

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Existing literature reveals recent trends and issues in writing English research articles in terms of specific linguistics and technical writing techniques (Li & Xu, 2020; Khedri & Kritsis, 2020; Xie, 2020; Abdi & Sadeghi, 2018; Kelly-Laubscher et al., 2017). However, such trends and issues do not indicate any focus on comprehensive rules and procedures in writing an English research article, which most novice authors need help to succeed. Meanwhile, studies regarding the holistic process of writing remain paramount for many authors (Wallwork, 2016), particularly university EFL students who begin their experiences by writing an article from research they undertake during their final research project. Moreover, the importance of article writing procedures includes not only the identification of step-by-step writing and its publication to a target journal but also the understanding of weaknesses during the English research article writing process, such as obstacles prior to, during, and after writing such a research article (Wallwork & Southern, 2020). Writing for publication is vital for professional growth (Nelms, 2004; Driscoll & Driscoll, 2002) and critical for career development (Witt, 2018; Chien, 2019). The more writing is developed the more possibility it will be published in a journal. Writing and having it published are two interrelated processes that prove the level of knowledge and professional development in terms of undertaking research and writing a qualified article.

Following the procedures and rules of English research article writing for journal publication, authors, including EFL students, must consider some relevant stages. The process of presenting a scientific article consists of systematic stages such as pre-writing, researching, drafting, revising content, revising organization, editing, proofreading, and publishing the scholarly work

(Cer, 2019; Wallwork, 2016; Greene & Lidinsky, 2012; Murray, 2009; Wallwork, 2022). During pre-writing process, students browse, read, and summarize related materials. Their course supervisors ask them to write an outline for their article writing, enabling them to work more systematically during each stage. This beginning stage is paramount that it helps to determine the development of scholarly article writing of the students.

As for the research stage, collecting data from the field (e.g., survey research) is essential before analyzing data and presenting its final report. Several components need to be undertaken to complete the requirement for collecting data based on formulated research questions. First, a research plan comprises the research background, gap, focus or objective, and question(s) (Greene & Lidinsky, 2012). Each component directs the students to identify why a study needs to be undertaken and formulate the focus of the study. It also enables the student to determine whether the study has a novelty because the current study is theoretically and practically different from those studied before (Somashkhar, 2020). Another component is conceptualizing the main critical terms with a related literature review. It allows the student to describe the principal terms used during the study and compare current and previous studies on the same theme.

A systematic research procedure has to be accomplished by a clear but concise description of a particular method employed for research data. This component comprises participants or respondents of the study, an instrument used to collect data, strategies for collecting data, and steps of data analysis. In the research stage of scientific article writing, the research method should be explained in detail and systematically (Wallwork & Southern, 2020; Wallwork, 2022). It is essential to fulfilling this to ensure quality when conducting research. An instrument has to be prepared before researching as it is the most influential tool for students who begin collecting data either in the field or in the library. In addition, in writing a scientific journal article, this component has to be written earlier in a proposal to determine the readiness of students to be engaged in research (Greene & Lidinsky, 2012).

Having finished the research, it is noted that the issue of drafting is always challenging for a student in writing a scholarly journal article. Drafting, as the name implies, is elucidated as building theories, ideas, and research data into a systematic and concise form of scientific article writing (Wallwork, 2016). The stage begins with writing an introduction, compiling a literature review, assigning research methods, presenting findings and discussion, determining a conclusion and recommendation, enlisting references, to presenting an appendix (Greene & Lidinsky, 2012). Regarding its comprehensive characteristics in article writing, it should be managed and appropriately developed by the student, who expects to have systematic and qualified article writing before submitting it to a targeted journal (Edmunds & Waldrop, 2018).

A final draft of a journal article submitted to a journal is assigned to be checked, read, and evaluated by a journal editor and reviewers. A submitted article may be rejected or returned to an author depending on an initial assessment based on journal guidelines. An article that is considered to be evaluated for further steps, such as final evaluation or copyediting prior to publication, needs to be revised in terms of its technical mistake (e.g., diction or grammar) or content (e.g., literature review) (Wallwork & Southern, 2020; Wallwork, 2016). It is the last stage of journal article writing that encourages a student to work more comprehensively and systematically to achieve a better opportunity for publication.

