CHAPTER II

THEORETICAL REVIEW

This chapter is devoted to sketch some concepts underlying the rhetorical style employed in the introduction section of research article. The purpose of this theoretical review is to give clear understanding about the present research.

2.1 Academic Writing

Essentially, the academic writing is the process of writing that is likely to be carried out in the university level. The academic writings include essay writing, argumentative writing, research article writing, and other kinds of academic writing (Bailey, 2003:3). For example, an example of academic writing is the sociological report related to the free lunches for elementary students. Another example was the biographical writing of a famous person such as the first President of the United States. The other example was the physical report pertinent to the advantageous impacts of ballroom dancing (Lester, 2015:20). All of the aforementioned examples of academic writing require the process of research activity followed by the process of systematical writing.

In most cases, the process of systematic academic writing is included into the formal style. However, several differences appear pertinent to the rhetorical styles possessed by each text genre (Biber & Gray, 2016:7). That is to say, the primary features of academic writing are the deficiency of conversational form and the utilization of academic vocabulary (Yakhontova, 2003:25). Moreover, other features of academic writing include the characteristics of authoritative, humourless, impersonal, pompous, and technical styles of writing (Hartley, 2008:4). Above all, it is also necessary to include references of publications

written by other writers along with the quotation of the references (Jordan, 1999:88).

The capability to write academic writings is considered as a manifestation of a sense of coherence, unity, and objectivity in addressing a particular subject under investigation. Moreover, consideration into details also indicates the writer's commitment to the subject and the writer's respect to the readers (Belmont & Sharkey, 2011:1). Thus, the assignment of academic writing is likely to open a wide opportunity for the students to explore a particular field of interest. In other words, the students are able to decide a writing topic that is related to the theme given by the instructors. They are also able to express any ideas and present any information pertinent to chosen topic. Additionally, they are also likely to adopt a writing style that is believed to be able to engage the readers. Furthermore, the academic writing is also capable in offering a broad possibility for the students in advancing the abilities to research, evaluate, organize, argue, respond, analyze, and express as well as justify their opinions (Whitaker, 2009:2).

In learning to be the academic writers, it is considered urgent to apprehend the 10 principles of academic writing (Whitaker, 2009:3), consisting of:

1. Clear Purpose

The primary aim of academic writing is to answer and reveal the information in the perspective of a specific field of interest. Thus, it is very common to adopt the persuasive purpose, analytical purpose, or informative purpose. The persuasive purpose refers to an effort of the writer to shift the readers' perspective of a particular point of view related to the writing topic through the written text. Meanwhile, the analytical purpose refers to a process of

disclosing and evaluating the best plausible arguments pertinent to the writing topic. On the other hand, the informative purpose refers to an activity to display the argument within the topic's perspective and present the current information related to the writing topic.

2. Audience Engagement

The process of academic writing is occasionally directed to particular readers within a certain subject of interest. Hence, the academic writers are expected to engage and convince the focused readers by catching their interest. In engaging the readers, the writers are able to implement two writing strategies. The first strategy is presenting numerous magnificent ideas related to the topic. Meanwhile, the second strategy is employing a fascinating and engaging writing style.

3. Clear Point of View

An academic writing is primarily a process of listing the summaries and facts pertaining to the writing topic which are collected from several sources. Thus, the academic writing should be seen as an opportunity for the students to declare their original opinions. The academic writing can also be seen as an opportunity for the students to present their ideas of a specific subject. The original opinions and ideas asserted by the students are expected to clarify and clear up a particular issue of the subject.

4. Single Focus

The academic writing is likely to be carried out by highlighting a precise topic. Then it is very vital for the academic writers to evaluate the synthesized arguments. Those arguments are necessary to support the writers' point of view

towards a specific topic. In addition, the arguments are also crucial to exclude the unnecessary and unimportant information which are irrelevant with the writing topic.

5. Logical Organization

An academic writing acts in accordance with a detailed standard pattern in the process of organizational writing. The pattern mainly consists of several sections. First, the introduction to present the background information of the writing topic. Second, the body paragraphs to support the thesis statement by providing a coherent and cohesive logical evidence. Third, the conclusion to summarize the primary points of the writing.

6. Strong Support

In the academic writing, each paragraph is expected to defend the thesis statement. The thesis statement is usually related to a particular subject. To defend the thesis statement, the writers are expected to suggest any examples, facts, personal experiences, and opinions as well as quotations of the experts. Those reinforcements are likely to be the strong supports for the writers in justifying and defending the thesis statement.

7. Clear and Complete Explanations

One of the purposes of the writers in the process of academic writing is to convince the readers to notice and accept the writers' personal ideas towards a particular topic. Thus, it is very crucial for the writers to present the apparent and completely described thoughts of the topic. By doing so, it is expected for the readers to comprehend the topic ideas in ease.

8. Effective Use of Research

The urgency to integrate several professional and high-quality sources in academic writing cannot be overstated. In other words, it is necessary to provide the writers' personal views of a specific topic. Above all, it is also crucial to introduce, analyze, cite, and include other academic works which are correlated with the focus of the topic.

9. Correct APA Style

In most cases, the academic writers are expected to include the high quality works written by professional writers. Therefore, it is very essential for the academic writers to refer to the guidelines of *American Psychological Association* (APA) related to the format of in-text citation and reference list.

10. Writing Style

The rhetorical style is believed to be important to be employed in the academic writing. This is due to the fact that it is very crucial to create an engaging as well as concise and clear writing work. Moreover, it is also critical for the academic writers to compose the writing works without any errors and mistakes. The errors and mistakes that need to be excluded involve the errors and mistakes related to the use of vocabulary, spelling, grammar, and sentences structure as well.

Basically, the academic writing has distinctive features to informal writing style. The informal writing usually involves the expression of colloquialisms. It includes contractions, hesitation fillers, and other phrasal and prepositional verbs which are inappropriate for the academic writing. On the other hand, the academic writing frequently involves the cautious language. It includes modal verbs, such

as *will*, *would*, *shall*, and *should*. It also includes lexical verbs, such as *suggest*, *indicate*, and *believe*. In addition, the cautious language involves modal adverbs, such as *probably*, *possibly*, *apparently*. Moreover, it also involves modal adjectives, such as *uncertain*, *probable*, and *plausible*. In addition, it involves modal noun, such as *claim*, *evidence*, and *possibility* (Jordan, 1999:92).

In general cases, the cautious language to write research reports is periodically employed in the academic writing. In addition, the impersonal pronouns as well as phrases and passive verb forms are also likely to be the primary characteristics of academic writing. Moreover, the references of other writers' publications, containing quotations, are also included in the academic writing (Jordan, 1999:88). Furthermore, the vocabulary utilized within the academic writing is commonly consisted of technical words of a particular field of interest.

Generally, the process academic writing involves several activities. Those activities include the process of asking some questions, taking notes, writing summaries, as well as presenting prepared materials (Hyland, 2006:9). Above all, pertaining to the writing structure of an academic writing, it usually depends on the text genre. For instance, the writing structure of an essay is considered to be different to the writing structure of research article. As one of the types of academic writing, an informative research article needs to be structured in the writing process. The writing process involves the process of noticing vocabulary, choosing the writing organization, sequencing tenses, narrowing the research focus, and developing an effective thesis statement (Meyers, 2014:170).

1. The Process of Noticing Vocabulary

In the process of noticing vocabulary, an *antonym* is believed to be employed in writing most of research articles. An antonym usually acts as the contradictory meaning of other words. The antonym is likely to be formed through adding the negative prefixes, such as *anti-*, *de-*, *dis-*, *ex-*, *in-*, *mis-*, *un-*, *re-* , to the root. Employing the antonyms in the introduction section is considered able to contradict certain terms or ideas which are related to the research topic (Meyers, 2014:173).

