

However In Social Science Research Articles Written By Indonesian Writers

However dalam Artikel Akademik Bidang Ilmu Sosial yang Ditulis oleh Penulis Indonesia

Fitriyatuz Zakiyah*¹

¹Program Sastra Inggris, Universitas Trunojoyo Madura, Indonesia

Article Info

Submitted:

01/03/2023

Accepted:

29/03/2023

Approved:

01/04/2023

Published:

14/04/2023

ABSTRAK

Penelitian ini menganalisis tentang *however* dalam artikel akademik yang ditulis oleh penulis Indonesia. Sumber data dari penelitian ini adalah 50 artikel akademik dari jurnal internasional bidang ilmu sosial yang terindeks Scopu yang ditulis oleh penulis Indonesia dari tahun 2020-2022. Penelitian ini menggunakan metode kualitatif karena penelitian ini mengklasifikasikan dan mendeskripsikan penggunaan *however* dalam kalimat yang ada di data. Hasil menunjukkan bahwa kata *however* biasanya digunakan di awal kalimat. Kata ini tidak pernah digunakan di akhir kalimat. Hal ini mengimpikasikan bahwa peneliti Indonesia tidak menggunakan kata hubung di akhir kalimat, sebagaimana dalam bahasa Indonesia yang mana tidak ada konjungsi yang digunakan di akhir kalimat. Oleh karena itu, penelitian ini memberikan bukti bahwa terdapat pengaruh bahasa pertama terhadap bahasa kedua.

Kata Kunci: Artikel Akademik, *However*, Korpus.

ABSTRACT

This article analyzes the distribution of *however* in research articles written by Indonesian writers. The source of the data was 50 research articles from International journals of social sciences indexed by Scopus written by Indonesian writers from 2020-2022. This study used qualitative method since this study classified and described the place of *however* in sentences in the data. The result showed that *however* was commonly applied in initial sentences. It was never applied at the end of sentences. This implies that Indonesian researchers do not apply sentence connectors at the end of sentences as in Indonesian language, no conjunctions are placed at the end of the sentence. Thus, this study gives evidence that there is L1 transfer in L2 writing.

Keywords: Corpus, Research Article, *However*.

INTRODUCTION

A research article is professional writing for publications and conferences attended by researchers (Thaiss & Zawacki, 2006, p. 4). It has the function to persuade the readers to believe in the researcher's arguments (Peacock, 2010, p. 11). Because of its functions, therefore, metadiscourse is essential in research articles. Meta-discourse is language features which describe how the writers organize their ideas and how they relate to their readers (Hyland, Metadiscourse, 2005, p. 16). In the meta-discourse concept, the writers use several markers to organize their ideas and communicate with their readers so

that they can agree with the arguments presented in research articles. One of those markers is transition markers.

Transition markers are adverbials phrases or commonly called linking adverbials that can help readers to interpret the pragmatic connection between steps in an idea Hyland (2005). It is an important element in academic writing since it can help the writers organize their ideas in research articles. Additionally, it can also build cohesion in research articles. According to Biber et al (1999), linking adverbials become

* Correspondence Address

E-mail: fitriyatuz_zakiyah@trunojoyo.ac.id

the most important element in building cohesion in academic writing.

Halliday (2013) also said that there are four types of cohesive relations in a text. One of those is conjunction or conjunctive. Conjunctive elements are not primarily devices for reaching out to the following text, but they can express certain meanings which presuppose the presence of other components in a discourse (Halliday & Hasan, 2013, p. 226).

Several linking adverbials are commonly used in research articles. One of them is, *however*. Bieber et al (1999) stated that most of the linking adverbials are used as single adverbs in academic and conversational discourse. *However*, is an example of a single adverb which is reported to be one of the most commonly used linking adverbials in academic discourse. In addition, to express contrast mostly *however* is used rather than *yet*, *on the other hand*, and *so on* (Orhon, Kulac-Puren, & Guzel, 2018).

As sentences connector, *however*, has a role as a connector that strengthens cohesion in writing (Orhon, Kulac-Puren, & Guzel, 2018). It can show contrast, alternative, or differences between one unit to other units in a discourse (Biber, Johansson, Leech, Conrad, & Finegan, 1999, p. 878). Orhon et al (2018) also stated that *however* semantically appears in contrast/concession which is a subcategory of linking.

To express contrast/concession between two ideas in research articles, *however*, can be applied in the initial, medial, and final of the sentence (Cowan, 2008). But, it is commonly applied in sentence-initial position. The sentence-initial position of *however* is higher in percentage than the other positions (Orhon, Kulac-Puren, & Guzel, 2018) (Biber, Johansson, Leech, Conrad, & Finegan, 1999). Besides, Non-Native English writers commonly used *however* at the beginning of the sentences rather than other positions of the sentences. L1 Chinese students used significantly fewer occurrences of *however* in the non-sentence initial position than L1 English (Han & Gardner, 2021).

