

Rhetorical Moves in Introduction Sections of Academic Journal Articles

DJUWARI

<http://orcid.org/0000-0003-1717-4448>

djuwari@perbanas.ac.id

STIE Perbanas Surabaya

Indonesia



ABSTRACT

In applied linguistics, studies on rhetorical moves using genre analysis approach have been prevalingly done. This type of research uses documents of research articles (RAs) for analysis. This research tries to explore the rhetorical moves in introduction sections of academic journal articles with two different discourse communities: Technology and Economics. It also attempts to provide the writers, especially the novice writers with general knowledge of rhetorical moves of two different discourse communities: 10 of technology RAs and the other 10 of economics RAs. These documents are taken by purposive sampling based on certain criteria. Thus, it a qualitative research using documents as the data for analysis that is also considered content analysis. The analysis is based on the genre analysis approach with CARS as the instrument. All inferences are derived from the results based on the CARs. The result shows that there are some differences of CARS adopted by the authors of the two discourse communities. Therefore, it is vital for the writers to pay attention to the rhetorical moves of introductions of these two different discourse communities. The researcher recommends that the prospective writers adopt these CARs for better adaptation to these two discourse communities when expecting to write the same RAs in these two publications.

KEYWORDS

Applied linguistics, genre analysis, CARS, discourse community, Indonesia.

INTRODUCTION

Studies on rhetorical moves of research articles (RAs) have been paid attention by the linguists recently. It can be done solely by analyzing certain texts written by a certain discourse community such as Biology, Technology, Economics, Business and other specific discourses. However, studies on the same efforts are also done by comparing different texts of different discourse communities. The results of both have contributed to the development of knowledge related to writing styles or genres.

For a study on specific generic of a certain discourse community was done by Swales (1992) on Biology in its sub-genre that is abstracts of the RAs on Biology. She also conducted this research on the sub-genre of introduction. When alluding to the near examination, the sub-sort of Introductions was likewise done by Najjar (1989) Taylor and Chen (1991) which was identified with the presentation of RAs by Brazilian Portuguese which was found to take an example not quite the same as the bland learning of the code that is CARS demonstrate (Create-A-Research-Space” display), though Introduction in English was found to tails it intently.

For example, the CARS related to the introduction that is of its part of setting up the domain, finding an examination specialty, and possessing a specialty, in many studies and cross-disciplinary have provided diversities in findings. Like Swales (1990) in the analysis of abstracts, she found differences when compared to the introduction, as well as the discussion sections. It deals with the model, specifically on the rhetorical structure of RAs Presentations in hard science diaries in Malay. She found that Move 2 of CARS model (setting up the specialty) was missing in the greater part of the Malay articles in her corpus.

Due to the fact above, the researcher in this present study attempt to reveal whether there are also differences among the authors of technology RAs and Economics RAs. This research endeavor strictly focuses on revealing the rhetorical moves of introduction sections as the sub-genres of the RAs. Besides that, this study provides a theoretical basis for writing introduction based on the findings. Since the previous studies also presented differences, the findings of this study are also assumed to provide differences. However, the most important expectation of this study is to provide generic knowledge as the alternative to be implemented but not strictly as the fixed judgment.

FRAMEWORK

2.1 Genre-Based Approach

The genre-based approach has been prevalingly used by the linguists for exploring the rhetorical moves of written texts. More importantly, as the academic are mostly dominated by the research articles (RAs), the researchers have also conducted some studies to reveal the generic structure of such RAs. The previous field as the basic knowledge related to this effort was the approach of teaching English for Specific Purposes (ESP). ESP was and has been focused on the registers and patterns of linguistic realizations such as the typical vocabulary and the styles of written expressions in typical fields of sciences. The results of such studies can also be used for making policies in teaching foreign language for second language learners.

While this ESP approach was and has also been done concerned with the typical characteristics of texts, the genre-based approach focuses on the rhetorical moves. For example, Bhatia (2001) suggested that there are at least four distinct competencies, though systematically related areas that an ESP learner needs to develop to get over his or her lack of confidence in handling specialist discourse.

