



A Comparative Study on Reporting Verbs in ELT Research Article Introductions by Indonesian Authors

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Abstract

The study of reporting verbs (RVs) is rarely done by Indonesian scholars. Therefore, this research aimed to investigate how Indonesian writers used the RVs in research article introductions published in low-ranking and medium-ranking ELT journals and investigating the differences of the usage of RVs used by them in both groups of journals. This research used a quantitative approach with a comparative design that investigated 40 research article introductions published in low-ranking (SINTA 6: Journal of English Language Education, and SINTA 5: The Journal of English Literacy Education) medium-ranking (SINTA 4: Journal of English Education and Teaching, and SINTA 3: ELT Forum: Journal of English Language Teaching) ELT journals in 2021. The data were taken by using the purposive sampling technique and they were analyzed by using the RVs' framework of Francis et al. (1996). The results revealed that Indonesian writers of low-ranking and medium-ranking ELT journals used all of the RVs in research article introductions, but the most frequent RVs used by them was "argue verb". Moreover, Indonesian writers of low-ranking ELT journals used more "find and think verbs". Meanwhile, "the argue and show verbs" were more often used by Indonesian writers of medium-ranking ELT journals. These findings indicate the importance of using the RVs in writing the research article introductions for Indonesian writers in the field of English language teaching. The writers are suggested to use more "Argue Verbs, followed by "Find and Shows Verbs" when writing research article introductions.

Keywords: ELT journals, research article introduction, low-ranking journal, medium journal, reporting verb.

Introduction,

In the academic writing activity, writers need to cite other scholars' work to support their claim, argument, statement, and opinion. This activity has an important role in

constructing knowledge in academic writing (Hyland, 2002). Therefore, in citing other writers' work, one of the most important aspects to consider is the use of appropriate reporting verbs (RVs). Ramoroka (2014) postulates that this is because the writers must match the choice of RVs with their position or stance toward the information cited in the reference. Moreover, Hyland (2002) claims that the use of RVs will measure the reliability of claims that the writers write in their writing process. In other words, the choice of RVs will influence the writers to connect their works with other scholars' work in a particular field of research (Yeganeh & Boghayeri, 2015). The writers should aware of using RVs in academic writing texts.

The RVs have several functions in academic writing practices. Berhail (2017) argues that the functions are; 1) to present what research has and has not been done on a particular topic in a particular discipline; 2) to show the writer's familiarity with the field being or to be investigated; 3) to convince or persuade readers that the research topic and/or research project that the writer does is essential and attractive; and 4) to make the position of the writer's work to be larger in the research context. By using these functions, Zhang (2009) adds that writers can justify their works by showing the gap of knowledge obtained from previous study results. Moreover, the ways to report and evaluate previous relevant studies appropriately and effectively become a central skill of academic writing.

The function of RVs shows how the importance of the RVs to be used by the writers in writing every section of research articles such as introduction, literature review, method, and discussion. Among them, for research article, the section that gets a large number of citations is the introduction (Aksnes, D. W., Langfeldt, I., & Wouters, P 2019). It is because this section commonly for some journals has merged the literature review in the introduction section. This format is called as IMRaD (Introduction, Method, Results, and Discussions) pattern. Arsyad & Adila (2018) asserted that the purpose of the authors cite relevant references in the introduction is to convince the reader about the academic writing that they write is important to read, to respect the work of others, to respect other scholars' work, to avoid plagiarism, to support an argument, and to help promote colleagues' writing on the same or related topic. Moreover, the introduction contains the importance of the topic, problems, gap, and aims of the study. The authors need to cite many other works from the relevant kinds of literature to support their arguments, claims, and opinion so they need to use more various and appropriate RVs in citing other scholars' work.

However, citing other scholars' work in writing the introduction of research articles for journals seems that it is not easy to do. This statement is supported by Hyland (2008) who stated that the difficulty may arise from the vocabulary knowledge of RVs that the non-native authors of English have in writing their claims. In doing this so, Barghamadi (2021) suggested that the writers should have a deep understanding of how to make their rhetorical statements and claims by using appropriate RVs and this understanding is one of the pedagogy aspects of academic writing activity. Thus, the use of RVs in writing the research article introduction influences the rhetorical effect of the claims and claims that they write even though the grammar has been correct.

