CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Research Findings

4.1.1 Challenges

According to the participants or Indonesian international students who have taken a part in this research, they faced some challenges when writing their journal article, until the process of publication to SCOPUS-indexed journal. There are two main themes found in the interviews such as internal factor challenges and external factor challenges. There also sub-themes which can be seen in the table below:

Table 5. Themes of challenges

	Themes	Sub themes
Challenges	**Internal Factors**	Lacking knowledge
		Expanding vocabulary
		Applying correct grammar
		Presenting ideas
		Organizing paragraphs
		Avoiding plagiarism
		Procrastinating
	External Factors	Adapting to environment
		Miscommunicating to others

4.1.1.1 Internal Factors

Several internal factors have been found to hinder the academic writing process among international students. Through interviews conducted with selected

participants, the researcher identified seven recurring themes related to the internal factor challenges experienced by Indonesian international students when writing their journal articles. These challenges include lacking knowledge, lacking vocabulary, grammatical difficulties, problem in presenting ideas, organizing paragraphs, avoiding plagiarism and procrastinating. Collectively, these internal factor challenges significantly impact students' ability to produce high-quality academic writing suitable for publication in reputable journal.

a. Lacking Knowledge

We need a solid foundation in writing, especially when it comes to academic writing. Of course, there are different standards in the writing system depending on the type of writing itself. In the process, broad and sufficient knowledge is needed to produce good writing results. P2 explained how lack of knowledge was one of the challenges he faced when conducting his article:

> *"I'm a bit unfamiliar with the unwritten rules and expectations of academic writing in English contexts, such as how to introduce a topic, transition between paragraphs, or conclude my chapter."* (P2)

On the other hand, when P2 talked about how academic writing in an English context made him struggle in the writing process, P3 shared a different perspective, namely how deeply she would explore and analyze the topic in her article. On several occasions, she would be confused about what to do with her limited knowledge. This becomes particularly evident when she is faced with situations requiring her to revise her article, when she needs to conduct research at a deeper level, especially due to the high standards of SCOPUS-indexed journals.

"Saya kadang bingung sama kedalaman pembahasan atau ilmu yang diharuskan dalam artikel, sementara artikel saya harus mendalam karena saya pakainya case study." (I sometimes confused by the depth of knowledge required for an article, when my article need to be in depth, because I use case study) (P3)

When using certain data methods such as case studies, it is important to have extensive knowledge and passion for the topic in order to conduct the study well. This is clear evidence that a lack of knowledge can be a major challenge when writing a journal article for international students.

b. Expanding Vocabulary

In academic writing, one of the essential skills that must be mastered is the ability to select appropriate vocabulary and use precise word choices. This is particularly crucial when preparing manuscripts for publication. All participants in this study identified vocabulary as one of the most fundamental yet challenging aspects of the writing process. Despite being basic, limited vocabulary can significantly hinder the development, clarity, and overall quality of a manuscript, especially when targeting high-standard publications such as SCOPUS-indexed journals. For instance, P1 shared during the interview:

"It's kind of difficult to find other terms of English word that I need to revise my findings and discussion." (P1)

P1 shared that one of the significant challenges she encountered was during the revision process, particularly after receiving feedback from the journal regarding the lack of academic tone and nuance in certain parts of her article—especially in the findings and discussion sections. This issue was closely tied to her vocabulary limitations and difficulty in selecting more formal, scholarly expressions. As a result, the revision process took considerably longer, as she

needed additional time and support to adjust the language and ensure that her manuscript met the journal's academic standards before resubmission. Similarly, P2 also told his experience:

> *"I often [rephrasing] sentences multiple times to find the most appropriate words."* (P2)

Similarly, P2 described how difficulties in expressing his ideas clearly often led to repeated revisions of sentences or entire paragraphs. He emphasized the importance of ensuring that his writing conveyed an academic tone and used precise, discipline-appropriate terminology. This process of refining language to meet scholarly expectations often slowed down his overall writing progress and delayed the submission timeline. Lastly, P3 also acknowledged facing the same challenge, highlighting that vocabulary limitations and uncertainty in word choice often disrupted her ability to articulate complex ideas effectively in her manuscript:

> *"Vocab academic yang terbatas mengurangi kejelasan tulisan saya."*
> (Limited range of academic vocabulary reduced the clarity of my writing)
> (P3)

Still within the same area of concern, participants consistently reported that their lack of vocabulary often resulted in unclear and imprecise writing. This lack of vocabulary made them feel that their articles failed to effectively communicate their intended ideas. These shared experiences highlight that vocabulary limitations are not a minor issue but a significant barrier in the process of writing and publishing journal articles, particularly in achieving the level of academic rigor and clarity required by reputable journals.

c. Applying Correct Grammar

Grammar refers to the set of structural rules that govern the composition of clauses, phrases, and words in a language. In academic writing, grammatical accuracy is essential for clarity, coherence, and credibility. A lack of proficiency in this area can lead to confusion and misinterpretation, making it a notable challenge in journal article writing. P1 admitted that she often struggled with grammatical correctness and had to make continuous efforts to address her uncertainties. She shared that she needed to repeatedly review and revise her manuscript to ensure it adhered to standard grammatical conventions. As she stated:

> *"I sometimes got confused like did I use the correct grammar or not? It was so confusing for me."* (P1)

Another participant who experienced similar challenges was P2. During the interview, he expressed his frequent dissatisfaction with the final version of his manuscript, often feeling that it did not reflect the level of quality he aimed for. He also acknowledged the presence of unavoidable grammatical errors that persisted even after multiple revisions. P2 specifically pointed out recurring issues such as subject-verb agreement, article usage, and sentence structure, errors that, in his view, undermined the overall readability and professionalism of his journal article:

> *"Errors in subject-verb, tense consistency, article usage, or preposition. These small errors are minor, but can disrupt the flow and clarity of the text."* (P2)

P2 expressed significant disappointment upon receiving feedback from the journal indicating that the manuscript still contained several grammatical errors. P2 only then realized that seemingly minor and trivial mistakes, such as grammatical inaccuracies, can have a substantial impact on the overall quality of the manuscript

and the smooth progression of the publication process, particularly in SCOPUS-indexed journals, which uphold high standards of academic writing.

d. Presenting Ideas

Having previously identified vocabulary and grammar as primary challenges in academic writing, two out of the three participants now reported difficulties in articulating their ideas in written form. A limited knowledge base hindered their ability to construct coherent paragraphs and clearly convey the central theme of their articles. P1 noted that she encountered this challenge particularly when responding to feedback and revising her manuscript accordingly:

> *"It's kind of difficult to find a way to describe main ideas my discussion because I have limited knowledge."* (P1)

She stated that revising her manuscript was a challenging task. The feedback indicated that her writing lacked sufficient detail, despite her initial belief that it was already adequately detailed. As a result, she felt confused about how to process the existing data and present each main idea in a concise yet comprehensive manner. Similarly, P2 also shared his experience in articulating ideas in his writing:

> *"I repeat ideas or over-explain certain points, which affected the conciseness of my manuscript."* (P2)

Over-explaining content in an academic journal article can pose a significant problem, as it may lead to confusion among reviewers who struggle to identify the main ideas within each section of the manuscript. This tendency not only diminishes the clarity and coherence of the writing but also results in a disorganized and overly verbose presentation. The inability to clearly articulate the central points of

discussion is undoubtedly a major challenge that can hinder both the writing process and the successful publication of journal articles.

e. Organizing Paragraphs

Writing is a difficult task, where researchers are required to express their ideas and topics clearly, but with a clear and organized structure. Organizing paragraphs is the next writing issue encountered by Indonesian international students when conducting their manuscript. First, P2 shared that:

> *"I often struggle [with] maintaining the coherences within paragraphs, like the clear topic sentence, supporting evidence, and smooth transition between paragraph."* (P2)

Even when receiving revision feedback from the journal, he also admitted to receiving comments and feedback regarding paragraphs that did not clearly state the main ideas, insufficient evidence to support his statements, or transitions that were still not smooth and required more skill to improve his writing to make it more appropriate, and he was finally successful in getting published in a SCOPUS-indexed journal.

f. Avoiding Plagiarism

P1 stated that the challenges she previously encountered were interrelated, and ultimately, these difficulties contributed to a high level of plagiarism in her work:

> *"Ini problem buatku karna aku perlu revisi lagi dan lagi sampai bisa mencapai persentasi plagiarism-nya, menurutku semua masalahnya saling berkaitan satu sama lain, kayak vocabulary dan grammar, bikin paragraph yang bagus, sampe akhirnya menyebabkan persentasi plagiarism yang tinggi."* (This is a problem for me that I need to revised it again to reach the percentage of the plagiarism, I think each problem

interrelated to each other, like vocabulary and grammar, make a good paragraph, then finally it caused the high percentage of plagiarism) (P1)

Each journal adheres to different standards regarding plagiarism, with SCOPUS-indexed journals generally enforcing particularly stringent guidelines. P1 explained that her limited vocabulary often led to carelessness when citing ideas from previous researchers. Additionally, her insufficient grammatical skills made it difficult to paraphrase sources appropriately. As a result, she encountered a high percentage of plagiarism in her manuscript, which required substantial revisions to meet the standards for submission to SCOPUS-indexed journals. On the same topic, P2 also shared a similar experience:

> *"Although I understand and try to avoid intentional plagiarism, when dealing with large amounts of literature, it still hard to avoid unintentional plagiarism."* (P2)

Although P2 had made conscious efforts to apply his paraphrasing skills effectively and avoid plagiarism, instances of unintentional or accidental plagiarism still occurred. Despite his awareness and intentions, the complexity of academic writing, particularly the challenge of rephrasing technical ideas without altering their original meaning, led to a higher-than-expected similarity index in his manuscript. This situation compelled him to invest additional time and effort into revising and refining his writing to lower the plagiarism percentage. He was able to meet the strict requirements for submission to his target journal, which was SCOPUS-indexed, only after making these substantial adjustments.

g. Procrastinating

The last internal factor challenge that Indonesian international students may experience is procrastination. Procrastination is the most difficult challenge when

working on something long-term, such as conducting a journal article. When writing a manuscript, there are so many things that researchers must go through in order to achieve their research goals. Starting from determining the background, identifying the research gap, defining the research contribution, setting the research objectives, to the data collection and analysis processes. All these stages and processes, if not carried out systematically and on a scheduled timeline, will be neglected and cause the writing to stall, with no progress. This is also what can lead researchers to lose their enthusiasm or motivation to continue their manuscript. As P2 said that:

"Sometimes I feel lazy to continue to write my article." (P2)

On the other hand, P3 explained how other activities in college life, such as organizational activities, hobbies, and college assignments, sometimes distract her focus. This causes her to sometimes get carried away with these other activities, and ultimately makes it difficult for her to work on her manuscript. She explained in the interview:

"It is hard for me to write when I had another things or assignments to do." (P3)

From those statements, it can be concluded that procrastination is a serious challenge for Indonesian international students when conducting a journal article.

"Kadang saya tuh nge-down kalau nerima feedback revisi, dan itulah yang bikin saya menunda-nunda revisi." (Sometimes I feel down when I receive revision feedback, and that's what makes me procrastinate on revisions) (P3)

P3 also added that throughout the publication process, he often felt discourage, especially when her submitted articles were rejected. These repeated

rejections affected her motivation and led her to procrastinate to do the revisions. She admitted that it was difficult to maintain momentum during such moments, and she would delay the revision process until she was able to gather enough positive energy and supportive intentions, either from self-reflection or encouragement from others, to refocus and continue working on improving her manuscript.

4.1.1.2 External Factors

In addition to internal challenges, external factors also play a significant role in hindering Indonesian international students' academic writing process. Based on interviews conducted with participants, the researcher identified two key external factor challenges commonly faced by Indonesian international students in the process of writing their journal articles; miscommunication and cultural adjustment.

a. Adapting to Environment

As Indonesian students studying in a foreign environment such as Taiwan, they certainly experience challenges known as cultural adjustment. These cultural differences can influence the academic activities of international students, including when writing a journal article. Differences in expectations and customs can certainly affect the process and progress of international students in conducting a journal article, especially for English journals. P2 shared his experience about how these cultural differences can indirectly affect his writing.

> *"These differences in communication styles and new academic expectations in foreign environment affect my writing indirectly."* (P2)

He pointed out that there are different expectations between writing English articles in a university environment in Taiwan and Indonesian articles in his home

country. The style of conveying sentences, or the writing style of his colleagues at the university, indirectly influenced the standards expected by the academic environment for writing international articles, especially when he was targeting the article for publication in a SCOPUS-indexed journal. On the other hand, P3 was more outspoken about her experience writing journal articles at a Taiwanese university as an Indonesian international student.

