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PROMISING NOVELTY IN ARTICLES: HOW AUTHORS PUBLISHING IN SINTA AND SCOPUS-INDEXED JOURNALS DIFFER OR RESEMBLE

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Abstract: Many academics have studied niche establishment tactics in journal articles, but none have studied two or more sets of journal articles in language studies. This study identifies how Scopus and Sinta English Language Teaching journal authors niche their research paper abstracts and introductions. Niche Establishment techniques in Sinta and Scopus-indexed journals were examined using qualitative and quantitative methods. This analysis used 100 Scopus- and Sinta-indexed research articles. From randomly selected journals' newest issues, research article parts were extracted. Most authors in the two sets of research publications define a niche in the introduction, but few

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do in the abstracts. Scopus-index journals use Strategy 2 (insufficient research) and Strategy 5 (suggesting solutions) the most, while Sinta-indexed journals use Strategy 2 and Strategy 1. For rookie authors and postgraduate students, this study proposes niche establishment tactics in research paper abstracts or introductions to improve writing.

Keywords: *English language teaching, Scopus indexed journals, Sinta indexed journals, research article introduction, research article abstract, niche establishment strategy*

INTRODUCTION

Writing a research article (henceforth RA) introduction in English is challenging, particularly for novice authors and postgraduate students, including those in applied linguistics or English language education. Thus, although they may have been familiar with writing introductions for other types of academic writing, such as essays, seminar papers, and theses, writing an RA introduction is often problematic. Pujiyanti et al. (2019) argued that the introduction in an RA shows the connection between the readers and writers' work; if it can bridge the gap between the knowledge expected by the readers and that of the researchers, then it will present a successful introduction. On the other hand, the introduction becomes ineffective when writers fail to bridge a clear gap between the ideas. Weissberg (1990) also states that the introduction presents a direction for the readers and gives them the viewpoint they need to figure out further information in the later sections.

The first section of the research article is an abstract. Shah (2017) mentions abstracts as mini-articles that provide a brief description of the article's overall content, such as background, context, research objectives, method used, and conclusions obtained. In a journal article, the abstract begins as a brief description of the research, which helps attract readers to read the article (Arsyad, 2021). According to Swales and Feak (2010), the rhetorical structure of an abstract section consists of five moves: In move 1 (introduction),

the author states the scene and the general statement of the topic. In Move 2 (aim/purpose), the author states the study's objectives, research questions, and hypotheses. In Move 3 (methods), the author describes the methodology used, such as the research design, subjects, variables, instruments, and procedures. Move 4 (results/findings) shows the results that were found in the study. Move 5 (conclusion/suggestion) represents the authors' interpretation on the findings, the recommendations for future studies, and the discussion on the implications of the research findings.

Niche establishment (henceforth NE) is how writers position their research study for the discourse community (Swales, 1990). Based on Swales (2004), niche establishment is one of the three moves proposed in his Creating a Research Space (henceforth CARS) model. NE aims to justify the research being reported (Samraj, 2005). NE aims to connect move 1 (establishing a territory) to move 3 (presenting the present work). In addition, NE can be considered a mini-critique concerning previous research (Shehzad, 2008). NE is crucial in constructing the introduction section, and it indicates the primary purpose of conducting the study (Triastuti et al., 2022). Establishing a niche is also directed at maintaining the investigation's reputation (Samraj, 2002). Then, this study aims to compare two-level journals to investigate NE strategies frequently used by the authors.

Writers attempt to position their research work for the discourse community via niche establishment, or NE, as it is now known (Swales, 1990). Based on Swales (2004), niche establishment is one of the three moves proposed in his Creating a Research Space (henceforth CARS) model. The goal of NE is to support the stated research (Samraj, 2005). Establishing a territory in move one and presenting the current work in move 3 are the goals of NE. In addition, NE can be considered a mini-critique of previous research (Shehzad, 2008). NE is essential to the construction of the introduction section as it states the primary goal of the research (Triastuti et al., 2022). Establishing a niche is directed at maintaining the investigation's reputation (Samraj, 2002). Then, this study aims to

compare two-level journals to investigate NE strategies frequently used by the authors.