According to Bhatia (2001), the learners in ESP have already possessed an adequate competence their general everyday functions. However, they are as yet asked for to create four zones, for example, a) Understanding of the Authority code, b) Familiarity with the progression of expert types, which incorporates the logical structures and substance, c) Specific settings they react to and the traditions they tend to use in their reactions, lastly, d) A capability in the control of master classifications to react to the exigencies of new and novel circumstances.

Based on the above evidence, it is essential for anyone especially the non-native speakers of English to acquire the knowledge of the code. This code is related to the acquisition of genre knowledge associated with the specialist culture, sensitivity to the cognitive structuring of specialist genres. From this knowledge, they are expected to be able to exploit generic knowledge of a repertoire of specialist genres so that they can be knowledgeable with the discourse of the RAs in a specific field of science. The most common terms are the discourse community that the RAs are adopted in the language realizations.

2.2 Four Stages of Language Acquisitions in Genre Studies

It is obvious that each of the four stages for language acquisition is important for the non-native speakers of English to acquire. Therefore, novice writers are also obligatory to get such competencies. In a genre-based approach, especially in writing skill, these four competencies are essential. These four competencies understand the knowledge of the code, genre, cognitive structure, and exploiting the generic knowledge.

1) *Knowledge of the Code*

First, it is the knowledge of the code. The knowledge of the code, of course, is the pre-requisite for developing communicative expertise in specialist or even everyday discourse. Most of the ESL programs all over the world aim to achieve this with varying degrees of success. However, it is important to note that an almost perfect knowledge of the code is neither necessary nor sufficient for successful ESP instruction, though it does seem to be a popular myth that we language teachers often believe. This myth has gained popular currency among many ESP teachers who believe that any form of ESP work requires almost perfect competence in the use of the code. Where teachers hold such a belief, further ESL instruction invariably incorporates tedious remedial teaching, often resulting in less than satisfactory consequences. We often fail to recognize that if seven to eight years of ESL instruction have failed to equip the learner with this desired level of competence, further remedial work, because of its essentially repetitive nature, will be far less effective.

The other side of the myth is that if somehow second language learners can be given the so-called underlying linguistic competence, and at that point there is no compelling reason to create ESP skill in light of the fact that the learners will have the capacity to adapt to the stream of new data in any subject train, similarly as a local speaker does. This case, best case scenario, is by all accounts terribly exaggerated and, even from a pessimistic standpoint, truly defective. The claim appears to lay on the fairly guileless suspicion that the principle distinction between the regular utilization of dialect and authority talks lies in the utilization of pro lexis.

However, a great part of the work done in talk and sort investigation in expert and scholastic settings over the most recent two decades recommends that there are central contrasts in the utilization of lexico-linguistic, semantic-pragmatic and discursal resources in specialist genres. In this case, Wilkin (1981), describes more about syllabuses related to functional and notional categories, and he presents some examples of grammatical categories, semantic-grammatical, and functional-notional categories. Thus, grammatical categories and the functions in communication are vital in genre analysis.

2) *Genre Knowledge*

The second, it is the securing of learning genre. To partake in a pro informative occasion, one must familiarize oneself not just with the open objectives of a specific talk group additionally with the open objective situated purposes related to the particular utilization of types. Along these lines, before learners embrace any objective driven informative action, they have to end up noticeably mindful of suitable expository techniques and traditions commonly connected with the master talk group they seek to join. Class information of this kind is a type of arranged insight, which seems, by all accounts, to be inseparable from expert journalists' procedural and social learning.

Learners need to gain sort information, procedural information (which incorporates an information of devices and their uses and also their teach's strategies and interpretive system), and social information (in the feeling of commonality with the logical and reasonable setting) to end up plainly better-educated disciples. Fairclough as in Bhatia (1993) contends that a class suggests a specific content sort, as well as specific procedures for delivering, conveying, and expanding writings. These activities of processes to produce, distribute, and consume the texts are related to the discourse community with their convention.