2. Choosing the Writing Organization

Organizing the research topic, research purpose, and research audience are necessary to create an engaging structure of the introduction section. In organizing the introduction section, the writer may select one of the two strategies. First, the writer may opt to announce the basic key point of the research, so called point-by-point organization. Second, the writer may opt to introduce the research sources, so called source-by-source organization.

In structuring the introduction section based on point-by-point organization, there are several necessary points to recognize. The first primary point, the research is expected to be assisted by synthesized perspectives pertinent to the primary point collected from numerous sources. The second main point, the research is also expected to be reviewed and supported by synthesized information related to the second main point. Moreover, the research is likely to be deliberated in the following paragraphs which are also defended by the supporting information.

In structuring the introduction section based on source-by-source organization, it is necessary to sort the research information in accordance to the sources. In other words, the opening paragraphs of the introduction section are likely to include the summary of research points obtained from the first source. In addition, the summary of research point obtained from the second source is also likelye to be included in the following paragraphs. Similarly, the other research points may also be discussed in the next paragraphs by assembling the supported views from several sources (Meyers, 2014:174).'

3. Sequencing Tenses

Commonly, paraphrasing ideas is considered to be an advantageous strategy to be conducted in writing a research paper. Thus, it is very pivotal for the academic writers to learn the appropriate sequence of verb tenses in paraphrasing the ideas.

TABLE 2.1 THE SEQUENCE OF TENSES

TENSES	EXAMPLE
PRESENT SIMPLE TENSE	De Bretto defines the aftermath of a devastating nuclear reaction.
PAST SIMPLE TENSE	Researchers discovered the radiation level to be excessively high
PRESENT PERFECT TENSE	Scientist have declared a number of significant issues. Krashen (2004) has emphasized critically necessary practices in second language learning
PRESENT/PAST CONTINUOUS TENSE	Scientists are continually reviewing the research findings. Pierre and Marie Curie were often underestimating the toxic effects of radiation.

(source: *Longman Academic Writing Series, 2014:177*)

As it has been portrayed in Table 2.1, the present simple tense is often utilized in an abstract, summary, or finding report. On the other hand, the past simple tense is usually employed to create a connection among details taken from research experiments. Meanwhile, the present perfect tense is usually used for several purposes. First, to explain a continuing process. Second, to indicate the full events from the indefinite past. Third, to point out sources in current debate. Additionally, the present and past continuous tenses are usually employed to examine the repeated events along with the use of adverbs, such as *sometimes*, *always*, and *often* (Meyers, 2014:177).

4. Narrowing the Research Focus

The essential step to be carried out in writing the introduction section is establishing a narrow research question. That is to say, the narrow research

question is crucial to be constructed in writing the introduction section. By doing so, the process of finding and evaluating information from any sources are likely to be administered. It is noteworthy to state that the sources should be associated with the research question. In addition, it is also critical to evaluate the sources in terms of timeliness concerning with several issues. Firstly, it concerns with whether the source is updated or outdated. Secondly, it concerns with the objectivity and bias related to the balanced argument and treatment to the source. Thirdly, it concerns with the tone related to the degree of objectivity of the source. Moreover, it also concerns with the publication related to an activity of examining the titles or headlines of some articles taken from the source. Above all, it also concerns with the reputation or the expertise of the authors (Meyers, 2014:181).

5. Developing an Effective Thesis Statement

A thesis statement is considered crucial to be formulated within the introduction section of research article. The formulation of thesis statement can be done after establishing the research question and evaluating the research sources. That is to say, the academic writers are expected to take a side or a position on an issued discussed in the research. Hence, the writers are able to display the supported views in order to defend the debatable position of the writers (Meyers, 2014:182).

2.2 Research Article

A research article is one of the types of academic writing. It is likely to be addressed under numerous names such as a documented paper, an investigative paper, a reading report, as well as a library paper (McCrimmon, 1973:260). Generally, a research article is a written result of conducting a certain

experimental method along with the process of analyzing and associating the findings with the theories. In writing a research article, it is necessary to notice several differences between a research article and other writing. Those differences comprise the level of control, rigorousness, as well as some attentiveness required. That is to say, a research article requires several capabilities possessed by the writers. Firstly, the capability to write the research ideas coherently. Secondly, the capacity to portray the research ideas logically. Lastly, the ability to demonstrate the writer's knowledge pertinent to the research area (Ranjit, 2011:276).

Commonly, a research article is written as a report, a thesis, and a solution to a problem. As a report, it is primarily aimed to discover and expose apparent, organized, and comprehensive facts about a particular subject of interest. The facts are usually presented divinely and logically without having an intention to build a judgment towards the previous facts (Gustavii, 2008:2). As a thesis, it acts as a result of studying, analyzing, and examining the facts of a precise field. As a solution to a problem, it is written to offer a solution appointed by the writer in order to clear up a certain issue (McCrimmon, 1973:260).

The research article is usually written within four sections. Those sections include the introduction section, the methods section, the results section, as well as the discussion section. The introduction section is an area which is used to describe what is known so far about the preceding research and what additional facts the current research will add. The methods section is used to report the data, techniques, and procedures implemented in the research. The results section is composed to report the findings of the research analysis. Furthermore, the discussion section is used to interpret the results by referring back to what has

previously known about a specific area of the research (Swales, 1990:117). Each of the four sections contributes to the article's overall purpose in offering new information and knowledge to a particular field of interest. Each section also contributes in convincing readers that the new knowledge is substantial and reliable. However, since each section has a different specific objective, each section also has its own organization of the text structure.

2.3 The Introduction Section of Research Article

The introduction section is an area to attract the readers by writing from the general to specific essential topics of a research area (Gatrell, Bierly, Jensen, 2012:56). The introduction section, particularly the introductory paragraph, offers a few numbers of essential logics about a specific subject (Jordan, 1999:82). That is to say, the introduction section is a territory where the writers are likely to decide the amount and types of background knowledge to be included. In addition, the introduction section is also expected to be an area in which the writer is supposed to specifically aim the questions and the points of the research. It is usually done by clearly outlining the research's field of interest that is going to be conducted.

The primary concern of the introduction section is to engage the readers with a fascinating writing style and a stimulating research topic. Hence, it is crucial for the writers to pinpoint the research topic through several schemes. Firstly, by presenting a brief history of the research field. Secondly, by introducing the principal research theories and finding. Thirdly, by reexamining the current condition and situation which is related to the research field (Holtom, 1999:7). In other words, it is crucial for the writers to decide an exquisite

rhetorical style and a direct strategy in writing the introduction section (Swales, 1990:134). This is due to the fact that it is necessary to equip the readers with concise information related to the topic of the article. Additionally, it is also important to impress the readers with an appealing and engaging writing of the introduction section.

The fundamental purpose of research article is to supplement a current and an advanced knowledge to the existing body of human knowledge. Therefore, the introduction section of research article is supposed to act and perform like a funnel (Kendal, 2015:210). By this, it means that the introduction section is supposed to specifically describe the central idea of the article to the readers. The opening paragraph of introduction section is usually written to specify the main idea of the research article. Then, the opening paragraph is likely to be a section for the writers to deal with any essential theories and findings which are related to the research topic (Turabian, 2013:74). Generally, there are two frequent strategies in arranging the opening paragraphs of the introduction section. The first is highlighting the current position of the research theories and findings. The second is presenting the concise history of the research field.

