

# Marketization Strategy in Research Article Introductions by Indonesian Authors in English Language Education Journals

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**Abstract**—Writers should attract readers' attention to read their work from the very beginning of their article; this can be done by addressing a centrality claim (henceforth CC). However, very few studies examining research article introductions (henceforth RAI) examined further how authors attract readers to the importance of the research topic. This study aimed at investigating the types of CCs used in the RAIs published in local journals in English Language Education (henceforth ELE) with different Sinta values. Forty articles were chosen from four national accredited journals in LE for this study. The results showed that the most frequent appeals found in the RAIs are appeals to salience followed by appeals to problemat�icity and appeals to magnitude. This is reasonable because a piece of research should be on an important topic, because of a practical problem on a popular topic to attract readers to read the entire article. Also, although the difference is not significant the higher the Sinta value of a journal the higher the frequency of different appeals used by the authors in the introduction of the articles published in the journal. This suggests that to improve the attractiveness of an article, authors should use several different types of appeals in their RAIs.

**Index Terms**—research article, introduction section, claiming centrality, accredited national journals, English language education

## I. INTRODUCTION

One of the determining criteria in a scholar's professional advancement in recent years is the publication of scholarly journal articles; therefore, competition for articles published in top-tier journals is increasing over time (Hanauer & Englander, 2011; Lillis & Curry, 2010). As a result, researchers must use proper discourse strategies to establish the importance of their work and obtain approval from the experts of a particular disciplinary community (Martin & Perez, 2014). This is where the concept of promotion comes into play. Writers must be able to advertise their research to others by employing discursal and rhetorical components that serve to increase the perceived worth of their work (Bhatia, 2005). Berkenkotter and Huckin (1995, p. 43) claim that scientists are currently promoting their work to an extent that has never been seen before and that one of the major factors contributing to this upsurge is the modern promotional culture, which is altering discursive practices and generating hybrid genres.

Promotion can take several forms, including being realized through those rhetorical and linguistic choices that attempt to modify or affect the attitudes or actions of an audience in terms of favorably appraising the study contribution (Martin & Perez, 2014). The promotion has been investigated as a discourse characteristic realized through appraisal (Hunston & Thomson, 2000), metadiscourse (Hyland, 2005), and lexicogrammatical aspects like self-reference and self-citation (e.g. Afros & Schryer, 2009; Harwood, 2005a, 2005b; Hyland, 2000, 2005). Other tactics, such as directly noting the study's original contributions to the subject or briefly commenting on the findings in the opening section, have also served as promotional features (Martin & Perez, 2014).

Swales (2004) suggests that authors should address a centrality claim at the beginning of their introduction to promote and attract readers' attention to read their work. Swales insist that authors should convince readers that their topic or title is viable, important, or well-settled. Lindeberg (2004) suggests that the centrality claim in an article's opening section is intended to obtain readers' attention rather than expecting them to accept the study subject or topic. Similarly, Wang and Yang (2015) suggest that centrality claim is the writers' rhetorical endeavor to market their papers to the potential audience; these are 'appeals to salience,' 'appeals to magnitude,' 'appeals to topicality,' and 'appeals to problemat�icity' (p. 5). Previous research, however, has frequently focused just on whether or not writers advocate centrality claims in their article introduction; these studies have not looked at how authors handle the CCs or which type of CC they prefer using. Also, previous studies did not compare the use of CC types in different-ranking journals. This research is vital to learn how effective authors communicate the main relevance and appeal of their research subject or title. Thus, this study's major goal is to find out how writers in LE implement CCs in their RAIs published in accredited local journals in English and whether or not authors who publish in different ranks of national journals employ the same or different CC types in their RAIs.

