Genre Analysis of English vs. Indonesian Application Letters

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Abstract

Genre studies in English for specific purposes (ESP) have long been widely investigated, including in academic and professional texts. In professional texts, these studies have been conducted in business letters, formal letters, newsletters in China and Australia, advertising promotional media in Indonesia, and application letters. However, application letters are still the least investigated in the Indonesian context. Furthermore, contrastive genre analysis of English and Indonesian application letters has never been investigated to date. Based on finding and comprehending this gap in the literature, the researcher is encouraged and interested in conducting the present study. The researcher involved and trained 12 English foreign language (EFL) students to analyze rhetorical moves of 63 English and 63 Indonesian application letters. However, among the 63 English application letters, 25 were written by non-native English speakers. Thus, the researcher only focused on analyzing 38 English and 63 Indonesian application letters. Then, to ensure the validity of the analysis results, the researcher reanalyzed the rhetorical moves by re-reading application letters three times using a top-down approach and identifying their linguistic signals. The results showed two rhetorical models of English and Indonesian application letters. These two models imply that they have rhetorical differences in communicating their purposes.
Keywords: English and Indonesian application letters, genre analysis, moves, rhetorical model

1. INTRODUCTION

Genre is defined as how to get things done using language, and its concept is heavily influenced by a discourse community (Hyland, 2002, 2003, 2004). Historically, it was developed in three schools of thought: genre in the new rhetoric, a genre in the school of Sydney, and genre in English for specific purposes (ESP) (Adnan, 2010; Hyland, 2002;

Hyon, 1996; Johns, 2002). However, the present study focuses on genre analysis in the ESP school because it analyzes how authors (applicants) use their language to achieve their purpose in writing their application letters.

Genre analysis in ESP has been widely used to investigate various academic and professional texts. In academic texts, various scholars have employed this approach to analyze the rhetorical structures of research articles (RAs) (Adnan, 2008, 2009, 2010, 2011; Anthony & Sajed, 2017; Arsyad, 2000, 2013a, 2014; Arsyad & Adila, 2018; Arsyad & Arono, 2016; Arsyad et al., 2020; Behnam & Golpour, 2014; Can et al., 2016), literature review (Badenhorst, 2019), and essays (Hyland, 2004; Wu, 2017). In professional texts, many linguists also have investigated business letters (Bhatia, 1993), formal letters (Sadeghi & Samuel, 2013), newsletters in China and Australia (Wang, 2006), advertising promotional media in Indonesia (Kristina & Kasim, 2016), and application letters (Ho & Henry, 2021; Maasum et al., 2007; Nahar, 2013; Tatsanajamsuk, 2017; Wang, 2005).

However, compared to genre analysis in RAs, application letter studies seem very limited. Besides, although application letters have been investigated using a genre approach, there seem to be some gaps that need further investigation to contribute to the literature and practices regarding how genre in application letters thus far. Therefore, to ensure how genre of application letters has been studied thus far, the researcher reviews the literature (studies of application letters) in the following section.

2. LITERATURE REVIEW

Genre analyses in application letters have been conducted by various linguists, including Ho and Henry (2021), Tatsanajamsuk (2017), Nahar (2013), Maasum et al. (2007), and Wang (2005). Their analyses are reviewed in the following paragraphs:

Ho and Henry (2021) investigated how an applicant responds to a job advertisement published in Australian online-based recruitments. The corpus study here is only one application letter. However, in this context, questions and a template to apply for a job vacancy have been provided by the online job advertiser, and thus this context does not allow the applicant to create her own format. Here, the applicant must only follow the online system's instructions and answer the provided questions. When the applicant does not answer the provided questions in her application letter in the required time, the online application system will not accept the application. Based on this context, the analysis results found in one application letter showed nine functional moves: vacancy, advertiser, responsibilities, criteria, requirements, application, contact, notification, and promotion.