Besides, the different ways of using foreign language vocabulary can be influenced by the first language. L2 writers

switch to L1 to generate and organize ideas (Wang & Wen, 2002). In addition, Uysal (2012) stated that L2 writing was largely influenced by the transfer of L1 rhetoric. All writers use L1 while writing in L2 to some extent (Weijen, Bergh, Rijlaarsdam, & Sanders, 2009). It can be said that L1 influences L2 writing. With those in mind, this study focused on how Indonesian writers of social science articles journal applied *however* in their research articles.

Some studies about *however* in writing had been conducted by many researchers. Orhon et al (2018) analysed the use of *however* in British academic spoken and written English. Their study showed that *however* was commonly used in written English rather than spoken English. Besides, *however*, was commonly used in sentence-initial position. But, it was also applied in the medial and final position of the sentence.

Another study about *however* in academic writing was also examined by Han and Gardner (2012). Their analysis found that *However* was used more frequently by English writers than Chinese writers. Moreover, Chinese writers were less flexible in applying *however* in the medial position of the sentence than English writers. However, those studies did not examine the distribution of *however* in sentences of research articles written by Indonesian writers. Hence, this study focuses on how Indonesian writers applied *however* in their research articles.

METHOD

Corpus data

This study used data corpus as the data. The corpus was created from 50 research articles in social sciences journals written by Indonesian writers. According to Roscoe (1975) the minimum of sample data was 30 while the maximum is 500. The research articles were chosen randomly from several journals indexed by Scopus. Scopus is the largest abstract and citation database of literature (Scopus Content Coverage Guide), such as academic articles. It consists of 21.500 titles from more than 5.000 publishers in the world. The articles that were chosen were published in the year of 2020 until 2022.

Research methods

This research was descriptive qualitative research since it investigated the distribution of *however* in research articles written by Indonesian writers. Moreover, this research was focused on corpus analysis that was analyzed using the concordance software, that is AntConc to investigate the number of *however* in the data and its distribution in the sentence of the data. AntConc 3.4.4, a software for use of researchers, teachers, and learners in corpus linguistics developed by Laurance Anthony in 2004, was used to analyze the frequency, positional distribution, collocation, and clusters of a word (Orhon, Kulac-Puren, & Guzel, 2018). The data is based on the documents and it was analyzed quantitatively to investigate the distribution of *however* in research articles written by Indonesian writers.

The data corpus of this study was 50 research articles from International journals of social sciences indexed by Scopus written by Indonesian researchers from 2020-2022. The research articles that were used as the data was taken randomly from several open-access social sciences journal indexed by Scopus. To create the article corpus, the researcher downloaded the articles (in PDF) and converted them to a TXT file.

The steps taken to collect the data were: 1) collecting the research articles; 2) converting them into a txt file using AntConc profiler; 3) searching the word *however* in the data using Antcon to know the frequency of *however* in the data. 4) Then, the data collection was analyzed by looking at the concordance

Table 2 the distribution of *however* in the data

Sentence-initial position (P/million)		Sentence-medial position (P/million)		Sentence-final position (P/million)		Total (P/million)
301	0.08%	12	0.003%	0	0	313

According to the table, *however*, was commonly applied in sentence-initial position, that is 301 times (0.08%). This finding supports Han and Gardner who said that in academic writing, both native and non-native English writers commonly applied *however* in sentence-initial position (Han & Gardner, 2021). This position is very natural for a sentence connector because in this position it can emphasize a point and emphasize the

file in Antcon to investigate the distribution of *however* in a sentence of the data.

RESULT AND DISCUSSION

Frequency of *however* in Research articles in social sciences journals

The word *however* was ranked 146th in the data, which included over 376117 words in total. The total occurrence in the data was 313 times. This shows that the percentage of use *however* in the data is only 0.08%. It was different from British Academic Written English, where *however* was ranked 49th out of 6.5 million words which means that it was 0,18% (Orhon, Kulac-Puren, & Guzel, 2018). It implied that Indonesian writers in the field of social science do not use *however* as much as native English writers in academic writing.

Table 1 the frequency of *however*

Rank	N/million	P/million
146th	313	0.083%

The distribution of *however* in a sentence of Research articles in social sciences journals

In a sentence, *however*, can be applied in three different positions. Those are sentence-initial position, medial position, and final position (Han & Gardner, 2021). This different position can cause slight differences in meaning (Orhon, Kulac-Puren, & Guzel, 2018). The data finding in Table 2 shows that *however* was only applied in two positions in a sentence. Those are the initial position and medial position of a sentence. However, it did not apply in the final position of the sentence.

relationship between two separate clauses (Orhon, Kulac-Puren, & Guzel, 2018). In the data, *however* which were applied in initial position of the sentence, indicate that there is a contrast to the previous sentence, for examples

1a) *Reward and penalty incentive schemes can increase auditors' tendencies to blow the whistle when there is no close working relationship; however, a reward scheme is*

less effective than a penalty scheme when there is a close working relationship.