In addition, the use of RVs written by non-native English writers is likely underestimated in the research article introduction. Manan and Noor (2014) argued that non-native English writers may overlook the suitability of reporting verbs used for a certain statement in their writing. Similarly, Bloch (2009) has recognized that writers often use the same reporting verbs in their writing, and they do not aware of the effect of RVs on their writing. It can be inferred that the non-native English writers have a problem in using the RVs in citing other scholars' work (Bloch, 2009; Manan & Noor, 2014). This problem includes Indonesian writers about the use of appropriate RVs in writing research article introductions that have been published in several national accredited English language teaching journals.

Indonesian context, the study of reporting verbs is rarely done by Indonesian scholars, and it is hard to find the study of reporting verbs in online literature. Many studies only focused on investigating citation style practices in terms of the integral and non-integral or parenthetical way, such as Safnil (2003), Adnan (2009) reflective reading journals (or reading logs, Arsyad & Adila (2018). However, the study of RVs has ever been conducted by Ruminda (2016) who analyzed the reporting verbs in online news media published by The Jakarta Post, New York Times, BBC, and CNN. This study found that three types of reporting verbs were found in terms of communication, activity, and mental verbs. Further, in academic text, Arsyad, S., Syahrial., & Hakim, H. (2021) investigated the use of reporting verbs in the research article introductions written by Indonesian writers across disciplines. This study reported that the RVs in terms of "show", and "argue" groups were the most frequently found in the research article introduction, and tensed of RVs were often used in Present and Past Tense.

Based on the previous studies above, there is a gap of the study in which there is no study that has been conducted yet in using the RVs when writing research article

introductions in English language teaching journals in Indonesia. The ranking of the journal is viewed from SINTA (Science and Technology Index) Indonesia value. Therefore, concerning finding out a possible solution to the problems and realizing the research gap, this present research aims to analyze and compare the use of RVs in the introduction section of a research article written by Indonesia writers in English language teaching published in accredited national low-ranking (SINTA-6 and SINTA-5) and medium-ranking (SINTA-4 and SINTA-3) in using RVs. Thus, by comparing the two groups of journals. It will prove that whether the use of RVs in the different ranking journals will be an indicator to differ the quality of journals, because articles in the different ranking journals are written by different writers' background, too.

Regarding taking the low-ranking (SINTA-6 and SINTA-5) and medium-ranking (SINTA 4 and SINTA-3) ELT journals, these journals still categorized as national journals. Meanwhile, high-ranking journals such as SINTA 2 and SINTA-1 journals have been included as international journals. The authors are mainly international authors. Each selected journal in the low-ranking and medium-ranking journals is taken by some reasons. The journals' name is English language teaching or education. It does not mix with the other disciplines such as applied linguistics and linguistics. Furthermore, the journals have good impact factors, and the introduction section does not have some sub-headings related to the key words of the literature review. In other words, the literature review has merged into introduction section, and it is called as IMRaD (Introduction, Method, Results, and Discussion) pattern. Therefore, the journals that have the highest impact factor will not be always the first criteria of selecting the corpus of this research. The ELT journals that have the highest impact factor can be not taken as the corpora of this research if they do not fulfil other characteristics of selecting the corpus of this research.

Research Methodology

The design of this research was comparative analysis so that it used a quantitative method. Creswell (2012) states that comparative research is research that attempts to reach conclusions beyond a single case and explains the differences and similarities between objects of analysis. To compare the objects, a quantitative method was used to make it clear and reach the purpose of the research. Gay, Mills, & Airasian (2012) define that qualitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest.

Therefore, this research used quantitative method with comparative design to investigate the use of RVs in citing other scholars' works in research article introduction in English language teaching field. The articles involved in this research were published in the low-ranking (SINTA-6 and SINTA-5) and medium-ranking (SINTA-4 and SINTA-3).

