

## Writing Research Gap Strategies in Indonesian Articles Abstracts and Introductions in Accredited National Journals towards International Indexed Publications



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**ABSTRACT:** Research gap (RG), studies in the abstract and introduction sections in the last 5 years have been widely conducted by researchers. Still, the writers must write this adequately even though writing RG in these two sections is crafting a research article. The novelty constructed in this study is the writing of RG strategies in the introduction and abstract sections by Indonesian-language article writers in accredited national journals. This is believed to further boost the quality of articles and convince readers to read the article further. Data in the form of author speech when reconstructing RG strategies in the abstract and introduction sections. Data collection using document techniques. Miles's (2017) theory was used to analyze the data, with thematic analysis techniques. Findings; (a) the use of research gap strategies in the introduction in the form of knowledge gaps (KG), (b) but this tendency is not used if the author uses evidence gap (EG), practical knowledge gap (PKG), and theoretical gap (TG) strategies. Furthermore, (c) RG is only written once in the introduction and abstract sections. Based on observations of 4 Sinta 2 journals, with a study of 40 articles in Indonesian, only 2.86 percent wrote gap research in the introduction, and 2.5% wrote RG in the abstract. The implication is that the RG writing style in the introduction and abstract needs to be infused more significantly because the writing of RG in both parts has a significant effect on the quality of the article. The limitation of this study is only carried out for Indonesian articles that have been published in indexed national journals (Sinta2), so further research is needed to formulate a novelty strategy, and formulate an argumentative strategy that is evaluative, critical, and problematic in the abstract and introduction writing sections so that readers are more interested in reading the article.

**KEYWORDS:** Indonesian articles, introduction, abstract, research gap strategies, Sinta 2.

### INTRODUCTION

In the field of education, particularly at the university level, scientific publications are essential. To carry out the Tridharma PT duties, academics are undoubtedly aware of the phrase scientific publishing. This scientific article may be used to determine a university's rating, allowing the university's ranking to be identified within a certain circle. For instance, Bengkulu University is ranked 6th in the 2024 webometrics version of the campus, although the campus is ranked 42nd for national qualifications (Indonesia) based on the outputs of lectures and students. This is based on the 10 best campuses in Sumatra. This condition is reinforced by the existence of Law Number 12 of 2012 concerning higher education, that all academicians (lecturers and students) need to conduct scientific publications. For students to get their work published in a scientific journal and fulfill graduation criteria, they may need to complete this publication as a requirement. Students engage in the advancement of science through mentoring, training, and research cooperation with supervising lecturers until their writing is eventually good enough to be published in national and international publications as evidence of their contributions to the field.

In writing the article, whether the article is written in the genre of a research article, textual/artifact-based research paper, position/review/conceptual paper, meta-analysis/systematic /scoping review article, short communication/brief/research notes/-progress paper, and best practice/classroom/pedagogical innovative practice/teaching tip paper. It is required that for all genres of articles, the existence of a newness/research gap (abbreviated as RG), its existence needs to be made explicit so that the manuscript can show its novelty (Arianto et al. et al., 2021; Syafnil Arsyad et al., 2023; Gigih, 2024 and Widodo HP Dialogue, 2024). The existence of RG can be constructed in the introduction, abstract, literature review, or methodology (dialogue Widodo HP, 2023; Gigih, 2024) to present novelty or new information in the article being studied. Swales (2004) also stated that there are three stages

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of Research Space and Research Gap. The Research Gap is one of the three stages of Research Space. The three stages include building a territory or explaining, in general, the research theme (Establishing a territory), creating a gap or referring to a more specific central theme in the research (Establishing a niche), and explaining the research objectives (Occupying the niche). Of the three stages of RG, the second stage is establishing a niche. Gaps contained in the abstract, introduction, literature review, and methodology of scientific articles play an important role in determining the form of the gap or how wide the gap is, as well as the novelty of research so that it can provide a more complete and perfect contribution than previous research. This is very important so that readers will read the article because they feel they still need new information in the article they are reading.

