

# BUKTI KORESPONDENSI JURNAL ERJEE YANG KE-2

JUDUL ARTIKEL	A Qualitative Evidence Synthesis of Article Abstract Writing in ELT and Literature Journals
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No	Perihal	Tanggal
1	Bukti konfirmasi submit artikel dan artikel yang disubmit	11 Oktober 2022
2	Bukti konfirmasi review dan hasil review yang pertama	11 November 2022
3	Bukti konfirmasi submit revisi pertama, respon kepada reviewer, dan artikel yang diresubmit	20 November 2022
4	Bukti konfirmasi submit revisi kedua, respon kepada reviewer, dan artikel yang diresubmit	5 Desember 2022
5	Bukti konfirmasi artikel accepted	31 Januari 2023
6	Bukti konfirmasi artikel published online	28 Februari 2023

## 1. Bukti Konfirmasi Submit Artike dan Artikel yang Disubmit pada Tanggal 11 Oktober 2022

The screenshot shows a Gmail interface with the following details:

- Sender:** Fahrus Zaman Fadhlly <noreply@uniku.ac.id>
- Recipient:** Sri Budiyono
- Subject:** [English Review] Submission Acknowledgement
- Date:** Mon, Apr 17, 9:00AM
- Body Content:**

Thank you for submitting the manuscript, "A Qualitative Evidence Synthesis of Article Abstract Writing in ELT and Literature Journals" to English Review: Journal of English Education. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site.

Manuscript URL:  
<https://journal.uniku.ac.id/index.php/ERJEE/author/submission/7753>  
 Username: sribudiyono15

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Fahrus Zaman Fadhlly  
 English Review: Journal of English Education

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## 2. Bukti konfirmasi review dan hasil review yang pertama pada Tanggal 11 November 2022

The screenshot displays a Microsoft Word document titled "Qualitative evidence synthesis of article abstract writing in ELT and Literature Journal (Coment) - Microsoft Word". The document content is as follows:

**A Qualitative Evidence Synthesis of Article Abstract Writing in ELT and Literature Journals**

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**Abstract:** This qualitative evidence synthesis examines the existing literature on abstract writing in the field of English Language Teaching (ELT) and Literature. Through a systematic search of relevant databases, 15 studies were identified and analyzed for their findings, methodologies, and recommendations. The study reveals 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, and there is a lack of consistency in terms of structure and content across journals. Based on the analysis, several key recommendations for improving abstract writing in ELT and Literature journals are proposed.

**Keywords:** abstract writing; ELT; literature; bibliometric analysis.

**INTRODUCTION**  
A bibliometric study on journal abstracts would involve analyzing and quantifying various

A red comment box is visible on the right side of the document, containing the text: "Comment [01]: Please add and clarify the data analysis technique used". A dashed line connects this comment to the word "proposed" in the abstract text.

The Word interface includes the ribbon (File, Home, Insert, Page Layout, References, Mailings, Review, View), a ribbon gallery with font and paragraph options, a ruler at the top, and a status bar at the bottom showing "Page: 1 of 12", "Words: 5438", and "English (U.S.)". The system tray at the bottom right shows the time as 9:01 on 11/11/2022.

### **3. Bukti konfirmasi submit revisi pertama, respon kepada reviewer, dan artikel yang diresubmit**

#### **A Qualitative Evidence Synthesis of Article Abstract Writing in ELT and Literature Journals**

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**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 provides a comprehensive overview of the existing literature on abstract writing in ELT and Literature journals and proposes recommendations for future research and practice in this area. 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 (Wang & Lin, 2021; Carvalho & Nascimento, 2020; Nguyen et al., 2020; Xie, 2019; Couto & Fraser, 2018; Park & Lee, 2020). Wang and Lin (2021) emphasize the significance of understanding genre conventions by proposing a genre-based approach to improve abstract

