



Marketing Journal Articles: How Indonesian Scholars in English Education Use Marketization Strategy in Their Article Introductions

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Abstract. Centrality claim (henceforth CC) in the introduction section of a journal article (henceforth JA) is an important element aiming at catching readers' attention towards the research topic to be discussed in the article. However, writing a CC can be problematic especially for new faculty members and postgraduate students. This is why readers including journal editors and reviewers are not interested in reading their articles and reject to publish them. This study is aimed at investigating the differences of CC types found in the introduction sections of journal articles in Applied Linguistics published in national accredited journals of different Sinta values. Sixty articles were chosen from six different national accredited journals in Applied Linguistics for the corpus of this study. The data were taken by using checklist instrument and analysed by using the Cohen Kappa coefficient analysis to evaluate the inter-coder reliability of the appeal types found in the article introductions. The results show that the most frequent type of appeal used by the Indonesian authors is appeal to salience and followed appeal to magnitude. Also, the higher the Sinta value of the journals where the articles are published, the more appeals are used by the authors. This implies that the authors of better-quality articles use more appeals particularly appeal to salience and magnitude compared to the authors of lower quality articles.

Keywords: Journal Articles · Introduction Section · Centrality Claim · National Accredited Journals · English Education

1 Introduction

The introductory section of a journal article is one of the most crucial sections since readers will continue reading the article if they find the introduction engaging and necessary. The major objective of the opening section is to express the logical reasons for the article and to entice readers to read it [1]. If the writer/s are effective in justifying their topic and research in the article introduction, readers will continue reading the article [2]. Therefore, the writers should use an effective centrality claim to address the motivation for their research topic in the opening section.

Claiming centrality is an attempt to persuade readers that the topic or title of a study is ‘alive’, ‘significant’, or ‘well-established’ (p. 144) [3]. The centrality claim in an article’s introductory section is intended to attract readers’ attention rather than to convince them to accept the topic or title [4]. There are four different kinds of CC: ‘appeals to salience’, ‘appeals to magnitude’, ‘appeals to topicality’, and ‘appeals to problemativeness’ [5]. Previous studies have often focused on whether or not authors address centrality claims; however, these studies haven’t looked at how authors handle the CC or which type of CC they prefer using. This research is vital to learn how effective authors communicate the main importance and appeal of their research topic or title. The major goal of this study is to find out how English Education authors implement CCs in their JA introductions published in accredited journal articles in English of different Sinta values.

1.1 Literature Review

Kafes compared the rhetorical style of English JA introductions written by American and Turkish published in English and Turkish [6]. He discovered that the authors in the three groups of JAs mostly followed the CARS model of Swales, but unlike American authors, fewer Turkish authors writing in English and Turkish wrote a Move 2-Step 1B (indicating gaps in previous research) [7]. Kafes claims that this is probably because the Turkish authors writing in English show solidarity with the local authors [6]. Another possible reason is that the size of their discourse community which is much smaller compared to those in the English discourse community and therefore, the competition to publish is less severe. It was also found that international authors in the field of English Language Teaching used more non-integral citations while Thai authors prefer using integral or verb-controlling citations [8]. This is probably because Thai authors tend to appreciate the cited authors and therefore, they put them in the subject position of their cited sentences.

In the Indonesian context, it was found that none of the twenty-one RA introductions in his research corpus match the rhetorical style of JA introductions published in international publications in English [9]. The key distinction is Move 1 (regional development), where the majority of Indonesian authors are involved. He discovered that none of the twenty-one JA introductions in his research corpus match the rhetorical style of JA introductions published in international publications in English. According to Adnan, the primary distinction is Move 1 (developing the region), in which most Indonesian authors justify the value of their study topics by referring to actual difficulties faced by common people or the government rather than pertinent scholarly discourse [9]. Furthermore, none of the Indonesian authors based their research on gaps or “niches” identified in previous research, such as in Move 2 or niche creation [3]. Adnan was the one who came up with the concept [9].

A recent study focusing on the use of centrality claim in JA introductions looked at the differences and similarities between English native authors and English non-native authors (Iranian speakers) in English Education in the use of CC types in their JA introductions [10]. It was found that the majority of both English native and non-native authors used all four types of appeals; these are appeal to salience, appeal to magnitude, appeal to topicality and appeal to problemativeness in their JA introductions. In other words, both groups of authors (L1 and L2 authors) have acted similarly in terms of the use of

centrality claims. However, the difference between the two groups of authors is that the non-native authors used a higher percentage of appeal to salience (51%) compared to 41% of the native authors while native authors used a higher percentage of appeal to magnitude (37%) compared to 30% of the nonnative authors. This might be because of the writing competence levels and vocabulary mastery of the Iranian authors; they may have limited vocabulary to address other types of centrality claims such as appeal to magnitude and appeal to topicality.

