RESEARCH GAP STRATEGIES IN A RTICLE INTRODUCTION SECTION ON TEACHING ENGLISH AS FOREIGN LANGUAGE (TEFL) IN SINTA 1 JOURNALS

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Abstract

The research gap is a situation where inconsistentcies or gaps are found between occurs due to differences in results, concepts, data and theories from research results.   The objective of this study is to find out about a) what are research gap strategies used by the researcher, and b) what is dominant research gap strategies used in the article introduction section in Teaching English as Foreign Language (TEFL). This research aims to identify the research gap strategies in article intoductions section in SINTA 1 journals. The jounals were taken in (IJOLE, SIELE, TEFLIN) journals, and were analyzed on five elements of research gap strategies following Arianto et al. (2021). Therefore, future studies have to analyze more extensive samples obtained from more journals to represent the feature of the articles in the journals regarding the RG strategies.

Keywords: TEFL, SINTA 1 journals, research article introduction, research gap strategies.

INTRODUCTION

Writing is a skill in English that allows individuals to record ideas, opinions, thoughts, and feelings. One way to express feelings is by writing a journal. Journal writing is included in the activity of creating scientific work which is a field that must be occupied by every lecturer and student Writing skill, compared to other language skills, becomes more complex since it measures the ability of one's language (Liu and Braine, 2005) Writing argumentative is an important skill for students, especially if they want to study further in English.

In this case related to every institution will usually publish nationally indexed journals as their benchmark in finding references, one of which is a researcher sample. There are many journals that are indexed nationally, SINTA is a forum for exchanging scientific and technological works with mankind in Indonesia in the form of a web-based research information system, perfected by the Director General of Research and Development of the Ministry of Research Technology and Higher Education of the Republic of Indonesia 2016. This portal measures the performance of Indonesian institutions, researchers, and journals. SINTA indexes into six ranking categories of all accredited national journals published by ARJUNA, the body appointed to assess the quality assurance of scientific journals by screening manuscripts for fairness, administrative feasibility and timeliness of publication of scientific journals, which includes SINTA 1 to SINTA 6 (Saputra, 2020). SINTA is very helpful in making it easier for researchers to find journals for publication.

The introduction (RA) of a research paper plays a key role in determining the significance of the research conducted. An effective introduction introduces the research topic to the readers' perspective. Often this part after the summary makes readers decide whether the entire text is relevant. In this regard, the introductory part deserves careful attention. To support authors in writing this section effectively,

Swales and Feak (2012) developed the Creating Research Space Model (CARS), which has been widely used to analyze introductions to various research articles (RAs).

Research gaps are very important in research because they indicate areas where existing knowledge or understanding is limited or incomplete. Identification of research gaps allows researchers to determine the relevance of their research in the context of existing literature and provides a compelling rationale for why such research is needed. By highlighting research gaps, researchers can demonstrate the unique contribution of their research to existing knowledge, providing added value to the scientific community. In addition, research that fills the research gap can open up opportunities for innovation, new discoveries, and a deeper understanding of a particular topic. Thus, research gaps help guide the direction of future research, enrich the scientific literature, and advance the field of study to the next level. Robinson et al. (2011, p. 1325) define that a research gap arises "when the ability of the systematic reviewer to draw conclusions is limited". Nevertheless, a research gap also holds a function as a starting point for research. While Robinson et al. (2011) emphasize that research gaps represent an output (of literature reviews), we also perceive them as an input as they can motivate further research. The term research problem might occasionally be used as a synonym for research gaps. However, it focuses on the function as input for research, since a research problem is a problem statement that is resolved by means of research (Jacobs 2011).

In the introduction of the article there are research gaps, where finding these research gaps has several strategies, as according to (Arianto, et al, 2021), namely They found that the majority of the writers used one or more of the five different strategies: 1) claiming nonexistent research dealing with a specific topic, 2) suggesting inadequate research in a particular aspect, 3) stating limitation(s) in previous research, 4) claiming contradictory or conflicting previous research findings, and 5) suggesting solution/s) in abstracts and introductions of their journal articles. By using these 5 strategies, it is easier for readers to find research gaps in the articles they read.

The importance of finding research gaps in articles is very meaningful in several ways. First, it is a significant contribution to the advancement of science, as it helps to improve understanding of the topic being studied. Then, by finding research gaps, we can open doors to new knowledge that was previously unknown. Moreover, this process also helps in addressing the weaknesses or shortcomings of existing research in the topic under study. Furthermore, finding research gaps will help improve the overall quality of research. Not only that, this activity can also practice writing skills, making it possible to produce better and more accurate journals. To find research gaps in articles, the first step is to read and analyze several journals related to the topic being studied. By looking for articles that introduce new theories or have conclusions that are inconsistent with existing theory, we can begin to identify research gaps. Furthermore, by collecting and analyzing more in-depth data, we can find relevant research gaps to explore further.