RG research in the preliminary section has been widely carried out (Arianto, M.Affandi, 2023; Alyousef et al., 2021; Ajemba et al., Ebube Chinwe, 2022; Safnil & Arono, 2016; Safnil, 2023) reporting that RG research can be used to stimulate future research based on the results of previous research. Ajemba, Michael Nnaemeka, and Arene, Chinwe Ebube, 2022 also reported other RG research. However, RG studies in the introduction and abstract sections for articles in Indonesian language journals in Sinta-accredited journals have yet to be carried out. Safnil et al., 2023, and Aranto et al. 2023 also conducted research in these two parts in internationally accredited journals for reputable journals so that studies in both parts (abstract and introduction for Indonesian language articles in nationally accredited journals) are feasible.

Furthermore, RG studies are represented because parts were missed when conducting research. Then, the author gives a different answer so that RG is interpreted as a research gap originating from differences in previous research results, starting from concepts, theories, data, or problems in the field. Apart from this, RG can be an opening for further research. Other research, namely Lim (2012), revealed that indicating gaps is the first rhetorical step when creating niches or gaps. Lim also found how RG writing among several writers in the fields of biochemistry, management, educational psychology, and second language writing (writers/speakers who are not native speakers of a language) found that writers in the management field indicated more gaps than writers in other fields (Lim, 2012). Aryad and Wardana (2022) also discuss centrality claims in the introduction of research articles to compare the types of centrality claims found in articles published in high and low-ranking international journals in Applied Linguistics. The research results show that, on average, each article uses 3.65 different types of appeals. These two types of claims (appeals to salience and appeals to problemativeness) are used more frequently by authors than the other two types of appeals (appeals to actuality and appeals to magnitude). The data also reveals that, although not significant, journal rankings are correlated with the frequency of appeals used in the introduction section (Arsyad & Wardhana, 2022).

Research conducted by Arianto et al. (2021) also discusses RG; in this research, Arianto made a comparison of English Language Teaching (ELT) writers, including (1) Indonesian academics, (2) doctoral students in Indonesia, and (3) international journal writers. The comparison is made by looking at how the authors create ideas about the importance of their research in the abstract and introduction sections. The research results found that the majority of authors used one of five strategies, namely: (1) claiming that there had been no research on certain specific topics, (2) stating the limitations that existed in previous research, (3) stating that there was not enough research on certain aspects, (4) claiming contradictory findings in previous research, (5) offering solutions or ways out of problems. Arianto et al. It was found that Indonesian doctoral students use the research gap strategy the least. Meanwhile, international writers use this strategy the most (Arianto et al., 2021).

Another research conducted by Wardani (2020) discussed the identification of rhetorical steps in the introduction section of articles, with research results showing that 20 research article introductions had all the steps. There are five mandatory, six optional, and three conventional steps in the introduction to a research article (Wardani, 2020). Furthermore, research conducted by Marthazella (2021) discusses claiming centrality in preliminary research articles in nationally accredited journals and reputable international journals. The research results show that the appeal to salience was the type of claim centrality most often found in accredited and reputable national journals. Other results show that the claim centrality in the two journals differed. The main difference was in the centrality claim; the appeal to magnitude was in the second most common position found in reputable national journals, while the appeal to the problem was in the second most common position found in accredited national journals. (Marthazella, 2021).

The researcher discussed the writing style of research gaps, niches, or gaps from previous research. However, this research is novel in contrast to previous studies because it focuses on writing gaps in the introduction and abstract sections of writers of accredited national journals. From previous research, researchers have yet to discuss how to write research gap strategies in accredited national journals, especially articles in journals in the Indonesian language education sector. Furthermore, it is useful to see the gap in the writing style of accredited national journal article writers. It is hoped that this research can find research gap writing strategies used by writers in Indonesian language education and can provide information for developing academic writing about how to identify research gaps.

