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## **Interactive Metadiscourse in Research Article Discussions Published in High- and Low-Rankings ELT Journals**

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## Interactive Metadiscourse in Research Article Discussions Published in High- and Low-Rankings ELT Journals

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### ABSTRACT

Many studies concerning meta-discourse markers have been conducted by researchers in some parts of academic texts in the applied linguistics and linguistics field. However, it has not been carried out yet in the research article discussions at different ranking ELT journals. Therefore, this research aimed to investigate how Indonesian authors used the interactive meta-discourse in research article discussions published in high-ranking and low-ranking ELT journals and investigate the differences in the usage of interactive meta-discourse markers used by them in both groups of journals. A quantitative approach with a comparative design was employed to examine the discussion sections of 32 research articles published in high-ranking and low-ranking ELT journals in 2020. Data were analyzed using the principles of genre-based discourse analysis or communicative purpose analysis (CPA) according to Hyland's (2005) meta-discourse framework. The results revealed that although Indonesian authors in high-ranking and low-ranking ELT journals used all types of interactive meta-discourse in discussing their research results in the discussion sections, the most favorably used by them was transition. Moreover, Indonesian authors in his high-ranking ELT journals used more transitions, frame markers, endophores, and chord-gloss markers than in low-ranking ELT journals. On the other hand, Indonesian authors of ELT journals with lower ranking often used evidence markers. These results demonstrate the importance of using interactive meta-discourse markers in writing research article discussions for Indonesian authors.



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## 1. INTRODUCTION

A discussion section is one of the sections of the research article after the abstract, introduction, method, and results. It is an important section because it shows the writers' knowledge and contribution of their research findings to the available literature (Arsyad, 2013). In this section, authors should 1) reiterate the purpose of the study, 2) report the results, 3) summarize the results, 4) comment on the results by interpreting the study and comparing the study to the literature, etc. 5) 6) summarize the research, evaluate the research, 7) suggest areas of further research or solutions to specific problems (Yang & Allison, 2003). Those six structures imply that the discussion section is written in a focused manner and directly addresses the research questions posed in the introductory section (Bavdekar, 2015, p. 40).

Due to the completeness of writing the discussion section, it seems a challenge and difficult task for the authors, including Indonesian authors in high-ranking and low-ranking journals in English language teaching (ELT). Vieira et al. (2019) stated that the discussion section is regarded as the most challenging part of the scientific article to write because the cognitive skills of the authors are challenged here to properly contextual and discuss the findings of the study. Moreover, the discussion section as a part of the research article is written by involving meaning-making (Hyland, 2005). Consequently, problems arise for an author with limited awareness and knowledge of textual and rhetorical elements. Those problems are seen as a sign of imperfection that disrupts the flow of discussion, intent, and sentence flow, and also affects the author's word choice (Yea et al., 2020). To solve the problem, the authors should write their discussion well by involving the linguistics features so that their writing can be more interactive.

One of the linguistics features that must be included by authors when writing a research article discussion is meta-discourse. It is an important language device to make the sentence in-text becomes communicative and coherent. Meta-discourse is self-reflective linguistic expressions referring to the evolving text, to the writer, and to the imagined readers of that text (Hyland & Tse, 2004). Moreover, the author or speaker uses meta-discourse devices as a collective term for words to indicate the direction and purpose of a text. Then, by involving meta-discourse, the author can interact with the reader in the text (Suhono, 2018). As a result, the reader can understand the text easily and the communication between the writer and the reader can be created effectively.

In addition, meta-discourse helps readers better interpret the text written by the author and avoids reader's misunderstandings. Hyland (2005) divided meta-discourse into interactive and interactive meta-discourse. One of the two types of meta-discourse, the focus of this research is on interactive meta-discourse in the

discussion part of high- and low-rank Indonesian ELT journals. It is important to note how the authors use interactive meta-discourse in the ELT journals for high and low ranks. Interactive meta-discourse allows authors to help readers understand the text by directing the flow of information. This involves using specific means of interactive meta-discourse to present the argument, to prepare the text in a way that meets the expectations of the reader and adapts to the reader's needs (Abdelwahab, 2020). In addition, this current study provides authors' assessment of what authors of a variety of high-quality journals need to articulate in order to predict reader knowledge and limit and guide what can be gleaned from texts. It shows how the elements of discourse are organized to reflect.