In determining the corpora, the researchers took 40 articles. It is in line with Gay et al. (2012) who state that the minimum sample size for correlational, causal-comparative, and true experimental research is 30 samples. Corder and Foreman (2009) also affirm that the minimum requirement of the corpus includes for quantitative analysis is 30 texts. For this reason, the total of corpus involved in this study was 40 articles and it is above the minimum of samples. The following table presents the corpus of the research. The following table is the distribution of the corpora of the research;

Table 1. The Distribution of the Corpora of the Research

Group of Journals	No	Name of Journals	SINTA Ranking	Impact Factor	Sam- ples	The Average of Citation			The Average Words Length
						Inte- gral	Non- Integral	Total	
Low- ranking	1	Journal of English Language and Education	SINTA-6	0.5	10	8	6		
	2	Journal of Literacy Education: The Teaching and Learning English as a Foreign Language	SINTA-5	3.43	10			14	1.084
Medium- ranking	3	JEET: Journal of English Education and Teaching	SINTA-4	3.53	10				
	4	ELT Forum: Journal of English Language Teaching	SINTA-3	2.30	10	9	12	21	1.230
Total					40	17	18	35	2.314

As presented in Table 2, each journal consisted of ten research article introductions and those were published in 2021. Those forty research article introductions were taken by using purposive sampling technique. Sugiyono (2017) states that purposive sampling is a sampling data technique that is based on certain considerations. The considerations in taking the samples of this research were; 1) The journals were in the

field of English Language Teaching. They did not mix with other discipline names such as applied linguistics and Linguistics. 2) The journals had good reputation viewed from impact factors' score. 3) The section of the introduction of the articles in the selected journals had merged the literature review. 4) The articles were published in 2021. The current articles represented the updated information about the use of RVs that are published by the journals. Then, publication for 2022 have not been published yet by the selected journals. 4) The journals were open access journals, and those were easy to access online and those were free to be download by researchers. 5) The articles were written by Indonesian authors. It can be known from the affiliation of the authors

In analyzing the data, the researchers looked at the RVs in the research article introductions. Then, the researchers noted the RVs and put them into the checklist by using the Framework of Francis, G., S. Hunston, & Manning, E. (1996). The reasons of the researchers chose this framework are; 1) This framework made it easy for investigators to identify the most recurring RVs used in citations and also offered complete input on their structure. 2) several reporting verbs sometimes did not always stay in one group of RV. A RV can be found in other groups of RVs and its use must be analyzed in context to determine the type of RV itself (Yang, 2013; Yasmin, Butt, & Sarwar, 2020). 3) This framework has used by many researchers in the previous studies. The framework is as follows;

1. ARGUE: verbs that deal with speech, writing, and other means of communication, such as argue, say, point out, write, infer, assert, retain, recommend, imply, note, and so on.
2. THINK: verbs that deal with thought, such as belief, expect, feel, carry, believe, and so on.
3. SHOW: verbs that signify a fact or condition, such as "show," "demonstrate," and "reveal," among others.
4. FIND: verbs that apply to knowing or thinking about something, such as find, observe, discover, or suggest.

To treat validity and reliability of the research, an independent co-rater was involved to analyze the data. Furthermore, Cohen Kappa principle was used to analyze the inter-rater analysis that aimed to treat the reliability of the analysis. The result of inter-raters' reliability for medium-ranking journals was in the range of 0.88 (Kappa value) or 84% (percentage of agreement). It means that the reliability and accuracy of data

analysis from both researchers and co rater was Excellent. Meanwhile, the result of inter-raters' reliability for low-ranking journals was in the range of 0.87 (Kappa value) or 87% (percentage of agreement) based on the interpretation scale's core of Altman (1991). It means that the reliability and accuracy of data analysis from both researcher and co rater was Very Good.