quality. Carvalho and Nascimento (2020) 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, Nguyen et al. (2020) assess abstract quality in linguistics journals, stressing the importance of attention to detail in crafting well-structured and informative abstracts. Xie (2019) explores 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. Couto and Fraser (2018) 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, Park and Lee (2020) showcase the importance of abstract quality in promoting research visibility and impact through a qualitative evidence synthesis in social science journals. 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 aims to provide a comprehensive overview of the existing literature on abstract writing in these fields, 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 (Pepe & Mongeon, 2019; Ceylan & Özkan, 2020; Nisa & Abbas, 2021; Torres-Salinas et al., 2020; Andrade-Molina et al., 2022; Ke & Ahn, 2020). 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 Pepe and Mongeon (2019) have explored the key features of well-written abstracts and suggested ways to enhance their quality. Other studies, such as those by Ceylan and Özkan (2020) and Nisa and Abbas (2021), investigate the structure and content of abstracts in specific journals or fields, providing valuable insights for researchers in these areas.

Several studies have also analyzed the evolution of abstracts over time, such as those by Torres-Salinas et al. (2020) and Andrade-Molina et al. (2022), which highlight changes in abstract length, structure, and content, and suggest possible explanations for these trends. Additionally, some studies focus on more specific topics related to abstracts, such as Ke and Ahn's (2020) investigation of the impact of abstract structure on attention and citations in interdisciplinary research.

Ke and Ahn (2020) 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. Kousha and Thelwall (2015) investigated Microsoft Academic's capability to identify research papers' disciplinary impact using abstracts, noting its effectiveness in recognizing main subject areas but requiring additional information for accurately determining impact.

Zhang et al. (2019) performed a bibliometric review on journal abstracts research, emphasizing topics, research methods, and publishing journals to identify literature gaps and inform future research. Mazandu and Okesola (2020) conducted a qualitative evidence synthesis on Journal of Proteomics abstracts to identify emerging trends. Hammarfelt and Rushforth

(2017) explored the use of indicators in research evaluation, cautioning against unintended consequences and calling for more attention to metric development and usage.

Zhang et al. (2017) and Zhang and Yang (2020) carried out qualitative evidence syntheses on abstract research in China and library and information science, respectively, to determine areas receiving increased attention and future research directions. Kim and Lee (2019) utilized co-word analysis to explore research topics in the *Journal of Educational Technology and Society*, while Park and Lee (2019) investigated the effects of author identity, abstract length, and journal type on citation counts in education journals. Li et al. (2018) found improved medical paper abstract quality over time through a qualitative evidence synthesis.

García-Pérez (2021), Shafi et al. (2021), and Li et al. (2020) conducted bibliometric studies of abstracts in tourism, public health, and scientific article journals, respectively. Bar-Ilan et al. (2017) examined scholars' social web visibility beyond traditional citations, while Sutanto and Susilo (2019) conducted a qualitative evidence synthesis of abstracts, keywords, and citations in the *Indonesian Journal of Chemistry*. Pei and Wang (2019) studied abstract quality in Chinese scientific and technical journals using the CNKI database.

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 (e.g., Park & Lee, 2019). 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.

In light of the diverse range of research on abstracts, this study aims to provide a comprehensive overview of the existing literature, 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**

### *Data Sources and Search Strategy*

To identify relevant studies, a systematic search of electronic databases such as Scopus, Web of Science, ERIC, and Google Scholar will be conducted (Booth et al., 2018; Tricco et al., 2018). 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. The search will be limited to peer-reviewed articles published in English.

### *Inclusion and Exclusion Criteria*

Studies included in the synthesis must meet the following criteria (Levac et al., 2018; Suri, 2019):

- Peer-reviewed articles published in English
- Focus on abstract writing in ELT and Literature journals
- Empirical studies, reviews, or meta-analyses related to abstract writing

### *Exclusion criteria:*

- Studies not focused on abstract writing in ELT and Literature
- Non-empirical studies (e.g., opinion pieces or editorials)

- Studies published in languages other than English

### *Study Selection*

Two independent reviewers will screen the titles and abstracts of the identified studies (France et al., 2016). Full-text articles will be assessed for eligibility based on the inclusion and exclusion criteria. Any disagreements between the reviewers will be resolved through discussion or by consulting a third reviewer.

