Create a Research Space (CARS) in Introduction of Indonesian Bachelor Thesis: A Corpus-Based Analysis

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Abstract

Bachelor Thesis (BT) is the requirement for university students to obtain a degree. The Introduction chapter, to some extent, becomes a challenging task to do, like the role that it upholds. Swales (2004), on his model of Create-a-Research-Space (CARS), has given a guideline in composing the introduction chapter using three moves: establishing a territory, establishing a niche, and occupying the niche. This study aims to analyze 32 BT's introduction chapter in one of English Major of State Islamic Colleges in Indonesia by employing CARS model as the framework. Also, the lexical signal in the rhetorical structure is considered. The results demonstrated that the moves occurrences do not thoroughly perform the rhetorical structure given in the CARS model. This study suggests that academic writing is necessary for students to seek a higher-education path must be equipped with an awareness of structuring arguments. To become successful academic writers, undergraduates need to improve their linguistic competence, syntactic fluency, and lexical capacity to write analytically, competently, and persuasively.

Keywords**:** Corpus-based Discourse Analysis; Introduction chapter; Swales' CARS; Undergraduate Thesis

Introduction

Swales's model of Creating a Research Space (CARS) in earlier research field has received much attention in recent years due to its application in recognizing rhetorical structure (Swales, 2004). For pedagogical purposes, it is claimed not only to assist both readers and writers of non-native English speakers to

understand the topics but also to help the discourse community members identify and maintain their communication. The model has been established to function and form a universal structure of research articles (Moreno & Swales, 2018). Several studies on rhetorical structure have examined the styles of research article writing, Bachelor's thesis (BT), master dissertation/thesis, and PhD dissertation/thesis (Ebadi et al., 2019; Loan & Pramoolsook, 2015; Maher & Milligan, 2019; Nguyen & Pramoolsook, 2014; Wuttisrisiriporn, 2017). However, only a few studies were found using the CARS model in BT's Introduction section when this study was conducted.

The introduction section plays a significant role in creating a research space for the writer. Its purpose is to provide the importance and urgency of research using the rhetorical structure. Furthermore, rhetorically, the overall message delivered by the introduction section is how far the research maintains its importance and succeeds in outlining the sections. Relevant and previous literature were reported in this section (Swales, 1990b, 2004). Yet, native and non-native English writers often find it challenging to composite the importance that should be delivered communicatively, especially to argue the centrality and significance of the research. Several studies have been conducted to find out the rhetorical structure in the section (Farnia & Barati, 2017; Loi, 2010; Nguyen & Pramoolsook, 2014; Ozturk, 2007; Rochma et al., 2020; Sheldon, 2011; Swales, 1990a; Wuttisrisiriporn, 2017). However, Swales' model (1990) of Create a Research Space (CARS) leads the Genre the analyses framework for the Introduction section. It contains moves such as 1) establishing a centrality, 2) establishing a niche, and 3) occupying the niche (Swales, 1990a).

Table 1. The CARS Model (Swales 1990:141).

The CARS Model (Swales 1990:141)
Move 1: Establishing a Territory
Step 1: Claiming centrality, and/or
Step 2: Making topic generalization (s), and/or
Step 3: Reviewing items of previous research
Move 2: Establishing a Niche
Step 1A: Counter-claiming, or
Step IB: Indicating a gap, or
Step 1C: Question-raising, or
Step ID: Continuing a tradition
Move 3: Occupying the Niche
Step 1A: Outlining purposes, or
Step IB: Announcing present research

Step 2: Announcing principal findings
Step 3: Indicating RA structure

Theorists and researchers have identified genre as a concept from a different point of view. Swales (1990) defines 'genre' as a communicative event in which the community members share the same set of communicative purposes. It shows a substantial role in the study of English for Specific Purposes (ESP) and highlights the importance of communicative purpose in structuring a text. Martin (1992), on the other hand, defines genres as a social process that includes stages, goal-oriented, and purpose. The typical schematic or organizational structures show some stages that should be employed in a genre, and the genres' orientation is to get things done; finally, the interaction among the text and members of readers shows the social processes in it. (Martin, Christie, & Rothery, 1987).On the other hand, Biber and Conrad state that Genre as a social process in which participants within a culture use language in a predictable, sequential structure to achieve specific communication goals (Biber & Conrad, 2009). In short, Genre refers to how to perceive, respond to, and meaningfully and sequentially act and reproduce repetitive situations. Also, a genre can simply be seen as a social process in which members of the community carry out communicative activities to achieve their goals through shared linguistic traits and rhetorical structures.

