A METADISCOURSE ANALYSIS OF RESEARCH ARTICLE ABSTRACTS ACROSS ENGLISH, INDONESIAN, AND ARABIC AUTHORED BY INDONESIAN ISLAMIC HIGHER EDUCATION SCHOLARS

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ABSTRACT

This study examines the use of metadiscourse in English, Indonesian, and Arabic research article abstracts from the *Studia Islamika* journal, published between 2014 and 2023. Focusing on enhancing cross-cultural academic communication, the research analyzes how authors affiliated with Islamic higher education institutions employ metadiscourse to engage readers and position their work within the scholarly field. Using Hyland's (2005) metadiscourse framework, the study identifies distinct patterns in the distribution and realization of interactive and interactional metadiscourse elements across the three languages. Transitions are the most frequently employed interactive feature, with a stronger reliance on frame markers in Indonesian and Arabic abstracts. However, the absence of self-mentions and engagement markers across all three languages suggests a shared preference for a formal academic tone. These findings provide valuable insights into metadiscourse practices in Islamic studies abstracts, offering guidance for scholars in preparing manuscripts for publication. Additionally, this research underscores the importance of focusing on metadiscourse in academic writing within language education departments at Islamic higher education institutions, enhancing scholars' writing skills and promoting awareness of cultural and linguistic nuances when addressing a global audience.

Keywords: Abstract, Contrastive linguistics, Genre analysis, Islamic studies, Metadiscourse, Research Article

INTRODUCTION

Islamic higher education (IHE) institutions in Indonesia face significant challenges in preparing manuscripts for publication in reputable Islamic studies journals (Defianty & Hidayat, 2020). One major hurdle is meeting the stringent standards these journals uphold, which require high levels of methodological rigor, clarity, and scholarly relevance (Hamamah et al., 2023; Kurniawan et al., 2019a). Many novice scholars and lecturers often lack the academic writing proficiency and experience needed to fulfill these expectations (Gao & Pramoolsook, 2023; Kurniawan et al., 2024). Moreover, they frequently encounter difficulties with the specific formatting and structural guidelines of high-impact journals, which impedes their ability to effectively present their research (Kurniawan et al., 2019b; Suherdi et al., 2020) in a manner that aligns with the expectations of the scholarly audience (Kurniawan & Haerunisa, 2023; Nagano, 2015). These challenges restrict the international visibility and academic impact of their work, posing obstacles to broader recognition in the global scholarly community (Pratiwi & Kurniawan, 2021).

Indonesian scholars affiliated with IHE institutions contribute significantly to Islamic studies through research on diverse topics, including socioeconomics, culture, and socio-political issues (Njoto-Feillard, 2014; Hidayatullah, 2024; Akmaliah & Nadzir, 2024). To improve their publication success in reputable international journals, it is crucial to provide targeted guidance on crafting strong research article abstracts (Alotaibi, 2020; Defianty &

Hidayat, 2020; Putri et al., 2021). Effective abstracts enable IHE scholars to present their Islamic studies research clearly and persuasively, helping their work resonate with journal editors, reviewers, and readers within the academic discourse community (Amnuai, 2019; El-Dakhs, 2018; Hyland, 2010). Such scholarly support is essential for enhancing the visibility and impact of Islamic studies research on a global scale.

Research article abstracts play a pivotal role in scholarly communication, offering readers a concise summary of a study's key methodologies and findings (El-Dakhs, 2018; Kurniawan et al., 2019; Lubis et al., 2022; Suherdi et al., 2021) to achieve specific communicative purposes (Hyland, 2000; Kurniawan, 2023; Swales & Feak, 2010). Originating in the field of health and medical research in the 1960s, abstracts have since become a vital academic genre (Swales & Feak, 2012). A well-crafted abstract is crucial for securing publication in prestigious international journals, as it serves as the primary point of interaction between authors and journal editors (Amnuai, 2019; El-Dakhs, 2018; Pratiwi & Kurniawan, 2021). Additionally, abstracts guide readers' decisions on whether to engage with the full article, acting as a gateway to the dissemination of scholarly knowledge (Ghasempour & Farnia, 2017; Kurniawan & Sabila, 2021; Tocalo, 2021). Therefore, crafting a compelling abstract is essential for academic recognition and knowledge sharing.

Alongside the importance of abstracts in scholarly communication, another key aspect of academic writing that merits attention is metadiscourse. Introduced by structural linguist Zelig Harris (1959) and further developed in applied linguistics by scholars such as Vande Kopple (1985), Crismore (1989), and Williams (1981), metadiscourse has become essential for understanding the rhetorical strategies writers use to engage with both their subject matter and their readers, especially in genre-specific writing like abstracts (Gai & Wang, 2022; Hyland, 2004; 2010; 2017; Qin & Uccelli, 2018). Hyland's (2005) model, building on earlier work by Crismore and Hill (1988), categorizes metadiscourse into two primary types: interactive and interactional. Interactive elements, such as transitions and frame markers, help structure and organize the text, while interactional elements, including hedges and self-mentions, convey the writer's stance and facilitate reader engagement. Analyzing metadiscourse use in academic writing provides valuable insights into the cultural and disciplinary norms that shape scholarly communication (Hyland, 2017).

Metadiscourse analysis has been widely applied across various text types, revealing rhetorical strategies employed in different genres. Researchers have examined metadiscourse in contexts such as advertising and press releases (Liu & Zhang, 2021), newspapers (Chen & Li, 2023), student presentations (Ädel, 2023), essays (Ho & Li, 2018), and textbooks (Crismore & Hill, 1988). In academic writing, studies have analyzed metadiscourse in dissertation introductions (Afzaal et al., 2021), thesis discussions (Peng & Zheng, 2021), and journal articles in fields such as economics, finance (Alyousef, 2015), and interdisciplinary studies (Cao & Hu, 2014). Tse and Hyland (2010) found that disciplines within the humanities and social sciences utilize more metadiscourse markers—especially transitions and hedges—than those in the natural sciences. These findings underscore the varied use of metadiscourse across both professional and academic writing contexts, highlighting its role in facilitating effective communication within specific discourse communities.

