

Writing an International Journal Article by Indonesian College Teachers: What to Worry About

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Abstract

This study addresses the question of the respondents 'problems in writing a research article. The participants in this study were six teachers who enrolled in the journal writing class in a university in Karawang. Three of them are ready with submission, but three others are not. The data were collected by way of two techniques: analysis of the article portfolio and interviews. The data were later codified and triangulated in order to reveal the participants' technical problems based on the research article elements and participants' psychological interference. The findings show that the respondents still had problems in achieving the communicative purposes of the journal article elements. In general their problems were in giving justifications. Their writing also tend to be failed to spot the justification of their choice of the research methodology. They still missed to fill the gap with the previous researches, missed the mark to give interpretation on the results and discussion section, and do not offer recommendation in the conclusion. Likewise, the participants also have some of psychological interference in composing and submitting their article.

Keywords: International journal article, problems, College Teachers

Background

Possessing writing skill is unquestionably a requirement since writing ability can allow people to interconnect and to transfer knowledge though they come from different background and cultures (Weigle, 2009 in Wigati,2014). Unluckily, in Indonesia, academicians often face difficulties accomplishing writing tasks. In line with that, it is also found that academic writings are still not satisfying (Alwasilah, 2001: 15; Mukminatien, 1997: 2; Yuhardi,2009, Wigati,2014).

Indonesian Government also has released an act Number 18 Year 2002 about Research National System which mentions that research and its application should be one of the factors that supports the competitiveness of the nation. To support this, they hold workshops for lecturers in order to improve the skill to write an article.

Responding the urgency of publication, lecturers are also encouraged to write a research article at least once a year. Indonesian government conducts some research competitions to motivate Indonesian lecturers. The research articles are also beneficial for the lecturers to increase their position at work. Almost in all universities in Indonesia, the lecturers are required to write their research in English including the research site of this current research. Unfortunately, in fact, based on the observations and informal interviews, the lecturers are still facing some problems in writing.

All in all, writing problems can be separated into three classifications. The first is to create an idea. The second is identified with linguistic skills. The last is identified with social and mental variables. These classifications regularly impact each other. Thus, it can be inferred that for non native speakers, numerous linguistics and non-linguistics factors potentially impact and add to writing in English, for example, sentence structure, vocabulary, organization, and mechanics. While, among non-linguistic variables may incorporate learning style, capability level, information of significant subject, and the mental factors, for example, anxiety, self confidence, and motivation (Hayland, 2009;Westwood,2008; Wigati 2014). Therefore, this study was aimed to explicate the problems of the college teachers in writing an international journal article.

Method

The research was conducted qualitatively by using documentation and interview techniques at one university in Karawang. There are two main reasons why this university was chosen. The first reason to choose the university was because it is the biggest university in the city which has relatively big numbers of non English teachers (about 400) that hopefully will keep the reliability of the results of the study. Moreover, it hasn't administered any English Language test for the lecturers selection which is the stereotype of private universities in Indonesia,

Since this is a case study design, so the samples were purposively selected. Those sixth participants were purposively selected through some considerations. First, participating in this study were six lecturers who enrolled in journal writing class. The second concern of choosing the participants was based on the result of TOEFL ITP test. The 6 participants are on the level of Intermediate Level of Language Proficiency. Third, the purposive participants were also chosen based on their papers. The three of them were ready to submit the papers but the other three participants were ready with the paper written in Indonesian. The last, all of the participants were the one who have the willingness to collaborate in this study.

This study employed two techniques in collecting data namely documentation, and interview. The first data collection of this research was the participants' paper drafts. Whereas, the interview was used in this research for three reasons. Firstly, it is to answer the questions of what are the participants' problems in writing their article. Secondly, it is to find the participants' psychological traits. Thirdly, it is necessary to explore the phenomena to discover other insights that missed from the documents' analysis. Data interpretation and on-going data analysis were done from the written texts and interviews. In analyzing the participants article, the researcher focused on key elements and linguistic features of a research paper. While the interview data were transcribed and categorized through codification, and interpreted to answer the research. Then all of the data were triangulated with the existing theories.