Findings

The Most often Type of RVs Used by Indonesian Authors in English Language Teaching Published in Low-ranking and Medium Ranking Journals

This section provides the results of the research that aimed to investigate the RVs used by Indonesian writers in research article introductions published in accredited national low-ranking (SINTA-6 and SINTA-5) and medium-ranking journals (SINTA-4 and SINTA-3) in 2021. There were twenty research article introductions analyzed for this research question. The results are presented in the following table

Table 2. The Distribution of the RVs in Research Article Introductions

No	Types of the Reporting Verbs	Frequency	Percentage	Frequency	Percentage
1	Argue Verb	68	51.52%	114	59.37%
2	Find Verb	42	31.82%	52	27.08%
3	Show Verb	15	11.36%	25	13.02%
4	Think Verb	7	5.30%	1	0.53%
Total		132	100%	192	100%

As presented in Table 2, there were four categories of the RVs found in the accredited national low-ranking ELT journals at SINTA5 value (The Journal of English Literacy and Education) and SINTA 6 (Journal of English Language and Education). They were Argue verb, Find verb, Show verb, and Think verb. Among them, the most frequent RVs used by Indonesian writers was argue verb (68 or 51.52% verbs), followed by find verbs (42 or 31.82% verbs), show verb (14 or 11.36% verbs), and think verb (5 or 5.30% verbs). There were four categories of the RVs found in the accredited national low-ranking ELT journals at SINTA 3 value (Journal of English Language Teaching) and SINTA 4 (Journal of English Education and Teaching). They were Argue verb, Find verb, Show

verb, and Think verb. Among them, the most frequent RVs used by Indonesian writers was Argue verb (114 or 59.37% verbs), followed by Find verbs (52 or 27.08% verbs), Show verb (25 or 13.02% verbs), and Think verb (1 or 0.55% verbs).

Excerpt 1

Rahmatunisa (2014) stated students faced two main problems in writing argumentative essays i.e. formatting words and grammatical structure [Argue Verb, S-5, JoELE, B-7, Paragraph 3, p. 56].

As indicated in Excerpt 1, "state" was categorized as argue verb taken from The Journal of English Literacy and Education (SINTA 5), Vol 8 No 2, p. 224, published in 2021 with the title "The effect of life-story-retelling technique on students' speaking ability". The use of verb "state" was to give reasons as support to a statement of the problem of the research.

Excerpt 2

Piaget (in Slavin, 2011) emphasizes that children at a young age will a bad behavior as something that produces negative consequences or impacts even though the purpose of the action is good [Argue Verb, S3, ELT Forum, D2, paragraph 4, p. 80].

The Excerpt 2 above was taken from Journal of English Language Teaching (SINTA 3), Vol 10 No 1, p. 80, published in 2021 with the title "Group Work Activity to Enhance Students' Courage in Delivering Questions during Online Learning: A Classroom Action Research". The use of verb "emphasizes" was to support the argument of the writer on group work activity in delivering question during online learning so that the argument becomes stronger. Therefore, verb "emphasizes" was categorized as argue verb.

Excerpt 3

Atmojo & Nugroho (2020) found that teachers' challenges are limited of time, the teachers' difficulties in creating material, and the teachers' lack of experience and knowledge in carrying out online learning [Find Verb, JELE, A7, Paragraph 11, p. 11).

The Excerpt 3 above was taken from Journal of English Language and Education (SINTA 6), Vol 6 No 1, p. 11, published in 2021 with the title "English teachers'

instructional practice in the pandemic outbreaks: the efforts and challenges". The use of verb "found" was to inform the research finding from other text in reviewing the previous studies related to the research topic. Therefore, verb "found" was categorized as find verb.

Excerpt 4

Safa (2018) briefly described at least four reasons for students in producing poor writing including reductionist approach, writing apprehension, unproductive lecture method and attributable to the large size of writing class and disintegration of a culture [Find Verb, JoELE, B7, Paragraph 8, p. 57].

As shown in Excerpt 4, "described" was categorized as find verb taken from The Journal of English Literacy and Education (SINTA 5), Vol 8 No 2, p. 57, published in 2021 with the title "Is English academic writing as simple as using a translation tool? Error analysis on students' abstract". The use of verb "described" was to provide opinion or a statement that the writer cites contains about something that has been found by the authors that they cite in a reference.

Excerpt 5

The first researcher (Fajria Rusdi Yudiarti, 2018) entitled The results of this research demonstrate that there are marked differences of the way students develop their questioning skills... [Show Verb, S4, JEET, C1, Paragraph 5, p. 570].