To support each step of writing an English research article, the EFL students need to deal with hard work and effort that are valuable for running the process of writing (Wallwork, 2016). In this regard, encouragement is a key that helps the students commence writing an English article and publish it in a targeted journal. Encouragement, as the term implies, refers to a primary reason for behaving in a specific action or thought before or when a person is doing something (Boo, Dörnyei, & Ryan, 2015; Piniel & Csizér, 2015). As for writing an English journal article, a student should be indulged with several components of writing encouragement, such as self-beliefs, attentiveness,

utility, value, and social gathering (Guo & Huang, 2018). Self-beliefs towards the ability to begin and finish writing an English journal article should be internalized inside the minds of a student as it encourages himself/herself to be confident during the article writing process. An article author with a higher ability self-belief can perform better writing quality and trigger ideas that solve problems encountered during such English article writing stages.

Self-beliefs in writing an article enhance a student's excitement in planning, writing, revising, and publishing an English article in a journal. Writing attentiveness is a condition that enables an author to write an English article full of enjoyment during the process (Sabti et al., 2019; Chea & Shumow, 2017). When the student enjoys writing an English article, positive feelings and emotions are managed as two factors that encourage the author to increase their writing interest. In addition, article writing is seen as an exciting object of academic life that has an impact on the student's commitment that the written article is accomplished within motivational boundaries (Kırmızı & Kırmızı, 2015; Zhang & Guo, 2013; Kahraman, 2012). Meanwhile, it is noted that an English article author writes a journal article for reasons such as future use, positive impact, and functional objective. The process of writing an English article directs an author to develop the content or structure of language. Regarding publishing such a written work, the journal article is beneficial for getting a job, pursuing a study, and improving academic competence.

As another component, utility in writing an English research article is either internal or external encouragement that focuses on the usefulness of English article writing for an author (e.g., the EFL student) to achieve a particular academic goal (He, 2019). The belief that a published research article can help pursue a study or seek a future job encourages students to keep writing an English research article. In dealing with this, active and contributive efforts are highly needed. Writing an English research article requires a deeper understanding and higher analysis of the discussed topic and correct English structure, such as appropriate grammar and proper diction (Chien, 2012). Struggling for a great effort, the students must focus on understanding the steps

of writing an English article, including outlining, researching, and reporting a study. A group discussion can be triggered as it will likely encourage writing an English article. Such a group is prospective for sharing more topics regarding English article writing and its publication in a journal.

Consistency does not always support the encouragement that is enhanced in students' scientific work to encourage another positive attitude (Teng & Zhang, 2018; Raofi & Yahya, 2017; De Silva & Graham, 2015). Writing an English journal article may also reduce enthusiasm from the beginning until the final revision of such writing. As a complicated process, writing an English article requires students to present complete writing understandable for readers, editors, or reviewers during a revision process. However, it is noted that various aspects of writing need to be considered to produce a highly qualified English research journal article, including researching, outlining, utilizing linguistic elements, paraphrasing, and comprehending contents (Wallwork & Southern, 2020). In this case, students have to be challenged with some barriers to writing an English research article which naturally emerges as a negative predictor that reduces authors' writing quality and effectiveness of their writing process. To deal with it, philosophical views have more description.

Ontologically, barriers to writing, as the term implies, refer to obstacles to the writing process that can be either undesirable or unpredictable for some authors. Although it is a normal response to unexpected matters, writing an English research article can be a more severe problem for students. The writing barrier includes stressed and fearful feelings before, during, or after the process of writing (Bridges et al., 2015). Meanwhile, students facing barriers to writing an English research article may need help beginning, keeping, and finishing writing properly. They also feel pessimistic about the final result of their article writing even when it has been accomplished to be submitted to a journal.