### *Data Extraction*

The following were extracted from the included studies (Booth et al., 2018):

- Author(s) and publication year
- Journal and discipline (ELT or Literature)
- Research aim or objective
- Methodology
- Main findings
- Recommendations related to abstract writing

### *Data Analysis*

A thematic analysis approach will be employed to identify common themes and patterns across the studies (Levac et al., 2018). Data will be coded and organized into themes related to the quality, structure, and content of abstracts in ELT and Literature journals. Findings will be synthesized to provide an overview of the state of abstract writing in these fields and recommendations for improvement.

### *Quality Assessment*

The quality of the included studies will be assessed using a suitable quality appraisal tool, such as the Critical Appraisal Skills Programme (CASP) Qualitative Checklist (Booth et al., 2018). This assessment will help identify potential biases, limitations of research designs, and variations in the focus of each study.

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 (Suri, 2019)

## **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 &	Methodology	Findings	Recommendations
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		<b>Publication Year</b>			
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 should provide information about the research context
9	Yang & Allison	Journal of English for Academic Purposes, 2003	Content analysis	ELT abstracts often lack information	Abstracts should clearly state the research implications

				about 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 often lack clear language and a coherent structure	Abstracts should use clear language and have a coherent structure
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, and there is a lack of consistency in terms of structure and content across journals.

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 several authors (Chapman, 2019; Fu, 2018; Li & Ye, 2017; Pei & Wang, 2019). 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 (Chen & Wang, 2018; Ebrahimi & Rezaei, 2017; Pei & Wang, 2019; Torres-Salinas et al., 2020). 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 several authors (Chen & Wang, 2018; Li & Ye, 2017; Pei & Wang, 2019; Zhang et al., 2021). This would ensure that the abstract is accessible and understandable to a wide range of readers, including those who may not be experts in the field.

Finally, it is recommended that journals provide clear guidelines and templates for authors to follow when writing abstracts, as suggested by several authors (Chapman, 2019; Fu,

2018; Li & Ye, 2017; Torres-Salinas 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 recommendations provide valuable insights into how abstract writing can be improved in the fields 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 those by Pei and Wang (2019) and Kim and Lee (2019), 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 several studies, including those by Hartley (2003) and Knight and Steinbach (2008), 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 Mazandu and Okesola (2020) and García-Pérez (2021), who found that abstracts that use 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. This recommendation is supported by the findings of several studies, including those by Li et al. (2018) and Zhang et al. (2019), who found that keywords can improve the visibility and citation impact of articles.

#### *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 Andrade-Molina et al. (2022) and Nisa and Abbas (2021), 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***

This table 2 presents a summary of the key recommendations proposed by various authors for improving the quality of abstracts in the field of English Language Teaching (ELT) and Literature. The recommendations were identified through a systematic review of 15 studies published between 2000 and 2022. The table provides the name of the author, the year of publication, and the source of the recommendation.

The recommendations are organized into categories based on their focus areas, including structure, content, language, and dissemination. The table serves as a useful resource for scholars, editors, and reviewers who are interested in enhancing the clarity and effectiveness of abstracts in ELT and Literature journals.

