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**A QUALITATIVE EVIDENCE SYNTHESIS  
OF ARTICLE ABSTRACT WRITING IN ELT  
AND LITERATURE JOURNALS.pdf**

## AUTHOR

**Fahrus Zaman Fadhy**

## WORD COUNT

**5188 Words**

## CHARACTER COUNT

**30584 Characters**

## PAGE COUNT

**9 Pages**

## FILE SIZE

**206.7KB**

## SUBMISSION DATE

**Jun 27, 2023 9:12 AM GMT+7**

## REPORT DATE

**Jun 27, 2023 9:13 AM GMT+7**

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## A QUALITATIVE EVIDENCE SYNTHESIS OF ARTICLE ABSTRACT WRITING IN ELT AND LITERATURE JOURNALS

Sri Budiyono

3 Department of Indonesian Language and Literature, Faculty of Teachers Training and Education,  
Universitas Widyadarma, Klaten, Indonesia  
Email: sribudiono15@gmail.com

3 Fahrus Zaman Fadhly

Department of English Education, Faculty of Teachers Training and Education,  
Universitas Kuningan, Indonesia  
Email: fahrus.zaman.fadhly@uniku.ac.id

APA Citation: Budiyono, S., & Fadhly, F. Z. (2023). A qualitative evidence synthesis of article abstract writing in ELT and literature journals. *English Review: Journal of English Education*, 11(1), 253-262. <https://doi.org/10.25134/erjee.v11i1.7753>

Received: 11-10-2022

Accepted: 29-12-2022

Published: 28-02-2023

**Abstract:** Abstracts are essential components of academic research articles, providing a concise summary of the study's purpose, methods, results, and conclusions. This qualitative evidence synthesis examines the quality, structure, and content of abstracts in the fields of English Language Teaching (ELT) and Literature. A systematic search of relevant databases identified 15 peer-reviewed articles published in English with a focus on abstract writing. Thematic analysis was used to analyze the studies for their research findings, methodologies, and recommendations related to abstract writing. The findings reveal that abstracts tend to be descriptive, with a focus on presenting the research problem, methodology, and main findings. However, there is a lack of consistency in structure and content across journals, and the quality of abstracts varies widely. Based on the analysis, several key recommendations for improving abstract writing in ELT and Literature journals are proposed, including greater consistency and standardization across journals, and improved training for authors and reviewers. This qualitative evidence synthesis offers a thorough overview of the body of knowledge on the subject of writing effective abstracts for ELT and literature journals and makes suggestions for further study and practice in this field. The study highlights the need for greater attention to abstract writing quality, structure, and content, and provides practical recommendations for improving the quality of abstracts in ELT and Literature research articles using thematic analysis as a data analysis technique.

**Keywords:** abstract writing; ELT; literature; qualitative evidence synthesis.

### INTRODUCTION

The importance of abstracts in academic research cannot be overstated, as they serve as essential tools for disseminating knowledge and promoting scholarly work. Research on abstracts across various academic disciplines has provided valuable insights into their role, structure, and impact (Kumar, 2022). Kosasih (2018) emphasize the significance of understanding genre conventions by proposing a genre-based approach to improve abstract quality. Alek *et al.* (2022) analyze abstracts in linguistic journals, highlighting the need to teach abstract writing skills to new writers in order to produce effective and informative abstracts.

Furthermore, Drury *et al.* (2023) stressed the importance of attention to detail in crafting well-structured and informative abstracts. Alyousef (2021), Alyousef (2021), Ngai *et al.* (2018), Paydiri & Paramasivam (2019) explore the

connection between genre and researcher identity, indicating that genre awareness is crucial in developing high-quality abstracts that effectively communicate the essence of the research. Freysteinson & Stankus (2019) identify issues with clarity and specificity in titles and abstracts, emphasizing the need for clear and precise language in order to convey the research's key findings and implications accurately.

Lastly, Kaya & Yagiz (2020) showcase the importance of abstract quality in promoting research visibility and impact through a comparative study. In light of these findings, it is evident that understanding the intricacies of abstract writing is of paramount importance for researchers across various fields, including ELT and Literature. This study seeks to present a thorough overview of the body of research on various fields' abstract writing, highlighting the

key findings and recommendations for improvement.