1b) *Close examination of the essays confirms that the majority of ideas in the essays are presented in a simple construction. However, at the college level, students are expected to write more complex sentences.*

In both sentences, the linking adverbial *however* was used to show two contrast idea. By applying *however* in initial position of the sentence, the function of *however* to show contrast idea become stronger than if it is applied in other positions. In sentence-medial position, the emphasis on the meaning of *however* is reduced (Orhon, Kulac-Puren, & Guzel, 2018).

In addition to initial position, *however* was also applied in medial position of a sentence in the data. As we know from table 2, there were 12 times (0.003%) of *however* applied in medial position of the sentence. It implied that Indonesian writers rarely use *however* in the middle of a sentence. It is because in sentence-medial position, the emphasis on the meaning of *however* is reduced (Orhon, Kulac-Puren, & Guzel, 2018).

There are four types of sentence-medial position of *however* in a sentence. However, in this research, the researcher only found two types. Those are after subject position and post-verb position. It can be seen in sentence 2a) and 2b).

2a) *The respondents, however, had different experiences in going through the dissertation stages during the process of dissertation writing.*

2b) *..... The reality shows, however, that most students do not develop self-reflective abilities on their own, but they need direct instruction, plenty of coaching, and frequent reminders.*

The function of *however* in both examples shows that there is a reduction in the emphasis on the meaning of the word *however* as a linking adverbial. Thus, in the data, *however* was seldom applied in medial position. Moreover, The results show that Indonesian writers are less flexible in applying *however* in the medial position of the sentence because they only applied in it in two, after subject position and post-verb position. It

supports Han and Gardner (2021) who stated that non native English writer are less flexible in applying *however* in the medial position of the sentence than English writer.

However, the researcher did not find *however* in sentence final position in the data. It can be influenced by the first language of Indonesian writers. In Indonesian language, no conjunctions are placed at the end of the sentence.... It support Uysal (2012) who stated that L2 writing is largely influenced by transfer of L1 rhetoric. All writers use L1 while writing in L2 to some extent (Weijen, Bergh, Rijlaarsdam, & Sanders, 2009).

CONCLUSION

However is commonly applied in initial sentences. In sentence medial position, Indonesian writers only applied *however* in two types position. Those are after subject position and post-verb position. They did not applied *however* at the end of sentences. This implies that Indonesian researchers do not apply sentence connector at the end of sentences. This can be influenced by their first language. In Indonesian language, no conjunctions are placed at the end of the sentence. Thus, this study gives evidence that L1 influences L2, especially in writing. This study was limited since it only analyzed the research articles written by Indonesian researchers. Thus, for further study, it will be better to compare the use of linking adverbials in research articles written by Indonesian and other countries researchers

Author declaration

Author Contributions and Responsibilities

The authors made major contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

Funding

This research did not receive external funding.

Availability of data and materials

All data is available from the author.

Competing interests

The authors declare no competing interests.

REFERENSI

- Thaiss, C., & Zawacki, T. M. (2006). *Engaged Writers and Dynamic Disciplines*. Potsmouth: Boynton/cook Publisher.
- Peacock, M. (2010). Linking Adverbials in research Articles Across Eight Disciplines. *Iberica* 20, 9-33.
- Hyland, K. (2005). *Metadiscourse*. New York: Continuum.
- Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman Grammar of Spoken and Written English*. Edinburgh: Pearson Education Limited.
- Halliday, M. A., & Hasan, R. (2013). *Cohesion in English*. New York: Routledge.
- Orhon, Y., Kulac-Puren, D., & Guzel, E. (2018). A Corpus Linguistic Study on the Use of However in British Academic Spoken and Written English. *The Literacy Trek*, 31.
- Cowan, R. (2008). *The teacher's grammar of English*. New York: Cambridge University Press.
- Han, C., & Gardner, S. (2021). However and other transitions in the Han CH-EN corpus. *Journal of English for Academic Purposes* Volume 51.
- Wang, W., & Wen, Q. (2002). L1 use in the L2 composing process: An exploratory study of 16 Chinese writers . *Journal of Second Language Writing*, Vol. 11(3), 225-246.
- Uysal, H. H. (2012). Argumentation across L1 and L2 Writing: Exploring Cultural Influences and Transfer Issues. *vial*, 133.
- Weijen, D. v., Bergh, H. v., Rijlaarsdam, G., & Sanders, T. (2009). L1 use during L2 writing: An empirical study of a complex phenomenon. *Journal of Second Language Writing* 18 , 235-250.
- Yan, Z. (2014). *Adversative and concessive conjunctions in Chinese EFL writing (Unpublished doctoral dissertation)* . Hon Kong: The Hong Kong Polytechnic University.
- Roscoe, J. (1975). *Fundamental Research Statistic for The Behaviour Sciencess* (2nd edition). Holt, Rinehart and Winston: New ork.
- Scopus Contentc Coverage Guide. (n.d.). Retrieved December 10, 2016, from elsevier B.V: elsevier.com/scopus