Original scientific paper

CITATION PRACTICES IN RESEARCH ARTICLES IN INDONESIA-BASED JOURNALS AND INTERNATIONAL JOURNALS

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Abstract. *This paper examines the similarities and differences in the use of rhetorical citations in research articles in two journal publication contexts in the field of Applied Linguistics, namely Indonesian Journals aimed at a local audience, and International Journals aimed at a global audience. Fifty Discussion Sections from published research articles were taken from the two publication contexts. Results of the analysis indicate a dominant use of integral citations especially verb-controlling type in the Indonesian local corpus. It is suggested that this citation type requires less demand on synthesising various sources cited while Discussion Sections in the International corpus make greater use of non-integral citations which indicates a succinct synthesis of various sources. In terms of function, referring to literature is the most salient function in Indonesian local corpus while attribution is the most dominant function found in the International corpus. Accompanying the textual analysis of citation practices in these journals, Indonesian academics as part of the community of the discipline were interviewed. Their perspectives indicate urgency for results of genre analysis studies to be transformed into teaching materials to assist especially novice writers in the field of Applied Linguistics in understanding English research article writing conventions better.*

Key words: *Citations practice, Indonesian-based journals, International journals, applied linguistics.*

1. INTRODUCTION

Research articles have been used as an essential channel of scientific communication among scholars (Pho and Tran, 2016) and as a venue to build up a vast body of 'parceled knowledge' (Hyland, 2016: 58). It is also 'the central genre of new knowledge production' (Yang and Allison, 2002: 365) which places making references to the literature (Thompson and Tribble, 2001) as essential. In this context, citations in research articles are used by the writers to situate their research amongst existing literature and to support knowledge construction in the field (e.g. Samraj, 2013; Hyland, 1999, 2000, 2005; Swales, 1986, 1990). The significant role that citations play in academic writing is well-documented across natural and social science disciplines; in Applied Linguistics (e.g. Swales, 1986, 1990; Hyland, 1999;

Thompson, 2000); Sociology of Science (e.g. Bazerman, 1988; Becher, 1989; Myers, 1990); and Information Science (White, 2004). The practice of citations in research article writing exists in order to make references to existing relevant sources and demonstrate critical engagement with current knowledge. Citations are used to signal what is already known about the subject of study, to align with a particular perspective, or indeed to point out the weaknesses in others' arguments (Swales and Feak, 2004; Mansourizadeh and Ahmad, 2011).

Informed by the aforementioned studies, this study seeks to examine types and functions of citations in Indonesian local English journals and International journals in the area of Applied Linguistics. Variations in the use of citations by paying attention to the potential impact of the broad knowledge categorisation concept (hard vs soft sciences) is also applied in the analysis of the findings from the two corpora of 'soft' discipline' called Applied Linguistics (Hyland, 2009a). These study focus especially on citation practices as 'the heart of academic writing' (Hyland, 2005, p. 15) in two different publishing contexts Indonesia-based Journals and International Journals publishing in the field of Applied Linguistics. To complement the textual analysis, a small qualitative social scientific interview with three Indonesian academics that have had experiences in writing for publication either for local English journals and international reputed journals in the area of Applied Linguistics was conducted. Two research questions were proposed in this research:

(i) What are the similarities and differences between the two corpora of Discussions in the use of citations?

(ii) What are Indonesian academics' perceptions of citations in research article writing for publication?

2. METHOD

To identify similarities and differences in the use of citations in two journal publication contexts in the field of Applied Linguistics a total of 50 research articles were selected from 10 journals in the area of Applied Linguistics. Five of the journals are peer-reviewed Indonesian local English journals (International journal of language education, International Journal of Language Education and Culture Review, International Journal of Education, International Journal of Education, The Indonesian Journal of Applied Linguistics) and other five are international journals in the area of Applied Linguistics (Applied Linguistics, TESOL Quarterly, Studies in Second Language Acquisition, The Journal of Second Language Writing, Language Learning Journal). The selected research articles from the ten journals were restricted to empirical studies (e.g. qualitative, quantitative and mixed method studies). Theoretical articles and articles published in special issues were excluded because the overall organisation (i.e. rhetorical structure) of an article may vary in accordance with its type (Cheng and Unsworth, 2016). The Discussion Sections of each article were identified and extracted in order to compile to form two corpora of RA Discussions from a single discipline of Applied Linguistics as there is a possibility that any observed differences may be due to differences in the discipline of the texts (Cominos, 2011).