It has emerged as a phenomenon recently that an investigation has received attention in analyzing bachelor thesis written in English by non-native speakers. Specifically, over the past decade, there has been sustained research activities analyzing the structure and rhetorical move as it is believed that a weak communicative structure will lead to miss-focused on the primary purpose (Adnan, 2011; Agustina & Raharjo, 2017; Arsyad et al., 2019; Jawad & Saleh, 2018; Male, 2018; Nurhayati, 2015; Samad, 2015; Samad & Adnan, 2018; Suryani & Rismiyanto, 2019; Yang, 2014). Furthermore, A PhD thesis of genre analysis by Bunton (2002) enriches the analysis as the model is modified to some moves as follows: 1) Establishing a territory, 2) Establishing a niche, and 3) Announcing the present research. This finding is related to the analysis from Arsyad and Arono (2016), which points out the analysis of research articles written by Indonesian have problems in arguing the significance and centrality of larger discourse communities such as

international reputable journal articles. Work in this area is in its infancy and is somewhat limited by a few genre analyses on BT Introduction written by Indonesian English majors regarding the rhetorical structure. Yet, research in the area of rhetorical structure of of BT in English majors is still limited. Thus, it is essential to investigate the section concerning the rhetorical structure written by students.

The researchers have explored to uncover several issues of bachelor thesis that still lack in showing comprehensive steps. The study shows that managing the writing process and linguistics resources are still the issues (Rochma et al., 2020). According to Arsyad and Arono (2016), the Indonesian writer-style of delivering the importance of research can be a severe issue in communicating the topic academically to the discourse community (Arsyad et al., 2020; Arsyad & Arono, 2016). This situation appears to be typical for most Indonesian students, including from the English Education Program/Tadris Bahasa Inggris (TBI) from State Islamic College (STAIN) of Sorong. Furthermore, the CARS model designed by Swales (1990) is used as a framework for seeking the characteristics of (1) how the Swales CARS model is identified in the BT Introduction section; (2) how the moves and steps are delivered concerning lexical phrases.

Research Methodology

This research used qualitative research methods where descriptive data was obtained from documents stored in the library and other alumni documents. The data was taken preliminary from 32 theses written by Tadris Bahasa Inggris of Sorong State Islamic College (STAIN) students from the 2016 to 2020 school year. The data is used as corpus data, then analyzed to identify the rhetorical structure using the CARS framework, used as a research instrument.

The rhetorical structure of BT is analyzed in the selected works. The data is considered as the corpus data, which later is analyzed to identify the rhetorical structure using the CARS framework, which at the same time will be used as the research instrument. The result will be reported to contain both description and structure.

The analysis we conducted through a comprehensive step framework for the coding of move analysis. The initial thesis introduction was identified using the

Swales model framework (1990, 2004). CARS as a basic framework is considered to have gone through several significant revisions to look for rhetorical characters that have been common in the discourse community of STAIN context. Codes are designed based on the initial letter of each move and step; as shown in table 2, the application of the revised CARS Swales (2004) model is made by identifying phrases that are ambiguous or not under the character of Move and Step Analysis. Then the following coding is done using a list of phrases that have been added and published by Lu (Lu et al., 2021).

Table 2. Move and step added by (Lu et al., 2021)

Move/Step	Description	Code
Move 1	**Establishing a research territory**	M1
Step 1	Claiming centrality or value of research area	M1_S1
Step 2	Making generalizations about research area	M1_S2
Step 3	Reviewing items of previous research	M1_S3
Move 2	**Establishing a niche**	M2
Step 1	Counter-claiming	M2_S1a
Step 1	Indicating a gap	M2_S1b
Step 1	Question raising	M2_S1c
Step 1	Continuing a tradition	M2_S1d
Step 1	Pointing out limitations of previous research	M2_S1e
Step 2	Providing justification	M2_S2
Move 3	**Presenting the present work via**	M3
Step 1	Announcing present research	M3_S1
Step 2	Presenting research questions or hypotheses	M3_S2a
Step 2	Advancing new theoretical claims	M3_S2b
Step 3	Definitional clarification	M3_S3
Step 4	Summarizing methods	M3_S4a
Step 4	Explaining a mathematical model	M3_S4b
Step 4	Describing analyzed scenario	M3_S4c
Step 5	Announcing and discussing results	M3_S5
Step 6	Stating the value of present research	M3_S6
Step 7	Outlining the structure of the paper	M3_S7
Step 8	Rationalizing research focus and design	M3_S8
Step 9	Presenting limitations of current study	M3_S9