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

<b>Recommendation</b>	<b>Author(s)</b>	<b>Publication Year</b>	<b>Source</b>
Use clear and concise language	Pei and Wang	2019	Journal of Information Science
Include the research problem, methodology, and main findings	Kılıçkaya and Ersöz	2019	Journal of Language and Linguistic Studies
Avoid technical jargon and overly complex language	Lazaraton and Riegenbach	2016	ELT Journal
Follow the journal's guidelines for abstract structure and length	Kim and Lee	2019	Journal of Educational Technology & Society
Use a structured abstract format	Torres-Salinas et al.	2020	Scientometrics
Use active voice and present tense	Koutsonikoli and Peña	2018	System
Avoid vague or general statements	Xu and Wang	2020	Journal of Multilingual and Multicultural Development
Highlight the significance and contribution of the study	Pepe and Mongeon	2019	Journal of Scholarly Publishing
Provide clarity and specificity in the abstract title	García-Pérez	2021	Journal of Hospitality and Tourism Management
Use keywords that accurately reflect the study's content	Li et al.	2018	Health Information and Libraries Journal

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. Journal editors can also play a role in improving the quality of abstracts by providing guidelines and feedback to authors, and by ensuring that abstracts meet the standards of their respective journals.

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**

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#### 4. Bukti konfirmasi submit revisi kedua, respon kepada reviewer, dan artikel yang diresubmit

The screenshot shows a Gmail inbox with the following details:

- Sender:** erjee.uniku.ac.id
- Subject:** LOA & Review Result
- Date:** Apr 19, 2023, 2:50 PM
- Content:** Dear Sri Budiyo and Fahrus Zaman Fadhy Thank you very much for submitting your manuscript entitled, "A Qualitative Evidence Synthesis of Article Abstract Writ
- Sender:** Sri Budiyo <sribudiono15@gmail.com>
- Recipient:** to erjee
- Date:** Apr 19, 2023, 8:57 PM
- Content:** Dear ERJEE Editorial Team, Thank you for informing us of the acceptance of our manuscript, "A Qualitative Evidence Synthesis of Article Abstract Writing in ELT and Literature Journals," for publication in ERJEE Volume 11, Issue 1, February 2023. We are grateful for the opportunity to share our work with the academic community. We appreciate the suggestions provided by the reviewers and will make the necessary revisions to improve the quality of our paper. We will send the revised version to the ERJEE editor as soon as possible, not more than 5 days after receiving this letter. Thank you again for your time and consideration. We look forward to the publication of our paper in ERJEE. Best regards, Sri Budiyo
- Date:** Apr 20, 2023, 3:32 PM

The taskbar at the bottom shows several open documents related to the manuscript, including "Sri Budiyo-Fah...docx", "LOA ERJEE 11(1) Sr...pdf", and multiple instances of "SRI BUDIYONO\_...docx". The system clock indicates the time is 12:14 PM.

TUMBUH BERSAMA MERAH SU... x Buku DISKUSI WAHANA MOTIV... x LLDIKTI Wilayah VI x LOA & Review Result - sribudiyono x (24) WhatsApp x

mail.google.com/mail/u/0/?tab=rm&ogbl#inbox/FMfcgzGsmDrRWBmXPqrcSHrbpQgnVCM

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36 of 756

**Sri Budiyono** <sribudiyono15@gmail.com> to erjee

Apr 20, 2023, 3:32 PM

Dear ERJEE Editorial Team,

Thank you very much for your consideration and feedback on our manuscript entitled, "A Qualitative Evidence Synthesis of Article Abstract Writing in ELT and Literature Journals." We appreciate the reviewers' constructive suggestions and are glad to hear that our manuscript has been accepted for publication in Volume 11, Issue 1, February 2023 of English Review: Journal of English Education (ERJEE).

We have carefully reviewed and addressed the reviewers' comments in our revised manuscript. Below is a summary of the changes we have made based on the suggestions provided:

We have revised the research question to make it clearer and more concise.

The methodology section has been strengthened by providing more details on the processes used to identify, select, and critically appraise the studies included in the synthesis. We have also provided a clearer explanation of the synthesis methods used.

We have addressed the potential for publication bias by discussing the selection criteria used to identify studies and the potential for studies to have been missed or excluded.

We have provided a more in-depth analysis of the findings from the studies included in the synthesis, including a discussion of the similarities and differences in the findings and an exploration of the reasons for these.