In this study, the citations analysis that we conducted independently and manually, due to the small size of corpora analysed (Lee et al., 2018; Flowerdew, 2000), focused both on citation type and function. Using Swales' (1990) citation typologies of integral and non-integral citations, the analysis was conducted by referring to the syntactic position of the names of authors cited (Swales, 1990; Mansourizadeh and Ahmad, 2011). Further analysis on integral citations was made identifying whether they were verb controlling or naming

(Thompson and Tribble, 2001). The number of citations per 1,000 words was computed for comparison across the two sub-corpora (Samraj, 2013). A numeric format in the form of figures in square brackets was applied where citations of both the integral and non-integral type were used by writers. To determine the number of citations, all brackets which included both single or multiple numbers were identified and counted. As suggested by Bloch and Chi (1995), multiple non-integral citations were counted as a single citation, as shown in '(Hampl, 2011; Ammar and Spada, 2011) [[3]]' from the above sample. In other words, the number of citations in this study corresponds to the frequency of occurrences of citations, regardless of them being single- or multiple-reference citations. All occurrences were then counted and categorised into different types and functions.

Functions of citations are determined by considering not only the sentence in which citations appear, but also the surrounding sentences (Samraj, 2013; Mansourizadeh and Ahmad, 2011). Harwood (2009) argues that, to a certain degree, authors' real intentions in using citations in their texts may not be accurately determined by simply considering the sentences surrounding the citations. However, he notes that it is possible to identify the rhetorical functions of citations by considering the discourse within which those citations appear. Thus, in order to identify the function of citations in research article Discussions in both corpora, texts were read and analysed several times and a list of possible functions of citations in both corpora produced. The list was revised as more texts were analysed in order to capture the range of functions, and to distinguish more effectively one function from another.

To complement the above textual analysis, three Indonesian academics with experience of writing for publishing were interviewed regarding their views on writing for international publication in general and citations use in English research articles in particular. Each interview lasted around 50 to 60 minutes and was tape-recorded and transcribed. As mentioned earlier, these qualitative semi-structured interviews focused both on general issues related to writing for publication purposes and more specific issues such as the roles of citations in Discussion Sections of research articles. However, data from these interviews were used as complementary element for the current study.

3. RESULTS

3.1 Comparing Citation Types in Both Corpora of RA Discussions

The results of the analysis indicated that both integral (IG) and non-integral (NIG) citations are used in research article Discussions in both Indonesian local corpus (ILC) and international corpus (IC), as can be seen in Table 1 below.

Table 1 Total Types of Citations found in ILC and IC

Types	ILC		IC	
	Raw Number	Percentage	Raw Number	Percentage
Integral	92	57.5	72	29
Non-integral	68	42.5	177	71
Total	160	100	249	100

The above table shows that in the Indonesian Local Corpus, there were a total of 160 citations; 57.5 % were integral citations; 42.5% were non-integral types. In the International Corpus 249 citations were identified, with a greater percentage of these

being non-integral types (71%). Integral citations, on the other hand, comprise only 72 instances, a percentage of 29%. This suggests that Discussions Sections in the Indonesian local corpus are constructed with more emphasis on the cited authors' aims, mostly indicating support of previous researchers to claims made for acceptance by community members (Kafes, 2017). The apparent preference for use of non-integral citations over integral citations in the IC suggests Discussions are constructed with more emphasis on the message than on the cited authors, and this eventually keeps the flow of the arguments uninterrupted (Hewings et al. 2010), constructing a piece of text that is more likely to be objective and scientific (Thompson, 2005a; Hyland, 1999). Examples of integral and non-integral types of citations drawn from each corpus are presented below.