Tatsanajamsuk (2017) analyzed rhetorical move structures and grammatical features in fourteen English application letters written by native English speakers. However, I only focus on reviewing the results of analyzing move structures in this review. For the analysis, Tatsanajamsuk employed Bhatia's model (1993), and the results showed that all seven moves of the model appear in the data. However, of the seven moves, only three of them are obligatory (appearing in all English application letters); the three moves include Move 1 (Establishing Credentials), Move 2 (Introducing Candidature), and Move 7 (Ending Politely).

Nahar (2013) analyzed communicative moves in 13 application letters. However, the application letters were directed to only one purposive firm or company, PT Polysindo Eka Perkasa. Yet, the researcher does not mention the applicants' backgrounds, whether Indonesian native speakers or other native backgrounds. The results showed nine moves at the first level, 27 moves for the next level, and 35 moves in the last level. In this context, there are moves within a move. Thus, the ways of structuring moves seem confusing because there are many moves within a move, which he called three layers of moves. For example, he divided Move 5 (body of the application letters) to be some functional moves again.

Maasum et al. (2007) investigated rhetorical move structures in 24 application letters written by Malays between the ages of 24 and 40. They used Bhatia's seven-move model (1993), but the findings showed that only Move 1 (Establishing Credentials) is obligatory, and Move 6 (Ending Politely) appeared in 23 of the 24 application letters. However, the other five moves have only a few appearances in the data. This finding indicates that the model suggested in Bhatia (1993) is not the typical rhetorical move structures of application letters written by Malays.

Wang (2005) analyzed rhetorical structures of 40 application letters using the seven-move structural model from Bhatia (1993). However, the results showed six functional moves in the application letters, including *establishing self, offering self, referring to enclosed* materials*, using pressure tactics, inviting further actions,* and *a good willing ending*. Of the six moves, two of them are obligatory as they appeared in all the 40 application letters; the two moves are Move 2 (*Offering Self*) and Move 5 (*Inviting Further Actions*). This finding means that these two functional moves are very important in application letters.

The literature review above shows that genre analysis of application letters has been conducted in Australian online-based recruitments (Ho & Henry, 2021), English application letters (Tatsanajamsuk, 2017), Indonesian application letters (Nahar, 2013), and English application letters in Malays (Maasum et al., 2007). However, during my review, none has compared English and Indonesian application letters to date. Although Nahar (2013) investigated the rhetorical move structures of Indonesian application letters, he did not compare the rhetorical moves of English and Indonesian application letters. Besides, his corpus is very limited (only thirteen application letters) and was only directed to one firm or company. Thus, by conducting the present study, the results will contribute to theoretical and practical genre studies in application letters. Theoretically, the results of the present study add some more insights to the literature regarding genre studies in English and Indonesian application. Practically, this study's results contribute to the ESP teaching materials and guidance for writing application letters. Therefore, to focus on completing this study, the researcher formulates three following research questions and attempts to answer them in this paper:

1. What are the rhetorical move structures of English application letters look like?
2. What are the rhetorical move structures of Indonesian application letters look like?
3. Do English and Indonesian application letters differ? If so, to what extent are their differences?

3.   RESEARCH METHOD

3.1.   Research Approach

For the analysis, this study used genre approach in an English for Specific Purposes (ESP) stream as suggested in Swales (1990). Thus, it used many numbers of English and Indonesian application letters as corpus analyses. The selection criteria for selecting them are presented in the next section, data collection techniques.

Besides, this study also employed descriptive qualitative mixed with quantitative for the research reports. In qualitative reports, research data were presented descriptively using texts and examples, while in quantitative reports, research data were presented in numeral forms, percentages, and tables.

3.2.   Data Collection Techniques

This study involved twelve English Foreign Language (EFL) students programming a subject of Creative Writing. In this study, they were trained to find application letters on the internet, and each was instructed to select five to seven English application letters and five to seven Indonesian application letters with equal numbers. As a result, they found 63 English application letters and 63 Indonesian application letters. However, among the 63 English application letters, not all English application letters were written by English Native Speakers (ENSs). In this context, only 38 were written by ENSs, while the other 25 English application letters were written by non-ENSs. For English application letters, the researcher only used those written by ENSs with 38 English application letters because they seem to represent their English writing tradition. ENSs were identified by their English names, such as Anne Jones, Paul Hunter, Jane Samuel, etc. Thus, the total numbers of corpora in the present study are 38 English application letters and 63 Indonesian application letters because these total numbers may have represented the ways English and Indonesian applicants write their application letters.

