



Embarking on a Researcher Career: Involvement in Writing for Publication

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Abstract

Personal Branding is a step taken by a lecturer, one of which is publishing articles in accredited journals. Academic writing is intended to contribute to the field of education both practically and theoretically. This scientific research focuses on descriptive analysis of lecturers' voices about the struggle in achieving a publication target. The author uses a qualitative method with a phenomenological design and semi-structured interviews to obtain data from selected senior lecturers at certain public institution. In general, the findings of this research are categorized into six points. Of the two sub-themes, the research results tend to lead to positive and negative attitudes in English-language publications. Furthermore, the discursive challenge shows that Participants have difficulty writing with regard to word choice, grammar and vocabulary-bank, while the non-discursive challenge shows that Participants have difficulty processing their soft-skills such as time management in writing and financial management in publications. In terms of psychology, the lecturers' internal motivation in writing is the target for achieving a higher career. The more they write, the more performance points they get so they can reach a certain career level. Meanwhile, external motivation is in the form of government regulations and legal institutions that require an educator in higher education to carry out scientific activities such as research and reports in the form of published scientific articles. The implications of this research are expecting support from the institution where they work and the writer's family to understand their obligations as a lecturer.

Keyword: *Phenomenological Study, Publication, Lecturers' Voice, Researcher Career*

Introduction

Writing produces a sense of habituation of ideas and thoughts generated from someone's research (Huang, 2020). In line with this idea, a writer is required to have the ability to express his unique ideas, dissect his research findings, and report the data in a scientific format and in a way that is acceptable based on his field of interest (Hafner & Ho, 2020). Writing for publication is now required not only of students but also for the academics like lecturer and writing for publication is one of the duties that must be met by the lecturers through capacity building moderation (Yulianti et al., 2020). This is in accordance with Article 60 of Law No. 14 of 2005, which specifies the duties and responsibilities of lecturers. As part of their professional obligations, lecturers must: a. engage in education, research, and community service. In addition, Article 12 paragraphs 2 and 3 of Law Number 12 of 2012 concerning Higher Education say that lecturers, as scientists, are responsible with advancing science and/or technology through reasoning and scientific investigation. Educators are also required to publish scientific works as educational resources and writing proficiency is needed of all lecturers (Lubis, 2020).

A scientific publication from the lecturers' research is an important part of an institution as the academic performance in developing knowledge (Ginting et al., 2023). The main way for lecturer to contribute to the advancement of human knowledge is through publication based on culture and educational background and it also improves critical thinking in managing ideas (Islamiyah & Al Fajri, 2020). Lecturers must be proficient in academic writing in order to generate research articles that demonstrate logical reasoning and scientific argumentation (Glew et al., 2014). In this case, lecturers must be able to integrate, synthesize, and extend ideas in academic writing, which necessitates higher level construction abilities (Abdulrahman, 2023). In addition, they frame the article carefully to communicate ideas, arguments, and research findings and expect feedback from the journal editor which provides an opportunity to improve critical thinking, metacognitive skills, and self-reflection (Sudirman et al., 2021).

In addition, scientific publication forums have writing templates with certain standards, and review sessions are given to authors before accepting articles for publication (Cuschieri, 2018). For example, "IMRaD" stands for Introduction, Method, Results, and Discussion as an overused scientific pattern which makes writing

scientific papers easier (Teodosiu, 2019). In addition, a writer analyzed the original publications' IMRaD features and the guidelines for writing articles really help the writer present the research report in a structured manner, but the ability to compose the article is not related to the writer's foreign language skills (Mateu Arrom et al., 2018).

Recent data shows an increase in the number of foreign publications in Indonesia; Scimago registered 21,315 documents in 2017 and 34,496 documents in 2018, an increase of 68.84% on 2019 and there were 44,576 documents or an increase of 29.22% (Scimago, 2022). Indonesia placed tenth in Asia in 2017, sixth in 2018, and fifth in 2019 and considering cumulative papers from 1996 to 2019, Scimago Journal & Country Ranks ranked Indonesian international publications 11th in Asia for all disciplines and 4th in ASEAN. Malaysia, Singapore, and Thailand preceded Indonesia. Even if it has expanded greatly in recent years, Indonesian lecturers and researchers still need to do much to overtake Malaysia as the country with the most publications in ASEAN. Thailand, Singapore Indonesia is the largest and most populated ASEAN country with the most tertiary institutions and professors (Ahmar et al., 2018).