3) Cognitive Structures

The third, it is the effect ability to psychological structures. Having comprehended the objectives of the pro group and to some degree disguised a portion of the traditions related to pro types utilized by them, the learner will then need to get comfortable with the way dialect is ordinarily used to accomplish these objectives and informative purposes. Additionally, learners should misuse these traditions in light of evolving socio-subjective requests in particular expert settings or certain novel circumstances and purposes. This can be created by sharpening learners not exclusively to the non-exclusive structures and substance in particular kind messages additionally to their rising reactions to changes in social practices.

Recent research in the study of a variety of academic and professional genres (Bhatia, 1993) demonstrates that in spite of the fact that there can be vast ranges of cover in the utilization of lexico-linguistic assets crosswise over different expert settings, there unquestionably are particular employments of lexico-syntactic elements which convey commonly sort particular values in specific settings. Swales as in Bhatia (1993) has examined the utilization of definitions in understudy writing in science, course readings in financial matters, and enactment and found that the appropriation, the shape, and the utilitarian esteem these definitions convey contrast profoundly in the three classes.

More recently, Bhatia (1993) has found that the use of nominal in advertising, scientific, academic genres, and legislation differs significantly regarding their form, distribution, and discorsal values. These and comparable discoveries of this nature demonstrate that similarly as certain lexical things have pro implications in particular expert sorts, various syntactic structures may likewise convey class particular limited values notwithstanding their general implications arranged in linguistic use books.

Therefore, it is basic that the master learner ends up noticeably mindful of confined parts of semantic code notwithstanding the general fitness he or she requires in the dialect. Classification based linguistic clarifications raise learners' familiarity with the justification of the content sort that they are required to peruse and compose. Instead of essentially figuring out how to peruse and deliver a bit of content as a PC does, understudies ought to build up an affectability to the traditions to guarantee the sober minded achievement of the content in the fitting scholastic or the expert setting. As Swales (1990) noticed, a sort focused approach is probably going to concentrate

understudy consideration on logical activity and on the hierarchical and semantic methods for its achievement. In such an effort, as suggested by Vergato (2004) modality and lexical analysis, e.g., verbs, preposition, conjunction and the like are also important to be recognized.

4) *Exploitation of Generic Knowledge*

The fourth, it is the exploitation of generic knowledge. It is only after learners have developed some acquaintance or, better yet, expertise at the levels discussed above, that they can confidently interpret, use, or even take liberties with specialist discourse. The first three stages mentioned above mostly involve understanding conventions, whereas this last stage includes exploiting and taking liberties with conventions to achieve pragmatic success in specified professional contexts.

The four stages of acquisitions above are prominent in determining how well the writers or the linguists attempt to analyze discourse community using genre analysis. Without such concept of understanding, it is impossible for them to get in touch with some sensitivity of the linguistic repertoires of a certain language used by a certain discourse community.

2.3 *Basic Approach of Genre Analysis*

Genre analysis has gained its serious attention in applied linguistics, especially when referred to the school of linguistics of Sydney. It pays so much attention to the research articles (RAs). In practice, for example in language teaching, Dudley (1995) argues that by having the knowledge of genres on specific RAs, the learners can benefit from the results of this genre analysis. When dealing with students of ESP classes, according to Dudley, the basic philosophy of genre approach is entirely consistent with an ESP approach.

With genre approach, the learners or novice writers are assumed to have a focus on certain genre knowledge. This is part of a short-cut method of raising their proficiency in a relatively limited period of learning new knowledge of writing. For that reason, the imparting of the genre knowledge involves increasing awareness of the conventions of writing. By the same reason, they can produce texts by following the conventions as done by a certain discourse community. Thus, genre analysis appears a very efficient approach to becoming a well-formed and suitably structured to native-like speaker writers.

It really promises that knowledge of organization, arrangement, form, and rhetorical moves of RAs of certain discourse communities can systematically lead to knowledge of subject matter (Belcher 1995) as in Dudley (2001) and also Gosden (1992). By basing on this argument, it can be implied that rhetorical moves as the macro-textual elements of writing products are highly valued. Like Belcher, another proponent that is Torrance et al. (1993) also as in Dudley (2001), stated that a genre approach is an effective means of increasing writing proficiency.