3.3.   Data Analysis Techniques

The twelve students involved in the present study were trained to identify communicative functions and communicative events within both English and Indonesian application letters to find out the rhetorical models of both English and Indonesian application letters. A communicative function is a move used by authors to achieve their purpose (Adnan, 2010; Arsyad, 2000; Swales, 1990). In this regard, to achieve a writing purpose, authors may have several moves to achieve their purpose. Then, a communicative event is a way to communicate a move. Authors may have several communicative events to achieve one move. Many linguist scholars call a communicative function as a move, and a communicative event is a step or strategy to achieve a function (Arsyad, Adnan, Swales, etc.). However, the researcher prefers to use a term *strategy* rather than *a step* because this term sounds more flexible in texts than a term *step* without sequences.

Then, the twelve students were trained to use a top-down reading approach at least three times to find out moves and strategies in application letters. The purpose is to ensure that they can find moves and strategies appropriately. Besides, moves and strategies are also able identified by linguistic signals (Loi et al., 2016) appearing in application letters. During

the twelve students analyzed application letters, they were free to ask the researcher about the procedures and ways to analyze their application letters.

3.4. Validities of Data Analysis Results

However, to ensure the validity of students' analysis results, the researcher re-checked students' analysis results using the same procedures, reading application letters three times using a top-down approach and identifying their linguistic signals. The purpose is to ensure that moves and strategies found in application letters are identified appropriately. Thus, by employing multiple stages of analysis, including students' analysis and the researcher's validity, the analysis results must be reliable and accountable.

Then, to identify the levels of importance of moves and strategies, the researcher employed standard categories from Zhang and Wannaruk (2016) and Ye (2019). In this regard, a move or strategy that appeared in less than 60% of data is considered optional. Then, a move or strategy appearing between 60% - 80% of the data is considered conventional. After that, a move or strategy appearing between 80% - 100% of the data is regarded as quasi-obligatory. However, a move or strategy that appeared in all application letters (100%) is categorized as obligatory.

4. FINDINGS

This section reports the analysis results in both English and Indonesian application letters. Thus, the results are presented in three separated sub-sections. The first sub-section is the analysis results of English application letters; the next sub-section is the analysis results of Indonesian application letters; and in the last sub-section, both analysis results of English and Indonesian application letters are compared.

4.1. The Results of Analyzing English Application Letters

This sub-section aims to report the analysis results found in 38 English application letters written by ENSs. The summary analysis results of English application letters are presented in Table 1.

Table 1. The summary analysis results in 38 English application letters written by ENSs

Moves and Strategies	Description of Moves and Strategies	Appearances	Percentages
Move 1	**Opening stage**	**38**	**100%**
Strategy 1	Presenting applicant's short information	26	68.42%
Strategy 2	Presenting date,	35	92.11%
Strategy 3	Presenting the purposive person and/ or company's name and address	35	92.11%
Strategy 4	Presenting a sense of respect	38	100%
Move 2	**Presenting the application**	**38**	**100%**
Strategy 1	Presenting offered position from	14	36.84%
Strategy 2	Presenting interestingness to be a part of the company	16	42.11%
Strategy 3	Presenting related working experiences	37	97.37%
Strategy 4	Presenting abilities or skills to work efficiently	36	94.74%

Strategy 5	Presenting the purpose	25	65.79%
Strategy 6	Presenting attachments	17	44.74%
Strategy 7	Presenting contact details	7	18.42%
Move 3	**Closing stages**	**38**	**100%**
Strategy 1	Offering or waiting for further discussion about her/his skills	28	73.68%
Strategy 2	Thanking, respecting, and/ or signing (with details)	38	100%