Moreover, according to Hyland and Tse (2004), interactive meta-discourse is the academic discourse ability to present arguments to explicitly establish an author's preferred interpretation. It is intended to prevent readers from misinterpreting or misinterpreting the text they are reading. Also, interactive meta-discourse is a means of structuring and organizing information in a way that readers find coherent and compelling (Hamid, 2019). By using interactive meta-discourse, the information written in the text will be easier to understand by readers.

Hyland (2005) categorizes the interactive meta-discourse into Transition, Frame Markers, Endophoric Markers, Evidential, and Code Glosses. Each of these markers has its function in scientific texts. As confirmed by Takač (2018), each marker in interactive meta-discourse shapes and constrains the text to meet the reader's needs, helping the reader to understand what the author means. This means that interactive meta-discourse markers are able to guide the reader through the text. Therefore, interactive meta-discourse has a significant impact on the quality of writing a research article discussion.

Several researchers have analysed the meta-discourse in academic texts, for example, research article abstracts in the field of English language education (Mazidah, 2019), introduction, method results, and discussion in Applied Linguistics (Mu et al., 2015), abstracts in English linguistics (Mutawally et al., 2019), results and discussion in Language and Language Teaching/ LLT (Nugrahani & Bram, 2020). Those studies employed different research methods such as qualitative and quantitative. The number of corpora used in those studies consisted of eight to 50 corpora. Those studies reported that the highest marker found in the journals was transition. It implies that the transition marker is quite important to be included frequently by authors in ELT, Applied Linguistics, English linguistics, and language teaching journals. However, to the best of the authors' knowledge, no studies have compared the use of interactive meta-discourse in discussion sections published by accredited reputable journals in Indonesia with different quality rankings (between high-ranking and low-ranking journals) in the English Language Teaching (ELT) field. The ranking is based on SINTA Indonesia (Science and Technology Index). SINTA is a scientific website or portal that presents Indonesian-accredited reputable journals

online. It is managed by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia.

Moreover, by comparing the two groups of journals, this present study will prove whether the use of interactive meta-discourse can differ the quality of both group journals that have different rankings. Also, the results of this present study will provide information about how authors take advantage of meta-discourse strategies to help them reach their readers in writing the discussion of research articles in high-ranking and low-ranking ELT journals. To address the issue, the research questions are as followings;

1. How do Indonesian authors use interactive meta-discourse markers in the research article discussions published in high-ranking and Low-ranking ELT journals?
2. What are the differences of interactive meta-discourse markers used by Indonesian authors in the research article discussions between high- and low-ranking ELT journals?

## **METHOD**

### **Research Design**

The design of this study was a descriptive comparative study. Creswell (2017) states that comparative studies are studies that go beyond a single case to draw conclusions and attempt to explain the differences and similarities between the analyses. In addition, Setyosari (2010) mentions that descriptive research explains an event, circumstances, objects whether people or everything related to a variable that will be explained using either numbers or words. Thus, in this study, a descriptive comparison design was applied to describe the interactive meta-discourse found in discussions of research papers published in low and high-ranking ELT journals by Indonesian authors in terms of frequency of occurrence.

### **The Corpora of the Study**

The corpora of this study consisted of thirty-two research article discussions published in high-ranking/SINTA-1 (Studies in English Language Education, and Indonesian Journal of Language Education) and low-ranking/SINTA-5 ELT journals (Journal of English Language Teaching, and Journal of Teachers of English) written by Indonesian authors. According to Corder and Foreman (2009) and Arsyad et al. (2020), the minimum corpus requirement was 30 texts for quantitative analysis. Thus, the entire corpus included in this study consisted of 32 research article discussions.

In addition, each journal consisted of eight research article discussions and those were published in 2020. Those thirty-two research article discussions were taken by following the purposive sampling principles. Sugiyono (2017) states that purposive sampling is a sampling data technique based on certain considerations. The considerations included; 1) The research articles were published in 2020. 2) The high-ranking journals were indexed in SINTA-1 and Scopus, while the low-ranking journals were indexed in SINTA-5. 3) The articles were written by Indonesian authors

and were shown by the authors' affiliation. 4) The articles have IMRaD patterns (Introductions, Methods, Results, and Discussion). The researcher chose the research article in the journals in which the section results and discussion were not combined into one section. Therefore, for the low-ranking journals, the researcher used journals indexed by SINTA-5. In the SINTA-6, no journals had the IMRaD patterns. 5) The focus and scope in the articles of journals were in terms of the English language teaching context.

