

**RHETORICAL MOVES IN RESEARCH ARTICLE
INTRODUCTION OF STUDENTS OF LINGUISTICS MASTER
PROGRAM IN UNIVERSITAS BRAWIJAYA**

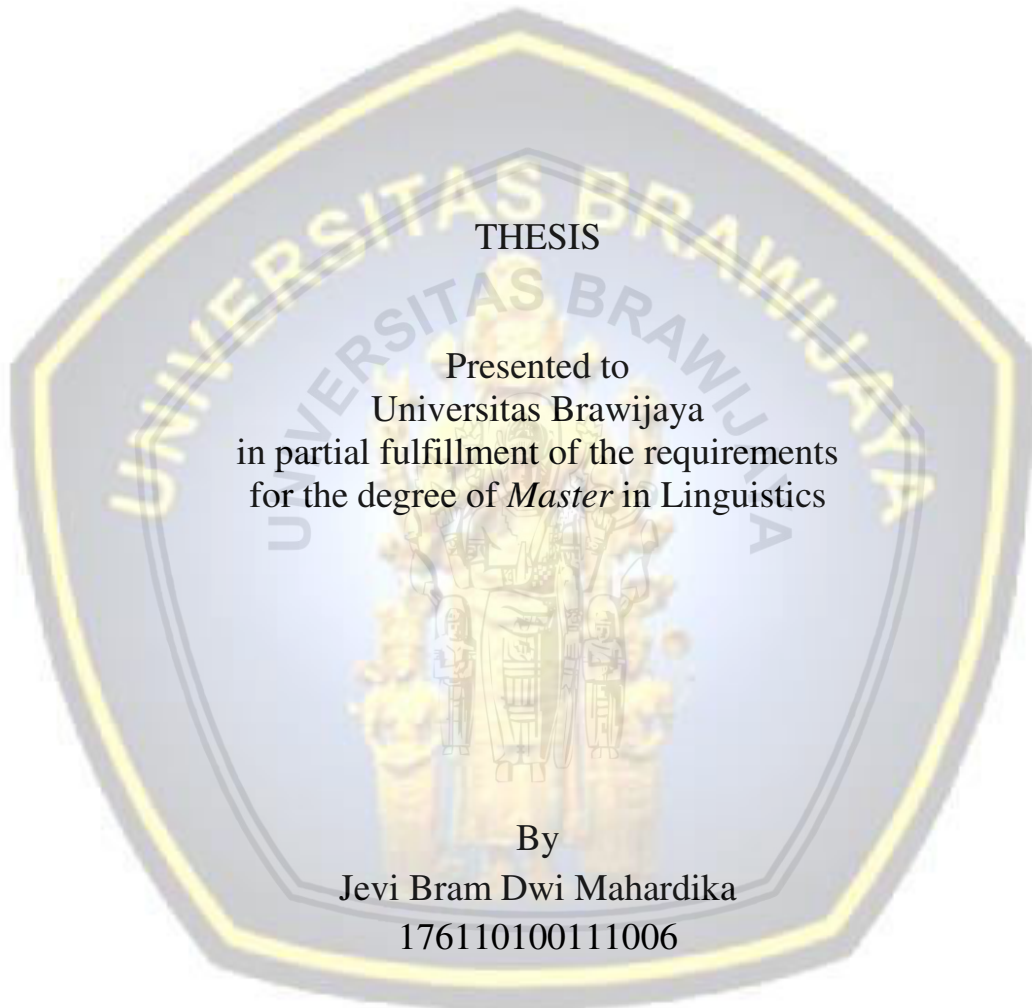
THESIS

**BY
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NIM 176110100111006**



**MASTER'S PROGRAM IN LINGUISTICS
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2019**

**RHETORICAL MOVES IN RESEARCH ARTICLE
INTRODUCTION OF STUDENTS OF LINGUISTICS MASTER
PROGRAM IN UNIVERSITAS BRAWIJAYA**



THESIS

Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Master* in Linguistics

By
Jevi Bram Dwi Mahardika
176110100111006

**MASTER'S PROGRAM IN LINGUISTICS
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2019**

APPROVAL SHEET

THESIS

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STUDENTS OF LINGUISTICS MASTER PROGRAM IN
UNIVERSITAS BRAWIJAYA**

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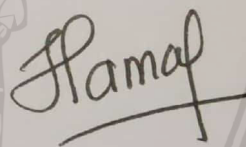
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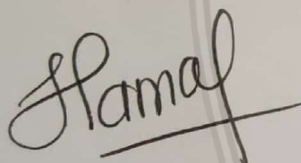
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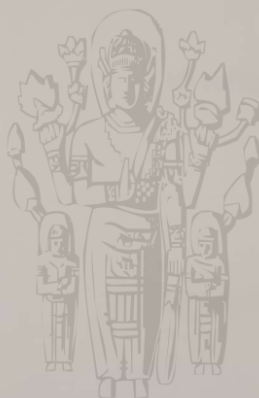
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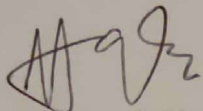
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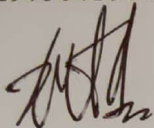
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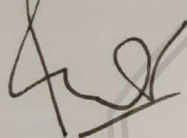


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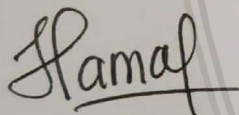


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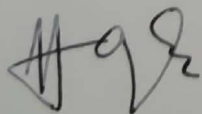
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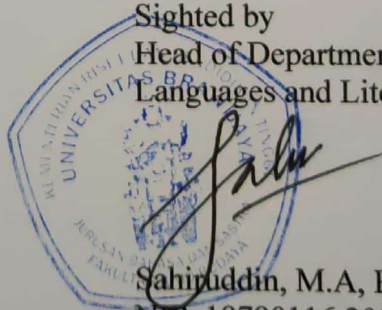
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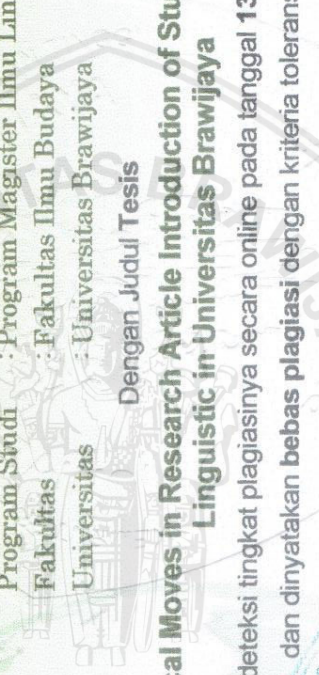

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Jevi Mahardika

ABSTRACT

Mahardika, Jevi. B. D. 2019., **Rhetorical Moves in Research Article Introduction of Students of Linguistics Master Program in Universitas Brawijaya**. Master's Program in Linguistics, Faculty of Cultural Studies, Universitas Brawijaya

Supervisors: (1) Dr. Sri Endah Tabiati, M.Ed
(2) Hamamah, Ph.D

Keywords: rhetorical moves, research article introductions, graduate students

This thesis presented a study about the rhetorical move in research articles organized by Master Linguistic students. Therefore, the researcher formulated one problem to be discussed, what are the descriptions of rhetorical moves organized by graduate students of the Linguistics Master program in RAIs through the Project Justifying Model analysis?

The research design of this study was descriptive qualitative. The instruments used by the researcher were the researcher himself. Then, the data were analyzed descriptively after being analyzed through Project Justification Model (PJM) analysis into the related aspect. The data of this research were seven research article introductions that were taken from four journals, and there were *Alphabet, Kelasa, Batra and Suar Betang*.

The result of this study showed seven RAIs have different rhetorical moves. The four research articles that were taken from the Alphabet produced fewer rhetorical moves compared to the other three research articles. The most dominant signals found in the RAIs were in *move 4* step A with a total of six signals found, which showed the statements in *describing announcing research purposes*. *Move 4* is statements that represented how the writers described the research mechanism. There were five signals unidentified, which were *move 1* (step B, step C, step D), *move 3* (step C), *move 4* (step G). The result of *move 2* analysis presented the completeness of the segment, which provided RAIS interpretation containing a statement about the description in *establishing the research field*.

It can be concluded that the introduction section written by students in the Master Linguistic program does not show the complete structure of the Project Justifying Model. Research articles that have been published nationally did not guarantee to have good rhetorical skills. Moreover, the length or the short writing of the introduction also did not guarantee the completeness of the rhetorical pattern. It is suggested to calculate the analysis time to maximize the results of rhetorical analysis on more extensive data. It is suggested to take data thoroughly to get maximum results in specific populations.

ABSTRAK

Mahardika, Jevi. B. D. 2019., **Gerak Retorika dalam Pendahuluan Artikel Ilmiah pada Siswa Program Magister Linguistik di Universitas Brawijaya.**

Magister Linguistik, Fakultas Ilmu Budaya, Universitas Brawijaya.

Pembimbing: (1) Dr. Sri Endah Tabiati, M.Ed

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Kata kunci: pergerakan retorika, pendahuluan artikel ilmiah, siswa magister.

Tesis ini menyajikan studi tentang pergerakan retorika dalam pendahuluan artikel penelitian disusun oleh mahasiswa Magister Linguistik. Oleh karena itu, peneliti merumuskan satu masalah yang akan dibahas, masalahnya adalah, bagaimana deskripsi gerak (*move*) retorika yang ditulis oleh mahasiswa Magister Linguistik pada bagian pendahuluan artikel penelitian melalui analisis Proyek Justifikasi Model?

Desain penelitian dari penelitian ini adalah deskriptif kualitatif. Instrumen yang digunakan oleh peneliti adalah peneliti itu sendiri. Kemudian, data dianalisis secara deskriptif setelah dianalisis melalui Proyek Justifikasi Model (PJM) ke dalam aspek terkait. Data penelitian ini adalah tujuh bagian pendahuluan artikel penelitian yang diambil dari empat jurnal yaitu *Alphabet, Kelasa, Batra dan Suar Betang*.

Hasil penelitian ini menunjukkan ketujuh RAI memiliki gerak (*move*) retoris yang berbeda. Keempat artikel penelitian yang diambil dari *Alphabet* menghasilkan langkah retoris yang lebih sedikit dibandingkan dengan tiga artikel penelitian lainnya. Tanda yang paling dominan ditemukan pada ketujuh bagian pendahuluan artikel penelitian adalah *move 4 step A* dengan total enam tanda ditemukan, yang menunjukkan pernyataan dalam menjelaskan tujuan penelitian. *Move 4* adalah pernyataan yang mewakili bagaimana penulis menggambarkan mekanisme penelitian. Lima tanda tidak teridentifikasi, yaitu *move 1 (step B, step C, step D)*, *move 3 (step C)*, *move 4 (step G)*. Dalam hasil Analisa pada *step 2* menunjukkan kelengkapan segmen yang menunjukkan interpretasi pada pendahuluan artikel penelitian yang berisi pernyataan tentang deskripsi dalam membangun topik pada bidang penelitian.

Dapat disimpulkan bahwa bagian pengantar yang ditulis oleh mahasiswa Magister Linguistik tidak menunjukkan struktur yang lengkap pada Model Pembenaran Proyek. Artikel penelitian yang telah diterbitkan secara nasional tidak menjamin memiliki keterampilan retoris yang baik. Selain itu, panjang atau pendeknya tulisan pendahuluan juga tidak menjamin kelengkapan pola retorika. Disarankan untuk menghitung waktu analisis untuk memaksimalkan hasil analisis retoris pada data yang lebih luas. Disarankan untuk mengambil data secara menyeluruh untuk mendapatkan hasil maksimal dalam populasi tertentu.

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
DECLARATION OF AUTHORSHIP	v
PLAGIATION-FREE CERTIFICATE	vi
ACKNOWLEDGMENTS	vii
ABSTRACT	viii
ABSTRAK	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv

CHAPTER I INTRODUCTION

1.1 Background of the Study	1
1.2 Research Question	9
1.3 The Objective of the Study	9
1.4 The Scope of the Study	9
1.4 Significances of the Study	9
1.5 Definition of the Key Terms	10

CHAPTER II LITERATURE REVIEW

2.1 The Discourse Community	12
2.1.1 The Relationship between Discourse Community and Genre	16
2.2 The Concept of Genre	17
2.3 Genre Analysis	21
2.4 The Research Article	23
2.4.1 The Research Article Introduction	24
2.4.1.1 Project Justifying Model (PJM)	28
2.5 The Previous Studies	42

CHAPTER III RESEARCH METHODS

3.1 Research Design	44
3.2 Data and Source	45
3.3 Data Collection	48
3.4 Instruments	49
3.4 Data Analysis	49

CHAPTER IV FINDING AND DISCUSSION

4.1 Findings	52
4.1.1 The Rhetorical Movement Organized by the Graduate Students	52



4.2 Discussion 68
 4.2.1 The Rhetorical Movement Organized by the Graduate
 Students 69

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion..... 74
5.2 Suggestion 74

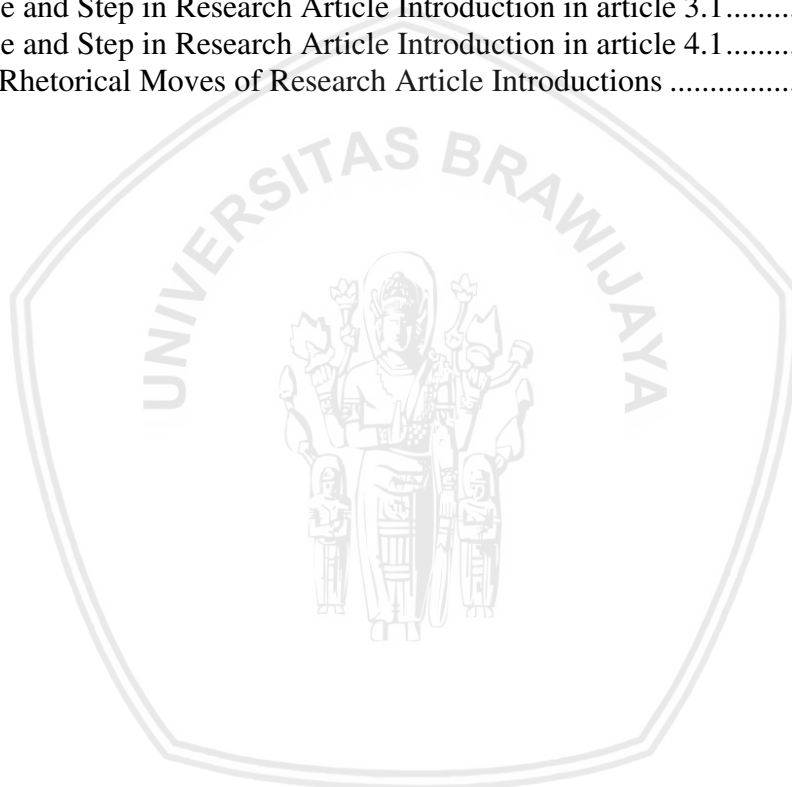
REFERENCES..... 76

APPENDICES 80



LIST OF TABLES

Table	Page
1. Selected Research Articles from the Alphabet	47
2. The List of the Three Research Articles	47
3. The Coding System of Alphabet Research Article Introductions.....	53
4. Move and Step in Research Article Introduction in article 1.1.....	53
5. Move and Step in Research Article Introduction in article 1.2.....	55
6. Move and Step in Research Article Introduction in article 1.3.....	57
7. Move and Step in Research Article Introduction in article 1.4.....	59
8. The Coding System of other Sources Research Article Introductions .	61
9. Move and Step in Research Article Introduction in article 2.1.....	62
10. Move and Step in Research Article Introduction in article 3.1.....	64
11. Move and Step in Research Article Introduction in article 4.1.....	66
12. The Rhetorical Moves of Research Article Introductions	68



LIST OF FIGURES

Figures	Page
1. Swales' Model for Research Article Introductions (CARS).....	26
2. Problem Justifying Model (PJM).....	29



LIST OF APPENDICES

Appendices	Page
1. Research article introduction 1.1	80
2. Research article introduction 1.2	81
3. Research article introduction 1.3	82
4. Research article introduction 1.4	83
5. Research article introduction 2.1	84
6. Research article introduction 3.1	85
7. Research article introduction 4.1	86
8. The list of previous studies	87
9. Berita acara bimbingan thesis	91



CHAPTER I

INTRODUCTION

This chapter explained the background of the problems under investigation of the significance of the study, emphasized the importance of the research and the definition of critical terms. This chapter illustrated the research gap that the researcher sought to answer and formulated the theoretical overview in this research.

1.1 Background of the Study

Nowadays, research articles are demanded by educational institutions for ratings and are as a supporting factor in the development of knowledge. Researchers write research articles to report findings of research in specific fields. The research articles are the brainchild of a scientist (in the form of the development) to develop science, technology, and literature review, collection of experiences, and the expertness (Setiawan, 2010). Therefore, the existence of research articles is one of the proofs of the development of knowledge in countries all over the world.

Indonesia is one of the developing countries in Southeast Asia that requires research articles as a form of a contribution to the advancement of knowledge. The various research articles, written by academics in multiple fields in Indonesia, exist to present the result of discoveries to the public. According to Hamamah (2019) stated that publishing in an International Journal is still considered a major challenge for Indonesian academics. Indonesia still needs an increase in the publication of a research article considering that Indonesia is ranked second after Malaysia in Southeast Asia. The data presented on the official website of the

Ministry of Research, Technology and Higher Education published in August 2018 has proven the fact. The website explained that "international-certified scientific publications owned by Indonesia are 16,528, and that amount is not far from Malaysia at 17,211, while Singapore has 12,593 publications and Thailand 9,595". Meanwhile, in general, every Indonesian academic cannot organize good scientific work (research article), to be published in a reputable research article. Therefore, the Ministry of Research, Technology, and Higher Education has assigned a policy that obligates publication for graduate students.