As shown in Table 1, English application letters have three functional moves, and all these moves appear in all corpus analyses. The three moves are Move 1 (Opening stage), Move 2 (Presenting the application), and Move 3 (Closing stage). Move 1 contains four strategies; Move 2 has seven strategies; Move 3 has two strategies. More details about moves and strategies that appear in English application letters are presented as follows:

Move 1: Opening Stage

This move appears in all English application letters (100%), meaning it is obligatory. To communicate this move, however, English applicants employ four possible strategies. More details about employing strategies to communicate this functional move are presented and exemplified below:

Strategy 1: Presenting applicant's short information

This strategy appears in 26 application letters (68.42%), which means it is conventional in English. The ways English applicants employ this strategy are the following examples:

Example 01: *Anne Jones*
Business Writer, Journalist
512-215-8219
anne.jones@me.com
linkedin.com/in/annejones9
@AnneFJones (Eng.04)

Example 02: *Carl Ibarra*
Bookkeeper
323-236-4464
carlzibarra@gmail.com
linkedin.com/in/carlzibarra (Eng.06)

The examples above are applicants' short information. They mostly appear on the top of the application. Thus, the researcher includes this strategy as the opening stage.

Strategy 2: Presenting date

Presenting dates always come after presenting applicants' short information. It is very short, like the following examples:
Example 03: *2/20/18 (Eng.05)*
Example 04: *3/26/20 (Eng.06)*

The two examples above show how applicants presented dates when they wrote the application letters.

Strategy 3: Presenting the purposive person and/ or company's name and address
This strategy also appears on the top of application letters after presenting dates and most application letters (92.11%). Here are the examples:
Example 05: *Mr. Paul Hunter*
Editor-in-chief
XYZ Magazine, 3025 Sunset Blvd., Suite 99
New York City, NY 10723 (Eng.04)

Example 06: *Luca Lindal*
Kajo Global
3341 Star Route
Alameda, CA 94601 (Eng.05)

Example 07: *Anne Vukcic*
HR Director
Gray's Sporting Goods
3559 Oakwood Circle
Los Angeles, CA 90017 (Eng.06)

The above examples are how applicants present their purposive person, the company's director, or the leader.

Strategy 4: Presenting a sense of respect
This strategy appears in all English application letters (100%) and is located before applicants start presenting their applications. Here are the examples:
Example 08: ***Dear Paul****, (Eng.04)*
Example 09: ***Dear Luca****, (Eng.05)*
Example 10: ***Dear Ms. Vukcic****, (Eng.06)*

The above examples indicate that applicants respect their employer. This strategy is very pivotal in application letters, so all applicants employ it.

Move 2: Presenting the application
This move presents the main content of application letters. The purpose is to ensure employers accept applicants' expectations. To achieve their expectation, applicants employ several strategies as follow:

Strategy 1: Presenting offered position from
This strategy presents where applicants get vacancy information. Here are the examples found in English application letters:
Example 11: ***I have been a long-term follower of your reporting*** *and an admirer of XYZ Magazine's editorial* *excellence.* ***When John Smith told me about the opening for Senior Reporter****,………..* *(Eng.03)*
Example 12: ***I've wanted to work for Kajo Global for years****, so I was very excited to see your customer service* *job opening. (Eng.04)*

The bold texts on the above examples indicate sources of vacancy information. This strategy may be used to ensure readers that applicants rightfully apply to the purposive companies.

Strategy 2: Presenting interestingness to be a part of the company
This strategy is optional as only 42.11% of the total corpus employs it. Here are the examples appearing in the corpus:

Example 13: *The industry-famous XYZ's emphasis on employee development is **why I'm so excited about this opening.** (Eng.03)*

Example 14: ***Considering Gray Sports' designation as one of the best businesses to work** for in Workday Global's 2020 list of small business employers, **I was excited when I saw the opening for a bookkeeper on LinkedIn**. (Eng.06)*

The above examples, particularly bolded texts, indicate that applicants stated their interest in joining applied companies.