Although there is a clear need for more research into how to improve the quality of academic and scientific work produced by Indonesian professors and how to increase the number of publications, especially in renowned journals, there are currently relatively few available (Putera et al., 2020). Multiple studies have pointed to the lack of English proficiency among Indonesian academics as a contributing factor to their comparatively low output of scholarly articles for foreign journals (Alimi & Rokhman, 2017). It's crucial to find a solution to the language barrier such as inability to communicate effectively in English has become a major barrier to entering the international publishing market (Abrar et al., 2018). Studies show that many Indonesian authors have had their English-language manuscripts rejected due of poor writing quality and lecturers in Indonesia have trouble meeting the standards of prominent international journals when it comes to the quality of their written work and their ability to read and understand articles published in English (Renandya et al., 2018). Indonesian academics' lack of familiarity with the rhetorical style of scientific work and the similarities and variations between English-language scientific works and Indonesian-language scientific works is another contributor to the country's sluggish publication rate (Arsyad et al., 2019). Teachers of Indonesian face

a wide range of linguistic challenges, including those related to grammar, syntax, vocabulary, spelling, paraphrasing, and more (Hartono & Arjanggih, 2020). As academics, students will feel compelled to submit their papers because more publications mean more external funding for universities. Internal promotions can pressure publishing (Epstein et al., 2005). Many universities maintain journals because of the internal promotion of the institution and one theory states that job growth, personal aspirations, employer and financial expectations are reasons for scientific writing, but on the other hand, it protects intellectual property legally (Murray, 2019).

Writing for a publication is also hard for post-graduate students because only few writers understand rhetoric (Murray, 2019). Scientific writing requires knowledge of persuasive writing approaches. Writing for publication can be learned, and lack of self-confidence and peer examination are frequently barriers for many (Hicks, 1995). This introduction emphasizes to writers that there are specific standards to follow while writing for publication, which can assist inexperienced writers achieve a positive reaction from editors. Publishing is difficult even for academics like lecturers. Before implementing this, student, lecturer, and university readiness must be considered (Murray, 2019). In addition, the review and publication process is lengthy, so students, lecturer should meet with potential partners to discuss ideas, share early manuscripts, or help a faculty member with a project (Rocco & Tim, 2011). Furthermore, students must also be directed to know the characteristics of journals that publish quality and accountable scientific work by considering the following matters: a). Article conveys s novelty through research findings, theoretical refinement, new insight into an ongoing dispute, or synthesis of the literature; (b). Article is based on relevant literature and shows intellectual engagement; (c). Article discusses new or known field issues; (d). The article has questions that will be answered using theoretical and practical studies; (e). Articles are written with a clear mechanism based on scientific writing rules (Epstein et al., 2005).

In the aspect of linguistics, there are discursive and non-discursive challenges in English writing issues (Dunstan et al., 2011). Here, for example, a meeting of editors and reviewers demands good English and a disability communicating can cause failure in conveying ideas (Curry & Lillis, 2010). A writer observed various challenges with publishing an English article such as the inability to express, discourse community issues, and writing in English taking longer (Flowerdew, 1999). In line with this statement, the lack of rich vocabulary, difficulty making claims or building

arguments, the influence of non-native English speakers on the article composition process, and other things that influence the problem of writing paragraphs are cohesion and coherence, idea management, synthesis and scientific discussion which is more directed to the ability to write in terms of quantitative rather than qualitative (Okamura, 2006). On the other hand, non-discursive challenges are not on linguistic aspects but on plagiarism, emotional and psychological elements, motivation, and cultural understanding of readers and these variables can hinder publication (Phothongsunan, 2016).