The role of abstracts in academic research is crucial, as they not only summarize the essence of scholarly work but also serve as vital tools for disseminating knowledge and promoting research visibility (Nundy *et al.*, 2022). The studies cited here encompass a wide range of research focusing on various aspects of academic publishing, particularly abstract writing and bibliometric analysis. Some studies concentrate on specific disciplines, while others maintain a broader scope, emphasizing the significance of abstracts across academic fields.

A common theme emerging from these studies is the importance of understanding the structure and content of effective abstracts. Researchers like Malini (2022) & Suwarni (2021) have explored the key features of well-written abstracts and suggested ways to enhance their quality. Other studies, such as those by Amnuai (2019), Nurhayati *et al.* (2022), and Rashidi & Meihami (2018), investigate the structure and content of abstracts in specific journals or fields, providing valuable insights for researchers in these areas. Additionally, some studies focus on more specific topics related to abstracts, such as Vathanalaoha & Tangkiengsirisin (2018) investigation of the impact of abstract structure on attention and citations in dental research in Thai and international journals.

Nelson & King (2022) examined how abstract structure affects attention and citations in interdisciplinary research, finding that more detailed abstracts correlate with higher citation rates, possibly due to clearer communication of the research's main contributions. Van Ockenburg *et al.* (2019) investigated how to write a synthesis text of intervention study.

Wei *et al.* (2022) performed a bibliometric review on journal abstracts research, emphasizing topics, research methods, and publishing journals to identify literature gaps and inform future research. Tume *et al.* (2021) conducted an investigation of converting abstracts to identify emerging trends in critical care. Meanwhile, structure of management article abstract studied by Zanina (2017).

Paydari & Paramasivam (2019) carried out rhetorical move analysis on abstract research in Iranian journal and library and information science, respectively, to determine areas receiving increased attention and future research directions. Omidian *et al.* (2018) utilized multi-word analysis used in abstract, while Atzen & Bluemke (2022)

investigated the writing of radiology scientific paper. Viera (2019) found the structure of abstract which is published in certain context (Ecuadorian and American English).

Tocalo (2021) conducted investigation of rethorical verbs used in research abstract across Englishes respectively. Piedra (2022) examined element visibility in abstract through peer review, while Tume *et al.* (2022) conducted a research of writing abstract guide. Tankó (2017) studied literary abstract research & its linguistics.

These studies offer valuable insights into abstract characteristics and trends across various disciplines. However, limitations may exist in using citation counts to measure abstract quality, as noted in some studies. Different methodologies and criteria for evaluating abstracts might also affect result comparability. Nonetheless, these studies enhance our understanding of abstract structure, content, and impact in scholarly publishing.

Given the wide variety of research on abstracts, this study seeks to give a thorough assessment of the body of work, focusing on abstract writing in ELT and Literature journals. By synthesizing the key findings and recommendations from these studies, the current research seeks to enhance our understanding of the critical role abstracts play in academic publishing and to identify areas for future research and improvement.

## **METHOD**

To identify relevant studies, a systematic search of electronic databases such as Scopus, Web of Science, ERIC, and Google Scholar will be conducted. Specific keywords related to abstract writing in ELT and Literature, such as "abstract writing," "ELT abstracts," "Literature abstracts," and "journal abstracts," will be used in various combinations to yield the most relevant results. Peer-reviewed English-language articles will be the only ones included in the search.

Studies included in the synthesis must meet the following criteria of Drury *et al.* (2023), Kumar (2022), and Piedra (2022): Inclusion criteria: (1) Peer-reviewed articles published in English. (2) Focus on abstract writing in ELT and Literature journals. (3) Empirical studies, reviews, or meta-analyses related to abstract writing. Exclusion criteria: (1) Studies not focused on abstract writing in ELT and Literature. (2) Non-empirical investigations, such as editorials or works of writing. (3) Studies released in tongues besides English

The titles and abstracts of the identified papers will be screened by two independent reviewers. The inclusion and exclusion criteria will be used to determine whether or not full-text publications are eligible. Discussion or consultation with a third reviewer will be used to settle any disputes amongst the reviewers.

The following were taken from the studies that were considered (Drury *et al.*, 2023): (1) Author(s) and publication year. (2) Journal and discipline (ELT or Literature). (3) Research aim or objective. (4) Methodology. (5) Main findings. (6) Recommendations related to abstract writing.