> *"Kebiasaan di Taiwan lebih menekankan kepada tanggung jawab individu dan supervision yang minim, itu beda banget dengan waktu saya di Indonesia."* (The academic culture in Taiwan more like emphasize individual responsibility and minimal supervision, that was very different from what I was used to in Indonesia) (P3)

She admitted that during her undergraduate studies, she often relied on her supervisor to analyze her articles, seek feedback, and finally revise her articles into better writing results. She did not do this just once or twice, but many times, during the process of preparing the manuscript until she received feedback from the journal and was required to revise her article, she still needed to consult with her supervisor. She also admitted that in Indonesia, writing an article is not about how an individual successfully completes their article perfectly, but about collaboration, about discussions with other friends who are also working on their articles, about exchanging ideas and seeking ideas from others. Meanwhile, in Taiwan, everyone is more individualistic and only consults with their supervisor as minimally and efficiently as possible. This vastly different academic style initially overwhelmed P3 in balancing her abilities and habits, and she needed time to adapt to the stricter, more competitive, and super-fast learning environment in Taiwan. It can be

concluded that cultural adjustment is one of the major external challenges for Indonesian international students pursuing education in Taiwan.

b. Miscommunicating to Others

Another challenge that the researcher found out is an external factor which is miscomunication when interacting with the locals. After conducting the interview, the researcher found that the partcicipants had difficulty in deliver their ideas and communicate to others. As P1 told that:

> *"One of the challenges that I found was the way I communicate with my Taiwanese friends, because I don't mastered Mandarin enough."*
> (P1)

P1 described her struggle when engaging in discussions with classmates about the article she was working on. She noted that her language proficiency was limited to basic Taiwanese, and being in an environment where Mandarin is predominantly spoken often restricted her ability to interact and participate in academic conversations. Similarly, P2 reported facing comparable challenges, particularly in expressing complex ideas during peer discussions, due to limited English proficiency. These experiences highlight the linguistic barriers that can hinder EFL students' participation in collaborative academic settings, underscoring the need for supportive strategies that facilitate inclusive communication. P2 told that:

> *"Many of my friends and professors in my department communicate in English, daily life outside the university often [involves] Mandarin."*
> (P2)

P2 shared his experience of navigating a dual-language environment, where English is primarily used in academic settings, while Mandarin dominates

communication outside the classroom. This shift in language context posed a significant challenge for him, particularly as he sought to improve his English proficiency and concentrate on producing academic writing. The limited exposure to English beyond the classroom hindered his language development and made it more difficult to maintain consistent practice. As a result, the surrounding speaking environment emerged as one of the key obstacles in his efforts to write effectively in English. Last, P3 also said that:

> *"Ada di lingkungan yang menggunakan Bahasa Mandarin kadang menghalangi saya dari diskusi akademik yang bisa menambah ide-ide saya."* (Being in a Mandarin-speaking environment sometimes isolated me from academic discussions that could have enriched my ideas) (P3)

Similarly, P3 acknowledged that the speaking environment posed a significant challenge in her academic interactions, particularly when engaging in discussions with professors and classmates. She frequently experienced miscommunication, which often hindered her ability to participate in more in-depth conversations with peers or mentors about her article. Drawing from the experiences of P1, P2, and P3, it can be concluded that the miscommunication represents a prominent external challenge for Indonesian international students, particularly in the context of writing and discussing academic journal articles.

4.1.2 Strategies

The researcher obtained data about the strategies used by Indonesian international students to overcome the challenges when writing and publishing a journal article from conducting an interview. It is divided into two main themes, they are internal strategies and external strategies. Each theme also has multiple sub-themes which can be seen in the table below:

Table 6. Themes of strategies

	Themes	Sub themes
Strategies	**Internal Strategies**	Reading extensively
		Practicing critical thinking
		Improving English proficiency
		Focusing on structure
		Maintaining positive motivation
		Managing time
	External Strategies	Discussing with mentor
		Discussing with Classmates
		Discussing with Indonesian international students
		Using academic facilites
		Using technology

4.1.2.1 Internal Strategies

Several internal strategies have been identified as effective in overcoming challenges in the process of writing journal article among Indonesian international students. Through interviews conducted with selected participants, the researcher identified six recurring themes related to the internal strategies employed by Indonesian international students when writing their journal articles. These strategies include reading extensively, practicing critical thinking, improving

English proficiency, focusing on structure, motivating themselves, and managing time.

a. Reading Extensively

Internal strategies refer to the self-initiated efforts made by participants to address the challenges they encounter during the journal article writing process. One common strategy mentioned by all participants during the interviews was reading extensively. They consistently emphasized that reading a wide range of sources significantly supports their writing development, both in improving their English proficiency and in deepening their understanding of the subject matter relevant to their research. This practice not only enriches their vocabulary and familiarity with academic language but also provides insights into how ideas are structured and articulated in scholarly writing.

> *"I think read a lot is really helping me in conducting the article. I think I need [to] read a lot so it [can] increase my vocabulary and my knowledge."* (P1)

P1 shared her experience of actively searching for and reading numerous books and previous studies throughout the process of writing her article. She believed that this extensive reading practice not only enriched her academic vocabulary but also deepened her understanding of how scholarly articles are structured and written. By exposing herself to various writing styles and research discussions, P1 felt more confident in developing her own manuscript in line with academic conventions. Similar, P2 told his experience:

> *"Read a lot perhaps is the most powerful strategy. I immerse myself in Scopus-indexed journals relevant to my research. This helps me not only*

understand the current research landscape but also internalize the academic vocabulary and sentence structures." (P2)

P2 actively sought out SCOPUS-indexed articles, as his goal was to publish in journals of similar specification. By reading academic texts that aligned with his research topic, he was able to gain a clearer understanding of the structure, tone, and language commonly used in high-quality scholarly writing. This exposure allowed him to directly apply relevant concepts, vocabulary, and stylistic conventions to his own manuscript, ultimately enhancing the quality and academic rigor of his work. He also added:

> *"I don't just passively read. I highlight key phrases, new vocabulary, strong arguments, and effective transitions.* (P2)

From these statements, it is evident that reading alone was not the only strategy employed; highlighting key words or key phrases within the articles also played a crucial role in helping P2 produce a more refined manuscript. This active reading technique enabled him to better internalize important academic expressions and integrate them into his own writing. Similarly, P3 shared a new habit she developed during the writing process, which also reflected her efforts to engage more deeply with academic texts:

> *"Saya tuh bikin kebiasaan baca minimal satu artikel jurnal setiap hari untuk supaya saya lebih familiar dengan bahasa atau structure akademik."* (I made a habit of reading at least one academic journal article per day to [enhance] my familiarity with academic language and structure) (P3)

In conclusion, read a lot is one of the most effective strategies for improving academic writing skills, particularly in the context of journal article writing. Learning from previous research and observing various academic writing styles can

enhance one's understanding of scholarly conventions and language use, thereby increasing the likelihood of successfully publishing in SCOPUS-indexed journals.

b. Practicing Critical Thinking

The next strategy used by the participants usually occurred simultaneously with the previous strategy, which was reading a lot. Two of the three participants admitted that while reading, they did not just read, but also brainstormed from any information or ideas they got from their reading activities. As P1 shared that:

> *"When I found out information from any references, I try to engage with ideas, questioning them."* (P1)

By questioning and analyzing every idea or statement they encounter while reading, this can help them to think more critically when processing and analyzing the research data in the articles they are working on. Using the same strategy, P3 explained in detail how she usually brainstorms while reading:

> *"Saya mendorong diri saya untuk mempertanyakan semua yang saya baca. Waktu say abaca artikel jurnal, saya berpikir tentang "kenapa ini penting? Ada gak sudut pandang lain? Apa gaps-nya?" untuk meningkatkan critical thinking saya."* (I pushed myself to question everything I read. When I read a journal article, I think about "Why is this neccessary? Is there another perspective? What are the gaps?" to improve my critical thinking) (P3)

Through this statement, she demonstrates how she practices critical thinking, which will later facilitate the process of analyzing data and conveying her ideas in her research. It can be concluded that practicing critical thinking can help them in conducting a journal article.

c. Improving English Proficiency

English language proficiency is essential for writing English-language journals. Someone with good English language skills may still experience confusion and difficulty in expressing their ideas and thoughts in English. Therefore, several participants mentioned their strategies for improving their English language skills. First, P2 shared how he always practices to continuously improve his English language skills:

> *"I use chances to write short summary sometimes in my spare time like reviews or even personal reflection in English."* (P2)

Simple writing activities in English, as mentioned in the statement above, have been proven to improve his English proficiency. Instilling such habits helps him become more familiar with and master English further than if he made no effort at all. P2 also added how he uses other methods to improve his English proficiency. He specifically mentioned:

> *"I listen to academic podcasts yeah and also lecturers and documentaries in English I also pay attention to pronunciation in their pronunciation, how they pronounce the words, and also the intonation."* (P2)

As an international student, P2 naturally uses English in his academic life at university. Listening to academic podcasts, paying attention to pronunciation, and trying to use vocabulary and terminology when communicating with people at university are very useful for improving his English proficiency. On the other hand, P3 also mentions similar ways to improve his English learning strategy:

> *"Saya nonton video akademik, dan sambil baca, kadang saya meniru cara penulis untuk struturin argument mereka."* (I watched academic writing videos, and when reading, I sometimes even mimicked how other authors structured their arguments) (P3)

From those statements above, it can be believed that various methods and simple activities to improve English proficiency can help us achieve better English proficiency and make it easier for us to write an English article.

d. Focusing on Structure

After experiencing difficulties in organizing paragraphs, some participants realized that the important thing to pay attention to from the beginning is to focus on structure. Make sure that the structure of their writing is clear from the introduction, main ideas, to the conclusion, because this is very important to make the writing clear and concise. P1 stated that this strategy helped her revise her article more easily after receiving feedback from peer review. They could immediately identify which parts needed revision and editing to improve the writing.

> *"Having a good structure helped me stay on track and made editing easier later on."* (P1)

Still in the same strategy, while focusing in writing structure, P2 made sure that each paragraph had presented clear main ideas dan had strong supported arguments or statements from previous studies. While in the same time, he also pay attention to the transition and flow between paragraphs.

> *"I make sure each paragraph had a clear topic sentence that supported the main argument of the section, and that all sections flowed logically."* (P2)

Focusing on structure is key to producing a good article. In addition to making writing clearer, concise, and more argumentative, focusing on structure can help students in the revision process because they can identify which parts need to

be revised and edited, so that the article can be of higher quality and worthy of publication in a leading journal.

e. Maintaining Positive Motivation

With the various challenges that participants face, it is natural that they sometimes experience a decline in motivation, which can hinder the progress of their articles. Some participants shared their strategies for maintaining motivation so that they can continue working on their articles even when it is difficult. First, P1 told that:

> *"I always remind myself why I started this journey and kept going. I even wrote small encouraging notes for myself and stuck them on my desk."* (P1)

Reminding himself of the reasons why she embarked on her journey to become an Indonesian international student at a university in Taiwan, and what her dreams and goals were, always helped her to keep going even when she encountered difficulties while writing her article. Similar with P1, P2 also said this in the interview:

> *"Celebrating these small wins, no matter how small, kept my spirits up and motivate me."* (P2)

"These" here are his small achievements such as successfully finishing the background part, or finish the literature review chapter, or when he finishes with the findings of his study. Celebrating those small achievements like buying himself a good snack or drink can make him happy, and stay positive during the process. This way can help him always remind and motivate himself about his journal article

and his process to finally submitted and published his article in a reputable journal. Similar, P3 also used this strategy to motivate herself in conducting her writing:

> *"Saya penggemar berat Netflix, jadi saya berlangganan bulanan karena ini salah satu cara untuk meningkatkan mood belajar saya."* (I'm a huge fan of Netflix, so I pay for it monthly because it's one of the rewards to boost my learning mood) (P3)

P3 shared her experienced and personal strategy for maintaining motivation while working on her journal article. She emphasized the importance of balancing her academic responsibilities with her personal life. To achieve this, she structured her daily routine by dedicating her study time until 6 PM, after which she reserved the evening hours of being able to unwind and watch Netflix after 6 PM, provided she made meaningful progress, served as a strong self-motivation. This routine helped her stay focused and disciplined throughout the day. Her experience illustrates that self-motivation, when supported by effective time management and personal rewards, can be a powerful and sustainable strategy in the process of writing a journal article.

f. Managing Time

In the challenges section, all participants mentioned procrastination as their internal factor challenges when writing a journal article. They also had their own strategies to overcome these challenges, namely time management. By creating a regular and realistic schedule between writing articles and other university activities, they were able to maintain their targets and deadlines so that their articles continued to progress. First, P1 told that:

> *"I made a strict schedule and set deadline for my targets."* (P1)

It is not only about making a schedule but also how she forces herself to stick to the schedule and finish the task according to the deadline she has set. This can also train her to be disciplined with time while all her side activities are also done well. Same, P2 shared his experience as a busy international student at the university:

> *"It's very important for us to set our schedule since our activity is not only writing the journal but also we have other activities."* (P2)

It is important to organize all his business and writing the journal article in a balanced manner. Similar to P1, P2 also forces himself to be disciplined with the schedule he has set so that he can achieve the progress he desires for his article. He added that:

> *"I force myself to stick to a schedule, even when I didn't feel like it."* (P2)

It can be concluded that time management, such as making a realistic schedule, can help participants maintain progress in writing articles without feeling overwhelmed by other equally important side activities. However, it should be noted that the schedule must be adhered to with discipline, without cheating or procrastination.

4.1.2.2 External Strategies

In addition to internal strategies, several external strategies have also been found to support Indonesian international students in navigating the challenges of academic writing. Based on interviews with selected participants, the researcher identified multiple recurring themes that highlight the role of external support systems in the writing process. These external strategies include discussing with

mentor, discussing with classmates, discussing with other Indonesian international students, using academic facilities, and using technology.

a. Discussing with Mentor

All participants emphasized the critical need for mentorship during the manuscript writing process. Specifically, they identified lecturers or university supervisors as trusted guides who provide essential support throughout the stages of drafting, revising, and ultimately submitting their articles for publication. However, the three participants reported varying experiences in their consultations with mentors, reflecting differences in the quality and nature of guidance they received.