Previous studies on metadiscourse in multilingual academic writing, particularly focusing on Arabic and English, remain relatively limited. Research by Alharbi and Swales (2011) and Sultan (2011) has highlighted differences in metadiscourse usage between Arabic and English abstracts by Arab scholars. While some studies have compared English and Arabic abstracts (Sultan, 2015) and others have examined Indonesian in relation to Arabic (Nikmah, 2020; Khasanah & Baehaqie, 2021) or English (Pratiwi & Kurniawan, 2021), no comprehensive multilingual comparison has yet been conducted across Arabic, English, and Indonesian

research article abstracts. This study addresses this gap by examining metadiscourse use in trilingual abstracts written in these three languages, offering a unique contribution to understanding how rhetorical strategies differ across diverse linguistic and cultural contexts.

METHOD

This study forms part of a larger project investigating trilingual abstracts in English, Indonesian, and Arabic through the frameworks of Hyland's (2000) rhetorical move model and Hyland's (2005) metadiscourse framework. Employing methodologies from both corpus linguistics (O'Keeffe & McCarthy, 2010; Curry et al., 2024) and contrastive linguistics (Sultan, 2015; Taqi, 2021), the research examines a selected corpus of abstracts from *Studia Islamika*. Corpus linguistics techniques were used to compile the data, while contrastive linguistics methods allowed for a comparative analysis of metadiscourse features across the three languages. This dual approach enables a comprehensive exploration of how rhetorical strategies are utilized and varied in multilingual academic writing.

The corpus was curated from multilingual abstracts published in *Studia Islamika*, a journal known for presenting abstracts in English, Indonesian, and Arabic for each article. The journal's format aligns with this study's objectives, making it an ideal data source. Additionally, as a reputable, Scopus-indexed journal managed by Indonesian Islamic higher education (IHE) institutions, Studia Islamika offers a unique opportunity to explore multilingual academic writing. Unlike many Islamic studies journals that publish monolingual English abstracts, it provides a rich resource for this comparative study. The corpus comprises 30 abstracts—10 in each language—extracted from 10 research articles authored by scholars from Indonesian IHE institutions. While larger datasets may provide statistical advantages, the chosen sample size allows for an in-depth qualitative analysis of metadiscourse patterns across the three languages. Following standard practices (Hilmi et al., 2021), abstracts were anonymized and coded as 1E (English), 1I (Indonesian), and 1A (Arabic) for each article, with corresponding codes for the rest.

To analyze the metadiscourse features, this study applies Hyland's (2005) metadiscourse framework, a widely accepted model for examining academic abstracts (Pearson & Abdollahzadeh, 2023; Chen & Li, 2023; Kheryadi et al., 2022). The analysis process was systematic: first, each abstract was carefully reviewed to gain a comprehensive understanding of the Islamic studies research it represented. Next, the abstracts were segmented into interactive and interactional metadiscourse categories, allowing for a detailed examination of how authors employed metadiscourse features to enhance clarity and engagement. Hyland's framework, summarized in Table 1, guided the categorization and analysis, enabling a nuanced understanding of the distribution and realization of metadiscourse across the multilingual texts.

Table 1. Hyland (2005a) Metadiscourse Framework

Category	Function	Example
INTERACTIVE	help to guide the readers through the text	resources
Transition	express relations between main clauses	in addition; but; thus
Frame markers	refer to discourse act, sequences	finally; to conclude; my purpose
Endophoric markers	refer to information in other parts of the text	noted above; see figure
Evidentials	refer to other information from other text	according to X; Z states
Code glosses	elaborate propositional meaning	namely; e.g; such as

Category	Function	Example
INTERACTIONAL	involve the readers in the text	resources
Hedges	withhold commitment and open dialogue	might; perhaps; possible
Boosters	emphasize certainty or close dialogue	in fact; definitelyl it is clear
Attitude markers	express writer's attitude to proposition	unfortunately; I agree; surprisingly
Self-Mention	reference to author	I; we; my; our
Engagement markers	explicitly build relationship with reader	consider; note; you can see that

The metadiscourse analysis focused on identifying the distribution and implementation of interactive and interactional features in English, Indonesian, and Arabic abstracts, as defined by Hyland's (2005) model. Table 1 outlines the interactive and interactional categories based on Tse and Hyland's (2010) work, highlighting the specific metadiscourse markers found in each language. Researchers systematically segmented each abstract according to these categories to examine how each language utilized metadiscourse elements to convey clarity and engagement. To ensure reliability, Alotaibi's (2015) methodology was adapted by involving two raters: one, an Indonesian native speaker with a Ph.D. in English specializing in linguistics and writing studies, and the other, an Indonesian native speaker with a Ph.D. in Arabic with similar expertise. The initial inter-rater agreement was 87%, but after resolving discrepancies through discussion, the final agreement reached 96%. This collaborative verification process strengthened the validity and reliability of the findings and minimized potential researcher bias.

RESULTS AND DISCUSSION
Corpus of Abstract Across English, Indonesian and Arabic Authored by Indonesian IHE Scholars

A quantitative analysis of the corpus, comparing the number of abstracts, sentences, and words in English, Indonesian, and Arabic abstracts has revealed several findings. The data reveals that while the total number of abstracts is relatively similar across the three languages, there are variations in the average sentence length and word count as can be seen in table 2.