LITERATURE REVIEW

2.1   SINTA
SINTA is a forum for exchanging scientific and technological works with mankind in Indonesia in the form of a web-based research information system, perfected by the Director General of Research and Development of the Ministry of Research

Technology and Higher Education of the Republic of Indonesia 2016. This portal measures the performance of Indonesian institutions, researchers, and journals. SINTA indexes into six ranking categories of all accredited national journals published by ARJUNA, the body appointed to assess the quality assurance of scientific journals by screening manuscripts for fairness, administrative feasibility and timeliness of publication of scientific journals, which includes SINTA 1 to SINTA 6 (Saputra, 2020). SINTA is very helpful in making it easier for researchers to find journals for publication. In addition, not all accredited national journals in the field of library science present information on the website properly, such as inactive websites, focus and scopes, templates, and manager contacts that are not available, making this an obstacle for researchers when publishing scientific journals. From the background above, a program is needed that presents journal data, be it information containing journal names, journal websites, to information published in journals every year. The program developed applies web scraping techniques as data retrieval based on the SINTA website to obtain journal information.

2.2   Article

Articles much shorter than a book, an article can be as short as a paragraph or two or as long as several dozen pages. Articles can address any topic that the author decides to explore and can reflect opinion, news, research, reviews, instruction, nearly any focus. Articles appear in newspapers, magazines, trade publication, journals, and even in books. Because of their relative brevity, articles typically are used to provide up-to-date information on a wide variety of topics. (Thomas.G, 2021)

Articles in the Big Dictionary Indonesian defined as, "Complete written works in mass media such as newspapers, magazines, tabloids, and so on". According to Haris Sumadiria (2015), an article is freelance writing containing someone's opinion that thoroughly explores a particular problem that is actual and / or controversial with the aim of telling (*informative*) and convincing (*persuasive argumentative*), or entertaining the reader audience (*creative*) (Paryati, 2008: 140).

2.3 Research Gap Strategies

1.   Definition of Research Gap

Research gap is a term commonly found in research. Simply put, research gaps are gaps that occur due to differences from data in the field and previous research. As quoted from the book *Introduction to Management Research Methods* (Syarief Faroman, et al, 2020) research gap is a situation where inconsistencies or gaps are found between the research results and the data found. This research gap can also be interpreted as a gap that occurs due to differences in results, concepts, data and theories from research results with those found in the field. This gap results in opportunities to conduct further research available so that other researchers can utilize it for research.

Writers need to establish a research gap in their article introduction to show readers that previous studies have some limitations or shortcomings; therefore, their research is necessary or important. Miles (2017) recommends that developing a research gap becomes important in crafting a research article (RA). According to Lim (2012), writers need to convince readers that their research results will have an important contribution to the available body of knowledge, and therefore, readers should read their articles. Similarly, Arianto et al. (2021) claim that the novelty or newness of a piece of research is usually addressed in an article introduction; that is, when writers state the research gaps (RGs). However, writers publishing in international journals or journals indexed of rankings 1 may use different rhetorical strategies and linguistic

realizations in addressing their RGs, and the different strategies and linguistic features may affect the quality of articles published in international journals.

Although RAs, especially those published in reputable international journals in English written by native or non-native writers in various fields, have been frequently investigated, studies on how writers address their RGs in their article introductions are rarely found in the literature (Arianto et al., 2021). Studies on RGs are important because the quality of an article may depend on how writers justify their research; that is, to fix the shortcomings or add new information to the previous research results, and therefore readers should read their article comprehensively (Lim, 2012). In other words, addressing the RGs becomes a rhetorical strategy by article writers to support the importance of their research project.

2.   Strategies to find research gap

Research gaps in the article, there are several strategies that can be used according to Arianto et al. (2021):

1)   Strategy 1 is claiming nonexistent research dealing with a specific feature. Authors can produce research gaps by claiming that no research has been done related to a specific area. Lim (2012) stated that this strategy can be used in RAs by using negative quantitative noun phrases (e.g., none of the studies, no research, etc.) or negative investigative verb phrases (e.g., have not been investigated, has yet to be examined, etc.).

2)   Strategy 2 is suggesting inadequate research in a particular aspect. Certain topics that have still received little attention need to be studied. The lack or dearth of literature can result in unstable reports or findings. Authors may indicate the limited number of studies on certain topics as their research gaps (Lim, 2012).

3)   Strategy 3 is stating limitation(s) in previous research. When authors are going to implement certain methods or techniques, or they are going to conduct certain designs of study, they can consider what previous researchers have done. Some authors may identify the shortcomings of previous related studies (Suryani et.al, 2015). They can specifically focus on and point out the methodological shortcomings and weaknesses (Lim, 2012).

4)   Strategy 4 is showing contradictive or conflicting previous research findings. In this strategy, authors persuade the readers by stating the unfixed findings of past studies. This strategy is used after they have done a meta-analysis to compare several findings related to certain topics to see if there are inconclusive or unclear findings.

5)   Strategy 5 is suggesting solution/s. According to Kwan et al., (2012), this strategy is used when authors show problems that need to be solved or things that need to be improved. This strategy can be considered a useful strategy to indicate a research gap because it functions to present unresolved problems and suggest solution(s) for the problems (Lindeberg, 2004).

It can be concluded that an understanding of the research gap (RG) is very important in research, especially in the context of writing scientific articles. Research gap refers to gaps or discrepancies between existing data in the field and previous research, which provides opportunities for further research. Authors of scientific articles need to establish research gaps in the introduction of their articles to show readers that previous research has some limitations or shortcomings, so their research is necessary or important. There are several strategies for finding research gaps, such as claiming the absence of related research, suggesting inadequate research in certain aspects, stating limitations in previous research, pointing out previous research findings to the contrary, and proposing solutions. Being aware of these strategies is important because it can assist authors in strengthening arguments

about the importance of their research and ensuring that the resulting articles make a meaningful contribution to existing knowledge.