As presented in Excerpt 5, the writer used a find verb "demonstrate" in citing other work. It was used to represent a fact in a research case so that the statements of the writers are strong by showing the evidence. It was about marked differences of the way students develop their questioning skills. It was taken from Journal of English Education and Teaching with the title "An Analysis of Students' Questioning Skill in English Foreign Language Class" Vol 5 No 4, p. 570. Therefore, verb "demonstrate" was part of the show verb.

Excerpt 6

Many studies have proved that textbook selection is one of the crucial aspects in learning activity (e.g, Lemmer, 2008; Mijyanti, 2015; Isik & Kurum, 2002; Sikorova, 2004, ...) [Show Verb, S3, ELT Forum, D1, Paragraph 10, p. 59]

As presented in Excerpt 6, the writer used a find verb “proved” in citing other work. It was used to represent a fact in a research case by showing the evidence from the previous studies on textbook selection in learning activity. It was taken from ELT Forum: Journal of English Language Teaching with the title “Strategies Employed by EFL Teachers at a Vocational High School for Selecting Appropriate English Textbook” Vol 10 No 1, p. 59. Therefore, verb “proved” was part of the show verb.

Excerpt 7

One of them is speaking which is believed to be affected by language anxiety (MacIntyre & Gardner, 1991a; Woodrow, 2006; Suherdi, 2012) [Think Verb, S3, ELT Forum, D10, Paragraph 8, p. 253].

The verb “believed” as presented in Excerpt 7 above was taken from ELT Forum: Journal of English Language Teaching, Vol 10 No 3, p. 253, published in 2021 with the title “Rural learners’ communication apprehension and urban learners’ fear of negative evaluation in speaking performance: What lies within?”. The use of verb “believe” was where the writer’s belief about the information that cite from the references. These verbs involve process of thinking in making argument in their writing. Therefore, verb “believe” was categorized as think verb.

The Differences of RVs Used by Indonesian Writers between Low-Ranking and Medium-Ranking ELT Journals

This section provides the results of the third question of this research that aimed to investigate the differences of the RVs used by Indonesian writers in English language teaching between accredited national low-ranking journals (SINTA-6 and SINTA-5) and medium-ranking journals (SINTA 4 and SINTA 3) published in 2021. The results are presented in the following figure;

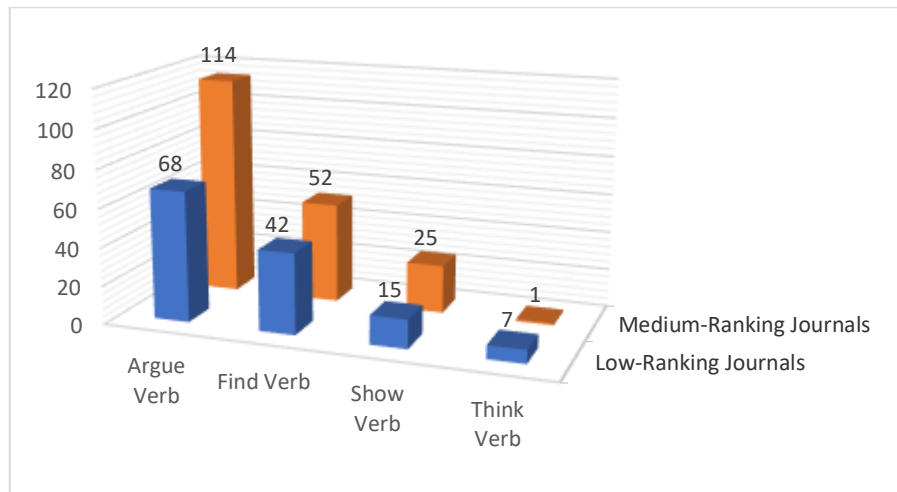


Figure 1. The Differences of the RVs between Low-Ranking and Medium-Ranking Journals

As shown in Figure 1, there were some differences of RVs Used by Indonesian writers in English Language Teaching between accredited national low-ranking journals and medium-ranking journals viewed from the frequency of the RVs occurrences. The use of the argue verb, find verb, and show verb were dominant in the medium-ranking journals, while think verb were dominant in the low-ranking journals.