### **Instrument of the Study**

The instrument used in this study was an observation sheet. It was built based on the theory of Hyland's (2005) theory about interactive meta-discourse and it was in the form of a table. It contained four columns, namely number, type of interactive meta-discourse, examples of interactive markers found in the text, and a total of frequency.

### **Data Analysis Procedures**

Techniques for data analysis were genre-based discourse analysis or communicative purpose analysis (CPA). The ways to identify communication purposes and discourse clues in the texts were based on Arsyad's (2014) principles. Jasrial et al. (2019) also have used this theory in their study to analyse the meta-discourse markers. These steps are: First, reading the entire research paper carefully to understand the research project; Then, reading the discussion sections to learn more; Third, rereading the discussion sections to identify potential interactive meta-discourse markers for each sentence; the last, possible interactive meta-discourse in each set of data was coded based on categories of interactive meta-discourse.

### **The Validity and Reliability of the Analysis**

The technique of data analysis validation used in this research was by involving two independent co-raters. It aimed at avoiding the subjectivity of the researcher in analyzing the interactive meta-discourse (Jasrial et al., 2021). The co-raters were experienced authors and they had conducted the same study as the authors. Cohen's kappa statistic was used to determine peer rater reliability. Cohen's kappa statistical analysis score was maximum 1.00 and minimum 0.00 (Brown, 1996). The scores of Cohen Kappa were interpreted by using the theory of Altman (1991), namely 0-20 was very poor, 0.21-0.40 was poor, 0.41-0.60 was good, 0.61-0.80 was very good, 0.81-1.00 was excellent. The results showed that the Kappa value for high-ranking journals was 0.93, while 92 was for low-ranking journals. They were in an excellent category

## **FINDINGS**

### **Interactive Meta-discourse Markers in the Research Article Discussions Published in High-ranking and Low-ranking ELT Journals by Indonesian Authors**

This research question aimed to explore the use of interactive meta-discourse in the discussion of research papers between high-level and low-level ELT journals. These

discussions were written by Indonesian authors. Before examining the interactive meta-discourse of the corpora, the word lengths of the corpora were counted. The results are presented in the following table;

**Table 1**  
*The Average Length of Words in the Corpora*

Group of Journals	Name of Journals	SINTA Value	The Average Length of Words
High-ranking ELT Journals	Studies in English Language Education	SINTA-1	787
	Indonesian Journal of Language Education	SINTA-1	
Low-ranking ELT Journals	Journal of English Language Teaching	SINTA-5	647
	Journal of Teachers of English	SINTA-5	

As shown in Table 1, higher-ranked ELT journals had longer average word lengths than lower-ranked ELT journals. In addition, the results of analysing the interactive meta-discourse for each journal group are presented in the table below;

**Table 2**  
*The Distribution of Interactive Meta-discourse*

Interactive Meta-discourse	High-ranking ELT Journals		Low-Ranking ELT Journals	
	F	%	F	%
Transitions	386	62.16	363	63.16
Evidential	92	14.81	101	17.56
Frame Markers	67	10.79	54	9.40
Code Glosses	44	7.09	38	6.61
Endhoporic Markers	32	5.15	19	3.30
Total	621	100	575	100

Table 2 above shows the most frequent marker used by Indonesian authors in research article discussions published in both high-ranking and low-ranking journals was the transition marker. The examples of each category of the interactive meta-discourse are as follows;

**Example 1**

**However**, they were not aware of using support reading strategies. **On the other hand**, female students' awareness level .. was equal to problem-solving **and ...** reading strategies [SIELE-A4].

The example above was taken from the article entitled “Metacognitive reading strategies awareness and metacognitive reading strategies use of EFL university students across gender”. In this article, the authors used the words “however” and “on the other hand” which were categorized as transitions based on the framework of Hyland (2005). The authors used these markers to show the contrast statement, while the use of the word “and” was used to add the ideas in the sentences.

### **Example 2**

**Then** teacher reads dialog ... **Next**, the teacher asked students to collect vocabulary... **Then**, the teacher moves into telling them. ... **Next**, teacher gave instruction ..., ... **Finally**, teacher asked five students to mention the vocabulary [JTE-D6]

The example above was taken from the article in JTE entitled “The Effect of Whole Brain Teaching Method Toward Students Vocabulary Achievement”. In this article, the authors used some words of chronological order to sequence their ideas or statements that were categorized as frame markers based on Hyland’s (2005) framework. Those words were then, next, before, and finally.