2.3 Introduction Section

Introduction section is the initial section where the author provides a brief overview of the topic, outlines the main question or issue to be discussed, and often also includes a thesis statement that will guide further discussion. In this sense, according to the American Psychological Association (2010), the introduction "presents the specific problem under study and describes the research strategy" (p. 27). Authors are advised by the Association that they sufficiently explore the importance of the problem by explicitly stating the reason why it deserves new research. This may involve the need to address any inconsistencies revealed by previous research, or the need to extend the reach of a theoretical formulation. Alternatively, the author may choose to focus on a solution to a problem or treat a disorder, as in the case of a psychological study. Authors are also warned to present different views if research is centered on a controversial issue. They are also required to state the aim of the research explicitly. The introduction is an important and challenging part of any research paper as it establishes your writing style, the quality of your research, and your credibility as a scholar. It is your first chance to make a good impression on your reader. The introduction gives the reader background and context to convey the importance of your research. It should begin by broadly introducing your topic, then narrowing to your focused research question or hypothesis.

METHODS

The research will use descriptive qualitative by researchers to collect data and search for data to answer research problem and find the result. The research data is taken through qualitative analysis by observing, identifying, and analyzing the results of the object owned. This research aims to identify the research gap strategies and the type that use in journals research (IJOLE, SIELE, TEFLIN) accredited will by SINTA 1 in the introduction section.

The object of this research will use (20) samples of IJOLE JOURNALS, (20) samples of SIELE JOURNALS. (20) samples of TEFLIN JOURNAL indexed by SINTA 1. Research has the meaning of something involved in research as a source of data collection in research. In selecting subjects, this research will use purposive sampling, this is known as frequency or subjective sampling, this technique is often used in qualitative research.

FINDING AND DISCUSSIONS

The result of this research is as follows.

RESULT

The study investigates the research gap strategies employed in the introduction sections of articles published in three prominent SINTA 1 Journals: IJOLE Journal, SIELE Journal, and TEFLIN Journal. The research examines a total of 60 articles, with each journal selecting 20 sample articles for analysis. The analysis follows the framework outlined by Arianto et al. (2021), which categorizes research gap strategies into five distinct types: (1) claiming nonexistent research dealing with a specific feature, (2) suggesting inadequate research in a particular aspect, (3) stating limitations in previous research, (4) showing contradictive or conflicting previous research finding, and (5) suggesting solution/s. To achieve the primary objective of this research, data were meticulously collected from the introduction sections of research articles across these journals. Each identified research gap was then systematically classified

according to the strategies proposed by Arianto et al. (2021). This comprehensive approach aims to provide detailed insights into how authors in these prestigious journals articulate research gaps, thereby contributing to a deeper understanding of scholarly practices in the context of academic writing and publication.

The results of the research gap strategies used in the IJOLE JOURNAL, SIELE JOURNAL, and TEFLIN JOURNAL are based on research gap strategies from Arianto et al. (2021) as follows:

1.   In the IJOLE journal, the author selected 20 sample articles for analysis in the introduction section to identify the research gap strategies employed by the authors. The results of the research gap strategies employed by the authors in the introduction section of the IJOLE journal indicate that: 4 articles utilize strategy 1, 1 article employs strategy 2, 7 articles adopt strategy 3, 2 articles implement strategy 4, and 6 articles utilize strategy 5. Below are examples of the rhetorical work of each strategy.

1)   Strategy 1
Strategy 1 is claiming nonexistent research dealing with a specific feature, as in the following example.

(S1) *Moreover, the sample size of this study would be large enough to generalize the findings since it is a descriptive comparison design. In our understanding, **no study has been conducted** on the influence of gender and study duration on students' speaking strategies use to learn speaking skill. Therefore, the current study attempts to fill this gap.*

The sample in S1 is taken from an article titled 'The Influence of Gender and Study Duration on EFL Learners' Speaking Strategies Use' written by Dinsa et al.(2022) volume 6 issue 1. In this sample, it can be classified as Strategy 1 due to the presence of the phrase **'no study'** in the quoted paragraph. This specific phrase serves as a guideline or keyword indicative of the structure of Strategy 1. Consequently, it provides substantial evidence that the article employs Strategy 1 in its composition. The usage of **'no study'** distinctly aligns with the characteristics outlined for Strategy 1, thus confirming the implementation of this particular strategy within the context of the article and the writers claim that no study has ever conducted focusing on using speaking strategies: therefore, the study is important.

2)   Strategy 2
Strategy 2 is suggesting inadequate research in a particular aspect, as in the following example.