Results and Discussion

A. Analysis of Article Journal elements

1. Analysis of abstract section

Abstract holds a very important part of a journal article. Abstract is also a summary of the whole paper. Abstract describes three main components of research, they are objectives, research methodology, and research results. According to Paltridge and Starfield (2007, 156) the abstracts have to depict the general purpose of the study, the specific objectives of the study, why the research was conducted, how the research was conducted, and what resulted from the study. When viewed from the standpoint of linguistic features, abstract should be written in English with present tense when viewed as a summary of research. However, if the abstract is seen as a summary of the research that has been done, then the tense used is past tense.

<i>General purpose</i>	<i>Transformational leadership supports higher education to frame their attitudes to shift their university to be better. It has four leader higher education characteristics. Of these, idealized influence is defined as leader's behavior and the follower's attributions about the leader. Inspirational motivation refers to the ways by which transformational leaders motivate and inspire those around them. Individualized consideration represents the leader's continuing effort to treat each individual as a special person and act as a mentor; who attempts to develop their potential. Finally, intellectual stimulation represents the leader's higher education effort to stimulate followers to be innovative and creative to define problems and approach them in new ways</i>
<i>Specific objective</i>	<i>Therefore, this study purposes to discover the level of transformational leadership that higher education demonstrate at higher education during their administrative practices on daily basis.</i>
<i>How the research was conducted</i>	-
<i>The result of the study</i>	<i>Results reveal that university demonstrate high level of characteristics of transformational leadership in terms of idealized influence, inspirational motivation, individualized consideration and intellectual stimulation behaviors.</i>
<i>Keywords</i>	<i>Keywords— Transformational leadership, UII Yogyakarta higher education</i>

Abstract sample number 1 indicates that the authors have included general research objectives, and specific research objectives. But unfortunately, he did not mention the research methodology or how the research has been done. At the end, the authors mention the results of the study and also provides keywords that exist in his research.

This abstract can be categorized as having not met the abstract standard of a journal article because an abstract in a journal article should also describe how the research was conducted in

order to give an overview to the reader of the approach used, the research design, the sample and the research site.

2. Analysis of Introduction Section

Journal article text analysis used in this study uses The Creating a research Space (CARS) model developed by John Swales. this model has a special feature in showing the pattern of article arrangement. The first to be discussed is the introduction section. This introduction contains 3 moves: Establishing a territory or the situation, establishing a niche (problem), and occupying the niche (the solution).

Establishing a research territory is a section that shows the area of research by showing why the topics covered in the study are important to do. The author is also expected to present the current issue with regard to the selected topics along with the previous research related to the topic. In the end the authors are expected to be able to show the gap between the previous research with the current research (Swales & Feak, 2004)

On the three text articles that are ready to submit, the three authors have shown the research territory through mentioning problem and providing current state of phenomena, for example, the text#2 discusses the Diagnosis of Student Difficulties in Solving Geometry Problems through Cognitive Mapping. The introductory part of this text begins by showing that the area under study is a problematic topic by mentioning that Indonesia was at the lowest 2 of 40 sample country on the students' achievements.

"One of the indicators that shows the quality of education in the country is still low is the result of the international assessment of student achievement. The survey of Trends International Mathematics and Science Study (TIMSS) in 2003 put Indonesia on 34 out of 45 countries. In the Program for International Student Assessment (PISA), which measures 15-year-olds in literacy in reading, math, and science. The program measured every 3 years, in 2003 put Indonesia at the lowest 2 of the 40 sample countries"

The text then also reviews the previous research and synthesizes the research. He conveyed that there have been many studies stating that student students in Indonesia have difficulty in learning geometry on mathematics subjects. However, the previous research taken by the author are not current research because it still took research data from the year of 2011 and 2012.