Furthermore, the middle section of introduction section is believed to be an area where the writers are able to display the relevant theories and findings. In addition, the writers are also able to correlate and contradict the relevant theories and findings. Above all, it is also important to introduce a current research method as the improvement of the prior research methods (Sternberg & Sternberg, 2010: 21). The main goal of the research is usually declared in the last paragraph along

with a brief presentation and explanation pertaining to the research design and results (Holtom, 1999:66).

The introduction section of research article is also supposed to succinctly add an explanation pertinent to the relevant research. The description of the prior research is used to put and locate the current research article where it fits the preceding research. However, the description does not necessarily need to be discussed as a complete action. Instead, the explanation related to the previous research is supposed to be discussed very concisely. This is due to the fact that the intention of it is only to provide the readers with the information pertinent to the research that had been carried out. It is usually also used to enlighten the readers pertinent to how the preceding research correlates to the current research article (Kendal, 2015:212).

As Swales and Feak (1994:17) declare that the introduction section of research article is written to meet two main targets. The first is to present the logical explanations of the article. The second is to persuade the readers to read the article as a whole text. Henceforth, it is essential for the introduction section to precisely concentrate on a very definite topic. Above all, it is crucial for the introduction section to highlight several crucial things. For example, an issue caused by the limitations of human knowledge. So, the introduction section is able to point out evidence to where the possible issue possibly occurs. It is also able to introduce the readers to the related research that had been conducted in order to overcome the issue. The introduction section is also supposed to highlight the analysis and evaluation pertinent to the constructive significances contributed by the current research article towards the advancement of human knowledge

(Kendal, 2015:63). In a nutshell, the introduction section is likely to impress the readers if the definition of the research topic is constructed in an apparent rhetorical style (Jordan, 1999:82).

2.4 The Concept of Rhetoric

The early attention to the concept of rhetoric involves the orations of the sophists, such as Gorgias and Isocrates. It also involves the language observation which contains in the third book of Aristotle entitled *Rhetoric*. Eventually, several language expressions are also evolved into the rhetoric curriculum. The first is *invention* which deals with the content and lines of arguments. The second is *judgment* which deals with the appropriate content for a particular situation. The third is *arrangement* which deals with the orderly selected parts to be presented. The fourth is *preceding memory* which deals with the text internalization for the process of recalling. Also, *delivery* which deals with the voice and body management (Fahnestock, 2011:6).

The rhetorical tradition required the language learners to be fluent in reading and composing in either Greek or Latin. That is to say, numerous language competences were likely to be introduced to the Roman learners. Those language competences included parts of speech, inflections and declension, preferential and constitutive rules of sentences formation, and figures of speech. The process of defining, grouping, listing, and elucidating the strategic language for written texts were also offered within the rhetorical tradition (Fahnestock, 2011:7).

The theory of rhetoric mainly portrays small-scale units, so called *move*. *Move* is a method to discover the definite and substantial spoken or written

arguments from a particular topic of interest. The *move* basically includes the whole arrangement of an issue and the promising part of a full oration (Fahnestock, 2011:8). Similarly, Levin (1966:3) represents the rhetoric as the art of effective expressions. He declares that rhetoric concerns with selecting an appropriate strategy to create an impression for the readers. The selected strategy involves the process of choosing relevant vocabulary and sentence construction. In other words, rhetoric is related to the method of language analysis. The method mainly adopts the standard of descriptive categories including the word choice, sentence structure, and paragraph organization.

The concept of rhetoric basically involves several elements. The first element is the language analysis on the vocabulary. The figures of speech are likely to be the primary sources for the descriptive concepts of vocabulary used. That is to say, the use of numerous figures of speech are considered beneficial in making an essential distinction. For instance, adding a prefix, suffix, or infix to a simple word can be carried out to form a new word or to change the function of a word in English (Fahnestock, 2011:9).

The theory of rhetoric also focuses on recognizing, determining, and identifying the sentence structure and paragraph organization. It includes the repeated words or phrases, the minor switches in word order, and the structure of multi-sentence appearing across passages. Furthermore, deciding whether to write from simple to complex sentences is also included into a matter of rhetoric. Above all, the concept of rhetoric is also concerned with the process of stating the uncontroversial to controversial facts about a specific subject (Levin, 1966:4). The features of sentence structures are likely to be examined in order to reveal the

selected *moves* chosen by the writer. Therefore, the rhetorical analysis is believed to be able to disclose the writer's point in choosing a particular word and sentence structures. As a result, the rhetorical analysis is able to reveal the declared arguments within the small-scale unit of a certain field of interest.

The theory of rhetoric is also regarded as a means of persuasion. That is to say, it is considered crucial for both oral and written texts to select any appropriate words, phrases, and sentences. The process of selection is to plainly present the facts of a particular subject of interest. Those facts are used to persuade the audiences to notice the essential significances of the subject. In persuading the audiences, it is necessary to create demonstrative and upstanding arguments. In addition, it is also necessary to locate the audiences in the right perspective of mind (Aristotle, 2004:69). Furthermore, a good sense *(ethos)*, a good moral character *(pathos)*, and goodwill *(logos)* are also crucial to take into a consideration. *Ethos*, *pathos*, and *logos* are effective in creating an accurate, genuine, and salient rationalization in regard to any specific arguments about an issue. Moreover, they are considered able in inspiring faith and believe for the readers. Thus, the readers are likely to be sensible to recognize the essential arguments of a certain subject (Aristotle, 2004:70).

One of the well-known theories of rhetoric is proposed by Kaplan (1966). It is the theory of contrastive rhetoric involving five types of rhetoric, namely English, Semitic, Oriental, Romance, and Russian. The English rhetoric is usually identified by starting the paragraph with the general statements. It is attentively developed by a series of clear and direct illustrations pertinent to the writing topic. On the other hand, Semitic rhetoric is usually recognized through the use of

parallel constructions. The parallel constructions are usually considered as a complex series to develop a paragraph. The Oriental rhetoric, on the contrary, is often described as an unnecessarily circular and indirect paragraph. Meanwhile, the Romance rhetoric is considered as an interesting digression. This is due to the fact that the structure of the writing material seems to not give any contributions toward the principal thought of the paragraph. Lastly, the Russian rhetoric is often seen as a series of parallel construction along with a few subordinate structures (Kaplan, 1966). The theory of contrastive rhetoric tends to justify the fact that each culture and language has its own paragraph rhetoric.

Other fundamental points of rhetoric are the distinctive features of rhetorical analysis and literary analysis. That is to say, the goals and methods of rhetorical analysis are different to the ones of literary analysis. The first distinctive feature lies on the focus of analysis. The literary analysis places its focus on the uniqueness and aesthetic value of particular text genres. Meanwhile, the rhetorical analysis is likely to focus on texts which are believed to affect the actions and attitudes of the readers. In addition, the literary analysis aims in discovering the unique features of the written text, including figure of speech and metaphor. On the other hand, the rhetorical analysis tends to identify the linguistic and functional features adopted by the writers to reveal the purposes of the written text (Fahnestock, 2011:13). In other words, the major interest of the rhetoric concept takes place on the preference of an appropriate style of writing (Levin, 1966:5).

2.5 Rhetorical Style

The term *style* is believed to be a concept indicating a result of the strategy carried out by a writer. Basically, *style* is employed to portray the implication of purposes in writing a particular field of interest. Accordingly, Mann & Thompson (1988:243) defines *style* as the crucial element in organizing and structuring a particular text. In other words, the theory of rhetorical style involves a descriptive theory and an arrangement in analyzing the structure of a text. It usually includes any varieties of parts within the text, the structures of each part of the text, and the strategy employed to connect each part to form an overall text (Taboada, 2004:108).

