the present work.

The Rhetorical Style of Literature Review Subsection in RA Introduction

The introduction section of an RA is the main place where authors evaluate or review what has been investigated or discovered by other researchers in previous related studies (Swales, 1990). More specifically, according to Swales, RA authors need to provide an explanation and assessment on the finding of previous studies related to the present work to create a 'niche' or opportunities for a research project. Swales further suggest that, step 3 of Move 1 (in his CARS model) is an essential element in the introduction section of an RA except in very new areas or topics of research, such as in the field of computer technology. In addition to being a new discipline area, research on computer technology is different from those in other disciplines; for example, research in this field is more intended for more commercial purposes rather than to produce new knowledge. However, in his revised model of CARS, Swales (2004) says that citation can be used in several places in the introduction section of an RA alone, namely at Move 1 (establishing a territory) and Move 2 (establishing a niche).

After convincing readers that the research topic is important by supporting it with reference from previous studies, the authors have to indicate a gap of knowledge or information contained in the previous relevant studies in order to create a logical reason or niche for the research project (Swales, 1990). This rhetorical work is usually done by evaluating or criticizing the results or findings of

previous research referred to (Swales, 1984); therefore, according to Swales, the relationship between step 3 of Move 1 (reviewing items of previous research) and Move 2 (establishing a niche) in the CARS model is very close. Crookes (1986) found that, the cycle between a step 3 of Move 1 and Move 2 in the CARS model occurs because every after reviewing items of previous research the writer address an evaluative statement showing a gap in the previous research findings. Kwan et al (2012) also suggest that the evaluation of past research results is an important part of a literature review conducted by RA authors but evaluating other's work is often found difficult by novice researchers or students, especially in determining what is to be evaluated and what criteria will be used in evaluating the opinion of other researchers.

There are four possible strategies that may be used by RA authors in reviewing related research results: 1) disagreeing in some respects with the previous research results, 2) considering the results of previous studies are invalid and unreliable, 3) certain questions left from previous studies have not been answered yet, and 4) finding the need to look further in the development of a particular case (Swales, 1990). The specific feature of Move 2 in CARS model, according to Swales, in addition to the rhetorical cycle, is the use of negation words and negative verbs. The main communicative purpose or function of Move 2 (establishing a niche) is to convince readers that previous studies have shortcoming or limitations and this reason is used in order to justify the present research project. In order to achieve such communicative goal, RA authors argue logically and convincingly so that readers accept that the previous related studies have some form of limitations or deficiencies. Swales found that Move 2 is very crucial especially in the context of highly competitive research environment where researchers face a tough competition to get the chance to conduct research and to win such competition require a strong and convincing argument. The author's ability to evaluate critically the existing literature as a basic for research activities in an RA will be a major consideration for the journal editor and reviewers to decide whether or not a RA is feasible to be published.

Swales (2004) has revised his CARS model to accommodate the variety and complexity of RA rhetorical style, especially by changing the steps in Move 2 (establishing a niche) or an explanation of the background of the research problem based on input from the research findings. However, according to Swales, although his new model is considered more flexible to accommodate research environments that may vary in different fields, it still needs further try out. However, the main questions remain the same, namely, 1) whether or not the model of RA introduction in a particular language but different disciplines the same; 2) whether or not the model of RA introduction in a particular discipline but in two or more different language the same; 3) whether or not the model of RA introduction in one or more disciplines and the ones in another or other languages the same. Swales further claims that citation can be found in several places in an RA and add an optional step in Move 2 (establishing a niche) with step 2 (presenting positive justification). Positive justification is a citation that is not meant to criticize or evaluate other author's opinions or results of previous studies but to accept and support the author's opinion or argument to justify the importance of a research project. Even though only as option, citation in the form of positive justification is often found primarily in relatively new research topic or in an academic culture in which criticizing the opinion or finding of other researchers is not yet a culturally acceptable.