The above study is important that they have added our knowledge on the similarity and difference between the ways native and nonnative authors of English in writing centrality claim in their introduction JAs. However, this study was comparing two different groups of authors (native and nonnative authors of English) who may have different English competence levels and therefore, they write JA introductions differently. This study did not answer the question of how authors of the same language background write CCs in their JA introductions when writing in a foreign language, such as English but published in a different rank of journals. This is important because to improve the quality of a JA and to be accepted for publication in a higher ranking journal, authors should improve the quality of their manuscript in all aspects including the types of CC used in the introduction. This is the rationale for this study; that is to investigate the CC types used in RA introductions in English Educations published in high-impact international journals of different tiers (Scopus Quartile values). This study attempted to answer the following questions.

1. What types of centrality claims are frequently found in the article introductions of national accredited journals in English education of different Sinta values? and
2. How does journal ranking affect the use of centrality claim types in the introduction sections of the journal articles?

2 Method

2.1 The Corpus of the Study

For this study, 60 articles were chosen from 6 different national accredited journals; ten articles from the International Journal of Language Education (IJOLE), ten articles from the Journal of English Education and Linguistics Studies (JEELS), ten articles from the Journal of English Language Teaching and Linguistics (JELTL), ten articles from the English Language in Focus (ALIF), ten articles from Journal of English Teaching, Applied Linguistics and Literatures (JETALL) and ten articles from Journal of English Language Teaching (JELT). The articles were taken from recent issues of these publications to ensure the current condition of the articles in the journals. The corpus of the study is presented in Table 1.

The reasons for choosing these journals are the following. First, they are accredited as a national journal with a Sinta value of 1 (the highest) to 6 (the lowest). Second, they are open-access journals in which the articles published in the journals can be downloaded freely. Third, the journals publish articles in the field of English Education. Fourth, the articles use a standardized format of introduction, methods, results, and discussion. Fifth, the articles were written from empirical research. Then, the journals are accredited

Table 1. The corpus of the study

Journals	Code	Sinta Score	No articles
International Journal of Language Education	IJOLE	1	10
Journal of English Education and Linguistics Studies	JEELS	2	10
Journal of English Language Teaching and Linguistics	JELTL	3	10
English Language in Focus	ALIF	4	10
Journal of English Teaching, Applied Linguistics and Literatures	JETALL	5	10
Journal of English Language Teaching	JELT	6	10
Total			60

national journals in Indonesia. Finally, these journals are prominent journals and the articles published in the journals are often read and cited by scholars from the same field.

Because the analysis was done manually, the number of papers included in this study is considered sufficient. In comparison, Afros & Schryer looked at only 20 articles to investigate the use of promotional metadiscourse in JA introductions; Parkinson analyzed only 30 articles to find how authors in high-ranking Physics journals address new knowledge in the discussion sections; and Yang et al. used only 25 JAs to look into the use of epistemic modality. Although a larger corpus is more favorable and representative, a small corpus of 60 JAs was considered sufficient for this study to demonstrate the rhetorical characteristics of the centrality claim of JA introductions [11–13].

2.2 Data Analysis Technique

A mixed method of both qualitative and quantitative analyses was used in this study. Mixed-method research is an integrating approach of two types of data including philosophical assumptions and theoretical frameworks which collect and analyze the data at the same time [14]. The smallest unit of analysis in this study is a T-unit. T-unit is a sentence or a clause consisting of at least a subject and a predicate written between a capital letter and a full-stop [15]. Thus, a complex sentence containing the main clause and an independent clause will be considered two T-units because they are two clauses. A centrality claim can be addressed in one or more T-units and may be up to one paragraph or longer in the introduction section of an article [4].

The following steps were used to collect data in this investigation. The first step in the process of collecting a corpus of articles from accredited national journals. Second, following Swales, the three-move CARS model was identified in the introductory part of the articles, particularly Move 1 (creating research territory) [7]. After that, each introduction was read a second time to identify and code all feasible clauses that may be classified as the rhetorical effort of CC. The CCs were identified using linguistic realizations such as specific terminology, discourse markers, and inference from the text. The frequency and percentage of each type of appeal were then calculated and

presented in a table. Authors may utilize more than one marketing approach in their JA introduction to attract readers that their research topic or title is intriguing and essential.

