

ABSTRACT

The aims of this current research were to identify factors influencing the emergence of barriers to English research article writing as reviewed in existing literature; to explore the lived experiences of EFL students in perceiving barriers to writing English research article; to describe the development and construction model of BERA scale proposed to measure EFL students' research article writing barriers; and to measure the levels and types of EFL students' barriers to writing English research article. This research was an exploratory mixed-methods study undertaken through two approaches (i.e. qualitative and quantitative) and four designs (i.e. Narrative Literature Review, phenomenology, scale development, and survey). The objectives of Narrative Literature Review (NLR) were twofolds. Firstly, it identified the previous studies focusing on article writing barriers searched from international journal databases such as Sciencedirect and Tandfonline. Secondly, the theoretical results were used as interview topics that followed. Phenomenological study, which was conducted through interviews, was proposed to identify EFL students' lived experiences on research article writing barriers. Fifteen EFL students were selected as the interview participants through a purposive sampling. Scale development was proposed to construct an instrument which allows both university EFL teachers or students to identify, measure, and classify barriers in writing a research article. In this case, 213 EFL students were invited to fulfill Exploratory Factor Analysis (EFA) and 247 students for Confirmatory Factor Analysis (CFA). Survey attempted to measure types and levels of such writing barriers of a broad number of EFL students ($n=519$). The results revealed that there were both internal (e.g. linguistic competence) and external barriers (e.g. financial issue) identified through NLR and those experienced by the EFL students in writing a research article during their undergraduate English program. Meanwhile, development of Barriers to English Research Article Writing (BERAW) scale was initialized with the loadings of four-factors dimensions (i.e. submission-related, corrective feedback, cognitive, and linguistic competence issues) as a result of EFA. BERA scale model was examined through CFA and the result proved that the scale had good fit indices ($df=2.473$, $p=.000$, $GFI=.971$, $NFI=.958$, $TLI=.952$, $CFI=.981$, $RMSEA=.048$) and higher internal consistency ($Crba = 0.86$). The scale was finally determined with 37 items and four dimensions. The survey results showed that the EFL students suffered from various research article writing barriers, ranging from linguistic competence, submission-related, corrective feedback, and cognitive issues. To sum up, BERA scale is a validated and reliable instrument to identify, measure, and classify EFL students' article writing barriers. In addition, some educational recommendations are also proposed.

Keywords: BERA scale, scale development, research article, writing barrier