The previous explanation relates to another policy regarding the publication of research articles in Indonesia. The letter of the Ministry of Research, Technology, and Higher Education of Indonesia number B/323/B.B1/SE/2019 stated that "the graduate master program must organize a thesis or other equivalent form and articles published in accredited journals or articles accepted for publication in international journals." In Indonesia, accredited journals are considered reputable because they have been accredited by the ministry of research, technology, and higher education. The regulation on journal accreditation is explained in regulation no.9 / 2018/1 / point 4. Then, it can be concluded that the aspects mentioned in the policy become parameters for accredited research articles produced by academics in Indonesia.

In order for articles to be able to be published in an accredited journal, they must be clear and exciting, especially in the introductory part. A research article must have an exciting introduction because this section has an appeal to the reader when starting to read a research article. In writing an introduction, it needs to be organized well, which is an essential part of introducing a research article.

Moreover, the fact is in line with Swales & Najjar (1987), Safnil (2013), and Muhtadin (2017), who stated that interesting research articles should appeal to the reader to read the entire research article. So, the primary motivation in writing the research article introduction is to provide enough clues for the reader to convey the argument of the writer. If the introductory of the research article is not well organized, the research article would be difficult to recognize by the readers or hard to be published internationally.

To minimize failure in organizing the introductory part of a research article, knowledge of systematic writing in the research article introduction is one of the relevant supporting factors. Safnil (2010 p.22) stated that textual analysis makes it possible to examine text to see the Linguistic form and intention of the author through understanding some aspects of the text structure. To know the extent of the author's knowledge in organizing a research article introduction, we can analyze the writing. Hence, the investigation of discourse analysis in the rhetorical moves of Indonesian academics needs to be done.

One of the ways to investigate the research article introduction is by using an analysis of the rhetorical moves proposed by Swales (1990) called CARS (Create A Research Space). Safnil (2013), in (Ahmad, 1997), CARS is easy to understand, easy to use for researching discourse in various fields of science and multiple languages. Swales (1990) classified patterns from research article introduction into three moves, those are: establishing a territory, establishing a niche, dan occupying the niche. In the first territory, researchers must stabilize the research area; this is done by making a general statement, stating the focus of the study, and reviewing previous research. The second is establishing a niche building a

research foundation by revealing the weaknesses of previous research, also providing claims that the investigation is worth doing, and raising questions. The third is occupying a niche, the stage where the researcher presents the actual research purpose in the research article introduction. The pattern reflects the communicative purposes element contained in the research article introduction. Swales (1990) has claimed that the CARS model can capture a variety of critical communicative purposes that exist in the research article introduction.

On the other hand, CARS has a weakness in capturing communicative purposes found in the Indonesian research article introduction. According to Safnil (2013, pg. 185), CARS cannot detect critical communicative purposes and the specific rhetorical characteristics of Indonesian research article introductions (RAIs). The majority of Indonesian in writing research article introduction styles use indirect writing, whereas English RAIs use writing directly. Safnil (2010) added that Indonesian RAIs tend to justify the context of research by convincing the reader with the existence of the field of research. Thus, Safnil (2013), Djali (1994), and Rifai (1995) Indonesian RAIs organized aims to discuss the rationale of a research project, guide the reader to a research idea and explain the contribution of the research. Therefore, CARS is not effectively used to analyze Indonesian writing.

Another rhetorical analysis model specifically devoted to capturing communicative purposes in ASIA RAIs has been developed by Ahmad (1997). This model analysis is formed by adapting CARS produced by Swales (1990), which is named Project Justifying Model (PJM). The PJM model analysis differs from CARS, which is distinguished by four moves as a sign of communicative

purposes in Indonesian RAIs based on Safnil (2013). Moreover, PJM contains four communicative moves that describe goals of Indonesian RAIs, which are broken down into sub-moves called steps that refer to textual or rhetorical forms. The four stages of the PJM analysis model are establishing shared schema, establishing the research field or scope, justifying the present research project, and announcing the research specification. PJM also has a Step on each move that can be used by Indonesian RAIs writers to achieve primary communicative purposes. Moreover, Safnil (2013) explained that the RAIs writer should use at least one move among the four moves as a form of communicative purposes.

Therefore, the PJM is used as a tool to uncover communicative aspects that should contain in Indonesian RAIs to become good quality RAIs. However, in Indonesia, there are not many academics or research writers who are aware of the PJM concept. An investigation conducted by Alkarima (2019) produced evidence of the phenomenon previously described. She took six RAs as data and selected from six different research articles publisher sites in Indonesia, which are nationally accredited. Alkarima (2019) investigated RAIs in the fields of language and literature found only 50% of these RAs contained rhetorical moves. In the same case, the population of this previous research involved was not too specific, and the result needed to be empirically verified. Thus, it can be pointed out that this previous study had two gaps, which include population gap and empirical gap. In terms of population gap, this earlier research only focused on six research articles that were from different publishers, and writers' level of education was not explained there.

Another research also involves the concept of PJM that was conducted by Sepni (2016) which investigated the abstract and introduction in the rhetorical move. She looked into the analysis of text rhetoric and analysis of Linguistic features. Sepni (2016) involved the research introductory as a material to be analyzed. The study described the rhetorical structure of 50 research articles that were taken from the field of medical science and health. The finding of the investigation stated that the research articles which were taken from the field of medicine most often used move two as a statement to justify the research topic. The previously found fact by the findings of move two, which frequently appears in the results.

Furthermore, the findings of the previous study showed that the concept of PJM was not yet fully realized by the writers in the medical field. Thus, these results required further research to obtain a complete study to be able to provide valid references. Sepni (2016) also suggested adding literature to the concept of rhetorical structure to minimize problems in writing research articles to be published. The statement showed that there is a knowledge gap that made the research less optimal. The description of the detailed sample of rhetorical moves was unidentified in the results of this previous study. Moreover, the detailed description of the rhetorical moves should be illustrated by a specific pattern. Thus, this previous study contained a practical knowledge gap.

The rhetorical structure study is also applied not only to the research article produced by the writer with linear fields such as literature and Linguistics majors. Another study in the same culture carried out by Muhtadin (2017), which focused on the rhetorical analysis of Indonesian research articles in the field of law.

Muhtadin (2017) investigated the structure of the rhetoric and analyzed the Linguistic features in the introduction of the research articles. The data were 50 research articles that were written in the Indonesian language and published in the accredited research articles. The concept of PJM analysis also included in this study as an indicator of data analysis. The rhetorical analysis was used to present the rhetorical style in the introduction based on sentence patterns and paragraph formation. The results showed that most writers had the same tendency to write patterns in the background of knowledge. Besides, the study found more active sentences than passive sentences and conjunctions. From this research, the indications of research gaps could be drawn, including the knowledge gap, which was characterized by unclear research findings that should be described in more detail. The practical-knowledge gap has found in this study, which was shown by deviations from the concept of analysis that used.

Having the three previous studies conducted previously can be seen that many academics in Indonesia still have not reached the standard in good introduction writing. PJM applied in Indonesian RAIs analysis can describe communicative goals and important rhetorical characteristics that refer to the features of Indonesian RAIs (Safnil, 2010). By using the convention in rhetorical moves, research articles produced by the writer can have possibilities to be recognized and accepted by international discourse communities. Agrawal (2015) showed that to be part of international research publications, non-native writers are not only focused on writing in English, but they should also take part in the RA convention in English. Consequently, the writers' RA can be accepted for

international publication. It must be considered that the research article published internationally requires a complicated process.

In the previous illustrations, the present study examined research articles that have been published, especially in Indonesia. Universitas Brawijaya is one of the accredited universities in Indonesia that has implemented regulation on the requirement for the publication of a research article. In the rector decree of Universitas Brawijaya, number 66 (2016) reads, "The Rector's Ruling on thesis and publication of articles in scientific research articles are the final task of the master education program." The regulation stipulated as a requirement for graduate students of the master program in Universitas Brawijaya. The students in this university are allowed to take the final examination when the nationally indexed research article publisher has approved the research article they write. In other words, the graduate students from this university must publish their research articles in the national level journal.

Because the previous studies have five gaps regarding the rhetorical analysis, the researcher decided to conduct research which formulated from the previous issues. The present study used an analysis model called Project Justifying Model (PJM), which was applied to the English RAIs written by Indonesian that has done before. The data of this research were RAs that were written by graduate students' of the Linguistic master program in Universitas Brawijaya, which the researcher claimed had not been examined before. Moreover, this research is desirable to be conducted because the analysis model involved the point of view of pedagogy, especially for language teaching, which was supported by a statement from Safnil (2010). The researcher desired to see the informative

purposes that organized by the graduate students' of the Linguistic master program in Universitas Brawijaya on their RAIs through the Project Justifying Model.

According to the official site, the Master Linguistic program in Universitas Brawijaya has been established since October 15th, 2014, which was approved by a decree from the Indonesian department of higher education. However, with the establishment of this study program, the program is still running for less than ten years, which allows the questionability of the quality of scientific writing of students who have graduated from the early year to the latest year.

1.2 Research question

Thus, the problem investigated can be summarized as the following:

1. What are the descriptions of the rhetorical moves organized by the graduate students of the Linguistic Master program in RAIs through the Project Justifying Model analysis?

1.3 The objective of the Study

The implementation of this research is expected to produce answers to the problem investigated;

1. To describe the rhetorical moves organized by the graduate students of the Linguistic Master program in Universitas Brawijaya on their RAIs through the Project Justifying Model analysis.

1.4 The Scope of the Study

This research is focused on examining students' population in Brawijaya University. The seven research articles are only selected by the national publisher

that published by the graduate students of the Linguistic Master program in Universitas Brawijaya.

1.5 The Significances of the Study

The present study expected to obtain the significances for:

1. The practical significance.

On the pedagogical significances, this study produced an analysis that is concerned with the results of teaching scientific writing, which should be introduced to the graduate students' of the Linguistic Master program in Universitas Brawijaya. If the graduate students' of the Linguistic Master program are familiar with the features of the rhetorical moves of the Indonesian RAs, they should be able to read and write academic texts more effectively and efficiently. Moreover, by studying rhetorical moves features, it can increase in the standard of graduate students in creating research articles which can be recognized internationally.

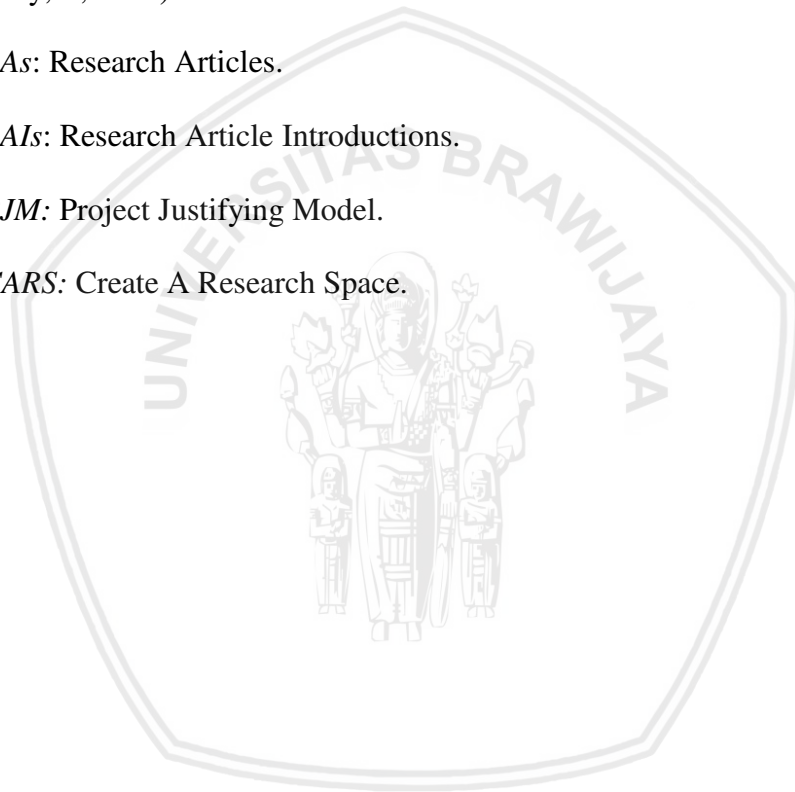
2. The theoretical significance.

The finding of this study can be a comparison for research in the field of scientific writing and also provide better knowledge of the rhetorical features specifically written by Indonesian. This research can inspire future researchers to conduct this kind of research relatively used in discourse analysis.

1.6 The Definition of Key Terms

1. *Research Article*: Research Article referred to as RA it is considered as a genre, and it is classified by a recognizable communicative purpose and by of its general conventions. (Thomas & Hawes, 1994).

2. *Move*: Move is a ‘discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse. (Swales, 2004).
3. *Step*: Step is a sub-section of the move. (Swales, 1990).
4. *Genre*: Genre is a distinctive category of the discourse of any type, spoken, or written, with or without literary aspiration. (Swales, 1990).
5. *Rhetoric*: Rhetoric is the art of using language effectively. (Kolln, M., & Gray, L, 2013).
6. *RAs*: Research Articles.
7. *RAIs*: Research Article Introductions.
8. *PJM*: Project Justifying Model.
9. *CARS*: Create A Research Space.



CHAPTER II

LITERATURE REVIEW

This session presents the results of a review of several theories that are relevant to this study. The reviewed literature is expected to provide valuable background information to support the research and discussion of findings. An overview of the related literature consists of the relationship between community discourse, genre, and rhetorical analysis, which follows some documentation that supports previous terms.

2.1 The Discourse Community

Research articles, generally, are made to provide specific portraits of the results of a person's thoughts through writing. The writers jot down their intentions and meanings in writing so that the message conveyed through their writing is effectively carried. However, a research article addresses a particular topic to target readers that is not the same as writing in general. The concept by adjusting the topic of writing to the target readers discussed in the field of the discourse community. An understanding of the discourse community in this section begins with the statement stated by Swales (2016) in his journal that elaborated on the critical concept of the discourse community. A discourse community is a group that has goals and purposes, and use communication in a particular discourse to achieve their goals stated by Swales (1990). Swales argues that a community discourse has specific reasons for reaching an agreement regarding the communication goal in a particular group. Swales' statement can be concluded that each discourse community carries its characteristics to support

communication goals. Finally, Swales (2016) claims and classifying six components of a discourse community, there are:

- 1) It has a broadly agreed set of common public goals;
- 2) It has mechanisms of intercommunication among its members;
- 3) It uses its participatory tools to provide information and feedback;
- 4) It utilizes one or more genres in the communicative furtherance
- 5) In addition to owning genres, it has acquired some specific lexis;
- 6) It has a threshold level of members with a suitable degree of relevant content and discourse expertise.

Swales explained that there are six characteristics that are a discourse community possesses, one of which refers to the genre's consistency as a communicative purposes aspect that can be understood by particular social groups. Swales' discourse community characteristics are elaborated to recognize various signals that addressed the genre used in a particular community. A further explanation of each character will be explained as possible.

The discourse community begins from the agreement that is broadly agreed upon by the sets of collective public achievement. The achievements is used as the distinction between members or non-members instead of genre. The mark of the word *public* represents the emphasis of 'public goals' to differentiate the discourse community from another variety of organizations with implicit goals, such as the politic and commercial organization. Furthermore, Swales also adds a statement that says," It is commonly of goals, not the shared object of study they are criteria, even if the former often subsumes the latter (p: 25). The previous

Swales' statement related to the common goal is even more critical than 'shared object of study' as the criteria for the discourse community.

The next criteria of a discourse community that has specific systems of communication among its members can be in the forms of meetings, telecommunications, correspondence, newsletters, conversation, and forth. Swales (1990) points out that the need to have communication mechanisms among the members of the community is essential in order to distinguish it from other organizations with the basis of social class, ethnic group, culture, or religion. Participating in communication is one of the evidence that someone is an active member of the community.

Thirdly, active participation in the chosen communication mechanism is a requirement to be a member of a discourse community; that is to have an information exchange among the members. According to Swales, this is even more important than formal registration or regularly paying the organization fees. Johns (1997:56) in (Safnil, 2013) suggests that a discourse community uses genres as the vehicle of communication to keep in touch among the members, to carry on the discussion, to explore controversies, and to advance their aims. Genres are the representatives of the values, needs, and practices of the community that produce them.

Discourse community members need to establish and continuously develop discourse expectations. These expectations will become the rationales for the development of genre conventions, that is, to signal the community's norms and ideology based on Berkenkotter and Huckin (1995). This is to establish the status of a discourse community itself, especially for the newly founded community, so

that others can recognize them as a specific discourse community or to distinguish it from other communities or organizations.

The members of a discourse community need to acquire and continuously acquire specific terms in the forms of general technical terms related to their genre type or the particular ones used in their community alone. The apparent rationale for this is for efficient communication exchange between community members. For example, Swales points to the use of abbreviations for more efficient communication in a specific community, which may puzzle outsiders. Another purpose of specialized terminology may be to promote the exclusiveness of the community in order to distinguish members from outsiders.

Finally, the members of a discourse community may continuously change; as Johns (1997) suggests, the depths of individual involvement and commitment in a community can and often does change over time because of their personal or natural reasons. However, as Swales suggests, the ratio between the expert members and the non-experts or novice members of a particular discourse community must be kept balanced in order to ensure the sustainability of the existence of the community.

The genre's consistency as a communicative purpose based on Swales (1990) becomes the most crucial point for classifying forthcoming events that are appropriate for the concept of the discourse community. Furthermore, Swales (1990) also notes, '...belongs to discourse communities, not to individuals, groups of people, or wider speech communities' (p: 9). Swales's statement previously can be drawn a conclusion, which indicates that the definition of genre provides evidence and concept in genre study.

The other point of view related to discourse community concept on genre text is also addressed by Gunnarson (1993:165) in Safnil (2013) states the genre structure describes norms and beliefs in the discourse community in which they are generated. When norms of norms and beliefs are related to the textual pattern produced by the author will influence the structure. With the theory previously explained, the research articles produced by the writer are intimately affected by the author's background life.