### **Example 3**

**The findings above** had already shown that the freshmen majoring on literature at Universitas Negeri Padang in academic year 2019 produced errors in the four kinds of prepositions [JELT-C1]

The example above was taken from the article in JELT entitled “Errors in Using Prepositions Made by English Freshmen Majoring on Literature at UNP”. In this article, the authors used the phrases “the findings above” as a clue to inform the information to the readers. It was categorized as an endhoporic marker based on Hyland’s (2005) framework. The information was about the research findings.

### **Example 4**

**According to Joseph and Newman (2010:69)** “persons with high emotion regulation ability make well in jobs that need high emotional [JTE-D3]

The example was taken from the article in JTE entitled “Emotional Intelligence and Students’ Translation at English Department of Halu Oleo University”. In this article, the authors used an evidential marker in terms of a phrase in terms of “According to Joseph and Newman (2010:69” to state a reference of the opinion”.

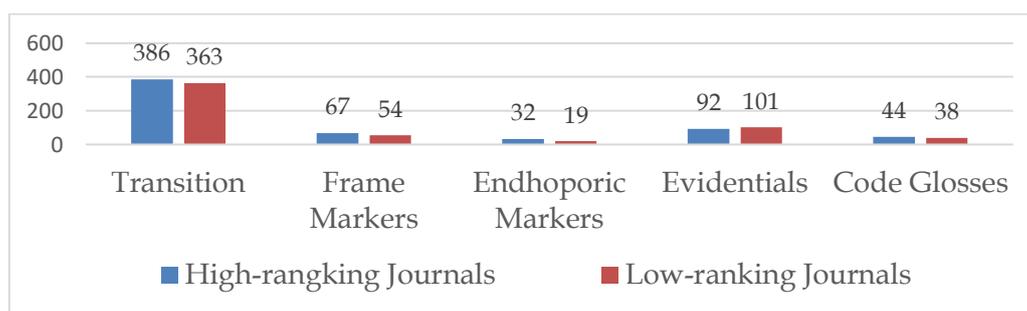
### **Example 5**

based on three criteria **such as** low level (average anxiety score is < 99) moderate level. [SIELE-A-7]

The example was taken from the article in SIELE entitled “Instruments’ Validation of access to Motivation, Skills, and Use of Digital Technology: EFL Context in Indonesia”. The authors used a code gloss based on the framework of Hyland (2005) in terms of “such as”. It was used as an indicator of the authors to give an example to support their opinion in the sentences.

### **The Differences of Interactive Meta-discourse Markers in the Research Article Discussions between High- and Low-ranking ELT journals**

This question focused on important differences in using interactive meta-discourse markers in the discussion sections published in high-rank and low-rank ELT journals written by Indonesian authors. Differences were analyzed based on the frequency of occurrence of interactive meta-discourse markers. The comparison results are shown below;



**Figure 1. The Comparison of Interactive Meta-discourse in Research Article Discussion Used by Indonesian Authors between High-ranking and Low-Ranking ELT Journals**

As shown in Figure 1, the use of interactive meta-discourse markers in the discussion section used by Indonesian authors differed in terms of frequency of occurrence between low-ranking and high-ranking ELT journals. Authors in high-ranking journals used more transitions, frame markers, endopholic marks, and code glosses when writing discussion sections than authors in low-ranking journals. Meanwhile, the authors of low-ranking journals applied more evidential markers than authors of high-ranking journals when writing the discussion section than the authors of low-ranking journals. It means that the authors of high-ranking journals tended to use more interactive markers than the authors of low-ranking journals.

## **DISCUSSION**

### **Interactive Meta-discourse Markers in the Research Article Discussions Published in High-ranking and Low-ranking ELT Journals by Indonesian Authors**

Regarding the use of interactive meta-discourse in the discussion of research articles, the results overall show that Indonesian authors from high-ranking and low-ranking ELT journals use all types of interactive meta-discourse such as transitions, frame markers, endhoporic markers, evidential, and code glosses. Hyland and Tse (2004, p. 168) explain that interactive resources should be constructed of narrative, rather than experience, to reflect the author's assessment of what needs to be specified in order to anticipate the knowledge of the reader and constrain and guide what can be recovered from the text. Using interactive meta-discourse in research article discussion, the Indonesian authors in both high-ranking and low-ranking journals try to construct their articles so that readers can easily understand their thoughts. As a result, this is expected to make their research article discussions more understandable.