Discussion

The Most often Type of RVs Used by Indonesian Authors in English Language Teaching Published in Low-ranking and Medium Ranking Journals

As presented in the result section, the results revealed that both Indonesian authors of low-ranking and medium-ranking ELT journals use more argue verbs than other verbs. They also favored a few other argue verbs like state, say, argue, and explain as reporting verbs in citing other work in writing research article introductions. The use of argue verbs is higher in research article introductions in both accredited national low-ranking and medium-ranking ELT journals are caused by some possible reasons.

Hyland (2002) asserts that higher use of argue verbs portrays the discursive traits of social sciences and humanities which entail precise explanation, presumptions, and reasoning as established attributes of knowledge. It has been proved by Hyland's (2002) study who found that argue verbs have been more commonly used in the discipline of the social sciences, including in the field of English language teaching.

Moreover, these argue verbs relate to communication; these verbs mostly indicate the referenced text. Tham and Nhi (2021) summarized that argue verbs are verbs that are used by writers to argue or take up a position on any issues being discussed. The writers used these verbs to some arguments regarding the theory that they cite in the research article's introductions.

Furthermore, the research article introduction is part of the article to introduce the reasons for the research. Swales and Feak (2012) argue that the main purposes of the introduction section of a research article are to give a logical reason for the article and to invite readers to read it. Therefore, argue verbs are used to make arguments and create a position on study issues (Uba, 2020). It aims to attract the readers' attention through the arguments made by Indonesian writers in the research article's introduction. Likewise, Baber (2018) emphasizes that making an argument can be in the form of a claim that functions to emphasize that the writer wants the audience to agree with the claim and they must appeal to the audience. Therefore, by using argue verbs, the arguments of the writers will be strong so that they give high value to writing the research article's introductions.

Regarding the findings, the results of these first and the second questions are similar to the study of Yasmin, Butt, & Sarwar (2020) who found that Paskitani authors tended to use argue verbs group in writing research articles. Moreover, argue verbs are equivalent to discourse acts in the framework of Hyland (2002) in the use of the RVs (Yasmin, Butt, & Sarwar (2020). Thus, the findings of this present research are also in line with Loan and Pramoolsook (2015) and Loan (2017) who analyzed the RVs in TESOL master theses written by Vietnamese students in Introduction and literature review. The results of the analysis show that the Vietnamese students tended to use discourse act verbs in citing other works in writing TESOL master theses. These findings assume that using argue verbs in writing introduction either in research articles or theses are important to be included more by writers.

Based on the findings, it can be concluded that argue verbs are important to include more in writing research article introductions. It seems that the writers use these verbs not only in the low-ranking journals but also in the medium and high-ranking journals. These verbs have a significant contribution to writing academic texts such as research articles.

The Differences of RVs Used by Indonesian Writers between Low-Ranking and Medium-Ranking ELT Journals

Regarding the differences, the results revealed that Indonesian authors of medium-ranking journals tended to use more argue verbs, find verbs, and show verbs than low-ranking journals in research article introductions in the field of English language teaching in terms of the frequency of the verb occurrences. These findings are in contrast to the study of Arsyad, Syahrial, & Hakim (2021) who investigated how Indonesian writers in used RVs in their research article introductions in English in multidiscipline. The results show that Indonesian writers from different disciplines seem to have the same way of using RVs. It is possible because the analysis of the study is different disciplines.

Some possible reasons are provided as the cause of the frequency of the argue verbs, find verbs and show verbs are higher in medium-ranking ELT journals than in low-ranking ELT journals. It is possibly caused by writers' background in medium ranking ELT journals (SINTA 3 and 4) who are dominantly experienced writers such as lecturers and students who are in collaboration with lecturers who are active in publication so that they use more often argue verbs and show verbs in citing other work in writing research article introductions.