3. METHODOLOGY

This research was conducted by using descriptive approach. The researcher would like to describe the rhetorical style of Indonesian author's research articles in reviewing previous related study. Forty English RA introductions were chosen from Indonesian Journal of Chemistry (IJC), ITB Journal of Engineering and Science (IJES), Biotropia (BIO), and Journal of ICT Research and Applications (JICT).

The technique of collecting the data was using text analysis. In this research, the data were collected from research articles of the international journal that was conducted by Indonesian authors.

Citation of the introductions subsection of each research article were identified to see the most type of citation used by the authors, the most tense used by the authors, and the way of the authors cited the prior knowledge.

4. DATA ANALYSIS AND DISCUSSION

The communicative unit in the literature review of the RA introduction in this study is called a strategy following Kwan et al (2012). Several steps were followed in order to identify and code the strategies used by the RA authors in arguing and convincing readers that their research topic and project is important and necessary. First, the possible three moves (Move 1: establishing a territory, Move 2: making topic generalization, Move 3: occupying a niche) in the RA introduction following Swales CARS model (2004:141) were identified by looking at the communicative purpose of every clause or sentence in the text. Second, the analysis process was focused only on two moves (Move 1 and Move 2) because Move 3 (occupying a niche) is very rarely addressed and justified by using reference to the literature. Also the analysis process was emphasized on the clauses or sentences in which the authors cite reference to the available literature to support the importance of their research topic and project; identifying the strategy was done by looking at specific lexicons or phrases and discourse markers used in the text.

Fourth, every strategy was coded mainly by following the steps of Move 1 and Move 2 of Swales' CARS; however, modification on CARS model was made to accommodate more strategies found in the texts. The possible strategies were strategy 1 (defining a key term), strategy 2 (justifying the research problem), strategy 3 (supporting the research topic), strategy 4 (suggesting a solution), strategy 5 (negatively evaluating prior knowledge), strategy 6 (indicating a gap in previous studies), strategy 7 (question raising from the results of previous studies) and strategy 8 (positive justification).

Type of citation used by Indonesian author in introduction subsection of their English research articles published in international journals of Indonesia

There are two types of citation used by authors in reviewing the literature of previous study in introduction subsection of research article; integral and non-integral. Those four journals from difference discipline prefer different form in terms of citation. Biotropia (BIO) Journal has a very strong preference for non-integral citation and then followed by Journal of ICT research and application (JICT), next ITB journal of Engineering Technology and Science (IJES), and finally Indonesian Journal of Chemistry (IJC). The percentage of the non-integral citation is 86.80% and 15% for integral citation (table 1)

Table 1
Frequently types in citation

Journal Type	IJC n=10	IJES n=10	BIO n=10	JICT n=10	Total N=40	Average	Percentage
Integral	11	10	10	16	47	1.2	13.2
Non-Integral	64	67	114	64	309	7.7	86.8
Total	75	77	124	80	356	8.9	100

BIO has the high frequency for the authors using it and then followed by IJC, IJES, and finally JICT. In biology, there are many theories and terminology that the writer should express, and it will force them to cite from many sources and other authors. Many of the theories have been developed by previous authors. As a good author, she/he should 'walk' in the same way, repair something wrong in previous study, add what is absent in the prior knowledge, or develop the research or theories from previous study. On the other hand, JICT have more attention in the application rather than the theory. It

should be applicable to make it useful. So, the words for the theory that should be cited by the authors are not too being considered.

In Non-integral citation, the authors don't mention the name of the author cited in the citation. Focus of the citation is the idea of the previous authors and it means the authors have the same idea with the previous authors. They just explain what the previous opinion is and what the result is. It is in line with Hyland's finding (1999) in his research about journal articles that non-integral citation was dominantly used by the authors. Arsyad (2016) also found that the use of nonintegral citation is far more dominant than that of integral citation. Possible reason for this finding is the authors want to keep their focus on the work that has been done in their field, so that's why they mostly choose non integral citation. Another reason can be the authors use mostly non integral citations as what most other writers in their field do.