(S2) *From these investigations, studies in gender equality have been investigated in many sectors, however, the issue of gender equality in foreign language textbooks **have become less attention** for many researchers. Therefore, this paper explores the gender equality representation in foreign language textbooks in Indonesia.*

The sample in S2 is taken from an article titled 'Gender Equality in the Foreign Language Textbooks of Indonesian Junior High Schools' written by Dalle et al. (2023) volume 7 issue 2. The writer asserts that studies on gender equality in foreign language textbooks have received diminishing attention, thereby highlighting the necessity of this particular study. Within this sample, it can be identified as employing Strategy 2. This conclusion is drawn from the analysis of the quoted paragraph, where the phrase **"have become less attention"** serves as a guideline or keyword indicative of the structure of Strategy 2. The presence of this specific phrase provides compelling evidence that the article has indeed utilized Strategy 2 in its framework.

Thus, the alignment of this phrase with the characteristics of Strategy 2 confirms the implementation of this strategy within the context of the article.

3)   Strategy 3
Strategy 3 is stating limitation(s) in previous research, as in the following example.
(S3) *Teaching ESP by using a textbook that is published abroad (Medrea & Rus, 2012), and teaching ESP by establishing English Centre (Saliu & Hajrullai, 2016)* **have been conducted by previous researchers.** *These researches focus more on providing facilities for the learning process. Meanwhile, the development of the Digital Video Feature Project (DVFP) in the learning of ESP is based on the element of Task-based Learning proposed by Bygates and Bloom's Digital taxonomy.*

The sample in S3 is taken from an article titled 'Video Feature Making In ESP- Based Public Speaking Class: A Student Centre Learning in Vocational Higher Education Context' written by Apriyanti et al. (2021) volume 3 issue 1.
In the following sample, the paragraph includes the phrase **"have been conducted by previous researchers."** This specific phrase serves as a crucial guideline to determine that the article employs Strategy 3 as a RGs in the introduction section of the article. The inclusion of this phrase signifies the use of Strategy 3, which is characterized by referencing previous research conducted by other scholars. This strategic reference provides a foundational context and situates the current study within the broader academic discourse. Therefore, the presence of this phrase within the quoted paragraph substantiates that the article is employing Strategy 3 to effectively introduce its research, emphasizing the continuity and relevance of its contribution to the existing body of knowledge.

4)   Strategy 4
Strategy 4 is showing contradictive or conflicting previous research finding, as in the following example.
(S4) *The research that will be carried out focuses on the class analysis of teacher and student questions based on Higher Order Thinking Skills (HOTS). This study will be aimed to analyze teacher and student questions that occur in class and also perceptions.* **Based on the phenomena that occurred and previous research,** *the current researchers are proposing research that focuses on enhancing HOTS-based English class interactions.*

The sample in S4 is taken from an article titled 'Boosting Classroom Interaction Based on Higher Order Thinking Skills (HOTS) in English Learning for Beginner' written by Syafryadin (2021) volume 5 issue 1. In the following sample, the paragraph includes the phrase **"Based on the phenomena that occurred and previous research."** This specific phrase serves as a critical guideline to ascertain that the article employs Strategy 4 as a RGs in the introduction section of the article. The inclusion of this phrase signifies the use of Strategy 4, which is characterized by contextualizing the study within the framework of observable phenomena and prior research findings. By referencing both the empirical phenomena and the body of existing research, this strategy effectively establishes the relevance and necessity of the current study. Therefore, the presence of this phrase within the quoted paragraph confirms that the article strategically utilizes Strategy 4 to introduce its research, highlighting its significance and grounding it in both real-world occurrences and established academic work. On the other hand, the writers claims that the findings of previous studies on Boosting Classroom Interaction Based on Higher Order Thinking Skills (HOTS) in English Learning for Beginner aspects are inconsistent: therefore, this study is necessary.

5)   Strategy 5
Strategy 5 is suggesting solution/s as in the following example.
(S5) *Hence,* **this study can be considered significant** *theoretically and practically for the EFL learners regarding to their mastery in writing skill. By carrying out this study,* **it is expected there will be** *an alternative technique (state of the art) for teaching and learning of writing besides the traditional setting. It is where the teachers become a facilitator by equipping the students with varied opportunities to improve their writing skill, and the students become more autonomous, enthusiastic, and responsible in their own learning.*

The sample in S5 is taken from an article titled 'An Optimization of Language Learning in Writing Through E-Learning: Encountering Covid-19 Pandemic' written by Sariani et al.(2021) volume 5 issue 1. In the following sample, the paragraph includes the phrases "this study can be considered significant" and "it is expected there will be." These specific phrases serve as crucial guidelines for determining that the article employs Strategy 5 as a Rhetorical Genre (RG) in the introduction section of the article. The inclusion of these phrases signifies the use of Strategy 5, which is characterized by explicitly stating the significance of the study and articulating expectations or anticipated outcomes. By emphasizing the importance of the study and outlining its potential contributions or impacts, this strategy effectively underscores the value and relevance of the research being presented. Therefore, the presence of these phrases within the quoted paragraph confirms that the article strategically utilizes Strategy 5 to introduce its research, highlighting both its significance and the anticipated advancements it aims to achieve in its respective field.

Based on the research findings published in the IJOLE Journal, it has been determined that a significant proportion of article authors within this journal predominantly utilize strategy 3 to articulate the research gaps in their scholarly articles. This consistent preference for strategy 3 indicates its perceived efficacy and relevance in clearly identifying and addressing gaps in existing research. According to Arianto et al. (2021), strategy 3 involves a comprehensive approach that not only highlights the absence of specific studies but also underscores the importance and potential impact of filling these gaps. Therefore, it can be concluded that strategy 3 is the most popular and widely adopted method among authors contributing to the IJOLE Journal. This prevalent use underscores the strategy's importance in enhancing the clarity and scholarly value of research articles, thereby reinforcing its significance in academic writing and publication within this journal.