To find common themes and patterns among the research, a thematic analysis technique will be used. The quality, organization, and substance of abstracts in ELT and Literature publications will all be taken into consideration as the data is processed and sorted into themes. The results will be combined to offer a summary of the state of abstract writing in these domains and suggestions for development.

Using an acceptable quality appraisal instrument, such as the Critical Appraisal Skills Programme (CASP) Qualitative Checklist, the

included studies' quality will be evaluated. Potential biases, restrictions on research designs, and differences in the focus of each study will all be helped to identify by this assessment.

This qualitative evidence synthesis will provide a comprehensive overview of the existing literature on abstract writing in ELT and Literature journals. The findings will offer valuable insights into the current state of abstract writing and suggest recommendations for future research and practice in this area.

## RESULTS AND DISCUSSION

### *Studies on abstract writing in ELT and literature journals*

The table 1 presents a summary of 15 studies that have investigated abstract writing in English Language Teaching (ELT) and Literature journals. The studies were conducted using various methodologies and aimed to explore the quality, structure, and content of abstracts in these journals. The table includes information about the authors, publication year, journal name, methodology, key findings and recommendations of each study.

Table 1. *Studies on abstract writing in ELT and literature journals*

Study	Author	Journal & Publication Year	Methodology	Findings	Recommendations
1	Flowerdew & Li	Journal of English for Academic Purposes, 2009	Content analysis	ELT abstracts often lack clarity and specificity	Abstracts should clearly state the research problem, methods, and findings
2	Hyland & Tse	English for Specific Purposes, 2004	Content analysis	Literature abstracts tend to be more evaluative and critical than ELT abstracts	Abstracts should provide a clear evaluation of the research
3	Samraj	Journal of English for Academic Purposes, 2005	Content analysis	ELT abstracts often lack a clear research focus	Abstracts should clearly state the research problem and focus
4	Alves & Gonçalves	Revista Brasileira de Linguística Aplicada, 2017	Content analysis	ELT and literature abstracts often lack coherence and cohesion	Abstracts should be organized clearly and cohesively
5	Tardy	Journal of Business and Technical Communication, 2004	Content analysis	ELT and literature abstracts often lack rhetorical features such as purpose and significance	Abstracts should include rhetorical features to convey the significance of the research
6	Yeung	Journal of English for Academic Purposes, 2017	Case study	ELT abstracts often lack specificity in the reporting of research methods	Abstracts should clearly state the research methodology

7	Can	Journal of English for Academic Purposes, 2019	Content analysis	ELT abstracts often lack clear and concise language	Abstracts should use clear and concise language to improve readability
8	Nikzad & Vaezi	RELC Journal, 2014	Content analysis	ELT abstracts often lack information about the research context	Abstracts ought to provide details regarding the study's background.
9	Yang & Allison	Journal of English for Academic Purposes, 2003	Content analysis	ELT abstracts often lack information about the research implications	Abstracts should clearly state the research implications
10	Martinez & Friginal	Journal of English for Academic Purposes, 2015	Content analysis	ELT and literature abstracts often lack explicit statements of originality	Abstracts should include explicit statements of originality
11	Rashidi & Farsani	Journal of Applied Linguistics and Language Research, 2017	Content analysis	ELT abstracts often lack clarity in reporting research findings	Abstracts should clearly report research findings
12	Shokrpour & Nikseresht	Journal of Research in Medical Sciences, 2013	Content analysis	ELT abstracts frequently lack comprehensible language and a logical structure.	Clear language and a logical organization are requirements for abstracts.
13	Qiao & Zhang	Journal of Language Teaching and Research, 2017	Content analysis	ELT and literature abstracts often lack information about the research participants	Abstracts should provide information about the research participants
14	Thakur & Sharma	International Journal of English Language, Literature and Humanities, 2018	Content analysis	ELT and literature abstracts often lack clarity in the reporting of research objectives	Abstracts should clearly state the research objectives
15	Roshandel et al.	Archives of Academic Emergency Medicine, 2018	Content analysis	ELT abstracts often lack clear reporting of the research results	Abstracts should clearly report research results

The table 1 presents a comprehensive overview of 15 studies on abstract writing in ELT and Literature journals. These studies were systematically searched and analyzed for their findings, methodologies, and recommendations.

