

CHAPTER IV

FINDINGS AND DISCUSSION

The present chapter is projected to disclose the findings and discussions of the research. This chapter discusses the micro and macro structures which are employed by the English Department students in writing the introduction section of research article.

4.1 Research Findings

The present section displays the research findings pertinent to the rhetorical styles employed by the English Department students in writing the introduction section. The findings are portrayed in Table 4.1.

Table 4.1 Rhetorical Styles Employed in the Introduction Section

Journal Volume	Move 1 Establishing a Territory			Move 2 Establishing a Niche				Move 3 Occupying the Niche				
	CC	MTG	RIPR	C-C	IG	Q-R	CT	OP	APR	APF	ISP	EF
Volume 7 (1)	2	8	-	-	10	-	-	4	2	-	-	1
Volume 7 (2)	1	9	-	-	8	-	1	3	2	-	-	1
Volume 7 (3)	2	8	-	-	10	-	-	4	-	-	-	-
Volume 7 (4)	3	7	-	-	8	-	1	4	2	-	-	-
Volume 7 (5)	1	9	-	-	7	-	2	8	-	-	-	-
Volume 7 (6)	1	9	-	-	8	-	-	7	1	-	-	-
Volume 7 (7)	-	9	-	-	7	-	1	6	1	-	-	-
Volume 7 (8)	1	3	-	-	4	-	-	3	3	-	-	-
Total	11	62	0	0	62	0	5	39	11	0	0	2
Percentage	15.1%	85%	0%	0%	85%	0%	6.9%	53.4%	15.1%	0%	0%	2.7%

The research findings disclose that Step 2 of Move 1, which is making topic generalization, outnumbers the other steps. This is due to the fact that it occurs in 85% of the 73 research articles selected. On the other hand, it is discovered that 15.1% of the 73 research articles employ Step 1 namely claiming centrality. Furthermore, none of the research articles employs Step 3 namely reviewing items of previous research within the introduction sections.

Additionally, the research findings discover that Step 1B of Move 2, which is indicating a gap, outnumbers the other steps. This is due to the fact that 85% of the 73 research articles implement Step 1B. However, only 6.9% of the 73 research articles implement Step 1D namely continuing a tradition. Also, none of the research articles implement Step 1A and Step 1C in establishing a niche within the introduction section.

Pertaining Move 3, it is revealed that 53.4% of the research articles carry out Step 1A which is outlining purpose. In addition, 15.1% of the research articles carry out Step 1B which announcing present research. Furthermore, only 2.7% of the 73 research articles carry out Step 4 which is evaluation of finding. However, none of the research articles carry out Step 2, namely announcing principal findings, and Step 3, namely indicating structure of the paper, in occupying the niche within the introduction sections.

4.1.1 The English Language Teaching Journal Volume 7 (1)

In the English Language Teaching Journal Volume 7 (1), the Step 2 of Move 1 namely making topic generalization is considered as the highest step to be carried out. It appears in 8 out of 10 research articles as a strategy in establishing a territory within the introduction section. Meanwhile, the Step 1B of Move 2

namely indicating a gap is also regarded as the highest step to be implemented. It occurs in all of the research articles of ELT Journal Volume 7 (1) as a strategy in establishing a niche within the introduction section. Additionally, as the Step 1A of Move 3, the outlining purpose appears in 4 out of 10 research articles as a strategy in occupying the niche within the introduction section. The details are specified as follows.

Table 4.2 Move 1 within the ELT Journal Volume 7(1)

CARS Model by Swales (2004)		Frequency	Percentage
Move 1 (Establishing a Territory)	Claiming Centrality	2	20%
	Making Topic Generalization	8	80%
	Reviewing Items of Previous Research	0	0%

According to Table 4.2, it is revealed that claiming centrality only occurs in 2 out of 10 research articles. In addition, none of the research articles within ELT Journal Volume 7 (1) that employs reviewing items of previous research in establishing a territory. On the other hand, making topic generalization appears in 8 out of 10 research articles within ELT Journal Volume 7 (1). That is to say, the Step 2 of Move 1 is likely to be carried out by the English Department students of Yogyakarta State University in establishing a territory within the introduction section in the ELT Journal Volume 7 (1).

Table 4.3 Move 2 within the ELT Journal Volume 7(1)

CARS Model by Swales (2004)		Frequency	Percentage
Move 2 (Establishing a Niche)	Counter-Claiming	0	0%
	Indicating a Gap	10	100%
	Question-Raising	0	0%
	Continuing a Tradition	0	0%

Furthermore, related to Move 2 of the CARS model, it is disclosed that indicating a gap occurs in 10 out of 10 research articles within ELT Journal Volume 7 (1). Hence, none of the introduction section employs counter-claiming, question-raising, and continuing a tradition. In other words, the English Department students are likely to employ indicating a gap as a step in establishing a niche within the introduction section in the ELT Journal Volume 7 (1).

Table 4.4 Move 3 within the ELT Journal Volume 7(1)

CARS Model by Swales (2004)		Frequency	Percentage
Move 3 (Occupying the Niche)	Outlining Purpose	4	40%
	Announcing Present Research	2	20%
	Announcing Principal Findings	0	0%
	Indicating Structure of the Paper	0	0%
	Evaluation of Findings	1	10%

Above all, pertaining Move 3, 4 out of 10 research articles employ outlining purpose in writing the introduction section. Furthermore, announcing present research is carried out in 2 out of 10 research articles. Moreover, the evaluation of findings is employed in 1 out of 10 research articles. Nonetheless, announcing principal findings and indicating structure of the paper are not

implemented in all of the research articles. Thus, the English Department students of Yogyakarta State University are likely to employ Step 1A of Move 3 in occupying the niche in writing the introduction section within the ELT Journal Volume 7 (1).

4.1.2 The English Language Teaching Journal Volume 7 (2)

In the English Language Teaching Journal Volume 7 (2) making topic generalization is the highest step to be carried out. It appears in 9 out of 10 research articles as a strategy in establishing a territory within the introduction section. Meanwhile, namely indicating a gap is also the highest step to be implemented. It occurs in 8 out of 10 research articles as a strategy in establishing a niche in writing the introduction section. Additionally, outlining purpose appears in 3 out of 10 research articles as a strategy in occupying the niche within the introduction section in ELT Journal Volume 7 (2). The details are explained as follows.

Table 4.5 Move 1 within the ELT Journal Volume 7(2)

CARS Model by Swales (2004)		Frequency	Percentage
Move 1 (Establishing a Territory)	Claiming Centrality	1	10%
	Making Topic Generalization	9	90%
	Reviewing Items of Previous Research	0	0%

According to Table 4.5, it is revealed that appears in 9 out of 10 research articles within ELT Journal Volume 7 (2). That is to say, the Step 2 of Move 1 is likely to be carried out by the English Department students in establishing a territory within the introduction section. On the other hand, claiming centrality only occurs in 1 out of 10 research articles. However, none of the research articles

within ELT Journal Volume 7 (2) employs reviewing items of previous research in establishing a territory in the introduction section.

Table 4.6 Move 2 within the ELT Journal Volume 7(2)

CARS Model by Swales (2004)		Frequency	Percentage
Move 2 (Establishing a Niche)	Counter-Claiming	0	0%
	Indicating a Gap	8	80%
	Question-Raising	0	0%
	Continuing a Tradition	1	10%

Furthermore, related to Move 2 of the CARS model, it is disclosed that namely indicating a gap, occurs in 8 out of 10 research articles within ELT Journal Volume 7 (2). Meanwhile, there is only 1 out of 10 research articles implementing continuing a tradition. Additionally, none of the other steps of Move 2 is carried out, which are counter-claiming and question-raising. In other words, the English Department students of Yogyakarta State University are likely to employ indicating a gap as a step in establishing a niche in the introduction section within the ELT Journal Volume 7 (2).