Kind of tenses used by Indonesian author in introduction subsection of their English research articles published in international journals of Indonesia

Three kinds of tenses analyzed in IJC, IJES, BIO, and JICT were present, perfect tense, and past tense. The most tense used in the citation is present tense that total of the frequent is 251 and it is spread evenly for the four journals above. It is more than 50% the tense used. In that tense, BIO showed the high frequent among others (table 2)

Table 2
Frequently used tenses in citation

Journal Tenses	IJC n=10	IJES n=10	BIO n=10	JICTn=10	Total N=40	Average	Percentage
Present	46	54	92	59	251	6.3	70.5
Past Tense	11	3	24	8	46	1.1	12.9
Perfect Tense	18	20	8	13	59	1.5	16.6
Total	75	77	124	80	356	8.9	100

Authors use the present tense when reporting what a cited author thinks, believes, writes, or says (Ridley, 2012). But, it is possible to the author to move from past to present tends to be related how close the research is to the author whether it is about opinion, research, or current knowledge (Swales and Feak, 2004). It gives the impression that author's research is up to date and in the domain of current debates in his/her field.

If the information reported reflects current knowledge or beliefs, or it is information which can be generalized, the present tense is more likely to be used. The choice depends on the meaning which authors wish to convey. If simple information reported refers to the results of a single study the past simple is used. In particular, when referring to what a researcher did, the past simple is more common for the reporting verb because the action represented by the verb refers to an activity which took place at a specific moment in the past. The present perfect is common when referring to an area of enquiry within which a number of researchers are working.

In addition, the authors of Biology discipline used perfect tense rarely in reviewing the previous study. And overall, past tense is rarely tense used by the Indonesian author in some discipline.

Indonesian authors rhetorically review relevant prior knowledge in introduction subsection of their English research articles published in international journals of Indonesia

Positive justification has the highest frequency among those eight strategies in citation. The frequency is quite significant with total number 135 of 356 citation presents in all journals (table 3).

Table 3
Frequently used strategies in citation

No	Journal \ Strategies	IJC n=10	IJES n=10	BIO n=10	JICT n=10	Total N=40	Average	Percentage
1	Defining a key term	1	3	10	5	19	0.5	5.3
2	Justifying the research problem	6	5	15	4	30	0.7	8.4
3	Supporting the research topic	21	17	30	25	93	2.3	26.1
4	Suggesting a solution	7	3	4	5	19	0.5	5.3
5	Negatively evaluating prior knowledge	2	1	2	6	11	0.3	3.1
6	Indicating a gap in previous study	10	11	19	8	48	1.2	13.5
7	Question raising from the results of previous study	0	0	0	1	1	0.02	0.3
8	Positive Justification	28	37	44	26	135	3.4	37.9
Total		75	77	124	80	356	8.9	100

For strategies used by the Indonesian research article authors, positive justification is a dominant used among others. As a culture in Indonesia, saying something good about others is being considered. Giving good or positive statement will build a good relation. Even in writing, an author is influenced by that customs. What previous researchers said, especially experts have been considered true for the authors. So, the author just justifying or support what the previous said about. Arsyad (2016) said that giving critique or negative evaluation is not the rhetorical style commonly found in the Indoesian RA introduction. Although the Indonesian writers review the results of previous relevant research, they avoid criticizing or negatively evaluating the findings of the research.

5. CONCLUSION

Based on data obtained the research questions can be answered as follow: (1) The type of citation mostly used by Indonesian author is Non-Integral citation, (2) he tenses mostly used by Indonesian author is present tense, and (3) Indonesian author rhetorically reviewing prior knowledge is using positive justification. It can be concluded that the way Indonesian author writing research article is different from International authors.

Considering rhetorical style of Indonesian authors in reviewing prior knowledge, it is needed to other authors especially for novice writer to follow the lead English writer reviewing the prior knowledge. For further research, researcher can add more research articles to be analyzed in various disciplines.

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