It is asserted that the moves in genre are considered important elements. These elements are obligatory when the text is to be acceptable as a given RAs applied by a certain discourse community. In more specific manner, rhetorical moves of the RAs of certain discourse communities, including the sub-genre of introduction are essential for the novice writers. However, for those who are experts, such knowledge of rhetorical move provides them with understanding more varieties of writing styles.

2.4 Rhetorical Moves of Introduction

Dudley (2001) mentions that Swales' model for article introductions, as he found, suggests that there are four basic moves in Introduction of writing such as the following:

Move 1: Establishing the Field

Move 2: Summarizing Previous Research

Move 3: Preparing for Present Research (often by identifying a gap in previous research)

Move 4: Introducing Present Research.

These four moves are the examples of knowledge to be learned because they are present in the majority of the introduction analyzed. That is a logical sequence of moves in which, once a choice has been made to follow a certain route, the writer is obliged to follow a certain sequence of moves.

Having knowledge of such rhetorical moves (introduction of research articles) above, any writers can benefit from these elements for writing purposes related to the introduction of research articles. Without an understanding of such rhetorical moves, it is impossible for the writers to be able to write appropriately for the discourse community as intended in such unique language organization. Also, it is stated that such rhetorical moves are found in some introductions of research articles. In general, such knowledge can be implemented, and then, as Bhatia (1987) suggested, exploited for being dynamic. That is the intention of genre knowledge that the writers are still optionally (without ignoring the obligatory) to be creative in writing

OBJECTIVES OF THE STUDY

This study attempts to explore the rhetorical moves of introduction sections of the academic journal articles. First, it tries to find out how the rhetorical moves of the research articles of technology. Second, it tries to reveal how the rhetorical moves of the introduction section of the research articles of economics.

METHODOLOGY

Genre approach is used for underpinning the theoretical research basis. Therefore, it is a qualitative research, and it can also be considered a content analysis is analyzing the documents as the data for the research. The documents are taken from the RAs of international journals from different fields of science: Technology and Economics.

Purposive sampling takes the documents of RAs based on the assumptions as the criteria. It is based on the assumptions such as the RAS has been published in the international journal, and they are already online, listed in EBSCO. (as suggested by the committee of the reviewers. They are assumed to have their academic level because they have been reviewed and edited as well as published for the intellectual consumption. They are the readers worldwide. There are 20 RAS with their sub-genres of introduction sections. These 20 RAS are 10 of technology RAs and 10 of Economics RAs.

The procedures are as follows: (1), the RAS of each discourse communities are analyzed using the instrument of CARS adopted from Swales (1990) in Habibi (2008) which is also done by Hyland (2002) related to genre of abstract and also by Khany and Tazik (2010) of which they are in the genre-based analysis: rhetorical move exploration; (2) From this instrument, the rhetorical moves of the two RAs are presented and compared in a table; (3) The results of the analysis are discussed and inferred. In other words, inferences are made based on the evidence as presented in the tables.

Table 3.1. An Instrument of CARS for Technology

Moves	CARS	Technology	Total
1	Establishing the Field		
2	Summarizing Previous Research		
3	Preparing for Present Research (often by identifying a gap in previous research)		
4	Introducing Present Research.		

Table 3.1. b Instrument of CARS for Economics

Moves	CARS	Economics	Total
1	Establishing the Field		
2	Summarizing Previous Research		
3	Preparing for Present Research (often by identifying a gap in previous research)		
4	Introducing Present Research.		

Table 3.1. C Comparative Instrument of CARS for Economics

Moves	CARS	Technology	Total	Economics	Total
1	Establishing the Field				
2	Summarizing Previous Research				
3	Preparing for Present Research (often by identifying a gap in previous research)				
4	Introducing Present Research.				

RESULTS AND DISCUSSION

1. Results of Technology CARS

It looks that all articles in technology RAS completely comply with the CARS as stipulated by Swales (1992). All of the introduction sections are chronologically ordered in steps using CARS as found in some previous studies. Therefore, this result provides evidence that the rhetorical moves in introduction sections have common regarding ordering the rhetoric using CARS system.