Table 2: Number of Abstracts, Sentences, and Words Across English, Indonesian, and Arabic in the Corpus

Abstract, Sentences and Words in the Corpus						
	English		Indonesian		Arabic	
Abstract	Sentence	Words	Sentence	Words	Sentence	Words
30	64	1551	63	1387	52	1527
100%	35.75%	34.74%	35.20%	31.06%	29.05%	34.20%

The analysis of the corpus reveals that while the number of abstracts is relatively similar across English, Indonesian, and Arabic (10 each), there are variations in sentence count and word count. English abstracts have the highest total sentences (64) and words (1,551), followed by Indonesian (63 sentences, 1,387 words) and Arabic (52 sentences, 1,527 words). In terms of sentence distribution, English and Indonesian abstracts account for a similar percentage (35.75% and 35.20%, respectively), while Arabic abstracts comprise 29.05%. Regarding word count, English and Arabic abstracts have a more balanced distribution, with 34.74% and 34.20%

respectively, while Indonesian abstracts account for 31.06%. These findings suggest that while English and Indonesian abstracts may use a similar number of sentences, Arabic abstracts tend to use longer or more complex sentences, packing more information into fewer sentences. This could be attributed to linguistic differences or variations in writing styles across the languages.

This study analyzes the distribution of metadiscourse elements in English, Indonesian, and Arabic abstracts, focusing on interactive elements, such as transitions and frame markers, and interactional elements, like hedges and self-mentions. The following sections will present data on these metadiscourse features, offering insights into the rhetorical strategies and cultural nuances specific to each language.

Distribution of Interactive Metadiscourse across English, Indonesian and Arabic Abstract

Table 3 below presents the distribution of interactive metadiscourse markers across English, Indonesian, and Arabic abstracts in the corpus. It provides a comparative overview of how these markers are utilized differently across the three languages, highlighting the rhetorical strategies employed by Indonesian IHE authors in their abstracts.

Table 3. Interactive Metadiscoursal Distribution Across English, Indonesian and Arabic Abstract in the Corpus

	Transition			Frame			Endophoric			Evidential			Codeglosses		
Total	E	I	A	E	I	A	E	I	A	E	I	A	E	I	A
397	40	37	60	47	47	37	19	21	22	10	13	9	22	22	11
100%	10.1%	9.3%	15.1%	11.8%	1.7%	9.3%	4.7%	5.3%	5.5%	2.5%	3.2%	2.2%	5.5%	5.5%	2.7%

Table 3 presents the distribution of interactive metadiscourse elements across English, Indonesian, and Arabic abstracts. It shows that transitions are the most frequently used element in all three languages, with English using them most often (40 occurrences, 10.08%), followed by Indonesian (37 occurrences, 9.32%) and Arabic (60 occurrences, 15.11%). Frame markers are also used frequently, with Indonesian and Arabic leading in their use (47 occurrences, 11.84% each). English abstracts use frame markers less frequently (41 occurrences, 10.28%). Endophoric markers are used at a moderate level across all languages, with English slightly higher (19 occurrences, 4.79%) than Indonesian (21 occurrences, 5.30%) and Arabic (22 occurrences, 5.54%). Evidentials and code glosses are used less frequently overall. English abstracts use evidentials more than Indonesian and Arabic (10 occurrences, 2.52% vs. 13 occurrences, 3.28% and 9 occurrences, 2.27% respectively). Code glosses are used similarly across all languages, with around 5% of the corpus using them (English: 22 occurrences, 5.54%; Indonesian: 22 occurrences, 5.54%; Arabic: 11 occurrences, 2.77%). These findings highlight the distinct rhetorical strategies employed in each language. English abstracts use a wider range of interactive metadiscourse features, while Indonesian and Arabic rely more on specific elements like frame markers.

Distribution of Interactional Metadiscourse across English, Indonesian and Arabic Abstracts

Table 4 below illustrates the distribution of interactional metadiscourse markers across English, Indonesian, and Arabic abstracts. It provides a comparative perspective, highlighting how these rhetorical strategies vary across the three languages.

Table 4. Interactional Metadiscoursal Distribution Across English, Indonesian and Arabic Abstract in the Corpus

	Interactional Metadiscourse														
total	Hedge			Booster			Attitude			Self-mention			Engagement		
	E	I	A	E	I	A	E	I	A	E	I	A	E	I	A
100	9	9	3	20	20	20	10	10	10	0	0	0	0	0	0
100%	9%	9%	3%	20%	20%	20%	10%	10%	10%	0%	0%	0%	0%	0%	0%

Table 4 illustrates the distribution of interactional metadiscourse across English, Indonesian, and Arabic abstracts within the corpus. In the "Hedge" category, both English and Indonesian abstracts account for 9% of the total, while Arabic abstracts represent a lower 3%. Conversely, all three languages demonstrate equal representation in the "Booster" category, each comprising 20% of the total. The "Attitude" category also reflects this balance, with English, Indonesian, and Arabic each contributing 10%. Notably, no instances of "Self-mention" or "Engagement" were identified in any of the abstracts, resulting in a 0% occurrence for these categories. This distribution indicates a more consistent use of interactional metadiscourse in the "Booster" and "Attitude" categories, while the "Hedge" category is used less frequently in Arabic abstracts compared to the others.