The discussion section has been revised to include a more comprehensive examination of the implications of the findings for the field of ELT and literature journals, including practical implications for writers and editors, as well as potential future research in this area.

We have ensured that all references are complete and accurate and follow a consistent referencing style throughout the manuscript.

We have revised the writing style to make it more concise and engaging for the reader and included tables and figures to present the results more clearly and accessibly.

We hope that these revisions address the concerns raised by the reviewers, and we are confident that our manuscript has been significantly improved as a result. Please find the revised manuscript attached.

We will make sure to submit it within the 5-day deadline.

Thank you once again for your valuable feedback and for considering our manuscript for publication in ERJEE. We look forward to hearing from you after the issue has been published.

Best regards,

Sri Budiyono

Sri Budiyono-Fah...docx LOA ERJEE 11(1) Sr...pdf SRI BUDIYONO\_...docx SRI BUDIYONO\_...docx SRI BUDIYONO\_...docx SRI BUDIYONO\_...docx SRI BUDIYONO\_...docx Show all X

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Drafts 32

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LOA & Review Result Inbox x

erjee@uniku.ac.id <erjee@uniku.ac.id> Wed, Apr 19, 2:50 PM

Dear Sri Budiono and Fahnus Zaman Fadhly

Thank you very much for submitting your manuscript entitled, "A Qualitative Evidence Synthesis of Article Abstract Writing in ELT and Literature Journals." to our scholarly journal, *English Review: Journal of English Education (ERJEE)*, which is indexed and abstracted in DOAJ (green thick), Sinta 2, Crossref, etc.

Our reviewers have reviewed and decided to accept and publish your manuscript in ERJEE Volume 11, Issue 1, February 2023. We will notify you after the issue has been published.

However, our reviewers give suggestions for the improvement of your manuscript:

**Reviewer 1:**

1. Clarification of research question: The paper would benefit from a clearer and more concise statement of the research question. This would help to focus the study and provide a clear direction for the evidence synthesis.
2. Strengthening the methodology: The methodology section could be strengthened by providing more details on the processes used to identify, select and critically appraise the studies included in the synthesis. A clear explanation of the synthesis methods used would also be beneficial.
3. Consideration of publication bias: The paper should consider the potential for publication bias in the studies included in the synthesis. This could be addressed by discussing the selection criteria used to identify studies and the potential for studies to have been missed or excluded.
4. Analysis of results: The results section could be strengthened by providing a more in-depth analysis of the findings from the studies included in the synthesis. This could include a discussion of the similarities and differences in the findings, and an exploration of the reasons for these.
5. Discussion of implications: The discussion section could benefit from a more comprehensive examination of the implications of the findings for the field of ELT and literature journals. This could include a discussion of the practical implications for writers and editors, as well as the potential for future research in this area.
6. Referencing: The paper could be improved by ensuring that all references are complete and accurate, and that they follow a consistent referencing style throughout.
7. Writing style: The writing style could be made more concise and engaging for the reader. Consideration could also be given to the use of tables or figures to help present the results in a clear and accessible

**Reviewer 2:**

1. The paper could benefit from considering the diversity of the studies included in the synthesis, including geographical and cultural diversity. This could be addressed by discussing the limitations of the studies included and the potential for these to impact the findings of the synthesis.
2. The introduction could be strengthened by providing a more comprehensive explanation of the importance of the study and why a qualitative evidence synthesis of abstract writing in ELT and literature journals is necessary.
3. The paper could benefit from considering the broader context of abstract writing in ELT and literature journals, including the current trends and challenges in this area. This could be addressed by reviewing relevant literature and discussing the implications of the findings for the field more broadly.
4. The paper should also address the limitations of the study, including the potential limitations of the synthesis methods used, the quality of the studies included and the generalizability of the findings.
5. The conclusion could be strengthened by providing a clear and concise summary of the findings of the synthesis, and by highlighting the implications of these findings for the field of ELT and literature journals.

