

**GENRE KNOWLEDGE AND WRITING DEVELOPMENT OF GRADUATE
STUDENTS MAJORING IN SOFT AND HARD SCIENCES IN COMPOSING
RESEARCH ARTICLE INTRODUCTIONS**

A THESIS

Submitted in partial fulfillment of the requirement for the Master's Degree in
English Education



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APPROVAL

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Abstract

Studies on genre knowledge have been done extensively ranging from the conceptualization of genre knowledge, the effects of genre knowledge in a writing class, and prior genre knowledge and writing strategies. However, only a few focus on the relation between genre knowledge and writing development. On the other hand, many studies have explored the rhetorical move analysis of research article introductions written by authors across disciplines. Nevertheless, little is known about the relation between genre knowledge and the writing development of students across disciplines in writing research article introductions. Thus, this study aims to analyze and compare genre knowledge and writing development of Indonesian graduate students from soft and hard sciences in composing their research article introductions. A total of 12 research article introductions written in English by four graduate students of a public university in West Java were purposively selected as the corpus of this qualitative study. Swales' (2004) revised Creating a Research Space (CARS) framework was used to analyze the research article introductions, while Tardy's (2009) Genre Knowledge was used to formulate in dept interview questions. The findings revealed that Indonesian graduate students majoring in soft and hard sciences shared similarities and differences in organizing their research article introductions. Furthermore, Indonesian graduate students' genre knowledge was manifested in their actual writing. Students' genre knowledge was also associated with their writing development. Additionally, some other related issues contributed in influencing students' writing development. Pedagogical implications and recommendations for further studies are also discussed.

Keywords: Genre knowledge, writing development, research article introduction, move analysis, soft and hard sciences

ABSTRAK

Penelitian terkait pengetahuan genre telah dikaji secara luas mulai dari konseptualisasi pengetahuan genre, pengaruh pengetahuan genre pada kelas menulis, dan pengetahuan awal genre dan strategi menulis. Akan tetapi, hanya sedikit penelitian yang berfokus pada hubungan antara pengetahuan genre dan perkembangan menulis. Disisi lain, banyak penelitian yang sudah mengeksplorasi analisis retorik *move* pada bagian pendahuluan artikel penelitian yang ditulis oleh peneliti lintas disiplin. Namun, masih sedikit yang diketahui terkait hubungan pengetahuan genre dan perkembangan menulis siswa antar disiplin dalam menulis bagian pendahuluan artikel penelitian. Oleh karena itu, penelitian ini bertujuan untuk menganalisis dan membandingkan pengetahuan genre dan perkembangan menulis mahasiswa pascasarjana di Indonesia yang berasal dari rumpun ilmu sosial dan eksakta dalam menulis bagian pendahuluan artikel penelitian. Sejumlah 12 bagian pendahuluan artikel penelitian yang ditulis dalam Bahasa Inggris oleh empat mahasiswa pascasarjana yang berasal dari universitas negeri di Jawa Barat dipilih secara sengaja (*purposive*) sebagai korpus dalam penelitian kualitatif ini. Kerangka teori *Swales' (2004) revised Creating a Research Space (CARS)* digunakan untuk menganalisis bagian pendahuluan artikel penelitian, sedangkan kerangka teori *Tardy's (2009) Genre Knowledge* digunakan untuk menyusun pertanyaan wawancara mendalam pada penelitian ini. Temuan penelitian menunjukkan bahwa mahasiswa pascasarjana Indonesia yang berasal dari rumpun ilmu sosial dan eksakta menunjukkan kesamaan dan perbedaan dalam menulis bagian pendahuluan artikel penelitian. Lebih lanjut, pengetahuan genre mahasiswa pascasarjana Indonesia tercermin pada tulisan mereka. Pengetahuan genre mahasiswa juga terkait dengan perkembangan menulis mereka. Sebagai tambahan, beberapa isu terkait juga berkontribusi pada perkembangan menulis mahasiswa. Rekomendasi untuk penelitian lebih lanjut dan implikasi pedagogis juga akan dibahas.

Kata Kunci: Pengetahuan genre, perkembangan menulis, bagian pendahuluan artikel penelitian, analisis *move*, rumpun ilmu sosial dan eksakta.

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