The distribution of interactive and interactional metadiscourse has been outlined. The following figure illustrates this distribution within the analyzed corpus, providing a visual representation of the proportions between the two types of metadiscourse.
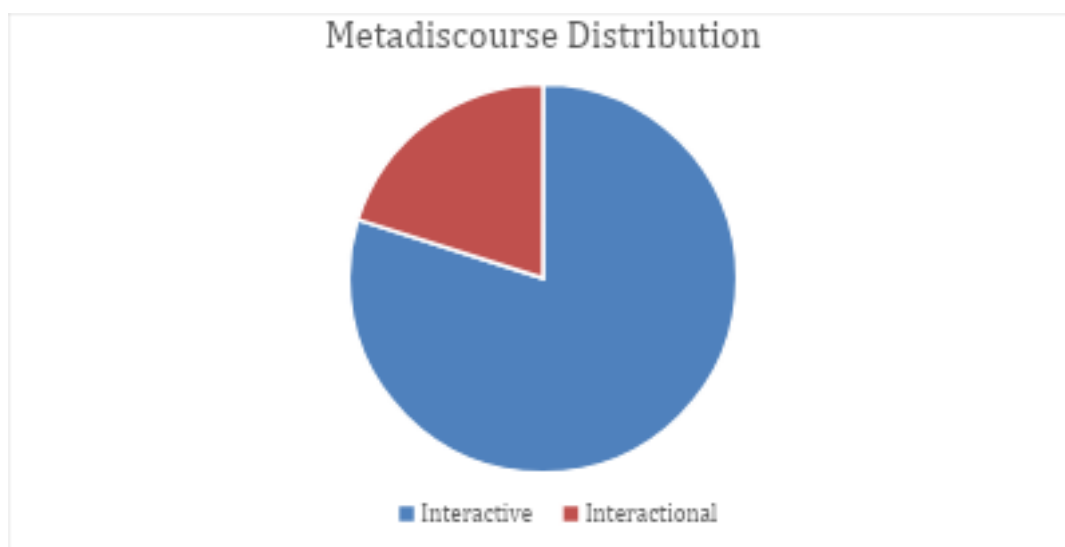

Figure 1. Metadiscourse Frequency

The results of the corpus analysis reveal a clear distribution of metadiscourse elements within the research abstracts. Interactive metadiscourse accounts for the majority, with 397 occurrences, representing approximately 79.88% of the total frequency of 497. In contrast, interactional metadiscourse appears less frequently, with 100 occurrences, making up about 20.12% of the total. These findings are visually represented in figure 1, which illustrates the significant proportion of interactive elements compared to the smaller share of interactional elements in the analyzed corpus.

The upcoming section will shift the focus from the distribution of interactive and interactional metadiscourse elements across English, Indonesian, and Arabic abstracts to their realization within the corpus. It will present specific examples that demonstrate how metadiscourse is expressed in each language, highlighting the strategies utilized by authors affiliated with Indonesian Islamic higher education institutions (IHE) to effectively organize information, engage their readers, and articulate their viewpoints. By analyzing these concrete instances of metadiscourse, this study aims to provide a deeper understanding of the rhetorical nuances and linguistic features that help structure information and strengthen connections with the audience.

Realization of Interactive Metadiscourse across English, Indonesian and Arabic Abstracts

This section presents examples from the corpus to illustrate how Indonesian authors affiliated with Islamic higher education institutions (IHE) utilize interactive metadiscourse in their multilingual abstracts to effectively organize their texts and guide readers through the presented information. Selected examples demonstrate the use of transitions to connect ideas, establish coherence, and enhance the reader's understanding of the content across English, Indonesian, and Arabic abstracts. Analyzing these specific instances will provide insights into the rhetorical strategies employed by authors in each language, shedding light on their approaches to structuring information and engaging their audience.

Transitions

According to Hyland (2005), transitional markers are conjunctions and adverbial phrases that serve to pragmatically link steps within a discourse. The following are excerpts from the corpus illustrating the use of transitions.

1. **_In addition_**, _analysis of this book is verified by conducting interviews and searching for relationships between the texts of Ashʿārīyah group to find out about the new insights and Sirajuddin Abbas's role in the elucidation of the concept of Ahl al-Sunnah wa al-Jamāʿah among Dayah community in Aceh._ (3E-sentence 7)

2. **_Selain itu_**, _analisa buku ini akan diverifikasi dengan melakukan interview dan mencari relasi antara teks-teksAsy'ariyah lainnya untuk menemukan tentang sisi baru dan peran Sirajuddin Abbas dalam pemaknaan konsep Ahl al-Sunnah wa al-Jamāʿah dikalangan masyarakat Dayah di Aceh._ (3I-sentence 7)

كما يتم التحقق من هذا التحليل عن طريق إجراء المقابلات <u>والبحث عن</u> العلاقات بين النصوص الأخرى المرتبطة بفرقة الأشاعرة بهدف الوقوف على الجانب الجديد والدور الذي قام به سراج الدين عباس في توضيح مفهوم أهل السنة والجماعة في مجتمع دايه بآتشيه.

(3A-sentence 5)

Across all three languages, the examples utilize **transitions** to connect ideas and maintain the flow of the argument. Each transition: example one, "In addition," example two" Selain itu," and example three "كما") functions to expand upon previously presented information, thereby facilitating the reader's comprehension of the authors' analyses. The consistent use of these transitions across English, Indonesian, and Arabic abstracts highlights a common rhetorical strategy employed by authors affiliated with Islamic higher education institutions to enhance the clarity and coherence of their scholarly communication.

Frame markers

Hyland (2005) describes frame markers as linguistic elements that label text boundaries or organize sections of text, helping to structure arguments or frame information. The following examples from the corpus demonstrate the use of frame markers.