2.   In the SIELE Journal, an extensive analysis was conducted on the introduction sections of 20 selected sample articles with the aim of identifying the research gap strategies employed by the authors. This analytical endeavor sought to uncover the methods used by researchers to articulate the gaps in existing literature and to establish the context for their studies. The investigation revealed a diverse range of strategies used to highlight research gaps: 3 articles utilize strategy 1, 6 articles employ strategy 2, 4 articles adopt strategy 3, 4 articles implement strategy 4, and 3 articles utilize strategy 5. These findings provide significant insights into the prevalent practices among authors in the SIELE Journal, showcasing a varied yet systematic approach to delineating research gaps and setting the stage for their scholarly inquiries. Below are examples of the rhetorical work of each strategy.

1)   Strategy 1
Strategy 1 is claiming nonexistent research dealing with a specific feature, as in the following example.

(S1) *Hence,* **no previous studies about** *the English teaching process of autistic children in Indonesia have been carried out to specifically study their listening skills. Therefore, the researchers want to focus on observing the ability to listen to English learning by autistic children.*

The sample in S1 is taken from an article titled 'The Listening Skill of Autistic Students in Learning English through Total Physical Response' written by Rianto, A. (2021) volume 8 issue 1. In this sample, it can be classified as Strategy 1 due to the presence of the phrase **'no previous studies'** in the quoted paragraph. This specific phrase serves as a guideline or keyword indicative of the structure of Strategy 1. Consequently, it provides substantial evidence that the article employs Strategy 1 in its composition. The usage of **'no previous studies'** distinctly aligns with the characteristics outlined for Strategy 1, thus confirming the implementation of this particular strategy within the context of the article, and the writers claim that no study has ever been conducted focusing on listening skill of autistic students: therefore, the study is important.

2)   Strategy 2
Strategy 2 is suggesting inadequate research in a particular aspect, as in the following example.
(S2) *LLS use and choice of students from the qualitative approach* **has not received widespread attention** *from language learning strategy researchers in Indonesia, particularly concerning prospective English language teachers of Islamic Universities*.

The sample in S2 is taken from an article titled 'The Favored Language Learning Strategies of Islamic University EFL Learners' written by Alfian (2021) volume 8 issue 1. In the following sample, the paragraph includes the phrase "**has not received widespread attention**." This specific phrase serves as a guideline to ascertain that the article employs Strategy 2 as a RGs in the introduction section of the article. The inclusion of this phrase is a critical indicator, reflecting the use of Strategy 2, which is characterized by highlighting the lack of extensive attention received by a particular subject. Consequently, the presence of this phrase within the quoted paragraph confirms that the article strategically utilizes Strategy 2 to frame its introduction, thereby emphasizing the necessity and relevance of the study being presented.

3)   Strategy 3
Strategy 3 is stating limitation(s) in previous research, as in the following example.
(S3) *Moreover, research studies on PP, especially those investigating the emotions of FL students,* **are extremely limited** *in the Asian context. Hence, the current study took place at the university level in an Asian setting, typically in Indonesia, to examine students' emotions when learning in the FL writing in class.*

The sample in S3 is taken from an article titled 'Students' Enjoyment and Anxiety in Reminiscing about Mind-Mapping Use in the English Writing Class' written by Ariyanti et al. (2023) volume 10 issue 2. In the following sample, the paragraph includes the phrase **"are extremely limited."** This specific phrase serves as a critical guideline to ascertain that the article employs Strategy 3 as a RGs in the introduction section of the article. The inclusion of this phrase signifies the use of Strategy 3, which is characterized by highlighting the scarcity or limitation of existing research on the topic. By pointing out the limited scope of previous studies, this strategy effectively establishes a gap in the current body of knowledge that the present research aims to fill. Therefore, the presence of the phrase "are extremely limited" within the quoted paragraph confirms that the article strategically utilizes Strategy 3 to introduce its

research, emphasizing the necessity and significance of conducting further investigation to address the identified gap in the literature.

4)   Strategy 4
Strategy 4 is showing contradictive or conflicting previous research finding, as in the following example.
(S4) *The investigation on the overall aspect of writing knowledge and writing **quality is not known yet**. Also, studies about how much writing knowledge has on writing quality were limited in number, so the **results were unclear**. Therefore, this study examined the correlation between the overall aspect of writing knowledge and the quality of an essay written by EFL undergraduate students.*

The sample in S4 is taken from an article titled 'Aspects of Writing Knowledge and EFL Students' Writing Quality' written by Rofiqoh et al. (2022) volume 9 issue 1. In the following sample, the paragraph includes the phrases **"quality is not known yet"** and **"were unclear."** These specific phrases serve as critical guidelines for determining that the article employs Strategy 4 as a RGs in the introduction section of the article. The inclusion of these phrases signifies the use of Strategy 4, which is characterized by identifying gaps or uncertainties in existing knowledge. By pointing out that the quality of certain aspects is not yet known and that previous findings were unclear, this strategy effectively highlights the need for further research to address these ambiguities. Therefore, the presence of the phrases "quality is not known yet" and "were unclear" within the quoted paragraph confirms that the article strategically utilizes Strategy 4 to introduce its research, emphasizing the importance of clarifying these unknowns and contributing to a more comprehensive understanding of the topic.