Epistemologically, in writing an English research article, the student has to deal with several factors that influence the emergence of writing barriers (Kapp, Albertyn, & Frick, 2011). First, as a complex process, English article

writing does not tolerate plagiarism, which negatively impacts scientific writing development. Plagiarism must be avoided by paraphrasing a source with its author's words without deleting its essential meaning. However, paraphrasing is a complex process of restating meaning as previously configured by an author. For many, paraphrasing causes apprehension during an English journal article since an author cannot rearrange a sentence to avoid plagiarism which requires higher academic commitment.

Linguistic difficulty is categorized as a factor that increases the intensity of the barrier to writing an English journal article among students. Unquestionably, the English language has several linguistic components that must be integrated into scientific writing, such as English journal articles, including vocabulary, grammar, and writing style (Englander & Corcoran, 2019; Wallwork, 2016). The article writing barrier can be caused by difficulties in selecting proper diction for each sentence, using correct grammatical sentences through whole sentences, and presenting an appropriate writing style that can reveal meaning and content (Hanauer, Sheridan, & Englander, 2019; Arnbjörnsdóttir & Ingvarsdóttir, 2018). Furthermore, the problem of mother tongue memory harms students' competence in searching for proper diction, compiling words into a grammatical sentence, and creating meaningful sentences based on correct use and usage of the English language (López-Navarro et al., 2015). This type of writing barrier is more common in writing a journal article with English as its primary language since it is complicated to create a comprehensible scientific written work without a sufficient linguistic understanding of the students.

Other barriers, such as psychological and educational issues, influence English research article writing quality. Lack of writing motivation, for example, not only reduces EFL students to begin or finish their writing but also disturbs their writing strategies and time management, which are paramount in producing qualified article writing (Wilby, 2022). The authors with lower writing motivation do not attempt to encourage themselves to write an outline, read references, construct an instrument, begin research, and finish the research

report in their article. Such barriers to writing a research article trigger the authors' unproductive scientific work as they cannot motivate and regulate themselves to increase article writing practices (Chea & Shumow, 2017; Csizér & Tankó, 2015). Meanwhile, educational barriers include environment, method, content, and assessment in learning and practicing how to write an English research article. The educational barriers negatively impact EFL students' writing development because the students need to be trained with practical writing exercises and provided with creative writing content that will help them indulge in research article writing more comprehensively. The educational aspects are dominated mainly by the English teachers' instruction strategies to enhance academic article writing skills and the quality of their instructional materials, assessment, or even feedback towards students' written work.

Axiologically, sustainable discussion over barriers to writing an English research article has to be intensified to identify types of obstacles experienced by authors and strategies to cope with such obstacles in writing an article for journal publication. The authors have a higher expectation that their articles are submitted and accepted to be published in a target journal, particularly in a reputable international journal indexed in Scopus, ISI, or Web of Science. It can be achieved through either a straight or zigzag process consisting of outlining, proposal writing, researching, reporting, article submission, revision, copy editing, and article publishing. Concerning article writing barriers, it is noted that those who can battle against emerging obstacles when writing an article are predicted to succeed in publishing their articles in a journal (Johnson, Putnam Davis, & Bandy, 2019). Academic writing and research skills are among several essential skills needed to produce a qualified research article that is locally and globally accepted to further reference knowledge (Hyland, 2017).

Nevertheless, writing a qualified article and publishing it in a reputable international journal have always been challenging for authors in most countries, including Indonesia. Referring to the SCImago Journal & Country

Rank, a freely accessible portal that provides journals and country scientific indicators derived from the Scopus database (Elsevier B.V.), it is stated that regarding linguistics and language in 2021, Indonesia is in 28th rank with 312 documents published in reputable international journals, 72 citations, 32 self-citations, and 22 H-index. It seems to be less productive compared to other countries such as Saudi Arabia (24th rank) with 341 documents, 200 citations, 35 H-index; South Africa (23rd rank) with 361 documents and 50 H-index; India (20th rank) with 421 documents and 57 H-index; and, the top first rank, United States, with 6145 documents, 3304 citations, and 378 H-index (SCImago, n.d).