4. **_Artikel ini_** *adalah suatu usaha untuk memenuhi kebutuhan tersebut, dengan menganalisa secara kritis buku Sirajuddin Abbas; I`tiqad Ahlussunnah Wal-Jamaah. (3I-sentence 3)*

5. **_This paper unfolds_** *the complicated nature of female circumcision in Indonesia,* **and examines** *whether it serves as an expression of religious belief, as a preservation of local tradition or as a violation of human rights. (1E-sentence 6)*

6. تهدف) هذه الدراسة بشكل عامإلى استكشافالعلاقات بين الدولة والمجتمع, وهي في معظمها(تناقش خطة الحكومة

(2A-sentence 1)

Across the three languages, the frame markers employed serve to **announce the purpose** of the research and provide a clear structure for the information presented. Example (5) for English frame marker uses a straightforward announcement of the paper's intent, while the Indonesian frame marker in example (4) articulates a similar purpose in a slightly more contextualized manner. The Arabic frame marker in example (6), too, clearly states the study's aim, establishing the framework for the ensuing discussion. The consistent use of frame markers across the abstracts demonstrates a shared rhetorical strategy among authors affiliated with Islamic higher education institutions, enhancing coherence and guiding the reader through their arguments effectively.

Endophoric markers

According to Hyland (2005), endophoric markers are linguistic expressions that reference other parts of the text, often pointing to earlier information. The following examples from the corpus illustrate the use of endophoric markers.

7. *This article is an attempt to meet* **_these needs_**, *by analyzing critically the book by Sirajuddin Abbas, I`tiqad Ahlussunnah Wal-Jamaah ((3E_sentence 3)*

8. *Artikel ini adalah suatu usaha untuk memenuhi* **_kebutuhan tersebut_**, *dengan menganalisa secara kritis buku Sirajuddin Abbas; I`tiqad Ahlussunnah Wal-Jamaah. (3I-sentence 3)*

وهذا المقال هو محاولة لتلبية <u>هذه الاحتياجات</u>, وذلك من خلال القيام بتحليل الكتاب الذي ألفه سراج الدين عباس والذي. 9يحمل عنوان(2 3A-sentence)

In English-Arabic, example (7-9), expressions such as **_these needs_** and equivalents refer to the purposes stated earlier and emphasizes the content being discussed. This deliberate use of endophoric markers across the three languages demonstrates a strategic effort to guide readers through complex academic discussions and ensure clarity in the presentation of arguments.

Evidentials

As defined by Hyland (2005), evidentials are expressions used to attribute information to another source. The following examples from the corpus demonstrate the use of evidentials.

10.يعتبر «<u>بستان السلاطين</u>» <u>لنور الدين الرانيري</u> (المتوفي عام ١٦٥٩) أهم نص ملايوي في التاريخ الإسلامي. (9A sentence 1)

11. *Artikel ini adalah suatu usaha untuk memenuhi kebutuhan tersebut, dengan menganalisa secara kritis* **buku Sirajuddin Abbas; I`tiqad Ahlussunnah Wal-Jamaah**. *(3A-sentence 3)*

*12. This article is an attempt to meet these needs, by analyzing critically the **book by Sirajuddin Abbas, I`tiqad Ahlussunnah Wal-Jamaah (***3E-sentence 3)

Overall, the use of evidentials in example 10 for Arabic, example 11 for Indonesian, and example 12 for English abstracts emphasizes the authors' reliance on established texts to substantiate their analyses. For instance, the Arabic phrase "بستان السلاطين" (Bustan al-Salatin) references a significant Islamic text, while the Indonesian phrase **"buku Sirajuddin Abbas; I`tiqad Ahlussunnah Wal-Jamaah"** and the English sentence **"the book by Sirajuddin Abbas, I`tiqad Ahlussunnah Wal-Jamaah"** explicitly identify the works being analyzed. This strategic incorporation of evidentials fosters a more informed and credible academic discussion by grounding the authors' arguments in recognized scholarly sources.

Code glosses
Code glosses, as Hyland (2005) states, refer to expressions used to supply additional information. The following provide relevant examples.

13. *For example*, *according to the National Commission on Anti Violence Against Women, a large number of Muslim divorces in the Religious Courts have involved domestic violence approach.*
(7E-sentence 2)
14. وفقا للجنة الوطنية لمكافحة العنف ضد المرأة ، فإن ،على سبيل المثال
(7A-sentence 2)
15. *Bagi mereka, musik akan membawa muslim menjadi **jāhilīyah (bodoh**), **shirk (menyekutukan Tuhan**) dan **bid'ah   (menyimpang**).*(8I-sentence 6)

The analysis of code glosses across English, Indonesian, and Arabic illustrates the authors' strategic use of clarifying phrases to enhance reader comprehension and support their arguments. In the English example 13, **"For example"** introduces specific evidence, linking broader assertions to practical instances. Similarly, the Arabic phrase in example 14 "على سبيل المثال،" (meaning "for example") functions to signal forthcoming clarifications, effectively connecting general statements to detailed information from the National Commission on Anti-Violence Against Women. In the Indonesian sentence, example 15, the use of terms like **"jāhilīyah", "shirk",** and **"bid'ah"** serves to define critical concepts related to music's implications in the Muslim context, providing essential explanations that make the author's points more accessible. Overall, these code glosses contribute to a clearer understanding of the arguments presented, reflecting a deliberate effort to engage readers and foster a more informed academic discussion in each language.

Having presented the examples of interactive metadiscourse drawn from the corpus, the focus will now shift to the interactional metadiscourse features identified in the multilingual abstracts. These examples will illustrate how authors across English, Indonesian, and Arabic utilize interactional elements to engage readers, convey their perspectives, and establish a connection with the audience.

Realization of Interactional Metadiscourse Across English, Indonesian and Arabic Abstracts
In the following section, examples of interactional metadiscourse from the corpus will be presented, showcasing the use of hedges, boosters, and attitude markers across English, Indonesian, and Arabic abstracts. Each example will illustrate how authors employ these elements to engage with readers and convey their perspectives effectively. After the presentation of these examples, detailed explanations will be provided to analyze their functions and

significance within the context of academic discourse, offering insights into the rhetorical strategies utilized by authors in each language.