Example 4
'Integral Citation'
A similar finding was demonstrated by Crossley et al. (2010), who found that the use of more frequent words over time by learners correlated with the use of more polysemous words, suggesting that the more frequent words may have had more senses. **(Itl-Text5)**

Restu, Atmowardoyo, and Akil (2018) states that by having good communication skills, the teacher can develop good and close relationship with the students. **(Indo-Text5)**

Example 5
'Non-Integral Citation'
A more general interpretation is that there is a form expressed as 'Person +BE + Affect + Preposition + Entity' or 'Person +BE + Affect + clause' which matches the meaning of 'reaction to target', comprising a single construction. These interpretations are not inconsistent but suggest that constructions exist at various levels of delicacy **(Halliday 1985; Wible and Tsao 2017) (Itl-Text4)**

By applying PMI strategy, students are able to develop their thinking ability and easy to find solution of the problem **(Streeter, 2004 as quoted in Mirawati and Amri, 2013) (Indo-Text2)**

3.2. Citation Functions in Both Corpora of RA Discussions (ILC and IC)

In the ILC, six functions of citations are identified: 'attribution', 'exemplification', 'further reference', 'application', 'evaluation' and 'comparison with other sources'. From these six functions (160 instances in total), 'comparison with other sources' is the most prevalent, with 74 instances, a percentage of 46.3%. The second most frequent function found in this corpus is 'attribution' (59, or 36.8% of the total instances). The remaining functions occur less frequently, such as 'evaluation' (8.2%), 'exemplification' (2.5%) and 'further reference' (2.5%). The other two functions identified in Petriç's (2007) framework of citation 'statement of use' and 'establishing links between sources', were not found in this corpus. In the IC, all eight functions, as outlined in Petriç's (2007) framework of citation, are identified with 'attribution' as the most prevalent function (78 instances, or 32.4% of the total citation functions identified). 'Comparison with other sources' and 'application' are the second and third most prevalent functions of citation found in the IC, with 76 (31.5%) and 25 (10.3%) respectively. The rest of the functions are used less frequently with each occurring in fewer than 10% of instances. These include 'evaluation' (8.7%), 'exemplification' (8.3%), 'further reference' (6.6%), 'statement of use' (1.3 %), and 'establishing links between sources' (0.82%). Further

explanation of each citation function identified in both corpora of RA Discussions is provided below.

'Attribution' in ILC and IC

The first function of citation found in each corpus is 'attribution', which is used to attribute information or activity to sources. 'Attribution' is the most dominant citation function in the IC (32.4 %) and is the second highest in the Indonesian local corpus (36.8%).

Example 8

Studies that have examined L2 lexical proficiency using computational methods have traditionally investigated features related to frequency, imageability, concreteness, meaningfulness, and **range (Morris and Cobb 2004; Crossley et al. 2010; Crossley et al. 2011; Kyle and Crossley 2015).** These studies have found that L2 learners exhibit growth in lexical proficiency in terms of the production of less frequent words, greater lexical diversity, and the use of less imageable, concrete, and meaningful language **(Ellis and Beaton 1993; Crossley et al. 2010; Salsbury et al. 2011; Crossley et al. 2013) (Itl-Text5)**

Example 9

Concerning with the use of podcast in EFL teaching, Szendeffy (2005) **stated that** podcast provide students and teachers with great full access and integration of material than tape recorders or videocassettes. **(Indo-Text4)**

'Exemplification' in ILC and IC

The second function of citation found in both Indonesian local corpus and international corpus is '*exemplification*'– 2.5% of the Indonesian local corpus and 8.3% of the International corpus. This citation function is used to illustrate the writer's statement through source(s), usually preceded by *for example* or *e.g.*, as can be seen in Examples 7 and 8 below.

Example 10

The Spanish teacher in Elola and Oskoz (2016), **for example**, used the two modalities to focus on form in her Word comments, and on content and style in the screencast. **(Itl-Text3)**

Example 11

The statistically significant relation between gender and the 16-year old adolescents' attitudes towards learning a foreign language as found in this study correlates with previous studies reporting that gender is one of many factors that has relation with one's attitudes towards learning a foreign language (**e.g**. Kobayashi, 2002; Clark &Trafford, 1995; Ellis, 1994; Bacon & Finnemann, 1992; Powell & Batters, 1985). **(Indo-Text2)**

'Further Reference' in ILC and IC

The third function of 'further reference' is used in 2.5% in the Indonesian local corpus and 6.6% in the international corpus. This function is employed to refer to source(s) providing further information on an issue, usually in brackets/footnotes and preceded by *see*, as illustrated in the following examples.