Regarding Asiatic regions, in the last three years (2019-2021), Indonesia ranks sixth with 973 documents, 1122 citations, 668 self-citations, and 22 H-index. The ranking, however, is lower than India, with 1184 documents and 57 H-index, and the top rank in Asia, China, with 5009 documents and 124 H-index (Table 1.1) (SCImago, n.d). On the other side, in 2021, Indonesia had 2.225 universities (Badan Pusat Statistik, 2021), and it is the country with the third-highest number of universities in the world (AD Scientific Index, 2023). Such a position should have been a vantage point for authors, particularly in linguistics, language, or education, to be both active and productive authors whose research articles are accepted to be published in various reputable international journals. In this case, every author, including the EFL students, must be able to deal with problems or challenges in writing an English research article as they prevent them from producing and accomplishing qualified scientific written work.

Amongst the factors hindering article publication in a journal, such as suitability of topics, length of review, level of the journal, the complexity of analysis, novelty, and clarity, barriers to writing an English research article are more influential in determining the quality of an article to be proceeded, reviewed, or accepted in a reputable international journal or other journals with different levels (Yeo-The & Tang, 2022; Oshakbayev et al., 2021; Belcher, 2009). Therefore, earlier identification of such English article writing barriers

helps identify every obstacle that negatively impacts a research article. It is also valuable to find possible solutions to overcome such barriers before, during, or even after writing an article for a journal publication. In this current study, the author specifies the focus on identifying and enlisting barriers to writing an English research article either theoretically or practically through a field study.

Table 1.1 Asiatic regions country ranking from 2019-2021 regarding linguistics and language topics

No	Country	Documents	Citations	Self-citations	H-index
1.	China	5009	15246	7558	124
2.	Japan	2013	4637	1334	117
3.	Hong Kong	1369	4384	1001	109
4.	South Korea	1337	2548	700	65
5.	India	1184	3249	1083	57
6.	Indonesia	973	1122	668	22
7.	Taiwan	895	2151	483	73
8.	Malaysia	763	1510	457	43
9.	Singapore	571	2170	442	92
10.	Thailand	441	548	208	33

(Source: <https://www.scimagojr.com/countryrank.php?category=3310&area=3300®ion=Asiatic%20Region>)

Several significant findings must be considered regarding preliminary observation and interviews of EFL students' experiences in writing a research article as either a compulsory project or optional task in two universities in Kerinci and Sungai Penuh. To begin, the task of writing a journal article that began a couple of years ago has motivated EFL students to browse and download journal articles from many online sources. Nowadays, a program for writing an English research article and having it published in a journal has been offered for EFL department students as an option to graduate from the study program. They are asked to submit an article and have it published in a journal accredited in Sinta 3, 4, and 5. A higher number of students tend to undertake the program as it is believed to be accomplished in a shorter semester than writing an undergraduate thesis.

Nevertheless, many EFL students have been experiencing various obstacles in writing and publishing their research articles. Based on the researcher's experiences as undergraduate thesis and research article writing

supervisors and examiners, it was found that from more than forty students who wrote research articles, less than half a number of students has already submitted the articles to a target journal. However, only a few articles were finally accepted to be published in a journal. The phenomenon appears to be problematic for many undergraduate EFL students who have to write a research article as they are challenged with a complicated process of writing, submitting, and having their article published in a journal (Huwari & Al-Khasawneh, 2013).

Following the above findings, it revealed that the students found it complicated to read, highlight keywords and critical findings, and summarize the content of articles. The problem was concerned with the use of English with complex English grammatical structures, difficult vocabularies, and the context through which an article author describes the objectives. Moreover, in reading a high-impact journal article (i.e., an international reputable journal article), it is stated that the students were challenged with understanding either quantitative or qualitative data presented in the findings subsection of the article. One of the critical points in reading a journal article is understanding how the author presents and describes the data.

Meanwhile, the EFL students believed they needed more numbers of vocabulary in reading and summarizing English journal articles. The lack of academic vocabulary reduced their motivation and increased their anxiety about reading the article as one of the sources before writing it. Some students felt enthusiastic about reading and translating the article, but others were anxious when looking up an English dictionary many times.