According to Law No. 14 of 2005, Article 60, scientific publications is a lecturer's obligation in his/her career. Despite the obstacles of writing and publishing scientific papers, professors are required to regularly publish them in national and international publications. However, in fact, lecturers' scientific work is rarely found and is not found in many well-known indexed journals. So, the author is interested in researching about embarking a researcher's career: involvement in writing for publication in the context of phenomenological study. The study will respond to the following research question in order to accomplish these objectives: 1). What are the lecturers' experiences in writing for publication in reputable journals?, 2). What are the lecturers' challenges in writing for publication in reputable journals?, and 3). What are the lecturers' strategies for writing for publication in reputable journals?

The results of this research will be a contribution for young lecturers to be motivated to carry out scientific publications where they can learn from the experience of seniors who have been successful in their publication careers.

Research Methodology,

In this study, qualitative research with a phenomenological method was used. Historically, The term qualitative research is used to describe a set of approaches that analyze data in the form of natural language and expressions of experiences (Levitt et al., 2018). They also stated that phenomenological approaches and phenomenological investigations describe the significance of an individual's lived experiences about a concept or phenomenon. Those associated with the phenomena to investigate the structure of awareness of human life experience. The phenomenological tradition is concerned with an individual's conscious experience. Using phenomenology, lecturers write about their experiences for publication. In this

study, the researchers examined the lecturers' experience in writing scientific papers for publication purpose.

To take the data, two lecturers were recruited as participants in this study. The researchers used purposive sampling in choosing participants. Theoretically, purposive sampling is a technique done by a researcher to specify the characteristics of the population of interest and locates individuals with those characteristics (Johnson & Christensen, 2019). In this study, the researchers already chose two participants from almost 100 writers listed in Sinta website in one of Islamic University in Jambi Province and screened candidate participants by looking at their publications in national and international journals which have more than 30 published and indexed articles and the researchers also filtered the data based the citations that the participants get in the last five years. It is obtained details as follows:

Table 1. Participant Criteria

Criteria	Participants Code and Citation
The amount of citation of lecturers are more than 300 citations	A1: 395 citations A2 : 399 citations
Lecturers who have published article in national and international Journal more than 30 articles	A1: 35 Articles A2 : 36 Articles

Instrument of the research

To investigate the lecturer's experiences in writing for publication in one of Islamic Universities in Jambi, the researchers used semi structure interview in collecting the data. The interview protocol was adapted from several previous studies relevant to this study. The researchers have twenty items of questions in conducting this research. In analyzing the data, the researchers used several steps; first, qualitative data collection as a source for describing and explaining plausible and detailed aspects of processes in the local environment that can be identified (Miles et al., 2014) and second, qualitative data analysis as the method by which researchers combine statements general regarding the relationship between categorical data into one process (Marshall & Rossman, 2011). The researchers

completed the following processes to analyze the data: data management, creation and development of codes, topics, or categories, within-case and cross-case display, interpretation and presentation.

Phase 1: Data management. To manage the data, the researcher entered interview data in the form of text transcriptions into the computer and created certain file folders. This method makes it easier for researchers to copy and paste the words, phrases, sentences or paragraphs needed in the research.

Phase 2: Segmentation and Developing Codes, Themes, or Categories. Coding is the process of marking data segments with symbols, descriptive words or categories. The researchers developed codes based on previous studies and related theories. This can make it easier for researchers to carry out data analysis. The researchers interviewed participants for around 15-25 minutes using a tape recorder. After that, the researchers transcribed the results of the interview. After transcribing the interview, participants' words will appear that have the same thing. This is called the coding process. After that, the researchers can summarize the participants' words from these categories or themes.

Phase 3: the researchers use within-case and cross-case views consisting of conceptual-thematic sequential views, causal network views, and partial sequential views to: (1) distribute interview and focus group data so that they can find and list every important statement that is relevant to instrument questions and give them balanced marks and to see patterns and themes and to deepen understanding and explanation of data between cases and emerging themes; (2) to create "meaning groups" by organizing and grouping important statements among respondents' cases into themes or meaning units; and (3) eliminate or reduce overlapping and repetitive data or statements. Data reduction is "a form of analysis that sharpens sorts, focuses, discards, and organizes data in such a way that final conclusions can be drawn and verified.