The abstracts and introductions in a journal article are crucial since they will catch the readers' attention immediately and build their impression of the paper presented in the article. Investigating NE in abstracts and introductions is still an attractive area due to several statements between articles published in Sinta and Scopus journals that need to be considered, such as that articles published in Sinta journals have lower quality indexing than articles published in Scopus-indexed journals. Then, articles published in Sinta journals are written mainly by undergraduate students, postgraduate students, and new lecturers, while Scopus-indexed journals have expert writers. As a result, the accreditation of journals depends on the quality of the articles.

Numerous studies have investigated the NE strategies used in RA abstracts or introductions. Arsyad (2013) identified NEs in RA introductions in multidisciplinary publications produced by Indonesian academics and published in Indonesian university journals. The findings indicated that some RAs employed NEs in their introductions. Similarly, Amnuai (2021) investigated NE strategies by introducing two-level journals (i.e., local and international journals) published in Thailand. The findings displayed that the prevalence of NE in the RAs published in the international journal was higher than that of the Thai local journal. Then, Arianto et al. (2021) compared NE strategies in reputable international journals of different quartile values. This research demonstrated that the NE tactics used in the quartile values of respectable international journals varied and were comparable.

Other previous studies also have scrutinized NEs in RA abstracts published in reputable journals in ELT. Arsyad et al. (2023) recently found that the mostly used NE strategy was Strategy 2 (insufficient research), while Strategy 1 (total lack of research) and Strategy 4 (contradictory or opposing findings from prior studies) were the least often utilized ones. According to Arsyad et al. (2023),

this may mean that ELT writers prefer to refrain from employing Strategies 1 and 4 in their RA abstracts while publishing in reputable journals but may discuss these tactics in their article openers. Similarly, Arsyad and Zainil (2023) scrutinized NE strategy in RA introductions in ELT published in internationally reputable journals of different quarter values. The findings revealed that Strategy 2 (inadequate research) and Strategy 4 (contradictory/conflicting evidence) are the most commonly utilized by international authors among the six NE strategies. Of the four groupings of RAs, those posted in Quartile 1 journals also had the most regular NE techniques. Arsyad and Zainil's (2023) finding also suggests that NE strategies are adopted more frequently in RAs with journals with higher quartile values.

As discussed above, several studies have been on NE strategies used in RA abstracts and introductions; however, similar studies comparing articles published in international and local journals in ELT are rare in the literature. This study is necessary because articles published in internationally renowned journals are believed to be of higher quality than those published in local or national journals. Therefore, it is essential to investigate whether or not NE strategies used by the two groups of authors are similar. As a guideline, the following questions are addressed in this study:

1. Where do authors publishing RAs in Scopus-indexed journals and national-accredited journals in ELT address an NE strategy (in the abstract or introduction)?
2. What NE strategies are often found in the introductions section of RAs published in Scopus-indexed journals and national-accredited journals in ELT?
3. What are the differences or similarities between the NE strategies used in international, reputable, and national-accredited journals in ELT?

METHOD

The corpus used for this research comprises 80 RA abstracts

and introductions in the ELT. This topic was selected since it is an understudied area of Northeastern education and has a particular interest in pedagogy (Ruiying & Allison, 2004). The article introductions section and abstracts chosen in this study were taken from several different-level journals indexed by Scopus and Sinta in ELT. For this study, 40 RAs were chosen from Scopus-indexed journals with different quartile values, and 40 RAs were chosen from Sinta-indexed journals with different Sinta scores. According to (Nurkamto et al., 2022), The Science and Technology Index, often known as Sinta, is an online research information system that facilitates rapid access and allows for a comprehensive and straightforward assessment of the productivity of Indonesian scholars, organizations, and publications. Corder and Foreman (2009) propose that 30 texts should be the minimum for each qualitative study analysis. Thus, the current study has 80 RAs, which has already fulfilled the requirement. The corpus of this investigation is offered in Table 1.

Table 1.