Example 12

The present findings also contribute to reformulating how timescales are applied to track voice development—and more broadly, L2 development. In the CDST context (and on studies of L2 development in general—**see**, e.g. Leki et al. 2008). **(Itl-Text1)**

Example 13

Previous studies reported that more exposure of English promotes English language learners' English development (**see** Gamez, 2015; Dewi, 2017). **(Indo-Text5)**

'Statement of Use' in ILC and IC

The fourth function found is 'statement of use'. While no use of this function is found in the ILC, 1.3% appears in the international corpus. This function is used to state source(s) and purposes of source(s) used as in Example 14 drawn from the IC.

Example 14

To explore our findings, **we will look to** the MOGUL framework of Sharwood Smith and Truscott (2014a, 2014b), which assumes that acquired and learned knowledge depend on active processing **(Itl-Text2)**

'Application' in ILC and IC

The fifth function of citation found in both corpora is 'application', used in 3.7% of the ILC and 10.3% of the IC. This function is used in both corpora to make connections between source(s) and writer's work for writer's own purpose, as can be seen in Examples 15 and 16.

Example 15

In the individual interview, agency is constructed as emerging from '**processes of confrontation with voices of others'** (Dufva and Aro 2014: 274). (Itl-Text2)

Example 16

The dominant use of expansive resources, especially 'entertain', in the students' texts in this study is similar to the Engagement patterns of medical research articles, which have been characterized as being **"cautious, modest, or lacking assertion"** (Fryer, 2013, p. 198). **(Indo- Text6)**

'Evaluation' in ILC and IC

The next citation function identified in both corpora is 'evaluation', used to evaluate source(s) using evaluative language. This function is employed in 8.2% of the ILC and 8.7% in the IC, as shown in the following Examples 17 and 18.

Example 17

While Biber et al. (2013) quite **accurately point out** that measures such as MLT do not capture a particular identifiable type of complexity, the present study provides further evidence that MLT appears to be associated with higher writing quality. **(Itl-Text5)**

Example 18

Therefore, podcasts **can be used** as main sources or supplementary tools as suggested by previous research (Istanto, 2011, Abdous, 2009; Lee & Chan, 2007). **(Indo-Text4)**

'Establishing Links between Sources' in ILC and IC

The next function of citation identified is 'establishing links between sources' to point to links between different sources. This is found in 0.82% of the IC but none (0%) occur in the ILC. This function can be seen in Example 19.

Example 19

Cameron (2001) has concerns about writing being introduced too early, in relation to learners in the five-to-seven age group but suggests that eight-nine-year-olds are likely to be ready to cope with writing to support their learning. **This is supported by Swain (2000),** who identified how collaborative writing enhanced the learning of young pupils in Canada. **(Itl-Text4)**

'Comparison with Other Sources' in ILC and IC

Finally, the last function found in the two corpora is 'comparison with other sources' to indicate similarities or differences with findings from previous studies. This function is the second highest function in the ILC (46.3%) and is the most dominant in the IC (31.5%).

Example 20

A similar finding was demonstrated by Crossley et al. (2010), who found that the use of more frequent words over time by learners correlated with the use of more polysemous words, suggesting that the more frequent words may have had more senses. **(Itl-Text5)**

In addition, **unlike previous scholarship on voice** that has focused on its long-term development (Ivanić, 1997; Dressen-Hammouda, 2014), these findings promote how studies on short-term development can expand present conceptualizations of voice construction. **(Itl-Text1.**

4. DISCUSSION

The above findings have shown that, in the two corpora of RA Discussions, variations occur in both frequency, type and function of citations. In terms of citation types, Discussion Sections in the Indonesian local corpus evidence more integral than non-integral citations. This use of integral citations in the Indonesian local corpus shows that Discussions Sections in this corpus are constructed mostly through attributing whole responsibility to a single source or scholar cited (Kafes, 2017). This majority use of integral citations in the Indonesian local corpus may also suggest that Discussion Sections in this corpus are created to 'position a reader to accept rather than challenge the referenced propositions' (Coffin, 2009: 178) by showing how earlier relevant studies support their own (Hyland and Feng, 2017). It has been suggested that integral citation is a simpler form of citation (Jalilifar, 2012) which makes fewer demands on the author in synthesising various sources cited (Swales, 2014).