To some extent, a style is considered to be an impersonation of the occasion and what the writer wishes to express (Levin, 1966:5). In other words, the concept of style can be related to a strategy employed by the writer in order to formulate and accomplish the purpose. The purpose is related to the style as cause and effect (McCrimmon, 1973:160). A purpose is likely to be a controlled determination of a writer pertaining to what the writer is going to do and how the writer is going to do it. On the other hand, a style is the consequence brought about by the purpose. As a result, from the perspective of a writer, a style is controlled by the purpose. This is due to the fact that the determination of the writer rules all the writer's choices in writing the particular subject of interest. Meanwhile, from the perspective of a reader, a purpose is revealed by the style since it is likely to be the only step for the reader to figure out the intended goal of the writer (McCrimmon, 1973:161).

The most common concept of rhetorical style is often employed to describe a systematic variation within a particular genre of texts (Biber and Conrad, 2009). By this, it means that every piece of writing has different *style* pertaining to the structure of the texts. Writing does not only associate with diction or sentence structure, but also with the overall context of writing. Moreover, the *tone* and *distance* are also considered as advantageous terms to be acknowledged as the components of style. The *tone* is defined as an element used to articulate certain attitudes to the listeners or the readers through the language. On the contrary, *distance* is interpreted as an element used to suggest a certain manner or intimacy with the help of language (McCrimmon, 1973:162).

Particular rhetorical style of written texts is usually associated with several perspectives. Those perspectives involve the individual writers, historical periods, and register or genre of the texts (Biber and Conrad, 2009:18). In the perspective of individual writers, the rhetorical style is often used to describe the writing strategies implemented by different writers. For instances, Virginia Woolf, an English writer, preferred extremely long and complex sentences to be mixed with very short and single-clause sentences. Her rhetorical style is demonstrated within one of her novels entitled *To the Lighthouse*. For instance:

> *All she could do now was to admire the refrigerator, and turn the pages of the Stores list in the hope that she might come upon something like a rake, or a mowing-machine, which, with its prongs and its handles, would need the greatest skill and care in cutting out*.
>
> (Woolf, 1927:190)

Correspondently, Toni Morrison, an American novelist and a professor emeritus at Princeton University, employs the same rhetorical as Virginia Woolf.. The rhetorical style of Toni Morrison is embodied within one of her novels, entitled *Beloved*. For example:

> *He looked at her then, closely. Closer than he had when she first rounded the house on wet and shining legs, holding her shoes and stockings up in one hand, her skirts in the other.*
>
> (Morrison, 1987:9)

On the contrary, Ernest Hemingway, an American novelist and journalist, employed a rhetorical style in which the writings consisted of short and simple sentences (Biber and Conrad, 2009). A novel entitled *A Farewell to Arms* portrays the rhetorical style implemented by Hemingway. For instance:

> *The priest looked up. He saw us and smiled. My friend motioned for him to come in. The priest shook his head and went on.*
>
> (Hemingway, 1929:9)

On the other hand, the rhetorical style in the perspective of historical periods is usually used to describe the writing strategies employed in a particular period of time. For example, the rhetorical style employed in the eighteenth century basically had nothing in common with the rhetorical of contemporary style. The distinctive features of both rhetorical styles are in terms of attitudes towards language. Furthermore, the distinctive feature also includes the acts implemented to get dissimilar aesthetic effects by the use of language manipulation (Biber and Conrad, 2009:19).

Additionally, the rhetorical style of written texts is sometimes also employed to illustrate different register or genre texts. In other words, variations of texts or literatures require distinctive textual style. The textual style is usually known as the literary genre (Biber and Conrad, 2009:19). For instance, the rhetorical style of a fictional prose is represented as a paragraph completed with numerous sentences along with standard sentence punctuations. On the other hand, drama is characterized by dialogues in a conversational form. Generally, a drama is also signalized with the identification of the speakers accompanied by the statements uttered by the speakers. By contrast, poetry is written in complete sentences. However, the meaning relationship in a poetry is assembled from the physical adjacency of words and lines (Biber and Conrad, 2009:20). To sum up, the rhetorical styles employed within a text are needed to describe a specific characteristic related to different authors, different period of times, and different genre of texts to reflect different aesthetic preferences.

Another particular literary work which has a specific rhetorical style is the research article. Research article is usually written by the experts of a specific subject of study. Moreover, research article is also written to contribute to the new knowledge to the field. In most cases, it is also used to convince other professionals that the particular knowledge has numerous scientific beneficial impacts.

2.6 Rhetorical Styles of the Introduction Section of Research Article

It is very critical for the writers to be able to write a convincing and persuasive introduction section. It is also urgent for them to recognize the kinds of

rhetorical styles that are usually employed within the introduction section of research article.

2.6.1 The Problem-Solution Text by Zappen (1983)

According to Swales (1990:138), one type of rhetorical style to be employed in the introduction section is a problem-solution text. The problem-solution text is developed by Toulmin (1972) and adopted by Zappen (1983). The problem-solution text addresses a specific context of intellectual field of research. As a consequence, the problem-solution text requires the academic writers to notably address the goals, current capacities, problems, and criteria of the evaluation operated within a specific field of interest.

In writing the introduction section, the problem-solution text covers numerous series of sub-contexts. They are the goal, current capacity, problem, solution, and criteria of evaluation as well. The goal is a section of the problem-solution text which is written in the first paragraph. Meanwhile, the current capacity is written in the continuing paragraph as a section to assert the best move or step to be fulfilled at the moment. In addition, the problem is a section written in the introduction section of research article to introduce the problem or issue encountered. In addition, the solution is a section used to propose a resolution to clear up the problem. Moreover, the criteria of evaluation is a section written to affirm the criteria of the solution used to solve the issue. The prominence attention of the problem-solution text lies on the audience within a particular intellectual field of research. Furthermore, the five-part of sub-contexts within the problem-solution text is indeed reasonable. Nonetheless, Swales (1990:140) argued that the labeling of sub-contexts implies a rather flat and objective predomination. Thus,

Swales and Feak (1994:103) proposed more current sub-contexts for the problem-solution text. The revised version of the problem-solution text involves situation, problem, partial solution, evaluation of the partial solution, new solution and evaluation of new solution. The revised version of the problem-solution text is presented in Table 2.2 as follows.

TABLE 2.2 THE PROBLEM SOLUTION TEXT

SITUATION	A background information which is related to a certain set of situation or circumstances
PROBLEM	Several reasons disclosed to challenge the accuracy of a particular figure; criticism towards the weaknesses appeared around the existing circumstances; the plausible counterevidence
PARTIAL SOLUTION	Discussion of strategies employed in order to diminish the problem
EVALUATION	The process of assessing the advantages and disadvantages of the suggested solutions
NEW SOLUTION	Discussion of current and modern strategies employed to diminish the problem
EVALUATION	The process of assessing the advantages of the suggested current solutions

(source: *Academic Writing for Graduate Students, 1994:103*)

2.6.2 *Create a Research Space* (CARS) by Swales (1990)

Creating an excellent research article in English needs a particular organizational structure. The structure is employed to make sure that the article is understood as clearly as possible by the readers of a specific scientific community. The general sections that commonly come into view in writing English research article usually consist of *Introduction, Method*, *Results*, and *Discussion*. The conventional format of English research article comes from authentic texts written in English (Swales, 1990:130). It has been applied and chosen as the basis in writing a research article.

A similar format of writing an English research article has been employed by various communities within both English speaking countries and non-English speaking countries. The immutable and defining characteristics can be considered

as the distinguishing factors and qualities in writing an English research article. Those characteristics include clarity, brevity, and precision.