Phase 4: Data Interpretation. This process is crucial so that the data is meaningful and related to each other based on research categories or themes. The researchers carried out rich and thick descriptions and narratives from the interview results to support this theme and link it with previous studies and theories in scientific discussions.

Findings and Discussion,

Findings

Lecturer's attitude in writing for publication

In social psychology, attitude is a broad notion. Attitude is defined as one's thoughts or ideas about one's sentiments that influence conduct in relation to a certain problem and attitude is also about an individual's point of view or disposition toward a specific object such as a person, thing, or idea (Gawronski, 2007). In this research, the researchers found the lecturers' attitude toward writing for publication in two types of attitudes; positive and negative attitudes. In the interview result, the data shows that participants have a positive attitude as follows:

"...Very good because it supports our careers as lecturers, and now lecturers are required to publish scientific publications. Even getting promoted requires publication in a reputable journal..." (Participant A1)

"...Writing for publication is very good especially as a lecturer; it's good to support a lecturer's career by means of scientific publications..." (Participant A2)

Unexpectedly, in this study there was also a negative attitude towards writing for publication. They stated:

"...As a result of the lack of intervention given by college students, many lecturers made mistakes in publications. They are very easy to fool even though there is a predatory journal but many of them still submit to that journal. Why? Because it's considered easy to publish, even though we should be more careful as lecturers, we have to have instincts, for example, when shopping it would be nice to shop at the right place. Well, this isn't it. Our lecturers still make a lot of mistakes. If you say it's an international journal with a reputation, then right away, even though it has to be checked first, what's the continuity, then by whom was the journal published because I've been, sis, that incident was challenged, right?..." (Participant A1)

Besides that, another's opinions refer to a negative attitude in writing for publication:

"...Because we know that the skills of lecturers in writing are not the same. There are those who are looking for articles, it's hard not to mention reviewing them. There are those who can do everything but are constrained by costs. So maybe that's what makes the lecturers less enthusiastic..." (Participant A1)

So, it can be concluded that the participant in this research shows a balance view between two attitudes.

The need of publication in English

Among the languages used for scholarly communication on a global scale, English is one of the most widely spoken. The majority of worldwide scholarly publications,

conferences, and awards are presented in English. However, the structure of professional and academic writing is complex and rigorous (Biber & Gray, 2010). One cannot deny the pervasiveness, influence, and significance of the English language in the academic world and in scholarly discourse (Dugartsyrenova, 2020). Therefore, English education is prioritized in places where it is a second or even foreign language.

The participants in this study also had the same thoughts on the importance of using English in terms of scientific publications. They stated:

"...If a lecturer is the highest career is a professor. And in what way can we get the professor. We have to take our PhD and increase our writings and publications in Scopus indexed international journals. And when we want to penetrate international journals, it means we have to use English in the article..." (Participant A1)

The Sinta 1 and 2 are also using English in their publications (Participant A2)
It can be seen from the statements of the participants above that English is really needed in scientific publications, not only in international journals but also in national journals because even national journals now use English, especially for Sinta Journal 1-3. Therefore, the lecturer finally, inevitably, ready or not, must master English.

Lecturer's challenges in writing for publication

In this research, the researcher challenges can be classified into two main categories such as discursive (language related) and non-discursive (non-language related). Grammatical mistakes, publication requirements, sentence structure, and academic discourse are all discursive challenges. Participants in this study identified a number of difficulties with discursiveness. Other difficulties include a lack of a large vocabulary, difficulty formulating claims or arguments, the impact of L1 on the compositional process, difficulties writing cohesive, well-structured paragraphs, difficulties synthesizing, and the capacity to write quantitatively qualitative contrast (Okamura, 2006). They stated:

"...The last problem is not content but the last problem is grammar. Because our basic is not from English, so it's a bit constrained, right?..." (Participant A1)

"...The biggest struggle in compiling the article and publishing it is constructing the introduction section because in that section we don't just write down the purpose of the research we have done but more if I liken the forest to that and each person already has their own plot of land and where is our plot and what I feel that hard and then language becomes a problem in itself, right

because now both national and international the language is English..." (Participant A2)