### **LITERATURE REVIEW**

Research gap (RG) is an important rhetorical work in introducing research articles in all fields, especially in a competitive research publication. Research articles (RAs) submitted to reputable journals may be rejected because the authors fail to demonstrate

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a 'niche' in reviewing previous relevant research to justify their research project (Arsyad et al., 2023). Research gap (RG) is an essential component that researchers must include in writing articles in the abstract and introduction sections (Sokip & Prastiyo, 2023). Therefore, a strategy is needed to formulate the Research Gap (RG) in writing the abstract and introduction section of the article. Several studies that examine strategies for formulating research gaps (RG) in writing abstract and introductory articles include (Arianto et al., 2021; Arianto & Basthomi, 2021; Arsyad & Zainil, 2023; Wald et al., 2023).

In their research, Arianto et al. (2021) investigate the use of strategies by Indonesian doctoral students, academics, and international writers to pinpoint research gaps in abstracts and introductions. The strategies highlighted the need for more research with certain characteristics, emphasizing insufficient research in certain aspects, revealing limitations in previous research, comparing previous research findings, and suggesting solutions. This research shows that Indonesian writers rarely use these five strategies, but international writers do. Among the three groups of writers, Indonesian doctoral students are the group that rarely uses this strategy, while international writers are the group that most often applies this strategy. Indonesian doctoral students need help with previous research reported in the articles they read and need help to identify the limitations of previous research.

Arianto and Basthomi (2021) researched to explore the strategies used by authors in presenting research gaps in the introduction of articles published in Scopus-indexed journals. Arianto & Busthomi (2021) compared these strategies in Scopus journal quartiles. The corpus of the data was randomly collected and analyzed, and 40 articles were retrieved from eight Scopus-indexed journals in English Teaching. The research results show that the authors use five strategies to present their research gap in the introductory part of the article. These strategies state the absence of research, the lack of related research, the limitations or shortcomings of previous research, the contrasting evidence, and suggesting solutions. Comparative analysis revealed differences and similarities in using research gap strategies among journal quartiles. These findings can help novice writers increase their visibility globally by paying attention to the Howey present Research gaps using various strategies in their articles.

Arsyad & Zainil's (2023) research aims to analyze strategies commonly used in introducing Applied Linguistics articles written by international authors and published in various journals. Forty articles were selected from eight well-known international journals in the field of AL with various reputation levels to form the corpus of this research. A qualitative content analysis method was used in data collection and analysis. Six research gap (RG) strategies, as proposed by Arianto et al. (2021), are used as an analysis model, moreover, the linguistic features used by the author to express RG are also analyzed. The results showed that among six different RG strategies, the second strategy (lack of research) and the fourth (contradictory evidence) were the most commonly used by international authors. Journals indexed in Quartile 1 tend to use these strategies more frequently than journals with lower rankings.

Wald et al. (2023) investigated the strategies used by ELT authors in presenting research gaps in their articles published in Scopus-indexed journals. Apart from that, this research also observed differences in the use of the Research gap strategy in various quartiles of Scopus journals. The findings show that the author uses five research gap strategies: stating the absence of previous research, stating that related research is still lacking, stating limitations or shortcomings of previous research, identifying conflicting evidence, and suggesting solutions. Comparative analysis shows that the higher the quartile of a Scopus journal, the more often authors use the Research gap strategy. In addition, there are variations in how ELT authors present the Research gap strategy, either by using one strategy or a combination of strategies.

### METHOD

Content analysis was used as a research design in this article. Content analysis is a research method that uses a set of procedures to make valid inferences from text (Weber, 1990, p. 30). Eriyanto (2011:15) defines content analysis as a scientific assessment technique used to see a picture of the characteristics of the content and draw inferences from the content. This method is used to get an overview of content analysis regarding research gap writing in articles written in Indonesian in indexed national journals (SINTA 2). GAP theory (Miles (2017) was used to analyze the data so that a set of descriptions of the GAP research classification used by Indonesian authors is constructed when representing GAP research in the abstract and introduction in articles they write in Indonesian and submitted and published in indexed national journals (SINTA 2). Moreover, the corpus of the data was 40 articles in Indonesian when constructing articles submitted to indexed national journals. Four indexed national journals whose articles are submitted in Indonesian are intended to be seen in Table 1.