Within Indonesia context, there has been a theory declaring that the common format is started with an abstract and finalized with a reference list. The noticing variation of style in writing an English research article by the Indonesian students has been discovered by investigating a wide range of accredited national journals in Indonesia (Rakhmawati, 2013:266). The distinguishing format involves the rhetorical style of writing an introduction by the Indonesian students. Related to the physical appearance, there is no particular information and instruction for the Indonesian students on how an introduction of the English research article must be written. In other words, the specifications pertinent to certain communicative purpose and certain style to be accomplished are not provided by the accredited journals in Indonesia (Rakhmawati, 2013:267). The aforementioned issues have been solved by a specific model of rhetorical style for the introduction section proposed by Swales (2004). It is generally called as the *Create a Research Space* (CARS) model.

TABLE 2.3 THE CARS MODEL BY SWALES (1990)

MOVE 1 **ESTABLISHING A TERRITORY**	**Step 1:** Claiming centrality **Step 2:** Making topic generalization **Step 3:** Reviewing items of previous research
MOVE 2 **ESTABLISHING A NICHE**	**Step 1A:** Counter-claiming **Step 1B:** Indicating a gap **Step 1C:** Question-raising **Step 1D:** Continuing a tradition
MOVE 3 **OCCUPYING THE NICHE**	**Step 1A:** Outlining purpose **Step 1B:** Announcing present research **Step 2:** Announcing principal findings **Step 3:** Indicating research article structure

(source: *Genre Analysis, 1990*)

The macro structures of the CARS model consist of three moves. Each move has several micro structures or steps to be carried out. However, the modified CARS model has been introduced in which there is a slight difference between the prior and the current models.

2.6.3 *Create a Research Space* (CARS) by Swales (2004)

The current CARS model consists of three macro structures, usually called as *moves*. Each move needs to be implemented successfully in writing the introduction section of research article. The three moves within the CARS model comprises establishing a territory as Move 1, establishing a niche as Move 2, and occupying the niche as Move 3.

TABLE 2.4 THE MODIFIED SWALES' CARS MODEL (2004)

MOVE 1 **ESTABLISHING A TERRITORY**	**Step 1: Claiming centrality** - Many researchers have recently been investigating about.. - A central issue related to…is the validity of… **Step 2: Making topic generalization** - It has been generally accepted that… - It is commonly suggested that… **Step 3: Reviewing items of previous research** - Swales (1990) suggested that… - A study conducted by Smith (1989) concluded…
MOVE 2 **ESTABLISHING A NICHE**	**Step 1A: Counter-claiming** - Nevertheless, this point of view has been challenged by recent data showing that… - However, the research failed to recognize… **Step 1B: Indicating a gap (from the previous research)** - The research tended to focus on…rather than… - Evidence on this research question is inconclusive. **Step 1C: Question-raising (related to previous research)** - How much the population has actually been decreased? - The question is whether… **Step 1D: Continuing a tradition** - It is tempted to conduct a survey of… - The differences about…need to be investigated…
MOVE 3 **OCCUPYING THE NICHE**	**Step 1A: Outlining purpose** - The main objective of the present paper is to elucidate… **Step 1B: Announcing present research** - The present research investigated… **Step 2: Announcing principal findings** - Within this paper, the author argues that… **Step 3: Indicating structure of the paper** - The present paper is structure as follows… **Step 4: Evaluation of findings** - A huge number of evidences show that the proposed suggestion not only…but also…

(source: *Academic Writing for Graduate Students, 2004*)

2.6.3.1 Move 1 (Establishing a Territory)

Move 1 consists of three micro-structures or *steps*. Those steps include claiming centrality, making topic generalization, as well as reviewing items of previous research. In writing the introduction section, the writers are expected to employ either one or all steps provided within move 1. By implementing Move 1, the writers are supposed to convincingly provide an argumentation related to the importance of the research topic carried out. In general, Move 1 of the CARS model is compatible with the *Goal* and *Current capacity* of the problem-solution text suggested by Zappen (1983).

The Step 1, which is claiming centrality, is one of the strategies that can be employed within Move 1 of CARS model. It is usually employed to ask for the acceptance of the readers related to the research reported which is believed to contribute to the well-established research field. The implementation of centrality claims within the introduction section is able to be deployed in numerous ways. The first is by referring to the preceding or classic works. The second is by referring to the fundamental character of the research issue. The third is by referring to the actively research topic investigated by other experts (Swales, 1990:143). Most of the implementation of centrality claims is written in a single sentence. Even though, it is also able to be extended into two or more sentences. Some exemplary signals of claiming centrality in the introduction section are displayed as follows:

1. *In recent years, applied researchers have become increasingly interested in. . . .*
2. *Recently, there has been a space of interest in how to. . . .*
3. *Many investigators have recently turned to. . . .*
4. *The well-known. . . .phenomena. . . .have been favorite topics for analysis both in. . . .*
5. *The effect of. . . .has been studied by many authors.*

(Swales, 1990:144)

Step 2, which is making a topic generalization, can be employed in the introduction section of research article. It is used to portray a certain research topic generalization by highlighting the complexity of the research data. In addition, the process of making a topic generalization can be subdivided into two

categories. Those categories involve a clear statement of the research knowledge or practice and a clear statement of the research phenomena (Swales, 1990:146). In stating the research knowledge or the research practice in the introduction section, the typical signals are:

1. *The actiology and pathology of . . . . is well-known.*
2. *There is now much evidence to support the hypothesis that. . . .*
3. *A standard procedure for assessing has been. . . .*
4. *Education core courses are often criticized for. . . .*

(Swales, 1990:146)

On the other hand, in stating the research phenomena in order to make a topic generalization, the exemplary signals are:

1. *English is rich in related words exhibiting 'stress shifts'.*
2. *There are many situations where. . . .*
3. *An elaborate system of. . . .is found in the. . . .*

(Swales, 1990:146)

The Step 3, which is reviewing of one or more items, is considered to be a crucial step. It is essential for the researcher to find and relate the present research topic with the previous relevant research through several strategies. Firstly, by presenting a specification of preceding research findings. Secondly, by providing an attribution to the person who carried out the preceding research. Thirdly, by giving an opinion towards the preceding research.

In relating the current and the preceding research, it is essential for the researcher to create a clear distinction between the forms of integral and non-integral of citation. An integral citation is believed to be one of the citation forms

in which the name of the researcher is stated as the element of actual citing sentences. On the other hand, a non-integral citation is considered to be a form of citation in which a superscript number or other citing devices are employed (Swales, 1990:148).

TABLE 2.5 THE INTEGRAL AND NON-INTEGRAL CITING

INTEGRAL	NON-INTEGRAL	
A. BRIE (1988) SHOWED THAT.... **B. THE MOON'S CHEESY WAS ESTABLISHED BY BRIE (1988).** **C. BRIE'S THEORY (1988) CLAIMS THAT....**	A. Previous research has shown that the moon is made of cheese (Brie, 1988). B. It has been shown that the moon is... (Brie, 1988). C. It has been established that....[1] D. The moon is probably made of cheese (Brie, 1988). E. The moon may be made of cheese . . .[1]	**+R**
D. BRIE'S (1988) THEORY OF LUNAR COMPOSITION.... **E. ACCORDING TO BRIE (1988), THE MOON IS MADE OF CHEESE.**	F. The moon may be made of cheese (but cf. Rock, 1989)	**-R**

(source: *Genre Analysis, 1990:149*)

As shown in the Table 2.5, the integral citation may take a part in the introduction section of research article through various forms. Firstly, by showing the researcher's name as the subject (A). Secondly, by showing the researcher's name as the passive agent (B). Thirdly, by implementing the possessive noun phrase (C and D). Lastly, by implementing an adjunct of reporting (E). On the contrary, the non-integral citation displays three parenthetical forms of citation (A, B, D, F) as well as two superscripted forms of citations (C and E).