The students also needed help with another problem when they converted their undergraduate thesis report into a prepared but comprehensive English article. Lack of ability to combine ideas from several paragraphs into one or two paragraphs with similar meanings resulted in anxiety in pursuing their English article writing. Moreover, the EFL students were worried about selecting data from their thesis report to be presented in the article. Apart from such conversion, other students opted for rewriting an English journal article

based on their thesis contents. They were sure that such a strategy was adequate and that they did not have to consider any combining paragraphs from the thesis report. Although they were motivated to offer a new article on a similar topic, it tended to burden their thoughts to finish writing it. It took longer for them to begin writing from the introduction until the conclusion section.

The EFL students believe they need systematic self-regulation in writing an article. Such a problem was influenced by a need for more time management, preventing them from managing structured writing time. Seemingly, they believe that various barriers to writing an English research article were challenged to them, such as grammatical difficulties, lack of vocabulary, lack of discipline and time management, disorganized writing self-regulations, lack of translation skills, and lack of experience in writing an English research article for journal publication. Although it is normal to have various obstacles in writing an article, it is noted that such writing barriers have disturbed their concentration in accomplishing their writing and reduced their motivation to deal with such scientific work appropriately. On the other hand, as there have been fewer solutions to overcome the writing barriers, the students have been working on their approaches and strategies to cope with such article writing barriers. For example, some students tended to utilize online resources that teach them how to write, cite, submit, or revise a reviewed article. The others confirmed that they motivate themselves through collaborative discussion and writing in an English community at the college.

The fact that the above practical pieces of evidence are reflected from the EFL students' field experiences remains considerable that either linguistic, psychological, or educational barriers to writing emerge simultaneously during English journal article writing. On the other side, practically, there has been a plethora of studies in the literature that investigates barriers to writing English academic article (Albert, 2017; Belcher, 2019; Tsao et al., 2021; Clapton, 2010; Driscoll & Aquilina, 2011; Gopee & Deane, 2013; Grzybowski et al., 2003; Renck Jalongo & Saracho, 2016; Johnston et al., 2014; Keen, 2007;

Kornhaber et al., 2016; Morss & Murray, 2001; Murray et al., 2008; Murray, 2012, 2013a, 2013b; Oermann & Hays, 2015; Pajares, 2003; Pololi et al., 2004; Rosales et al., 2012; Silvia, 2007). Moreover, several studies in the Indonesian context (Mukminin, Ali, & Ashari, 2015; Wigati, 2015; Padmadewi, 2016; Ariyanti, 2016; Ariyanti & Fitriana, 2017) have also been concerned with barriers to writing research articles among EFL learners. The previous studies are primarily undertaken to descriptively explore authors' perceptions of the writing barriers or measure the levels of such article writing barriers statistically.

However, there is minimal research exploring EFL students' research article writing barriers through qualitative inquiries and scale development. This study was proposed to explore EFL students' barriers to writing an English research article through a multi-phase mixed methods design (Creswell, 2015; Mertens, 2023). This study was different from those undertaken previously in terms of various aspects. First, it composed of four research phases, including a narrative literature review, phenomenology, scale construction and validation, and a survey. Each phase is interrelated, and one phase supports the continuation of another phase. For example, a narrative literature review (NLR) results are indulged into themes during interviews in phenomenological method. The themes yielded from SLR and interviews are the basis for writing the statements of writing barrier scale construction. Finally, the validated scale of the article writing barriers was used as the main instrument to survey EFL students' English research article writing barriers.

As for the second newness, it explored two different but related approaches to determining EFL students' barriers to writing a research article. Very few studies are concerned with developing a scale through such combined approaches. Most studies on such scale development are piloted by providing several related statements to be examined under specific statistical calculations (e.g., exploratory factor analysis and confirmatory factor analysis) before validation. Conversely, this study encompasses the determination of article writing barriers from both literature analysis and students' experiences

in writing and having their articles published in a journal. Such qualitative exploration must have a more comprehensive impact on perceiving such writing barriers than without any prior analysis of students' actual experiences. Furthermore, the final constructed scale on the writing barriers reflected objective findings, experiences, and impressions in writing an article for journal publication. Generalizing some EFL students' experiences to many other EFL students seemed eligible, as they were believed to have similar writing barriers.