In summary, from the previous illustrations and discussion of discourse community related to the present study four points can drown;

- 1) Text related to the discourse community must have its characteristics so the specific social environment can recognize it.
- 2) The genre of the text influences how the discourse community can achieve the meaning of the text.
- 3) The text must have the aspect of communicative purpose so it can be related to the concept of the discourse community.
- 4) The text should have relevant knowledge or information to be understood by discourse expertise.

2.1.1 The Relationship between Discourse Community and Genre

The close correlation between discourse community and genre has acknowledged by Bhatia (2000) that states genres as conventional embedded events within disciplinary or professional practices. A genre character contained in the social aspect has a tendency based on the ideas of the discourse community. Meanwhile, Hyland (2002: 121) points out, "By focusing on rhetorical applications from diverse communities that can make comprehend about how

language is used and how social, cultural, and epistemological characters from various disciplines become real." Another theory that supports both relationships is also explained by Swales (1990), stating that characterizing the relationships between discourse communities and the generic forms they produce shows that the genre belongs to the discourse community, not individuals. Likewise, based on Bazerman (1988), studies on the development of experimental articles build essential relationships between the formation of scientific communities and the development of discourse strategies for making claims about experiments.

Moreover, based on Mauranen (1993) the genre which defines or influences its user groups rather than the other way around. Mauranen explained that variations in social groups have access that leads to different genres. In other words, the previous statement can be concluded as a social purpose of an activity that is realized linguistically, which determines who can use it.

2.2 The Concept of Genre

The concept of the genre offers interaction between socio-cultural features and textual features. The socio-cultural features of a particular community where the text is constructed and used to influence textual forms because constraints are placed on them by community members based on Safnil (2013) in (Leckie-Tarry, 1995). They agree that textual patterns are related to socio-culture, which reflects the characteristics of a particular community. The term 'genre' has long been used in literary studies to refer to different types of the literary text, and has been widely used with a similar meaning in related fields such as film studies. Nowadays, Swales (1990: 33) Martin (2003) points out, and this term is used to

refer to “a distinctive category of the discourse of any type, spoken or written, with or without literary aspirations.”

The other portrait of the genre was also described by Paltridge (1997), which includes many aspects, one of which is the rhetorical aspect. Paltridge points out genre has been utilized in the scope of the different fields including folklore studies linguistic anthropology, the ethnography of communication, conversational analysis, rhetoric, literary theory, the sociology of language, and applied linguistics. Based on several points that have been described previously, concepts from genres can be utilized in the scope of rhetoric that is associated with rhetorical text analysis.

From the perspective of applied linguistics, genre investigations are conducted for examining the text for educational purposes, especially for the language teaching and learning enterprise based on Paltridge (1997). Paltridge also recommends that there are at least three different approaches taken by applied linguists in viewing the concept of genres: 1) the systemic-functional approach, 2) the new rhetoric approach, and 3) the English for Specific Purposes (ESP) approach. The specification of the new rhetoric approach in the concept of genre is marked as the identity of a discourse that is used mostly in the area of composition studies and professional communication based on Paltridge.

Genre analysis studies in the case as English for Specific Purposes have typically focused on patterns of rhetorical organization and genre-specific language features. Swales (1990), claims that studies in genre analysis are different from the traditional register or sub-register analysis in the importance of a communicative setting. Based on Bathia (1997), genres are meant to serve the

goals of specific discourse communities, and in so doing, they tend to establish relatively stable structural forms, and to some extent, even constrain the use of lexico-grammatical resources in expressing these forms.

Moreover, Swales (1990) elaborates the overviews of genre and addresses the following frameworks in order to establish the parameters of the genre:

- 1) A genre classified as communicative events.
- 2) The principle genre criteria feature some shared set of communicative purposes.
- 3) Exemplars or instances of genres vary in their prototypically.
- 4) The rationale behind a genre establishes constraints on allowable contributions in terms of their content, positioning, form and functional value.
- 5) These constraints are often exploited by the expert members of the discourse community to achieve private intentions within the framework of socially recognized purposes.

Swales (1990) describes a genre that can distinguish the communicative event in language and/or paralinguage. Swales (1990) also claimed that a communicative event is conceived as comprising not only the discourse itself and its participants but also the role of the discourse and the environment of its production and receptions, including its historical and cultural association. The explanation of swales can be concluded that a communicative event can fulfill the requirements as a genre must be dominated by verbal communication, which should be done relatively often in communication, including historical and cultural scope.

Second, a shared set of communicative goals for speech events, rather than other forms or determinants, are seen as the most reliable and primary determinant of genre membership. Swales states that, "... except for some interesting and extraordinarily interesting cases, the genre is a communicative vehicle for achieving goals" (p: 46). The case before is supported by Bathia's (1993) statement that communicative goals are relatively reliable criteria for identifying a particular genre. It from other genres; shared sets of communicative goals also shape genres and provided internal structures. Similarly, Johns (1997) shows that in most situations, readers and writers use text intentionally to communicate with each other. Therefore, genres have been categorized based on their work and are said to be accomplished. The communicative goals are the only criteria justified in distinguishing 'the real thing from parody, according to Swales (1990).

Third, the goals or set achievements from certain communicative events are not always easy to identify. Some speech activities may have several goals, such as 'funeral speech,' 'letter sales,' and 'prescriptions' (Johns 1997: 24), while others may have 'conflicting goals' such as written examinations for students (Swales 1990). To further complicate this problem, for literary speech events such as poetry, songs, and other poetic genres, communicative goals may not be the most suitable and reliable parameters. The essential features are for 'verbal pleasure' because this is what people usually enjoy while listening to or reading them.

Fourth, Swales (1990) indicates that members of a particular established discourse community recognize the communicative goals of their community, while new or non-established members may be familiar with these goals with varying levels of quality. Members are established, specifically, concerned with

the characteristics defined by their genres and, based on 'thought' or 'underlying logic'; they apply constraints in categorizing communicative events in the genre. For Bathia (1993), this means that, although the author has the freedom to use linguistic resources.

Finally, it is active members or experts from specific discourse communities who often provide generic names for certain types of communicative events. The naming system or 'nomenclature' of communicative events, tend to follow specific patterns, such as pre-modifying usage of stated purposes (eg, introductory lectures, qualification exams, survey articles, review sessions, and writing workshops). On the academic genres, head-use purposive objects (for example, grant requests, requests for reprints and descriptions only), and people who show opportunities rather than goals (eg. final exams, plenary lectures, collection of articles, faculty meetings or graduation addresses).

2.3 Genre Analysis

One of the researches on genres has done to describe the text model made by a writer. In a research paper written by Marefat & Mohammadzadeh (2013), which emphasizes the topic of analysis in the genre. They claim, "the genre analysis has been in the limelight for more than two decades, and the increasing interest in this discipline is motivated by a need to supply models of academics and scientific texts for students so that they can produce those texts appropriately. " Marefat & Mohammadzadeh (2013) suggest the genre analysis in a research article can be a facility to describe the thesis abstract behave differently, and it is to inspect them as well. It needs to be considered; study discourse does play an essential role in language studies. The previous reseason appears because reviewing discourse

means studying the function of language in public communication daily, both oral and written, so that is why the importance of the study.

Hence, Research in genre investigations has been broadly examined by some experts that concern in the variation within a genre analysis. Based on Devitt's (2015) journal article in genre performance based on John Swales's genre analysis and rhetorical-Linguistic presents the combination of rhetoric and linguistic explain shared discoverable through text analysis. Devitt points out that Swales' textual genre analysis is one of the fundamental to assess genre competence through genre performance.

Moreover, Devitt (2015) suggested, considering genre performances, as well as competence within rhetorical-linguistic genre studies, allows genre scholars and teachers to address the fact that genre-in-use is simultaneously unique and shared. Davitt also states that "every time a writer writes, whether in courses or afterward, that writer performs a unique action in a unique moment in a unique rhetorical situation, to carry out a unique communicative purpose through a unique process." The previous illustration can be concluded that every text that is created by the writer has different characters and has different intentions in the intent contained in the text.

Swales (1990:58) stated that the genre consists of a class of communicative events whose members share a purpose communicative. This rational fundamental form a schematic structure of discourse and influences the selection of the content and style used. Swales stated that there must be a relationship between the objectives and the schematic structure of the genre, text or language used. The same statement about the genre was also expressed by Bhatia (1993: 16) says that

a genre is an example of the achievement of specific communicative purposes using knowledge of linguistics and discourse resources. Each genre has arranged every experience in the real world in specific ways; the implication is that the same experience or reality requires a different arrangement if someone wants to create a new genre. The opinions of the experts before, it can be concluded that the genre of discourse is a type or type of text (discourse) that has a purpose and variety of patterns that have been determined and approved by a group of professionals. For example, is an Introduction to the text in a scientific article, the introductory text does not only consist of a collection of original paragraphs that are not interrelated.

Swales (1990) says that genre analysis is a means to study the oral and written discourse for its intended purpose. By accurately, genre analysis tries to demonstrate that the approach centered on the genre, able to create a communicative event, becomes more reasonable. Finally, the conclusion from all the notions expressed by the experts, it can be concluded that genre analysis is a text study that emphasizes the structure move to see whether the text meets the intended purpose.

2.4 The Research Article

The research article becomes one of the most classifications of forthcoming events in the academic or scientific community published in scientific journals. The researchers must socialize their research findings because a research project has not yet completed until the results are made available to the broader research community, and the most effective way to do this is through publication based on Swales (1990) in Safnil (2013). Also, the research articles are published as the

major for self-contribution regarding the new knowledge obtained from the scientific investigation; also, RA is one effective media through which scholars and scientists communicate with each other's and enhance their credibility. According to Swales (1990), the Research Articles (RAs) have a dynamic relationship with all other public research-process genres, such as abstracts, theses and dissertations, presentations, grant proposals, books and monographs, and RAs play the most central role.

The further explanation of the research article conveyed by Gilbert (1976) stated that the RA had been used for a very long time to report on the research and also to convince the reader that the study is worth reading. Gilbert claimed members of the scientific community to evaluate the ideas shown in the RA; the author, therefore, also must try to persuade people to give high value on knowledge claims. Additionally,

the previous statement also supported by Hunston (1993) mentioned, "this is because such high value would result in the acceptance of the knowledge claim as a fact; that is, as information which it would be difficult for other researchers to challenge." In other words, the persuasive aspect must contain in RAs in both content and form rather than only to be an informative RAs. RAs is also reflecting the features of the genre. i.e., the text (article) about particular research which has been completed.

2.4.1 Research Article Introduction

The introduction is a part of scientific articles in which the author conveys to the reader that there is a problem that occurs in real life so that it requires research related things about the resolution of a problem. Based on Thomas & Hawes

(1994) says that a research article (referred to as RA) considered as a genre, and it is classified by a recognizable communicative purpose and by of its general conventions. In other words, each research article, especially the introduction produced by the writer it is obligated to have a genre in order to be recognizable with a particular environment. The writer should pay attention to every single part of the research article that reflects his/ her idea that be told for the readers through a scientific research article introduction. The explanation about the ideal in making research article introduction is conveyed by Rahardi (2009) in Ardiani (2016). They describe three points in creating a research article introduction (RAIs) and the background of the study. The three points are: (1) outlined the reasons that cause problems or questions that will be elaborated answer, (2) described the practical utility of the results of the analysis, and (3) the main problem disclosed, typically in the form of a question.

Moreover, in the general view, RAIs contain research problems, show the purpose of the research, contain the problem-solving theory, and, if possible, mention the hypothesis based on Dalman (2014) in Alkarima (2019). During the writing process in a structured part of scientific works, especially in the RAIs, it requires attention in rhetoric so that the ideas can be conveyed properly. The statement before in line with Syafi'ie (1988) says, "rhetoric is the art of the ability to express opinions, express ideas, convey information to others effectively by using language as a tool both verbally and in writing." Hence, the rhetoric itself is needed to establish the RAIs that can be recognized in specific discourse communities.

The RAI's rhetorical pattern of journal articles that are often used in a study is the pattern found by Swales. The rhetorical pattern that established by Swales (1990) called CARS. The abbreviation CARS refer to Create a Research Space. Swales point out this model illustrates how the RAI's is usually formed by its purpose to create (research space). Swales use ecological metaphors that show that research articles all compete for 'space.' Thus the introduction must begin in three aspects. The aspects are establishing the significance of the research field ('establishing a territory'); then provide a rationale for their research in terms of that significance ('establishing a niche'); and finally, show how the paper will occupy and defend the ecological niche that has been carved out ('occupying the niche'). Swales' CARs introduce that the introductory part of the journal article, the study has three subsections named "Move". Based on the preceding description, this CARs model is better able to capture a variety of critical com

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Move 1: 'Establishing a territory'	<ul style="list-style-type: none"> •Step1: Claiming centrality. and/or •Step 2: Making a topic generalization. and/or •Step 3: Reviewing items of previous Research effort
Move 2: 'Establishing a niche'	<ul style="list-style-type: none"> •Step 1A: Counter claiming or •Step 1B: Indicating a gap or •Step 1C: Question-raising •Step 1D: Continuing tradition
Move 3: 'Occupying a niche'	<ul style="list-style-type: none"> •Step 1A: Outlining purposes • or •Step 1B: Announcing present research •Step 2: Announcing principle findings •Step 3: Indicating RA structure

Figure 2.1 J.M Swales Model for Research Article Introductions (1990:141)

The further explanations about communicative goals of RAIs related to Swales' CARs are also in line with Safnil (2010) that explain more about the three moves, there are:

- a) It is to establish the significance of the research, (It is to state that research has been done it matters).
- b) it is to situate the research in terms of its significance, and (It is to put the research in the vital context), and
- c) It will show how the niche will be occupied and defended on the broader ecosystem (p: 140). (It is to show how the gap is for available research is utilized and maintained by researchers).

As can be seen from the description before, each sub-section (Move) has a sub-section (Step) again. In part of the sub-section must be (mandatory), and some may or may not be (optional) based on Safnil (2010). Meanwhile, from the work of rhetoric aimed at creating a research space or developing a *niche*, research in

English RAIs through a process of criticism and evaluation that refers to previous research which tends to be done by English native speakers. Safnil suggests the CARS analysis model tends not to capture important communicative goals and rhetorical characteristics of Indonesian RAIs for several reasons. Safnil elaborated that there are two reasons related to the previous argument. First, mostly Indonesian RAIs are classified using indirect writing styles of various types of background ideas at the beginning of the introduction. This case is possible to happen since the stylistic difference between Indonesian RAIs and English RAIs, some are the result of various conventions of scientific or academic writing, in English and Indonesian as well as differences in the expectations and attitudes of the author towards potential readers Based on Safnil (2010).

The second reason, Indonesian RA writers tend to justify their research projects by convincing readers that research issues are in a particular topic or the field of research. Safnil finds some Indonesian RAIs have statements that can be clarified as Move 2 (establishing a niche) from the CARS model, a standard method used by British RA writers to justify their research projects. Also, a small number of Move 2 found in Indonesian RAIs are discussed with various techniques found in English RAIs. It can be concluded that Indonesian writers have more tendencies, only claiming that results from previous inconsistent relevant studies. Therefore, a particular topic has never been investigated/reported to create research space as a current research project or justify a research project.

2.4.1.1 Project Justifying Model

The need through an analysis model that is devoted to Indonesian RAIs, which are contained in the facts, namely Indonesian RAIs, has communicative

objectives that are different from English RAIs, which are viewed from another perspective. Hence, there is a model of rhetorical analysis that can capture communicative goals and important rhetorical traits that have indicated Indonesian RAIs suggested by Safnil (2010). This introductory analysis model has four moves that are inspired by the CARS model developed by Swales (1990) called the Project Justifying Model. Project Justifying Model (referred to PJM)

has been established firstly by Ahmad (1997) to identify non-native speaker RAIs.

Ahmad introduced the PJM analysis model on his dissertation that was used to analyze Malaysian RAIs and his claims for the better rhetorical description of

Malaysian academics when writing RA introductions through PJM. The concept is developed from the CARS model analysis called PJM. The four communicative moves in PJM which describe the communicative purpose of Indonesian RAIs.

The explanation of the parts that are more detailed about PJM can be seen in figure 2.2.

Move 1 Establishing Shared Schemata by:

Step A: Defining key terms; and/or

Step B: Referring to the government policy; and/or

Step C: Giving a short history of the research field; and/or

Step D: Describing the geographical setting of the research; and/or

Step E: Making a general claim.

Move 2 Establishing the Research Field by:

Step A: Introducing the actual research topic; and/or

Step B: Identifying the research problem or phenomena; and

Step C: Reviewing the current knowledge and practice

Move 3 Justifying the Present Research Project by:

Step A: Indicating inconsistency in previous study results; or

Step B: Claiming that the topic has never been explored; or

Step C: Claiming that the topic is necessary to investigate; or

Step D: Claiming interest in investigating a particular topic.

Move 4 Announcing the Present Research by:

Step A: Announcing the research purposes; and/or

Step B: Stating the research questions; and/or

Step C: Describing the specific features of the research; and/or

Step D: Stating the expected benefits of the research; and/or

Step E: Announcing the principal findings; and/or

Step F: Proposing the research hypothesis; and/or

Step G: Suggesting a solution to the research problem.

Figure 2.2 Problem Justifying Model (PJM): A Rhetorical Analysis Model for the Indonesian RA Introductions.

The problem justifying model research on figure 2.2 describes four communicative moves, namely: 1) establishing shared schemata, 2) establishing the research field or territory, 3) justifying the present research project, and 4) announcing the research specifications according to Safnil (2013). Furthermore, in the section, there is each step that allows an RA writer to apply it to be able to cover up the main communicative goals on the move. The use of (or) at the end of almost all steps in the PJM model shows that RA authors must use at least one step in each move to express the main communicative goals of the sequence of the research article, but still have choices about what steps they might use.