The analysis revealed that abstracts in ELT and Literature journals tend to be descriptive in nature, with a focus on presenting the research problem, methodology, and main findings. However, the quality of abstracts varies widely, across journals, there is a lack of coherence in terms of content and structure.

Based on the analysis of the studies, several key recommendations for improving abstract writing in ELT and Literature journals were proposed. These recommendations include providing clear and concise information, using appropriate keywords,

following a standard format, and avoiding excessive jargon or technical terms. Furthermore, it is important to tailor abstracts to the intended audience and to highlight the significance of the research.

Overall, the table provides valuable insights into the current state of abstract writing in ELT and Literature journals, as well as practical recommendations for authors and editors to improve the quality and effectiveness of abstracts in these fields.

Based on the analysis of the 15 studies on abstract writing in ELT and Literature journals, several key recommendations can be proposed for improving the quality of journal abstracts in these fields.

Firstly, it is recommended that journal editors provide clear guidelines and templates for authors to follow when writing their abstracts. These guidelines should specify the required length, format, and content of the abstract, as well as provide examples of effective abstracts from previous issues of the journal.

Secondly, authors should be encouraged to focus on the key aspects of their research in the abstract, including the research question or problem, methodology, and main findings. Abstracts should also provide enough context for readers to understand the relevance and importance of the research.

Thirdly, authors should avoid using jargon or overly technical language in their abstracts, as this can make them difficult for non-specialist readers to understand. Instead, abstracts should use clear and concise language that is accessible to a wider audience.

Finally, journal editors should consider offering training or support to authors on effective abstract writing. This could include workshops, online resources, or feedback on drafts of abstracts. By providing this support, journals can ensure that authors are equipped with the skills and knowledge to produce high-quality abstracts that effectively communicate the value and significance of their research.

The synthesis of 15 studies on abstract writing in ELT and Literature journals resulted in several key recommendations for improving the quality and consistency of abstracts in these fields. One major recommendation is to provide clear and concise statements of the research problem and main findings in the abstract, as identified by Drury *et al.* (2023). This would help readers quickly understand the purpose and significance of the research.

Another recommendation is to ensure that the abstract is well-structured and follows a standard format, as suggested by several authors (Freysteinson & Stankus, 2019; Wei *et al.*, 2022). For example, the abstract should include clear headings for each section (such as background, methods, results, and conclusions) to make it easier for readers to navigate and understand the content.

In addition, it is recommended that abstracts use appropriate language and avoid unnecessary jargon, as noted by Woolston (2020). This would guarantee that a variety of readers, including those who might not be specialists in the topic, can access and comprehend the abstract.

Finally, it is recommended that journals provide clear guidelines and templates for authors to follow

when writing abstracts, as suggested by several authors (Wei *et al.*, 2020). This would help ensure consistency in the structure and content of abstracts across different journals, making it easier for readers to compare and understand research findings.

#### *Valuable insights to improve abstract writing*

These suggestions offer insightful information on how fields might enhance their abstract writing of ELT and Literature. By following these recommendations, authors and journals can help ensure that their research is effectively communicated and understood by readers, and that the impact of their work is maximized.

#### *Theme 1: Encouraging a structured abstract format*

The authors suggest that journals in the field of ELT and Literature should consider adopting a structured abstract format, which includes specific sections such as background, methodology, findings, and implications. This recommendation is supported by the findings of several studies, including one by Drury *et al.* (2023), who found that a structured abstract format can improve the quality and readability of abstracts.

#### *Theme 2: Providing clear guidelines for abstract writing*

The authors recommend that journals provide clear guidelines for authors on how to write effective abstracts. This recommendation is supported by the findings of Freysteinson & Stankus (2019) who found that clear guidelines can help authors write more concise and informative abstracts.

#### *Theme 3: Encouraging the use of plain language*

The authors suggest that journals should encourage authors to use plain language when writing abstracts, in order to make them more accessible to a wider audience. This recommendation is supported by the findings of several studies, including those by Sapriawan & Chandra (2022), who found that plain language are easier to understand and more likely to be read.

#### *Theme 4: Including keywords and phrases*

The authors suggest that journals should require authors to include relevant keywords and phrases in their abstracts, in order to improve discoverability and searchability.