However, among the five categories of interactive meta-discourse, the use of transitions is the most frequently used by both Indonesian authors of high-ranking and low-ranking journals. It is probably caused by transitions may involve a variety of devices, primarily conjunctions, applied to mark additional, contrasting, and consequential steps of discourse in contrast to the outside world (Mina & Biria, 2017, p. 13). This means that the function of the transition in a paragraph is to make the sentences in the paragraph cohesive. Moreover, transition markers used in the text are to make the text clearer and more coherent for the readers or audiences so that they easier to find and understand the relationship between an argument to other arguments in a text (Sari, 2020). In other words, transition markers are the link in the chain of sentences in a paragraph or between paragraphs in a text. Furthermore, Hyland and Tse (2004) argue that transitions are an important way for authors to address topics and make their point in writing. Transitions help authors consider their arguments and find direction in choosing the best position to present themselves in writing (Yea et al., 2020). Using transition markers helps the writers to show the unity of text so that the ideas that they write are logical.

The findings support the results of previous studies such as Mu et al. (2015), Mazidah (2019), Mutawally et al. (2019), and Nugrahani and Bram (2020) in the use of meta-discourse markers. They reported that transition markers are the highest marker in the research article abstracts, introduction, method, discussion, and conclusion section. According to them, authors utilize more transition markers in writing academic texts to ensure that their readers correctly understand their intentions. Furthermore, transition markers are used to connect one sentence to another and one paragraph to another.

Although the use of transition markers is the highest among other categories of interactive meta-discourse. Other categories also have their function in the text. Hyland (2005) asserts that interactive meta-discourse is features of language in communication to make the text more coherent. It means that all of the categories of interactive meta-discourse have a contribution to making the research article discussion coherent and interactive. As affirmed by Akoto et al. (2020), an author uses interactive resources to communicate their preferred interpretations, such as spoken,

written, visual, or multimodal, to the expected readership of the discourse. In other words, the author guides the reader to understand his writing.

### **Interactive Meta-discourse Markers in the Research Article Discussions between High- and Low-ranking ELT journals Used by Indonesian Authors**

Regarding the difference, this study found that there is a difference in the frequency of use of interactive meta-discourse in the research article discussion between the high-ranking and the low-ranking ELT journals. Authors in higher-ranked journals used more interactive meta-discourse regarding the use of transitions, frame markers, endopolic markers, and code gloss than lower-ranked journals. The use of these markers aims to demonstrate the author's ability to organize the flow of discourse and establish effective interpersonal relationships with the reader through meta-discourse markers in the text (Ebadi et al., 2015).

There could be various reasons for the differences found when using interactive meta-discourse between high-ranking and low-ranking ELT journals regarding transitions, frame markers, endhoporic markers, and code glosses. The authors of high-ranking journals write the research article discussion longer than in low-ranking journals. This case also happened in the study conducted by El-Dakhs (2020) who found that the use of meta-discourse markers in the longer essays in terms of word lengths written by native speakers of English (NSE) Japanese learners of English as a foreign language (EFL), and Hong Kong learners of English as a second language (ESL) are higher. However, El-Dakhs explains that this may be the type of essay and cultural factors rather than the main factor. It is because the substantive content of the article influences the use of meta-discourse in genres such as the number of research questions and findings that will be discussed by the authors.

Moreover, other reasons may be caused by the background of the authors of high-ranking journals are professional authors such as Indonesian experienced academics or experienced authors. It is in line with the statement of Kustyasari et al. (2021) who claim that Indonesian professional writers have achieved communicative comprehension in international research articles by incorporating the use of meta-discourse, especially interactive meta-discourse, in their research article writing. They are concerned about variations in interactive meta-discourse when writing discussion sections of research articles. They seem not to use the same markers to organize their texts and guide, interact, and communicate with their readers. Those ways are used to make their discussion more cohesive and interactive effectively so that readers can easily understand the content of the text.

Furthermore, regarding the reviewers of the high-ranking journals viewed from the websites of the journals, they are mostly from Indonesian expert academics and international expert academics based on their research interests. Meanwhile, low-ranking journal reviewers are commonly Indonesian academics. Their contributions can influence authors in high-ranking journals using interactive meta-discourse

related to transitions, frame markers, endopolic markers, and code gloss when writing research article discussions (Arsyad & Arono, 2018; Jasrial et al., 2019).

On the other hand, based on the results of the analysis, the interesting differences in the use of interactive meta-discourse between high-ranking and low-ranking journals can be seen from the number of the variation in each interactive meta-discourse category. This study found that Indonesian authors in high-ranking ELT journals used more variable markers in each category of interactive meta-discourse. They used different markers to support their ideas or argument even though those markers have the same functions and meaning.