> *"I meet my professor when I confused and struggled in deciding or naming themes in my findings."* (P1)

Firstly, P1 shared her experience of consulting with a professor who served as her mentor during the article writing process, particularly in identifying themes for the findings section. She explained that she initially struggled with naming the themes derived from her research data. Throughout the process of drafting the findings, she frequently sought guidance from her mentor to ensure that the themes were appropriately defined and aligned with academic standards. In the other hand, P2 told that:

> *"My supervisor is my mentor. He provided helpful feedback on content and academic writing."* (P2)

He reported that he regularly scheduled meetings with his supervisor to discuss draft manuscripts and address specific writing challenges. He adopted an open attitude toward feedback, perceiving critiques as valuable opportunities for

improvement rather than personal criticism. Whenever he encountered unclear comments, he proactively sought clarification from his supervisor. Additionally, he paid close attention to how his supervisor rephrased sentences or reorganized paragraphs, using these insights to enhance his own writing skills. This iterative process significantly facilitated both his writing and revision stages. In the other hand, P3 shared that:

> *"Saya dengan rutin konsultasi dengan profesor saya, khususnya untuk merumuskan argument dan menentukan rumusan masalah penelitian saya."* (I routinely consulted my professor, especially for structuring argments and making my research question) (P3)

Discussing with an academic supervisor significantly assisted her in structuring arguments, particularly when she found it challenging to clearly articulate her ideas in writing. She also highlighted that she sought guidance from her supervisor whenever she encountered difficulties in refining her academic research questions. These interactions provided critical support in clarifying her thoughts and improving the coherence and focus of her manuscript. Based on these experiences, it can be concluded that mentors, specifically lecturers or supervisors, play a crucial role in guiding students through the complex process of writing journal articles. Their expertise not only helps overcome intellectual and organizational challenges but also enhances the overall quality and academic rigor of the manuscript.

b. Discussing with Classmates

Discussing with classmates is the first external strategy mentioned by all participants. So many benefits they can get from this strategy. First, P1 said that the

casual conversation she had with classmates can be beneficial for her improving her English proficiency, especially in speaking skills. Communicate with Taiwanese friends who speak English can make her even more confident in talking in English as well.

> *"I did casual conversations with classmates in English, even about non-academic topics, help improve my fluency and confidence."* (P1)

Just like P1, P2 is also actively interacting with people on campus, especially his classmates. This includes both Taiwanese students and other international students. With an environment where English is used fluently, this can help him master English better and even help him adapt and socialize more quickly with his surroundings. P2 stated that:

> *"I have to force myself here to get involved with the environment like discussing with my classmates."* (P2)

He also highlighted how most of his Taiwanese classmates can fluently talk in English too, so this can help him even more to improve his English and discuss related to his article. He also added that this activity can even provide a safe environment for him to learn more:

> *"Since some of my classmates are native Taiwanese students and can talk in English, they can provide a safe and supportive environment for brainstorming."* (P2)

Discussing with classmates has proven to be an effective strategy in overcoming challenges such as lack of knowledge or lack of English proficiency. Through conversation and discussion, participants can gain a safe environment and adapt more quickly.

c. Discussing with Indonesian International Students

One of the three participants mentioned that discussing with fellow Indonesian international student friends served as a valuable form of external support when facing challenges in writing journal articles. She stated that having peers who share similar linguistic and academic backgrounds provided a comfortable space to exchange ideas, clarify confusing concepts, and receive constructive feedback. This collaborative environment helped her feel more supported and confident in navigating the complexities of academic writing. She said that:

> *"Sometimes I went to my Indonesian friends who mastered Mandarin and I will ask them how to say these words in Mandarin like the words I want to say but I don't know in Mandarin."* (P1)

P1 has two Indonesian friends at her university, although from different academic majors, are connected to her through a campus organization. One of them has studied in Taiwan since high school, while the other has lived there for four years. As a result, both are highly proficient in Mandarin and more experienced than P1 in navigating the academic and social environment. P1 frequently takes the opportunity to consult with these friends, whether to discuss her manuscript draft or to seek advice on how to express ideas more accurately in both English and Mandarin. This peer support not only aids her in improving her academic writing but also enhances her ability to communicate with Taiwanese peers and supervisors.

d. Using Academic Facilities

The academic environment also plays a role in the process of writing journal articles. The university certainly provides libraries and study areas that support students in maintaining productivity and carrying out academic activities smoothly

without obstacles. Complete and easily accessible facilities help students maintain their academic performance, including the process of writing journal articles. Participants mentioned three facilities and services that the university offers to students. First, a library with well-organized and complete types of books and resources can help international students in doing academic tasks, writing for example. A supportive environment, such as a place where we can make progress with other students who are also working on academic tasks, can help them be more motivated to continue the article. P1 shared what kind of facilities are available at the university that she can access to help him follow up her his research literature review:

> *"The library resources and databases were also available for my literature review."* (P1)

Similarly, P2 also agreed that a supportive academic environment can help him maintain a safe environment to keep progressing without obstacles. As an international student, he can easily access the available facilities. The use of study rooms also greatly helps him when he needs a supportive environment and atmosphere in conducting his research.

> *"The university resources for international students including library access, or study room really help me when I need such a safe study environment to write my article."* (P2)

From those statements, it can be concluded that a supportive academic environment and easy access to available facilities, such as library and learning space are crucial strategies for international students in conducting journal articles. The library of both online databases and physical books that are available and easily

accessible helps them to get the right sources and references. A supportive learning space can be a safe environment for them to focus on working on their articles.

The second academic support is workshop and seminars. The university offers a variety of writing workshops and seminars designed to address diverse aspects of writing, ranging from formal academic writing to informal and creative genres such as fiction. These sessions cover different thematic areas tailored to meet the varied needs of students at different stages of their writing development. Participants often choose to attend seminars that align with their immediate writing challenges or interests. Engaging in these activities provides them with valuable opportunities to enhance their writing skills, gain new perspectives, and receive practical guidance. As a result, these workshops and seminars serve as an important resource, complementing individual efforts and mentorship in improving the quality of their academic and creative writing.