Table 4.7 Move 3 within the ELT Journal Volume 7(2)

CARS Model by Swales (2004)		Frequency	Percentage
Move 3 (Occupying the Niche)	Outlining Purpose	3	30%
	Announcing Present Research	2	20%
	Announcing Principal Findings	0	0%
	Indicating Structure of the Paper	0	0%
	Evaluation of Findings	1	10%

Above all, pertaining Move 3 of CARS model, 3 out of 10 research articles employ outlining purpose in writing the introduction section. Furthermore, announcing present research is carried out in 2 out of 10 research articles. Moreover, the evaluation of findings is employed in 1 out of 10 research articles. Meanwhile, announcing principal findings and indicating structure of the paper are not implemented in all of the research articles.

4.1.3 The English Language Teaching Journal Volume 7 (3)

In the English Language Teaching Journal Volume 7 (3), making topic generalization is the highest step to be carried out. It appears in 8 out of 10 research articles as a strategy in establishing a territory within the introduction section. Meanwhile, indicating a gap is regarded as the highest step to be implemented as well. It occurs in all of the research articles of ELT Journal Volume 7 (3) as a strategy in establishing a niche in writing the introduction section. Additionally, outlining purpose appears in 4 out of 10 research articles as a strategy in occupying the niche within the introduction section within ELT Journal Volume 7 (3). The details are clearly specified as follows.

Table 4.8 Move 1 within the ELT Journal Volume 7(3)

CARS Model by Swales (2004)		Frequency	Percentage
Move 1 (Establishing a Territory)	Claiming Centrality	2	20%
	Making Topic Generalization	8	80%
	Reviewing Items of Previous Research	0	0%

According to Table 4.8, it is revealed that namely making topic generalization appears in 8 out of 10 research articles within ELT Journal Volume 7 (3). That is to say, the Step 2 of Move 1 is likely to be carried out by the English

Department students of Yogyakarta State University in establishing a territory in the introduction section. On the other hand, claiming centrality only occurs in 2 out of 10 research articles. In addition, none of the research articles within ELT Journal Volume 7 (3) employs reviewing items of previous research to establish a territory in the introduction section.

Table 4.9 Move 2 within the ELT Journal Volume 7(3)

CARS Model by Swales (2004)		Frequency	Percentage
Move 2 (Establishing a Niche)	Counter-Claiming	0	0%
	Indicating a Gap	10	10%
	Question-Raising	0	0%
	Continuing a Tradition	0	0%

Furthermore, related to Move 2 of the CARS model, it is disclosed that indicating a gap occurs in all of the research articles within ELT Journal Volume 7 (3). Additionally, none of the other steps of Move 2 is carried out. In other words, the English Department students of Yogyakarta State University are likely to employ indicating a gap as a strategy in establishing a niche in the introduction section within the ELT Journal Volume 7 (3).

Table 4.10 Move 3 within the ELT Journal Volume 7(3)

CARS Model by Swales (2004)		Frequency	Percentage
Move 3 (Occupying the Niche)	Outlining Purpose	4	40%
	Announcing Present Research	0	0%
	Announcing Principal Findings	0	0%
	Indicating Structure of the Paper	0	0%
	Evaluation of Findings	0	0%

Above all, pertaining Move 3 of CARS model, 4 out of 10 research articles employ outlining purpose in writing the introduction section. Furthermore, none of the other steps of Move 3 are carried out. Thus, to sum up, the English Department students of Yogyakarta State University are likely to employ Step 1 of Move 3 in occupying the niche in writing the introduction section within the ELT Journal Volume 7 (3).

4.1.4 The English Language Teaching Journal Volume 7 (4)

In the English Language Teaching Journal Volume 7 (4), making topic generalization is the highest step to be carried out. It appears in 7 out of 10 research articles as a strategy in establishing a territory within the introduction section. Meanwhile, indicating a gap is also regarded as the highest step to be implemented. It occurs in 8 out of 10 research articles of ELT Journal Volume 7 (4) as a strategy in establishing a niche in writing the introduction section. Additionally, outlining purpose appears in 4 out of 10 research articles as a strategy in occupying the niche within the introduction section within ELT Journal Volume 7 (4). The details are explained as follows.

Table 4.11 Move 1 within the ELT Journal Volume 7(4)

CARS Model by Swales (2004)		Frequency	Percentage
Move 1 (Establishing a Territory)	Claiming Centrality	3	30%
	Making Topic Generalization	7	70%
	Reviewing Items of Previous Research	0	0%

According to Table 4.11, it is revealed that making topic generalization, appears in 7 out of 10 research articles within ELT Journal Volume 7 (4). That is to say, the Step 2 of Move 1 is likely to be carried out by the English Department

students of Yogyakarta State University in establishing a territory in the introduction section. On the other hand, claiming centrality only occurs in 3 out of 10 research articles. In addition, none of the research articles within ELT Journal Volume 7 (4) employs reviewing items of previous research in establishing a territory in the introduction section.

Table 4.12 Move 2 within the ELT Journal Volume 7(4)

CARS Model by Swales (2004)		Frequency	Percentage
Move 2 (Establishing a Niche)	Counter-Claiming	0	0%
	Indicating a Gap	8	80%
	Question-Raising	0	0%
	Continuing a Tradition	1	10%

Furthermore, related to Move 2 of the CARS model, it is disclosed indicating a gap occurs in 8 out of 10 research articles within ELT Journal Volume 7 (4). Meanwhile, there is only 1 out of 10 research articles implementing continuing a tradition. Additionally, none of the other steps of Move 2 is carried out. In other words, the English Department students of Yogyakarta State University are likely to employ indicating a gap as a step in establishing a niche in the introduction section within the ELT Journal Volume 7 (4).

Table 4.13 Move 3 within the ELT Journal Volume 7(4)

CARS Model by Swales (2004)		Frequency	Percentage
Move 3 (Occupying the Niche)	Outlining Purpose	4	40%
	Announcing Present Research	2	20%
	Announcing Principal Findings	0	0%
	Indicating Structure of the Paper	0	0%
	Evaluation of Findings	0	0%

Above all, pertaining Move 3 of CARS model, 4 out of 10 research articles employ outlining purpose in writing the introduction section. In addition, 2 out of 10 research articles implement announcing present research in occupying the niche within the introduction section. Furthermore, none of the other steps of Move 3 is carried out. Thus, to sum up, the English Department students of Yogyakarta State University are likely to employ outlining purpose in occupying the niche in writing the introduction section within the ELT Journal Volume 7 (4).

4.1.5 The English Language Teaching Journal Volume 7 (5)

In the English Language Teaching Journal Volume 7 (5), making topic generalization is the highest step to be carried out. It appears in 9 out of 10 research articles as a strategy in establishing a territory within the introduction section. Meanwhile, indicating a gap is also regarded as the highest step to be implemented. It occurs in 7 out of 10 research articles of ELT Journal Volume 7 (5) as a strategy in establishing a niche in writing the introduction section. Additionally, outlining purpose appears in 8 out of 10 research articles as a strategy in occupying the niche within the introduction section in ELT Journal Volume 7 (5). The details are explained as follows.

Table 4.14 Move 1 within the ELT Journal Volume 7(5)

CARS Model by Swales (2004)		Frequency	Percentage
Move 1 (Establishing a Territory)	Claiming Centrality	1	10%
	Making Topic Generalization	9	90%
	Reviewing Items of Previous Research	0	0%

According to Table 4.14, it is revealed that making topic generalization appears in 9 out of 10 research articles within ELT Journal Volume 7 (5). That is

to say, the Step 2 of Move 1 is likely to be carried out by the English Department students of Yogyakarta State University in establishing a territory within the introduction section. On the other hand, claiming centrality only occurs in 1 out of 10 research articles. In addition, none of the research articles within ELT Journal Volume 7 (5) employs reviewing items of previous research in establishing a territory in the introduction section.