Non-discursive challenges are those that have nothing to do with language. Plagiarism, emotional and psychological elements, motivation, knowledge of the reader's culture, developing an academic voice, sentiments of self-worth and talent inherent in academic writing, lack of awareness concerns, and funding are some of these factors that are particularly difficult to explain. In the interview section, the researcher also found that some participants encountered this kind of challenge. They stated:

"...We have just been facilitated with publication funds but are we given facilities such as translation, facilities for research or not! Rewards also need to be given to lecturers. So our universities should have awareness there about how to encourage lecturers to increase scientific publications by increasing their welfare because it's for publication, which is what I suggest..." (Participant A1)

"...The real challenge is time, because to concentrate on writing we need time..." (Participant A2)

It can be seen that researchers have found several challenges related to discursive and non-discursive challenges.

Lecturer's Process in Writing for Publication

Categories of scientific formats are title, abstract, keywords, introduction, method, findings, discussion-conclusion, acknowledgment, and references (Cuschieri et al., 2019). This precise structure will aid researchers in writing scientific papers for publication. A study carried out a systematic structure of the original papers, such as the IMRaD features of the original articles and published publications on PubMed and Scopus (Mateu Arrom et al., 2018). The researchers have been discussing how scientists present their arguments, make them acceptable and justifiable. At this point, scientists prefer to publish in peer reviewed publications and the process of such publication involves research writing, submission, peer review, corrections, final submission and finally acceptance. In this research, the writer wanted to see the process of publishing article.

"...First of all, uh, that's the name before we publish the article, the template is almost the same as using IMRaD, so in the introduction, what I did for the first time was, I looked at the range in the last 10 years regarding the research that I would do, what are the trends regarding research...." (Participant A2)

"...What's the difference? Internationally, he is more detailed in commenting, even printed matters such as tables are also commented on. Nationally, I think it's a bit easier because usually he only touches on the introduction and methods, so it's better to publish in journals. nationally if you look at the duration of time, because if it's in a national journal it's 2-3 months finished but if it's in an international journal it's only 6 months at the initial revision stage..." (Participant A1)

From the explanation of the research results above, the participants have gone through various processes in scientific publications both in national journals and in international journals.

What drives doctoral students for publishing their article?

There are two reasons why people publish their writing which is divided into two internal and external reasons such as career advancement – moving up to the next rung of the ladder, getting recognition for the work you have done, stopping others from taking credit for your work or using your materials, personal satisfaction completing new goals, setting new challenges for yourself, helping your students gain recognition for their work, learning how to write to a higher standard, contributing to knowledge, building your institution's status, developing a profile (Murray, 2019). The researchers found the internal and external factor in this research. For the internal factor, they stated:

"...I have, if that is the highest career is a professor. And in what way can we get professors by taking doctorates and increasing writing and publications. And writing shows our expertise, so that's what drives me to be consistent and persistent, not only consistent but also persistent to write..." (Participant A2)

"...I'm more internal; writing is like a hobby, like addicted..."
(Participant A1)

Besides that, the researchers also found the external factor. The participants stated:

"...The motivation to write, yes, actually the motivation to write, because we know that as a lecturer one of his duties is to write, that's part of the tri dharma..." (Participant A1)

"...So research and publication become one series and of course if the status is already civil servant, the motivation to write is for lecturer promotion and that becomes one of the lecturer's requirements...." (Participant A2)

This is in line with the idea of (Murray, 2019) that one of the reasons for publishing their work is because of the coercion of the institution.