Furthermore, the third column of Table 2.5 shows +R and –R labels. The +R label, or the reporting citation label, refers to a citation form that carries out various reporting verbs, such as *establish, claim, argue*, and others. Meanwhile,

the –R label, or the non-reporting citation label, refers to a citation form that arises through the use of a number of associated verbs.

In citing the preceding research, it is essential for the writers to identify the common rules of the Present, Past, and Present Perfect tenses. The tenses are used in order to classify and cite the previous research in accordance with its functions. For instance, the Present Perfect tense is normally employed to claim a general past literature. Meanwhile, the Past tense is employed to claim a non-general past literature. Moreover, the Present Perfect tense is usually used to point out the following discussion of previous information in which the Present Perfect tense existed as well. Meanwhile, in most cases, Past tense is used to indicate the research results which are in the form of quantitative. Above all, the Present tense is mostly employed to specify the research results which are in the form of quantitative that are relevant with the past literature (Swales, 1990:154).

2.6.3.2 Move 2 (Establishing a Niche)

Move 2, which is establishing a niche, consists of four steps. Those steps include counter-claiming, indicating a gap, question-raising, as well as continuing a tradition. Within move 2, the writers are expected to justify a research space related to the importance of the research topic. In other words, the main role of Move 2 of the CARS model is mainly to present an apparent and convincing argument showing the of the research. In general, Move 2 of the CARS model is closely linked with the *Problem* section of problem-solution text suggested by Zappen (1983).

The Step 1A within Move 2, which is the counter-claiming, is solely attributed to introduce a gap of the preceding research that has a weak argument

of theory. The Step 1B, which is indicating a gap, refers to a strategy that can be employed by the researcher in establishing a niche by deploying numerous lexical negation verbs. In other words, Step 1B allows the researcher to point out the research gap that put up with some limitations. Several indicated gaps to establish the niche within Move 2 is written by deploying lexical signal in verbs, such as *suffer* and *be limited to*. It can also be implemented by deploying adjective phrases, such as *time consuming*, *expensive,* and *not sufficiently accurate* (Swales, 1990:155). The frequent lexical negation verbs implemented in indicating a gap are shown in Table 2.6.

TABLE 2.6 THE LEXICAL NEGATION VERBS

LEXICAL NEGATIONS	
VERBS	Fail, lack, overlook
ADJECTIVES	Inconclusive, complex, misleading, elusive, scarce, limited, questionable
NOUNS	Failure, limitation
OTHER	Without regard for

(source: *Genre Analysis, 1990:153*)

In addition to lexical negation verbs, it is essential for the researcher to utilize other minor ways in indicating a gap within Move 2. Those minor ways include question-raising, presenting expressed needs, expressing logical conclusion, asserting contrastive comments, as well as declaring problem-raising. The strategies are displayed in Table 2.7.

TABLE 2.7 ESTABLISHING A NICHE

ESTABLISHING A NICHE	
QUESTIONS	A question remains whether....
EXPRESSED NEEDS/DESIRES/INTEREST	a. The differences need to be analyzed…. b. It is desirable to perform test calculations…. c. It is of interest to compare….
LOGICAL CONCLUSIONS	a. This must represent…. b. One would intuitively expect….
CONTRASTIVE COMMENT	a. The research as tended to focus on…rather than…. b. Studies most often contrast…. rather than…. c. Researchers have focused primarily on….as opposed to…. d. Emphasis has been on….with scant attention given to…. e. Although considerable research has been done on….much less is known as to….
PROBLEM-RAISING	a. The application presents a problem…. b. A key problem in many….is….

(source: *Genre Analysis, 1990:153*)

Furthermore, it is also possible for the researcher to justify the significant value of the research by continuing a tradition. By extending the preceding research results, it builds up the prior theory of the research field. In most of the case, expanding the previous research is often indicated by the use of particular connecting markers, such as "*henceforth", "therefore", "in consequence", "as a result",* and other discourse markers as well.

2.6.3.3 Move 3 (Occupying the Niche)

The Move 3 of CARS model is occupying the niche. It consists of five steps, namely outlining purposes, announcing the present research, announcing principal findings, indicating research article structure, as well as evaluating the findings. Within Move 3, the researchers are expected to propose further actions with due regard to the aforementioned importance of the research topic explained

within Moves 1 and 2. Henceforth, it elucidates the fact that the rhetorical flow in move 1 is inextricably linked with Move 2 and Move 3 as well.

The capacity of Move 3 in taking a responsibility to convert the established niche in Move 2 into a justified research space is really crucial. That is to say, Move 3 occurs after Move 2 to fulfill several goals. The first goal is to affirm the well-established counter claimed. The second goal is to fulfill the research gap. The third goal is to react to precise questions. The fourth goal is to carry on the conclusively proved tradition. The exemplary expressions of Move 3 in the introduction section of research article are:

1. *This paper reports on the results obtained*. . . .
2. *The aim of the present paper is to give*. . . .
3. *In this paper we give preliminary results of*. . . .
4. *The main purpose of the experiment reported here was to*. . . .
5. *The present work extends the use of the last model*. . . .

(Swales, 1990:146)

In occupying the niche, Move 3 of the CARS model is limited to the Present tense. Nonetheless, it is permitted to select between either Present tense or Past tense in each step of Move 3. However, there is an intense and favorable preference to employ the Present tense as it promotes the impression of modern relevance (Swales, 1990:160).

Generally, the Move 3 occurs at the end of the introduction section of research article. Furthermore, most of the introduction section wraps up with Step 1, which is the outlining purpose. Nevertheless, it is necessary for the researcher to be familiar with other steps of occupying the niche. The other steps include the

manifestation of the detailed research structure as well as the manifestation of the detailed research content. The common expressions employed in Move 3 are presented as follow.

1. *We have organized the rest of this paper in the following way. . .*
2. *This paper is structured as follows. . . .*
3. *The remainder of this paper is divided into five sections. Section I describes. . . .*

(Swales, 1990:161)

An unambiguous statement of purpose is considered to be one of the characteristics of a genuine research report. The fundamental theme of a clear statement of purpose within a research report is closely related to the introduction section. This is due to the fact that the emblematic characteristic of the introduction section is the manifestation of rhetorical styles.

The Create a Research Space (CARS) model adequately portrays some typical features possessed by the introduction section. It includes the urgency to set up the main significance of the research main interest to the readers. In addition, it also includes the necessity to establish the main significance of the research within the research report. Above all, the typical feature of the CARS model also includes the importance to display the main significance of the research to be utilized by the wider discourse community (Swales, 1990:142).

2.7 The Relevant Research

Basically, there have been several research studies conducted pertaining to the rhetorical style employed in the introduction section. One of those research was conducted by Hirano (2009). The research was determined in comparing the

rhetorical styles employed in the introduction section written in Brazilian Portuguese and in English within the field of Applied Linguistics. The corpus data involved 10 research articles written in Brazilian Portuguese from *The ESPecialist,* and 10 research articles written in English from *English for Specific Purposes*. The corpus data were analyzed in accordance with the Create a Research Space (CARS) model. The research findings reported several significant distinctions pertinent to the rhetorical style employed in the introduction section of Brazilian Portuguese and English research articles. The most noteworthy distinctive feature was on the absence of Move 2 within the Brazilian Portuguese research articles. Nevertheless, the rhetorical styles of Brazilian Portuguese research articles were essentially still in accordance with the Swales' CARS model (2004).