Hedges
Hedges are linguistic devices to indicate the writer's position to distance from his/her own proposition. They are typically realized by modals (e.g., might), adjectives (e.g., possible) or adverbials (e.g., perhaps). The following provide the data.

16.
- التغلب على نقاط الضعف الموجودة في التمويل <u>يمكنه</u> أن التمويل متناهي الصغر) وتؤكد الدراسة
الأصغر ضد المقرضين.

   (6A-sentence 4)

17. *Promoting inclusive Islam conducted indirectly through the implementation of tolerant Islamic teachings – without undermining or being undermined by the presence of tourist activities in the region**, could** make Islamic cultural events for tourism purposes and involve the mosque in the tourism business.*

   (10E-sentence 3)

18. *Kajian ini meyakini nanofinance **dapat** mengatasi kelemahan microfinance untuk melawan rentenir. (*6I-sentence 5)

The analysis of hedges across the examples from English, Indonesian, and Arabic highlights how authors employ this interactive metadiscourse feature to convey uncertainty and caution in their claims. The Arabic example no 16 utilizes "يمكنه" (can) to suggest that microfinance has the potential to overcome challenges, yet does not assert it as a certainty. Similarly, the English example's use of **"could"** in no 17 indicates possible outcomes of promoting inclusive Islam without guaranteeing success. In the Indonesian example no 18, **"dapat"** (can) reflects a belief that nanofinance can address the weaknesses of microfinance, while still allowing for some doubt. Collectively, these hedges demonstrate authors' strategic approach to maintaining a cautious tone in academic writing, recognizing the complexities of their arguments and leaving room for alternative interpretations.

Boosters
Boosters refer to the writer's choice to emphasize certainty to strengthen argumentation. Below are relevant examples.

19. *Kajian-kajian tentang radikalisme dan relasinya dengan aqidah masing-masing firqah-firqah Islam **sudah banyak** dilakukan* (3I-sentence 1)

20. *This book by Indonesian scholar is **very highly** regarded among the traditional Islamic movement in Aceh.* (3E-sentence 4)

<u>لقد</u>أجريت دراسات كثيرة في التطرف وعلاقتهبالمذاهب الإسلامية, غير أن تحليل النصوص للكتب التيتندرج تحت
فرقة الأشاعرة التابعة لأهل السنة و الجماعة لم تكن محل اهتماما جديمن قبل الأكاديميين(*3A-sentence 1*).

The analysis of boosters across the examples from English, Indonesian, and Arabic demonstrates how authors assert their claims with confidence and emphasize the validity of their arguments. In the Indonesian example no 19,**"sudah banyak dilakukan"** (have been widely conducted) underscores the extensive research already conducted on the relationship between radicalism and the beliefs of various Islamic sects, reinforcing the claim's credibility. Similarly, the English example no 20 employs **"very highly regarded"** to affirm the significant esteem in which a particular book by an Indonesian scholar is held within the traditional Islamic

movement in Aceh, conveying strong conviction in its importance. In the Arabic example no 21, "كثيرة دراسات أجريت" (many studies have been conducted) firmly states that numerous studies exist on extremism and its relationship with Islamic sects. Collectively, these boosters serve to strengthen the authors' positions and enhance the persuasive power of their arguments across all three languages, illustrating their commitment to presenting their analyses with assurance and authority.

Attitude markers
Attitude markers signal the writer's affective attitude to propositions. They convey emotions such as surprise, agreement, importance, obligation, and frustration. Below are the relevant data.

22. *However, textual analysis of Ashʿārīyah group such as "Ahl al-Sunnah wa al-Jamāʿah"* <u>**still lacks serious attention**</u> *from scholars* (3E-sentence 2)
23. *Namun, tektual analisis terhadap buku-buku firqah Asy'ariyah; Ahl al-Sunnah wa al-Jamāʿah, masih kurang mendapat perhatian akademisi* <u>**secara serius**</u>.(3I-sentence 2)
24.

لقدأجريت دراسات كثيرة في التطرف وعلاقته بالمذاهب الإسلامية, غير أن تحليل النصوص للكتب التي تندرج تحت فرقة الأشاعرة التابعة لأهل السنة و الجماعة لم تكن محل <u>اهتماما جديم</u>ن قبل الأكاديميين

(3A-sentence 1)

The use of attitude markers in the examples from English, Indonesian, and Arabic demonstrates how authors convey their personal evaluation or emotional stance toward a particular subject. In the English example no 22, the phrase **"still lacks serious attention"** reflects the author's dissatisfaction with the scholarly focus on the Ashʿārīyah group, indicating that the topic has not received adequate consideration. This evaluation subtly critiques the current state of research on the subject. In the Indonesian example no 23, **"masih kurang mendapat perhatian akademisi secara serius"** (still lacks serious attention from scholars) mirrors the same sentiment, using a similar structure to express the author's disappointment with the limited attention given to the textual analysis of Ashʿārīyah books by academics. The Arabic example no 24, "لم تكن محل اهتماما جديا" (had not been of serious interest), carries the same tone, emphasizing the insufficient academic focus on the texts associated with the Ashʿārīyah group. Overall, the attitude markers in all three languages express a shared dissatisfaction with the current academic neglect of the Ashʿārīyah group's texts, highlighting the authors' evaluative stance and reinforcing the need for greater scholarly attention.

Notably, the corpus analysis did not reveal instances of self-mention or engagement markers, which are often used in academic writing to directly involve the author or reader in the discourse. The absence of these features in the abstracts may suggest a more formal or objective style of writing, where authors refrain from inserting themselves or explicitly addressing the reader.