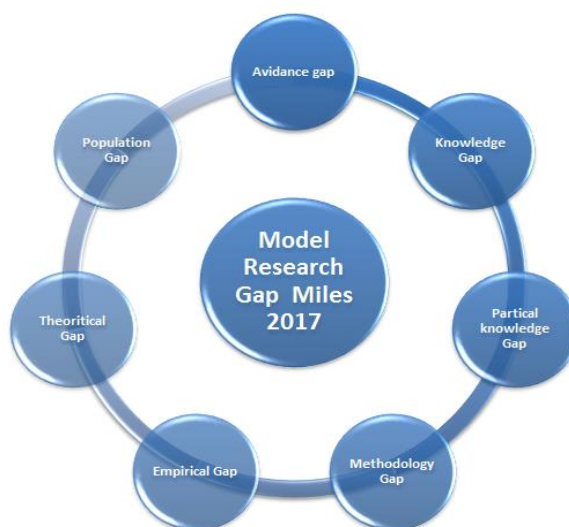
**Tabel 1. Korpus Penelitian.**

No	Nama Jurnal	Kode	Reputasi	Jumlah
1.	WIDYAPARWA, Jurnal Ilmiah Kebahasaan dan Kesastraan.	WDP	Sinta2	10
2.	KEMBARA, Jurnal keilmuan Bahasa, Sastra, dan Pengajarannya.	KBR	Sinta2	10
3.	RANAH, Jurnal Kajian Bahasa	RNH	Sinta2	10
4.	ADABBIYAT, Jurnal Bahasa dan Sastra	ADB	Sinta2	10

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The research data were collected using document techniques (Table 1), meaning that the data (articles) constructed with the research gap strategy as reflected in the abstract and introduction of the article were displayed and collected in a data table (Table 1), so that quantitatively a picture of the Research GAP construction was obtained in the abstract and introduction of the article in the journal used as data. Furthermore, the checklist technique developed by Miles (2017) was used and qualitative data on the use of research GAP was obtained which was represented in the abstract and introduction.

The theory used to analyze the data was Miles' theory (2017). This theory groups Research Gaps (hereinafter abbreviated as RG) which are represented in a journal article. Meanwhile, RG according to the theory (dialogue Puji Widodo, 2024) RG can be represented in abstracts, introductions, theoretical studies, and methodologies (Arianto, M Affandi, et al. 2023). The grouping of RG (figure 1) referred to is; (1) evidence gap, this gap describes the existence of evidence of previous findings that contradict evidence of findings from research being conducted or previous research. (2) knowledge gap, is a description of RG whose findings are not desired on a particular topic, (3) practical knowledge gap. This RG highlights behavior or practices that deviate from the results of previous research. (4) Methodological gap, is the urgency to vary techniques and methods, (5) Empirical Gap, is the need to verify and evaluate propositions, (6) Theoretical Gap, is an RG that describes deficiencies in theory, and (7) population gap, describes the research population being studied is not represented. The seven RG strategies (Miles, 2017, and check Figure 1) are used to analyze the data using RG in the abstract and introduction sections of this research data. A detailed description of the theoretical RG constructed by Miles (2017) can be seen in Figure 1.



**Figure 1. Seven research gap strategies based on Miles (2017)**

Miles' theory (figure 1) is used to analyze the data, and the data analysis is carried out using the content analysis method. The steps in analyzing the data are carried out procedurally and can be seen below. (1) Critically reading the article and evaluating the research data that has been obtained, (2) identifying RG in the data by marking the part that indicates RG in the introduction and abstract by providing a check mark, (3) Writing the frequency of use of research gaps found in the data analysis table, (4) Writing the location where RG was found in the data, (5) Summarizing the findings of RG found in the data, and (6) presenting them in a distribution table, (7) calculating the average value, and (8) presenting the findings.

