

CHAPTER I

INTRODUCTION

1.1 Background

In writing a research article, the introduction sections are crucial because it provides various important purposes which is one of them is gaining the readers' interest to read the complete article. Since the introduction section is the first part of the research article that the readers will encounter, it is critical to grab their attention instantly. As stated by Bavdekar (2015), the main objective of an introduction section is to draw readers' attention while also "selling" the study to editors and reviewers (p. 44). The readers are introduced to the main ideas and important details in the introduction section (Bavdekar, 2015). According to Shah (2015), the introduction section in scientific articles is known as the "entrance gate" because it introduces the research to the readers, examiners, and peers and piques their interest enough for them to want to read more of the research (p. 1). This section requires a "hook" to entice the reader and explain why this particular research study was selected and why it is essential (Shah, 2015, p. 1). He continued that the background studies in the introduction section should be chosen to serve the reader relevant information about the importance of the research to support its worthiness

The researcher may be able to persuade readers that their research article is worth reading by citing previous studies in the introduction section. As stated by Arsyad et al. (2018), authors must persuade readers that their research article is a

critical piece of academic writing to read, which can be accomplished properly by citing relevant studies in their research article introductions. It is almost impossible to write an academic text without reviewing or citing other authors' literature (Arsyad et al., 2021). Further, as mentioned by Wu (2017), it is critical in referring to other scholars' achievement research and in reporting it on their findings in academic writing. Writers can strengthen their arguments and demonstrate the new knowledge that they claim to have discovered by using citations. Mastering citation practice gives writers the ability to immediately integrate the thoughts and phrases of others into their writing and offers a structure for more effectively presenting their research findings (Barghamadi, 2021). Nonetheless, acknowledging other academics' work in the research articles introduction for journals seems to be challenging (Raningrum et al., 2022). It is crucial to be precise and choose only the most relevant and recent sources when referring to other academic works in the research article introduction.

One of the most important aspects to be considered when citing other works is choosing the appropriate reporting verbs. Reporting verbs are a key component of citation rules and one of the most useful tools used by writers to demonstrate the validity and accuracy of statements found in academic writings (Barghamadi, 2021). Using reporting verbs in writing the introduction section is important because it shows the relation between the recent study and the previous ones. Reporting verbs also help to make the writing more precise and concise by highlighting the specific contributions that each source provides to the argument. Barghamadi (2021) also mentioned that one of the crucial aspects of academic writing activities is that the authors should have a complete awareness of how to

make their persuasive arguments and claims by using proper reporting verbs. Wu (2017) found that “the appropriate choice of a reporting verb in the citation of one’s own claims of the claims of others has been increasingly viewed as an important component in academic writing” (p. 1)

On the other hand, (Raningrum et al., 2022) pointed out that the use of reporting verbs written by non-native English writers is underestimated in the research article introduction. According to Hyland (2008), non-native English writers’ lack of academic writing language and their incapacity to identify sources are the two main causes of this issue. Hyland (2008) adds that problems could result from a general lack of vocabulary knowledge and an inability to understand the effective persuasive strategies needed to characterize their statements. These vocabularies play a vital role because they provide the author’s freedom to communicate the activity type and attitude toward the details in a clear and consistent process. As a result, one part of academic writing pedagogy must be a stronger awareness of how to effectively use and choose reporting verbs to make persuasive statements. In accordance with Pecorari (2009), non-native authors often chose reporting verbs randomly without comprehension.

Research on citation patterns and reporting verbs has given insight into human knowledge across a range of subjects and languages (Barghamadi, 2021). A corpus study conducted by Berhail (2017) determines how the reporting verbs are utilized in MA postgraduate literature review in the English department of Larbi ben M’hidi University in OEB. The research used software such as AntConc and SPSS to count the reporting verbs and then categorized using Hyland’s RV classification. The findings showed that both streams used a limited number and a

different type of reporting verbs in comparison to another stream. In the Indonesian context, the research of reporting verbs is rarely conducted by Indonesian researchers and the study of reporting verbs is difficult to find in online literature. Numerous researchers have solely looked at analyzing this scope of study (Raningrum et al., 2022). However, in 2016, Ruminda conducted a study on the use of the reporting verbs in various online news sources, such as CNN, The New York Times, and The Jakarta Post. The researcher found that there were three types of reporting verbs: mental, activity, and communication. In addition, a study Raningrum et al (2022) examined the differences in the use of reporting verbs employed by Indonesian authors in research article introductions published in low-ranking and medium-ranking ELT journals, as well as how they employed reporting verbs in both group journals. The study found that Indonesian writers use four reporting verbs in accredited national low-ranking ELT journals: argue verb, find verb, show verb, and think verb. They used the argue verb the most frequently when writing the introductions in research articles. As stated in the study, in medium-ranking journals, the verb argue, find, and show are frequently used while in low-ranking journals the verb think is frequently used.

Given the three previous studies above, there is no study that has been conducted in using the reporting verbs when writing an introduction section of English Language Teaching (ELT) research articles on high-ranking journals in Indonesia. High-ranking journals typically feature a thorough collaborative procedure that ensures the quality and reliability of published research. The readers can gain more assurance when they read a research article that has been published in a high-ranking journal. While the previous study stated that there are no

Indonesian authors in high-ranking journals, the writer finds some research articles on a few high-ranking journals written by Indonesian authors. Moreover, by integrating the perspectives from Indonesian authors, researchers will get a deeper understanding of specific issues that are relevant to Indonesian context. Hence, this study can help to identify any patterns in the usage of reporting verbs as well as offer insights into the writing styles and writing standards used by Indonesian authors in ELT research articles. Researchers, writers, and ELT professionals who intend to develop their writing abilities may find the study's result helpful.

Based on the problems mentioned above, the writer is intrigued to conduct research by the title **“The Analysis of Reporting Verbs in An Introduction Section of ELT Research Articles on High-Ranking Journals by Indonesian Authors.”**

1.2 Research Questions

As stated in the background of the research and focus of the research, the writer tries to identify the problem by the following questions focusing on reporting verbs in an introduction section of ELT research articles on high-ranking journals:

1. What reporting verbs are the most frequently used in the introduction part of the ELT research articles?
2. What functions do the reporting verbs in the introduction part of the ELT research articles serve?

1.3 Objectives of the Study

The objective of the research is to find the most frequent reporting verbs that are used in the introduction of the ELT research articles written by Indonesian

authors as well as the functions of those reporting verbs on those ELT research articles on high-ranking journals. This analysis can provide insights into the writing styles and writing standards used by Indonesian authors in ELT research and help to identify any patterns in the use of reporting verbs. The study may also provide useful information for researchers and writers in the field and for ELT professionals who want to improve their writing skills.

1.4 Scope of the Study

There are many academic texts that need to be examined in relation to reporting verbs, such as essays, research reports, research articles, and so on. Therefore, the writer would like to limit the study on the research article to examine what kind of verbs that are classified as reporting verbs, which will be analyzed by using *AntConc 4.2.0* Anthony (2022) and a reporting verbs' framework by Friginal (2013) will be used as well by the writer. In this study, 36 ELT research articles from 3 high-ranking journals will be analyzed by the writer, especially the introduction section.

1.5 Significance of the Study

The result of this study can provide information that can be used by writers, students, teachers, lecturers in Indonesia, researchers, ELT professionals when they want to create a credible introduction section of research article. Moreover, this study could also give new perceptions on what qualifies a strong introduction of a research article for an Indonesian high-ranking journal indexed by SINTA.