## II. LITERATURE REVIEW

Studies related to the introduction section of journal articles have mainly focused on the analysis of rhetorical structure used in the article sections so far. In analyzing the rhetorical structure of the section, researchers usually employed the framework suggested by Swales (1990, 2004) which is called creating a research space or CARS. These studies often compared RAIs in a particular field of discipline written by native and nonnative speakers of English. These comparative studies commonly found that RAIs written by native speakers of English are rhetorically different from those written by nonnative speakers of English (Alyousef & Alzahrani, 2020; Deveci, 2020; Kafes, 2018; Ozturk, 2018; Sirijanchen & Gamper, 2018). The main difference is that RAIs written by nonnative speakers of English often lack a Move 2 (establishing a niche); this is where authors discuss the rationale of their research project on the bases of some kind of gap found in the previous relevant studies. One possible reason for the differences, as Kafes (2018) claims, is the cultural difference between the first language of the authors and that of English. For example, Adnan (2014) suggests that Indonesian authors are reluctant to look at the weaknesses or limitations of other authors because criticizing the work of others in published academic texts 'can result in disharmonized relationship' (p. 11). Thus, Indonesian authors may not negatively evaluate other authors' work and use the results as the basis of their research when writing in English. Arianto et al. (2021) insist that Indonesian authors are 'not ready to criticize previous studies because of feeling small in a discourse community and feeling afraid of revealing the weaknesses of what previous scholars had done in their studies' (p. 38).

Lindeberg (2004) performed one of the few studies concentrating on a more specific component of RAIs, such as a promotional plan. She discovered that authors in the field of Economics utilize six different sorts of appeals: 'appeals to authority', 'economy', 'practitioner', 'research', 'scope', and 'topicality' (p. 57). However, Wang and Yang (2015) discovered that in the area of Applied Linguistics, there are only four basic forms of promotional rhetoric, which they name centrality claims in the RAIs: 'appeal to salience,' 'appeal to magnitude,' 'appeal to topicality,' and 'appeal to problemativeness' (p. 1). Wang and Yang claim that the usage of various CC kinds is indicative of a marketization approach, showing a compromise between the two.

Abdi and Sadeghi (2018) performed a study on centrality claims or appeals in RA introductions, looking at the variations in the usage of CC types in RA introductions between English native writers and English nonnative authors (Iranian speakers) in Applied Linguistics. They discovered that the most common sort of appeal identified in their data was the appeal to salience in both groups of articles followed by the appeal to magnitude and appeal to topicality, with the appeal to problemativeness being the least common. Abdi and Sadeghi suggest that the use of appeal to salience and appeal to magnitude differs across the two groups of articles. Nonnative authors, as Abdi and Sadeghi claim, need to be more aware of the importance of CCs because their work may not receive credit from international readers if they do not include them. This is due to the increasing competition for publishing in high-impact international journals (Hanauer & Englander, 2011; Lillis & Curry, 2010) and the need for promotion to obtain acceptance and attractiveness (Mautner, 2010).

In the Indonesian context, studies on the use of CC types in the RAIs, as far as these authors are concerned, are never or rarely conducted. This research is important to know how Indonesian authors in ELE published in national accredited journals of different rankings address a CC in their RAIs. It is commonly believed that Indonesian authors especially those from social sciences find it very hard to publish an article in a reputable national and/or international journal (The author et al., 2020). This can be because of the weakness of their RAIs particularly in terms of CC types used at the beginning part of the section in the eyes of international journal editors and/or reviewers. This is the rationale for this research; that is to examine how Indonesian researchers in ELE address a centrality claim in their RAIs published in national accredited journals. The following research questions are addressed as a guideline.

1. How Indonesian authors in ELE published in local journals use centrality claims in their article introductions?
2. How Sinta values affect the use of centrality claims in journal article introductions? and
3. Why do Indonesian authors use particular types of centrality claims in their article introductions?

The responses to these inquiries should give further insight into how authors in English language education published in local journals use centrality claims in promoting their research topic in their article introductions. Furthermore, the results of this study's findings will be helpful for novice authors and postgraduate students for article writing practices for national accredited journals.