The following sections are going to explain the communicative purpose, rhetorical structure, and textual features of each movement and step in the PJM Model. This section also describes the moves and steps signals with typical examples of introductions RA Indonesia adopted from Safnil (2013) that related in the data for this study.

Establishing shared schemata (Move 1)

The readers can comprehend the research field and topic through establishing shared schemata with their potential readers that should be done by the writer. This section can be precisely achieved by providing various forms of background

information. The background information becomes one of the essential parts for the readers who are still new and not familiar with certain research topics. According to Ahmad (1997), the beginning of the introduction is a place where writers can develop similarities or shared schemata with potential readers in order to ensure successful communication through text and eliminate misinterpretations or misunderstandings between the two parts. The first move has five steps; each of them has different functions and indicators; the description is as follows:

Step A is the background information formed in the Indonesian RAIs that represents of the key-term. Ahmad (1997) points out, the actual action of classifying terms becomes a common practice in scientific and technical writing include the main purpose of providing opportunities for writers to advance newly-introduced terms and to indirectly show their contribution. Based on Safnil (2013) the *Defining key- terms; and/or* usually uttered to be part of sentences like below:

- 1) ‘... is ...’
- 2) ‘...means to constitute or to make up...’
- 3) ‘The characteristic of ... is ...’
- 4) ‘... means ... for ...’
- 5) ... ‘consists of one of the ...’
- 6) ‘... is meant for ...’
- 7) ‘The meaning of ... is ...’
- 8) ‘... is designed for ...’

Step B represents shared knowledge for the readers referring to government policies or documents. By linking their research fields or topics to government policies or documents, Indonesian writers try to convince their readers that their

research topics are significant because they relate to essential government policies. This type of background information brings a persuasive value in addition to helping writers to build together schemata with their readers. To illustrate the point of *referring to the government policy* that taken from Safnil, below is another example of this step.

‘Article number 4 of the National Education Act (1989) indicates that education is a highly strategic path for developing the quality of Indonesian human resources for the continuation of national development’.

By relating the topic of the present research to this step, the Indonesian writers can deliver their idea that readers will understand the research article introductions because it was inspired or motivated by one of the government policies as written in a government document.

Step C indicates another type of background information that can be found in Indonesian RAIs in a brief history of the research territory. Through the historical point of view represents the narration of the research locations, for example, the writers can explain when, where, how, and why a research problem has emerged. The example is presented as a short narration of *giving a short history of the research field*, as presents below.

‘Stories and especially folktales are considered to have an important role in children's life. In 4 BC, Plato (as translated by Lee, 1974) warned of the danger of allowing children to listen to stories not suitable for their character. Plato suggested that there should be supervision in the writing of stories; that is only stories suitable for children should be selected and those who are not suitable should be rejected. Through stories told by mothers or baby sitters, according to Plato, children's thoughts and personality will be developed’.

In the above narration describes the part of the current history that related to the research article introduction. The writers continued by describing messages and

characters found in fairy tales by reviewing previous relevant research. In this particular RA, the author justifies his research project by claiming that such research topics have never been explored or reported in Indonesia as far as the author is aware.

Step D is describing the geographical setting of the research related to the field of research. Safnil (2016) suggests in Indonesian RA introductions can also contain a description of the geographical setting of the research project. There is another textual example of this rhetorical type (The emphasis is added as underlined):

'Kerinci Regency of Jambi province is one of the cinnamon producing regions in Indonesia. The farming area for this crop reaches 105.00 hectares or 25% of the whole area of the region'.

Step E describes the general claim in the Indonesian research article introduction that usually indicates the beginning of the introduction, and which is not the actual topic of the RA.

Safnil (2010) also points out, the more general information the writers start with, the longer it takes for them to bring it to the topic of the actual research. Below is an example of a common claim in the Indonesian RA introduction that illustrates this:

'Initiatives to develop the Indonesian people of every age group can be carried out from an early age by referring to the specific development needs of that group. These developmental needs include physical, cognitive, mental, social, and emotional aspects. Thus, a person will develop his internal aspects (like emotion, cognition, mental, and physical development), which are also influenced by external factors, in this case with the person's individual surroundings'.

Establishing the research field or territory (Move 2)

The Indonesian RAIs writers are conventionally expected to introduce their research topics and issues before reviewing the development of knowledge or practice today to build a field or area of research. The part of the communication unit is named as Move 2 in PJM models analysis. Move 2 is one of the essential moves since becoming a crucial role in a research article introduction from the perspective point of view. This move contains three steps that expressed the description field of the research. The three moves are: 1) introducing the research topic, 2) identifying the research problem, and 3) reviewing current knowledge and practice. Based on Safnil's research in Indonesian RAIs, shows the evidence from his data of this study shows that the Indonesian RA writers establish their research field or territory (Move 2) by one or more of the following three steps. Hence, this rhetorical work of RAIs seeks to convince their potential readers that the topic of their present RA is essential and significant and the research project is justifiable and, therefore, the RA is worth to be read. In the next section of this chapter, the communicative purposes and textual illustrations of each step of Move 2 in the Indonesian RA introductions discussed.

Step A section represents introducing the research topic that refers to the topic of the research project reported in the RAs or the statement which indicates what the research project is. Based on Safnil (2013), in the Indonesian RA introductions, unlike in the English RAs, research topics are generally introduced through asserting a thesis statement or proposition put forward by the writers. Below is an example of the thesis statement classified as research topic introduction in Indonesian RA introductions:

'Teachers' performance in teaching is the result of their learning from and interacting with the environment. The learning result is

influenced by several factors, such as teachers' personality in relation to teaching, teachers' attitude toward teaching principles, and the level of teachers' knowledge of teaching'.

Step B discusses a claim or proposition about a research problem or unexplained phenomenon that usually appear in everyday practice in the Indonesian RA writing. This rhetorical work is only frequently found in the Indonesian RA introductions but also common in other academic or scientific genres, such as research proposals, reports, or articles in English. The example technique below is supporting a claim about the research problem that be used as a reference or quotation. *Step B* can be illustrated in the following text fragments below:

'Students' arithmetic ability has not been as it is expected. Soedjadi's research (1989) found that elementary student's absorption of arithmetic lessons was only 42%. Also, Jailani (1983) found that the student's ability to make arithmetical models and solving arithmetic problems is still low. Hudoyo (1983) says that many elementary school graduates are not good at arithmetic, even in solving simple arithmetic problems'.

According to the example before, the writers tried to claim the research problem through a reference or quotation and marked as a signal of this step.

Step C is about how the Indonesian RAIs review the current knowledge and practices establishing the research field or territory in the PJP model. This section is the main occasion where the RA writers use references or quotations that refers to the statement about what has been claimed, suggested, or found by previous investigators within a particular research field. Safnil (2013) points out that this section is difference, unlike the other segments of the introduction section, this segment is used for at least three different communicative purposes. Below represents one of the examples of the rhetorical form:

‘One influential factor is communication and participation. S. Yuwono (1985:3) claims that communication is a process involving transferring ideas carefully with the purpose of meeting the collective target. Basically, communication can be divided into two types: formal and informal. Formal communication is communication between members of an organization that is formally planned in the organization a structure. Informal communication, on the other hand, happens between the members or the organization based on their own will. Onong Ucha (1979:42) classifies communication into three types: 1) vertical, 2) horizontal, and 3) external’.

Justifying the Research Project (Move 3)

Some facts revealed in this study that the Indonesian research article introduction justifies their research projects present with various techniques based on Safnil (2013). Those four techniques as classifies to Step A (indicating an inconsistency in the previous study results), the second type as Step B (claiming that the topic has never been investigated or reported), the third type as Step C (claiming a particular topic is necessary to study) and the last type as Step D (finding interest in investigating a particular topic). The application for the use of these four different steps by the Indonesian RA writers will be dealt with in the next section of this chapter.

Step A becomes the first step that identifies research project justification utilized by the Indonesian RA writers that indicate the results of previous relevant studies are show inconsistency. The application of the signal about inconsistency in previous study results are illustrated in the following the example of textual fragment below:

In the last few years, a number of experts have carried out studies on the source of teacher's work stress, such as Cayul (1992), Feitler and Tokar (1982), Litt and Turk (1985), Smith and Burk (1985) and Kreme-Haton and Golstein (1990). These studies show clear inconsistent results from one study to another on the sources of teacher's work stress. For example, the study carried out by Feitler

and Tokar (1982) found that the dominant source (the most frequent cause) of teacher's work stress was students who continuously misbehaved. These results are different from those of Capel (1992) and Hodge, Jupp, and Taylor (1994). Capel found that the dominant source of teacher's stress was too much work assigned for them, while Hodge's study, on a sample of music and mathematics' teachers, revealed that it was extracurricular activities which predominantly caused the teachers' working stress.

As seen as the example of fragment before is representing the signal sentence that reflects the inconsistency result that written in Indonesian research article introductions.

The step B section is claiming that a particular topic has never been explored that appears in the research article introduction. Step B is similar to Step A that indicates the gap of information on a particularly important topic and also related to the present study is necessary or essential in order to get valid and reliable information on the topic to fill in the gap. The fragment below represents the example of this step.

'So far, we have not found any study on the children's attitude towards their parents, if one of the parents is suffering from chronic schizophrenic illnesses'.

Step C is still related to the two previous steps that indicate another gap in knowledge or information from the previous relevant studies; they claim that it is necessary to investigate such a research topic. The textual example is presented below:

'In a relatively new soybean plantation area, potential problems may occur; these problems need to be identified early. The problems may include physical, technical and social-economic obstacles that may confront the farmers, supporting facilities, or broad government policy. Furthermore, in order to develop soybean cultivation in the research location, technical aspects need to be identified for further investigation'.

The example above shows the writer in claiming the necessary knowledge to investigate soybean farming in *Karawang* regency because the extent of soybean extensive farming system in this area is relatively new.

Step D is the last step of move two that represents the claiming interest in investigating a particular topic. This step is addressed the Indonesian RA writers in justifying their research project is merely claiming that they are interested in studying a particular topic. The following textual example is presented below:

‘Based on the above factors, I am interested in carrying out research on the psychological aspects causing or underlying sports injuries’.

According to the textual signal before, the writers claim that there are many injury cases in professional sports caused by technical, physical, and psychosocial factors.

Announcing the Present Research (Move 4)

The PJM model, as presented in figure 2.2 in move four, is included seven steps that refer to the all indicator regarding the Indonesian research article introduction rhetorical moves. Those seven moves indicate the communicative move of announcing the present research specifications. The move four in PJM model are: (Step A) explaining the research purpose, (Step B) research question, (Step C) the specific features of research, (Step D) the expected benefits of their research, (Step E) principal findings, (Step F) research hypothesis, and (Step G) a proposed solution to solve the research problem. The further explanation of the seven steps in move four are presented below:

Step A includes the communicative purpose that aimed at announcing to the readers what is intended to be achieved through the present research project. Swales (1990), as the founder of CARS, suggests this step tends to contain a convincing 'promise' statement, which is indicated by the use of deictic references and also no reference to the previous research. The textual example of this step will be shown in the Indonesian RA introductions fragment below:

Research purpose

'Based on the formulation of the research problem above, the purpose of the present research project is to find out whether or not there is a difference in performance during the teaching practicum between the students from the teacher vocational high school and those from the other high schools at Civic department of the Education Faculty of Dwijendra University, Denpasar'.

The research purpose above is easy to comprehend as explained in the fragment above since this Indonesian RAIs is explicitly addressed using particular phrases.

Step B is unique compared with the CARS model by Swales (1990) regarding the Indonesian research article introduction because this step is not available in CARS. The communicative purpose contained in the research question is to lead the reader to acquire what specific questions the research project is trying to answer. The example of the research question in Indonesian research article introduction is presented below:

Research questions

From the above description, the research questions are as follow:

- 1) Is there any difference in the influence of the variation in economic factors (capital) used by the farmers in production of corn farming enterprises?
- 2) Is there any difference in the farmer's ability to produce corn from the perspective of social factors, i.e. experience in corn farming?
- 3) Is there any interaction between the economic factor (capital) and the social factor (experience) in the process of corn farming?

According to the Indonesian research question, there is a sub-heading that represents the ‘problem’ that placed under the sub-heading Research Question. In other words, the Indonesian RA writers address the research questions under the sub-heading of ‘problems’; this is a common phenomenon in the Indonesian RA introductions.

Step C explains the information to the readers that contains the main features of the research project, such as the scope of the research, the specific research methods or approaches used, or the research focus. This step also purposed to describe the particular information so that it can make the readers know the difference or similarities between the present’s research and the other similar research projects are. This step also appears in Swales’ CARS model, and according to Swales (1990), this step A (announcing the research purposes) becomes the necessary element of Move 3 (occupying the niche). The actual example regarding this step is presented in the fragment above:

‘In this study, the most basic level of meditation effects, i.e. physical effects will be investigated’.

Based on the previous example shows the Indonesian writer tries to review the previous relevant studies on the research project. In other words, the writers indicate that the present study is different from the previous studies on the focus of the investigation, where the present study has a more fundamental focus than the previous studies do.

Step D expressed the benefit of the research project in the Indonesian research article introductions. The benefit statement is expected as clear as possible in the research project because it is to inform the readers that the result will be useful for a particular group of people and a particular purpose. Since these people may have

a variety of knowledge background, it is necessary to inform them which studies are useful for them and why they need to read the RA. Below is an example of the expected benefits of research in the Indonesian RA introductions to illustrate this step.

‘By knowing the patient's behavioral characteristics, it is expected that the psychiatrist can diagnose the patient's characteristic attitudes in terms of their relationships with doctors. Besides this, the psychiatrist can notice earlier the signals for providing psychiatric intervention’.

The statement of the expected benefits of the research in the Indonesian RA introductions is often placed in a separate paragraph and commonly given a subheading. Besides, the statement of the expected benefits of research commonly use the following textual fragments at the beginning of the segment:

- 1). ‘The results of this study are expected to provide information about ... ‘
- 2). ‘By knowing ..., it is expected that we could understand ...’

Step E is announcing principal findings of the present research project (Step E) in an RA introduction include the promotion of the news value of the RA. This step is used to make the readers can easily understand the evidence or argumentation used to support the findings when reading the results and discussion sections of the RA if they already know the principle findings of the RA. Below is another example of the statement of principle findings in the Indonesian RA introductions:

‘The result of this study shows that there is a correlation between perception of the organization atmosphere and working satisfaction, i.e., the more positive one's perception of his/her organization atmosphere, the lower his/her dissatisfaction in the job. This finding is in line with previous research findings, such as from Steers and Porter (1979), who claim that the organization's atmosphere is the basis for a worker to view, interpret, and

understand his/her working environment. This will affect the working attitude and productivity of the organization's staff".

Step F refers to the statement of the research hypothesis, and it is the unique feature of the Indonesian RA introductions. Safnil (2010) also points out that the Indonesian research article introduction contains a small number for this rhetorical work based on his research. Moreover, the hypothesis statement is a tentative conclusion of the research findings predicted by the researcher. The example below shows the textual fragment regarding hypothesis statements in the Indonesian RA introductions:

Hypothesis statement

'Based on the above theoretical background, a hypothesis statement can be formulated: There is a difference in the achievement of their teaching practicum between the students who are from a teacher vocational secondary school and those who are not from such a vocational school as the Civic Department of Dwijendra University of Denpasar'.

The example before explains the hypothesis statement is given at the end of the introduction, after the elaboration of the literature review. This statement seems to be a tentative answer to the research question addressed in paragraph 4 of this particular RA introduction. The answer to the question (the hypothesis statement) is based on the writer's prediction on what will be the finding of the research project in terms of the answer to the research question.

Step G is the last step that means for the solution to the research problem (Step G); this step finds in the research article introduction with action research and experimental approaches based on Safnil (2010). The primary purpose of this typical research project is to find out whether or not the proposed solution is sufficient to solve a particular research problem. Below is an example of this step in the Indonesian RA introductions.

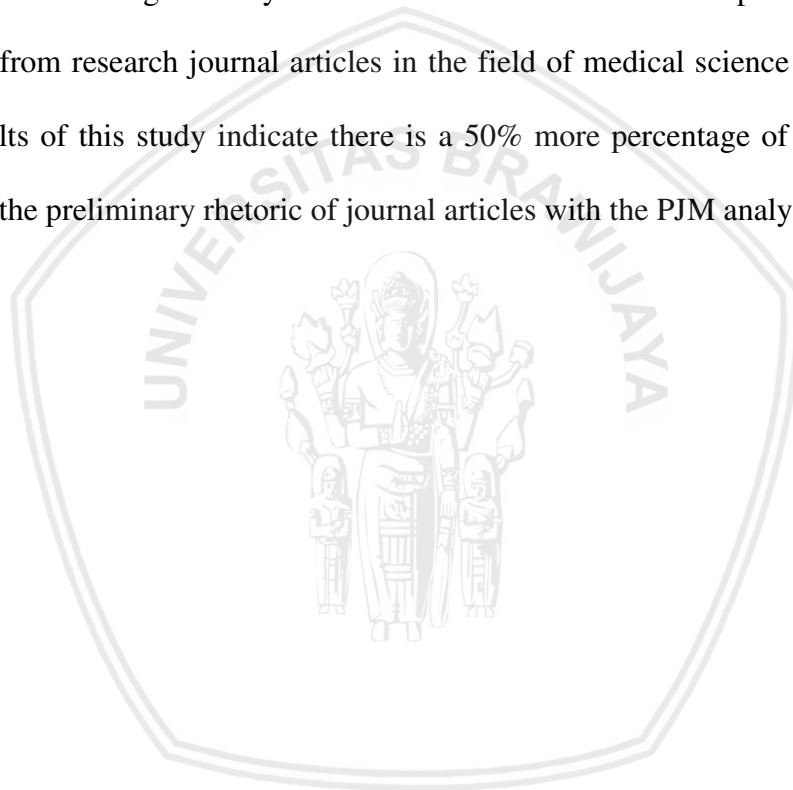
Based on the research problem, it is collaboratively agreed (by the teacher and researcher) to have a learning model called Value Clarification Technique (VCT) as the solution. VCT is a learning strategy which is oriented to the extension of concept and the establishment of moral-values which is characterized by (1) stating the stimulus involving moral conflict; (2) discussion and clarification of moral-values; and (3) internalization of moral value through rational, communicative, and educative ways with education as the target.