"From the seminar, I [receive] many insights related [to] article writing and the speaker also give me some tips and tricks in writing" (P1)

P1 expressed that she greatly benefited from the extensive knowledge and insights gained through participation in a series of seminars organized by her university. These seminars provided valuable techniques, guidelines, and practical tips that significantly facilitated her academic writing process, particularly in composing journal articles. Conversely, P2 demonstrated consistent diligence in attending various workshops and seminars offered on campus. His active participation reflects a strong commitment to improving his writing skills and adapting to academic standards. Both participants' experiences highlight the

important role that institutional writing support programs play in enhancing students' competencies and confidence in academic writing:

> *"I participate actively in academic workshops or seminar offered by the university or my department. Those training sessions often help in specific aspects of academic writing, such as make an effective introduction or how to presents ideas clearly."* (P2)

In addition to regularly consulting and clarifying all his doubts with his mentor throughout the writing process, P2 also emphasized the significant benefits he gained from participating in various academic writing seminars offered on his campus. Through these seminars, he was exposed to comprehensive guidance on mastering the conventions of academic writing. He particularly appreciated the step-by-step approach to structuring a research article, which included crafting a compelling introduction, developing a thorough literature review, and effectively presenting findings and discussions. These learning experiences substantially enhanced his ability to produce well-organized and coherent academic manuscripts. P3 also stated gthe similar thing related to her writing experience:

> *"Saya menghadiri sesi pelatihan menulis akademik yang diselenggarakan universitas."* (I attended academic writing training sessions organized by my university) (P3)

By actively participating in academic writing workshops and training sessions, P3 gained valuable insights and practical skills that helped her overcome numerous challenges in the manuscript writing process. These workshops also provided her with opportunities to connect and collaborate with fellow students who were navigating similar stages of preparing manuscripts for submission to academic journals. This peer interaction fostered a supportive learning environment that further motivated and encouraged her progress.

In conclusion, attending academic writing seminars offers significant benefits for researchers aiming to master the complexities of scholarly writing. These seminars provide essential guidance on structuring manuscripts, refining arguments, and adhering to publication standards, which collectively simplify the writing process. Moreover, by equipping researchers with effective strategies and practical tools, such seminars can considerably reduce the time required to prepare and submit articles, thereby accelerating the overall publication process. Ultimately, participants in these academic activities improves the quality and time efficiency of writing journal articles.

Last, one of the academic support services available at the university is writing center. Some universities provide this service to help students complete academic writing assignments such as thesis, dissertations, and journal articles. The writing center provides consultations with tutors who can give feedback on our writing. P1 shares her experience of visiting the writing center at his university:

> *"They didn't just correct grammar they helped me see how to express my ideas more clearly."* (P1)

The tutor in the writing center helped her notice which parts needed to be revised and even gave more evaluation or suggestions for her to keep practicing and writing with even better results. Exactly the same as P1, P2 also stated how visiting the writing center benefited him when writing his article:

> *"The tutors there were excellent at pointing out areas where my meaning was unclear or where my ideas could be strengthened."* (P2)

When the tutors highlighted some parts that needed further discussion because they were still unclear, it opened P2's mind to immediately revise his article

and get better results. Even visiting the writing center greatly helped him in the article revision process when he had tried to submit his article and received feedback from peer review. Visiting the writing center made him better understand the feedback and revisions that were needed.

e. Using Technology

The advancement of today's technology has significantly transformed various aspects of life, including daily activities, work, education, and academic tasks. All participants in this study acknowledged the use of technology, particularly academic websites and artificial intelligence (AI), as essential tools that support and simplify the process of writing journal articles. The specific tools and technologies utilized by each participant varied based on their individual preferences and needs. For instance, P1 shared that:

> *"I think I just use like some technology like paraphrasing AI, I use AI to give me some other words as that I can use to write my article."* (P1)

AI significantly facilitated her ability to generate ideas for paraphrasing paragraphs that she felt were not yet appropriately structured, as well as when integrating quotations from previous research. Additionally, she mentioned using other web-based tools that assisted her in identifying and correcting grammatical errors in her article draft:

> *"I use Grammarly for checking my grammar whenever I have done finishing some parts in my article."* (P1)

Similar to P1, the next participant (P2) also highlighted the use of digital tools in his writing process. He frequently relied on Grammarly to improve his grammar and ensure the accuracy of sentence structure. Additionally, he used

Quillbot as a paraphrasing tool to refine sentences, paragraphs, or quotations, allowing him to produce more effective, coherent, and precise academic writing.

> *"Tools like Grammarly or QuillBot, for rephrasing, are my solutions against common errors. While they are not perfect, they catch many mistakes and highlight areas for improvement."* (P2)

The technology's ability to identify errors and provide automatic corrective feedback greatly facilitates his article writing process. He also mentioned using additional application:

> *"Mendeley helps me organize my citations."* (P2)

Manually organizing citations can be challenging and time-consuming for many writers. By utilizing the reference management software Mendeley, P2 believes that her writing process becomes more practical and efficient. Similarly, P3 mentioned using a comparable tool, Zotero, which she found helpful in managing citations and streamlining the article writing process.

> *"Saya pakai AI dan software kayak Quillbot dan Zotero untuk bantu nyusun sitasi dan meningkatkan kejelasan kalimat saya."* (I used AI tools and a software like Quillbot and Zotero to help organize citations and improve sentence clarity) (P3)

From these statements, it can be concluded that the use of technology serves as an effective and strategic approach to overcoming various challenges encountered in the writing and publishing of journal articles. Digital tools such as Grammarly, Quillbot, Mendeley and Zotero not only enhance the accuracy and clarity of academic writing but also increase efficiency by saving time and reducing manual effort. Consequently, integrating these technologies into the writing process

empowers EFL students and researchers to produce higher-quality manuscripts that better meet the standards of reputable academic journals.

4.2 Research Discussion

The purpose of this research intended to explore Indonesian international students' challenges and strategies in writing and publishing journal article. The participants who took part in this research were three students who published their articles in SCOPUS-indexed journal. In this chapter, the discussion of the research is arranged based on the research questions given; (1) What are the challenges experienced by Indonesian international students in writing and publishing a journal article? (2) How do Indonesian international students deal with the challenges in writing and publishing a journal article? In the presentation of the research discussion, the researcher discusses the findings and correlate them with the related theories or previous studies.

The first section of the discussion examines the challenges experienced by Indonesian international students. The second section of the discussion deliberates the strategies applied by Indonesian international students to overcome their challenges in writing and publishing a journal article.

4.2.1 The challenges experienced by Indonesian international students in writing a journal article

From the data, the challenges faced by Indonesian international students are divided into three. The first point discusses the internal factor challenges faced by them such as language barriers, lack of knowledge and procrastinations. The next point will discuss the external factors such as speaking environment and cultural adjustment. The last point is about writing issues, namely vocabulary, grammar,

presenting ideas, organizing paragraphs, lack of clarity and conciseness, and plagiarism.

4.2.1.1 Internal Factors

The findings of this research revealed that there are internal factor challenges that can hinder Indonesian international students when writing and publishing a journal article. The first challenge is lack of knowledge. According to Mukminin (2015), writing is a task that requires complex understanding. When international students cannot understand the standards or basic rules of writing English articles, this will be a challenge for them in the writing process. Myles (2002) outlines that academic writing does require continuous practice and effort in constructing, developing, and analyzing ideas. In this process, if they do not have sufficient knowledge, international students will experience difficulties and troubles. Grami (2010) asserts that writing an academic paper requires careful thought, planning, discipline, and concentration as it is a complex mental production. In the context of this study, an academic article targeted for publication in a reputable journal such as a SCOPUS-indexed journal will certainly put a lot of pressure on international students.