Strategy 3: Presenting related working experiences
This strategy appears in most English application letters (97.37%). Thus, it is important in English application letters. The ways applicants present this strategy are the following:

Example 15: *While working at ABC, **I've collaborated with other Admin Assistants to implement a travel management process** based on the Agile framework. We reduced travel cost waste by 28%. (Eng.03)*

Example 16: ***With my 5 years of experience** in small business bookkeeping and my AIPB certification, I'm sure I can help with your current goals. (Eng.06)*

The bold texts on the examples above indicate that applicants present their working experiences. By doing so, an applicant aims to ensure the employer that she/he is the right person to be placed in the offered position.

Strategy 4: Presenting abilities or skills to work
This strategy is also important in English application letters, appearing in 94.74% of the total corpus. Here are the examples:

Example 17: *In my current role as an Administrative Assistant with ABC, **I've saved $1+ million annually by creating a new call system to eliminate customer misunderstandings. (Eng.03)***

Example 18: *Having 6 years of corporate PR experience in the private sector with ABC, as well as 4 years of experience as a Business Writer for Forbes and FastCompany, **I am sure I can provide your readers with exclusive insights and cover stories that will amplify the impact of your publishing**. (Eng.04)*

The bold examples above indicate that applicants present their abilities and skills. Similarly to the earlier strategy, the purpose of presenting such a strategy is also to ensure the employer that the applicant is the right person to work in the offered position.

Strategy 5: Presenting the purpose

In this regard, applicants intend to present their purpose for writing letters. This strategy is conventional in English application letters based on the data analysis above. Here are their ways of stating intention found in their application letters:

Example 19: *When John…………., **I knew this was an opportunity where my writing could make a valuable contribution**. (Eng.04)*

Example 20: ***I am writing to apply** for the above job position………………. (Eng.11)*

The above examples indicate the ways applicants state the purpose of their letters. This strategy sometimes appears at the beginning letters and sometimes in the middle of the letters.

Strategy 6: Presenting attachments
Unlike in Indonesian application letters, this strategy appears only in less than 50% of English application letters. Thus, it is only optional in English application letters.

Example 21: ***I have attached my resume** with detailed work history and portfolio. (Eng.04)*

Example 22: ***You'll find my resume well-stocked with similar achievements** that fit your job posting's requirements. (Eng.06)*

The above examples indicate how applicants present their attachments, particularly in the bold texts.

Strategy 7: Presenting contact details
This strategy is only optional in English application letters. The reason may be because it may also appear in the applicants' curriculum vitae. Thus, this strategy is not that important in application letters. Here is an example of employing this strategy:

Example 23: ***I can be reached anytime via email at John**…………………. (Eng.09)*

In the above example, the applicant presents that he/she can be contacted via email.

Move 3: Closing stage
This move appears at the end of application letters and appears in all English application letters (100%). To state this move, applicants employ either one or two strategies as follows:

Strategy 1: Offering further discussion about her/his skills
Most English applicants confidently offer further discussion regarding their skills to end application letters. It also appears in most English application letters. The purpose is possibly to ensure employers that applicants have potential skills that contribute significantly to an applied company. Here are the examples of employing this strategy:

Example 24: ***Can we schedule a call next week to discuss cutting costs and** optimizing processes for XYZ? (Eng.03)*

Example 25: **I would welcome the chance to discuss your customer service goals**. I'd love to show you how my success at Point Electronics can translate to real customer service excellence at Kajo. (Eng.05)

Example 26: *I'm looking forward to achieving similar gains at Gray's Sporting Goods. **Could we plan a chat or meeting to discuss the next steps?** (Eng.06)*

The bold examples above are the ways applicants offer further discussion. It appears mostly at the end of application letters before respecting and singing letters.