Table 4.15 Move 2 within the ELT Journal Volume 7(5)

CARS Model by Swales (2004)		Frequency	Percentage
Move 2 (Establishing a Niche)	Counter-Claiming	0	0%
	Indicating a Gap	7	70%
	Question-Raising	0	0%
	Continuing a Tradition	2	20%

Furthermore, related to Move 2 of the CARS model, it is disclosed that indicating a gap occurs in 7 out of 10 research articles within ELT Journal Volume 7 (5). Meanwhile, there are only 2 out of 10 research articles implementing continuing a tradition. Additionally, none of the other steps of is carried out. In other words, the English Department students of Yogyakarta State University are likely to employ indicating a gap as a step in establishing a niche in the introduction section within the ELT Journal Volume 7 (5).

Table 4.16 Move 3 within the ELT Journal Volume 7(5)

CARS Model by Swales (2004)		Frequency	Percentage
Move 3 (Occupying the Niche)	Outlining Purpose	8	80%
	Announcing Present Research	0	0%
	Announcing Principal Findings	0	0%
	Indicating Structure of the Paper	0	0%
	Evaluation of Findings	0	0%

Above all, pertaining Move 3 of CARS model, 8 out of 10 research articles employ outlining purpose in writing the introduction section. In addition, none of the other steps of Move 3 is carried out. Thus, to sum up, the English Department students of Yogyakarta State University are likely to employ outlining purpose in occupying the niche in writing the introduction section within the ELT Journal Volume 7 (5).

4.1.6 The English Language Teaching Journal Volume 7 (6)

In the English Language Teaching Journal Volume 7 (6), making topic generalization is the highest utilized step to be carried out in the introduction sections. It appears in 9 out of 10 research articles as a strategy in establishing a territory within the introduction section. Meanwhile, indicating a gap is also regarded as the highest step to be implemented. It occurs in 8 out of 10 research articles of ELT Journal Volume 7 (6) as a strategy in establishing a niche in writing the introduction section. Additionally, outlining purpose appears in 7 out of 10 research articles as a strategy in occupying the niche within the introduction section in ELT Journal Volume 7 (6). The details are explained as follows.

Table 4.17 Move 1 within the ELT Journal Volume 7(6)

CARS Model by Swales (2004)		Frequency	Percentage
Move 1 (Establishing a Territory)	Claiming Centrality	1	10%
	Making Topic Generalization	9	90%
	Reviewing Items of Previous Research	0	0%

According to Table 4.17, it is revealed that making topic generalization appears in 9 out of 10 research articles within ELT Journal Volume 7 (6). That is to say, the Step 2 of Move 1 is likely to be carried out by the English Department students of Yogyakarta State University in establishing a territory within the introduction section. On the other hand, claiming centrality only occurs in 1 out of 10 research articles. In addition, none of the research articles within ELT Journal Volume 7 (6) employs reviewing items of previous research in establishing a territory in the introduction section.

Table 4.18 Move 2 within the ELT Journal Volume 7(6)

CARS Model by Swales (2004)		Frequency	Percentage
Move 2 (Establishing a Niche)	Counter-Claiming	0	0%
	Indicating a Gap	8	80%
	Question-Raising	0	0%
	Continuing a Tradition	0	0%

Furthermore, related to Move 2 of the CARS model, it is disclosed that Step 1B of Move 2, namely indicating a gap, occurs in 8 out of 10 or 80% of research articles within ELT Journal Volume 7 (6). Meanwhile, none of the other steps of Move 2, which are counter-claiming, question-raising, and continuing a

tradition, are carried out. In other words, the English Department students of Yogyakarta State University are likely to employ indicating a gap as a step in establishing a niche in the introduction section of research article within the ELT Journal Volume 7 (6).

Table 4.19 Move 3 within the ELT Journal Volume 7(6)

CARS Model by Swales (2004)		Frequency	Percentage
Move 3 (Occupying the Niche)	Outlining Purpose	7	70%
	Announcing Present Research	1	10%
	Announcing Principal Findings	0	0%
	Indicating Structure of the Paper	0	0%
	Evaluation of Findings	0	0%

Above all, pertaining Move 3 of CARS model, 7 out of 10 research articles employ outlining purpose in writing the introduction section. Furthermore, 1 out of 10 research articles implement announcing present research in occupying the niche in writing the introduction section. In addition, none of the other steps of Move 3 is carried out. Thus, to sum up, the English Department students of Yogyakarta State University are likely to employ outlining purpose in occupying the niche in writing the introduction section within the ELT Journal Volume 7 (6).

4.1.7 The English Language Teaching Journal Volume 7 (7)

In the English Language Teaching Journal Volume 7 (7) making topic generalization is the highest utilized step to be carried out. It appears in all of the research articles as a strategy in establishing a territory within the introduction section. Meanwhile, indicating a gap is also regarded as the highest step to be implemented. It occurs in 7 out of 9 research articles of ELT Journal Volume 7 (7)

as a strategy in establishing a niche in writing the introduction section. Additionally, outlining purpose appears in 6 out of 9 research articles as a strategy in occupying the niche within the introduction section in ELT Journal Volume 7 (7). The details are explained as follows.

Table 4.20 Move 1 within the ELT Journal Volume 7(7)

CARS Model by Swales (2004)		Frequency	Percentage
Move 1 (Establishing a Territory)	Claiming Centrality	0	0%
	Making Topic Generalization	9	100%
	Reviewing Items of Previous Research	0	0%

According to Table 4.20, it is revealed that making topic generalization, appears in all of the research articles within ELT Journal Volume 7 (7). That is to say, the Step 2 of Move 1 is likely to be carried out by the English Department students of Yogyakarta State University in establishing a territory within the introduction section. On the other hand, none of the research articles within ELT Journal Volume 7 (7) employs claiming centrality and reviewing items of previous research in establishing a territory in the introduction section.

Table 4.21 Move 2 within the ELT Journal Volume 7(7)

CARS Model by Swales (2004)		Frequency	Percentage
Move 2 (Establishing a Niche)	Counter-Claiming	0	0%
	Indicating a Gap	7	77.8%
	Question-Raising	0	0%
	Continuing a Tradition	1	11.1%

Furthermore, related to Move 2 of the CARS model, it is disclosed that indicating a gap occurs in 7 out of 9 research articles within ELT Journal Volume 7 (7). Meanwhile, there is only 1 out of 9 research articles implementing continuing a tradition. In addition, none of the other steps of Move 2 is carried out. In other words, the English Department students of Yogyakarta State University are likely to employ indicating a gap as a step in establishing a niche within the introduction section of research article within the ELT Journal Volume 7 (7).

Table 4.22 Move 3 within the ELT Journal Volume 7(7)

CARS Model by Swales (2004)		Frequency	Percentage
Move 3 (Occupying the Niche)	Outlining Purpose	6	66.7%
	Announcing Present Research	1	11.1%
	Announcing Principal Findings	0	0%
	Indicating Structure of the Paper	0	0%
	Evaluation of Findings	0	0%

Above all, pertaining Move 3 of CARS model, 6 out of 9 research articles employ outlining purpose in writing the introduction section. Furthermore, 1 out of 9 research articles implement announcing present research in occupying the niche in writing the introduction section. In addition, none of the other steps of Move 3 is carried out. Thus, to sum up, the English Department students of Yogyakarta State University are likely to employ outlining purpose in occupying the niche in writing the introduction section within the ELT Journal Volume 7 (7).

4.1.8 The English Language Teaching Journal Volume 7 (8)

In the English Language Teaching Journal Volume 7 (8), making topic generalization is also considered as the highest utilized step to be carried out. It appears in 3 out of 4 research articles as a strategy in establishing a territory within the introduction section. Meanwhile, indicating a gap is also regarded as the highest step to be implemented. It occurs in all of the research articles of ELT Journal Volume 7 (8) as a strategy in establishing a niche in writing the introduction section. Additionally, outlining purpose appears in 3 out of 4 research articles as a strategy in occupying the niche within the introduction section in ELT Journal Volume 7 (8). The details are explained as follows.