The next internal challenge related to writing process mentioned by the participant is lacking vocabulary. International students find it very difficult to determine the vocabulary or terms that are appropriate for their journal articles. This theme is in line with the findings in research by Ermiati et al, (2021), which stated that academic writing is challenging in terms of sentence structure and/or

appropriate word choice. Especially when the journal articles referred to in this study are in an academic context. There are certain standards and challenges that differ from non-academic writing activities in the writing process. This lack of ability to choose the right vocabulary also limits them from freely presenting their ideas and main ideas in writing (Abrar et al, 2023). This finding is also supported by previous research from Azizah and Budiman (2017). In their research, they highlighted that limited academic vocabulary makes it difficult for students to express complex ideas effectively and adhere to the formal tone required in scholarly writing.

Another challenge in writing a journal article is lack of grammar. Luang and Nguyen (2018) in their research stated that many international students who are not english native speaker struggle with the due limited exposure to advanced English structure. Grammar is a complex set of rules in English, and it plays a crucial role in writing, especially in academic writing activities. Indonesian international students, who must adapt to the writing standards and academic systems in Taiwan while striving to complete English-language articles, will face multiple challenges. Adhering to grammatical accuracy while maintaining a formal academic tone can be overwhelming, especially for those unfamiliar with English writing conventions (Cennetkusu, 2017). This statement supports and summarizes the findings of this study, which state that grammar is one of the writing issues faced by Indonesian international students when conducting a journal article.

Next, a common challenge in academic writing is presenting ideas. Another common challenge in academic writing for international students is presenting ideas

clearly and logically. This difficulty often stems from limited exposure to academic writing conventions and rhetorical structures (Azizah & Budiman, 2017), making it hard for students to articulate complex thoughts in a concise and coherent manner. When students are unable to clearly articulate their main arguments, their writing often becomes disorganized, leading to confusion for the readers and a weakening of the overall message. This finding is consistent with the study by Abrar et al. (2023), in which one participant reported difficulty in expressing ideas in academic writing due to the influence of her native cultural thought patterns. She noted that thinking in the wat she was accustomed to in her home country made it challenging to construct arguments that align with academic conventions in an international context. Consequently, presenting ideas in a coherent, concise, and academically appropriate manner becomes a significant challenge for Indonesian international students when writing journal article. Additionally, a lack of confidence or uncertainty about academic expectations may cause students to over-explain or include unnecessary details, resulting in lengthy and repetitive texts. Such tendencies not only obscure the central ideas but also reduce the overall quality and professionalism of the writing, an issue that is problematic for journal articles, where clarity, precision, and conciseness are critical for scholarly communication and acceptance. Therefore, mastering idea presentation is not only about language proficiency, but also about understanding the conventions of academic discourse and developing the ability to write with purpose and focus.

Moreover, the internal challenge is organizing paragraphs. Organizing paragraphs is a significant challenge for international students in journal article

writing, often due to limited understanding of academic paragraph structure. As Fajrina et al. (2021) point out, difficulties arise when students are unfamiliar with how to begin a paragraph with a clear topic sentence and follow it with relevant evidence and analysis. Without this structure, ideas may appear fragmented, repetitive, or disconnected, making the argument hard to follow. For journal articles, which require precision, logical progression, and coherence, weak paragraph organization can lead to miscommunication of key arguments and reduce the article's chances of acceptance. This issue reflects a deeper struggle in adapting to academic writing conventions that are often different from those in students' home countries.

The next challenge in writing an article is avoiding plagiarism. Plagiarism remains a critical challenge for international students, particularly those who are still developing their academic writing skills. As Ravichandran et al. (2017) highlight, many students tend to rely heavily on existing literature without contributing original insights, often due to unfamiliarity with expectations for originality in scholarly work. This overreliance increases the risk of unintentional plagiarism. Additionally, as noted by Tohamba (2020), difficulties in paraphrasing and citing sources correctly stem from a lack of understanding of academic integrity standards, which may differ significantly from those in their home educational systems. These challenges indicate that plagiarism among international students is often not driven by dishonesty but by gaps in knowledge and academic literacy, emphasizing the need for clearer instruction and support in academic writing conventions.

The last internal factor challenge is procrastinating. Procrastination is a common internal challenge faced by international students during the process of writing academic journal articles. This behavior is often influenced by psychological factors such as low confidence, language anxiety, and fear of failure. When international students encounter difficulties such as limited academic vocabulary or unfamiliarity with scholarly conventions, they may delay writing tasks to avoid discomfort, leading to reduced productivity (Bui, 2020). According to Yavuz and Arslan (2018), international students are particularly vulnerable to procrastination due to cultural and academic adjustment stress, which affects their ability to manage time and maintain consistent writing habits. In addition, there are many activities outside of writing journal articles that they must do, such as their jobs, campus organizations, college assignments, etc., which can cause them to continuously delay continuing the progress of writing or revising their articles that they want to publish in journals. In publication, international students often experience feelings of discouragement and reduced motivation, especially after receiving repeated revision request. Such feedback can undermine confidence and delay the revision process. Li and Flowerdew (2007) explains that academic procrastination is frequently caused by emotional factors like fear of failure or perfectionism rather than poor time management. Repeated rejections may be perceived as personal failure, hindering progress. Supportive environments, including mentoring and peer feedback, can help students overcome these emotional barriers and stay engaged with the revision process (Paltridge, 2017).

4.2.1.2 External Factors

Cultural adjustment also presents significant external challenges to international students writing journal articles. Studying abroad is intended to provide cultural enrichment, not cultural replacement (Kingston & Forland, 2008), yet the pressure to adapt quickly to unfamiliar academic norms can cause stress and confusion. Differences in educational practices, such as expectations for critical thinking, citation styles, or writer's voice may conflict with students' previous learning experiences and rhetorical traditions (Wachyunni et al, 2023). In this context, one participant pointed out differences in learning styles between Indonesia and Taiwan; in Indonesia, it is possible to conduct multiple supervisions and open consultations, while in Taiwan, only a minimal amount of guidance is provided and most students work very individually on their academic writing assignments. This cultural dissonance can lead to insecurity and hesitation when writing for publication, thereby slowing progress and impacting the quality of their work. Cultural adjustment is also closely linked to the Academic Literacies Model by Lea and Street (1998), which views academic writing not merely as a set of technical skills but as a social and cultural practice involving identity, power, and institutional norms. For international students, writing a journal article often requires navigating unfamiliar academic conventions and expectations shaped by the host culture (Taiwan). This process involves more than language acquisition; it demands an understanding of implicit values such as critical thinking, authorial stance, and disciplinary discourse. Thus, cultural adjustment becomes a key external challenge, as students must engage in a complex negotiation of academic literacies beyond surface-level writing skills.