Strategy 2: Respecting and signing
This strategy appears in all English application letters (100%). Thus, it becomes essential and obligatory. The ways applicants employ this strategy are like the following examples:
Example 27: ***Sincerely,***
Amanda Hess (Eng.03)

Example 28: ***Sincerely,***
Anne Jones
512-215-8219
anne.jones@me.com (Eng.04)

The above examples indicate respecting the company employer and signing application letters. This strategy appears at the end of all English application letters.
In short, English application letters have three important communicative moves: opening stage, presenting the application, and closing stage. All these three moves are obligatory in English application letters. Thus, these three moves are the rhetorical structures of English application letters and become a rhetorical model of English application letters.

4.2. The Results of Analyzing Indonesian Application Letters
This sub-section aims to report the analysis results found in 63 Indonesian application letters written by Indonesian people using top-down strategies and employing linguistic signals. A short summary of analysis results is presented in Table 2.

Table 2. The summary analysis results found in 63 Indonesian application letters

Moves and Strategies	Description of Moves and Strategies	Appearances	Percentages
Move 1	**Opening Stages**	63	100%
Strategy 1:	Presenting place and date	54	85.71%
Strategy 2:	Presenting the subject of the letter	42	66.67%
Strategy 3:	Presenting the purposive name and location of the company concerned	63	100%
Strategy 4:	Presenting a sense of respect	59	93.65%
Move 2	**Presenting Application**	63	100%
Strategy 1:	Presenting vacancy offered	14	22.22%
Strategy 2:	Presenting the purpose of the submission of the application letter	60	95.24%
Strategy 3:	Mentioning personal identities, namely: name, address, place and date of birth, last education, and mobile number	62	98.41%

Strategy 4:	Mentioning proper health of the body or capabilities or skills possessed	24	38.10%
Strategy 5	Mentioning attachments (CV, copy of the last certificate that has been legalized original, copy of the original Legalized Transcript of Grades, Copy of Family Card, Copy of Certificate, Work Experience Letter, and Recent Photo Size 4X6)	62	98.41%
Strategy 6	Presenting experiences	26	41.27%
Move 3	**Closing Stage**	63	100%
Strategy 1:	Closing Application and/ or presenting expectations	62	98.41%
Strategy 2:	Respecting and signing	63	100%

As presented in Table 2, Indonesian application letters also have three communicative moves: Opening Stage, Presenting Application, and Closing Stage. Like in English application letters, these three communicative moves are also important and obligatory in Indonesian application letters. Thus, these three moves also become the rhetorical model of Indonesian application letters.

4.3. English and Indonesian Rhetorical Structure Models of Application Letters Compared

This sub-section aims to compare the analysis results found in English application letters and those found in Indonesian application letters. However, as presented in the method section, to classify the levels of importance of moves and strategies, standard categories from Zhang and Wannaruk (2016) and Ye (2019) were employed, and the results are reported in a summary comparison between English and Indonesian application letters in Figure 1:

Figure 1. The comparison of English and Indonesian application letters

The Rhetorical Model of English Application Letters			The Rhetorical Model of Indonesian Application Letters		
Moves and Strategies	**Description of Moves and Strategies**	**Classification**	**Moves and Strategies**	**Description of Moves and Strategies**	**Classification**
Move 1	**Opening stage**	**Obligatory**	**Move 1**	**Opening Stages**	**Obligatory**
Strategy 1	Presenting applicant's short information	Conventional	Strategy 1	Presenting place and date	Quasi-obligatory
Strategy 2	Presenting date	Quasi-obligatory	Strategy 2	Presenting the subject of the letter	Conventional
Strategy 3	Presenting the purposive person and/ or company's name and address	Quasi-obligatory	Strategy 3	Presenting the purposive name and location of the company concerned	Obligatory
Strategy 4	Presenting a sense of respect	Obligatory	Strategy 4	Presenting a sense of respect	Quasi-Obligatory
Move 2	**Presenting Application**	**Obligatory**	**Move 2**	**Presenting Application**	**Obligatory**
Strategy	Presenting offered position	Optional	Strategy	Presenting vacancy offered	Optional