This study's instrument is a checklist, which can be found in the appendix. In this study, the checklist serves as an instrument to describe a conceptual framework for studying the introduction section. According to Wang and Yang, there are four forms of appeals in claiming centrality: 'appeals of salience,' 'appeals to size,' 'appeals to topicality,' and 'appeals to problematicity' [5]. The four categories of appeal are described and illustrated in the following sections.

Authors utilize **appeals to salience** to demonstrate the importance or significance of the research topic, as well as the advantages of the major concept in the topic, as illustrated in the example below.

[P1-S2] As Hargreaves (1994) argues that collaborative culture is **important** for educators because they can learn from one in another. (IJoLE, volume 1 (1), Maret 2017: 20–28).

The above example was taken from an article from the International Journal of Language Education (IJoLE) titled 'Collaborative Teaching Cultures of English Lecturers in Indonesian Polytechnics'. The authors state that the topic of their article is collaborative culture and this is important for educators and therefore this is classified as an appeal to salience.

Appeal to magnitude has a relationship to the popularity of a research topic or phenomenon by showing the number of studies that have been conducted on it or researchers' growing interest in it, thus implying its importance and implicitly promoting the topic. Below is an example.

[P5-S3] **Some studies** claim that the implementation of e-learning has a positive impact on students', some other studies find that the implementation of e-learning has problems. (Journal of English Language Teaching and Linguistics (JELTL), 5(3), December 2020: 383–391).

The above extract was taken from an article published in the Journal of English Language Teaching and Linguistics (JELTL) titled 'Future English Teachers' Perspective towards the Implementation of E-Learning in Covid-19 Pandemic Era'. The authors claim that some other researchers have also investigated the implementation of e-learning which has positive and negative impacts on students. This is why this is classified as an appeal to magnitude.

Authors use **an appeal to topicality** to refer to the novelty or newness of the study topic or phenomenon, implying that the research will offer new knowledge to this little-explored/ unique area. Below is an example.

[P4-S1] With the rapid development of technology nowadays, English language teaching (ELT) professionals have freshly started investigating the way EFL learners practice and learn English beyond a formal classroom by means of accessible digital devices and internet resources (Sundqvist & Sylvén, 2016). (Journal of English Education and Linguistics Studies/JEELS, 7(2), 2020: 219–243).

The above extract was taken from an article published in the Journal of English Education and Linguistics Studies titled ‘Digital Learning of English Beyond Classroom: EFL Learners’ Perception and Teaching Activities. The authors claim that the topic is new by stating ‘With the rapid development of technology nowadays, English language teaching (ELT) professionals have freshly started investigating the way EFL learners practice and learn English beyond a formal classroom using accessible digital devices and internet resources. This is why this is classified as an appeal to topicality.

Author/s address **appeal to problematicity** of the research by foregrounding conflict, problems, difficulties, or confronting a topic, such as in the following example, they are appealing to problematicity. Below is an example.

[P3-S1] **Difficulties in learning listening skills** are certainly influenced by many factors, based on the facts found, so many people have not been able to understand the English-language information expressed by the speaker as a whole. (S2) Most of them are still confused about the speed utterances. (S3) Besides, listening is not a simple process. (Jurnal ELIF, 3(1), December 2022: 69–78).

The above extract was taken from an article titled ‘Improving Students Listening Comprehension with Mobile App English Listening Test’ published in Jurnal ELIF. The authors state the problem or difficulties in learning listening skills are certainly influenced by many factors, based on the facts found, some so many people have not been able to understand the English-language information expressed by the speaker as a whole’. This is why this claim is classified as a claim of problematicity.

2.3 Inter-coder Reliability Analysis

Cohen’s Kappa coefficient analysis was implemented to evaluate the inter-coder reliability of the appeal types found in the article introductions. The independent coder was a lecturer holding a Master’s Degree in English Education from Bengkulu University who conducted a similar study for his thesis. First, he was trained how to identify and classify appeals and appeal types in the RA introductions. Then, he was given 20% or 8 articles randomly selected from the corpus of this study to analyze following the research instrument. Finally, the analysis results from the researcher and the co-coder were compared.

Table 2. Inter-coder reliability of Centrality Claim Types of the article Introduction

No.	Types of Centrality Claim	Cohen’s <i>Kappa Score</i>
1.	Appeal to salience or the concern and usefulness of the research topic	0.82
2.	Appeal to topicality or the popularity of the research topic	0.80
3.	Appeal to magnitude or the novelty of the research topic	0.83
4.	Appeal to problematicity or the problem related to the research topic	0.87
Mean		0.83

After comparing the analysis results from the researcher and the independent coder, the Kappa coefficient score was determined and the results are presented in Table 2.