Research on geometry material has been done by previous researchers, among others: Viandari (2011), Husni (2011), Zahroh (2011), and Fafriski (2012). Viandari (2011) said that the results of geometry learning is still low even occupy the most alarming position in learning mathematics. Students experience difficulties when it comes to solving geometric problems related to the use of definitions, axioms, or theorems in the procedure of solving geometry problems. Though geometric forms are often found in the environment.

The second move is establishing a niche. After displaying research data from previous research, text number one and two then give the indication gap in the previous research. This is the example taken from text number 2:

“Based on data of students' difficulties on solving PISA problems with space and shape content and also general geometry that have been exposed, researchers have an interest in diagnosing students' difficulties in solving PISA geometry problems. By doing this diagnosis, the researcher hopes to find the fact data of field related to the difficulties experienced by the students and also the causes causing the students difficulties to solve the problem of geometry-PISA.”

Unfortunately, the third text has not been able to bring up the previous research related to the topic being discussed. This causes the reader not to be able to find the gap and find the novelty of the studies. It means the text fails to establish a niche

Juxtaposed with the interview data, the facts states that the respondent has limited access to journal articles that are relevant to his research topic. The search for linear journal articles has been done but he stated that most of the articles are paid articles so it lower their motivation to download and read the articles, *“The research that I do is quite new in Indonesia although in fact the topic of this research has been done by people outside the country. My obstacle is that these overseas articles are mostly paid journals”* he said. If only the article could be accessed for free, maybe the three researchers can find out the appropriate previous research articles and find a gap that can make their research has a novelty.

The last step in the introduction is a solution that can be provided by current research by conveying the research objectives or Occupying a Niche (Emilia, 2005). This is already shown by text 1, text 2, and text 3. Here is an example of a research objective written by text number 2. Based on previous research, he wants to overcome the problems faced by students by providing scaffolding.

Starting from the formulation of the problem then the purpose of this paper is to describe the form of student difficulties in solving the problem of geometry-PISA through cognitive mapping and efforts to overcome it with scaffolding.

3. Analysis of Methodology Section

As a matter of fact, the content of the methodology section of an article is similar to the content of the methodology chapter in a dissertation but the content is more concise and does not mention commonly-known definitions.

There are several things that should be discussed in the research methodology section of a journal article. The first is the research design that is the method used. The second is research subjects, the third is data collection techniques and the last is data analysis (Hamilton and Clare, 2003a: 12 in Emilia, 2005). With regard to research methods, researchers should explain the scope of the study. Here is an example of text number one that writes the scope of the methodology.