The purpose of this particular RA evaluates the effectiveness of this teaching technique. As discussed earlier, a proposed solution to the research problem is only prevalent in an action research method, and action research is only prevalent in educational disciplinary areas.

2.5 Previous Studies

This session describes the previous studies related to the use of rhetorical move model analysis and the data that are involved in the previous studies. The rhetorical move model analysis called project justifying model (PJM) was used in research conducted by Muhtadin (2017). PJM was used to detect the rhetorical moves in research article introductions in the field of law. Muhtadin (2017) took fifty research articles in the field of law, and they have been described in the pattern of the rhetorical move. The research findings indicated that: 1) most authors tended to liken the background knowledge; 2) active sentences were more frequently used than passive sentences to indicate that the subject acted directly in performing an action following its function as well as providing clear understanding to the frequently used than passive sentences to indicate that the subject acted directly in performing an action following its function as well as providing clear understanding to the readers, and 3) the most frequently used connectors were additions.

Alkarima (2019) conducts another previous study that involved PJM, who took six research article introductions written by Indonesian. Alkarima (2019) obtained six research article introductions from Jurnal *Lensa*, *Dialektika*, *Ranah* and three others. The results of this study indicate there is a 50% more percentage of conformity between the preliminary rhetoric of journal articles with the PJM analysis model. Additionally, Sepni (2016) conducted PJM rhetorical moves analysis that investigated fifty research articles' introductions. Sepni (2016) took her data from research journal articles in the field of medical science and health. The results of this study indicate there is a 50% more percentage of conformity between the preliminary rhetoric of journal articles with the PJM analysis model.



CHAPTER III

RESEARCH METHODS

This chapter discussed the research method, which included research design, data sources, research instruments, population and sample, data collection, and data analysis. All these sections are discussed as follows.

3.1 Research Design

This present study used the descriptive qualitative approach as the research design. The qualitative data presented tend to use word formations rather than using numbers that can apply to social anthropology, history, and political science state research (Miles and Huberman, 1994). Following the statement before, the researcher considered to develop the data in the form of words centered around descriptions or distinctions based on some quality or characteristic. Additionally, this approach was involved because it was capable of giving deep understanding relating to the pattern of rhetoric in the research article introductions contained in the seven research articles. Four of the research articles were taken from *Alphabet* journal and the last three were taken from *Kelasa*, *Batra* and *Suar Betang* journal.

In this research, the researcher was concerned with investigating the behavior of the students of Linguistics Master programs related to the writing flow of their research articles. According to Holliday (2007), the primary aim of qualitative research was to get to the bottom of what is going on in all aspects of social behavior. The previous statement supported the setting of this research involving the particular society taken as the data.

3.2 Data and Data Source

The data in this research were taken from four online research journal sites written by the graduate students of Linguistics Master programs in Universitas Brawijaya. This research took seven research articles in the form of articles produced by graduated students. The four RAs are taken from *Alphabet*, which is the biannual academic journal on language, literacy, and cultural studies that have been covered by Google Scholar as the indexing services. The *Alphabet* is a language and literacy research journal published two volumes a year by the Faculty of Cultural Studies, Universitas Brawijaya. The rest of the three research articles were taken from *Kelasa*, *Batra* and *Suar Betang* journals. *Kelasa* journal is a place of information about scientific research of language and literature, language teaching in Indonesia, and reviews teaching in language and literature. *Kelasa* journal publishes periodically every July and December.

Batra journal is a medium of information, communication, and exchange of ideas about language and literature. *Batra* is a journal of linguistics and literature accepts and publishes the results of research of language and literature, both Indonesian language, foreign language literature, and teaching language. All articles published have passed a review process by the reviewer and revised by the managing editor. *Batra* publishes twice a year, in June and December. *Suar betang* is a journal that publishes articles in the study of literature, linguistics, and language teaching. This journal is focused on litterateur, linguists, lecturers in language teaching, students in linguistics, journalists, and other professionals. All articles in *Suar Betang* have passed the reviewing process by peer reviewers and

edited by editors. *Suar Betang* published by Balai Bahasa Kalimantan Tengah twice a year, in June and December.

The reason behind the selection of the seven RAs to focus on the research articles that are written only by the graduate students' of the Linguistics Master program in Universitas Brawijaya, which examine the rhetorical patterns associated with RAs quality based on indicators from the problem Justifying model purposed by Safnil (2010). Moreover, according to Safnil (2010), the readers can understand Indonesian RAIs, research article writers must use at least one stage in the *move* to express the main communication goals of the *move*.

Meanwhile, the description of the seven selected research articles was presented in a table that contained codes and the title of the research article made by graduate students' of the Linguistics master program in Universitas Brawijaya. The four research articles were chosen from *Alphabet* published in 2018 that represents the recent publication. The researcher had chosen four RAs as the representative of the population made by the graduates' students of the Linguistics Master program in Universitas Brawijaya. The reason behind the consideration of selecting four RAs was because of the limited access collection all of the research articles written by all students of the Linguistics Master program in Universitas Brawijaya. The description of the four research articles is presented in table 3.1.

Table 3.1 Selected research articles from the *Alphabet*

No.	Title	Code
1.	Apology Strategies Used by Chad Griffin Addressed to The Lesbian, Gay, Bisexual and Transgender Community	1.1
2.	Social Media and Its Impact on the Use of English Borrowings in Indonesian	1.2
3.	Positive-Self and Negative-Other Representation in the Online News Behind Indonesia's Anti-Chinese Riots and Indonesia Turns Its Chinese into Scapegoats	1.3
4.	The concept of <i>Kami</i> on Japanese Web 2011 Corpus	1.4

Note. Number 1 is a research article taken from the *Alphabet* journal. Number 2 is the order of research article introductions.

Based on table 3.1, it can be seen that each research article has a code number "1" (one), which describes the research article that were taken from the online research journal called *Alphabet*. This coding system used to mark on each research article written by graduate students and each research article code that had been published in the *alphabet*. The ethical consideration was the reason behind the coding system for the seven research article participants. This decision was purposed to classified the writers' names and been replaced by the code.

Table 3.2 The list of the three research articles

No.	Title	Code
1.	The Effectivity of Reog Dance in Learning Bahasa Indonesia for BIPA Students in Universitas Brawijaya.	2.1
2.	Course Evaluation of Customs English Club (CEC) in Customs Excise Office Blitar.	3.1
3.	Code-Switching Used by Sacha Stevenson in Talk Shows.	4.1

Note. Number 2 is a research article taken from the *Kelasa* journal. Number 3 is a research article taken from the *Batra* journal. Number 4 is a research article taken from the *Suar Betang* journal.

Table 3.2 explains each research article that has been published originating from three different online research article publishers. The first code is 2.1 identified as the research article that published from *Kelasa (Balai Bahasa Lampung)*. The following code is 3.1, represented as the research article published

from *Batra (Kantor Bahasa Bengkulu)*. The last is 4.1 that recognize as the research article that published from *Suar Betang (Balai Bahasa Kalimantan Tengah)*.

3.3 Data Collection

Data collection in this study was carried out by reading and writing sentences contained rhetorical moves. As mentioned by Sarwono (2006), the analysis of documents is a technique of collecting data by reading the contents of the research article. The collected data from the data source had been analyzed based on indicators from PJM, intended to reveal patterns of rhetorical moves of research article introduction written by graduate students of Linguistics master programs in Universitas Brawijaya. After that, the rhetoric pattern in the RAIs will be described on each *move* and in each *step*.

The results were presented in the form of descriptions formulated in a table containing the *moves* and *steps* included in each of these research articles. This analysis had been done to facilitate the categorization of moves contained in these research articles. The findings in the form of tables provide codes from the move and step signals that exist in each research article. The researcher included the location of the rhetorical move indication by writing the paragraph number and the sentence order in each table of the research article introduction. Next, the researcher wrote the signals that were collected by writing a number that represented *moves* and a capital letter that represented *steps*. The data displayed in the table is part of the sentence fragments in the introductory article that enter the move and step signals in PJM analysis. This investigation had been done to

maintain a holistic element in qualitative data that referred to the structure of the text that could be viewed from parts so that it can be formed certain types of texts.

3.4 Instruments

The instrument used in this study was the researcher himself and presented in the table that contained sentences indicated rhetorical moves that collected from the analysis through PJM model analysis. Additionally, the researcher had been the instrument of this research that determined the overall research scenario. The validity of the data in this rhetorical pattern study used the triangulation of sources or data. The result of the investigation was presented in tables that have been used to record things (signals) that important ones related to rhetorical patterns in the section in the research article. Furthermore, the tables were also used in this study to facilitate the conclusion after all the data had been collected and analyzed.

3.5 Data analysis

The genre analysis functioned as the key to influence in discourse analysis of this research. The primary purpose of this study was examining the rhetorical structures the selected research articles written by graduate students of Linguistics Master programs in Universitas Brawijaya. Notably, this research was analyzed their research article introduction sections. The genre analysis approach in rhetorical moves formulated by Safnil (2010) named Project Justifying Model (PJM) used in this investigation. With the involvement of the analysis model, the following stages of data analysis had been carried out in this research:

1. The study began by reading each research article introduction, and then the research articles were analyzed based on PJM. Table 3.3 represents the result of identifications of rhetorical moves in seven research article

introductions. The table contains three columns that included paragraph column, move/step column, and signal column. The paragraph column carried sentence locations in RAIs, providing rhetorical moves. The move/step column gave the indicators of the rhetorical moves of PJM. The signals column contained the sentences or part of RAIs that represented move and step in rhetorical moves.

Table 3.3

Paragraph	<i>Move/Step</i>	Sentence	signals

2. The data obtained were summarized in table 3.4 in order to facilitate the process of categorizing moves and steps, which lead to aspects of the rhetorical move. The table has four columns; there are number column, research article column, pattern column, and number of move units column. The number column contained a sequence of RAIs that analyzed. The pattern column represented the pattern of moves and steps that exist in the seven of RAIs. The number of move units' represented the total of all moves in the seven of RAIs.

Table 3.4

No.	Research Article Introductions	Pattern	Number of Move Units

3. The data had been summarized according to the results of the analysis, which are formulated in research findings and also drawing the relevant suggestions.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discussed the results of the research in the form of an analysis of research article introductions found in several research article publishers. The results of this research were presented based on the formulation of the problem of the quality of the research article that focused on the introduction, which was analyzed using rhetorical moves' signals.

4.1 Findings

In this part of the findings, the researcher presented the result of analyzes of all the selected research articles and categorized them according to where each research article was published. The results of the analysis were explained one by one with a table that contained signals or signals of communicative purposes contained in seven of the research articles.

4.1.1 The Rhetorical Move Organized by the Graduate Students

The four selected RAs written by graduate students were taken from *Alphabet* as a data source for retrieving research articles written by them. The RAs had also been published, therefore these RAs had passed a series of revision stages before published. The coding system was involved in order to differentiate each of the RAs sources. The coding system was presented in table 4.1.

Table 4.1 The coding system of Research Article Introductions (RAIs)

Code	Title
1.1	Apology Strategies Used by Chad Griffin Addressed to The Lesbian, Gay, Bisexual, and Transgender Community.
1.2	Social Media and Its Impact on the Use of English Borrowings in Indonesian.
1.3	Positive-Self and Negative-Other Representation in the Online News Behind Indonesia's Anti-Chinese Riots and Indonesia Turns Its Chinese into Scapegoats.
1.4	The concept of <i>Kami</i> on Japanese Web 2011 Corpus.

Note: Number 1 represents a research article taken from the *Alphabet* journal. The second digit, the numbers 1 up to 4 represent the research articles from the *Alphabet* journal.

The data in the form of *moves* and *steps* from four research article introductions written by graduate students, were presented in Table 4.2 up to Table 4.5.

Table 4.2 *Move* and *Step* in Research Article Introduction (RAI) in article 1.1 Research article *Alphabet* Volume 01 No.02.

Paragraph	<i>Move/Step</i>	Sentence	Signals
1	1/A	(S1)	'Apology strategies are only a part of linguistics aspects that that is called <i>speech act</i> '
1	1/E	(S2)	'Language learners are not familiar with apology strategies because it is rarely discussed in class while learning speech act'.
4	2/A	(S27)	'In this research, we investigate Griffin's 2014 apology addressed to the LGBT people. He apologized for his failure to represent and serve the LGBT people'.
6	2/B	(S36)	'...why there are many people dislike the apology but still accept it. At the end of Griffin's speech, it seems that LGBT and transgender community accepted his apology as can be seen from the video posted on YouTube'.
2	2/C	(S12)	'Conducting a study on apology means dealing with something natural that is found on a daily basis by using language. According to Olshtain and Cohen (1983), when social.
6	4/A	(S36)	'The present study aims to investigate the apology strategies used by a certain person to find out the meaning and the purpose of the apology and also to figure out why there are many people who dislike the apology but still accept it.'

Note: 1/A refers to sentence indicates *move* 1 step A in Figure 2.2. (S1) refers to the order of the sentence in Appendix 1.

According to the findings in Table 4.2, the research article introduction in research article 1.1, there is a complete *move* while the indicated *step* is incomplete. The incomplete *steps* of this research article introduction did not fulfill the aspect of the communicative purposes enough. The first signal is on the *move 1 step A*, which shows that statements about key terms were written at the beginning of the paragraph. In this sentence, the writer of the research article 1.1 proposed to introduce the initial term of the research topic. In *move 1 step E*, there was one signal found which showed the general claim that focused on the main research topic. This general claim provided the general ideas of the topic, which should help the readers comprehend the writer's of the research article 1.1 purpose. In this case, the writer of the research article 1.1 tried to provide a stimulus for the reader that leads to the research idea.

In *move 2*, there were three steps found which showed that this *move* had an incomplete step because three *steps* expressed the description of the research field in this research article introduction 1.1. *Move 2 step A* indicated the research topic about the apology uttered by a person that has a significant influence on a specific society. The brief history was also provided in order to introduce the actual research topic. *Move 2 step B* indicated the research phenomena written in paragraph 4 that was proven by explaining phenomenal events related to research topics named apology. Table 4.2, the quotation discusses the essential points that form the theoretical basis associated with the term that had been explained before. The writer of the research article 1.1 presented the facts that occurred and relevant information that was added to the opinions/claims of experts.

The *move 2 step C* represented a review of the related knowledge, provided by the writer of the research article 1.1, illustrated in Table 4.2. In the research article 1.1, the writer of the research article 1.1 used references or literature review to strengthen his/her statement in the research article introduction. The signal discussed research on the apology that related to the concept of social norms linked with the reference.

The next signal that had been found in this introduction is *move 4 step A* that focused on elaborating research purposes. The writer of the research article 1.1 inserted the sentence related to the aim of the research that had been found almost at the end of the introduction session. According to the signal, after elaborating on the previous research, the writer of the research article 1.1 tried to point out the actual investigation about the apology strategies used by a particular person.

Table 4.3 *Move and Step* in Research Article Introduction (RAI) in article 1.2 Research article *Alphabet* Volume 01 No.02.

Paragraph	<i>Move/Step</i>	Sentence	Signals
3	1/A	(S10)	'...social media addiction is a mental health problem...'
2	1/E	(S7)	'Not surprisingly, social media has become one of the main needs of society'.
9	3/B	(37)	'...social media access intensity and the use of English borrowing in Indonesian which has not been discussed in the...'
9	4/A	(S38)	'This research is conducted to know the range of social media access intensity in Indonesia.'

Note: 1/A refers to sentence indicates *move 1 step A* in Figure 2.2. (S10) refers to the order of the sentence in Appendix 2.

It had been shown in Table 4.3, that the research article 1.2 only had four signals regarding the rhetorical *move*. The four signals were *move 1 step A*, *move 1 step E*, *move 3 step B*, and *move 4 step A*. In the *move 1 step A*; the writer of the research article 1.2 formulated the key term by mentioning one of the essential

definitions to give the related idea to the readers. The writer of the research article 1.2 explained that social media addiction has a negative impact that was the previous data from the results of related research. Explaining the key terms is commonly done by writers to strengthen the relationship between research topics introduced with other supporting sources. The signal of this step was the quotation that represented the key-term written in paragraph 3 and contained only a single sentence. *Move 1 step E* in research article 1.2 was found before the *move 1 step A*, according to the arrangement of the paragraph. This phenomenon violated the flow of the rhetorical *move* that influenced how communicative purpose was not being conveyed effectively. This signal explained the general claim that had been concluded based on the elaboration of the previous data. The signal was written in contradictory sentences to give the impression of a general claim.

Move 3 step B had been found in paragraph 9 that was indicated before *move 4* is found. The signal represents about the claim of the research topic that has been done before. According to table 4.3, the writer of the research article 1.2 mentioned his/her claim after reviewing some of previous researches in the *move* signal clearly. The sentence was written a statement which concluded that the research carried out had never been done by another researcher.

The last *move* in research article 1.2 was *move 4, step A*, which described the purpose of this research by writing a statement in the last paragraph. In this last signal, the writer of research article 1.2 expressed the statement of the research aim clearly. The last signal was written right before the previous signal is occurred. Therefore, the last paragraph in research article 1.2 contained two *moves* that support each other to give the flow of communicative purposes aspect.