The Cohen's Kappa score is considered 'poor' if less than 0.40, 'fair' between 0.40–0.59, 'good' between 0.60–0.74, and 'excellent' 0.75 or above [16]. As can be seen in Table 2, the obtained Cohen's Kappa score is 0.83, an excellent total inter-coder reliability. This implies that the processes of identifying and classifying the appeal types in the RA introductions were considered decent. The differences between the researcher and the independent coder in identifying and classifying the appeal types were resolved by several discussions until an agreement was reached.

3 Findings and Discussion

3.1 Findings

3.1.1 Claiming Centrality Types in the RA Introductions

The frequency of the type of claiming centrality commonly found in the RA introduction in the data of this study is given in Table 3.

Table 3 shows that appeal to salience is the most frequent type used by the article authors in Applied Linguistics published in accredited journals in Indonesia followed by an appeal to magnitude, appeal to problematicity and appeal to topicality. However, although different frequency, all types of appeal are used by the Indonesian authors in their JA introductions. Below are examples of each of the appeals taken from the data of the study.

Example 1: appeal to salience (the importance of the research topic or title)

[P3-S1] **Although reflective teaching is very important for teacher professional development**, it seems that most of Indonesian teachers are reluctant to do it because of several reasons. (JETALL, volume 2 (1), Mei 2019: 08–15).

Example 1 was taken from an article in the Journal of English Teaching, Applied Linguistics and Literatures (JETALL) titled 'Reflective Teaching As A Means of Teacher Professional Development'. As indicated in the above example, the authors state that reflective teaching is very important for teacher professional development as in the title of the article.

Table 3. Distribution of centrality claims in the RA introductions

No	Types of Claiming Centrality	Frequency	Percentage
1	Appeal to salience (the importance of the research topic)	51	42
2	Appeal to magnitude (the popularity of the research topic)	30	19
3	Appeal to topicality (the novelty of the research topic)	20	16
4	Appeal to problematicity (the problem/s related to the research topic)	22	18
Total		123	100

Example 2: appeal to magnitude (the popularity of the research topic)

[P5-S3] **Several studies have shown that authentic texts are found to be relevant with the students** (Sulkunen, 2007). It should be noted that the text must be distinctive and relevant to students, not just the original real-life text (Newmann, Marks, & Gamoran, 1996). (1(1), Mei 2018: 35–44).

The above example was taken from an article published in the English Language in Focus (ELIF) titled ‘Systemic Functional Genre on Students’ Reading Literacy’. The authors mention that ‘Several studies have shown that authentic texts are found to be relevant with the students (Sulkunen, 2007)...’ showing that the topic is popular.

Example 3: appeal to problemat�city (the problems related to the research topic)

[P5-S1] There are many proofs showing that **article system of Standard English is considered to be one of the most difficult aspects of grammar to acquire**, especially by learners whose language does not have articles (Butler 2002; Geng 2010; Han, Chodorow & Leacock 2006; Huebner 1985; Ko et al. 2008; Master 1997; Parish 1987; Robertson, 2000; Robinson 2010; Thomas 1989; Whitman 1974; and others can be found in Guillemın 2013:1). (Jurnal JELT, 5(1), Agustus 2016: 01–08).

The above example was taken from an article titled ‘An Error Analysis on The Use of English Articles In Students’ Written Descriptive Texts’ taken from Jurnal JELT. In the article, the author claims that the most difficult aspects of the grammar to acquire, especially by learners whose language does not have articles as identified in the above extract. This is why this is classified as an appeal to problemat�city.

Example 4: appeal to topicality (the novelty of the research topic)

[P1-S3] **Therefore, in the 21st century, education experts pay more attention to effective teaching that enhances this skill (Harshbarger, 2016) as a way of making sense of reflective thinking and reasoning to determine what must be done** (Sumartini, 2016). (Journal of English Education and Linguistics Studies (JEELS), volume 7(2), November 2020: 187–217).

The above example was taken from an article published in the Journal of English Education and Linguistics Studies (JEELS) titled ‘Designing Problem-Based Learning Through Narrative Stories for Microteaching Class Using Addie Model’. In the example, the authors claim that ... in the 21st century, education experts pay more attention to effective teaching that enhances this skill (Harshbarger, 2016)’, This is why this extract is classified as an appeal to topicality.

3.1.2 Claiming Centrality Types in the Articles Published in Different Ranking Journals

The second investigation is on the use of different types of centrality claims in different ranks of national accredited journals and the data are given in Fig. 1.