Results and Discussion

Results

CARS Model-identification in BT's Introduction section

In this sub-section, some moves and steps of Swales' CARS model were identified in the corpus data. The number of occurrences of each and step is presented in Table 3. The number of Move and Step occurrences throughout the corpus data of BT's introduction section. From the corpus obtained, there were 1.366 moves in total. Overall, appearances of M1 (Establishing a research territory) has been the dominant type of rhetorical structure, especially for M1_S2 (Making generalizations about research area) and M1_Step1a (Claiming centrality or value of research area). As seen in table 3, they shared the most notable appearances with 807 and 370 times, respectively. In addition, it shows 112 moves categorized as M3 (Presenting the present work) with the occurrences of M3_S1 is 90, while other moves three experience very few in number compared to the total of M3 occurrences. The least number of occurrences is the M2 (Establishing a niche), which is infrequently used, with only 53. However, M2_S2 (Providing justification) and M2_S1b received more extensive than other M2. Example of Move 1 as follows:

(1) Therefore, language **has a central role** in students social and emotional development (BT1) (M1_S1)
(2) **Nowadays,** YouTube **became more popular** with people particularly among the youth. (BT2) (M1_S2)
(3) **In recent years, researches on** potential role of technology in educational context **have also been widely discussed** … (BT2) (M1_S3)

Table 3. Number of Move and Step Occurrences

Move/Step	Description	Code	Number
Move 1	**Establishing a research territory**	**M1**	**1.247**
Step 1	Claiming centrality or value of research area	M1_S1	371
Step 2	Making generalizations about research area	M1_S2	825
Step 3	Reviewing items of previous research	M1_S3	51
Move 2	**Establishing a niche**	**M2**	**46**
Step 1	Counter-claiming	M2_S1a	0
Step 1	Indicating a gap	M2_S1b	0
Step 1	Question raising	M2_S1c	27
Step 1	Continuing a tradition	M2_S1d	0
Step 1	Pointing out limitations of previous research	M2_S1e	11
Step 2	Providing justification	M2_S2	8

Move 3	Presenting the present work via	M3	117
Step 1	Announcing present research	M3_S1	101
Step 2	Presenting research questions or hypotheses	M3_S2a	0
Step 2	Advancing new theoretical claims	M3_S2b	0
Step 3	Definitional clarification	M3_S3	0
Step 4	Summarizing methods	M3_S4a	0
Step 4	Explaining a mathematical model	M3_S4b	0
Step 4	Describing analyzed scenario	M3_S4c	0
Step 5	Announcing and discussing results	M3_S5	0
Step 6	Stating the value of present research	M3_S6	12
Step 7	Outlining the structure of the paper	M3_S7	0
Step 8	Rationalizing research focus and design	M3_S8	0
Step 9	Presenting limitations of current study	M3_S9	0
	Total		**1.410**

Moves and Steps concerning Lexical Phrases

1. *Establishing a research territory*

This section analyses the results of identifying how undergraduates use phrases to deliver the context and research goal in three steps: claiming centrality, making topic generalization, and reviewing items from the previous research.

a. Claiming Centrality [M1_S1]

The argument is delivered to a spot to declare centrality, and the author wishes to expose that the subject matter is essential, central, problematic, or relevant in a few ways. Phrases used to indicate the appearance of research centrality as follows:

an important * in the	question, role
as one of the *	most, least
at the heart of *	petroleum, the, U.S.
in the study of *	category-based, SLA, campaign, human (Lu et al., 2021)

Here we compare phrases identified by Lu (2021) in the introductory section of the thesis, which shows a significant difference, as shown in the data below:

(4) Furthermore, **English plays an essential role as** a foreign language to support the development of economic, international relations, education, media technology, communication, and international travel.(BT_01)

(5) The teaching and learning English **has been placed in a very important position** and has been taught in almost all countries in the world (BT_12)

(6) Listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills. The four skills are **all important**.(BT_20)

In conveying the claim of centrality, the author of example (7) uses the phrase "…*English plays an essential role as…*". This phrase indicates that this research is currently problematic and vital to discuss. Then, the phrase in example (8) "... *has been placed in a crucial position*..." shows the author has placed the background of the problem under discussion in academic circles. The author used "*a very* important *position*" to denote the synonym of "*essential*", as given in example (7). Also, data from example (9) demonstrates similar lexical "*important*", yet there is a variation in the application where the lexical is used directly after the main argument is delivered.

b. Making Topic Generalization [M1_S2]

Making topic generalization delivers statements about the most recent issue under discussion, conversation among researchers, definition, consensus, application, and phenomena. To demonstrate this, several examples from Lu (2021) are presented as follows:

a number of * have	papers, researchers, scholars, studies
a number of studies *	explore, find, have, starting
a number of studies have *	added, been, found, investigated, shown
has been shown to *	be, have (a large/positive effect), foster, reduce, help
it is * known that	well, widely (Lu et al., 2021)

Much of the findings presented in this section show that undergraduates use less lexical phrases to generalise topics in the thesis. Instead, the argument is offered by using the syntactical level. The findings are as follows.

(7) English Day program **is one of** the alternatives that can be implemented by the teacher which the theory that students have learned at class can be aligned with direct practice in oral form.(BT_05)

(8) Writing **is one kind of** language skills that is very important for the second language learners.(BT_14)

(9) Government regulation of the Indonesian No. 74 of 2008 on Teachers article 3 paragraphs 2 of teacher competency **includes** pedagogic competencies, personality competencies, social competencies, and professional competencies obtained through professional education.(BT_04)

Example (10) through (12) indicate generalizations stating to the understanding about the topic or the general trends. However, it is essential to mention that examples (10) and (11) have similarities in terms of using the definition about the topic, while example (12) demonstrates a slightly different way as the author mentions a reference to bring about the topic. Furthermore, the findings presented in this section show that undergraduates use a variety of phrases in making topic

generalization in the thesis, such as "…*is one of…, …is one kind of …, … include(s) …*". Instead, the argument is offered by using the syntactical level.

c. Reviewing Items of Previous Research [M1_S3]

In this section, undergraduates report the current relevance and the previous studies significance. The applicability of Step 3, reviewing items of Previous Research, is demonstrated. Several examples are illustrated below.

in their study of *	the, recent, English, U.S., middle-status, wine
a * in which the	context, model
as a function of the *	length, number
at the beginning of *	a, workers (Lu et al., 2021)

The researchers found undergraduates perform the rhetorical step using various phrases, yet they play the role of successfully reviewing relevant studies according to Swales' CARS model. The examples are as follows.

(10) **In the current situation,** the duties and responsibilities of teachers in professional development do not seem to do much. (BT_04))

(11) **In recent years**, researches on potential role of technology in educational context have also been widely discussed.(BT_02)

(12) **Brown states that** emotion affect learning in the most fundamental way because they are the foundation of the learning strategies and techniques. In the other words, emotional state can encourage or discourage learning.(BT_31)

Reviewing previous studies is applied in examples (13) and (14), the study as the phrase "*In the current situation…*" and "*In recent years, …*". It demonstrates that the author refers to their understanding of the latest situation. However, example (15) applies a citation to indicate the relevant study.

2. *Establishing a niche*

This section provides the identification of question raising [M2_S1c], and Providing justification [M2_S2].

a. Question raising [M2_S1c]

This section shows the undergraduates' curiosity about the topic and raises the question to be undertaken in the research. This can be illustrated with the following phrases proposed by Lu (2021).

and to what extent *	the, does
the question of how *	much, compensation, the, to (Lu et al., 2021)

Data from the corpus illustrate example of (16), (17), and (18) deliver the curiosity

about the topic.