5)   Strategy 5
Strategy 5 is suggesting solution/s as in the following example.
(S5) *This pedagogy informs students what social purposes of the essays they must achieve and what stages of the essays they should construct to make the essays coherent. The nature **of explicit teaching incorporating** step-by-step demonstration of a skill, guided practice, and regular feedback provision (Archer & Hughes, 2011) **is considered suitable** for our short-term IELTS training programs because of this straightforwardness.*

The sample in S5 is taken from an article titled 'Building Knowledge about Language for Teaching IELTS Writing Tasks: A Genre based Approach' written by Damayanti , I.L., et al. (2023) volume 10 issue 2. In the following sample, the paragraph cites the **phrases "of explicit teaching incorporating"** and **"is considered suitable."** These specific expressions serve as pivotal indicators that the article employs Strategy 5 as a Rhetorical Genre (RG) in its introduction section. Strategy 5 is characterized by providing a rationale for the chosen methodology and asserting its appropriateness. By emphasizing the integration of explicit teaching methods and affirming their suitability, this strategy effectively substantiates the methodological approach adopted in the study. Therefore, the inclusion of the phrases "of explicit teaching incorporating" and "is considered suitable" in the quoted paragraph confirms that the article strategically utilizes Strategy 5 to introduce its research, emphasizing the methodological soundness and expected efficacy of the chosen approach.
Based on the research findings published in the SIELE Journal, it has been observed that a significant majority of article authors within this journal predominantly employ strategy 2 to articulate the research gap in their scholarly articles. This trend indicates

a clear preference for strategy 2 as a method for framing research gaps, aligning with the theoretical framework proposed by Arianto et al. (2021). The consistent use of this strategy suggests its effectiveness and utility in academic discourse within the SIELE Journal. Consequently, it can be concluded that strategy 2 is the most popular and widely adopted approach among authors contributing to the SIELE Journal, reinforcing its significance in the field of academic research and publication.

3.   In the TEFLIN Journal, a comprehensive analysis was conducted on the introduction sections of 20 selected sample articles to identify the research gap strategies employed by their respective authors. This meticulous examination aimed to elucidate the various approaches utilized in highlighting the gaps in existing research and setting the stage for their studies. The findings reveal a diverse application of research gap strategies: 1 article employs strategy 1, 7 articles utilize strategy 2, 4 articles adopt strategy 3, 5 articles implement strategy 4, and 3 articles use strategy 5. These results provide valuable insights into the predominant methods authors in the TEFLIN Journal employ to articulate the gaps in their research, reflecting a varied yet strategic approach to scholarly writing and research dissemination. Below are example of the rhetorical work of each strategy:

1)   Strategy 1
Strategy 1 is claiming nonexistent research dealing with a specific feature, as in the following example.
(S1) *For many years literacy coaching has been employed as a part of teachers' continuous professional development supporting them to find solutions, to reflect, and to develop more effective strategies to enhance students' literacy (Moran, 2007; Rodgers & Rodgers, 2007) as well as to accelerate student learning (Biancarosa et al., 2010) through joint productive activities (Dozier, 2006).* **None of the aforementioned studies**, *however, addressed the issue of literacy e-coaching model and practice in the Indonesian context, which was intended to improve the Junior High School students' poor literacy scores – 371 on average for reading according to the 2018 PISA report.*

The sample in S1 is taken from an article titled 'Emergency Remote Teaching In Indonesia: A Missed Opportunity For Greater Learner Autonomy' written by Mayuni et al.(2022) volume 33 issue 1. In the following sample, the paragraph cites the phrase **"None of the aforementioned studies."** This specific expression serves as a pivotal indicator that the article employs Strategy 1 as a RGs in its introduction section. Strategy 1 is characterized by identifying gaps or limitations in previous research. By stating that none of the previously mentioned studies have addressed a certain aspect, this strategy effectively highlights the need for further investigation. Therefore, the inclusion of the phrase **"None of the aforementioned studies"** in the quoted paragraph confirms that the article strategically utilizes Strategy 1 to introduce its research, emphasizing the novelty and relevance of its approach in addressing a specific gap in the existing literature.

2)   Strategy 2
Strategy 2 is suggesting inadequate research in a particular aspect, as in the following example.
(S2) *Previous investigations have shown some pieces of evidence about the influence of a sense of preparedness for pre-service and in-service teachers' professional growth. However, within teacher preparation in Indonesia*, **not much research**, *particularly in the field of EFL, has examined pre-service teachers' feelings of preparedness for teaching.*

The sample in S2 is taken from an article titled 'English Language Pre-Service Teachers' Sense Of Preparedness For Teaching: An Indonesian Case' written by Tutyandari et al.(2022) volume 33 issue 1. In the following sample, the paragraph cites the phrase **"not much research."** This specific expression serves as a pivotal indicator that the article employs Strategy 2 as a RGs in its introduction section. Strategy 2 is characterized by highlighting the lack of attention or limited exploration of a particular topic in previous research. By acknowledging that there has been insufficient investigation into the subject matter, this strategy effectively underscores the need for further scholarly inquiry. Therefore, the inclusion of the phrase "not much research" in the quoted paragraph confirms that the article strategically utilizes Strategy 2 to introduce its research, emphasizing the significance of addressing an underexplored area within the academic literature.