This study investigates the use of interactive and interactional metadiscourse in multilingual research article abstracts written in English, Indonesian, and Arabic, highlighting distinct linguistic patterns aligned with cultural norms. The analysis of abstracts from the *Studia Islamika* journal reveals that English and Indonesian abstracts share a similar structural pattern, with Indonesian abstracts being more concise, consistent with Arsyad (2013), who found that Indonesian academic writing favors brevity. In contrast, Arabic abstracts present denser ideas, reflected in a higher word count despite fewer sentences, aligning with Alharbi's (1997) findings that Arabic rhetoric often emphasizes complex sentence structures. English abstracts employ diverse metadiscourse strategies to engage readers (Alotaibi, 2015), while Arabic abstracts focus

more on conveying the core message, often sacrificing structural clarity (Alharbi & Swales, 2011). This suggests that cultural and linguistic factors shape rhetorical strategies across these languages, with English and Indonesian achieving clarity through longer texts, and Arabic relying on fewer but more intricate sentences.

The findings reveal that interactive metadiscourse dominates the multilingual abstracts, occurring more frequently than interactional metadiscourse. This aligns with Alotaibi (2015), who reported a similar dominance in English and Arabic abstracts. The prevalence of interactive elements suggests that authors prioritize organizing information and ensuring coherence over engaging with readers (Alotaibi, 2015; Al-Zubeiry, 2019; Khajavy et al., 2012). Interestingly, while interactional metadiscourse is prevalent in persuasive texts like press releases (Liu & Zhang, 2021), academic abstracts emphasize a structured presentation of ideas through interactive markers (Cao & Hu, 2014; Gillaerts & Van de Velde, 2010; Ngai et al., 2018; Ruan, 2019).

The contrastive analysis of interactive metadiscourse shows distinct patterns across the three languages. English abstracts demonstrate a balanced use of all five interactive categories, showcasing a systematic approach to argumentation. Indonesian abstracts follow a similar structure but exhibit less diversity, particularly in their use of endophoric markers and evidentials. Arabic abstracts, on the other hand, rely heavily on transitions while limiting frame markers and often omitting evidentials and code glosses, consistent with Alshahrani (2015). This tendency may be influenced by local cultures and partially contrasts with Alotaibi (2015), who found greater reliance on frame markers and code glosses in English abstracts, with transitions predominating in Arabic texts. The present study indicates that while transitions are key in Arabic abstracts, English and Indonesian abstracts achieve structure through a more balanced distribution of interactive features.

Transitions are a crucial component of metadiscourse across the three languages, with Arabic abstracts showing a notably higher frequency of these markers. This reliance suggests that Arabic writers use transitions to guide readers through complex arguments, as Hyland (2005a) explains, helping interpret logical connections and ensuring coherence. This finding aligns with Hasan and Alsout (2023), who emphasize the importance of transition markers in establishing cognitive relationships between sentences. Studies in applied linguistics also highlight the need for clear signposting of ideas (Hyland & Zou, 2020; Gillaerts & Van de Velde, 2010). The current study reinforces the critical function of transitions in academic discourse, underscoring their significance in scholarly writing.

The analysis also shows that transitions and frame markers are consistently employed across English, Indonesian, and Arabic abstracts to structure arguments effectively. Interestingly, frame markers rank highest in the Arabic abstracts, contrasting with Alotaibi (2015), who identified them as the second most used subtype. This discrepancy suggests potential differences in academic writing conventions across research contexts (Abdulaal, 2020; Alharbi & Swales, 2011; Al-Zubeiry, 2019; Putri et al., 2021). Additionally, the present corpus indicates less reliance on endophoric markers, evidentials, and code glosses, especially in Arabic abstracts, supporting Hasan and Alsout's (2023) findings of infrequent use of these markers.

Evidentials are the least used form of interactive metadiscourse, consistent with Alotaibi's (2015) observations. The infrequent use of evidentials may reflect cultural and linguistic factors shaping metadiscourse selection (Abdulaal, 2020; Mahmood et al. 2017). Moreover, the cross-linguistic analysis reveals that Arabic abstracts employ interactive markers more frequently than English, with transitions being the most common subtype, corroborating Alotaibi (2015).

The findings in this study also illustrate distinct patterns in interactional metadiscourse across the three languages, showing similar proportions of hedges, boosters, and attitude

markers. This aligns with Alotaibi (2015), who observed balanced use across languages. However, it contrasts with Alotaibi's earlier research suggesting English abstracts use hedges and boosters more frequently. The present study finds boosters as the most frequently used markers, consistent with Alzarieni et al. (2019), indicating cultural factors significantly influence author-reader engagement in different languages. Attitude markers further reflect how rhetorical choices embody broader cultural norms in academic discourse.

The corpus analysis reveals an absence of self-mention and engagement markers, typically used in academic writing to involve the author or address the reader. This suggests a preference for a formal and objective style, avoiding direct reader engagement. This aligns with Sultan's (2011) findings on engagement markers and Alotaibi's (2015) report of their absence in Arabic abstracts. In contrast, Jasim Al-Shujairi (2020) found that the plural "we" was often used in ISI research articles, while Liu and Zhang (2021) reported frequent use of engagement and attitude markers in corporate press releases, highlighting a different approach in business communication.

Cultural and linguistic factors likely influence the use of metadiscourse elements in research abstracts. The absence of engagement markers reflects a focus on summarizing findings rather than directly addressing readers (Alotaibi, 2015; Gillaerts & Van de Velde, 2010; Ngai, et al., 2018; Özdemir & Longo, 2014). However, the frequent use of boosters and attitude markers demonstrates how authors emphasize the significance of their research across linguistic contexts. Hyland (2004) emphasizes that cultural norms play a crucial role in shaping authors' engagement with readers and presentation of work.