Research approach and design	This study was carried out with a qualitative research design. These kinds of researches are used to gain in-depth knowledge in a study [Denzin, Norman K. & Lincoln, Yvonna S. (2005).]; [Marshall, C. & Rossman, G.B. (2006)]. More specifically, the study employed an ethnographic research design in collecting data. Ethnographic designs, as [Creswell, JW. (2005)] described them, “are qualitative research procedures for describing, analyzing, and interpreting aculture-sharing group’s shared patterns of behavior, beliefs, and language that develop over time”. As such, by using this research design and utilizing in-depth interviews, the study explored “culture-sharing” behaviors, beliefs, and language among teachers in Turkey context. Teachers’ views were obtained through interviews with semi-structured questions, as recommended by [Bogdan, R., & Biklen, S.K. (1998).], to “get the subjects to freely express their thoughts around particular topics”.
Sample	The participants of this study were 8 leader in heigher education Universiti Islamic Indonesia Yogyakarta. The participants were chosen by using apurposive sampling method described as the best used with small numbers of individuals or groups which may well be sufficient for understanding human perceptions, problems, needs, behaviors and contexts, which are the main justification for a qualitative audience research [Bailey, K.D. (1994)].
Data collection techniques and data analysis	The data collection was using the “repertory grid” technique, which is a constructed interview method. This technique can best be characterized as a semi-structured interview (face-to-face, computerized, or phone interview) in which the respondent is confronted with a triad of elements and then asked to specify some important ways in which two of the elements are alike and, thereby, different from the third [Bailey, K.D. (1994)]; [Kerkhof, Ad., Apter, Alan. & Grimland, Meytal. (2006)]. In this study, the data collection was using the following procedure. First, in an e-mail, the teachers were informed about the purpose of the study, and they were asked if they could participate in this research voluntarily. Those who were invited to take part in the research consented after being assured of the confidentiality of the data to be gathered from them. It was promised that their identities would be kept in secret and their names would not be mentioned in any part of the study or shared with anyone else. Second, an interview was planned on an agreed-upon day with those who accepted the invitation, and the participants were visited on that date. The interviews were both recorded and noted with their permission and each took approximately 50-60 minutes. In order to analyze the data, the “content analysis” technique was employed. This type of analysis usually aims to analyze similar data on a topic and comment on it [Büyükoztürk, Ş., Kılıç Çakmak, E., Akgün, Ö.E., Karadeniz, Ş. ve Demirel, F. (2010)]; [Yıldırım, A. ve H. Şimşek (2010)]. The first step taken in the data analysis process was the data organization procedures recommended by [Bogdan, R., & Biklen, S.K. (1998).]. In organizing the data, the researcher revisited each interviewer and listened to each audiotape while reviewing the transcripts to ensure the accuracy of the data. Each participant’s interview transcript was later analyzed according to the data analysis procedures described by [Bogdan, R., & Biklen, S.K. (1998).], which call for development of coding categories, mechanical sorting of the data, and analysis of the data within each coding category. In this respect, each participant’s interview was coded separately according to the participant’s views on principals’ transformational leadership behaviors as well as on various emerging themes and, later on repeated themes among the interviews was grouped into coding categories. It was done in three steps: category definition, exemplification, and codification regulation. First, the answers to each question were separated into meaningful categories, named, and coded. For example, the questions were conceptualized and named with four separate statements as transformational behaviors. These are idealized influence, inspirational motivation, individualized consideration and

	<p>intellectual stimulation. In the second step, the conceptualized statements were brought together. In the third step, it was intended to avoid repetition. In the last phase, the identified results were explained and related to each other. It was also intended to build a cause-and-effect relationship among the separate parts. In this sense, the views of teachers were coded as T1, T2, T3, and T4. The constant comparative approach [Glaser, B.G. (1992)] was used in the process of organizing and analyzing the data. The use of the constant comparative method results in the saturation of categories and the emergence of theory. Theory emerges through continual analysis and doubling back for more data collection and coding [Bogdan, R., & Biklen, S.K. (1998).]; [Glaser, B.G. (1992)]. In this method, each set of data collected (interview transcripts) were reviewed in search of key issues, recurrent events, or activities in the data that became categories of focus. The data for each participant were reviewed multiple times for confirmatory and contradictory statements until the data were organized into satisfactory categories and sub-codes to address the research question.</p>
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The above methodology section is too long to put in a journal article. There are also still mentioned some definitions that should not be described fully. In the sample section of the study, the author did not state why the sample is selected, whereas the author should explain the exact description so that the readers can imagine how the sample selection (Calabrese, 2006 in Emilia, 2005). In the data collection and data analysis, the authors write examples so that it is impressed as not concise and long-winded.

Nevertheless, with a long draft as above, the reader will better understand how the data collection techniques are and how the data analysis are so it facilitates anyone who wants to replicate. Based on the results of the interviews, it has been confirmed the reason why the author writes that long with the definitions and examples is that because he wants to make the research clearer and also can multiply the number of pages of the article.

4. Result and Discussion Section

This section is the most important part in a journal article. According to Emilia (2005), the chapter of result and discussion should be an integration between the introduction section, methodology, and also the results of the research that has been obtained. In this section, the authors should also ensure that the results of the research give in to the article actually answer the research question. According to Paltridge and Starfield (2007), the result and discussion sections should also show the objectives of the study briefly and concisely by also providing evidence of data analysis. The last one is giving comment; comments are given by means of interpretation, searching for meaning and significance, making comparisons with previous researchers, and commenting on the advantages and disadvantages.