Table 4.4 *Move and Step in Research Article Introduction (RAI) in article 1.3 Research article Alphabet volume 01 No.01.*

Paragraph	Move/Step	Sentence	Signals
4	2/A	(S16)	'I employ Critical Discourse Analysis using Van Dijk's analytical framework'.
1	2/B	(S3)	'However, as time goes by, the problem dealing with stereotyping and social gap provoke conflicts between Chinese-Indonesians and Native-Indonesians'.
4	2/C	(S17)	'Van Dijk formulated a socio-cognitive discourse analysis which studies discourses critically in three levels: discourse, cognition, and society (Wodak & Meyer, 2001)'.
4	4/A	(S15)	'The present study aims to examine the ways how lexical choices in both articles constitute positive-self and negative-other representations.'
4	4/A	(S18)	'In the semantic field, conducting a lexical choice analysis is important. Lexical choices are word choices or selections. They are the most important element of discourses through which a writer is able to convey a different meaning or different sense of meaning through different word choices. For example, the word 'look' and 'gaze'. Both of them are synonymous to each other, with the meaning of 'having a sight'. However, when a different word is employed in a sentence it suggests a different sense of meaning'.
4	4/E	(S28)	'Continuing upon Van Dijk analytical framework, to analyze the cognition, socialism, and liberalism were examined, whereas to analyze the society, the history of Chinese Indonesians in Indonesia was explored'.

Note: 2/A refers to sentence indicates *move 2 step A* in Figure 2.2. (S16) refers to the order of the sentence in Appendix 3.

As presented in Table 4.4, all signals that had been found in research article 1.3 had another variation of the pattern of the rhetorical *moves*. This research article contained only two *moves* with the incomplete *steps*, and the signals were the *move 2 step A*, *move 2 step B*, *move 2 step C*, *move 4 step A* and *move 4 step E*. The *move 2 step A* had been found on the fourth paragraph in this research

article introduction. The signal is a brief sentence that introduces critical discourse analysis as the topic of the research. The writer of this research article also provided some supporting information related to the field of the research.

The next signal is the *move 2 step B* written by the writer of research article 1.3 to described the phenomena related to problems or topics that are researched. The writer of research article 1.3 stated that a problem which occurred in the past and still had an impact on the period afterward. This signal provided a picture of the phenomena that were related to the past by presenting quotes from relevant sources. Meanwhile, *move 2, step C* presented some reviews of current discipline that related to the research topic. The writer of research article 1.3 attached a reference that lead to the statement of an expert in the discourse analysis by providing an explanation of the practice or *steps* of the method relating to the research topic.

Furthermore, the *move* found in research article 1.3 is a *move 4*, which was composed of two steps; each represented some points of communicative purposes. *Move 4 step A* showed that the writer of research article 1.3 wanted to give a convincing statement that showed the actual research purposes contained in the last paragraph in this research article. Step E on this *move* showed the elaboration of the research related to the principal findings of this research article. This section explained research results relating to research topics that can support aspects of the findings. The writer described several aspects involved in the research with the theme of critical discourse analysis. The aspects described were the result of a method that referred to an expert in this field. The statement can

provide a relevant picture for readers who wanted to understand the results of this research that were related to the research findings.

Table 4.5 *Move and Step* in Research Article Introduction (RAI) in article 1.4 Research article *Alphabet* Volume 01 No.02.

Paragraph	Move/Step	Sentence	Signals
1	1/A	(S1)	'Kami concept in Japanese's view is quite questionable, notably in Japanese's religious life that is somewhat unique'.
1	1/E	(S1)	Kami concept in Japanese's view is quite questionable, notably in Japanese's religious life that is somewhat unique'.
1	2/B	(S3)	'In the light of religion, Japan is identical with a two-sided coin that has opposite faces. The first face is Japan, which is very religious. Even though the Japanese admit they are affiliated with a religion, there were shocking findings, which are somehow contradictory to the study'.
2	4/A	(S10)	'This study aims at answering the concept of Kami held by Japanese through collocation analysis'.
2	4/C	(S11)	'The collocations of word Kami in Japanese Web 2011 corpus are collected based on their syntactical structure as the scope. Thus, the collocations obtained are filtered to be three main topics: attributes of Kami, conducts of Kami, and deeds toward Kami'.
2	4/D	(S14)	'...the conduct of Kami will show how the behavior of Kami is. Likewise, the deeds toward Kami will denote the way Japanese treat Kami. Ultimately, by examining the combination of those aspects, the concept of Kami can be discovered as a whole'.
2	4/F	(S13)	'We assume that by analyzing the attributes, the characteristics of Kami can be revealed'.

Note: 1/A refers to sentence indicates *move* 1 step A in Figure 2.2. (S1) refers to the order of the sentence in Appendix 4.

The signal as seen in research article 1.4 had the *steps* on *move* 4, and other findings included two *moves* that were *move* 1 and *move* 2. *Move* 1 had one *step* that indicated the rhetorical *moves'* indicators. In *move* 1 *step* A that written in

research article 1.4 shows the description of the key- a term that becomes research topic. The writer explained the primary key-term of the research by providing some definitions of the specific term. This signal was proven by the sentences written after the explanation of the key term. The writer of the research article 1.4 wrote footnotes that provided more specific definitions of terms related to the research. The next signal is the *move 1 step E* which was also indicated by the same statement as the previous signals.

The next signal is the *move 2 step B* which explained that the term *Kami* related to the Japanese's religious life is controversial. It has found a statement stating the signal was written by the description the nature of the situation on a topic in the research article 1.4. The writer of the research article 1.4 gave a little preview of the research findings that were relevant to the actual research topic. The signal about presenting the research purposes showed in *move 4 step A*. The writer of research article 1.4 illustrated the way to answer research problems through collocation analysis. The next statement that was written in his research article also linked the research method to the literature that referred to the research topic. This signal was supported by linking the statement regarding the data collection method. The next signal in *move 4 step C* represented the description of the specific linguistic features related to collocation analysis. Signals appeared in the statement stating the classification of the findings in the study. The writer of the research article 1.4 wrote the detail of information on how the data taken was processed, which was referred to the next sentence in this research article 1.4.

Move 4 step D gave the elaboration regarding the expected advantage result conducted by the writer. The statement that showed the signal of this

finding is the writer's statement about the description of behavior addressed by the main topic of the research in this research article. The last signal in research article 1.4 is the *move 4 step F* that described research assumptions related to the *Kami* concept that involved Corpus Linguistics. This signal was proven by the statements of stating the writer of the research article 1.4 assumption in conducting research. The statement was also written clearly in the last paragraph in the introductory section.

The second segment of RAIs finding was formulated by the same coding system that represented where those research articles were taken from. The tree students also write research articles from Linguistic master programs in Universitas Brawijaya. These research articles had been published in three online research article sites there are from *Kelasa*, *Batra*, and *Suar Betang* that were nationally accredited. The coding system of this research article consists of two binary numbers that mean the first number represents the source, which is *Kelasa* (2,1), *Batra* (3.1), and *Suar Betang* (4.1).

Table 4.6 The coding system of Research Article Introductions (RAIs)

code	Title
2.1	The Effectivity of Reog Dance in Learning Bahasa Indonesia for BIPA Students in Universitas Brawijaya.
3.1	Course Evaluation of Customs English Club (CEC) in Customs Excise Office Blitar.
4.1	Code-Switching Used by Sacha Stevenson in Talk Shows.

Note: Number 2-4 is a research article taken from the *Kelasa*, *Batra* and *Suar Betang* journal. Number 1 is the order of research articles.

The data in the form of *moves* and *steps* from four research article introductions written by the latest graduates are presented in Table 4.7 up to Table 4.9.

Table 4.7 *Move* and *Step* in Research Article Introduction (RAI) in article 2.1
Research article from *Kelasa* Volume 13 No.02.

Paragraph	<i>Move/Step</i>	Sentence	Signals
1	1/A	(S1)	'Cultural-based BIPA (Bahasa Indonesia untuk Penutur Asing) learning is one of the methods that can be applied to foreigners. Such learning, will equip BIPA learners about Indonesian language skills and knowledge about Indonesian culture'.
4	1/A	(S22)	'Reog dance is one of the cultural arts originating from East Java'.
1	1/E	(S5)	'...it is expected to help the process of internationalization of Indonesian language and its culture, especially at ASEAN level'.
1	2/B	(S6)	'BIPA Learners can recognize Indonesian language and culture so that will be a provision for them to settle in Indonesia. Such designed learning will of course also provide contribution in introducing and providing understanding of the language as well as Indonesian unique culture to the international world. Therefore, BIPA learners at least not only master the rules of Indonesian language but also can communicate well and correctly in accordance with the context of the nation Indonesia with its multicultural aspects'.
4	4/A	(S32)	'This paper was conducted with the aims to find out does Reog dance effective in acquiring vocabularies through Reog dance practice'.

Note. 1/A refers to sentence indicates *move* 1 step A in Figure 2.2. (S1) refers to the order of the sentence in Appendix 5.

Based on the result in Table 4.6, three *moves* have found from research article 2.1. The first *move* consists of two steps that indicate the signal of communicative purposes. The definition of the key-term in *move* 1 step A is about *Reog* dance that to be used for language acquisition to acquire *Bahasa Indonesia* for foreign

learners. These key terms were related to another definition that relates to provide enough information for the readers. The next signal that had been found the *move 1 step E* meant general claim that focused on how the foreign learners can acquire Indonesian vocabulary through the *Reog* dance shown in Table 4.6. According to the table, there is only one step that indicates in *move two* in research article 2.1. The signal in *move 2 step B* means the writer tries to identify the phenomena that happened related to the vocabulary acquisition. The writer of this research article illustrated the identified phenomena that occur in the research article 2.1. The signals found also tend to include many statements that support one another to give emphasis, and the sentences tend to be written directly.

The last signal found in research article 2.1 was the *move 4 step A* that was described the aim that related to the research. The signal in this research article was presented in paragraph 4 after the writer elaborating on some points of the previous research related to the research. In this incomplete *move*, the researcher only gave essential information and ignored the other aspect of communicative purposes related to the rhetorical *moves'* indicators.

Table 4.8 *Move and Step* in Research Article Introduction (RAI) in article 3.1
Research article from *Batra* Volume 4 No.01.

Paragraph	Move/Step	Sentence	Signals
1	1/C	(S1)	'Customs English Club or CEC was first held in Jakarta (2017) because of the vision of the General Directorate of Customs and Excise, namely "Becoming the World's Leading Customs and Excise Institution" (beacukai.go.id, 2018)'.
2	1/D	(S10)	'With the geographical location of Blitar which does not have a large port and the absence of flight services, the use of English to communicate with foreigners is also likely to be smaller than the use of English in other city offices that have airports or ports'.
1	1/E	(S2)	'..., it is expected that the employees of the Customs and Excise can improve their ability to speak English to be applied in carrying out tasks both in the field and in the office'.
1	2/A	(S12)	'This research wants to investigate the effectiveness of CEC if it is applied in Blitar and wants to know how well this program covers their learners' needs'.
2	3/D	(S11)	'This research sees that phenomenon is interesting to be discussed'.
2	4/A	(S14)	'This research is worth-conducting to find out the perspective of employees towards the CEC, because as explained earlier that the possibility of using English in this office is relatively small'.

Note. 1/C refers to sentence indicates *move 1 step C* in Figure 2.2. (S1) refers to the order of the sentence in Appendix 6.

The findings as seen in Table 4.8, surprisingly, the 3.1 research article had enough signals aspects of communicative purpose. It had been found 3 *moves* containing several steps; there were *move 1 step C*, *move 1 step D*, *move 1 step E*,

move 2 step A, move 3 step D and move 4 step A. The *move 1 step C* contained the explanation about the development of Customs English Club or CEC was first established. The writer of research article 3.1 connected the brief explanation to give an idea of how it originally happened and was included in the research in research article 3.1. Following the signal before, the *move 1 step D* was presented in order to describe the location of the research took place. *Move 1 step E* represented the general claim of this research article 3.1. The next is *move 3* that consisted of two *steps* that indicated communicative purposes. The *move 2 step A* was written as an introductory of the actual research topic in research article 3.1.

The next *move* in research article 3.1 is *move 3* that contained only one step. The writer of research article 3.1 stated the interest in conducting research related to the topic. Finally, the last signal of research article 3.1 was *move 4 step A* that represented the research purposes in discovering the perception of the employees towards Custom English Club.

Table 4.9 *Move and Step* in Research Article Introduction (RAI) in article 4.1 Research article from *Suar Betang* Volume 12 No.02.

Paragraph	<i>Move/Step</i>	Sentence	Signals
1	1/E	(S3)	'Romaine (1992:110) argued that code-switching is an important topic in the field of sociolinguistics. It is a phenomenon which is used to happen in daily conversation.'
1	2/A	(S1)	'This research investigates code-switching used by Sacha Stevenson on two talk shows in Indonesian TV programs uploaded in Youtube, those are: Tonight, Show on Net TV and Sarah Sechan on NET TV'.
1	2/B	(S2)	'The main purpose of this research is to identify the types and functions of code-switching on Sacha Stevenson's speech which is uttered on those talk shows'.
5	3/A	(S19)	'....., those all previous studies analyzed code-switching produced by Indonesian people. However, my study analyzes code-switching used by a native English speaker, that is Sacha Stevenson'.
5	4/B	(S23)	'The research problems are what type and function of code-switching are used by Sasha Stevenson in Tonight Show and Sarah Sechan'.
6	4/D	(S32)	'The result of this research can make some people know more about the type and the function of code-switching and even if the...

Note: 1/E refers to sentence indicates *move* 1 step E in Figure 2.2. (S1) refers to the order of the sentence in Appendix 7.

The last finding was taken from research article 4.1. This research article introduction has incomplete steps of each *move* through the indicators of rhetorical *moves*. However, there are four *moves* in this RAIs, those are the *move* 1 step E, *move* 2 step A, *move* 2 step B, *move* 3 step A, *move* 4 step B and *move* 4 step D. The last research article stated the general claim earlier that can support

the previous sentence. Those sentences were organized to straighten the related phenomenon that happened in this research. The general claim involved to link to the next paragraph. The first signal found was the *move* 1 step E that indicated how this research article began to introduce the general claim related to the research topic. The writer gives the illustration of a particular phenomenon that happens in that research area. The next signal is *move* 2 step A that explains the research investigation by putting the specific variable that been involved in this research article.

The writer of research article 4.1 wrote the specific case that referred to the condition of the research participant. The next signal was *move* 2 step B that indicated the supporting idea related to the previous signal. This signal pointed out the identification of the research problem and the specification of research phenomena. From this signal, the writer of research article 4.1 wrote the main objective that had been conducted in this research article. The next signal found in this research article was *move* 3 step A. This signal showed that this research article was talking about the previous research that related to this research article. The writer of research article 4.1 put the sentence as a signal of the gap or the related investigation of this research article topic.

Moreover, this signal provided information about the idea that had been investigated before. The next was *move* 4 step B that indicates the beginning statement of research purposes. As found in Table 4.9, the writer states the research question clearly after explaining the gap of this research article. Finally, the last signal was *move* 4 step D that occurred in almost the last of this research article introduction. The sentence that indicated the expected sign of this research

article was written after stating the research question. Table 4.9, it can be seen that the writer of research article 4.1 provided some of the expected benefits of investigating code-switching. The Writer of research article 4.1 also provided supporting information related to the limitation of this research article. According to the analysis, this research article had the complete *move* but not all the steps. The section rhetorical *moves* had been described in the research articles, which were simplified into table 4.10.

Table 4.10 The rhetorical *moves* of research article introductions.

No.	Research Article Introductions	Pattern	Number of <i>Move</i> Units
	<i>Alphabet</i>		
1.	1.1	1/A, 1/E, 2/A, 2/B, 2/C, 4/A	3
2.	1.2	1/A, 1/E, 3/B, 4/A	3
3.	1.3	2/A, 2/B, 2/C, 4/A, 4/E	2
4.	1.4	1/A, 2/B, 4/A, 4/C, 4/D, 4/F	3
	<i>Kelasa</i>		
5.	2.1	1/A, 1/E, 2B, 4A	3
	<i>Batra</i>		
6.	3.1	1/C, 1/D, 1/E, 2/A, 3D, 4A	4
	<i>Suar Betang</i>		
7.	4.1	1/E, 2/A, 2/B, 3/A, 4/B, 4/D	4

Note. 1/A, 1/E, 2/A, 2/B, 2/C, 4/A refer to the sentences that indicate the rhetorical *moves*.

The result of the analysis by using PJM was exposed to the *move* pattern of those research article introductions. It could be seen in Table 4.10, the seven research articles that organized were not similar.

4.2 Discussion

This section of the subchapter displays explanations about findings related to the literature review, research questions, and previous studies. The rhetorical *move* found is explained by summarizing, interpreting, and implies the key findings. The researcher also gives devising the supporting arguments to formulate the final results of this research conclusion. Further explanations are elaborated in the next chapter.

4.2.1 The Rhetorical Move Organized by the Graduate Students

The finding shows the different rhetorical patterns in all RAIs written by graduate students of the Linguistics Master Program. These rhetorical patterns are analyzed by using PJM. Based on Table 4.10, the most dominant signals found in the RAIs are in *move* 4 step A with a total of six signals found, which shows the statements of *describing research purposes*. Five signals had not been found, and there were *move* 1 (step B, step C, step D), *move* 3 (step C), *move* 4 (step G).

Meanwhile, it was unfortunate that seven of the observed RAIs had incomplete *move* 1, which should be the basis for information in writing an introduction. The evidence is mentioned, of the seven RAs, only four have step one, which is useful for explaining important terms of the research. Five RAIs were identified containing step E, which stated a general claim in the research. This fact was related to the assumption statement of the writer to direct the reader to the focus of the research conducted. The three steps in *move* 1 were missing in seven RAIs that were identified as step B, step C and step D. The three had similar functions that support the research key-term that had been introduced. According to PJM theory, statements regarding government policy, a brief history, and geographical explanation must be included in the introduction.