Third, this current study was a product development research in scale construction and validation. A scale called Barriers to English Research Article Writing (BERAW) was intended to be constructed as a new survey instrument for determining perceptions, types, levels, or related forms of writing barriers. The rationale for the construction was based on profound findings in both reputable international journals and other accredited journals, which reveal scarce studies on such scale development on English research article writing barriers. Moreover, the newly constructed scale is practical in enabling the author to discover the related barriers systematically. As the scale was contextually constructed upon Indonesian EFL students' field experiences, it can be used to generalize the research article writing barriers to other Indonesian EFL students in particular.

Lastly, questions may arise, such as "Why does the present study prefer exploring barriers to coming up with strategies?" and "Is understanding barriers worthier than determining strategies?" Regarding foreign language writing, barriers and strategies are two different but interrelated approaches that allow EFL students to choose one in learning English, such as article writing skills. Meanwhile, the EFL teachers can begin the lesson by identifying students' barriers and determining strategies such as problem-solving and vice versa. Students' barriers are triggered as a point of departure prior to designing English research article writing instructions without any consideration on providing related strategies to cope with the writing problems. Both EFL writing barriers and strategies can work individually or simultaneously as they

are originally different, but one approach supports another within a particular English learning context (Griffiths & Soruç, 2020; Morgan, 2019; Hmelo-Silver, 2004; Ivanyuk, 2020).

1.2 Identification of the Problem

Both theoretical and practical problems were identified from the EFL students' experiences concerning barriers to writing English research articles. It is noted that the EFL students were challenged with some obstacles when writing an English research article, as follows:

1. There is a lack of either comprehensive or systematic collection of existing literature review as offered in both previous national and international journal articles. It is not to claim that the previous studies do not discuss barriers in writing an English research article, but rather incomplete or particular topics being researched. Such insufficiency has resulted in a research gap that needs to be managed as the weakness of the previous studies. In short, the gap was prompted due to a problem of the studies or literature that do not provide any comprehensive data on article writing barriers.
2. A preliminary study has identified several barriers experienced by EFL students in writing a research article. However, the study remained inadequate to explore a holistic description about the students' experiences regarding research article writing barriers during their undergraduate level project. Moreover, the inadequacy of students' experiences affected the researcher's conclusion towards the qualitative exploration. The preliminary study was considered a basic indication to deeper investigation towards article writing barriers.
3. Practically, the EFL students' article writing barriers were not properly identified and measured. The impact was that they kept making similar writing mistakes or errors in their article and dealing with various writing problems whenever they wrote a research article. In fact, a diagnostic assessment was not undertaken to identify their burdens in writing the

article and measure writing barrier levels to find out either dominant or frequent barrier challenged to them. Theoretically, the existing studies revealed various focuses regarding research article writing barriers, including related barrier exploration, description, experimentation, correlation with other variables, or evaluation. The absence of scale construction and development appeared to be a problem for university teachers or stakeholders in higher education level to enlist real-life experiences of such writing barriers among EFL students. A negative impact also emerged when the teachers or stakeholders in higher education level were not able to determine appropriate strategies to prevent the writing barriers based on a contextual exploration. Therefore, both practical and theoretical problems triggered up a need of validated or reliable instrument to identify and measure students' writing barriers more systematically and synchronously before related enablers are decided.

4. As previously stated, the EFL students' experiences regarding research article writing barriers were limited on unravelling an initial research problem as further consideration to conduct a research. Meanwhile, it is noticed that students' writing barriers were serious problems to be explored, managed, and solved as to improvement of academic research article writing among them. Seemingly, it is insufficient that the students' experiences provide comprehensive data on types or levels of the writing barriers. There was a lack of survey conducted earlier to identify and measure such barriers. In this case, estimating types and levels of students' research article writing barriers was an entailment of BERAW scale construction and a principled objective of the developed scale.

1.3 Limitation of the Research

Based on the background and identified problems above, there should be a limitation that enables to set a focus of the research. In this case, the researcher limited the problems of this current research into some considerations. First, this research was limited on investigating problems,

obstacles, challenges, blocks, or barriers faced by EFL students in writing a research article. It did not attempt to determine strategies for writing a research article due to time allocation, cost, and research focus. Second, it was also limited on undergraduate EFL students with experiences in writing a research article. There were two different groups of students, including those whose articles were converted from their undergraduate thesis and those who wrote the research article as a final project that replaced thesis writing project.