The need of support from institute

Beginning academic writers highlight their fears about the quality of their work (fear of rejection, criticism, and exposure of their weaknesses) and unfamiliarity with the peer review process as their most common challenges. It seems that new writers still need guidance so that their writing becomes better. Based on the results of interviews with participants, it was found that campuses or agencies had not provided qualified assistance. They stated:

"...Our neighboring university has an incentive. So every lecturer who has published, starting in Sinta 2 and 1 and international journals, has a reward. That's what triggers the enthusiasm of the lecturers to write because there is a reward that they immediately feel..." (Participant A2)

"...At us, we have just been facilitated with publication funds, but are we given facilities such as translation?..." (Participant A1)

It can be seen from the description of the interview results above, it can be seen that the participants felt that they still needed in-depth assistance regarding writing for publication

Lecturer's strategy in writing for publication

Researchers believe that participants also have several strategies that are carried out by them to solve their problems in writing. This was stated by the participants:

"...But what I personally feel, actually writing is because he has skills, so we have to have competence and we also have to upgrade our abilities, our skills in using various tools in making literature reviews for example. There are actually a lot of tools that can be used..." (Participant A1)

"...I applied what I applied when I taught at Higher Education before, I made a research where students no longer submitted titles which were given by the lecturers, yes, in physics subject, nine people didn't submit titles, all the titles were from me so they just had to work on them..." (Participant A2)

DISCUSSION

Lecturer's attitude in writing for publication

The findings revealed the lecturer's attitude toward publishing. The researchers observed that individuals were favorable about publishing. The results show this.

They're generally pro-policy. The study's participants are academics, therefore they think improving their writing, especially in English, will help their careers. (Li & Flowerdew, 2007) prior investigation found similar results; 60% of study participants supported the school's publication requirements, and 29% did not. A study found 15 factors examine lecturers' affective, behavioral, and cognitive attitudes about producing scientific papers for international publications. The behavioral component is examined by 4 indicators: willingness to learn to write, attend training if available, maintain trying, and read relevant English articles (Hartono & Arjanggih, 2020). On the other hand, there is some opposition to the regulation. Because students had to produce not just dissertations but also articles for international publications, some participants thought it would be a waste of time. Despite the fact that the participants' responses varied, the researcher believed that this rule would have a positive impact on them.

The need of publication in English

English is the most widely used language for international academic journals, publications, and university achievements. Academic writing in English, on the other hand, is intrinsically rigorous and difficult (Biber & Gray, 2010). As a result, several obstacles are created for scholars in developing nations to prepare publishable articles (Huang, 2020). There are currently laws governing the publication of articles in international journals. This rule is applicable to bachelors, masters, and doctorate degrees. Furthermore, this regulation extends to academics such as lecturers. Every semester, they must produce publications in both national and international journals to advance their careers. Accredited journals, such as SINTA 1-3, are already using English in the articles that will be published in those publications. Despite the fact that not all lecturers are fluent in English,

Based on the findings above, we can conclude that instructors require scientific publications in English. One of the purposes of scientific publications in English is to advance to the level of professor. One of the conditions for promotion to professor is publication in an international journal that has been certified by Scopus. As a result, whether ready or not, whether they like it or not, professors must be prepared to write for publication in English.

Lecturer's challenges in writing for publication

In this investigation, the writer observed many problems. Discursive and non-discursive difficulties exist. Grammatical errors, publication requirements, sentence structure, academic speech are discursive problems. According to the research, discursive concerns include English and publisher issues. Some struggle with grammar and word choice. Their vocabulary is limited. To develop a strong introduction and literature review, reading is crucial. Several studies can use these results. In addition, a study on the problems of Hong Kong lecturers writing in English for publication found that lecturers faced the following language-related problems in writing academic articles in English: inability to make claims with enough sources, lack of a rich technical vocabulary, and native language impairment when writing in English (Flowerdew, 1999). When writing in English, Thai academics struggle with grammar, vocabulary, sentence formation, and writing style (Phothongsunan, 2016). In addition, the low publishing rate is attributed to researchers' poor English writing skills, even in higher education (Rasoly, 2018). In Oman, teachers who want to publish in English confront issues with syntax, vocabulary, writing style, sentence building, and research-related speech (Karimnia, 2013) shows that junior Iranian professors experience language-related challenges include lack of suitable terminology, inability to adequately communicate results, and inability to successfully defend assertions due to poor English. Spanish instructors say they lack training in academic English writing (Negretti, 2021).