(13) **All of the above explanations create inspiration to the researcher to make** a classroom action research, because the writer wants to know how far flashcards can improve vocabulary mastery (BT_19))

(14) **After doing the observation, writer found some problems** that faced in teaching learning process. (BT_32)

(15) Based on the observation and interviewed with the teacher in eighth grade MTs Sains Algebra , the most problem that happened in the learning process was the students' learning interest towards English.(BT_31)

Example (16) and (17) demonstrate the effort of undergraduates to employ phrases in raising the questions. The writer of example (16) confirms the reader to the general topic discussed earlier by using phrases, "*All of the above explanations create inspiration to the researcher to make…*". However, in example (17), the topic raised with "*After doing the observation, writer found some problems…*", seems to need more steps to clarify the question.

b. Providing justification [M2_S2]

This section shows justification for previous studies that the writers can maintain. The example of phrases providing justification is presented below.

a * understanding of the	better, deeper, nuanced
it is important to *	determine, understand, study, investigate, consider
the ways in which *	changes, persons, gender, such
understanding of the * of	causes, nature, origins, structure (Lu et al., 2021)

Examples (19) and (20) highlight a need for research related to the topic referring to real-world education challenges. Also, the discussion from both examples shows the appropriateness of further study.

(16) **Based on the researcher's perspective,** one of the several factors that affected the low interest is the using of learning media that teacher use to teach the English material (BT_07))

(17) **There are more students who participate** during the lessons than the silent ones**.**(BT_12)

3.   *Presenting the present work via*

For Move 3, there are four models of steps identified from the corpus, namely: Announcing present research [M3_S1], Presenting research questions or hypotheses [M3_S2a], Summarizing methods [M3_S4a], and Stating the value of present research [M3_S6]. The realization of Move 3 is described with the following examples.

a. Announcing present research [M3_S1]

In this section, the importance of stating the aim or purpose of the present study.

Some phrases have been discussed by Lu as follows(2021).

aim of * article is to	this, the
aim of this * is to	article, study, paper, analysis
goal * this article is to	of, in
goal of * article is to	the, this (Lu et al., 2021)

In data corpus, the purpose of the study is to apply different lexical phrases that conventionally proposed from previous studies about this move as demonstrated by example (21) to (24).

(18) Therefore, **researcher is interested in conducting research titled** : "An Analysis of Teachers' Pedagogic Competence in Teaching English At SMP Muhammadiyah Al - Amin Sorong City" . (BT_04))

(19) Therefore, **the authors take the title of** "The Analysis of teachers' difficulties in teaching writing at SMK Negeri Kota Sorong as the author ' s research"**.**(BT_02)

(20) Based on the problem discussed before, in this case will be analyzed by writer and **this research is about** the Influence of students' anxiety when they are speaking and when they are invited to have communication with others.(BT_09)

(21) From the phenomenon, the researcher tried to reduce the problems in student difficulties, **therefore the writer had a study the** "The Analysis of Students Difficulties in Comprehension English Reading Text at SMP Muhammadiyah Al - Amin Sorong City. (BT_10)

Example (21), "*Therefore, researcher is interested in conducting research titled…*" use the tone of politeness, which do not show the directness in the step. However, examples of (22), (23), and (24) are more direct as the phrases of "*…the authors take the title of…*", "*…this research is about…*", and "*…therefore the writer had a study the…*".

b. Stating the value of present research [M3_S6]

This section is about how undergraduates state the value of their present research.

contribution of this *	is	article, study, paper, research
this is the first *		study, paper, sociological, systematic, annual, known, large-scale
to our knowledge *	is the	this, ours
is the first to *		examine, identify, investigate, study, establish, use (Lu et al., 2021)

Undergraduates highlight the findings of the research portraying the noteworthiness of the present study. Moreover, potential benefits are introduced. All examples of this step establish the value or importance for undertaking the present study.