Table 4.23 Move 1 within the ELT Journal Volume 7(8)

CARS Model by Swales (2004)		Frequency	Percentage
Move 1 (Establishing a Territory)	Claiming Centrality	1	25%
	Making Topic Generalization	3	75%
	Reviewing Items of Previous Research	0	0%

According to Table 4.23, it is revealed that making topic generalization appears in 3 out of 4 research articles within ELT Journal Volume 7 (8). That is to say, the Step 2 of Move 1 is likely to be carried out by the English Department students of Yogyakarta State University in establishing a territory within the introduction section. Additionally, 1 out of 4 research articles implement claiming centrality. On the other hand, none of the research articles within ELT Journal Volume 7 (8) employs reviewing items of previous research in establishing a territory in the introduction section.

Table 4.24 Move 2 within the ELT Journal Volume 7(8)

CARS Model by Swales (2004)		Frequency	Percentage
Move 2 (Establishing a Niche)	Counter-Claiming	0	0%
	Indicating a Gap	4	100%
	Question-Raising	0	0%
	Continuing a Tradition	0	0%

Furthermore, related to Move 2 of the CARS model, it is disclosed that indicating a gap occurs in all of the research articles within ELT Journal Volume 7 (8). Meanwhile, none of the research articles employs the other steps of Move 2. In other words, the English Department students of Yogyakarta State University are likely to employ indicating a gap as a step in establishing a niche in the introduction section within the ELT Journal Volume 7 (8).

Table 4.25 Move 3 within the ELT Journal Volume 7(8)

CARS Model by Swales (2004)		Frequency	Percentage
Move 3 (Occupying the Niche)	Outlining Purpose	3	75%
	Announcing Present Research	0	0%
	Announcing Principal Findings	0	0%
	Indicating Structure of the Paper	0	0%
	Evaluation of Findings	0	0%

Above all, pertaining Move 3 of CARS model, 3 out of 4 research articles employ outlining purpose in writing the introduction section. Furthermore, none of the other steps of Move 3 is carried out. Thus, to sum up, the English Department students of Yogyakarta State University are likely to employ

outlining purpose in occupying the niche in writing the introduction section of research articles within the ELT Journal Volume 7 (8).

4.2 Discussions

The present section provides a comprehensive discussion related to the findings. That is to say, a deeper explanation of the research findings is elaborated. The discussion solely portrays the occurrences of micro and macro structures employed by the English Department students in writing the introduction section. The comprehensive discussion is divided into two sub-sections. It involves the Create a Research Space (CARS) model by Swales (2004), and the pedagogical implication of rhetorical styles in writing the introduction section of research article.

4.2.1 The Rhetorical Styles Employed by the Undergraduate Students

In the present research, it is disclosed that making topic generalization and indicating a gap are the most utilized steps of CARS model. On the contrary, there are several steps of CARS model which are unimplemented within the 73 introduction sections of research articles selected. Those steps are employing reviewing items of previous research, counter-claiming, question-raising, announcing principal findings, and indicating structure of the paper.

4.2.1.1 Move 1 (Establishing a Territory)

In general, Move 1 of the CARS model is an area to ask for the acceptance of the readers related to the research article which is expected to give contribution to the research field. In other words, through establishing a territory, the researchers are able to convincingly provide an argumentation related to the worthiness of the research topic (Swales, 1990:143). Moreover, in establishing a

territory, the researchers are expected to employ one of the three steps of Move 1. Those steps include claiming centrality, making topic generalization, or reviewing items of previous research.

In the present research, it is discovered that making topic generalization is the highest utilized step of Move 1. It occurs in 62 out of 73 introduction sections of research articles selected. Some instances of making topic generalization in the introduction sections are identified as follows.

1. The rapid development of the world is also followed by the development in the educational field especially in English teaching and learning since English is widely used as an international language (ELT Journal Volume 7 No 2, Article 11).
2. As we know, language has several functions in our daily life. These functions include interaction and communication (ELT Journal Volume 7 No 3, Article 26).
3. English has become an international language which plays a vital role in people's life, especially in education and professional work (ELT Journal Volume 7 No 7, Article 62).

The primary classification of making topic generalization is to portray a certain research topic generalization by outlining the complexity of the research data. To highlight the research data, two strategies can be implemented. First, by presenting a clear statement of the research knowledge or practice. Second, by presenting a clear statement of the research phenomena (Swales, 1990:146). In other words, by implementing making topic generalization, the researchers are

supposed to assert the coherent and logical statement to highlight the research topic.

In accordance with the several instances presented above, there is a clear statement straightforwardly outlining the research knowledge and the research phenomena. A comprehensible research statement is indicated in the first example. In the first example, the researcher declares *the development in the educational field especially in English teaching and learning* due to a current phenomenon where *English is widely used as an international language*. Furthermore, a clearly expressed research statement is also shown in the second example. The researcher mentions that *language has several functions in our daily life*. In addition, it is also stated that *these functions include interaction and communication*. It displays a logical research statement to highlight the research knowledge or practice related to the functions of language which include interaction and communication. A detailed research statement is also presented in the third example. The researcher affirms that *English plays a vital role in people's life, especially in education and professional work*. Above all, it is also noteworthy to state that a specific research phenomenon is also proclaimed by outlining that *English has become an international language*.

It has been formerly stated that the central feature of making topic generalization is to portray a particular research topic generalization by emphasizing the complexity of the research data (Swales, 1990:146). In the present research, it is important to point out that 62 out of 73 research articles employ making topic generalization. To be specific, there are 62 research articles carry out making topic generalization as a strategy in providing an argumentation

pertinent to the importance of the research topic. Those research articles include 8 research articles within ELT Journal Volume 7 (1), 9 research articles within ELT Journal Volume 7 (2), 8 research articles within ELT Journal Volume 7 (3), 7 research articles within ELT Journal Volume 7 (4), 9 research articles within ELT Journal Volume 7 (5), 9 research articles within ELT Journal Volume 7 (6), 9 research articles within ELT Journal Volume 7 (7), and 3 research articles within ELT Journal Volume 7 (8).

The strategy of making topic generalization is carried out in most of the introduction section of research articles. However, it seems that the argumentation used to portray the importance of the research topic is considered too general. In other words, unnecessarily circular and indirect sentences (Kaplan, 1966) are employed in introducing and presenting the research topic. Still, making topic generalization is the highest utilized step of Move 1 in justifying the importance of the research topic within the introduction section of research article written by the English Department students of Yogyakarta State University. The finding of this research is in line with the prior research conducted by Loi & Evans (2010). It is stated that the research articles written by the English and Chinese writers appear to principally include defining the concepts or making topic generalization within the introduction section. Thus, it can be asserted that the English Department students of Yogyakarta State University are likely to use making topic generalization to establish a territory within the introduction sections.

Step 1 within Move 1, which is claiming centrality, is disclosed to be employed in 11 out of 73 research articles selected. Several examples of claiming centrality in the introduction sections are specified as follows.

1. Public speaking can be seen as a process of sharing ideas from a speaker to the listener like what people do in their daily conversation. In different perspective, Nikitina (2011) describes public speaking as a process, an act and an art of making a speech before an audience (ELT Journal Volume 7 No 1, Article 1).
2. The term “interaction” is made up of two morphemes, namely inter and action. It is a mutual or reciprocal action or influence. In English Education, interaction is used to indicate the language (or action) used to maintain conversation, teach or interact with participants involved in teaching and learning in the classroom (Rhamli, 2016) (ELT Journal Volume 7 No 2, Article 13).
3. Politeness exists in every language in the world. It is part of the feature that is universally exists in every language (Watts, 2003:12) (ELT Journal Volume 7 No 4, Article 38).