Furthermore, this study discovered that the study's participants found it challenging to fulfill the standards of the target journal. The challenge they frequently face is that there are various needs from the target journal that are not clearly defined in the specifications, so we must study the target journal that we will see to understand how it is written and the style of writing.

Non-discursive difficulties are those that have nothing to do with language. Plagiarism, emotional and psychological variables, motivation, understanding the culture of the reader an article is about to cover, producing an academic voice, sentiments of self-worth and talent inherent in academic writing, lack of awareness concerns, and funding are all examples of these factors. The researcher discovered a number of non-discursive problems. The difficulties that occur are tied to financial issues. The participants desired that the school support their research so that they could focus on performing it. They also struggle to divide their time between education and job, which causes them to be disorganized.

Lecturer's process in writing for publication

It was discovered through this investigation that the participants likewise went through a lengthy procedure in order to acquire scientific publications. In addition to that, the participants went through a comprehensive review process. However, when the review and publication processes of national journals are contrasted with those of international journals, the review and publication processes of international journals take a significantly longer amount of time. During this round of the review process, the participants went through scenarios three and four. However, it is something that is quite disappointing when there are professors who rush to pursue publishing in international journals without paying attention to which international journal they choose to publish in. This is something that should be avoided at all costs. Because of this, it is vital that we identify publications that are interested in what we have to say before we begin writing so that our work does not go to waste.

What drives doctoral students for publishing their article?

Researchers categorize publication motives into two categories: It relates to Murray's hypothesis. There are two motives for publishing: internal and external. According to participant responses and study, internal motivations include professional progression and the development of writing skills (Murray, 2019). As lecturers, several of the participants in this study were motivated by internal factors such as their professional advancement. They require publications to develop in their careers. It will aid them in this endeavor. Several interviewees claimed that they published scholarly articles to demonstrate their knowledge as lecturers and to enhance their personal brand. Additionally, writing for publication can reveal fresh information regarding journal publishing, as indicated in one.

In addition to internal problems, this study also examines external factors where it is very interesting to observe that the majority of authors publish their scientific work solely to fulfill their educational obligations as a lecturer. This is in accordance with the affirmation statement that an article is published because it is a coercive institutional rule (Murray, 2019). Writing in English is more difficult for non-native speakers than writing in their native language. Plus, writing is a difficult thing because the ideas that are contained don't always flow easily from the brain to the fingers, then from the fingers to the pen or computer keyboard. This is different from

verbal communication which can be enhanced by the use of gestures, body movements, voice, tone, intonation and pauses, written communication does not have these important elements and requires the writer to also consider punctuation and alignment (Matyo-Cepero & Varvisotis, 2016) and writing also considers cohesion and coherence from paragraph one to others in the context of scientific work (Jairos Gonye, 2012). On the other hand, a study states that many academics have difficulty in designing scientific writing according to which often, individuals lack time and space to write, experience fear and anxiety when writing, lack knowledge and skills, and think that they are not good enough at conveying ideas (Matyo-Cepero & Varvisotis, 2016). This research also identified extrinsic elements that influenced participants' writing to be published, such as the educational commitment in three aspects (Education, Research and Community Service) that must be fulfilled as a lecturer or duties as a public worker.

The need of support from institution

When discussing scientific publications, it becomes apparent that not all academics are prepared for this. They still require assistance from institutions to improve their writing. According to (Kirkpatrick, 2019), novice academic authors cite their anxieties regarding the quality of their work (fear of rejection, criticism, and exposure of their inadequacies) and unfamiliarity with the peer review process as their most prevalent obstacles. Unfortunately, this investigation revealed that the campus still does not adequately accommodate the lectures. This is consistent with the findings of numerous researches whose outcomes are nearly identical to this one.

More than half of the Participants believe that colleges should provide a course or workshop to assist scholars in preparing for their research writing (Subandowo & Adamova, 2022). It is essential to acquire proper training facilities, such as writing professionals to lead the writing process and English centers for language editing. Then, university assistance can inspire academics to be more engaged and driven to create scholarly publications, and will also be beneficial to their studies (Phothongsunan, 2016). Consequently, it is evident that the participants in this study were not provided with enough resources by their institution.