The result of normality test of data from initial observation data are as follows

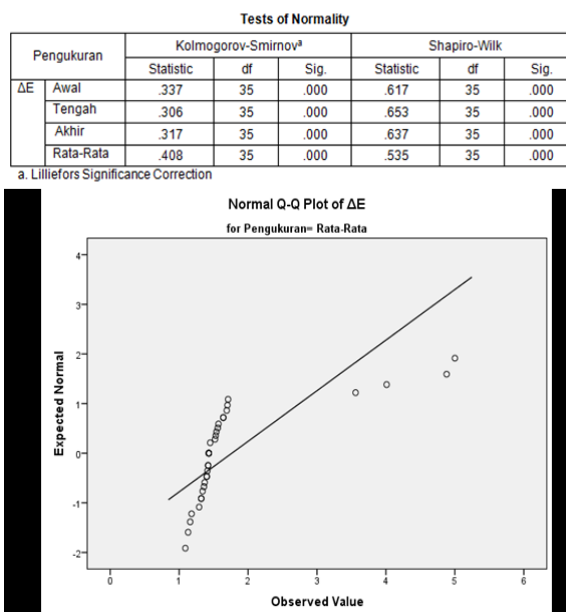


Figure 2. Scatter diagram

From the result of normality test of the data above, it is concluded that the data did not pass the normality test because the value of Sig Shapiro-Wilk method < 0.05 , so that the elimination of the data deviated even passed the specified specification.

The above sample is taken from text number 3, the third author does not do some moves, such as: reviewing back the research questions or providing background information. Researcher number 3 directly writes the second move that is exposing the research data and presenting visual evidence. Unfortunately, this researcher does not make a third move that is interpreting the data either in the form of comparing the data with previous research or looking for its significance.

For the other two texts, no problems were found. Both researchers performed the three moves in writing result and discussion: exposing contextual information, exposing data, and commenting on data (Paltridge & Starfield, 2007)

5. Conclusion Section

Conclusion section is one of the parts that tend to be most often read in advance by the reviewer's journal and readers. Thomas (2000) in Emilia (2005) states that the content of the conclusions is a retelling of the main findings, mentioning the research limitation and the research advantages. Paltridge & Starfield (2007) mentions several moves in conclusion, there are introductory restatement of aims, summaries of key research findings, research contributions, research weaknesses, and recommendations for subsequent research.

As a conclusion, UII leader apply aspect "Influence Charisma Ideal" in giving information and awareness at organization vision and mission by emphasizing the subordinates to be actively involved in giving advice to subordinates when subordinates committed violations, especially in the process of vision and mission.

Furthermore, the leadership of Islamic University of Indonesia Yogyakarta has an attitude of openness to any new ideas and criticism from subordinates.

Moreover, Leaders at UII Yogyakarta consider that the new ideas and criticisms submitted by the workers is a part that must be accepted as a logical consequence in the process of improving performance in the development of academic quality at UII Yogyakarta. This indicates that the leadership in UII Yogyakarta already has attributes of intellectual stimulation characteristic

Researcher number 1 only conveys a summary of the main findings that mentions how the university leader provides information to the subordinates and open to criticism. He does not mention the contribution of the research that has been done, not mention the weaknesses of the research, nor provide recommendations for further research. The same problems also exist in the other texts. On the other hand, the writing products of the other two respondents have an adequate treatment of the topic by conveying variety of ideas that relevant to the topic. They also have accurate details that show some independent of interpretations of the topic. Nevertheless, the introductory paragraph of the text #4 has a circular style. The respondents did not give a general idea of the topic directly. It is probably affected by the Indonesian's style from which the culture usually does not come straight to the point. The culture of Indonesian writing style is circle and never looks at the subject directly (Kaplan, 1966 in Yuhardi 2009:61).

B. Psychological interference

This is the second element which is discussed in this study. Most of the data are mentioning about the psychological interference of the research participants especially those who are not ready to submit their article to international journal.