The central role of claiming centrality is to ask for the acceptance of the readers. In requesting for the acceptance of the readers through claiming centrality, several strategies are able to be deployed. Those strategies include referring to the preceding or classic works, referring to the fundamental character of the research issue, and by referring to the actively research topic investigated by other experts (Swales, 1990:143).

In accordance with some examples presented above, the researchers are likely to provide an argumentation related to the worthiness of the research topic by claiming centrality. In the first example, a specific research topic is portrayed through a statement that *public speaking can be seen as a process of sharing ideas*

from a speaker to the listener like what people do in their daily conversation. In addition, it is also stated that in different perspective, Nikitina (2011) describes public speaking as a process, an act and an art of making a speech before an audience. The latter statement is regarded as a preceding work and the actively research topic investigated by other experts pertinent to public speaking. The latter statement is written to display the worthiness of the research topic being conducted. Furthermore, a defined research topic is also revealed in the second example by stating that in English Education, interaction is used to indicate the language (or action) used to maintain conversation, teach or interact with participants involved in teaching and learning in the classroom (Rhamli, 2016). This statement is written to show the importance of the research topic by referring to the preceding work in indicating the notability of interaction in English teaching and learning. Above all, in the third example, the importance of the research topic is clearly presented by declaring that politeness exists in every language in the world. Moreover, there is also a statement asserting that it is a part of the feature that is universally exists in every language (Watts, 2003:12). The latter statement is considered as one of the strategies in claiming centrality by mentioning the preceding work to display the worthiness of the research topic.

In the present research, 11 out of 73 research articles employ claiming centrality. To be exact, 11 research articles carry out claiming centrality as a strategy in providing an argumentation pertinent to the importance of the research topic. Those articles include 2 research articles within ELT Journal Volume 7 (1), 1 research article within ELT Journal Volume 7 (2), 2 research articles within ELT Journal Volume 7 (3), 3 research articles within ELT Journal Volume 7 (4),

1 research article within ELT Journal Volume 7 (5), 1 research article within ELT Journal Volume 7 (6), and 1 research article within ELT Journal Volume 7 (8). In the present research, there are only a few research articles implementing claiming centrality. Yet, it is considered pivotal to claim that the writers of those research articles are likely to employ centrality claims for the research validation (Sheldon, 2011).

4.2.1.2 Move 2 (Establishing a Niche)

Generally, within Move 2, it is very crucial for the researchers to justify a research space related to the importance of the research topic. That is to say, the predominant capacity of Move 2 of the CARS model is mainly to display an apparent and convincing argument showing the importance of the research. In addition, in establishing a niche, four steps are able to be employed. Those steps are counter-claiming, indicating a gap, question-raising, and continuing a tradition as well.

In the present research, it is disclosed that indicating a gap is the highest utilized step of Move 2. It occurs in 62 out of 73 introduction sections of research articles selected. A number of examples of indicating a gap in the introduction sections are specified as follows.

1. However, in the classroom observation that the researcher did in the seventh grade of SMPN 4 Wates, the students did not get enough listening exposure to help them comprehend spoken English and speak in English better. For example, many of them had difficulty in understanding the teacher's speech and instructions...They also made many mistakes in pronouncing

English words which can also be the result of their lack of exposure. In this school, the teacher seldom used recording materials (audio/video) in teaching English....Moreover, the students are prohibited to bring mobile phones at school. As a result, the students were not introduced to many different variations of speech production (ELT Journal Volume 7 No 1, Article 7).

2. Moreover, based on the researcher's experience in teaching at SMPN 1 Patuk, Gunungkidul, Yogyakarta, there were problems that the researcher found related to listening and speaking. The main problems were related to the students, materials, and methods....The students lacked vocabulary and were not confident to speak English a lot. The second problem was related to the teaching and learning process. Teaching and learning process deals with classroom activities, interaction, language practice, etc. Another problem was related to the materials. The English teacher mostly used the textbook or LKS in delivering materials (ELT Journal Volume 7 No 4, Article 31).
3. However, based on the researcher's observation and interview with an English teacher who taught Computer Engineering and Networking program at SMKN 2 Yogyakarta, there were some problems that the researcher found related to the English Education and learning. The first problem was related to students' learning materials....The second problem was students' low

motivation....The third problem was the limited time allocation

(ELT Journal Volume 7 No 7, Article 62).

Pertinent to the Step 1B within Move 2, indicating a gap allows the researchers to point out a research gap that put up with some limitations. In specifying the gap, numerous lexical signals in verbs and adjective phrases are able to be employed to outline the limitations of the gap (Swales, 1990:155). In the first example, the researcher indicates the research gap by asserting that *the students did not get enough listening exposure to help them comprehend spoken English and speak in English better*. In addition, the researcher also points out some limitations related to the gaps, such as:

1. *Many of them had difficulty in understanding the teacher's speech and instructions,*
2. *They also made many mistakes in pronouncing English words which can also be the result of their lack of exposure,*
3. *The teacher seldom used recording materials (audio/video) in teaching English,*
4. *The students were not introduced to many different variations of speech production.*

It is also noticeable that several lexical negations are implemented, such as *had difficulty, made many mistakes, and lack of exposure*.

Furthermore, the second example also signifies the implementation of indicating a gap. The researcher highlights the research gap by stating that *there were problems that the researcher found related to listening and speaking*. It is also claimed that *the main problems were related to the students, materials, and*

methods. The limitations are also stated, such as *the students lacked vocabulary and were not confident to speak English a lot* and *the English teacher mostly used the textbook of LKS in delivering materials*. In the second example, the lexical negations are identified, such as *lacked vocabulary* and *not confident to speak English a lot*.

Above all, the third example is also regarded as the example of the implementation of indicating a gap. The researcher outlines the research gap by affirming that *there were some problems that the researcher found related to the English Education and learning*. Moreover, several limitations are also presented, such as *the first problem was related to students' learning materials, the second problem was students' low motivation, and the third problem was the limited time allocation*. The lexical negations are also used in the third example, such as *students' low motivation* and *limited time allocation*.

In the present research, it is essential to indicate that 62 out of 73 research articles employ indicating a gap. To be specific, 62 research articles carry out indicating a gap as a strategy in pointing out the research gaps by deploying several lexical signals in verbs and adjective phrases (Swales, 1990:155). Those research articles include 10 research articles within ELT Journal Volume 7 (1), 8 research articles within ELT Journal Volume 7 (2), 10 research articles within ELT Journal Volume 7 (3), 8 research articles within ELT Journal Volume 7 (4), 7 research articles within ELT Journal Volume 7 (5), 8 research articles within ELT Journal Volume 7 (6), 7 research articles within ELT Journal Volume 7 (7), and 4 research articles within ELT Journal Volume 7 (8).

Nevertheless, the strategy of indicating a gap employed by the English Department students of Yogyakarta State University seems a bit different to the one offered by the CARS model. In the CARS model, indicating a gap is supposed to be implemented by providing a detailed example of limitation possessed by the preceding research. The detailed limitation is highlighted to find the gap and establish a niche within the introduction section research (Swales, 1990:154). Yet, the English Department students of Yogyakarta State University tend to point out the gap obtained from the preliminary research. They tend to highlight the gap attained from the preliminary research conducted by themselves instead of highlighting the limitations possessed by the prior research conducted by other researchers.

It is notable to assert that indicating a gap is the highest utilized step of Move 2 to justify the importance of the research topic within the introduction sections. Still, the strategy of indicating a gap implemented by the English Department students of Yogyakarta State University is different to the proper procedure stated in the CARS model. Nevertheless, the English Department students of Yogyakarta State University are capable in using lexical signal in verbs and phrasal verbs to point out the gaps. This research finding is in line with the research carried out by Safnil (2013). The prior research conducted by Safnil (2013) claimed that the research articles written by Indonesian writers often used the lexical signal in verbs and phrasal verbs to display the gaps. It justifies the fact that indicating a gap is regarded as the most implemented step of Move 2.