The articles included in this study

	JOURNALS	CODE	Quartile /Sinta Value/SJR	Number of articles
International reputable Journals	SiELE	A	Q1/ 0.34	10
	IJoLE	B	Q1/ 0.26	10
	TEFLIN	C	Q2/ 0.22	10
	IJAL	D	Q2/ 0.27	10
National Accredited Journals	JOALL	E	Sinta 2	10
	REiLA	F	Sinta 2	10
	Rainbow	G	Sinta 3	10
	Beyond Words	H	Sinta 4	10
	SALEE	I	Sinta 4	10
	JETALL	J	Sinta 5	10
	TOTAL			100

Two categories of journals were chosen for this study: Scopus and Sinta-indexed indexed journals. The main reason for choosing

these journals is that they are international, reputable, and national-accredited journals. Also, articles published in these journals are in the area of ELT, which is the main focus of this investigation. Another important consideration when choosing a journal is that the articles can be downloaded from the journal accounts for free. Furthermore, these periodicals publish English-language papers written by Indonesian authors. The final consideration is that the articles published in these journals are RAs following the format of a journal article: abstract, introduction, method, results and discussion, and conclusion.

Data Collection Technique

The instrument used in this research was a checklist of NE strategies adapted from Arianto and Basthomi (2021). It was chosen as a framework because this is the most up-to-date model of NE strategy. Additionally, several studies have been conducted that applied this instrument as the reference for the NE strategies in the abstracts and introductions section. The following strategies figured by Arianto and Basthomi (2021) are absent or claiming no study on a particular topic (strategy 1), inadequate or stating that there is not enough research done on a specific topic (strategy 2), showing limitation/s in previous studies (strategy 3), contrasting or conflicting results found in previous studies (strategy 4) and suggesting a solution (strategy 5). According to Drisko (2019), several steps in the data collection process in this research include: 1) determining the benefits and value of the study based on the research questions; 2) identifying the epistemology of the chosen study; 3) ensuring appropriate ethics of the study and participant protection; 4) determining the research design used in the study; 5) defining the features of the sample of the study; 6) describing the method used for data collection; 7) describing coding and data analysis; 8) describing the researcher's reflexivity; 9) discussing the results obtained; and 10) maintaining internal consistency of research.

The reasons for choosing these journals are: 1) the journals are internationally reputable and nationally accredited journals in ELT; 2) the selected articles were downloaded from the journals and stored in files and folders; 3) the articles were read especially the abstract and introductions because these are the main focus of this research; 4) using the approach proposed by Arianto et al. (2021), the potential NE tactics were discovered and coded in the abstracts and introduction of the articles. The NE strategies were identified with the help of subheadings, specific lexicons, discourse markers, and inferences from the texts. Eventually, a co-rater was questioned to analyze samples of the RAs (20% of the total RAs, or 16 RAs stratified randomly chosen from the RAs included in the study) using the same checklist. The correlation coefficient score was determined by contrasting the analytical results from the researcher and the co-rater.

Data Analysis Technique

The NE strategies used in this study were those suggested by Arianto et al. (2021). These strategies consist of five different ones: a complete absence, insufficient research, limitation of the research, contrasting or conflicting findings, and suggesting a solution. Below are descriptions and examples of each strategy.

Strategy 1 indicates a complete absence of research, as in the following example:

None of the research, nonetheless, contrasted the rhetorical forms seen in international and national periodicals produced in Indonesia. (H-7)

In the above example, the writer claimed that no studies have compared the rhetorical structure.

Strategy 2 refers to insufficient research on a specific aspect, as in the following example.

Limited studies have concerned the causal-effect correlation between English morphology and vocabulary enrichment. (F-2)

As identified in the extract, the writer claims that studies on the causal-effect correlation need to be conducted more frequently, and therefore, this study is necessary.

Strategy 3 reveals limitations in previous research, as in the following example:

The descriptions above prove that vocabulary knowledge and phonological awareness contribute to developing students' reading comprehension. Therefore, the researcher is eager to investigate the effect of vocabulary knowledge and phonological awareness on reading comprehension. This study was conducted under a **different circumstance from the previous ones since the authors used two independent variables** (vocabulary knowledge and phonological awareness) to predict a dependent variable (reading comprehension). (I-3)

As can be seen in the example, the writers confirm that the study lacks variables, which means the methodology is limited.