Lecturer's strategy in writing for publication

The writing strategies discovered in this study are very different. One of them is a proof reader. Proofreading is recognized as the most successful technique for fixing their concerns, with proofreading utilized to both correct other people's work and make ideas for our own. The majority of participants said it was essential to have an expert-like evidence reader study and examine both concepts and structures in their journals. Proofreaders can be both friends and bosses. However, based on interviews, one of the participants stated that his writing method was to approach the supervisor. In contrast to (Li & Flowerdew, 2007) earlier research, this study discovered that support from proofreaders was rarely observed in his research. The majority of participants reported that their supervisors could help them in a variety of ways, including: a) providing general or specific research topics (Li & Flowerdew, 2007) b) advising on references and thinking routes during research and writing; and c) revising their draft English paper. However, the degree of supervision appears to vary depending on criteria such as the nature of the research topic, students' independent research and writing ability, the supervisor's mentoring approach, and the student's English level.

Furthermore, one of the tactics utilized by professors in writing is the usage of the application such as Quilbot, NV4, Grammarly, and others. These applications aid them in their writing, both in terms of language and data processing. As we all know, in our global day, there are different applications that can be used. It is possible to conclude that the instructors make use of pre-existing applications. The revealed strategies mirrored how the participants frequently enhanced their skills. Another approach is to dedicate a day to writing.

The objective of this study is to provide a description of the processes that lecturers go through when writing for publication in a variety of publications, including national and international ones. In addition to this, it intends to investigate the obstacles that authors face when writing for publication in the actual world, as well as their approaches to writing. The experiences of lecturers who have published more than 15 articles combined in national and international journals are the primary subject of this research.

There are seven aspects that researchers analyzed in this study. The first is about the lecturers' attitude toward writing for publication. In this finding, there were two subthemes; positive and negative attitude. The second is about the need publication in English. Next, there are the lecturers' challenges in writing for

publication. For challenges, there are two sub-themes; discursive challenges and non-discursive challenges. Then, the finding is about the lecturers; process in publication. The next finding is about what drives doctoral students for publishing their article. For this finding, there are two sub-themes; External factors and internal factors. The need of support from the institution is also the finding of this study. For the last finding is the lecturers' strategy in writing for publication.

Based on these results, it was found that most of the participants had major challenges related to language and other challenges in writing for publication. The researcher suggests several recommendations for universities, faculties and lecturers who have followed the writing for publication policies. First, for students, this research is expected to provide in-depth information about writing articles and also about scientific publications in order to prepare them in writing for publication after graduating from university. For lecturers, this research is expected to be a motivation for other lecturers regarding scientific publications and can learn from the experiences of the participants in this research. For universities, universities can enrich the experience and knowledge of lecturers about writing scientific papers through not only seminars but creating a community whose job is to support lecturers in scientific publications both in national and international journals. For future researchers who are interested in conducting other research but in the same scope. The researcher also hopes that other research can investigate the challenges of lecturers in scientific publications in English in a larger scope.

Conclusion and Suggestion

In conclusion, the journey of embarking on a researcher career and actively engaging in writing for publication is a multifaceted and transformative experience that transcends the boundaries of academia. This phenomenological study has delved deep into the lived experiences of individuals who have undertaken this path, shedding light on the intricate interplay of emotions, challenges, and triumphs that researchers face in their quest to contribute to the global body of knowledge. Through this exploration, several key findings and insights have emerged.

It can be seen that the participants consider scientific publications to be very good, especially as they can support their careers as lecturers, but in fact, in the writing process, they still encounter problems related to writing, such as language problems and in terms of publishing. Therefore, the participants need help from

institutions to make the writing process easier for them. Fortunately, the participants already have their own strategies to make it easier for them to write. They utilize applications in writing and also play an active role in attending seminars.

However, this research has some limitations, including the small sample size of only two participants. This cannot represent a larger population. To enhance the generalizability, a greater quantity of participants is needed. Additionally, this research only focuses on the experience of a few participants in writing for publication. Therefore, further researcher can focus to investigate the problems in writing for publication.

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