This study involved an independent rater (a person who has the same or more capacity and qualifications in researching this research) who has participated in analyzing the RG strategy in several selected research corpus articles to test the level of accuracy of the results of the research data analysis conducted by the researcher. The independent rater can be informed on how to analyze the research gap strategy using the research instrument. If there is a difference in results between the researcher and the independent rater, then a discussion and a common perception will be held to reach an agreement on the results. Furthermore, the inter-rater agreement will also be measured based on Cohen's kappa coefficient. From the results of the inter-rater agreement, the kappa Cohen score obtained was 0.91. Following the classification of the kappa-Cohen coefficient, the kappa-Cohen coefficient score of the researcher and the independent rater can be categorized as very good.

### RESULT AND DISCUSSION

This research shows that the knowledge gap (KG) strategy in introducing 40 accredited national Indonesian language journal articles is the most widely used research gap (KG) strategy. There is a research gap strategy that needs to be used more, namely the evidence gap (EG), practical knowledge gap (PKG), and theoretical gap (TG), as can be seen in Table 2.

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**Table 2. Distribution of Research Gap Usage in the Introduction Section**

NO	STRATEGI RESEARCH GAP (SRG)	WDP	KBR	RNH	ADB	TOTAL
1.	Evidence gap (EG)	0	0	0	0	0
2.	Knowledge gap (KG)	3	8	2	4	17
3.	Practical knowledge Gap (PKG)	0	0	0	0	0
4.	Methodology Gap (MG)	1	1	1	0	3
5.	Empirical Gap (EG)	0	2	1	0	3
6.	Theoretical Gap (TG)	0	0	0	0	0
7.	Population Gap (PG)	1	1	2	2	6
<b>Total</b>		<b>5</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>29</b>

Table 2 shows the frequency of RG strategies based on the findings of the data analysis that has been done. It was found that the most frequently used research gap strategy is the Knowledge Gap (KG) strategy, which is 42%, with details of 7.5% of articles in the WDP journal, 20% of articles in the KBR journal, 5% of articles in the RNH journal, and 10% of articles in the ADB journal. The Evidence Gap (EG), Practical Knowledge Gap (PKG), and Theoretical Gap (TG) were not found in all indexed national Indonesian journals.

Based on research findings, it can be inferred that the knowledge gap and population gap strategies were least reviewed and critiqued in previous studies. The absence of the two research gap strategies as the most frequently or widely used strategies may be due to the writing style of Indonesian authors who do not like to review and critique the results of other people's findings. This statement is in line with Müller-bloch & Kran (2015), the knowledge void is a very dominant strategy used by authors

In addition, this finding is similar to Arianto et al. (2021), who found that insufficient research/finding is a method that is widely used to indicate gaps. The presentation strategy of insufficient research/finding can be said to be the same as the knowledge gap according to Miles (2017, check Figure 2). Miles 2017 defines a knowledge gap as the absence or absence of research or findings on the desired topic or study. The population gap is also presented in a similar way to the knowledge gap, namely by showing previous research related to what population is not or has not been represented, for example, highlighting gender, race/ethnicity, age, and so on. With this way of presenting the gap, there is no need for too much criticism and review that is emphasized on previous research and findings, so it can be considered by the assumption that article writers, especially Indonesian writers in nationally accredited journals, have a culture that holds them back from making criticisms and reviews (Kanoksilapatham, 2007)

Meanwhile, the presentation of other research gap (SRG) strategies emphasizes the review of previous studies, such as evidence gaps that emphasize conflicting findings, methodological gaps, and theoretical gaps that emphasize deficiencies in previous studies. Based on the results found, very few authors use these strategies, and some strategies are not used at all by the authors. This may be due to the rhetorical style and writing culture of Indonesian authors, which is under the opinions of Kanoksilapatham (2007) and Adnan (2009). In addition, a writing style and culture of Indonesian authors likely influence the choice of presentation of research gap (SRG) strategies to be used in research journal articles.