Another possible reason for the use of RVs such as argue verbs, find verbs, and show verbs is higher than in low-ranking ELT journals possibly caused by the number of citations or references used by them. The data show that the use of the integral citation is higher in medium-ranking ELT journals than in low-ranking ELT journals. Yeganeha and Boghayeri (2015) affirm that RVs are most often used in integral citations which tend to be associated with the author's comments, statements, and claims in the study. Thus, it means that more use of the integral citation will influence the number of RVs in the research article's introductions. Also, the integral citation that uses RVs contains important information contained in the article that is cited by writers when writing a research article (Arsyad et al., 2018). It will show that the writers have read the important references from other works.

The last possible reason for the use of RVs such as argue verbs, find verbs, and show verbs is higher in medium ranking than in low-ranking ELT journals possibly caused by word lengths in the research article introductions. Medium-ranking journals have a longer length of words in research article discussions than low-ranking journals have. It means that the more length of words in the research article introductions, the more

citations that are used by the Indonesian writers of medium-ranking journals. Jarkovská and Kučirková (2020) affirm that the use of a different number of RVs may be due influenced by different corpora in terms of size and research materials as well as early language background knowledge writers. It is also proved by the study of Jaroongkhongdach (2015) who found that word lengths of the four articles based on the comparison of reporting verbs used by two expert researchers and two Thai novice researchers in the field of applied linguistics influenced the use of RVs in writing a research article. Thus, based on the results of this present research and this previous study prove that the more length words of research article introductions, the more RVs are used in the research article introductions. This seems to influence the medium-ranking journals to have more RVs.

Likewise, Hyland (2014), Hyland and Jiang (2017), and Jarkovská and Kučirková (2020) state that argue verbs are used as discourse acts or argument acts seem to be predominant in professional writing. In other words, Indonesian writers of medium-ranking journals use more argue verbs because these verbs are important and have highest function in making claim and argument in citing other work. They may have realized the functions of the argue verbs in writing the research article introductions.

In terms of find verbs, the results revealed that medium-ranking journals have more RVs than low-ranking journals have. When it is viewed from the definition of Find verbs, Uba (2020) and Tham and Nhi (2021) point out that Find verbs are concerned with research activities in which how a writer found something in the research or papers that they cite. It means that Find verbs are mostly used to discuss the previous studies related to the writers' study/ research. They use Find verbs to signal the research findings (e.g., found and revealed) and to inform the previous researchers who did the study (e.g., conducted, did, investigated, and examined). Moreover, Find verbs such as "investigated, examined, and conducted" show the research activities. Arsyad et al. (2018) argue that authors are expected to evaluate the related studies in the literature, especially on the methods or findings of previous relevant studies to find the rationale for the research when writing a research article introduction. Thus, these explanations assume that the medium-ranking journal cited more references concerned about the previous studies in writing research article introductions to show the gap or the novelty of their studies. It is proved by the number of references/ citations found in the medium-ranking journals.

In terms of show verbs, the results revealed that the medium-ranking ELT journals use more show verbs than low-ranking ELT journals. However, the differences are not too significant in terms of the frequency of the occurrences. Uba (2020) explains that show verbs represent how a writer finds something. These verbs are used by the writer when she/he uses an opinion or a statement that she/he cites contains about something that has been found by the authors that they cite in a reference. These findings show that Indonesian writers of low-ranking journals are more concerned with citing references to the studies on the same topics that have been conducted by previous researchers.

Moreover, the position of show verbs in both groups of journals is in the third. The most commonly employed show verb in the corpora of the research was "show". Yegeneh and Boghayeri (2015) explain that show verbs are used to indicate a fact or situation in writing. It means that Indonesian writers of medium-ranking ELT journals show more facts to support their arguments in writing research article introductions so their statements are strong by showing the evidence. Belcher (2009) explains that the main purpose of a research article introduction is to "provide enough information for the readers to be able to understand your argument and its stakes" (p. 209). Thus, the Indonesian writers of medium-ranking ELT journals are more concern to follow this statement in writing research article introductions so that their potential readers will be easy to understand their arguments and claims.