Another research related to the rhetorical styles was carried out by Loi and Evans (2010). The research solely aimed in investigating the rhetorical style employed in the introduction section of research articles written in English and Chinese within the field of educational psychology. The corpus data consisted of 40 research articles. The first was 20 research articles written by English speakers from *The Journal of Educational Psychology*. The second was 20 research articles written by Chinese speakers from *Psychological Development and Education*. Furthermore, the present research preferred the CARS model by Swales (2004) as the basic instrument. The instrument was used to analyze the rhetorical styles employed within the introduction section of English and Chinese research articles. The research findings resulted in a categorization of rhetorical style caused by three factors. Those factors were explicitness, specifying the value of research,

and taking a critical stance (Loi and Evans, 2010). Above all, the introduction section of both English and Chinese research article appeared to principally employ 2 moves from the CARS model. The moves included defining the concepts (move 1 step 2), presenting the background of the study (move 3 step 1), reviewing literature and finding of previous research (move 1 step 4), announcing the purpose of the research (move 3 step 1), and announcing the focus of the study (move 3 step 2).

Sheldon (2011) also executed a research related to the rhetorical style employed in the introduction section. The research primarily focused on examining the moves and steps employed within the introduction section written in English by English-background speakers and Spanish-background. The primary framework used was the Swales'(2004) CARS model. For the corpus data, 54 research articles were captured from various sources within the field of applied linguistics. Firstly, the data included 9 research articles written by English-background speakers from *English for Specific Purposes (ESP)*. Secondly, 9 research articles written by English-background speakers from *Teaching English to Speakers of Other Languages Quarterly (TESOL Quarterly)* were also included. Thirdly, the data also involved 9 research articles written by Spanish-background speakers from *Revista Espanola de Linguistica Aplicada (RESLA)*. In addition, 9 research articles written by Spanish-background speakers from *Iberica* were also involved. The research findings displayed a varied uniqueness pertinent to the rhetorical style employed in the introduction section. The English-background speakers tended to strongly put their research in the central body of theory. Moreover, the English-background speakers employed a concise centrality

claims for the research validation followed by indicating the gaps. However, the Spanish-background speakers tended to not manifest a strong conformity to the established CARS model proposed by Swales (2004).

In the perspective of Indonesia, there were also quite a few numbers of research conducted related to the rhetorical styles employed in the introduction section. One of the research pertaining to the rhetorical styles was conducted by Mirahayuni (2001). She aimed in investigating the rhetorical styles of research article written by Indonesian writers. In other words, the research basically explored the textual structure of the research article written by Indonesian writers. The main framework used in this research was the Swales' CARS model (1990). In conducting the research, 58 research articles were included as the data. The data consisted of 20 research articles written in English by English native writers. In addition, the data also included 19 English research article written by Indonesian writers. Furthermore, 19 Indonesian research article written by Indonesian writers were also involved. The research findings noted several distinctive writing practices occupied by both English and Indonesian writers. Those distinctive writing practices caused by two major factors. The first factor was insufficient knowledge of distinctive writing practices by the non-English native speakers. The second factors was the scarcity of control over the writing process and the scarcity of linguistic resources available to recognize the stages of writing the research article.

Another research conducted pertinent to the rhetorical styles employed in the introduction section written by Indonesian writers was conducted by Rakhmawati (2013). The research mainly discussed the generic organization and

the rhetorical style employed by the Indonesian writers in writing research article. The corpus data for the suggested research involved 50 research articles within the field of applied linguistics published in accredited journals in Indonesia. The research results discovered several variations of rhetorical styles employed by the Indonesian writers in writing research article. The first variation was established within the Abstract section. Some of the bilingual journals in Indonesia, such as *Bahasa dan Seni, Humaniora* and *Linguistik Indonesia,* preferred to write the abstract in both English and Indonesian. On the contrary, the monolingual journals of Indonesia, including TEFLIN and JELT, favored the abstract section to be written in English. Above all, the rhetorical styles employed by multifarious accredited journals in Indonesia were dissimilar within the sections of introduction, method, as well as result and discussion.

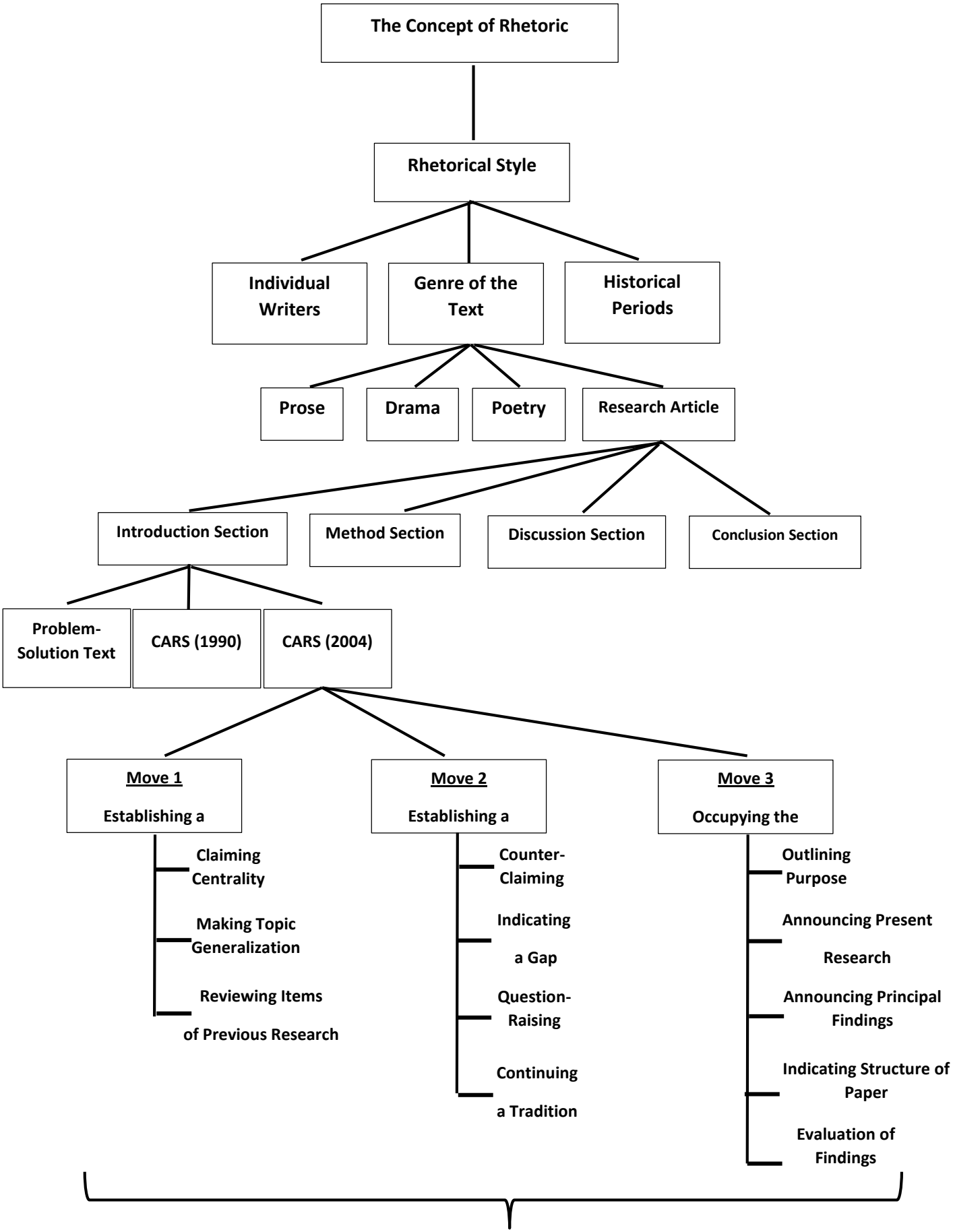
Safnil (2013) also executed a research pertaining to rhetorical styles. The research solely focused on identifying the linguistic features to recognize the communicative and subcommunicative units within the introduction section. The CARS model by Swales (2004) was used as the primary framework to analyze the data. The corpus data included 30 English research articles written by Indonesian writers taken from three fields. The first field was engineering science comprising 10 research articles. The second field was science consisting of 10 research articles. The third field was medical science involving 10 research articles. The research results reported that only 11 out of 30 research articles were able to successfully establish a niche. However, none of the introduction sections successfully employed the step of counter claiming. Moreover, the contradictory types were often used as the discourse markers within the niche establishment. In