The following were examples of the use of the knowledge gap and population gap strategies that can be seen in the introductory quotes from the article:

### **Extract 1** (*Knowledge Gap in the introduction section*)

“...Berdasarkan penelusuran di Google Cendekia hingga penelusuran ke beberapa perpustakaan di Karawang dalam kurun sepuluh tahun **terakhir tidak ditemukan penelitian terkait kisah Mbah Bongkok**. Selain itu, berdasarkan penelusuran di internet pun **tidak ditemukan catatan yang mengulas hingga membahas** kisah Mbah Bongkok. Oleh karena itu, faktor-faktor tersebut menyebabkan kisah Mbah Bongkok jarang diketahui masyarakat Tegalwaru.....”  
 (...Based on searches on Google Scholar and several libraries in Karawang in the last ten years, **no research related to the story of Mbah Bongkok has been found**. In addition, based on searches on the internet, **no records were found that reviewed or discussed the story of Mbah Bongkok**. Therefore, these factors cause the story of Mbah Bongkok to be rarely known by the people of Tegalwaru.....”

(KBR02)

“.....Cerita Mbah Bongkok memiliki pengaruh dalam kehidupan masyarakat Tegalwaru). Misalnya menjadi ruang dalam menanamkan nilai-nilai pendidikan karakter, aset budaya lokal yang kaya akan muatan nilai; serta media refleksi bagi masyarakat untuk mencintai lingkungan alam, sosial, budaya, dan spiritual di daerahnya. **Namun, tidak adanya pendokumentasian terhadap kisah Mbah Bongkok serta semakin abainya generasi muda terhadap cerita rakyat**

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dikhawatirkan dapat menghilangkan keberadaan kisah Mbah Bongkok. Oleh karena itu, penting dilakukan pengkajian terhadap cerita rakyat Mbah Bongkok sebagai upaya membantu menyelamatkan dari kepunahan....” (.....The story of Mbah Bongkok has an influence on the lives of the Tegalwaru community). For example, it is a space for instilling character education values, a local cultural asset rich in value content; and a medium of reflection for the community to love the natural, social, cultural, and spiritual environment in their area. **However, the lack of documentation of the story of Mbah Bongkok and the increasing neglect of the younger generation towards folklore are feared to be able to eliminate the existence of the story of Mbah Bongkok.** Therefore, it is important to conduct a study of the folklore of Mbah Bongkok as an effort to help save it from extinction....” (KBR02)

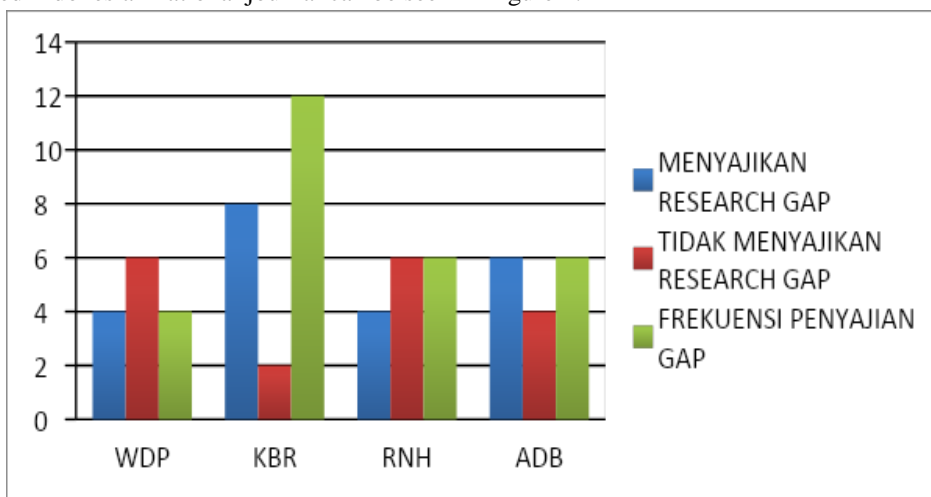
**Extract 2** (*Population Gap* in the introduction section)