The *move 2* findings in seven RAIs provided a good result because the description stated in all the steps. The signal had been found more than half of them included a statement stating each *step* in *move 2*. In the analysis, four RAIs revealed statements that stated the introduction of the actual research. The other thing could also be seen that as many as four RAIs wrote statements about the identification of a research problem called step B in *move 2*. The lowest signal of this *move* was proven in *step C* that is only found in two RAIs. Step C states that the results of the review carried out relate to knowledge of the research.

Not many signals were found in *move 3*, which were indicated by the few signals revealed. Based on the findings, these four steps were found in only one RAIs. Moreover, no signals had been found that lead to the step C statement in all of the RAIs. In fact, it was only one RAIs had been identified to express a statement that refers to the step A signal. Step A in the introduction served to declare a signal that was inconsistent in previous studies. In other words, this step represented a review of gaps from previous studies which in fact were not noticed by the other six writers.

The same thing has found in step B, which was only found in one RAIs. This step aimed to express statements that form claims from researchers on a research topic that has not been done before. The statement should be considered to provide consistent support for research, but the fact happened in findings, the writer tends to ignore this part. Step C In *move 3* was unidentified, which meant the statement containing a claim or sentence about the topic of the research was not being carried out clearly. This step was beneficial to give a justification to the reader that relevant research was necessary to conduct. The final findings in *move*

3 showed that only one RAI contained statements referred to step D. This step expressed a statement on RAI that referred to the researcher's interest in conducting research. Then, it could be concluded that the findings in this segment got the least rank compared to the signals found in other *moves*.

The final findings were the analysis of the rhetorical *moves* of *move* 4, which had the most signals of all steps owned by step A. Figure 4.1 showed that step A in *move* four was the step that most often appears on the RAIs of Linguistics students. The statement regarding the introduction of research purpose appeared almost at the end of the introductions section. This section provided clear research objectives to readers who previously discussed in the justification of research. A total of six RAIs had been identified, which made step A became the crucial aspects of writing the introduction section. The next signal was step B, which only appeared on one RAIs. This step provided a clue about the research problem. Next, step C was also found in the same RAIs in the case of steps E and F. Step D was found twice in the RAIs, which was the opposite of Step G.

The concept of rhetorical analysis called PJM was used in this research because it was better to capture rhetorical signals that existed in Indonesian RAIs. Safnil (2010) formulated PJM in four communicative *moves* contained in Indonesian RAIs. The finding that had been explained previously, in the rhetorical *move* theory called PJM purposed by Safnil (2010) supports the results of research on seven research article introductions. It had been proven that all PJM indicators mostly could be found in the seven RAIs except for the five steps in each *move*. Hence, PJM could describe the rhetorical *move* completely.

The current research was carried out to reveal the quality of writing RAIs that could become potentially understandable at the international level. The completeness of each indicator made an Indonesian RAI contain an explanation that could be conveyed effectively. Nevertheless, the facts found by the current research provided a different description of each introduction. The theory of Safnil (2010) rhetoric analysis used as an analysis of RAIs proves that some of these research articles have not contained complete *moves*. On the other hand, the length of the introduction section written by the students' of the Linguistics master program did not guarantee a complete *move*. The *moves* contained in RAIs were mostly arranged in a sequence that insisted sufficiently organized *moves*.

From the previous research, Alkarima conducted research using the concept of PJM (2019) involved RAI written by Indonesians. The results of the research stated that the rhetorical *moves* identified were in accordance with PJM indicators. However, not all of the four *moves* were found in the analyzed RAIs, which made the research show the same results. The similarity of the results of the research is incomplete *moves* and steps. In the Alkarima findings, no step signals are found, but only analysis based on *moves*. The other results from Alkarimas' findings also stated that the majority had been found four *moves* in the RAIs. *Moves* and steps on Indonesian RAIs had also been investigated by Sepni (2016) involved research articles in the medical field. The results of Sepni's research showed a similarity between the current research and her research. Sepni (2016) explained Indonesian academics who wrote health research articles had a different percentage of PJM signals. The lowest percentage is *move* 3, which is 28%, which meant these academics tend to miss the part of justifying the research being carried out. This

fact was in line with the results of the current research, which showed three articles also unidentified *move* 3. The other research also showed different results that were conducted by Muhtadin (2017). Research by Muhtadin involved Indonesian RAIs written by academics in the field of law. In the results of the research, Muhtadin (2017) stated that the smallest percentage of his analysis was 48%, which represented *move* 1. The results were different from the result of the current research in the field of law tend to pay less attention to establishing shared schemata.

By considering the facts found in previous research, it could be concluded that graduate students in the Linguistic Master program in Universitas Brawijaya had different patterns in rhetorical moves. Additionally, the current research had a limited number of RAIs are examined. The limited access to all research articles could not cover the majority of graduate students in the Linguistic master's program in Universitas Brawijaya. This consideration was needed to be done to get comprehensive coverage in order to obtain maximum data results. Additionally, the discourse analysis in rhetorical moves required an extended analysis time because the data must be read intensively and also required intensive checkups to formulate the objective findings.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted of conclusions and suggestions. In conclusion, the writer gave a brief conclusion related to the findings and discussion from the previous chapter. Furthermore, the writer gave suggestions related to this study for further research.

5.1 Conclusion

Based on the findings and discussion in the previous chapter, it can generate a conclusion that can be explained. The introduction section written by seven students in the Linguistic master program did not show the complete structure of the Project Justifying Model. Five steps did not appear at all in the research article introductions, and there are: moves 1 step A, step B, step C, step D; move 3 step C, and move 4 step G. Research articles that had been published nationally did not guarantee to had an excellent rhetorical moves concept interpretation. Moreover, the length or the short writing of the introduction also did not guarantee the completeness of the rhetorical moves pattern.

5.2 Suggestions

Based on the findings in the previous chapter, it is necessary to give valuable suggestions for:

1. For further researchers, it is recommended to apply rhetorical research involving more participant research in which this research only takes a reasonably limited participant. For the next research, it is recommended to examine the pattern of rhetoric, which is not only focused on the introductions but rather the whole of the Indonesian research article. It is sufficient to calculate the analysis time to maximize the results of

rhetorical analysis on more extensive data. It is suggested to take data thoroughly to get maximum results in specific populations.

2. For students, it is advisable to increase knowledge about writing research articles that use the concept of the Project Justifying Model of the rhetorical move explicitly created for Indonesian writers.
3. For the educational institutions or journal managers, it is recommended to use the theory of the Project Justifying Model of rhetoric text in this research as a reference to develop new concepts in writing research articles that want to be published.
4. For the readers, it is recommended to read theories that include text rhetoric that leads to proper writing management. The theory put forward by Swales and Safnil is a relevant source for increasing academic knowledge related to the preparation of an introduction section in research articles.

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Appendix 1
Research article introduction 1.1

(1) Apology strategies are only a part of linguistics aspects that is called *speech act*. (2) Language learners are not familiar with apology strategies because it is rarely discussed in class while learning the speech act. (3) Austin (1962) has stated that a speech act is doing an action by using words. (4) A successful speech act is when the three aspects of it are complete. (5) In line with the previous statement, Yule (1996) highlighted that there are three related acts of an action which is done or performed by producing utterances. (6) Those are namely, locutionary act, illocutionary act, and perlocutionary act.

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(7) Additionally, Searle (1976) has proposed five-way classifications of illocutionary as general functions of speech acts. (8) Those are directives, representatives, expressives, commissives, and declaratives. In this article, we focus on the expressive classification because the apology is included as an expressive speech act. (9) According to Bergman and Kasper (1993), an apology is defined as compensation because an offense done by a speaker is inflicting a kind of damage and it is costly for the hearer. (10) It is in line with the opinion of Bataneh & Bataneh (2006) that apology strategies are the methods used by individuals to perform the speech act of apologies such as a statement of remorse and reparation. (11) There are many studies on apology having been done nowadays since apology is a common expression of everyday life. (12) Conducting a study on apology means dealing with something natural that is found on a daily basis by using language. (13) According to Olshain and Cohen (1983), when social norms are violated, normally, an apology should follow to reestablish the social relationship between the doer and the complainer.

2/C

(14) In another source, Goffman (1971) views apologies as remedial interchanges serving to re-establish social harmony after a real or virtual offence. (15) Furthermore, Blum Kulka, House and Kasper (1989) stated that concerning the notion of face, apologizing is threatening the speaker's positive face because the speaker admits that she/he has offended the hearer's face. (16) There are various ways for people to deliver an apology expression, so-called as apology strategies (Trosborg, 1995). (17) He continued that there are five strategies in apology strategies, namely: *opting out*, *evasive strategies*, *indirect strategies*, *direct strategies*, and *remedial support*. (18) Their categories support those five strategies, and its sub-categories support each category. (19) This study used Trosborg's theory to analyse the apology utterances delivered by Chad Griffin.

(20) In this study, we investigate the apology strategies used by Chad Griffin at his 2014 Southern Comfort Conference speech. (21) Chad Griffin is a political strategist who starts his carrier in the press office of President Bill Clinton's White House at the age of 19, becoming the youngest West Wing staffer ever. (22) Chad Griffin was born on July 16, 1973, Hope, Arkansas (Lockwood, 2017). (23) Griffin is the current president of HRC (The Human Rights Campaign), which is America's largest civil rights organization working to achieve lesbian, gay, bi-sexual, transgender and queer equality. (24) HRC also represents more than 1.5 million members and supporters across the United States. (25) As the largest national lesbian, gay, bisexual, transgender and queer civil rights organization, it envisions a world where LGBTQ people are ensured of their basic equal rights and can be open, honest and safe at home, at work and in the community (Human Rights Campaign, n.d.). (26) Its mission is to improve the lives of LGBTQ people worldwide by advocating for equal rights and benefits in the workplace, ensuring families are treated equally under the law, and increasing public support around the globe. (27) In this research, we investigate Griffin's 2014 apology addressed to the LGBT people. (28) He apologized for his failure to represent and serve the LGBT people over the years and because many issues are surrounding the equality for LGBT people (Merevick, 2014).

2/A

(29) A previous study on apology strategies done by Fitriani in 2012 examined the differences of apologies used by men and women. (30) She argued people often assume that the utterances used by women are different from those used by men, especially concerning politeness. (31) Women are often considered more polite than men because of their social roles. (32) In many communities, women are regarded as the ones who are responsible for transmitting politeness and cultural value. (33) Fitriani was interested in knowing the facts about the differences of utterances used by women and men. (34) The result of her study was quite surprising because most of the female chose not to apologize when they made mistakes, while male respondents chose to apologize when they made mistakes explicitly. (35) It leads to the social thought and social label that says, "women are more polite than men", is not characteristically so in her study.

4/A

(36) The present study aims to investigate the apology strategies used by a certain person to find out the meaning and the purpose of the apology and also to figure out why there are many people dislike the apology but still accept it. (37) At the end of Griffin's speech, it seems that LGBT and transgender community accepted his apology as can be seen from the video posted on YouTube. (38) At the end of the video, it can be seen that people who attended the conference clapped their hands and many of them shed tears as they seemed to accept Griffin's apology. (39) However, after the speech, many people expressed their dislikes toward the speech. (40) One of those who disliked the apology was Barney Frank or Barnett Frank by the real name (Busey, 2014).

2/B

Appendix 2

Research article introduction 1.2

(1) Nowadays, there is an increasing number of people around the world logging in to social media accounts and spending time updating their status or story. (2) A new report compiled by *Hootsuite* and *We Are Social* and published by *The Next Web* digital magazines (2017), found that there are 3.028 billion active social media users around the world. (3) That means about 40% of the global population is using social media, out of the estimated 7,524 billion of the world population.

(4) The increasing number of social media users also occurs in Indonesia. (5) Based on data from "*We Are Social*" *Global Agency Company* in January 2017, active social media users in Indonesia have already reached up to 106 million. (6) It is an increase of 34% compared to January 2016 (*We Are Social*, 2017). (7) Not surprisingly, social media has become one of the main needs of society.

1/E

(8) High frequency of social media use will certainly have both positive and negative impacts on people's lives. (9) The negative impacts, as re-reported by *Huffington Post* (2017), include depression, cyberbullying, obesity, internet addiction, and sleep deprivation. (10) Kuss and Griffiths (2011), from Nottingham Trent University in the UK analyzed 43 previous studies on social media addiction and concluded that social media addiction is a mental health problem that requires professional treatment. (11) They found that excessive use of social media linked to relationship problems, poor academic performance, and less participation in offline communities. (12) They also found that people who could be more vulnerable to social media ad-diction are those who are dependent on alcohol and highly extroverted.

1/A

(13) Other studies have shown a link between depression and social media use. (14) According to a study conducted by Davila et al. (2014), involving more than 700 students, depressive symptoms, such as low mood and feelings of worthlessness and hopelessness, were linked to the quality of online interactions. (15) They found higher levels of depressive symptoms among those who reported having been in negative interactions. (16) Another study conducted by Hampton et al. (2015), at the Pew Research Center based in Washington DC, sought to find out if social media induces more stress than it relieves. (17) In the survey of 1,800 people, women are reported being more stressed out than men. (18) Twitter was found to be a 'significant contributor' because it increased their awareness of other people's stress.

(19) Besides negative impacts, social media can also have positive impacts on its users. (20) As reported by *Forbes* digital magazines (2016), there are six advantages of accessing social media, such as news alert distribution, traffic message delivery, increased teen awareness, in-cresed marketing exposure, helps understand technological needs, and global natural disaster relief support. (21) Furthermore, as reported by *The Guardian* digital magazines (2013), social media is an increasingly effective strategy for charities that want to connect with supporters. (22) Social media can be one of the most effective ways for charities to build supporters, boost donations, share success stories, network with like-minded organizations, encourage people to sign up to campaigns, recruit volunteers, or demonstrate the impact of their work.

(23) Social media offer many opportunities to learn and interact. (25) A study, which was carried out by Tian et al. (2011), found that social networking sites can help students to become academically and socially integrated, and may even improve learning outcomes. (26) They found that networking websites were used for both social and educational purposes. (27) Students reported that social media enhanced their relationships, helped them maintain friendships and enabled them to build and establish virtual relationships. (28) On the learning side, they re-reported that social networks allowed them to connect with faculty, share knowledge and commentary, and collaborate with other students through discussions, course scheduling, project management, and educational applications to organize learning activities.

(29) In line with the increasing use of social media, the use of English borrowings in Indonesian increases in term of quantity and frequency. (30) Confirming the results of research conducted by Sekarrosa (2014), it showed that there are 458 English borrowing words found in two different sections of *Kompas Online* articles. (31) The most dominant type of borrowed words is loan words with 282 data and the lowest is substitution or loan translation with 11 data. (32) Meanwhile, in the case of equivalent, 29 data were analyzed and their counterparts cannot replace most of them. (33) The conclusion depicts that the loan words are aimed to fill the lexical gap in the target language.

(34) In another study, Mohideen (2006) explained some processes and tendencies of borrowing English words in Bahasa Melayu. (35) The study examined the motivation of lexical borrowing from English into Malay and the effect of the loanwords on speakers/readers and their attitude towards the loanwords. (36) The result shows that most Malay speakers tend to use loanwords rather than using a proper *Bahasa Melayu*, even though there are Malay words that can fulfil the meaning and concept of the used loanwords.

3/B

(37) Based on this issue, we intend to examine whether there is a relationship between social media access intensity and the use of English borrowing in Indonesian which has not been discussed in the previous study. (38) This research is conducted to know the range of social media access intensity in Indonesia. (39) Through this research, we also want to know the range of English borrowings in Indonesian. (40) Furthermore, we want to investigate whether there is a relationship between social media access intensity and English borrowings in Indonesian.

4/A

Appendix 3

Research article introduction 1.3

(1) One of the diversities in Indonesia can be seen in the existence of Chinese Indonesian ethnic. (2) According to Kasenda (2015), Chinese Indonesian settlements had emerged a long time ago especially in the trading harbors along Java coastline. (3) However, as the time goes by, the problem of dealing with stereotyping and social gap provokes conflicts between Chinese Indonesians and Native Indonesians. (3) The most recent conflict noted in the modern history of Indonesia occurred in 1998. (4) Initially, the problem was ignited by the monetary crisis due to the collapse of Indonesian currency that then sparked into the anti-Chinese riots.

2/B

(5) The riots were reported world-widely in the online news entitled *Behind Indonesia's Anti-Chinese Riots* and *Indonesia Turns Its Chinese into Scape-goats*. (6) The first article was published on January 14th, 1998 by World Socialist Web Site while the second article was published on February 2nd, 1998 by The New York Times. (7) The main reason for choosing the articles is because the articles are suitable to be examined using critical discourse analysis as they contain some ideological biases in reporting the event. (8) The writers, who are Peter Symonds (WSWS) and Seth Mydans (NYT), used the expressions that are very provocative to construct positive-self and negative-other representation in the articles.

(9) A previous study on media discourse has been conducted by Muhammad Tahir (2013) in the study entitled *A Critical Discourse Analysis of Religious Othering of Muslims in the Washington Post*. (10) This study examines contents related to positive self-representation and negative-other representation in an article entitled *Opportunists Make Use of Cartoon Protests; Individuals, Groups, and Governments Vent Anger over Issues Unrelated to Defense of Islam*. (11) It is about the protests carried out by Muslim individuals, and groups in different parts of the world against the publication of the blasphemous cartoons of the Prophet Muhammad (SAW) in the European newspapers. (12) He argues that the writer regards the Muslims in the protests as *others* and uses various semantic devices. (13) This study makes use of general linguistic theories to analyze the data than discourse analysis. (14) In the present study, I choose a different object of analysis and use the discourse analysis especially on lexical choices.