Strategy 4 refers to the contrasting or conflicting findings of previous research.

However, their **results did not accurately show the ongoing assessment for learning**. Moreover, other studies revealed that language teachers prefer to do something like imply the traditional way of assessment for its simplicity to correct and save time (Bordoh et al., 2015; Maclellan, 2017; Hailey, 2018b). (B-6)

As indicated in the above example, the author claims that early research findings were incompatible. This is why RGS is classified as strategy 4 (contrasting evidence)

Strategy 5 suggests solutions from previous research to present research

Further research should explore the perspectives and experiences of marginalized groups in the toponymic process; this would provide a more nuanced understanding of how power dynamics and identity are reflected in place names. (F-7)

As indicated in S-5, the writer suggests a solution to explore different topics to gain a new understanding of how power dynamics and identity are reflected in place names.

Extract 6: No niche establishment

Abstract:

The COVID-19 pandemic has led to an "infodemic" of false and true information on social media platforms. This phenomenon has posed various challenges in implementing disaster management programs to mitigate the effects of the pandemic, both globally and specifically in Indonesia. This study investigates the public's perception of social media discourse during the COVID-19 infodemic in Indonesia. Both primary and secondary data were collected to gain a comprehensive understanding of the issue. (F-4)

Introduction:

In Indonesia, many mitigation efforts such as health protocol obedience and vaccination programs have **faced difficulties** in their implementation due to the situation that is defined as Infodemic. Infodemic is the rapid dissemination of all kinds of information about a problem, making it significantly difficult to find effective solutions (Admoko et al., 2021). In other words, a condition where an excessive amount of true and false information is often found. (F-4)

As indicated in extract 6, no niche establishment is found in the abstract and introduction in RA. The first sentence in the abstract indicated a research problem because it is not connected to the literature review. Next, in the introduction, the author also presented a research problem to convince the problem.

Reliability of Data Analysis Results

In an attempt to gain reliable data analysis results, an independent rater was used to help analyze the data following Hyland (2002), and the independent rater was asked to analyze NE strategy in the samples of RA abstracts and introductions. The independent rater is specialized in the field of English Language Teaching. The independent rater was taught to determine and classify the NE strategies using the same research instrument to avoid errors. The independent rater analyzed sixteen RA abstracts and introductions (eight from Scopus-indexed journals and eight from Sinta-indexed journals). Then, if there was a disagreement in coding the NE strategies used in the abstracts and introductions between the researchers and the independent rater, a discussion was held until an agreement was reached. Finally, a Cohen's Kappa statistics analysis was used to ensure the reliability of data analysis results. Reliability is needed to ensure that the research instrument can be consistent if used at other times and by others. SPSS 23 application was used to gain the reliability data of this present. The five criteria of agreement with Kappa's analysis results suggested by Mizumoto and Chujo (2015) can be seen in Table 2.

Table 2.

Kappa's Reliability Category

Scale	Categories
< 0.20	Poor
0.21-0.40	Fair
0.41-0.60	Moderate
0.61-0.80	Good (Substantial)
0.81-1.00	Very Good (Almost Perfect)

As noticed in Table 2, the 0.61-0.80 score is the minimal category of the reliability measurement. If the result is less than the minimum score category, a discussion with the co-rater is held to find a solution and a better agreement. Finally, the high Cohen Kappa

coefficient value between the researcher and co-rater reached 0.80 or 80%. This result was already considered a good or substantial category of the correlation coefficient. This implies that the data analysis processes are already valid and reliable.

FINDINGS

This section presents the results of the data analyses to answer the research questions.

The Place of NE in RA Introductions

The earliest problem managed in this investigation is about the places of NE strategies found in internationally reputable and nationally accredited journals. The data are shown in Table 3.

Table 3.