“.....Penelitian tentang kesantunan berbahasa sebelumnya memang pernah dilakukan. Misalnya penelitian yang dilakukan oleh Devi Maliza tahun 2017 yang berjudul Kesantunan Berbahasa Siswa Pada Proses Pembelajaran Bahasa Indonesia di Kelas VIII SMP Negeri 1 Bengkulu Utara (Maliza, 2017). **Namun demikian, berdasarkan hasil penelusuran peneliti belum ada penelitian terkait kesantunan berbahasa kepada pedagang ikan khususnya yang berada di sepanjang Jalan Bawal Pariwisata Malabro, Kota Bengkulu** yang merupakan salah satu daerah potensial untuk dijadikan sebagai pusat penjualan ikan olahan di Kota Bengkulu....” (“.....Research on language politeness has indeed been conducted before. For example, research conducted by Devi Maliza in 2017 entitled Students' Language Politeness in the Indonesian Language Learning Process in Class VIII of SMP Negeri 1 Bengkulu Utara (Maliza, 2017). **However, based on the results of the researcher's search, there has been no research related to language politeness towards fish traders, especially those along Jalan Bawal Pariwisata Malabro, Bengkulu City,** which is one of the potential areas to be used as a center for selling processed fish in Bengkulu City....” (RNH06)

Extract 1 was taken from the article entitled "*Mbah Bongkok pahlawan mitologis masyarakat Tegalwaru: Analisis skema aktan dan fungsional cerita rakyat Karawang*" (Mbah Bongkok, the mythological hero of the Tegalwaru community: Analysis of the actant and functional schemes of the Karawang folk tale) written by Karim, A. et al., in KEMBARA Journal of Language, Literature and Teaching Sciences, 9(1) 2023. In extract 1, the author presents KG by trying to show the limitations of previous findings, stating that academics or authors have yet to consider certain issues in their research. The mythological story of Mbah Bongkok is one of the folk tales that have yet to be found in previous findings. Therefore, with no research on the issue desired by the author, previous research is important to fill the gaps in these findings.

Extract 2 was taken from an article entitled "*Implementasi Kesantunan Berbahasa Pedagang Ikan di Kawasan Pesisir Kota Bengkulu*" (Implementation of Fish Traders' Language Politeness in the Coastal Area of Bengkulu City) written by Yanti et al., in RANAH: Jurnal Kajian Bahasa, No.10 (Vol.1) in 2021. In the quote, the author indicates that there is a certain population that has not been or is rarely covered in previous research. Therefore, the author of the article claims that it is important to further investigate the research issue in a different population to generate new knowledge in the study. The population in question is fish traders in the coastal area of Bengkulu City.

Furthermore, the data distribution display regarding the presence or absence of research gap presentation from data (40 articles) in each accredited Indonesian national journal can be seen in Figure 2.



**Figure 2. Articles Presenting RG in Each Journal**

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The data distribution shown in Figure 2 is presented in detail in the form of a table with 3 colors (blue, red, and green). The blue color marks the presentation of RG in each article, the red color is a journal that does not require the appearance of RG in each article, while the green color is a marker for the presentation of RG in each article in each data (journal). Figure 2 shows the sequence of RG identification results in each section of the journal. The sequence of RG representation in each journal and the frequency of presentation is drawn based on frequent appearance (green), moderate appearance (red), and never appearance (blue). For example, RG in the KEMBARA journal (KBR), is represented in 20% of data that presents RG (green), the RG is a knowledge gap with the highest frequency (green), and 5% of data has not been represented by RG, as well as data (ADABBIYAT/ADB Journal) 20 data appear to present RG and 5% of data have not presented RG. Furthermore, in the 3rd data (WIDYAPARWA (WDP) journal), it appears that 17.5% of the data represents RG and 7.5% does not present a research gap; the last data (RANAH/RNH journal) represents RG as much as 15%, and 10% of the data does not represent RG.

The overall recapitulation of data that does not represent RG developed by Miles is 42.5%, whereas, in a scientific article it is very important to present novelty. This means that the authors have not written RG in each of their manuscripts. The same thing was also found by Ariyanto, 2022 that most Indonesian doctoral dissertation authors do not write RG, so this does not indicate the process of building a research gap (niche establishment) in the introduction. The assumption that arises is that these authors use other steps by following the steps of building and claiming a research area as proposed by Swales (1990; 2004), namely presenting novelty in a scientific article not only through research gaps but also through other steps such as in the CARS model from Swales (2004)