1	from		1		
Strategy 2	Presenting interestingness to be a part of the company	Optional	Strategy 2	Presenting the purpose of the submission of the application letter	Quasi-obligatory
Strategy 3	Presenting related working experiences	Quasi-obligatory	Strategy 3	Mentioning personal identities, namely: name, address, place and date of birth, last education, and mobile number	Quasi-obligatory
Strategy 4	Presenting abilities or skills to work efficiently	Quasi-obligatory	Strategy 4	Mentioning proper health of the body or capabilities or skills possessed	Optional
Strategy 5	Presenting the purpose	Conventional	Strategy 5	Mentioning attachments (CV, copy of the last certificate that has been legalized original, copy of the original Legalized Transcript of Grades, Copy of Family Card, Copy of Certificate, Work Experience Letter, and Recent Photo Size 4X6)	Quasi-obligatory
Strategy 6	Presenting attachments	Optional	Strategy 6	Presenting experiences	Optional
Strategy 7	Presenting contact details	Optional	**Move 3**	**Closing Stage**	**Obligatory**
Move 3	**Closing Stage**	**Obligatory**	Strategy 1	Closing Application and/ or presenting expectations	Quasi-obligatory
Strategy 1	Offering or waiting for further discussion about her/his skills	Conventional	Strategy 2	Respecting and signing	Obligatory
Strategy 2	Thanking, respecting, and/ or signing (with details)	Obligatory			

As shown in Figure 1, both English and Indonesian application letters have similarities and differences. Their similarities are in communicative moves, while their differences are in terms of strategies. In terms of similarities, both data sets have three equal moves: Move 1 (Opening Stage), Move 2 (Presenting Application), and Move 3 (Closing Stage), and all these moves are obligatory in both of them. However, to communicate their moves, English and Indonesian application letters have different strategies for some instances.

For example, to communicate Move 1 (opening stage), both English and Indonesian application letters generally have similar strategies as they use four strategies to communicate this move. Among the four strategies, three of them are similar. However, there is one different strategy to communicate this move; English application letters tend to present the applicant's short information, while the Indonesian corpus tends to present the subject of the letter.

To communicate Move 2 (Presenting Application), English applicants utilize seven strategies, while the Indonesian corpus employs six strategies. The most noticeable difference in communicating this move is that English application letters tend to *present related working experiences* (Strategy 3) and *present abilities or skills to work efficiently* (Strategy 4), and these two strategies are quasi-obligatory in English data. However, Indonesian application letters do not present working experiences. Then, although they present skills, their presentation is not detailed, and their status is only optional.

On the other hand, the Indonesian corpus tends to *mention personal identities*, such as name, address, place and date of birth, last education, and mobile number (Strategy 3). Besides, they also tend *present attachments*, including curriculum vitae, a copy of the last certificate that has been legalized original, a copy of the original legalized transcript of grades, a copy of a family card, a copy of a certificate, work experience letter, and recent photo size 4x6 (Strategy 5). These two strategies are quasi-obligatory in Indonesian application letters. Then, although English application letters also present attachments, their status is only optional.

To communicate Move 3 (Closing Stage), both English and Indonesian application letters have two strategies, and their last strategies are the same (Respecting and Signing). However, their first strategy is different between them. English application letters tend to show their self-confidence to communicate further about their skills and abilities, while Indonesian application letters tend to present their expectation.

In summary, the analysis showed that rhetorical models of both English and Indonesian application letters had been identified. They show similarities and differences. The similarity is that both of them have three communicative moves. However, their strategies to communicate moves seem different in some instances. The most noticeable difference is that English application letters tend to *present working experiences* and *communicate abilities to work efficiently*. In contrast, Indonesian application letters tend to *present personal identities and attachments*. In this regard, English applicants attempt to ensure employers that their skills and abilities are required by and beneficial for their applied companies. In contrast, Indonesian applicants attempt to show their personal details and more information as attached.