Distribution of Niche Establishment in the RAs

Location	Scopus-Indexed journals (N=40)		Sinta-indexed journals (N=60)		Total N=100	
		%		%		%
Introduction only	27	67.5	44	73.6	71	71
Abstract and introduction	9	22.5	5	8.3	14	14
No niche establishment	4	10	11	18.3	15	15
Total	40	100	60	100	100	100

Table 3 shows that most authors in international reputable and nationally accredited journals (71 or 71%) addressed an NE strategy only in the introduction of their RAs. Also, compared to authors in nationally accredited journals (5 or 8.3%), more authors published in internationally reputable journals (9 or 22.5%) addressed an NE in two locations (i.e., abstract and introduction). Table 3 also shows that compared to internationally reputable journals (4 or 10%), more authors published in nationally accredited journals (11 or 18.3%) do not address an NE. Below are examples of NE strategies addressed in

the introduction only, in the abstract and introduction, and in the abstract and introduction, no NE was found.

Extract 1: A niche establishment strategy in the RA Introduction.

Introduction

There has not been a single assessment created to assess online collaboration as an integrated performance during group-based tasks. (A-4)

Extract 1 shows that the authors address an NE in the introduction and assume that their study is a new one.

Extract 2: A niche establishment addressed in the abstract and introduction.

Abstract

... However, research investigating the self-concept of English as a Foreign Language (EFL) preservice teachers and how the self-concept is reflected in the teaching performance is **limited...** (D-1)

Introduction

... **However**, effective TPD, with characteristics suggested by the experts, as far as the writers are concerned, is still **scarce** in the Indonesian context. Thus, ... (D-1)

The extract 2 was taken from the abstract and introduction of an article titled 'Training teachers to teach PISA-like reading: A case in Indonesia', written by Emilia et al. and published in the Indonesian Journal of Applied Linguistics (IJAL), Volume 12 Issue 1, in 2022. As identified in the example, the authors presented niche establishments in two places: the abstract and the introduction. Both places employed a similar strategy or insufficient research.

The NE Strategies in the Introduction of Scopus and Sinta Indexed-Journals

The second intention of this examination is to gain the NE strategy in the introduction of Scopus-indexed and nationally accredited journals in ELT. The data analysis findings are shown as shown in Table 4.

Table 4.

The Distribution of the NE Strategies in the RA Introductions

No	Niche establishment strategies	Scopus-Indexed Journals	%	Sinta-Indexed Journals	%	Total	%
1.	Complete absence	4	11	14	23.33	18	18
2.	Insufficient research	20	56	20	33.33	40	40
3.	Limitation/s	3	8	8	13.33	11	11
4.	Contrasting or conflicting evidence	4	11	1	1.66	5	5
5.	Suggesting solution(s)	5	14	6	10	11	11
6.	No niche establishment	4	11	11	18.33	15	15
	TOTAL	40	100	60	100	100	100

Table 4 indicates that the most dominant NE strategy used by both Scopus-index journal and nationally accredited journal authors is Strategy 2, or addressing insufficient research (40 or 40%). An illustration from the study's data is shown in extract 3.

Extract 3: Insufficient research

However, effective TPD, with characteristics suggested by the experts, is **still scarce** in the Indonesian context, as far as the writers are concerned. Thus, ... (D-1).

Extract 3 shows that the writers claim that many studies have investigated teacher training to teach PISA-like reading, but only some examined it in the Indonesian context. Therefore, this is classified as an insufficient strategy or S2.

The second most frequent strategy of NE used by the Scopus-index and nationally accredited journals in Table 4, is claiming a complete absence of research on a particular topic or Strategy 1 (18 or 18%). An example from the study's data is shown below.

Extract 4: Complete absence of research on a particular topic

However, no studies have identified the possible factors related to the differences in... (E-1).

Extract 4 reports that the author claims that no studies have identified the topic; therefore, it is essential to examine a similar area. Table 4 also shows that many authors in Scopus-index and nationally accredited journals addressed an NE strategy of suggesting a solution or Strategy 5 (11 or 11%). An example of Strategy 5 obtained from the corpus of this study is in extract 5.