Therefore, the researcher revisits the steps proposed by Swales (2004), namely building RG with the Creating a Research Space (CARS) model. He describes and explains the pattern in building a scientific research space, among these stages. The development of the intended pattern is; (1) building a research topic (establishing a theory), (2) building a research gap (establishing a niche), and (3) occupying a research gap (occupying a niche). In these three stages, the research gap is found in the second step, namely in the stage of building a research gap (establishing a niche). In the second step, Swales explains how the author can build a gap in research. Therefore, the researcher looks at the steps of establishing a niche from Swales (2004), there are two ways to build a research gap or create and establish a niche step, namely by indicating, showing a gap, continuing, adding, completing conveying phenomena, and previous research facts (indicating a gap and/or adding to what is known).

The theory by Swales was confirmed by Parnawati et al. (2017), who found that; (1) some articles use all the steps of the CARS model (Swales, 2004) and vice versa (2) some articles do not use any steps from Swales. Likewise, Keshavarz (2007) found that the research gap (RG) strategy was used more than other steps in building a research gap (establishing a niche). In addition, his other findings revealed that the use of research gaps such as the use of adding to what is known is used to reveal the representation of RG in the data. Another finding that supports this research is conducted by Del Saz Rubio (2011), who found that not all articles present a research gap, but other steps can be used in building a research gap (establishing a niche) including adding to what is known.

Furthermore, the findings of this study are also supported by Rochma et al. (2020), who found the research gap (RG) strategy is the most widely used compared to other steps in building research gaps as found by Keshavarz (2007), and Amnuai (2021), because they use RG more than other steps (adding to what is known). The findings illustrate that around 85% of articles use research gaps, while only 25% of articles represent the use of adding to what is known in the international corpus. In addition, 52.5% of articles used research gaps and 7.5% of articles used adding to what is known (for data from Thailand. Thus, this phenomenon proves that the research gap strategy and the adding to what is known strategy are more widely used than other steps by Indonesian writers when building research gaps.

### CONCLUSION

Most authors of the Sinta 2 journal present research gaps in the introduction of the article by presenting a knowledge gap strategy, compared to the other 6 strategies as stated by Miles 2017. The authors of the article present a research gap strategy once or twice in one article using the same type of research gap strategy or a different strategy. For example, the author of an article in the journal "Kembara" presents more than one strategy. Likewise, the author of the journal Widyaparwa presents more than one different strategy in his article. The research gap writing strategy in the journal "Kembara (KBR)" represents most research gaps, followed by the journal Widyaparwa (WDP). Furthermore, the previous strategies, namely knowledge gap (KG) and population gap (PG) are used by all authors in the data although with different frequencies. The methodological gap and empirical gap strategies were not found in the data.

### IMPLICATION

This research is expected to provide academic implications. Based on the findings, the implications of this research have an impact on further research to study more deeply the development of science and theories related to the presentation of research gaps that are still very much needed to evaluate and verify the results and findings of this research which will be useful in academic

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writing and scientific publications in research journal articles. Furthermore, this research has limitations such as the scope of the research corpus, and the scope of the journal article section which is limited to 4 journals in the Indonesian language field and journals in Indonesian. In addition, this study did not make a comparison between authors in journals in one field with another. These limitations may affect the results and findings obtained. Based on the findings, it can be seen the differences in strategies used between journals, provide contributions to further research that examines the RG strategy in the publications of other authors in the fields of science, mathematics, or other social sciences to represent novelty so that readers are more interested in reading the article further.

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### AUTHOR CONTRIBUTIONS

Author 1, contributed to conceptualizing the research topic, developing methods, and analyzing data, then the draft of the manuscript that had been written, was discussed with authors 2 and 3 before the manuscript was consulted with Prof. Safnil. Based on the results of the discussion with Prof. Safnil, author two completed and added references, and materials that needed to be written in the manuscript, and re-read the entire material that had been written and consulted. Based on this phenomenon, author 2 dared to submit to several journals and was rejected by an international journal. Based on the input received from the journal editor, author 2 revised the entire article and re-submitted it to several other international journals. Furthermore, it was discussed again with the entire team of authors and the team tried to translate this manuscript before being sent to the selected journal.

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