This study revealed that while the rhetorical organization of abstracts in English, Indonesian, and Arabic follows a similar structure, there are notable differences in metadiscourse marker usage. These differences indicate that authors in Indonesian Islamic higher education perceive the rhetorical framework of abstracts as consistent, yet vary significantly in their application of metadiscourse. The higher frequency of interactive markers compared to interactional ones reflects a broader pattern in academic writing, aligning with Sultan (2011), who also observed the dominance of interactive elements. The prominence of interactive metadiscourse underscores its critical role in structuring arguments and guiding readers through complex information (Alotaibi, 2015; Khajavy et al., 2012; Mahmood et al., 2017).

Given that the authors in this study are Indonesian scholars whose first language is not English, the findings align with previous research on contrastive rhetoric (Lotfi et al., 2019). This reinforces the idea that a writer's first language and cultural background significantly influence their metadiscourse usage in academic writing (Arsyad & Adila, 2018; Al-Zubeiry, 2019; Lotfi et al., 2019; Özdemir & Longo, 2014). Kaplan's (1966) theory highlights that rhetorical patterns vary across cultures, affecting how ideas are organized and presented in a second language. These insights are valuable for language educators, emphasizing the need to adapt teaching methodologies to learners' cultural and linguistic contexts (Abdollahi-Guilani et al., 2012; Feng, 2015; Ibrahim & Nambiar, 2012).

This study analyzed a corpus of trilingual abstracts—written in English, Indonesian, and Arabic—published in an Islamic studies journal, uncovering key patterns in multilingual academic writing. By examining the functioning of different languages in the same scholarly context, the study highlights distinct linguistic and rhetorical strategies. The analysis reveals the field's specialized nature, the impact of language policies, and the unique characteristics of the discourse communities involved (Connor, 2004; Kachru, 2001). These factors interact to shape abstract structure and style. Focusing on the trilingual context, this research provides insights into the complexities of scholarly communication, enhancing understanding of how academic

writing practices vary across languages and cultures. Regarding English writing skills, technology emerges as a promising tool for developing students' abilities (Muluk & Dahliana, 2024).

The corpus analysis underscores the significance of preserving metadiscourse functions while adapting to linguistic and cultural contexts when translating English abstracts into Indonesian and Arabic. Comprehending these adaptations is essential for multilingual writers to enhance their effectiveness across languages. The translated abstracts successfully maintain the original emphasis and authorial stance while reflecting varying degrees of formality and directness characteristic of academic writing in each language. These findings highlight translation as a valuable tool for exploring cross-linguistic academic communication (Al Farisi, 2023). By comparing translated texts, researchers and educators can identify common practices and distinct challenges in multilingual academic writing, ultimately supporting writers navigating the complexities of English, Indonesian, and Arabic (Gashi, 2015; Lin & Morrison, 2021; Ma, 2020).

The findings hold significant implications for academic writing in English, Indonesian, and Arabic (Al Farisi et al., 2024), highlighting both the universal functions of metadiscourse markers and necessary adaptations for each language. Recognizing these similarities and differences provides practical guidance for multilingual writers. Since academic writing across these three languages shares common metadiscourse practices, writers can effectively transfer skills from one language to another with appropriate adjustments (Li & Wharton, 2012; Mur-Dueñas, 2011; Wang & Ji, 2015). Additionally, educators can focus on these shared practices, enabling students to cultivate a flexible writing style that enhances academic communication across diverse linguistic contexts.

This study contributes significantly to Islamic studies by exploring metadiscourse in academic writing. By applying Hyland's framework to analyze metadiscourse in Islamic studies texts, the study enhances understanding of how scholars construct arguments and guide readers through complex discussions. Successful communication in Islamic studies relies on effectively delivering messages (Mukhid et al., 2023). This research not only provides a deeper linguistic perspective on Islamic academic writing but also paves the way for future studies examining metadiscourse in various genres within Islamic discourse, enriching the broader field of discourse analysis in religious and educational contexts.

This study offers valuable insights for Indonesian Islamic higher education scholars seeking publication in international journals. By providing a metadiscourse analysis framework, the study equips scholars with tools to improve manuscript quality and enhance publication chances. Increasing productivity in publishing quality manuscripts boosts IHE reputation (Irawan et al., 2022). Hyland's model highlights essential strategies for constructing clear, persuasive, and well-organized arguments, crucial for effective scholarly communication. Focusing on interactive and interactional metadiscourse helps scholars enhance reader engagement, clarify complex ideas, and meet international scholarly community (Ho & Li, 2018; Kashiha & Marandi, 2019; Ngai & Singh, 2020; Papangkorn & Phoocharoensil, 2021; Soleimani & Mohammadkhah, 2020).

CONCLUSION

This study examined the use of interactive and interactional metadiscourse in English, Indonesian, and Arabic research article abstracts, identifying patterns reflective of each language's rhetorical conventions. English abstracts have the highest sentence and word counts, while Arabic abstracts tend toward longer, more complex sentences. Transitions are the most common interactive element across all three languages, with English abstracts showing a broader variety of interactive markers and Indonesian and Arabic abstracts displaying a strong reliance on frame markers. Interactionally, English and Indonesian abstracts employ hedges

more frequently (9%) than Arabic (3%), though all three languages show similar usage of boosters (20%) and attitude markers (10%). The absence of self-mention and engagement markers across languages suggests a shared preference for formal academic style.

This study contributes to metadiscourse analysis in trilingual abstracts by uncovering distinctive rhetorical conventions within Islamic studies. The findings offer valuable guidance for Islamic higher education scholars preparing manuscripts and serve as a resource for language education programs, enriching academic writing practices across linguistic contexts.

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