We argued earlier in this paper that the analysis of citation function emphasises the intentions writers realize by using citations and that through textual analysis it possible to identify the rhetorical functions of citations by considering the discourse within which those citations appear. However, in order to further pursue the notion of 'real intentions'

with regard to using (or avoiding) citations we draw on data collected from interviews conducted with three Indonesian academics. In their interviews on the topic writing for academic publishing in English, the interviewees each pointed to the importance and challenges of citation practices in their academic writing. During the interview, Rani (pseudonym), for example, said:

> I think the reason for why I find it difficult to deal with citations is that I did not have a good access to current literature, especially research articles from highly reputed journals in TESOL, for example. So I rarely paid attention to how citations are employed in an academic text like a research article. I mean it is important to refer to good quality English research articles so we can see how expert writers cite other people's work (*Rani, translated version*).

This challenges in citations practice among Indonesian academics in general could also be explained by a lack of resources and limited access to the literature that leads to the writers' lack of understanding of the importance of citation in academic texts (Adnan, 2014, 2009; Arsyad, 2013; Lillis and Curry, 2014) and RA writing practice in Indonesia (Arsyad, 2013). In his analysis of 47 Indonesian RA Discussion Sections published in Indonesian local journals in the Social Sciences and Humanities, Arsyad found an absence of references to previous research findings in the majority of the texts he analysed. This suggests that in research article writing practice in the Indonesian language published in Indonesian journals, writing a Discussion Section without citations is probably still possible, so that a similar practice would probably be transferred when writing RAs in English, especially among Indonesian novice researchers.

Unlike in Indonesian local corpus, Discussions Sections in the international corpus are mostly backgrounded through non-integral citations, as this type of citation is the most dominant in this corpus. This finding confirms Hyland and Feng's (2017) study. In their analysis of a corpus of 2.2 million words from the same leading journals in four disciplines (Applied Linguistics, Sociology, Biology and Electrical Engineering) in 1965, 1985, and 2015, Hyland and Feng found a new trend of using non-integral citations of most writers in leading international journals, indicating a general trend towards emphasising the reported studies rather than works cited among experts.

In terms of citation function, 'attribution' is used in a high percentage in each corpus. It is the highest function in IC (32.4%) and the second highest function in ILC (36.8%). This finding is not surprising because 'attribution' is a basic citation and is 'rhetorically the simplest' (Petrić, 2007: 247). It seems less demanding on writers' advanced rhetorical skills as compared to other functions like 'evaluation'. This textual finding is in line with data from the interview.

> When I write, I tend to use citations that support my findings or my ideas. But I also try to find out contradictory ideas so that I can show my position between the two. I do this because I know that when I only cite those which support, the discussion would be so narrow. With the pro and contra, our writing would sound more critical (Tio, *Pseudonym*).

The above discussion sheds new light on the perception that a 'soft' discipline like Applied Linguistics would likely use more integral citations (Hyland, 1999); this is not always correct. The fact that more non-integral citations are used in research article Discussions in the international corpus, for example, has evidenced that this citation type has been important in the creation of convincing and persuasive claims in this area. In

addition, the dominant use of both 'attribute' and 'comparing with other sources' functions in both corpora is in line with a study by Harwood (2009), that in soft science, citations are employed to engage with readers.

5. CONCLUSION

The findings of this study support the idea that academics writing in local non-English backgrounds are likely to use integral citations of verb-controlling type, as reported by previous studies (e.g. Mansourizadeh and Ahmad, 2011; Jalilifar, 2012). This is indicated by the use of more integral citations of verb-controlling than non-integral type in RA Discussion Sections in the Indonesian local corpus whereby the writers are Indonesian academics in which English is treated as a foreign language nationally (Arsyad et al., 2019; Adnan, 2014). It has been argued that such a dominant use of this citation type could be due to its simplicity in that this citation type requires less demand on synthesising various sources cited (Swales, 2014) and has been typically used in RAs written by novice academics (ElMalik and Nesi, 2008).

This preference for integral citation practices identified in the Indonesian local corpus is in contrast to the international and cross-disciplinary trend of using non-integral citations first identified by Hyland and Feng (2017) Discussion Sections in the international corpus were found to make greater use of non-integral citations, which synthesize various sources to do so. Finally, the dominant use of two citation functions (i.e. to attribute and to compare with other sources) as shown in each corpus has brought further evidence that in soft sciences citations are used to advance the credibility and the acceptability of the proposed claims by especially expert members of the discourse community (Hyland, 2004). This has been evidenced through attributing the claim to previous researchers in the field and by comparing their claims with results of previous studies in the same area (Hyland, 1997, 2000).

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