3)   Strategy 3
Strategy 3 is stating limitation(s) in previous research, as in the following example.
(S3) *Research on the role of motivation in interlanguage pragmatics, in fact, has been scarce (Taguchi & Roever, 2017), and research which specifically examines the effects of controlled and autonomous motivations on pragmatic engagement **is non-existent.***

The sample in S3 is taken from an article titled 'The Effects Of L2 Pragmatic Autonomous And Controlled Motivations On Engagement With Pragmatic Aspect' written by Sanjaya et al. (2021) volume 33 issue 1. In the following sample, the paragraph cites the phrase **"is non-existent."** This specific expression serves as a pivotal indicator that the article employs Strategy 3 as a RGs in its introduction section. Strategy 3 is characterized by identifying a complete absence or lack of previous research on a specific topic or aspect. By stating that research on the subject matter is non-existent, this strategy effectively emphasizes the novelty and originality of the study's focus. Therefore, the inclusion of the phrase **"is non-existent"** in the quoted paragraph confirms that the article strategically utilizes Strategy 3 to introduce its research, highlighting the unique contribution it aims to make by addressing an area that has not been previously explored in the literature.

4)   Strategy 4
Strategy 4 is showing contradictive or conflicting previous research finding, as in the following example.
(S4) *However, empirical findings that posit a reflective and replicable framework consisting of self-reflective checklists or questions to guide EFL teachers to reflect on their teaching practices with technology in their EFL writing classroom **do not seem to be widely** published in the previous studies. Very few empirical endeavors have also reflected technology integration in an EFL writing class in Indonesia's higher education contexts.*

The sample in S4 is taken from an article titled 'Technology Integration In An Indonesian EFL Writing Classroom' written by Mali & Salbury (2021) volume 32 issue 2. In the following sample, the paragraph cites the phrase **"do not seem to be widely."** This specific expression serves as a pivotal indicator that the article employs Strategy 4 as a RGs in its introduction section. Strategy 4 is characterized by acknowledging limited or scattered attention given to a specific aspect or phenomenon in existing research. By stating that certain issues or topics **"do not seem to be widely"** addressed, this strategy effectively highlights gaps or underexplored areas in the current literature. Therefore, the inclusion of the phrase **"do not seem to be widely"** in the quoted paragraph confirms that the article strategically utilizes Strategy 4 to

introduce its research, emphasizing the need for further exploration and providing justification for the study's relevance and potential contributions to the field.

5)   Strategy 5

Strategy 5 is suggesting solution/s as in the following example.
(S5) *The task was* **made more meaningful and exciting** *for students in order to improve their study skills and to connect classroom learning to the English morphological phenomena found in the Indonesian linguistic landscape, that is, the real world outside the classroom*.

The sample in S5 is taken from an article titled 'Incorporating Linguistic Landscape Into English Word-Formation Task In An English Morphology Course' written by Kweldju (2021) volume 32 issue 2. In the following sample, the paragraph cites the phrase **"made more meaningful and exciting."** This specific expression serves as a pivotal indicator that the article employs Strategy 5 as a RGs in its introduction section. Strategy 5 is characterized by emphasizing the significance and anticipated impact of the study. By stating that the research aims to make certain aspects "more meaningful and exciting," this strategy effectively underscores the transformative potential and value of the study's findings. Therefore, the inclusion of the phrase **"made more meaningful and exciting"** in the quoted paragraph confirms that the article strategically utilizes Strategy 5 to introduce its research, highlighting its aims to contribute substantial insights and enhance understanding within its academic domain.

Based on the research findings published in the TEFLIN Journal, it has been observed that a significant majority of article authors within this journal predominantly employ strategy 2 to articulate the research gap in their scholarly articles. This trend indicates a clear preference for strategy 2 as a method for framing research gaps, aligning with the theoretical framework proposed by Arianto et al. (2021). The consistent use of this strategy suggests its effectiveness and utility in academic discourse within the TEFLIN Journal. Consequently, it can be concluded that strategy 2 is the most popular and widely adopted approach among authors contributing to the TEFLIN Journal, reinforcing its significance in the field of academic research and publication.

Data analysis result show that writers in Journals publishing articles in international journals use different strategies in addressing their RG in their RA introductions. The distribution of the RG strategies in show in Table 1.

Table 1. Frequencies of RG strategies in RA introduction.