5. DISCUSSION

As found in the data analysis results, both rhetorical models of English and Indonesian application letters have been discovered. They have three similar communicative moves, but their strategies to communicate moves are slightly different between them. For example, English application letters attempt to *present working experiences* and *communicate abilities to work efficiently*, while the Indonesian corpus *presents personal identities* and *attachments*. However, although their differences are regarding only strategies to communicate moves, the contexts behind their differences are very meaningful. As summarized earlier, English applicants strive to ensure employers that their skills and abilities are needed and beneficial to the company. Meanwhile, Indonesian applicants seek to show their details and further information as attached. Besides, English applicants tend to show their confidence in communicating more about their skills and abilities, whereas Indonesian applicants tend to convey their expectations at the end of their letters.

This section compares and discusses these findings and those found in the literature. The English application letters in the present study seem to have similarities to those found in English application letters reported in Tatsanajamsuk (2017): they establish credentials, introduce candidature, and end the application letters politely. These three functional moves are obligatory in his data. However, the nomenclatures to state these terms differ from the present study, but their meanings are similar.

However, the present findings seem different from English application letters found in online-based application recruitments (Ho & Henry, 2021). The reason is that templates, formats, and questions for the online-based application recruitments are provided. Thus, applicants in this context do not need to be creative in using their ideas to write conventional application letters. They must fill out the forms and answer the provided questions.

Furthermore, English application letters in the present study also seem similar to those written by Malays (Maasum et al., 2007). They tend to present their abilities, skills, and working experiences to attract employers' attention. These strategies are very pivotal in creating an early impression for an employer. The reason for their similarities may be because, historically, Malaysia was previously colonized by England. Thus their writing traditions are also influenced. Unlike them, in Indonesian application letters, rarely do applicants present their skills and abilities that can contribute to an applied company. They mostly only expect that they can be accepted to be a part of the company.

Besides, promoting self also seems dominant in English application letters as they tend to present *establishing self, offering self, referring to enclosed materials*, and *inviting further action* (Wang, 2005). The purpose is to promote applicants to employers that the applicant is the right selected person. By doing so, the applicant has a high probability of being accepted by the company employer. In this regard, Indonesian applicants in the present study also *present* themselves, but their *self-presentation* only includes personal identities such as *name, date of birth, address*, and *last education*. Only a few of them present their *skills*, *abilities*, and *related working experiences* for promoting self, while these communicative events are important in English application letters.

The above discussion implies that genre is very dependent on a discourse community. One discourse community may have different rhetorical structures from the other communities. The present research findings have proved that English applicants employ different strategies from Indonesian applicants to attract employers' attention. Rhetorical differences do not only appear in application letters but also in other kinds of text. For example, in RAs, English and Indonesian RAs also have different rhetorical move structures (Adnan, 2009, 2010, 2011; Arsyad, 2000, 2013b, 2014; Mirahayuni, 2002). Thus, this evidence has proven that genre is strongly influenced by a discourse community.

6. CONCLUSION

Finding the gaps in the literature review has encouraged the researcher to conduct the present study. The rhetorical models of the English and Indonesian application letters in the present study have been identified and reported. Both of them have similarities and differences. Their similarities are that all communicative moves found in English and Indonesian application letters are equal and similar. However, their strategies to

communicate moves are slightly different. However, although their differences are only in terms of strategies to communicate moves, their differences are very meaningful. This finding indicates that genre studies in one discourse community may have possibilities to be different from the others. Here, discourse community is the key to genre analysis. Therefore, a specific text for the analysis must be carefully determined by employing standard criteria. The purpose of doing so is to discover their specific discourse in a purposive community.

However, the present study only focused on English and Indonesian application letters. Thus, further comparisons of application letters between English and other language backgrounds are welcome and may contribute to genre studies in application letters. Theoretically, the present findings contribute to genre theory that genre in application letters is also very influenced by a discourse community. Practically, the present method and findings are also very useful for English teachers in designing ESP materials and those who search for job vacancies to adjust their rhetorical move structures as needed in their application letters.

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