As can be seen in Fig. 1, the higher the Sinta value of an accredited journal the more appeals are used in the article. On average, the articles published in higher ranking

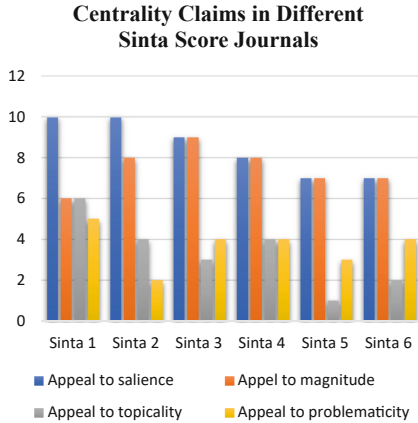


Fig. 1. Distribution of Centrality Claims in the National Accredited Journals

journals (Sinta 1, 2 and 3) use 2 or more appeals in each article introduction while articles published in lower ranking journals (Sinta 4, 5 and 6) use less than 2 appeals in each article introduction.

3.2 Discussion

The first result in this study is that the most frequent appeal used by the authors in Applied Linguistics published in accredited journals in Indonesia is an appeal to salience or appeal to the importance of the research topic or title followed by an appeal to magnitude [5]. But all appeals are used by the Indonesian authors. This is likely due to the ease with which this appeal may be handled rhetorically, namely by asserting the relevance or utility of the study topic and backing it with a reference from related literature. Another reason might be that readers prefer appeals to salience since they will read an item if it is relevant or beneficial to their research or practical needs.

This finding is consistent with Abdi and Sadeghi who discovered that in Applied Linguistics, the appeal to salience is the most often employed strategy by foreign and Iranian writers [10]. According to Abdi and Sadeghi, the value and benefit of an issue on its own is a more useful and reliable criterion for Iranian authors than its popularity among other authors. Similarly, Wang and Yang argue that appealing to salience is the true paradigm of claiming centrality promotion and that as a result, writers in Applied Linguistics rely significantly on addressing the relevance and utility of their study issue to promote their papers [5]. The use of appeal to problematycity is less common than the use of appeal to salience since the appeal to problematycity relies on the authors' unfavorable impression or appraisal of a phenomenon, or readers' negative judgment [5].

The second goal of this study is to see how the usage of centrality claims in article introductions is affected by journal rating. The findings reveal that the higher the Sinta value of an accredited journal, the more appeals the author/s use in their paper introduction, albeit the difference is not significant. In this study, higher-ranking local journals

have Sinta values of 1, 2, and 3, whereas lower-ranking journals have Sinta values of 4, 5, and 6. It is generally believed that the higher the Sinta value of an accredited journal the higher the quality of the articles published in the journals.

The centrality claim made by the writers in their article introductions is one of the most significant rhetorical components of the introduction [7]. As a result, according to Setyaningsih and Rahardi, when authors argue for the importance and attractiveness of their study topic in their introduction, they prefer to employ many strategies or appeals to be more persuasive [17]. As a result, authors must defend their research subject in terms of global concerns, the topic's or problem's position based on past comparable studies' findings, gaps that develop linked to the topic or problem, and explanation of a problem raised in a study. In other words, utilizing many strategies or appeals to draw readers to a certain study subject is important and preferable to using simply one.

4 Conclusion

The findings of this study reveal that on average, authors in the corpus of this study used three appeals or more in their RA introduction. This suggests that they have acknowledged the importance of appeals in their RA introduction to convince readers that their research topic is important and useful. Second, appeal to salience is most frequently used in the article introductions in all four different tier journals in the corpus of this study. This may indicate that appeal to salience is easier and/or better than the other three types of appeals in assuring readers that the topic of the research is important and attractive. Finally, although not significant, there is a correlation between the quartile values of the international journals and the frequency of appeals used in the RA introduction.

However, this study only looked at 60 articles from national or local journals in Applied Linguistics in six different Sinta values (Sinta 1, 2, 3, 4, 5, and 6) that were purposefully chosen. As a result, they may not be representative of works published in other national journals in the same area or with the same Sinta value. To assure the representativeness of papers published in high-impact national journals in Applied Linguistics or other disciplines, the next study should examine additional articles in the same field or other subjects, as well as six different rank journals. It is also crucial to look at how readers perceive the strength of an argument when using various types of centrality claims.

The outcomes of this study have implications for academic writing instruction, particularly in the composition of journal papers for submission to high-impact journals. To promote their works to readers, including journal editors and reviewers, postgraduate students and beginner authors should use a variety of appeals in their article openers. This is because if readers, particularly journal editors and reviewers, are interested in a certain research topic covered in an article beginning, they will continue reading the article and may believe it has been accepted for publishing in a high-impact international journal. In addition, if readers want to read a book, they can do so.

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