addition, the lexical negation and the negation of phrasal verb were also used as the linguistic features within the introduction section written by Indonesian writers.

2.8 Conceptual Framework

In accordance with the literature review, the present research are solely focused on two objectives. The first objective is discovering the rhetorical styles employed by the English Department students majoring in English Education at Yogyakarta State University in writing the introduction section of research article. The second objective is revealing the pedagogical implications of the analysis. In this research, the revelation of pedagogical implication is carried out after analyzing the micro and macro structures of the introduction section written by the English Department students of Yogyakarta State University. The Create a Research Space (CARS) model proposed by Swales (2004) is selected to be the main framework. The conceptual framework of the present research is illustrated in Figure 2.1.

Figure 2.1 The Conceptual Framework



2.8.1 Discovering the Rhetorical Style in the Introduction Section of Research Article

The first objective of this research is to discover the rhetorical styles employed by the English Department students majoring in English Education at Yogyakarta State University in writing the introduction section. It is formed in accordance to the several identifications of research problems. Firstly, there has been a very little recognition to the writing works performed by the students of undergraduate level, especially the research article writing. Most of the research subjects related to research article are mainly the works of the professionals published in the reputable journals. Thus, it is considered necessary to carry out a research to analyze the research articles written by the undergraduate students.

Secondly, the undergraduate students are likely to be the potential contributors to the academic community in the future. Henceforth, it is pivotal for them to be able to add an advanced knowledge to the existing body of human knowledge. It is also necessary for them to engage the readers with a fascinating rhetorical style in equipping the readers with concise information related to the research topic. Henceforth, it is believed to be an inevitable thing to investigate the rhetorical styles employed by the students of undergraduate level. The analysis is considered crucial in order to disclose the writing styles of the undergraduate students in writing the introduction section.

Additionally, there is no an apparent indication whether a considerable exposure to English practice can successfully develop the English rhetorical style of the students in writing a research article. Therefore, it is considered urgent to conduct a research focusing on examining the rhetorical styles used in the introduction section of research article. Particularly, the research articles written

by the students of undergraduate level, especially the students majoring in English Education. This research is crucial to carry out in order to examine the rhetorical skills of the undergraduate students as one of the manifestations from earning a high exposure to the English writing practice.

The research is particularly aimed in observing and exploring the rhetorical styles employed by the students of English Education in writing the introduction section of research article. The theoretical framework is in accordance with the Create a Research Space (CARS) model proposed by John Swales (2004). The CARS model is appointed as the main framework as it is believed to be the internationally accepted rhetorical style to be adopted in writing the research article. Related to other types of rhetorical style, there had been two prior rhetorical styles introduced by Toulmin (1972) and Swales (1990).

The first rhetorical style was the one suggested by Toulmin (1972) and adopted by Zappen (1983) namely the problem-solution text. It consisted of five sub-sections, which are the goal section, the current capacity section, the problem section, the solution section, and the criteria of evaluation section. Nonetheless, Swales (1990) declared that the labeling of the five sub-sections is considered to be a rather flat and objective predomination. On the other hand, the second rhetorical style was introduced by Swales (1990) namely the Create a Research Space (CARS) model. However, the modified CARS model (2004) offers a more transparent and straightforward macro and micro structures to be employed and maintained in writing the introduction section. Henceforth, the Create a Research Space (CARS) model is considered to be an appropriate framework in analyzing the rhetorical styles employed by the undergraduate

students. This is due to the fact that the CARS model is able to be adopted for any subjects of interests. Above all, most of the research conducted pertaining the rhetorical styles also selects the Swales' CARS model (2004) as the main framework. It signifies a powerful position of the CARS model as the internationally accepted rhetorical style in writing the research articles.

2.8.2 Revealing the Pedagogical Implication of Rhetorical Style in Writing the Introduction Section of Research Article

The second objective of the research is to reveal the pedagogical implications of the rhetorical styles employed by the English Department students in writing the introduction section of research article. It is formed as a contribution to the new perspective of academic writing. The academic writing offers the students with a wide opportunity to explore a certain subject of interest. At the same time, the academic writing also commences a broad chance for the students to select any rhetoric styles. In addition, there is no prior research related to rhetorical styles that suggest the pedagogical implication of rhetorical style, especially the importance of learning rhetorical styles within the academic writing. Consequently, it is very necessary to carry out a research in order to reveal the needs of incorporating the concept of rhetorical styles in the academic writing.

In the present research, the analysis of rhetorical styles employed by the undergraduate students in writing the introduction section is carried out. In doing so, the strength and weaknesses of the introduction section related to the rhetorical styles adopted to justify the importance of the research are also recognized. Then, the findings lead to the urgency to incorporate the rhetorical styles as a part of the composing process of academic writing. The process of academic writing

involves several activities, namely structuring the research article, noticing vocabulary, choosing the writing organization, sequencing tenses, narrowing the research focus, and developing an effective thesis statement (Meyers, 2014:170). The Create a Research Space (CARS) model is indeed preferred from other choices as the fundamental framework of rhetorical style within the learning activity of academic writing. Above all, the ten principles of academic writing are supposed to be instilled in the academic writing as well. Those principles include clear purpose, audience engagement, clear point of view, single focus, logical organization, strong support, clear and complete explanations, effective use of research, correct APA style, as well as writing style (Whitaker, 2009:3).

The necessity to reveal the pedagogical implications of rhetorical styles in writing the introduction section within the academic writing class is manifested in a research conducted by Kuteeva and Negretti (2015). The research indicates that the graduate students are likely to interconnect the rhetorical style of a particular genre with their recognition of the knowledge-making practice in a specific discipline. In addition, Loi, Evans, Akkakoson, Ahmed, and Ahmed (2015) also signify the importance of identifying the pedagogical implications on rhetorical conventions which is worth exploring within the English of Academic Purpose classroom. Furthermore, Khansari, Heng, Yuit, and Tan (2016) also conducted a research related to rhetorical styles. The research primarily discusses the insights of numerous variations of abstract writing. It also proclaims the essential requirement for the English teachers and lecturers to introduce various styles of text organizations. The research also suggests that the textbook developers are supposed to incorporate the knowledge of text structure and rhetorical style of

research article which are relevant to a particular genre or subject of interest. To sum up, revealing the pedagogical implications of rhetorical styles employed by the undergraduate students in writing the introduction section is considered critical. This is due to the fact that it mainly concentrates in assisting the students to evaluate and analyze a particular subject of interest. Moreover, it is also able to assist the students in organizing, arguing, responding, expressing, and justifying their opinions with an engaging rhetorical style.