### III. METHODOLOGY

#### A. *The Corpus of the Research*

The articles for the corpus of this research were taken from four different journals with different Quartile values and four different national accredited journals with different Sinta scores. Table 1 presents the study's corpus.

TABLE 1  
THE CORPUS OF THE STUDY

No	National Accredited Journals	Code	Sinta Value	No articles	Number of words in RAI	Mean length of RAI
1.	Journal of English Education and Linguistics Studies	JEELS	S 2	10	5.358	536
2.	Journal of English as a Foreign Language	JEFL	S2	10	4.900	490
3.	Journal of ELT Research: The Academic Journal of Studies in English Language Teaching and Learning	JELTR	S3	10	7.962	796
4.	Journal of English Language Teaching and Linguistics	JELTL	S3	10	7.566	757
5.	English Language in Focus	ELIF	S4	10	5.162	516
6.	Journal of English Education and Teaching	JEET	S4	10	4.308	431
7.	Journal of English Teaching, Applied Linguistics and Literatures	JETALL	S5	10	4.455	446
8.	Journal of English Language Teaching and Cultural Studies	JELTCS	S5	10	6.874	687
<b>Total &amp; Mean</b>					46.585	582

Table 1 displays that the total length of the RAIs is 46.585 words while the average length of RAIs is 582. It can also be seen that the average length of the RAIs in one journal is considerably different from one journal to the others. This data is not very different from that of Wang and Yang (2015) and Abdi and Sadeghi (2018). The average length of RAIs in Wang and Yang's study is 479 words while in Abdi and Sadeghi's study is 584 words. These two studies also analyzed articles in Applied Linguistics published in international journals.

As can be seen in Table 1, 80 articles were included in this study and these were chosen from eight different accredited journals with 4 different Sinta values (i.e., Sinta 2, 3, 4 and 5). These journals were chosen because 1) they have an open access system, which means that articles published in them can be retrieved for free; 2) the articles published in the journals are in the study of teaching the English language; 3) the articles follow a standard format of introduction, methods, results, and discussion; and 4) the articles were written from empirical research; articles that were reviews or reinterpretations of other studies were not chosen for this study. 5) The journals are accredited national journals in Indonesia with Sinta scores of 2 to 5 in the 2021 record, and 6) the journals are mainstream journals, with works published in them often read and referenced by researchers in the same area. Journals from Sinta 1 and 6 were not included in this study because journals with Sinta 1 value have been considered equal to those published in reputable international journals while journals with Sinta 6 value are newly accredited journals and cannot represent local journals yet. It is believed that by including articles from journals with Sinta 2 to 5, the articles used in this study can to some extent represent the characteristics of RAIs in terms of the use of CCs.

The number of articles included in this study is deemed to be sufficient because the analysis was done manually. Abdi and Sadeghi (2018) state that, this rhetorical element of RA introductions has not been subjected to computer analysis. In contrast, Afros and Schryer (2009) investigated the use of promotional metadiscourse in RA introductions using just 20 publications. Parkinson (2011) looked at only 30 articles to investigate how authors in high-ranking Physics journals discuss their new knowledge in the discussion sections, and Yang et al. (2015) looked at only 25 articles to investigate the use of epistemic modality. Although a larger corpus is more beneficial and representative, a small corpus of 80 RAIs is considered sufficient in this investigation to verify journal article validity.

### B. Data Collecting Technique

We investigated the types of centrality claims used by the authors in the introduction of the two groups of articles included in this research. We used four types of centrality claims suggested by Wang and Yang (2015, p. 5); these are 'appeals of salience', 'appeals to magnitude', 'appeals to topicality', and 'appeals to problematicity' (p. 5). Below are descriptions and examples of the centrality claims.

**Appeals to salience** refer to writers' claims on the importance or significance or advantages of the key theory in the title of their articles. Below is an example.