Extract 5: Suggesting Solution/s

The quasi-experimental doctoral thesis by Zachoval (2011) is one of the few available studies that follow this trend. ... Therefore, **he suggested that further research must be carried out to examine students' learning experiences of incorporating project-based learning into technology use**, which further becomes the gap in this research. (B-2)

The writers claim that further investigation must be done to interrogate student's learning proficiency in extract 5. Therefore, the study is necessary to conduct and the extract showing strategy 5 suggests a solution.

Finally, Table 4 shows that 4 authors (11%) in international reputable journals and 11 authors (18.33%) in Sinta-indexed journals do not address any kind of NE strategy in their RAs either in the abstract or in the introduction. Thus, compared to authors published in international reputable journals, more authors published in Sinta-indexed journals included in the data of this research addressed no NE strategy in their RAs.

The Comparison Between NE Strategy in Scopus and Sinta Indexed-Journals

The last objective of this study is to find differences or similarities of niche establishment strategies in international reputable and nationally accredited journals in AL published in Indonesia. The analysis results are shown in Figure 1.

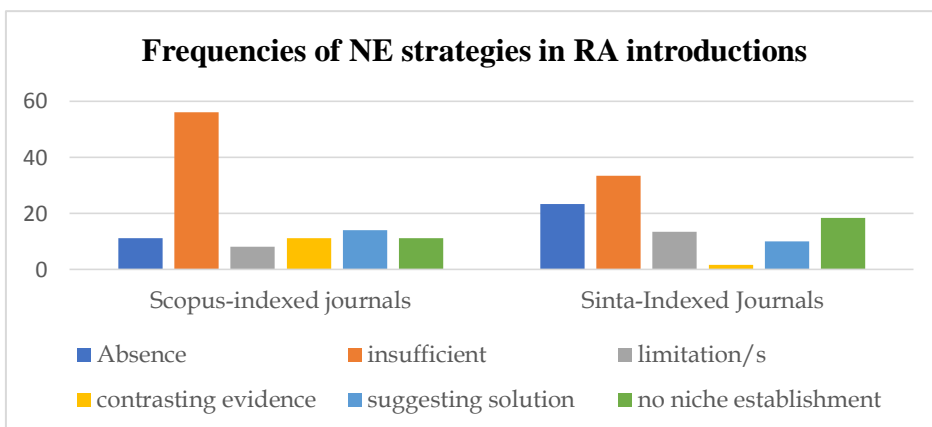


Figure 1. A Comparison of Niche Establishment Strategies in RA Introductions

Figure 1 shows similarities and differences between internationally reputable and nationally accredited journals. The similarities found by comparing two-level journals show that international and national journals frequently used strategy 2 (a claim of insufficient research on a particular topic), but international reputable journals used it far more frequently. On the other hand, differences were found in the use of Strategy 4 (contrasting evidence); whereas in international journals, strategy 4 (contrasting evidence) is more frequently used.

DISCUSSION

The first objective of this research is to know where the authors publishing articles in Scopus and Sinta-indexed journals address an NE strategy. The finding shows that most of them address their NE strategies when introducing their RAs. However, very few authors address NE in the abstract section. This finding might suggest that while writers can address a niche in the introduction, doing so in the abstract is unnecessary. According to Swales (2004), addressing an NE in the introduction aims to build up the gap from previous studies, or authors must propose the newness of their study in different ways through a mini-critique. Yet, some benefits if authors address NE in the abstract section, according to Arianto et al. (2021)

and Arsyad et al. (2023), is that they might clarify the authors' stance on the topic of research, addressing a NE in the abstract can have a powerful impact on readers. Furthermore, according to Swales (2004), authors may persuade readers that their research subjects have the potential to make significant contributions right from the start of the paper by including an NE in the abstract. In summary, addressing an NE in an abstract may help promote an article by highlighting the originality of the study issue to readers.