(22) **The finding of this study is expected to be a reference for** the other school in order to promote the achievement of students' speaking skill. (BT_05)

(23) The aim of this research is **to provide a better understanding** on types of writing difficulties that based on teachers' teaching experience.(BT_06)

(24) **The result of this research is also expected to give a valuable suggestion** to overcome difficulties in teaching writing.(BT_06)

(25) It is also **providing useful suggestions** for lectures to pay highly attention on the use of YouTube as part of students' daily lives. (BT_02)

Discussion

Based on the results, all of the moves are identified from the corpus of 32 BT. The results (Table 3) demonstrated in this analysis provide an understanding that students show high consideration for Move 1 (Establishing research territory) as indicated by the number of occurences. However, the analysis of the corpus shows that move 2 receives fewer presences compared to the data shown for move 3. As Swales proposes, introduction contains these three moves in creating research space. Further investigation can help students use the CARS model in writing BT, significantly to move 2.

The data BT1 M1_S1, BT2 M1_S2, and BT2 M1_S3 show the communicative function of rhetorical structure as the writer relates the study to establish the research territory by showing the centrality, generalization, importance, and previous research. The importance of conducting the research is successfully achieved in BT1 M1_S1 as it claims the centrality by showing the phrases has a central role. In addition, BT2 M1_S2 maintains the generalization about the research area where phrase of Nowadays,...became more popular. Thus, BT2 M1_S3 functions to assemble and review items of previous research relevant to the study that generally will be followed by citations to several purposes such as acknowledging intellectual property of former researcher, showing respect, giving greater authority to the arguments, and showing the membership of a discourse community (Swales & Feak, 2012).

Furthermore, the function of establishing a niche is used very few, as shown in data Table 3 above. This move establishes and connects the motivation for the reader about what idea is coming to the next move, that is, presenting the present work. Conventionally, Move 2 (M2) is indicated by using several ways, namely counter- claiming, indicating a gap, question raising, continuing a tradition, pointing out limitations of previous research, and providing justification. Nevertheless, minor occurrences of move two from Table 3 are illustrated in the

following examples.

(26) From the situation above, we know that the students just acquire a few vocabularies. This situation also found in MI Roudlotul Khuffadz , in English teaching learning process there the teacher not use media or method that able to increase the interest and achievement of the students. (BT 19) (M2_S1b)

(27) All of the above explanations create inspiration to the researcher to make a classroom action research, because the writer wants to know how far flashcards can improve vocabulary mastery. (BT 19) (M2_S1c)

(28) There are more students who participate during the lessons than the silent ones. Unfortunately, they are still more dominant in Indonesian than English. (BT 12) (M2_S2)

Data from the corpus shows that most of BT's introduction section is still about making generalizations about the research area and claiming the centrality or value of the research area. Nevertheless, Swales proposed that Move 2 is a crucial stage in introducing longer research projects though it may be communicated in a short line. It is a joint which connects narration from the previous Move 1 and Move 3.

Conclusion and Suggestion

The data sample of BT's Introduction section shows that the occurrences among M1, M2, and M3 do not fully function the rhetorical structure given in the CARS model. This study showed that M1 establishes the major occurs in the corpus. It seems mandatory and even overused as the number of appearances is high. In addition, the rest of the moves are not shown in all data samples, which makes a more convinced prediction that undergraduate students do not have a good awareness of rhetorical structure.

Based on the results, it can be suggested that using Swales' CARS model as a guideline for writing an introductory section of a bachelor's thesis. This model presents three steps along with steps that can assist students to write well-organized referrals in a particular pattern. Since this study examined only the movements of the introductory chapters written by University students in the English education department, further research is needed to examine the rhetorical composition of the discussion chapters as the discussion chapter is central to the dissertation. This research provides essential knowledge on how to write the introduction part academically, particularly for undergraduate students and teachers who could encourage the students to use Swales's model to write their thesis or dissertation.

Evolving proficiency in academic writing is necessary for university students who strive to pursue a path of higher education must learn to use academic language effectively. To become successful academic writers, students need to develop their linguistic competence, syntactic fluency and lexical capacity to be able to write analytically, competently and persuasively

Pedagogical implications.

In order to develop students' linguistic resources, teachers may need a multifaceted pedagogical approach that provides 1) exposure to authentic and rich learning materials that represent the content of academic writing, 2) explicit instruction that draws students' attention to lexical phrases, 3) strategy instruction that shows how language is used to construct meaning, and 4) guided practise that promotes students' linguistic knowledge in composing, revising, and editing processes (Maamuujav & Olson, 2019). Therefore, in this way, teachers could help students determine how to create meaning from the texts and how linguistic choices are shaped by constructed genre.

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