Parental involvement has been believed to play an **essential** role in their children's academic success... (JEET-3)

In the above example, the writers address the importance of their article title (Emergency Remote Learning in a Foreign Language Learning: The Parents' Involvement) by claiming that scholars believe that the involvement of parents plays an important role in the success of their children's success in learning a foreign language. This claim is considered an appeal to salience.

**Appeals to magnitude** deal with the popularity of a research title; authors claim that their research title is a popular one by claiming that there have been many researchers who have investigated the topic. Below is an example.

**Several studies** have shown that authentic texts are found to be relevant to the students (Sulkunen, 2007), it should be noted that the text must be distinctive and relevant to students, not just the original real-life text (Newmann et al., 1996). (ELIF-7)

This example was from a paper published in the English Language in Focus (ELIF) titled 'Systemic Functional Genre on Students Reading Literacy'. As in the above example, the authors state that several studies have been done on the topic of the use of authentic texts in the teaching of English. This is why this claim is classified as an appeal to magnitude.

**Appeals to topicality** refer to the newness of the research topic. Thus, a study on this topic will positively add to readers' knowledge of this topic. Below is an example.

**In recent decades**, modern technologies serve more sophisticated features to improve the pedagogical practices in the field of language teaching and learning ... (JEFL-3)

The above example was from an article titled 'Undergraduate students' perceptions toward Google Classroom integration into EFL classroom: a sequential explanatory study at an Indonesian university) is new by using a specific term 'in recent years'. At the beginning of the introduction, the authors mention that technologies help teachers improve the results of language teaching and learning processes. This is why this claim is considered an appeal to topicality.

**Appeals to problematcity** refer to the conflict, problems, difficulties or challenges that support the importance of the research. Below is an example.

Unfortunately, it is a fact that Indonesian graduates **have not shown satisfying performance in speaking English up to this day**. (JEFL-8)

The above extract was from an article titled 'A scoping study of "Snapshot" teaching framework'. As can be seen in the example above, the writers claim that many Indonesian university graduates are poor at speaking English. This is why this claim is classified as an appeal to problematcity.

The second research question was answered by comparing the frequency of each type of CC used in the RAIs published in different Sinta value journals. This is to know whether or not Sinta values affect the use of CC types. It is generally believed that Sinta (Science and Technology Index) value tells the quality of the journals and the articles published in the journals. A journal with Sinta 1 value has a score from 85 to 100, a Sinta 2 journal has a score from 70 to 85, a journal with Sinta 3 value has a score from 60 to 70 (<https://mokacreative.wordpress.com/2020/05/15/apa-sih-sinta-itu/>). The last research question was answered by interviewing several Indonesian active authors on why they prefer using a particular type of CC in their RAIs. The information from the authors was used as data for this study and samples of their comments are presented in the results of this study.

### C. Data Analysis Procedure

All RAIs underwent three-step analyses: identification, classification, and interpretation. We used specific terminology, discourse constructs, and contextual interpretation to identify the CC. After that, an independent rater with a doctorate in English language education was asked to look for probable CCs in 8 or 20% of randomly picked RAIs to guarantee the data's authenticity. Before she was requested to analyze samples of RAIs, the independent rater was taught how to identify CCs in RAIs using the same checklist. Following the data analysis, any disagreements between the researcher and the co-rater were handled through a pleasant dialogue to verify that any words, phrases, or sentences were accurately classified into a specific CC category.

Cohen Kappa analysis was implemented in this research to ensure the data analysis processes and results were consistent between researchers and an independent rater. The highest score in Cohen's Kappa analysis is 1.00 and the lowest is 0.00 (Brown, 1996). Then, we followed Kanoksilapathan (2005) in classifying the scores; if it is less than 0.40 it was labeled bad, between 0.40–0.59 acceptable, between 0.60–0.74 good, and 0.75 or above excellent. The researchers' and independent rater's findings were then compared and the results are presented in Table 2 below.