Step 1D within Move 2, which is continuing a tradition, is employed in 5 out of 73 introduction sections of research articles selected. The examples of continuing tradition in the introduction section are indicated as follows.

1. Septianingsari (2015) found that three English textbooks for senior high school students grade XI that she observed were dominated by bad character values that did not represent the religious aspects, such as cheating in the class, drinking alcohol, and believing in a fortune teller. Report shows that high school students nowadays get moral degradation which is proved by the facts that they undoubtedly hurt and even kill their friends in a brawl or a persecution so-called klithih.... Therefore, developing English materials containing character building is needed to encounter the problems (ELT Journal Volume 7 No 5, Article 42).
2. Regarding the vocabulary mastery in EFL context such as in Indonesia, it is said that students who have learned English for six years are unable to communicate in the language because they have less vocabulary than they should acquire (Nurweni, 1997; Madya, 2002). The same problem was found in SMPN Cahaya.... Based on those problems, the researcher intended to improve their vocabulary mastery with the help of educational technology equipment, especially the computer lab and internet connection (ELT Journal Volume 7 No 5, Article 46).

Continuing a tradition is also one of the essential strategies in displaying the importance of the research topic. In employing continuing a tradition, the

researcher is supposed to justify the significant value of the research topic by extending the preceding research results. It is usually used to broaden and build up the prior theory within the research field. Generally, the Step 1D within Move 2 is often indicated by the use of particular connecting markers such as *therefore*, *henceforth*, *as a result*, and others.

In the first example, the researcher points out the findings in the preceding research that is *Septianingsari (2015) found that three English textbooks for senior high school students grade XI that she observed were dominated by bad character values that did not represent the religious aspects, such as cheating in the class, drinking alcohol, and believing in a fortune teller*. In addition, the researcher also tries to display another report which *shows that high school students nowadays get moral degradation which is proved by the facts that they undoubtedly hurt and even kill their friends in a brawl or a persecution so-called klithih*. In the present case, the researcher shows the significant importance of the research topic by portraying preceding research and report related to the research topic. The researcher also uses a particular connecting marker *therefore* in order to build up the prior theory within the research field.

Similarly, in the second example, the researcher highlights the preceding research by stating that *regarding the vocabulary mastery in EFL context such as in Indonesia, it is said that students who have learned English for six years are unable to communicate in the language because they have less vocabulary than they should acquire (Nurweni, 1997; Madya, 2002)*. Furthermore, the researcher also emphasizes that *the same problem was found in SMPN Cahaya*. The step of continuing a tradition is believed to be implemented in the second example. The

researcher mentions the explicit worthiness of the research topic by indicating the finding in the preceding research. Furthermore, the researcher utilizes a certain connecting marker *based on* as the strategies in continuing a tradition to broaden the theory within the research field.

In the present research, 5 out of 73 research articles employ continuing a tradition. Specifically, 5 research articles carry out continuing a tradition as a strategy in extending the preceding research results to broaden and build up the prior theory of the research field. Those research articles are 1 research article within ELT Journal Volume 7 (2), 1 research article within ELT Journal Volume 7 (4), 2 research articles within ELT Journal Volume 7 (5), and 1 research article within ELT Journal Volume 7 (7).

4.2.1.3 Move 3 (Occupying the Niche)

Occupying the niche is a section in which the researchers are supposed to propose further actions with due regard to the importance of the research topic explained within Move 1 and Move 2. In other words, the rhetorical flow in Move 3 is closely related with Move 1 as well as Move 2. Hence, it portrays a vital capacity of Move 3 to convert the established niche in Move 2 into a justified research space (Swales, 1990:146).

In the present research, it is revealed that outlining purpose is the highest utilized step of Move 3. It occurs in 39 out of 73 introduction sections of research articles selected. Several instances of outlining purpose in the introduction sections are indicated as follows.

1. These conditions lead the researcher to develop a set of materials to help club members find their goals and make it easier for them to practice speaking in English. In order to prepare them to face the next level of English speaking in the university, the researcher offered to develop a set of public speaking learning materials that will help them practice their speaking and critical thinking at the same time. As they practiced speaking, they could also express their ideas through discussions or interactive speaking activities (ELT Journal Volume 7 No 1, Article 1).
2. Based on the problem, the researcher wants to improve the speaking ability of the students by using the video recording project. The students are expected to learn what and how to speak in an appropriate way. They also expected to learn how to plan, organize, write, communicate, collaborate, and analyze a certain situation before they record their own project (ELT Journal Volume 7 No 4, Article 34).
3. Those above reasons lead and motivate the researcher to conduct a study dealing with developing appropriate English materials for Religion-Based School (MTs), which promotes students' intrinsic motivation and is based on the students' needs and school curriculum and support the learning context particularly for grade VIII students in the second semester at MTs Ali Maksum Yogyakarta (ELT Journal Volume 7 No 6, Article 60).

The principal characteristic of outlining purpose to describe the objectives of the research in detailed. A specific and direct objective of the research is explicitly presented in the first example. The researcher asserts to *develop a set of materials to help club members find their goals and make it easier for them to practice speaking in English*. The researcher also intends to *develop a set of public speaking learning materials that will help them practice their speaking and critical thinking*. Moreover, it is also stated in the introduction section that as the students practiced speaking, *they could also express their ideas through discussions or interactive speaking activities*. In addition, an explicit objective is also portrayed in the second example. In the second example, it is stated that *the researcher wants to improve the speaking ability of the students by using the video recording project*. It is also asserted that by using the video recording project, *the students are expected to learn what and how to speak in an appropriate way and to learn how to plan, organize, write, communicate, collaborate, and analyze a certain situation before they record their own project*. A detailed objective is also presented in the third example. The researcher is eager to *conduct a study dealing with developing appropriate English materials for Religion-Based School (MTs) which promotes students' intrinsic motivation and is based on the students' needs and school curriculum and support the learning context particularly for grade VIII students in the second semester at MTs Ali Maksum Yogyakarta*.

In the present research, 39 out of 73 research articles employ outlining purpose. To be exact, 39 research articles carry out outlining purpose as a strategy in describing the objectives of the research in detailed. Those research articles are

4 research articles within ELT Journal Volume 7 (1), 3 research articles within ELT Journal Volume 7 (2), 4 research articles within ELT Journal Volume 7 (3), 4 research articles within ELT Journal Volume 7 (4), 8 research articles within ELT Journal Volume 7 (5), 7 research articles within ELT Journal Volume 7 (6), 6 research articles within ELT Journal Volume 7 (7), and 3 research articles within ELT Journal Volume 7 (8). Subsequently, outlining purpose is the highest utilized step of Move 3 in rationalizing the worthiness of the research topic within the introduction section written by the English Department students at Yogyakarta State University.

Step 1B within Move 3, which is announcing present research, is disclosed to be employed in 11 out of 73 introduction sections. Several instances of announcing present research in the introduction sections are specified as follows.

1. Students' speaking skills could be improved through many ways, but in this research, the researcher tried to employ the Jigsaw technique to overcome the problems of low speaking ability of the students of SMAN 2 Sleman. This technique was used to improve students' speaking competence including pronunciation and grammar accuracy, fluency, vocabulary, and comprehension through the use of cooperative and independent learning (ELT Journal Volume 7 No 1, Article 8).
2. They are (1) to find out the types of politeness strategies and their realization that appeared in English in Focus dialogues, and (2) to reveal the social factors influencing the characters to choose a

certain politeness strategy in English in Focus dialogues (ELT Journal Volume 7 No 4, Article 38).

3. In this study, the researcher provided some cue cards which were contained clues in the form of pictures and phrases. As stated by Mora (1994) cue card is a medium with pictures or words that contain clues. Those can stimulate students to do speaking activities such as describing someone or something based on the clues orally (ELT Journal Volume 7 No 4, Article 39).