No.	RG strategy	IJOLE Journal	SIELE Journal	TEFLIN Journal	Total
1.	S1-Nonexixtent Research	4	3	1	8
2.	S2-Inadequate Research	**1**	**6**	**7**	**14**
3.	S3-Limitation in Previous Studies	**7**	**4**	**4**	**15**
4.	S4-Contradictive/conflicting evidence	2	4	5	11
5.	S5-Suggesting Solution	6	3	3	12
Total		20	20	20	60

Table 1 The analysis reveals that, out of 60 sample articles' introduction sections on

teaching English as a foreign language written by national authors and published in SINTA 1 journals, all samples demonstrate the use of all available strategies. This finding indicates a comprehensive and methodical application of various rhetorical strategies within the introduction sections, reflecting the authors' engagement with diverse academic and methodological approaches in their scholarly writing. And then the most dominant strategy used by the writers journal is Strategy 3 (stating limitation(s) in previous research) or 15 samples, and the second dominant strategy is Strategy 2 (suggesting inadequate research in a particular aspect) with 14 samples.

DISCUSSION
The purpose of this study is to identify and analyze the strategies used to reveal research gaps in scholarly articles published by high-reputation international journals such as IJOLE (Indonesian Journal of Language Education), SIELE (Studies in English Language and Education), and TEFLIN (Teaching English as a Foreign Language in Indonesia), all of which are indexed in SINTA 1. Through this analysis, it is hoped that the findings will serve as a valuable reference for students in their process of writing scientific articles.

This research focuses on five main strategies employed to identify research gaps, which are outlined as follows: (1) claiming nonexistent research dealing with a specific feature that has not been previously investigated, (2) suggesting inadequate research in a particular aspect, (3) stating limitations in previous research, (4) showing contradictory or conflicting previous research findings, and (5) proposing solutions to existing problems.

A deep understanding of these strategies, as discussed by Arianto et al. (2021), is expected to provide students with clear insights into recognizing and filling research gaps, thereby producing more comprehensive and relevant scientific articles.

Research gaps are very important in research because the indicate areas existing knowledge or understanding is limited or incomplete. Identification of research gaps allows researchers to determine the relevance of their research in the context of existing literature and provides a compelling rationale for why such research is needed, which research gap strategies are researched by researchers from articles introduction section. Introduction (RA) is a part of a research paper plays a key role in determining the significance of the research conducted. an effective introduction introduces the research topic to the readers' perspective.
Therefore, the researcher conducted this research to find out what are research gap strategies used in the article introductions section, and what is dominant research gap strategies used in the article introductions section in teaching English as foreign language (TEFL) writers published in IJOLE Journal, SIELE Journal, and TEFLIN Journal in SINTA 1. The research was conducted used purposive sampling to collected data and search for data to answered research problem and find the result.

The objective of this research is to identify the research gap strategies frequently employed by international writers in papers published in SINTA 1 Journals. The findings indicate that the most commonly used strategies by these writers in three Journals are Strategy 3 (stating limitations in previous research), and Strategy 2 (which suggests inadequate research in a particular aspect). This prevalence can be attributed to the authors' need to justify their research projects by highlighting the weaknesses or limitations of prior studies. In essence, these authors conduct thorough

reviews of relevant studies to identify research gaps, with the primary aim of addressing these gaps through their own research.

According to Swales (1990), the fundamental rationale for conducting specific research is to fill the gaps left by previous studies, whether these gaps arise from shortcomings, inconsistencies, or errors. Furthermore, Belcher (2009), posits that journal editors and reviewers are more likely to accept an article for publication if the authors have effectively reviewed the findings of prior relevant studies. This review process assures readers that the research will not merely replicate existing studies but will instead provide a significant contribution to the existing body of knowledge. Consequently, journal readers expect that engaging with a particular journal article will substantially enhance their understanding of a specific topic, case, or issue, as noted by Arsyad et al. (2018). By addressing these gaps and extending the available knowledge, researchers ensure the relevance and impact of their work within the academic community.

The results of this study also in line with previous research conducted by (Arsyad, S., & Zainil, Y. (2023) a study entitled "Research gap strategies in article introductions of different rank applied linguistics journals". Studies in English Language and Education", with the results of several experienced of an article introductions of different rank applied linguistics journals that findings the most frequent strategies used by the writers in AL are Strategy 2 (suggesting inadequate research in particular aspect) and Strategies 4 (claiming contradictive previous research findings).

These findings also show that international writers publishing in the highest ranking journals (Quartile 1) used an average of three of the same or different strategies, while writers in lower-ranking journals (Quartile 2, 3, and 4) used only 1 strategy in their introductions. This findings is different from that of Arianto et al. (2021), who found that Indonesian writers publishing in national and international journals used fewer strategies in their RA introduction than international writers.

This research only focus in research gap strategies on teaching English as foreign language (TEFL) in SINTA 1 journals, therefore it is hoped that future researchers can analyze more extensive samples obtained from more journals to represent the feature of the articles introductions in the journals regarding the RG strategies.

CONCLUSION
Several conclusions can be drawn from the results of this research. First, the most RG strategies used by the writers in SINTA 1 Journals are Strategy 3 (stating limitation(s) in previous research) and Strategy 2 (suggesting inadequate research in a particular aspect). Second, the writers published in SINTA 1 Journals used significantly more RGs of the same or different types in their RA introductions: they use an average of three strategies in an article introduction.

This study, however, only included 60 articles from three different journals published in SINTA 1 on English as foreign language (twenty articles from IJOLE Journals, twenty articles from SIELE Journals, and twenty articles from TEFLIN Journals). Therefore, future studies have to analyze more extensive samples obtained from more journals to represent the feature of the articles in the journals regarding the RG strategies.

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