TABLE 2  
INTER-CODER RELIABILITY OF CENTRALITY CLAIM TYPES OF THE ARTICLE INTRODUCTION

No.	Types of Centrality Claim	Cohen's Kappa Score
1.	Appeal to salience or the importance and usefulness of the research topic	0.82
2.	Appeal to the magnitude or the popularity of the research topic	0.76
3.	Appeal to topicality or the newness of the research topic	0.78
4.	Appeal to problematcity or the problem related to the research topic	0.79
	<b>Mean</b>	0.787

Table 2 reveals that the derived Cohen's Kappa value is 0.787 which indicates high total inter-coder reliability. This suggests that the mechanisms for identifying and classifying appeal types were considered excellent. However, several discussions were held between the researchers and the independent coder to achieve an agreement in identifying and classifying the appeals and the appeal types.

## IV. FINDINGS

### A. Distribution of Centrality Claims in the RAIs

The analysis results on the CC types found in the RAIs analyzed in this study is given in Table 3 below.

TABLE 3  
DISTRIBUTION OF CENTRALITY CLAIM TYPES IN THE RAIS

No	Types of Centrality Claims (N=80)	Total	%
1.	Appeal to salience or the importance and usefulness of the research topic	80	100
2.	Appeal to the magnitude or the popularity of the research topic	38	47.50
3.	Appeal to topicality or the newness of the research topic	22	27.50
4.	Appeal to problemat�icity or the problem related to the research topic	41	51.25

Table 3 indicates that the most frequent type of CC used by the Indonesian authors in their RAIs is appeals to salience (80 or 100%) followed by appeals to problemat�icity (41 or 51.25%) and appeals to magnitude (38 or 47.50%) while appeals to topicality are found only in 22 or 27.50% of the articles. Below are examples of appeals taken from the RAIs in the corpus of this study.

#### Extract 1: Appeals to salience

Although reflective teaching is **very important** for teacher professional development, it seems that most Indonesian teachers are reluctant to do it because of several reasons. (JETALL-3).

Extract 1 was taken from an article titled 'Reflective Teaching as a Means of Teacher Professional Development' published in the Journal of English Teaching, Applied Linguistics and Literature (JETALL). In the above extract, the authors claim that reflective teaching is very important for teachers in their professional development and therefore this claim is identified as an appeal to salience.

#### Extract 2: Appeals to magnitude

Some studies claim that the implementation of e-learning has a positive impact on students, and some other studies find that the implementation of e-learning has problems. (JELTL-5).

Extract 3 was taken from an article titled 'Future English Teachers' Perspective towards the Implementation of E-Learning in Covid-19 Pandemic Era' published in the Journal of English Language Teaching and Linguistics (JELTL). In the above extract, the authors claim that there have been many studies investigating the implementation of e-learning and its impact on students and this is why this claim is identified as an appeal to magnitude.

#### Extract 3: Appeals to topicality

With the rapid development of technology nowadays, English language teaching (ELT) professionals have freshly started investigating the way EFL learners practice and learn English beyond a formal classroom by means of accessible digital devices and internet resources .... (JEELS-6).

Extract 3 was taken from an article titled 'Digital Learning of English Beyond Classroom: EFL Learners' Perception and Teaching Activities' published in the Journal of English Education and Linguistics Studies (JEELS). In the above extract, the authors claim that researchers have begun scrutinizing how learners learn and practice English outside the classroom with the help of technology and the internet. This is why this claim is identified as an appeal to topicality.

#### Extract 4: Appeals to problemat�icity

Difficulties in learning listening skills are certainly influenced by many factors based on the fact that so many people **have not been able to understand the English-language information expressed by the speaker as a whole**. Most of them are **still confused** about the speed of utterances. ... (ELIF-3).