In terms of the think verb, this research found that the think verb is the least verb used by both Indonesian writers of medium-ranking and low-ranking journals. It means that the Indonesian writers of medium-ranking and low-ranking ELT journals tended to avoid this verb group because they may assume that think verbs seem not for writing research article introductions. Charles (2006) states that think verbs are concerned with how writers think, fear, belief, as well as understand. This section needs more arguments and claims so that the writers seem that they have not been confident to make their subjective judgments based on their assumptions or to stance their position regarding the claims they made as well as their understanding. It is more needed in the research article discussion. Therefore, they avoid using think verbs such as think, believe, agree, decide, and feel. The subjective judgment is needed in the research article discussion in interpreting results, comparing or contrasting results with other relevant ones both with similar and differing results as they are provided in the literature, accounting for results, and finally evaluating findings (Taherdoost, 2022).

Thus, the different structure of each research article section influences the use of think verb.

Regarding the think verb is higher in low-ranking journals than medium ranking journals, it is possibly caused language background knowledge of the writers (Jarkovská & Kučirková, 2020). The writers of low-ranking journals tended to make a subjective judgment with the think verbs such as "believe and agree" in making claims in the research article introduction. These verbs choice show how they think and believe about something that they cite in the other texts. However, it seems not to be suggested in writing a research article introduction, but it is more required in research article discussions in making judgments about the research findings.

Moreover, regarding the differences, the number of the RVs in medium-ranking ELT journals is significantly higher than low-raking ELT journals when it is calculated in all groups of RVs. Weissberg and Buker (2007) postulate that using more RVs in writing research article including introduction is good because RVs functions to inform readers about how much the writers are familiar with the areas of their studies. In other words, the writers know and understand about the topic of their studies so that they use more RVs in citing other work as references of their studies. The use of the references from others' previous studies to strengthen their claims and arguments and show the work reported is significantly useful (Petric, 2007). The research conducted can relate to the relevant literature.

Based on the findings of the all-research questions, some interpretations are taken regarding the use of RVs in citing other work in writing research article introductions. RVs are a critical part of citation practices that aim 1) to show that the ways of the writers have proven the reliability and validity of the statements reported by the writers (Un-udom & Un-udom, 2020; Barghamadi, 2021), 2) RVs show the location of the work of the writer in the context (Myers, 1990), 3) to describe what has been done and what has not been done to establish a new testing space (Swales, 1990) and 4) to define particular information or problem context (Hyland, 1999). Thus, each category of RVs performs a special function in the text.

Conclusion and Suggestion

After analyzing data of this research and as presented in the results section, the results of this research can be concluded that accredited national low-ranking ELT journals have four RVs used by Indonesian writers, namely argue verb, find verb, show

verb, and think verb. Among them, argue verb is the most frequent used by them in writing research article introductions. Moreover, accredited national medium-ranking ELT journals have four RVs used by Indonesian writers, namely argue verb, find verb, show verb, and think verb. Among them, argue verb is the most frequent used by them in writing research article introductions. However, there are differences of RVs used by Indonesian writers in English language teaching between accredited national low-ranking journals and medium-ranking journals in writing research article introductions. The use of the argue verb, find, and show verbs are dominant in the medium-ranking journals, while think verb is dominant in the low-ranking journals.

This research has some limitations. The corpora of this research is limited to one journal for each ranking at SINTA value and limited to Indonesian writers. Therefore, the suggestion can be addressed; 1) The Indonesian writers of research articles are suggested to include more argue verbs and show verbs in writing the research article introductions. The reviewers of low-ranking ELT journals are suggested to follow the use of the most frequent RVs and the writing style of medium ELT journals when organizing the research article introductions. 2) Further researchers is suggested to involve more samples in analysing the RVs in the research article introductions in terms of the number of journals in every ranking and samples in every journals. It aims to strengthen the findings on the use of RVs in the research article introductions. 3) Further researchers are suggested to compare the analysis in three groups of journal rankings (low, medium, and high rankings).

This research provides some pedagogical implications for Indonesian writers, students, teachers, and lecturers. This research had found many kinds of verbs categorized as reporting verb so that they can use them as reference or guidelines in writing a good research article introduction. In addition, the findings of this research provide new insights about the characteristics of a good research article introduction for any ranking journals indexed by SINTA in Indonesia.

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