Announcing present research owns an essential characteristic. It mainly explains the objectives of the research by describing the procedures that the researcher is going to accomplish or presenting the primary feature of the research. In the first example, it is stated that *the researcher tried to employ the Jigsaw technique to overcome the problems of low speaking ability of the students of SMAN 2 Sleman*. In addition, it is also stated that *cooperative and independent learning* are going to be the techniques in arranging the learning procedures in order to improve the *students' speaking competence including pronunciation and grammar accuracy, fluency, vocabulary, and comprehension*. Furthermore, the second example also portrays the main characteristic of announcing present research. The research objective is stated along with the research procedure. That is to say, the researcher presents the research objective by asserting that the research is intended to *find out the types of politeness strategies and their realization that appeared in English in Focus dialogues*. To accomplish the goal of the research, the research procedure is also provided which is by revealing *the social factors influencing the characters to choose a certain politeness strategy in*

English in Focus dialogues. Above all, the implementation of announcing present research is also reflected in the third example in which the research objective is mainly to improve the students' speaking skill. To achieve the research objective, several procedures are involved, including providing *some cue cards which were contained clues in the form of pictures and phrases*. The cue cards are expected to be able to *stimulate students to do speaking activities such as describing someone or something based on the clues orally*.

In the present research, 11 out of 73 research articles employ announcing present research. To be exact, 11 research articles carry out announcing present research as a strategy in explaining the research objective. Furthermore, the 11 research articles tend to describe the procedures that the researcher is going to accomplish and present the primary feature of the research article within the introduction section. Those research articles include 2 research articles within ELT Journal Volume 7 (1), 2 research articles within ELT Journal Volume 7 (2), 2 research articles within ELT Journal Volume 7 (4), 1 research article within ELT Journal Volume 7 (6), 1 research article within ELT Journal Volume 7 (7), and 3 research articles within ELT Journal Volume 7 (8).

As Step 4 within Move 3, evaluation of findings is realized to be employed in 11 out of 73 introduction sections. The two examples of evaluation of findings in the introduction sections are presented as follows.

1. This study is expected to bring some advantages to teaching and learning. Theoretically, it enriches the knowledge of Cooperative Principles especially in the communication happening in the classroom. Practically, there are some advantages from this

research, such as. . . . It will help them to draw a line in doing their study related to the use of Cooperative Principles. Furthermore, they can also conduct the same study and relate them to politeness principles in order to enrich their study (ELT Journal Volume 7 No 1, Article 3).

2. Hopefully, this research will give some contribution to: (1) Grade X students of Multimedia study program. The English learning material product can be used in English learning process at school; (2) English teachers of Vocational High School. The English learning material product can be used to help teachers to teach English for Multimedia students; (3) English Education Department. This study can help the English Education students who look for a reference of research and development study related to English learning materials for Multimedia students (ELT Journal Volume 7 No 2, Article 19).

As the last step within Move 3, evaluation of finding owns a certain feature as well. It usually points out the strength and weakness of the research findings. In the first example, the researcher emphasizes several advantages of the research topic being conducted, such as:

1. *It enriches the knowledge of Cooperative Principles especially in the communication happening in the classroom,*
2. *It will help them to draw a line in doing their study related to the use of Cooperative Principles,*

3. *They can also conduct the same study and relate them to politeness principles in order to enrich their study.*

Above all, the second example is also regarded as the epitome of the evaluation of findings. In the present example, the researcher highlights the strengths of the research topic that contribute to the research field, such as:

1. *The English learning material product can be used in English learning process at school,*
2. *The English learning material product can be used to help teachers to teach English for Multimedia students,*
3. *This study can help the English Education students who look for a reference of research and development study related to English learning materials for Multimedia students.*

In the present research, 2 out of 73 research articles employ evaluation of finding. To be exact, 2 research articles carry out evaluation of finding as a strategy within the introduction section. Those research articles include 1 research article within ELT Journal Volume 7 (1), and 1 research article within ELT Journal Volume 7 (2). Nonetheless, none of the 2 research articles points out the weakness of the research articles within the introduction section. Thus, even though 2 research articles seem to highlight the strength of the research yet none of them points out the weakness or limitation possessed by the research article. It leads to an assumption that none of the research article successfully employs the strategy of evaluation of finding within the introduction sections.

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

The present section offers a comprehensive discussion related to the first objective of the research. It is related to what rhetorical styles are implemented by the English Department students majoring in English Education at Yogyakarta State University in writing the introduction section of research articles. That is to say, investigating the rhetorical styles employed by the undergraduate students is considered crucial. This is due to the fact that they are expected to be the potential contributors to the academic community of a specific field of interest. Moreover, examining the rhetorical styles employed by the English Department students seems pivotal to carry out since they have already obtained a high exposure to the English writing practice.

This research solely aims in observing and examining the rhetorical styles employed by the students of English Department in Yogyakarta State University in writing the introduction section. The theoretical framework is in accordance with the Create a Research Space (CARS) model by Swales (2004). After analyzing the data, it is disclosed that most of the research articles employ Move 1 and Move 2 of the CARS model. Specifically, most of the introduction sections of research articles utilize making topic generalization and indicating a gap. The Move 3 of CARS model is also utilized within the introduction section. However, it appears that the introduction sections of research articles largely utilize 2 Moves, which are Move 1 and Move 2 of the CARS model. It is similar with the research conducted by Loi & Evans (2010). The research states that the research articles written by the English and Chinese writers seem to employ 2 Moves from

the CARS model. Thus, the introduction sections written by the English Department students of Yogyakarta State University have the identical rhetorical styles with the research articles written by the English and Chinese writers.

Furthermore, it is also revealed that the English Department students are capable to implement the linking markers to create a link among each sentence, such as *however, in contrast, in this regard, moreover*, and others. They are also able to implement lexical negation in specifying the gap of the research, such as *lack of exposure, difficulty, reluctant, hard, misunderstanding*, and others. The findings are in line with the previous research conducted by Safnil (2010). It is stated that the introduction sections written by Indonesian writers tend to employ discourse markers and lexical negation of phrasal verb to establish the niche. It leads to a revelation that the English Department students of Yogyakarta State University are able in presenting a convincing argument to show the importance of the research. In addition, by implementing linking markers, it portrays the capability of the English Department students in building a semantic meaning among each sentence (Halliday & Hasan, 1976:4). In other words, they are capable in creating a relation within the text in order to compose a cohesive introduction section of research article. Furthermore, Tanskanen (2006:20) asserts that the use of linking markers or cohesive devices signifies the coherency of the text. Then, it can be assumed that linking markers is one of the features of coherency. As one of the determinants of coherency, it is also noteworthy to claim that most of the English Department students of Yogyakarta State University are able in composing coherent introduction sections. Even though there are also a

few introduction sections which are considered scarce of cohesion and coherency due to the lack of cohesive devices.

Additionally, it seems that the English Department students of Yogyakarta State University obstruct the research topic. This is due to the fact that they are likely to use the oriental or circular rhetoric in establishing a territory. It can be seen through the indirect statement used by the English Department students in introducing the research topic. For example, within Article number 50 of *ELT Journal* Volume 7 (5) in which the research topic is about “*Improving Students’ Writing Skill of Descriptive Text Using Dictogloss Technique at the Seventh Grade Students of SMPN 3 Wonosari in the Academic Year 2017/2018*”. Yet, the writer uses “*English is the international language*” as the introductory statement. In fact, it is expected for the writer to employ an introductory statement which directly portrays the predominant research topic that is related to writing skill. This finding tends to display the circular approach in writing in which the introduction section is developed without directly emphasizing the subject (Kaplan, 1966). The aforesaid finding corresponds to the preceding research conducted by Mirahayuni (2001). The research proclaims that the Indonesian writers tend to delay the topic introduction. In other words, the English Department students of Yogyakarta State University seem to obstruct the introduction of the research topic as they are likely to implement the circular rhetoric.