Extract 4 was taken from an article titled 'Improving Students Listening Comprehension with Mobile Application of English Listening Test' published in the English Language in Focus (ELIF) journal. In the above extract, the authors claim that for many students listening skill is found very difficult to improve because of many reasons. This is why this claim is identified as an appeal to problemat�icity.

It is also important to note that authors may use more than one CC of different types in one RAIs. For example, they use appeals of salience and appeals to problemat�icity in their RAI. Below is an example.

#### Extract 5: an RAI with two appeals

(P1-S5)Speaking or communicative skills in the language are **strongly mandated** as one of the final expectations to be held by the students. (JEFL-8)

...

(P1-S7)Unfortunately, it is a fact that Indonesian graduates **have not shown satisfying performance in speaking English up to this day** ... (JEFL-8)

Extract 5 was taken from an article titled 'A scoping study of Snapshot teaching framework' published in the Journal of English Foreign Language (JEFL). As can be seen in the above Extract, in paragraphs 1-sentence 5 the authors state that the research topic or title is important in the teaching of English and this is considered as an appeal of appeal to salience. In paragraph 1-sentence 7, the authors state that Indonesian students do not present sufficient ability in English speaking and this is considered an appeal of problemat�icity.

#### B. Distribution of Centrality Claim in the RAIs of Different Sinta Value Journals

In the second analysis, we compared the frequency of CC types found in the articles of each journal and the results are given in Figure 1 below.

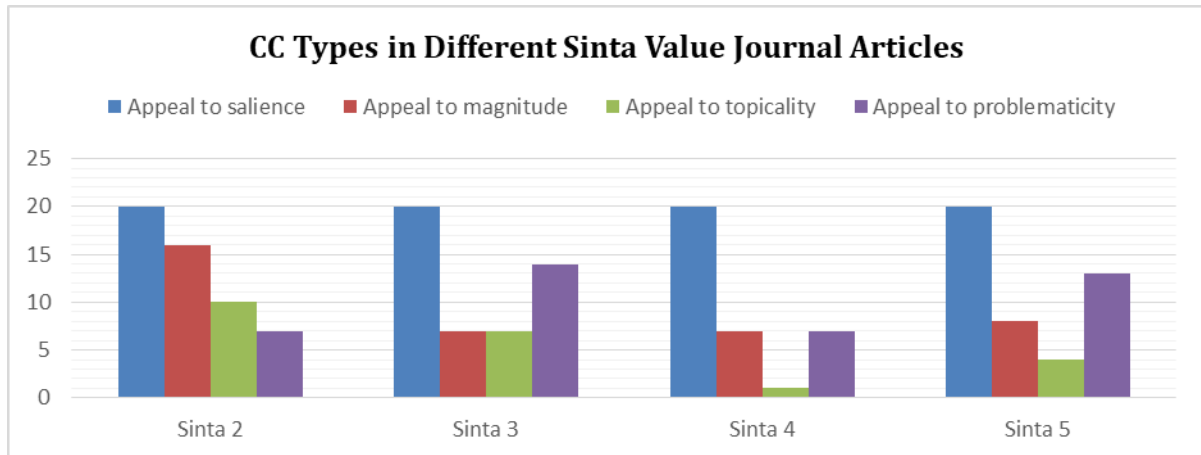


Figure 1. CC Types in RAIs Published in Different Sinta Value Journals

Figure 1 reveals that on average articles published in Sinta 2 journals use the most frequent CCs in their RAIs (2.45) followed by articles published in Sinta 3 journals (2.2.) and articles published in Sinta 5 journals (2.1) while articles published in Sinta 4 use the least frequent CCs (1.6). Thus, on average, the Indonesian authors in ELE published in nationally accredited journals use 2.1 CCs in their RAIs. It can also be seen that on average authors published in higher Sinta value journals tend to use more different types of CCs than those published in lower Sinta value although the difference is not significant.