Stress, fear and anxiety frequently come as reaction in the state of language learning (Oztruk&Cecen,2007: 2). Studies defines this issue as a mental hinder in accomplishing a person' objective. For instance, a person who stresses excessively over his/her absence of capacities in composing a writing text,frequently has a tendency to maintain a strategic to keep distance from any composition assignment given .Regarding the written work learning process, this tension

feeling can be caused by three components: absence of capacity, anxiety of time limits, and dread of negative assessment (Ozturk&Cecen,2007:220; Yuhardi:2009 in Wigati 2017). The first is the absence of capacity which indicates to the capability in composing. The absence of capacities can be in the types of having absence of thought, and limited vocabulary .Some writers tend to have tension on the issue as the impression of their mindfulness on their absence of capability. The second is the tension caused by time limits. The time distribution frequently incites the anxiety in the process of writing. The third is worry of negative assessment. Dread of being assessed by the educator and colleagues may likewise stimulate the tension.

Confidence is a belief framework that somebody has as a method for living with his condition. High confidence will come about in achievements on scholarly accomplishment. Contrariwise, a person with low confidence have a more awful execution .To start with, low self esteemed individual is touchy to feedback and feels exasperates with others' negative response. Second, he is irritated when he/she does ineffectively on undertakings, they embraced, and thirdly, he/she knows about his/her deficiency. The fourth is that his/her inclination will be effortlessly harmed, being delicate to feedback, and more worried about other individuals truly think(Owens, et al 2001; Palladino, 2004,Plummer, 2001)

Motivation is the emergence of construct that sparks one's initiatives to do something to achieve the goal with the intensity of his or her physical power. The stronger the desire, the stronger the intensity of behaviors appears. Makmun 1996 suggested indicators of individuals that have high motivation. The first is about duration. Individuals who have high motivation usually have a willingness to do the activity longer than individuals with low motivation. Second, Individuals with high motivation always expect to have a more frequent activity (in one period) than individuals who are less motivation. Third, individuals who have high motivation will have a high persistence of the objectives of the activity. Fourth, the high motivated individuals will have fortitude, persistence and ability to respond to the difficulties and to achieve the goal Individuals who have high motivation also will be willing to dedicate their selves and make sacrifices (may include energy, thought, or money) to achieve the goal. Fifth, Individuals who have high motivation tend to have a desire to achieve high targets of the execution of activities. Sixth, Individuals who are motivated have the willingness to have positive output from the target activity. The last, Individuals who have high motivation will have a positive attitude towards the target activity.

The three samples, participant number 4, 5, and 6, who have not yet wanted to publish their research, have some psychological burdens. The first is anxiety, they are worried about negative evaluation by others. They feel that the English is still not good so it is not feasible to write an English article. They are worried that their co-workers will make fun of them for being overconfident with their journal articles.

The three samples also stated, actually they wanted to publish the research but this needs a very long process that are the process of translating, proofreading process, and revising process. They feel they have been discouraged first. The three samples also state that they have not been able to get criticism and suggestions from reviewers that cause them to have to do the revision process many times.

The second problem which trigger the psychological burden is the paid journal, the three do not know how to find the right journal so they are afraid to get the predatory journal. They do not want to pay for untrustworthy journal publishers.

Thirdly, even though the institute has made a reward regulation for lecturers who can submit in international journals, the three samples are still not motivated to do so because the anxiety caused by their low self esteem is too strong.

CONCLUSION

This study tends to investigate the respondents problems in composing an English article for international journal. The participants were six teachers who enlisted in the journal composing class in a college in Karawang. The information were gathered by method for two strategies: investigation of the article portfolio and interviews. The information were later classified and triangulated to uncover the members' issues in light of the exploration article components and members' psychological complications. The discoveries demonstrate that the respondents still had concerns in accomplishing journal article components. They also missed to fill the gap with the previous research. Making less interpretation on the result and discussion section and did not give any recommendation on the conclusion. Besides, they additionally have some of mental impedance in creating and presenting their article. It is suggested that the institution could provide helps such as proofreading assistance, journal writing assistance, and more rewards to motivate this teachers.

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