Swales (1992) and Hyland (2002) discovered that academic articles or research articles (RAS) are mainly written by a certain discourse community. With this community. The prospective writers can get along with the community by adapting to their common linguistic styles. In this case, it is the styles of ordering the rhetorical moves using the genre characteristics as they implemented in their RAS.

For example, when looking at the result of this study, especially in connection with technology RAS, any prospective writer should use this general finding for contributing to the community in their academic writing or research articles. In that case, writing an introduction section for all articles submitted to the journal of technology to this journal publication should be ordered using CARS as presented in Table 4.1.

This journal publication is derived from EBSCO which published the journal articles of technology as presented and used as the data analysis in this study. By the same reason, it is evident that the rhetorical moves of introduction sections for the technology RAS are characterized using CARS ordering system. For that reason, to those who want to submit their articles for publication in this journal should follow this CARS in the introduction section.

Table 4.1 Results of Technology CARS

Moves	CARS											Total
		1	2	3	4	5	6	7	8	9	10	
1	Establishing the Field	x	x	x	x	x	x	x	x	x	x	10
2	Summarizing Previous Research	x	x	x	x	x	x	x	x	x	x	10
3	Preparing for Present Research (often by identifying a gap in previous research)	x	x	x	x	x	x	x	x	x	x	10

4	Introducing Present Research.	x	x	x	x	x	x	x	x	x	x	10
	TOTAL	5	5	5	5	5	5	5	5	5	5	40

Note: The example of analysis result is presented in Appendix 1

2. Result of Economics CARS

Like the technology CARS in the introduction section, the economics CARS in its introduction section appears to be the same even though there is one unique rhetorical move which is ordered in overlapping position.

In general, both technology and economics CARs of the introduction are the same. It means that the CARS as found in the previous studies are also found in economics CARS in this study. However, the unique ordering system is found in only one article in economics CARS. The author of article no 8 and no 8 put his fourth CARS of "Introducing Present Research" in the article no 8, not the last rhetorical move. He still has five rhetorical moves completely in the introduction section using CARS system.

Table 4.2 Results of Economics CARS

Moves	CARS											Total
		1	2	3	4	5	6	7	8	9	10	
1	Establishing the Field	x	x	x	x	x	x	x	x	x	x	10
2	Summarizing Previous Research	x	x	x	x	x	x	x	x	x	x	10
3	Preparing for Present Research (often by identifying a gap in previous research)	x	x	x	x	x	x	x	x	x	x	10
4	Introducing Present Research.	x	x	x	x	x	x	x	x	x	x	10
	TOTAL	5	5	5	5	5	5	5	5	5	5	40

Note: The example of analysis result is presented in Appendix 2

Table 4.3 Results of Comparative CARS between Technology and CARS

Moves	CARS	Technology	Economics	Total
		Total rhet	Total rhet	
1	Establishing the Field	10	10	20
2	Summarizing Previous Research	10	10	20
3	Preparing for Present Research (often by identifying a gap in previous research)	10	110	20
4	Introducing Present Research.	10	110	20
	TOTAL	40	40	80

The total rhetorical moves of both technology and economics CARS in their introduction section for each slot of CARS is 10 rhetorical moves. This means that both RAS are using CARS systems as found in the previous studies, especially as it was

asserted by Swales (1991). In this case, all the authors of the 20 articles for 10 authors of technology RAS and 10 authors of economics RAS are still consistent with following the CARS system in their introduction sections.

CONCLUSIONS

It can be concluded that the CARS of introduction sections found in the previous studies is still used by the authors of technology RAS and economics RAS in their introduction sections. However, there is one article in economics RAS with his CARS in his introduction section, but the order is different. This appears to be unique due to the last (the fourth rhetorical move) of the CARS is introduced in the third rhetorical move position.

In general, they comply with the CARS as existed in the previous studies, and both of the two RAS in this study are consistent with this CARS system in their introduction section.

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