### C. The Authors' Possible Reason for Using Particular CC Types

To answer research question number 3, we interviewed five authors in ELE who often published articles in national accredited journals. We asked them why Indonesian authors use CC type 1 (appeal to salience or importance). One of the authors said,

*A piece of research is conducted because the topic or title is important or necessary so that the results can be implemented in the teaching or learning activities.*

When asked why the Indonesian authors use CC type 4 (appeal to problemat�icity), one of the authors said,

*It is very reasonable that research is done because there is a practical problem and the main purpose of the research is to find the best solution for the problem.*

Finally, when asked why Indonesian authors also often use CC type 2 (appeal to magnitude or popularity), one of the authors said that,

*If we conduct research and publish an article on a popular topic among researchers in a particular field, the possibility of the article being read and cited by other authors or researchers is higher compared to that of articles on a less popular topic.*

Thus, according to the interviewed authors, the three types of CC (i.e., appeals to salience, appeals to problemat�icity and appeals to magnitude) frequently used by the authors of articles analyzed in this study are for practical and academic purposes.

## V. DISCUSSION

The first result of this research is that the most frequent type of CC used by Indonesian authors in ELE published in national accredited journals is appeals to salience. Appeals to salience is the authors' claim that their research topic is important or useful and therefore their article should be read as a whole (Wang & Yang, 2015). The Indonesian authors use this appeal to attract readers' attention to read their article and support this claim with citations from other authors. However, Indonesian authors also use other types of appeal, such as appeals to problemat�icity (the problem related to the research topic) and appeals to magnitude (the popularity of the research topic) to convince readers that their article is worth reading. Thus, by using more than one type of appeal in their RAIs, Indonesian authors expect that potential readers will be willing to read their articles.

This result is in line with that of Abdi and Sadeghi (2018) who also found that Iranian authors used appeals to salience the most frequently in their English RAIs. Abdi and Sadeghi suggest that the authors' English writing ability might be one of the possible reasons. Unlike English native-speaker authors, Iranian authors might not have adequate vocabulary to address the centrality claims other than those addressing the importance or usefulness of their research topic. Indonesian authors may experience the same problem when writing in English; they have limited vocabulary to choose from their memory although they can consult a dictionary or thesaurus to find the necessary terms to use in their articles to address the other types of appeals such as appeals to magnitude and appeals to topicality. Another possible reason is the influence of culture; like Iranians, Indonesian authors may have thought that a piece of research needs to be carried out on an important issue or problem not because it is new or popular.

Wang and Yang (2015) found a different finding in which authors in Applied Linguistics published international reputable journals in the data of their study used appeals to magnitude the most frequently which is then followed by appeals of salience. However, Wang and Yang did not discuss why the International authors in the data of their study prefer using appeals to magnitude. Wang and Yang (2015) suggest that ‘... appeals to magnitude relates to the prevalence or popularity of a research topic or a phenomenon by indicating, for example, the multiplicity of studies having been conducted on it or researchers' perpetual interest in it, hence its significance implied and the topic indirectly promoted’ (p. 166). One possible reason is that since the international authors have access to the most recent references they are fully aware of the current topics or issues frequently discussed by other authors and are willing to participate in the discussion. By doing so, they will get attention more easily from other authors in the field including journal editors and reviewers.

The data of this study also indicate that Indonesian writers in the data of this research also frequently use appeals to problemat�city. This is probably because it is commonly believed that a piece of research is necessary if there is a practical problem at hand. Therefore, the primary goal of the investigation is to identify the issue's ideal resolution. Swales (1990) also claims that problems are crucial to research in many fields, by addressing that ‘problems or research questions or unexplained phenomena are the lifeblood of many research undertakings’ (p. 140). Thus, the success of a piece of research is not only judged by the publication but also by the practical advantage of its findings to be implemented in a real-life context.