#### *Theme 5: Providing feedback and training*

The authors suggest that journals should provide feedback and training to authors on how to write effective abstracts. This recommendation is supported by the findings of several studies, including those by Piedra (2022), who found that training and feedback can improve the quality and consistency of abstracts.

Overall, the authors' recommendations are based on a thorough analysis of the existing literature on abstract writing in ELT and Literature journals. By adopting these recommendations, journals can improve the quality and readability of their abstracts, which in turn can enhance the impact and visibility of the articles they publish.

*Recommendations for improving abstract writing in ELT and literature journals*

The important suggestions made by numerous authors for enhancing the caliber of abstracts in the fields of English Language Teaching (ELT) and Literature are summarized in this table 2. A thorough review of 15 papers published between 2000 and 2022 led to the recommendations. The author's name, the publishing year, and the recommendation's source are all listed in the table. Structure, substance, language, and dissemination are among the categories into which the recommendations are divided depending on their main areas of interest. The table is a helpful tool for academics, editors, and reviewers who want to improve the effectiveness and clarity of abstracts in publications for ELT and literature.

*Tabel 2. Recommendations for improving abstract writing in ELT and literature journals*

Recommendation	Author(s)	Publication Year	Source
Use clear and concise language	Woolston	2020	Nature
Include the research problem, methodology, and main findings	Freysteinson & Stankus	2019	J Contin Educ Nurs
Avoid technical jargon and overly complex language	Woolston	2020	Nature
Follow the journal's guidelines for abstract structure and length	Atzen & Bluemke	2022	Radiology
Use a structured abstract format	Alyousef	2021	SAGE Open
Avoid vague or general statements	Woolston	2020	Nature
Highlight the significance and contribution of the study	Nelson and King	2022	Reading and Writing
Provide clarity and specificity in the abstract title	Amnuai	2019	SAGE Open
Use keywords that accurately reflect the study's content	Kumar	2022	Preiodontol

Abstract writing is an essential skill for researchers in the fields of English Language Teaching (ELT) and Literature, as it allows them to present their research to a wider audience. However, as highlighted in the qualitative evidence synthesis table, there is a lack of consistency in the structure and content of abstracts in ELT and Literature journals. To address this issue, several key recommendations have been proposed, including the use of a standard abstract format, the inclusion of clear and concise information about the research problem, methodology, and findings, and the avoidance of jargon and technical language.

It is important for scholars and journal editors in the field to take these recommendations seriously and work towards improving the quality of abstracts in ELT and Literature journals. By following a standard abstract format and presenting their research in a clear and concise manner, researchers can increase the visibility and impact of their work, while also making it more accessible to a wider audience. By offering advice and criticism to writers and making sure that abstracts adhere to the requirements of their particular journals, journal editors can also help to raise the quality of abstracts.

Above all, the recommendations for improving abstract writing in ELT and Literature journals are an important step towards enhancing the quality and impact of research in these fields. By adopting these recommendations, scholars and journal editors can work together to ensure that abstracts accurately and effectively communicate the findings of research studies, thereby contributing to the advancement of knowledge in the field.

## CONCLUSION

This qualitative evidence synthesis has identified several key recommendations for improving abstract writing in ELT and Literature journals. The analysis of 16 studies revealed that abstracts in these journals tend to be descriptive in nature, with a focus on presenting the research problem, methodology, and main findings. However, there is a lack of consistency in terms of structure and content across journals, and the quality of abstracts varies widely.

The recommendations for improvement include providing clear and concise titles, following a standard structure for abstracts, avoiding jargon and technical terms, providing context and significance of the research, and including limitations and future research directions. These recommendations are supported by the findings and suggestions of experts in the field.

Improving abstract writing in ELT and Literature journals is crucial for increasing the visibility and impact of research, as well as for facilitating the dissemination of knowledge to a wider audience. By implementing these recommendations, authors can improve the quality of their abstracts and increase the chances of their research being read and cited by others in the field.

## ACKNOWLEDGEMENTS

We want to thank everyone who helped make this research successful from the bottom of our hearts and the development of this journal article. We dedicate this work to all those who have supported and believed in our vision, and we hope that our findings contribute meaningfully to the scientific community and the advancement of knowledge in our field.

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