4/A

(15) The present study aims to examine the ways how lexical choices in both articles constitute positive-self and negative-other representations. (16) In doing so, I employ Critical Discourse Analysis using Van Dijk's analytical framework. (17) Van Dijk formulated a socio-cognitive discourse analysis which studies discourses critically in three levels: discourse, cognition, and society (Wodak & Meyer, 2001). (18) In the semantic field, conducting a lexical choice analysis is important. Lexical choices are word choices or selections. (19) They are the most important element of discourses through which a writer is able to convey a different meaning or different sense of meaning through different word choices. (20) For example, the word 'look' and 'gaze'. (21) Both of them are synonymous to each other, with the meaning of 'having a sight'. (22) However, when a different word is employed on a sentence it suggests a different sense of meaning. (23) The sentence "the schoolboys look at the lady" has a different sense of meaning from the sentence "the schoolboys stare at the lady".

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(24) "To look" means to have a normal sight of something that our eyes can catch. (25) But "to stare" is different; it is more associated with power. (26) "To stare" normally refers to look at something continuously without winking our eyes so as to carefully observe or dominate what is being looked at. (27) In positive-self and negative-other representation, the use of the word "look" has a neutral sense of meaning while the use of the word "stare" has a more positive-self sense of meaning for the lady and a more negative-other sense of meaning for the schoolboys. (28) Continuing upon Van Dijk analytical framework, to analyze the cognition, the socialism and liberalism were examined, whereas to analyze the society, the history of Chinese Indonesians in Indonesia was explored.

4/E

Appendix 4

Research article introduction 1.4

(1) Kami concept in Japanese's view is quite questionable, notably in Japanese's religious life that is somewhat unique. (2) In the light of religion, Japan is identical with a two-sided coin that has opposite faces. (3) The first face is Japan which is very religious. (4) Even though Japanese admit they are affiliated with a religion, there were shocking findings, which are somehow contradictory with the study. (5) It was stated that 31% of Japan citizens are atheists, (Newberg, 2013) which means that well known religious Japan has quite high atheist people as another face. (6) This strange finding generated curiosity how the country of which the people claimed to be religious could have quite a high percentage of atheists. (7) Several factors contribute to such conditions: ambiguity of Shinto, cultural borrowing, and modernization. (8) However, the problem is not the causes, the more substantial thing to know is the effect of this condition. (9) In such a complicated situation, how *the* Japanese regard kami is more critical to be answered which is the focal point of this study.

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(10) This study aims at answering the concept of Kami held by Japanese through collocation analysis. (11) The collocations of word Kami in Japanese Web 2011 corpus are collected based on their syntactical structure as the scope. (12) Thus, the collocations obtained are filtered to be three main topics: attributes of Kami, conducts of Kami, and deeds toward Kami. (13) We assume that by analyzing the attributes, the characteristics of Kami can be revealed. (14) Meanwhile, the conducts of Kami will show how the behavior of Kami is. (15) Likewise, the deeds toward Kami will denote the way Japanese treat Kami. (16) Ultimately, by examining the combination of those aspects, the concept of Kami can be discovered as a whole.

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(17) Many studies have a similar objective by this study, such as (Nobutaka, 2000; Havens, 2000; Eyfells, 2008; Normala, 2014; Hamabe; 2015). (18) Nevertheless, those studies were conducted in different ways, and of course, they issued various answers. (19) Therefore, we attempt to provide, perhaps, any other different solutions, from different approach and point of view. (20) As far as we know, there are studies about God in English and Allah in Arabic corpus. (21) The first one is the research conducted by Duma in 2013, entitled *God is A DJ: A Corpus-based Approach to Contemporary English Song Lyrics*. (22) In her study, she tried to find out the narrative of the word "God" in selected English song lyrics and compared it with the narrative in the wide spectrum by the aid of BNC corpus. (23) The finding of her study revealed that there is no significant difference between God in song lyric narrative and general narrative from BNC corpus, except God is DJ who is found in the song lyric narrative. (24) The second one is the research entitled *Collocations Involving the Word (?Allaah/ 'God' in Modern Standard Arabic: A Corpus-Based Study* conducted by Gadalla in 2009. (25) His study aimed to investigate the collocations of the word "Allah" and how that collocation is classified syntactically and semantically. (26) Gadalla found that collocation involving the word Allah can be classified into 25 syntactic categories, and 23 semantic categories. (27) Nevertheless, up to this time, a less is known research regarding Kami in the view of linguistics, notably in corpus linguistics.

Appendix 5

Research article introduction 2.1

(1) Cultural-based BIPA (Bahasa Indonesia untuk Penutur Asing) learning is one of the methods that can be applied to foreigners. (2) Such learning, will equip BIPA learners about Indonesian language skills and knowledge about Indonesian culture. (3) This is an important aspect to do to provide an understanding of Indonesia's diverse cultures so it will help BIPA learners interact and adapt. BIPA learning content should include understanding Indonesian culture values and its uniqueness. (4) Learning BIPA not only is intended for learners to master only verbal language but the concept of culture and customs of Indonesian society which is also an essential component to be known by foreign learners. (5) With such a culture-based BIPA study, it is expected help the process of internationalization of Indonesian language and its culture, especially at Asean level. (6) BIPA Learners can recognize Indonesian language and culture so that will be a provision for them to settle in Indonesia. (7) Such designed learning will of course also provide contribution in introducing and providing understanding of the language as well as Indonesian unique culture to the international world. (8) Therefore, BIPA learners at least not only master the rules of Indonesian language but also can communicate well and correctly in accordance with the context of the nation Indonesia with its multicultural aspects.

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(9) Saddhono in his research (2015: 349) states that cultural contexts constitute relative general contexts that prevailed in the society. (10) Through this context, language also placed as cultural phenomenon. (11) It means, language is one of culture elements which also as a tool to express culture values of the society speakers. (12) Understanding of society culture elements became one of important thing in learning certain language, including Indonesian language for Foreign. (13) So that, in the contexts of BIPA learning, culture aspects must be integrated systematically in learning language so foreign speakers can learn and appreciate behaviors and values of the social culture which are prevailed in Indonesian society. (14) Another research about culture and language also written by White that said introducing learners to high culture was the most appropriate method of teaching culture during the foreign language classroom's instruction.

(15) A similar study was conducted by Mustopa et al (2017). Their research concluded that through a culture-based BIPA study, BIPA learners can easily to be introduced Indonesian cultural values both physical and nonphysical. (16) However, BIPA-based learning culture does not mean culture is a priority thing. (17) In this context, the mastery of language is still the main element. (18) Culture-based BIPA research was also carried out by Tyas (2010) in her thesis entitled "Telaah Unsur-Unsur Budaya dalam Buku Teks BIPA *Living Indonesian*. (19) " Bottom line, culture is only a means of mastery of language as well as being additional knowledge for foreign learners.

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(20) The involvement of cultural elements aims to make learning activities more enjoyable in the acquisition of new words. (21) The involvement of Reog dance in BIPA learning is one of the efforts to reduce student's saturation to BIPA learning activities in the classroom. (22) Reog dance is one of the cultural arts originating from East Java. (23) Reog consists of several series of 2 to 3 opening dance. (24) The first dance is usually performed by 6-8 brave men in black, with red face polished. (25) These dancers portray a brave lion figure. (26) Next is a dance performed by 6-8 girls riding horses. (27) In traditional Reog, this dancer is usually played by male dancers who dress in women. (28) This dance is called *Jaran Kepang* or *Jathilan* dance.

(29) The attraction in the Reog dance can make learning Bahasa Indonesia more fun. (30) The material conveyed through Reog dance are imperative words as well as those relating to directions. (31) Reog dance provides an opportunity for BIPA students to understand the context and use of words, and can practice directly the imperative words and words related to the direction so that learning activities are more attractive, cooperative and communicative.

4/A

(32) This paper was conducted with the aims to find out does Reog dance effective in acquiring vocabularies through Reog dance practice. (33) The implementation of Reog dance is done to eleven BIPA Students from eight countries namely Thailand, India, Madagascar, South Korea, Timor Leste, Ukraine, Tajikistan, and Sudan in the Faculty of Cultural Science Universitas Brawijaya. (34) The reason the author conduct Reog Dance as a teaching media this study is because Reog Dance is one of Indonesian origin dance that has been famous abroad and has an interesting characteristic. (35) BIPA students not only see and hear but also demonstrate the movement. (36) The students also get new vocabularies such as imperative words, as well as words related to the direction, verb, and cultural vocabularies.

(37) A similar study about how traditional dance can be used in teaching Indonesian language was made by Robita Ika Annita (2017) in her article entitled "Implementasi Tari Saman dalam Pembelajaran Bahasa Indonesia bagi Penutur Asing di Alexandra Secondary College Australia pada Tahun 2015". (38) By involving Saman dance in BIPA teaching, students' saturation decreases, students become enthusiastic in following the learning in class.

Appendix 6

Research article introduction 3.1

(1) Customs English Club or CEC was first held in Jakarta (2017) because of the vision of the General Directorate of Customs and Excise, namely "Becoming the World's Leading Customs and Excise Institution" (beacukai.go.id, 2018) (2) With this program, it is expected that the employees of the Customs and Excise can improve their ability to speak English to be applied in carrying out tasks both in the field and in the office. (3) Realization of this vision is needed not only in Jakarta. (4) This program is also carried out by other customs excise office throughout Indonesia. (5) One of them was carried out at KPPBC TMP C (Kantor Pengawasan dan Pelayanan Bea Cukai Tipe Madya Pabean C) Blitar. (6) Customs Excise office in Blitar began to apply this program in 2018. (7) CEC program in Blitar is actually implemented for all employees every once a week. (8) But due to the limited number of employees at the Blitar customs office, the implementation of CEC is only focused on young employees who at the time are not on duty. (9) CEC program is implemented in a semi-formal class.

1/C

1/E

(10) With the geographical location of Blitar which does not have a large port and the absence of flight services, the use of English to communicate with foreigners is also likely to be smaller than the use of English in other city offices that have airports or ports. (11) This research sees that phenomenon is interesting to be discussed. (12) This research wants to investigate the effectiveness of CEC if it is applied in Blitar and wants to know how well this program covers their learners' needs. (13) Therefore, this research will use course evaluation theory. (14) This research is worth conducting to find out the perspective of employees towards the CEC, because as explained earlier that the possibility of using English in this office is relatively small.

1/D

3/D

2/A

4/A

Appendix 7

Research article introduction 4.1

(1) This research investigates code-switching used by Sacha Stevenson on two talk shows in Indonesian TV programs uploaded in Youtube, those are: Tonight Show on Net TV and Sarah Sechan on NET TV. (2) The main purpose of this research is to identify the types and functions of code-switching on Sacha Stevenson's speech which is uttered on those talk shows. (3) Romaine (1992:110) argued that code-switching is an important topic in the field of sociolinguistics. (4) It is a phenomenon which is used to happen in daily conversation

2/A

2/B

1/E

(5) Sacha Stevenson is a famous person in Indonesia. She is from Canada who has been living in Indonesia for 11 years. (6) Her videos uploaded in Youtube have attracted many people to watch which can attract more than a thousand viewers. (7) This research analyzed her code-switching in the two talk shows, those are Tonight Show and Sarah Sechan. (8) Both Talk shows have the biggest viewers in Youtube interviewing Sacha Stevenson. (9) The audiences of the two talk shows are Indonesian so she spoke by using Indonesian. (10) In certain conversation, she used English which caused code-switching occurred.

(11) Studies of code-switching have been conducted by several researchers. (12) Ibrahim, Ismail and Najwa (2013:136) analyzed teacher's attitudes toward English as foreign language in International Islamic University of Malaysia. (13) This research investigated the teacher's attitude toward code-switching and the functions of code-switching in the classroom. (14) The researchers use Gumperz theory.

(15) Kumalasari (2008:2) analyzed code-switching conversations in Empat Mata talk show in Trans 7. (16) It looks for the type and the reasons of code-switching used in Empat Mata. (17) That research focuses on the type and the function of using code-switching based on Holmes theory. (18) This research also focuses on the same issues applying the same theory.

3/A

(19) Those all previous studies analyzed code-switching produced by Indonesian people. (20) However, my study analyzes code-switching used by a native English speaker, that is Sacha Stevenson. (21) She is even also able to speak Indonesian fluently. (22) The potential findings of this research are that Sacha Stevenson would like to do code-switching as covering inability in speaking Indonesian. (23) The research problems are what type and function of code-switching are used by Sasha Stevenson in Tonight Show and Sarah Sechan. (24) The objectives are to find type and function of code-switching used by Sacha Stevenson in Tonight Show and Sarah Sechan. (25) Therefore, this research analyzes her code-switching in two talk shows, those are Tonight Show and Sarah Sechan. (26) Both talk shows have the biggest viewers in YouTube interviewing Sacha Stevenson. (27) The audiences of the two talk shows are Indonesian so she spoke by using Indonesian. (28) In certain conversation, she used English which caused code-switching.

4/B

(29) The writer limits the research by focusing in the object of the study, that is Sacha Stevenson's speech, a native English speaker who can speak Indonesian fluently. (30) It is very important because there are many people can misunderstand people using code-switching. (31) Some may think the use of code-switching is such an arrogant person. (32) The result of this research can make some people know more about the type and the function of code-switching and even if the user of code-switching is an English native speaker who can speak English fluently. (33) Therefore, they will not misjudge and misunderstand people using code-switching in a conversation using Indonesian language.

4/D

Appendix 8

Table 2.1 The list of previous studies

No.	The writer	Title	Rhetorical analysis model	Result
1.	Fazilatfar (2016)	The Study of Rhetorical Moves in Applied Linguistics Research-Based Articles Written by Iranian Researchers	Pho's (2008b) model of move analysis	The results showed that the macro rhetorical structure of the Iranian research articles is relatively similar to that of non-Iranian RAs with some minor differences. However, the communicative purposes in different sections in the two groups of RAs (Iranian and non-Iranian) are relatively different.
2.	Agrawall (2015)	Analysis of Rhetorical Structures of Research Article Introductions	Create a Research Space (CARS)	The study found substantial differences in the overall structure between native and non-native authors. Non-native authors avoided claiming a niche in their research, i.e. they avoided introducing an opposing viewpoint in the research of others. Instead, they adopted other methods to establish a niche.
3.	Fazilatfar & Naseri (2014)	Rhetorical Moves in Applied Linguistics Articles and their Corresponding Iranian Writer Identity	Pho's (2008b) model of move analysis	The findings demonstrated different percentages of writer identity categories across different moves of articles. Results suggested that rhetorical moves performing various functions in articles need to be carried out by specific categories of authorial identity to satisfy the expectations of their respective applied

				linguistics communities better.
4.	Chahal (2014)	Research article introductions in cultural studies: a genre analysis exploration of rhetorical structure	Create a Research Space (CARS)	The results show that while the examined RAIs can be considered to conform to the CARS model generally, they display unique variation concerning the obligatory status of moves, the occurrence and realization of the steps used, and the means of referring to the literature.
5.	Ahamad&Yusof (2012)	A Genre Analysis of Islamic Academic Research Article Introductions	Create a Research Space (CARS)	Findings show that most of the introductions contain all the moves prescribed by the model, but the introductions that strictly follow the CARS Move structure are relatively small.
6.	Porras&Ingilan (2017)	Genre analysis of linguistics research introductions	Create a Research Space (CARS)	The findings revealed that moves and steps across the research introductions are present. The teachers of research writing should acknowledge and introduce the CARS model as a basis for teaching the method of writing research introductions effectively.
7.	Rahman, Darus&Amir (2017)	Rhetorical Structure of Introduction in Applied Linguistics Research Articles	Create a Research Space (CARS)	From the frequency count of moves and steps, it is found that some moves and their constituent steps are obligatory, while others are optional. The findings of the study will facilitate better understanding of RAs in applied linguistics for novice scholars and contribute to these

				scholars' efforts to publish their research in this field.
8.	Ardiani (2016)	Rhetorical Patterns of Abstract and Introduction Section in Research Articles of Journal Litera and its Relevance to The Language Learning in Universities.	Create a Research Space (CARS)	Abstract section in Litera journal does not contain complete structure, out of twenty-four abstracts, there are only eight that have complete structure. (2) The Introduction also does not contain a complete structure, of the twenty-four Introductions, there are only three that have a complete structure. (3) The results of interviews with lecturers, and also, the MKU Indonesian Language syllabus, show that this research is relevant to language learning at the University.
9.	Samanhudi (2018)	Introduction in applied linguistics by indonesian and english writers	Create a Research Space (CARS)	This study presented the results of analysis of the rhetorical structure as found in the ten Introduction sections of research articles written by Indonesian and English academics. In general, the results showed similarities in terms of Move structure in which all Moves (1, 2 and 3) are identified in the ten articles written by writers from the two different language backgrounds.
10.	Purnawati.et.al (2017)	Rhetorical moves in the introductions of Islam-related research articles	Create a Research Space (CARS)	The results reveal a different macrostructure of research articles, variants of moves placement in the introduction, and the tendency of skipping M2 in the articles. Moreover,

				the research articles also employ paragraphs that do not belong to any moves in Swales CARS (2004) model.
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Lampiran. 9

BERITA ACARA BIMBINGAN TESIS

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4.	6 Maret 2019	Pengajuan Bab I	Hamamah, Ph.D	
5.	22 Maret 2019	Revisi Bab I	Dr. Sri Endah Tabiati, M.Ed	
6.	23 Maret 2019	Revisi Bab I	Hamamah, Ph.D	
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10.	27 Mei 2019	Revisi Bab I, II, dan III	Hamamah, Ph.D	
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16.	23 November 2019	Revisi Seminar Proposal	Hamamah, Ph.D	

17.	3 Desember 2019	Pengajuan Bab IV, dan V	Dr. Sri Endah Tabiati, M.Ed	f
18.	2 Desember 2019	Pengajuan Bab IV, dan V	Hamamah, Ph.D	#
19.	6 Desember 2019	Revisi Bab IV, dan V	Dr. Sri Endah Tabiati, M.Ed	f
20.	5 Desember 2019	Revisi Bab IV, dan V	Hamamah, Ph.D	#
21.	10 Desember 2019	ACC Seminar Hasil	Dr. Sri Endah Tabiati, M.Ed	f
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