The findings of this study are in line with the study of Arsyad et al. (2021a; 2021b), who found that the authors of international journals (TEFLIN, and IJAL: Indonesian Journal of Applied Linguistics) have more frequent meta-discourse markers than the authors of the national journal (JOALL: Journal of Applied Linguistics and Literature), and local journals (Edu-ling: Journal of English Education and Linguistics) in the research article abstracts and discussion sections. Further, they explain that it happened probably because the authors of the international journal are more experienced in writing journal articles than those of local and national journals.

Regarding the differences, they can be seen and explained one by one. In terms of transition markers, Indonesian authors in high-ranking ELT journals include more transitions in writing arguments or statements in the discussion sections than in low-ranking journals. It seems that they are interested in how to make their writings flow smoothly to and from. At the beginning of a sentence or paragraph, they can associate transitions with what precedes it. It can also appear within sentences to connect one idea in one sentence to another.

*In terms of frame markers*, this category is in the second position in terms of differences between high-ranking and low-ranking ELT journals. It happened because it is used by the authors to show the discourse acts and sequence of the arguments (Hyland, 2005), to represent topic shifts in the research article discussions (Mina & Biria, 2017), to label stage, announce goals to the readers (Alharbi, 2021). In other words, the Indonesian authors of high-ranking journals give signals for their readers to sequence their ideas, information, argument, and statements regarding the findings that they discuss in the discussion sections. For example, the frame marker is used when the authors announce the goals of the research in the first sentence of the paragraph of the discussion sections.

*In terms of code glosses*, the frequency of this marker is higher in high-ranking ELT journals than in low-ranking ELT journals. It is in the third position. Blagojevic (2004) called code glosses reforming terminology to help readers better understand statements, for example by rephrasing them. Also, code gloss helps determine connectivity and coherence between elements during the reading process (Hyland, 2010). The authors of high-ranking journals used this marker more often to clarify their arguments to be not ambiguous for the readers. Thus, the use of the code glosses depends on the statements and arguments of the authors.

*In terms of endhoporic markers*, the Indonesian authors of high-ranking ELT journals used more this marker in writing the research article discussions. However, this marker is the lowest one other markers of interactive meta-discourse. It is because this marker is often used in the results or the findings sections of research articles. It functions to point out materials or information from other text parts (Mu et al., 2015). For example, giving information through a table, a figure, or a picture.

Besides, *evidential markers usage* is higher in low-ranking journals than in high-ranking journals. Hyland (2005) stated that writers commonly use evidential markers to support their propositions in writing. It is utilized when they mention information that they take or cite from other sources (Huh & Lee, 2016) or to signal other works that have been cited by authors (Jasrial et al., 2019). This means that evidence markers can reinforce an author's opinion in an article. However, it does not measure whether the quality of discussion in a research article in low-ranking journals is superior to that in higher-ranked journals. Other aspects influence the quality of discussions such as the appropriate claims used by the authors.

To sum up, the use of more frequent kinds of markers in the writing research article discussions influences the quality of the writing product. These markers help readers understand the practical relationships between ideas in the text, including additive, contrastive, and consequential steps in discourse (Khedri et al., 2013). Thus, based on the findings, the authors conclude that: the Indonesian authors of high-ranking journals have better research article discussions in terms of the use of interactive meta-discourse than Indonesian authors of low-ranking journals. Also, the use of interactive meta-discourse can prove and determine the quality of journals and is suitable for the ranking of the journals investigated in this research.

## CONCLUSION

The findings of this study can be concluded that the use of transition markers is the most frequently used by Indonesian authors in both groups of journal rankings in research article discussion. Moreover, the use of interactive meta-discourse in research article discussions written by Indonesian authors is different between high-ranking and low-ranking ELT journals viewed from the frequency of sub-category of the interactive meta-discourse. The difference in frequency was influenced by the number of words that high-ranking journals have, but it is not the main factor. Other factors that may influence this finding are the authors' background (professional or novice authors), the content of the article, research types, and the roles of the reviewers. Thus, the use of interactive meta-discourse can be an indicator of the quality of journals at different rankings.

From the results of the all-research questions, the authors conclude that each category of interactive meta-discourse has a special function within the text. All categories of interactive meta-discourse anticipate the reader's knowledge and organize the discourse to reflect the author's perspective on what needs to be revealed from the text (Hyland, 2004). Consequently, the writers could interact with the readers through text effectively.

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