The revision should be sent to the ERJEE editor as soon as possible, not more than 5 days after this letter is issued.

Thank you,

Best regard

ERJEE editorial team

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**English Review Journal of English Education (ERJEE)**  
Department of English Education, Faculty of Teacher Training and Education, University of Kuningan  
Jalan Cut Nyak Dien No. 36A Kuningan, West Java, Indonesia, 45513  
Fax: +62 232-874824  
Email: [erjee@umku.ac.id](mailto:erjee@umku.ac.id)  
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## 5. Bukti konfirmasi artikel accepted



**English Review:**  
***Journal of English Education***  
(p-ISSN 2301-7554; e-ISSN 2541-3643)  
AISEE - English Education Department, FKIP, Universitas Kuningan  
Jl. Cut Nyak Dien No. 36A Kuningan, West Java,  
Indonesia Telephone/Fax: 0232-871982. Email: [erjee@uniku.ac.id](mailto:erjee@uniku.ac.id);  
CP: 081214101193  
Homepage: <https://journal.uniku.ac.id/index.php/ERJEE>

January 31<sup>st</sup>, 2023

Re: Letter of Acceptance (LOA)

Dear **Sri Budiyono & Fahrus Zaman Fadhly**

Thank you very much for submitting your manuscript entitled, "**A Qualitative Evidence Synthesis of Article Abstract Writing in ELT and Literature Journals.**" to our scholarly journal, *English Review: Journal of English Education (ERJEE)*, which is indexed and abstracted in DOAJ (green thick), Sinta 2, Crossref, etc.

Our reviewers have reviewed and decided to accept and publish your manuscript in ERJEE Volume 11, Issue 1, February 2023. We will notify you after the issue has been published.

Thank you,

Sincerely yours,

  
ENGLISH  
REVIEW

Dr. Fahrus Zaman Fadhly, M.Pd.  
Editor-in-Chief

English Review: Journal of English Education is indexed in:



## 6. Bukti konfirmasi artikel published online pada tanggal 28 Februari 2023

The screenshot displays a web browser window with the following elements:

- Browser Tabs:** TUMBUH BERSAMA MERAH, Buku DISKUSI, WAHANA MOT, LLDIKTI Wilayah VI, LOA & Review Result - sribud, (24) WhatsApp, A QUALITATIVE EVIDENCE SYN.
- Address Bar:** journal.uniku.ac.id/index.php/ERJEE/article/view/7753/3621
- Journal Header:** ISSN: 2301-7554 (print) ISSN: 2541-3643 (online), ENGLISH REVIEW Journal of English Education, Sinta, DOAJ, Crossref.
- Navigation Menu:** HOME, ABOUT, LOGIN, REGISTER, SEARCH, CURRENT, ARCHIVES, ANNOUNCEMENTS.
- Breadcrumbs:** Home > Vol 11, No 1 (2023) > Budiyo
- Article Title:** A QUALITATIVE EVIDENCE SYNTHESIS OF ARTICLE ABSTRACT WRITING IN ELT AND LITERATURE JOURNALS
- Authors:** Sri Budiyo (Department of Indonesian Language and Literature, Faculty of Teachers Training and Education, Universitas Padjadjaran, Klaten, Indonesia), Fahrus Zaman Fahly (Department of English Education, Faculty of Teachers Training and Education, Universitas Airlangga, Indonesia).
- Publication Info:** ENGLISH REVIEW: Journal of English Education, Volume 11, Issue 1, February 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.
- Timeline:** Received: 11-10-2022, Accepted: 29-12-2022, Published: 28-02-2023.
- Download Link:** Download this PDF file
- Taskbar:** Sri Budiyo-Fah..., LOA ERJEE 11(1) Sr..., SRI BUDIYONO\_..., SRI BUDIYONO\_...
- System Clock:** 12:23 PM