This finding differs from that of Arsyad et al. (2023), who found a much higher frequency of NEs (55 or 55%) in the RA abstracts of their study corpus. The reason may be because the RA abstracts included in Arsyad et al. analysis were those that were published in high-impact journals, such as *Modern Language Journal* (MLJ), *Language Teaching Research Journal* (LTR), *Journal of Second Language Writing* (SLW), *Second Language Acquisition journal* (SLA), and *English for Specific Purposes* (ESP). Thus, unlike authors published in Indonesia, international authors have been more aware of the importance of addressing an NE strategy in their RA abstracts apart from addressing it in the introduction. Furthermore, (Miles, 2017) showed that non-native writers' use of rhetorical devices (such as steps and moves) was still far less than what was required by international journals in terms of both form and purpose. To reach a larger audience, she recommended that non-native English writers become more knowledgeable, mainly when using the formal generic framework of the introduction. Muhtadin (2017) further proposed that the abstract and introduction portions of RAs should be arranged according to the rhetorical devices used by professional writers. In particular, while presenting the originality of their investigations in Ras, non-rookie and novice writers may only make the best use of the authors' results if they can articulate the research gaps in their study.

The second objective of this study is to investigate NE strategies used by authors in Scopus and Sinta-indexed journals in their RAI introductions and abstracts. The results revealed that among five NE strategies. The most dominant strategy used by

authors in the two groups of RAs addressed is claiming that only a few studies have been conducted related to the topic or/and that there needs to be an insufficient strategy (Strategy 2). By using this strategy, authors try to show readers the study's novelty, which appears from previous studies. Additionally, the writers may attempt to persuade readers that the results of earlier, pertinent research are incomplete or have limitations or that there are few studies on the subject. An intriguing observation is that most writers from two-level journals adopt a weak method (method 2) to strengthen their Ras introductory section. In this case, it may be because the authors have reviewed previous studies and then identified the need for more or inexistence of information related to the topic. That means the authors have made an effort to summarize that an investigation from previous studies has limitations. According to Swales (1990), finding a gap in earlier research to create a fresh area for the current study to fill was the method used to justify a study or activity. Another reason for using Strategy 2 (insufficient research) is that it is much easier compared to other strategies, such as Strategy 4 (contradicting or conflicting findings) because authors do not need to evaluate or critique the findings of previous studies to find the gap of previous studies. In addition, (Robinson et al., 2011) stated that the claim of insufficient research or (Strategy 2) in NE may occur because of the small number of investigations referred to in some areas and the results are few references to donate the majority of science while writers must relate their research to the previous research to be published (Belcher, 2019). In other words, studies on NE are essential because the quality of the article may depend on how writers choose the NE strategies (Lim, 2012).

The finding of this study is in line with those of Arianto and Basthomi (2021), who also discovered the prevalence of NE in the ELT RAIs, the most often used tactic by the writers (21 times/37, 50%) was claiming the lack of relevant research on Scopus indexed-journal RAs. The similarity may be attributable to the field of the study or ELT field. According to Arianto (2021), this method is also utilized to

expand on a related study that other writers have previously done. However, Arianto and Basthomi (2021) further suggest that an NE strategy must be integrated with the other strategies to persuade readers that a particular study is worthwhile. In other words, authors should employ more than one NE strategy in their RAs to strengthen the argument justifying their research. Similarly, Lim (2012) suggests that authors should use various NE strategies in their RA introductions to convince readers that their research is vital because different NE strategies may affect readers differently.

The third objective of this research is to compare and contrast NE strategies used in RAs published in Scopus and Sinta-indexed journals in ELT published in Indonesia. The results showed that authors from Scopus and Sinta indexed-journal frequently used insufficient strategy (strategy 2) to establish their introduction section of RAs. This may indicate that the authors are confident using Strategy 2 since it is relatively easy to use. To use this strategy, authors only need to review relevant studies, but they do not have to evaluate their results negatively; authors need to state that although there have been studies on the same or related topic, it is still considered insufficient in number. Furthermore, two-level journals used the same strategy because most authors from two-level journals come from Indonesia. This finding is in line with Arianto et al. (2021), who state that Indonesian writers often avoid negatively evaluating or criticizing the findings of other researchers in the literature. Therefore, they justify their research using a more straightforward strategy to present the NE. Similarly, Jogthong (2001) showed that in the RA introduction, Thai authors also refrained from disparaging the outcomes or conclusions of earlier, relevant investigations. According to Adnan (2014), this is most likely a result of the author's exposure to the values of respect for others found in academic writing in their original language.