The second finding in this study is that articles published with a higher Sinta value tend to use more types of CC in the RAIs. This might be because authors publishing in high-ranking journals believe that by addressing several different types of CC in their RAIs their article becomes more attractive and their argument becomes more convincing to readers. Wang and Yang (2015) found a higher frequency of CC in their data (i.e., 4.3 CC per RAI) but Wang and Yang also found articles with only one and two CCs in the RAIs. Abdi and Sadeghi (2018) also found a much higher frequency of CC (i.e., 6.28 CCs) in each RAI written in English by Iranian authors in Applied Linguistics. This is because unlike in Wang and Yang (2015) and Abdi and Sadeghi (2018) if one type of CC occurs several times in an RAI in this study it was counted as one since the purpose of this study is to know the frequency of different types of CC used in an RAI and not just the frequency of the CC. Thus, the lower frequency of CC in this study is because of the different methods of counting the frequency of CCs and not because of the different ways of identifying the CCs.

The last result of this research is that the authors' reasons for the frequent use of three CC types (i.e., appeal to salience, appeal to problemat�city and appeal to magnitude) are for practical and academic purposes. This implies that the authors of articles included in this study promote their articles to potential readers by using multiple appeals to have a strong argument. Setyaningsih and Rahardi (2020) found that authors argue for the importance of their research in four article sections: background, literature review, method and discussion. Setyaningsih and Rahardi claim that authors should consider three important arguments in the background part of their article: ‘the position of the topic raised by the article writer in terms of issues in a global context, the position of the topic of the problem of the article writer in the framework of the results of previous similar studies, gaps that arise related to the topic of the problem raised, and justification of a problem raised in a study’ (p. 212). Thus, the three appeals frequently used by Indonesian authors in their RAIs are popular appeals also used by authors published in international journals such as those found by Wang and Yang (2015).

## VI. CONCLUSION

From the findings and analysis in this study, it can be inferred that Indonesian writers frequently make appeals in ELE published in national authorized journals are appeals to salience, appeals to magnitude and appeals to problemat�city. Also, the authors of articles published in higher Sinta value journals tend to use more types of CC although the difference between different Sinta value journals is not significant. Finally, the reasons the authors frequently use the three different types of CC are for practical and academic purposes.

In this study, only articles published in Indonesian national accredited journals are included. The future study should also look at how Indonesian authors in ELE published in international reputable journals use CCs in their RAIs. This is because articles published in reputable international journals are considered higher in quality than those published in national journals. Information about the differences and similarities between the use of CCs in national and international journals will be useful for the teaching of academic writing, especially in the teaching of journal article writing. This is one way of improving the attractiveness of journal articles, especially in their introduction to be possibly accepted to be published in a reputable international journal.

The findings of this study have implications for how academic writing is taught, especially for novice authors and postgraduate students. They should use multi types of CCs in their introduction to strengthen the argument and improve the attractiveness of their research title or topic in the eyes of potential readers including journal reviewers and editors. Also, every appeal should be supported with relevant, recent and reliable references and/or data to convince readers that their research title or topic is important and useful not only for practical reasons but also for academic reasons.

## APPENDIX. RESEARCH INSTRUMENT

Journal :  
 Code :  
 Article number :

No	Types of Appeal	Description	Paragraph and sentence number
1	Appeal to salience (the importance of the research topic)	Author/s address the importance or significance usefulness, or advantages of the key construct in the research topic	
2	Appeal to magnitude (the popularity of the research topic)	Authors claim the prevalence or popularity of a research topic or phenomenon by indicating the multiplicity of studies that have been conducted on it hence its significance is implied and the topic indirectly promoted	
3	Appeal to topicality (the newness of the research topic)	Authors address the newness of the research topic or phenomenon or the implication that the research is likely to add new knowledge to this little traversed/ novel area	
4	Appeal to problematicity (the problem related to the research topic)	Authors address the conflict, problems, difficulties or challenges as the rationale for the research.	

Bengkulu, 2021

Independent coder,

Researcher,

(\_\_\_\_\_)

(\_\_\_\_\_)

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