Third, regarding the academic publication, the researcher limited on a national journal indexed in Sinta 3 up to 6. The reason for this option was because the research participants or respondents were undergraduate EFL students who were considered beginner research article authors. They were lack of experiences in both writing and publishing a research article to an international journal or reputed international journals before. This limitation allowed the researcher to focus on constructing and developing a scale which relied upon beginner article authors in an EFL context.

1.4 Research Questions

The research questions are twofold. Qualitative questions were proposed to discover numerous barriers based on theoretical analysis of existing literature and empirical findings through EFL students' field experiences. Similarly, quantitative questions were compiled to determine scale constructed model, and measure levels and types of barriers to writing an English research article. The following questions have more:

1. How are barriers to English research article writing reviewed throughout the existing literature or previous studies?
2. Why do the EFL students encounter some problems in writing a research article for academic publication?
3. How is the development model of BERAW scale proposed to measure EFL students' research article writing barriers?
4. How do the EFL students perceive barriers in writing a research article for academic publication?

1.5 Purposes of the Research

Based on the above questions, the purposes of this research are as follows:

1. To review barriers to English research article writing throughout the existing literature or previous studies.
2. To explain related factors that trigger up problems of EFL students in writing a research article for academic publication.
3. To develop a model of Barriers to English Research Article Writing (BERAW) scale proposed to measure EFL students' research article writing barriers.
4. To estimate EFL students' perceptions towards barriers to writing English research article for academic publication.

1.6 Significance of the Research

This research is highly significant concerning English research article writing development for Indonesian EFL students and authors in particular. Theoretically, the research result is valuable for a new reference on types of barriers to writing an English research article for journal publication. It also adds to the development of knowledge concerned explicitly with article writing barriers. It is not only focused on students under the EFL context but also on other authors who are in the article writing process and need theoretical reviews on barriers before finding some strategies to cope with them.

Theories on English research article writing barriers are considerable for many purposes. Research focusing on article writing barriers, for example, has to be provided with detailed information about types of related barriers that emerge when writing an article. Related literature on such barriers is needed to help describe the research or is compared with the research purpose. It not only enhances the literature on the writing barriers but also sheds light on its research limitation and focuses, enabling the author to find a new gap in research article writing barriers. Similarly, the result of this current research is a profound concept for further authors or article authors who intend to describe the article writing barriers in the Indonesian EFL context and compare it with

that of other non-native-speaking countries. Such comparable theories are required to determine what previous study has gone through and what development has been made towards article writing barriers.

Practically, knowledge of perceived barriers to writing an English article for a journal publication in academic life directs university teachers to design a lesson more creatively. The goal is to prevent EFL students from being hindered by any article writing barriers. In doing this, the teachers must modify teaching methods, strategies, and learning environments to help students reduce article writing barriers. Earlier identification of such writing barriers also allows students to keep writing their articles on track, and they are aware of possible factors hindering them from writing a qualified article. Meanwhile, the scale of English research article writing barriers can be used to enlist types of writing barriers encountered by article authors. The results are the basis for solving practical article writing problems. A scale is practical because it is analyzed through standardized statistical calculation. It enables the author to simultaneously acknowledge such barriers and strategies to cope with them.

Regarding educational policy and practice, the research result is supposed that university-level stakeholders and curriculum designers develop effective materials for scientific writing courses. Academic provisions such as curriculum change, technology integration, and teacher professional development should be intensified to reduce the negative impacts of article writing barriers among EFL students or authors. This research implies that the intensity and frequency of academic article writing programs (e.g., workshops, training, or competition) must be increased to educate authors on barriers to writing an article and their strategies. In addition, the research is also significant that it requires stakeholders to help create a supportive learning environment, such as a scientific atmosphere for an EFL writing class. Educational policy support is always needed to regulate related programs, activities, or strategies that reduce EFL students' barriers to writing an English research article.