An essential difference between the two sets of RAs is that, compared to authors publishing in Scopus-indexed journals, fewer authors publishing RAs in Sinta-indexed journals used Strategy 4

(contrasting or contradictory evidence) in their introduction. This is likely because Strategy 4 is the hardest to address because authors need to find the consistency or contradictory findings in previous relevant studies, which needs a critical reading (Arsyad & Zainil, 2023). Thus, to address Strategy 4, authors need to critically read the findings of previous relevant studies to search for the similarities and differences between their findings, and the Indonesian authors seem to avoid this. On the other hand, writers from Scopus-indexed journals must criticize the work of others to create a niche or space for publication since publishing in high-impact journals is more competitive (Swales, 2004).

The result of this study is different from that of Arsyad and Zainil (2023), who found that one of the most frequent NE strategies used by international authors publishing RAs in reputable journals or journals with Scopus Quartile 1 value in ELT is Strategy 4 (contrasting or conflicting evidence). The reason may be that RAs included in Arsyad and Zainil's study are those published in high-impact journals, such as the *Journal of Language Education*, *Journal of Research in ELT*, and *Asian Journal of ELT*, while none are published in Indonesia. All of them are internationally reputable journals with a reasonably high SJR score. In other words, authors publishing in reputable international journals in ELT tend to use NE strategy type 4 (contrasting or conflicting findings in previous studies) to satisfy readers that their investigation is historic to clarify the conflict in the literature and the answer to this question becomes the novelty of their research finding.

One of the most intriguing features of the genre is the opening of a research piece. To grab the reader's attention in the introductory part, authors must write as compellingly and impressively as possible. It is clear from the discussion of the research questions' results that not all RAIs featured a niche; this is likely because some articles employ the research issue to support their introduction. This finding differs from earlier research results, such as those of Lim (2012). In his research, he discovered that 100% of niche

establishments were used. Thus, most of the authors in this study, especially in the Sinta-indexed journals, rarely used an NE strategy to write their research article abstract or introduction. It may be because Indonesian authors need to gain more awareness of the NE strategy. Furthermore, the journal level influenced the article's quality and the NE strategies inside of the RA introduction because most of the authors from Scopus-indexed journals realized the importance of establishing a niche in their research article. Based on the results, it was proposed that non-native writers—particularly those from Indonesia—follow the prescribed guidelines while writing their RAIs to be published in foreign journals.

CONCLUSION

From the results and discussion section, several conclusions can be drawn. First, the majority of authors of RAs published in international reputable and nationally accredited journals address their NE strategies in the introduction of their RAs. Second, most authors use Strategy 2 (claiming insufficient research) for their NE strategy. Finally, authors in international reputable journals used Strategy 2 (claiming insufficient research) significantly more frequently than authors in nationally accredited journals, while authors in nationally accredited journals used Strategy 3 (limitation of research) and Strategy 5 (suggesting solution) and addressed few NE strategy more frequently than authors in international reputable journals.

This study has at least two limitations. First, the articles chosen for the corpus of this investigation are relatively small; only 100 RAs were used for this study chosen from 8 different journals, and this number may only represent some journals in ELT published in Indonesia. Second, this study used the NE strategy model, as Arianto et al. (2021) suggested, while this model may have some weaknesses. Future authors should consider using more RAs and other models, such as the one suggested by Miles (2017) or Müller-Bloch & Kranz (2014), to see which model is more effective in capturing the NE

strategies initiated in the RA abstracts and introductions in the ELT field.

The findings of this investigation have some pedagogical implications. Postgraduate students in ELT should be familiar with NE strategies commonly employed by writers publishing RAs in reputable journals when writing an article introduction to be submitted to a reputable international journal. The reason is that the use of appropriate NE strategies will improve the argument strength of their research rationale, and this will help improve the quality of their manuscript and the possibility of acceptance by journal editors and reviewers. Novice authors or postgraduate students should also learn how authors published in reputable journals create an NE by reviewing relevant studies in their RA introductions. In other words, it is essential to learn how authors negatively evaluate or criticize relevant studies to draw a critical conclusion and reinforce the significance or rationale of their study.

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