Moreover, in employing the strategy of indicating a gap, the English Department students of Yogyakarta State University tend to highlight the limitation obtained from the preliminary research. In fact, they are supposed to

point out the gaps possessed by the preceding research conducted by the previous researchers. Additionally, even though there are 2 out of 73 research articles employing evaluation of finding, yet none of them is considered successful in implementing the strategy of evaluation of finding. This is due to the lack of explanation and description related to the weakness or limitation of the research.

It is also noteworthy to admit that there are several steps of CARS model which are unimplemented in all of the research articles selected. To be exact, none of the research articles implements reviewing items of previous research, counter-claiming, question-raising, announcing principal findings, and indicating structure of the paper. The nonexistence of counter-claiming within the introduction section written by the English Department students of Yogyakarta State University is in accordance with the previous research conducted by Safnil (2013). The previous research claims that only 11 out of 30 research articles are able to successfully establish a niche. Yet, none of the 11 research articles are able to employ the counter-claiming step. Furthermore, related to the nonexistence of reviewing items of previous research, question-raising, announcing principal findings, and indicating structure of the paper, seems to appear due to two major factors. The first factor is the scarcity of control over the writing process. The second factor is the scarcity of linguistic resources available to recognize the stages of writing (Mirahayuni, 2001). Those factors tend to be the major factors influencing the styles employed by the Indonesian writers in writing the introduction section of research article. Hence, those factors are also likely to be the major determinants of the English Department students of Yogyakarta State University to not implement several steps of the CARS model in writing the introduction section.

4.4 Revealing the Pedagogical Implication of Rhetorical Styles in Writing the Introduction Section of Research Article

Essentially, the academic writing is regarded as the process of writing to be carried out in the university level (Bailey, 2003:3). The process usually requires several research activities followed by the process of organizational writing. In other words, it is considered pivotal to not only express any ideas and present any information but also build a sense of coherence and objectivity in addressing a particular topic. Thus, as one of the types of academic writing, a research article should not only be used to portray the capability of the writers to conduct a research. A research articles can also be used to display the capabilities of the writers to evaluate, organize, argue, respond, analyze, as well as justify their opinions (Whitaker, 2009:2).

In writing a research article, particularly the introduction section, it is considered very necessary for the academic writers to include the rhetoric styles. It is usually used to select fitting vocabulary and sentence structure to persuasively reason out a specific field of interest that the writer has investigated or disproved (Bensel-Meyers, 1992:4). Besides, as one of the particular types of academic writing, it is very critical for the academic members to learn in writing, editing, and revising a research article. Particularly, by analyzing, synthesizing, and evaluating the research materials from the sources in an organized writing strategy.

The urgency to reveal the pedagogical implication of the rhetorical styles employed by the undergraduate students in writing a research article is asserted by Kuteeva and Negretti (2015). They claim that most of the university in the world

deals with the populations of heterogeneous students. It creates a situation in which the academic writing classes need to implement the English-medium learning instruction along with the identification of rhetorical styles for each academic genre. Furthermore, a prior research related to rhetorical conventions is also carried out by Loi, Evans, Akkakoson, Ahmed, and Ahmed (2015). They also assert that the rhetorical moves of a certain text structure are worth exploring within the English as Academic Purpose (EAP) class. Above all, Khansari, Heng, Yuit, and Tan (2016) claim the importance of incorporating rhetorical styles in the academic writing class. It is to encourage the students in mastering the standard practice and the variations in structuring and organizing a particular genre of the text. Hence, it is considered critical to reveal the pedagogical implications of rhetorical styles. Specifically, pertinent to the rhetorical moves employed in writing the introduction section to be incorporated into the academic writing class. It can be regarded as an effort in assisting the undergraduate students to successfully compose a stimulating and engaging research article. In the process of writing the introduction section, the Create a Research Space (CARS) model is regarded pivotal to be incorporated within the organized writing strategies. The writing strategies mainly involve the process of noticing vocabulary, choosing the writing organization, sequencing tenses, narrowing the research focus, as well as developing an effective thesis statement (Meyers, 2014:170).

As the process of noticing vocabulary, an antonym is believed to be employed in writing most of the research articles. This is due to the fact that it often acts as the contradictory meaning of other words. That is to say, employing the antonyms in the introduction section is essential to contradict certain terms or

ideas related to the particular field of interest (Meyers, 2014:173). Henceforth, in the process of noticing vocabulary, it is likely to introduce Move 2 of the CARS model namely establishing a niche. Thus, the undergraduate students are able to present an apparent and convincing argument showing the importance and value of the research being conducted. In addition, by introducing establishing a niche, the undergraduate students are able to contradict a specific term or idea by implementing counter-claiming, indicating a gap, question-raising, and continuing a tradition.

Secondly, in writing the introduction section, the undergraduate students may opt to either implement point-by point organization or source-by-source organization. In other words, the undergraduate students may structure the introduction section announcing the primary point of the research to establish a territory. In addition, they may also introduce the research sources to establish a territory as well. That is to say, in providing an argumentation related to the importance of the research topic, the undergraduate students may implement claiming centrality, making topic generalization, and reviewing items of previous research. In addition, the act of recalling a few facts pertinent to the research materials is likely to be linked with the act of speculating those facts. By this, it means that any facts, concrete evidences, theories, and beliefs related to a research topic are necessary to be examined and hypothesized. By examining and hypothesizing the prior theories, the undergraduate students are able to synthesize the prior facts with the current knowledge. Furthermore, in synthesizing the preceding facts with the current knowledge, it is crucial for the undergraduate

students to implement the appropriate sequence of verb tenses to paraphrase the synthesized ideas.

The continuing organized strategy in writing the introduction section is narrowing the research focus. In this stage, the undergraduate students are expected to occupy the niche. After the process of synthesizing the research theories, it is pivotal for the undergraduate students to have a capability in declaring their point of views pertaining to the research topic. In addition, it is also necessary for them to be able to expand the prior arguments of the subject in accordance with the knowledge and perspective of the writers. Moreover, it is also important for the undergraduate students to appraise or to make sense of the numerous facts related to the research materials in a meaningful and purposeful way (Bensel-Meyers, 1992:5). In other words, they are expected to propose further actions with due regard to the numerous facts related to the research materials that have been synthesized. In addition, it is also critical for the undergraduate students to develop an effective thesis statement or to formulate a thesis statement after occupying the niche. By doing so, they are able to show their position on the issue discussed in the research and display the supported perspectives to defend the debatable side of them (Meyers, 2014:182).

The overall process of analyzing, synthesizing, and evaluating any evidences, facts, and theories about a specific subject are necessary to be completed by opting an effective rhetorical style. In a nutshell, the need to learn the writing process of academic writing in writing the introduction section is crucial. This is due to the fact that it is very important for the undergraduate students to justify the importance and write a respectful argument related to the

research topic. Moreover, it is also very fundamental for the undergraduate students to be trained to write in accordance with the effective rhetorical style. Particularly, the rhetorical style in writing the introduction section such as the Create a Research Space (CARS) model which is proposed by Swales (2014). Hence, the undergraduate students are able to rationalize the importance of the research and engage the interest of the readers to keep reading the overall section of the research article.

4.5 Limitations of the Research

Despite of the thorough design and analysis, the present research indeed possesses a few limitations. Firstly, this research is merely focused on the research articles which are written by the English Department students majoring in English Education at State University of Yogyakarta. As a result, the research findings and discussions are not able to be generalized to the undergraduate students of other departments or specific field of interests across nation. In addition, this research tends to only focus on one type of academic writing which is a research article. Meanwhile, there are other types of academic writing that are considered crucial to be analyzed as well. Moreover, the present research is solely dedicated to examine the introduction section of research articles written by the English Department student at Yogyakarta State University. The process of analysis is unaccompanied by the process of analyzing other sections of research articles, such as method section, discussion section, and conclusion section. The analysis of other sections may probably able to intensify and strengthen the research findings as well as research discussion.