The environment in the host country plays a crucial role to the international students' academic writing capabilities. Miscommunication and misunderstanding become major problems for them when interacting with others. This aligns with the Academic Literacies Model by Lea and Street (1998), which states that international students may face challenges in adapting to these different understandings during communication in the academic writing process. This is due to limitations in language proficiency and differing expectations in a foreign environment for international students. Limited exposure to academic discourse outside the classroom, especially when surrounded by peers from similar linguistic backgrounds, often results in minimal improvement in academic English (Wu et al., 2015). In this context, Indonesian international students are required to study and write academic journal articles in English while living in an environment where Mandarin is predominantly used in daily communication. This unfamiliar linguistic environment presents a significant challenge, as limited exposure to English, particularly academic English, outside the classroom can hinder the development of effective writing skills. Abrar et al. (2023) highlighted this issue in their study, noting that one participant expressed difficulty in communicating with her supervisor during consultations about her academic writing. The lack of opportunities to engage in academic discourse and receive consistent feedback in English creates an external barrier. As a result, international students may struggle to structure coherent arguments, apply discipline-specific vocabulary accurately, and meet the rigorous expectations of scholarly writing.

4.2.2 The strategies experienced by Indonesian international students in writing a journal article

After conducting the data about the challenges in writing a journal article faced by Indonesian international students, the researcher also found some strategies or ways used by the students to overcome their challenges in writing and publishing a journal article. Same with the discussion about the challenges above, the researcher also divided the data into two points, namely the strategies from internal and external.

4.2.2.1 Internal Strategies

Participants stated that read a lot is one of the best strategies that can help them improve their knowledge, specifically about scientific writing rules such as academic articles. This is in line with the research by Subandowo and Sardi (2023), which highlighted that reading a variety of journal articles helps students familiarize themselves with academic language, structure, and discipline-specific terminology. Reading widely can help students understand how previous researchers have written their research. Reading here is not just passive reading, but also actively focusing on academic writing techniques and scientific writing rules that are the standard for reputable journals. It is also important for them to enrich their reading references from articles published in SCOPUS since they aim to publish their articles in that journal. In addition to enhancing their understanding of academic writing conventions, regular reading also enables students to deepen their knowledge of specific topics within their field of study. This practice not only

broadens thier academic knowledge but also helps them identify research areas they can confidently explore and contribute to.

Furthermore, consistent engagement with scholarly texts familiarizes students with the structure, style, and language typically used in academic journal articles. This is supported by findings from Abrar et al. (2023), which highlighted that read a lot not only improves students' comprehension of their research topic but also aids them in grasping the organizational patterns and rhetorical features essential for succesful academic writing. As such, reading serves a foundational strategy in both the development of content knowledge of academic writing skills. Cennetkusu (2017) also stated that reading widely enables students to understand how arguments are developed and supported with evidence, which can improve their critical thinking and writing skills. With extensive exposure to rich references, they not only gain ideas or topics that can motivate them to start a research project, but also help them to understand and master the topics they want to discuss and research in their journal articles.

The next strategy is practicing critical thinking. Students typically employ this strategy when engaging in extensive reading. They believe that critical thinking is essential to practice to facilitate the research planning process, data collection, and data analysis. Without sufficient critical thinking skills, their writing will not have the potential to be published in reputable journals, in this context, SCOPUS-indexed journals. There have been numerous previous studies using various methods, topics, frameworks, and focuses, ranging from general to highly detailed problem formulations. If conducting a journal article is not accompanied by good

critical thinking skills, it will be difficult for researchers to produce high-quality articles that meet the standards of reputable journals (Subandowo and Sardi, 2023). The methods or efforts participants use to practice their critical thinking also vary. Some simply read and try to brainstorm on their own, formulating complex cause-and-effect questions. Others highlight sections they want to focus on and question, or rewrite the main ideas and key parts of previous research to study and analyze from various perspectives. Questions such as "Why?", "How is that possible?", "Is it beneficial for the future?", "If yes, in what ways can this research contribute, and how significant is its impact?" Asking such questions while continuing to actively read from various sources can help Indonesian international students improve their critical thinking skills and have a better academic writing experience.

Another internal strategy used by participant to help them overcome the challenges is improving English proficiency. Without good English proficiency, writing articles in English can be a difficult challenge. This lack of English proficiency ultimately causes Indonesian international students to experience writing issues, such as problems in choosing suitable vocabulary or terms, or lack of grammar. Conversely, students with stronger English skills can express their ideas more clearly and effectively, which is crucial in academic English writing (Rezeki, 2016). Improved English proficiency allows students to use precise vocabulary, construct well-formed sentences, and adhere to the formal tone required in academic journals. Cennetkusu (2017) also stated that with better language skills, students can also reduce grammar and spelling errors, making their work more professional and easier to understand. Their efforts to improve their English

proficiency vary, ranging from trying to practice their speaking skills by communicating in English with Taiwanese friends in class or with strangers, while also building their confidence. They also develop the habit of writing simple texts such as diaries, short essays, course summaries, and simple notes to enhance their academic writing skills. This strategy has proven effective in helping Indonesian international students navigate the process of writing journal articles and achieving optimal results in their English writing.

Focusing on structure during the writing process is a crucial strategy for producing coherent and publishable journal articles. Without clear structural planning, students often encounter problems such as vague main ideas, disorganized paragraphs, and an unclear flow between sections. These issues hinder the clarity and logical progression expected in academic writing. To address this, students often begin with an outline that emphasizes the structure of each section, helping them stay focused during the development of their ideas. Previous studies highlighted the importance of structure in academic writing. Swales (1990) emphasizes the importance of practicing in structure helping writers meet disciplinary expectations. Hyland (2004) also notes that academic writing is highly conventionalized, requiring clarity, cohesion, and logical organization. Badger and White (2000) argue that successful writing combines process-based and product-based approaches, in which structural awareness plays a key role. Therefore, for Indonesian international students, focusing on structure is not merely a strategy but a foundational skill for aligning with international academic norms and improving the quality of their journal articles.

Then, maintaining positive motivation plays a significant role in ensuring that journal article writing progresses consistently and reaches completion for submission to reputable journals. Indonesian international students often experience a decline in motivation due to internal challenges like self-doubt and fatigue, or external pressures such as academic demands and cultural adjustments. These motivational drops can hinder writing productivity, especially when facing prolonged or repetitive tasks. To overcome this, students adopt self-driven strategies to maintain momentum and emotional well-being throughout the writing process. One effective strategy involves giving small rewards for achieving personal writing targets, such as meeting a self-imposed deadline or completing a section of the article. These rewards reinforce positive behaviour and promote goal-directed effort (Ryan & Deci, 2000). Another commonly used method is placing motivational reminders on sticky notes, such as personal goals or the reasons they chose to study abroad, where they can be easily seen. This reflects a form of intrinsic motivation, where the focus is on self-growth and purpose. Maintaining this internal drive is essential for sustaining long-term commitment to academic tasks like journal writing, especially within a high-pressure environment (Pintrich, 2003).

Last, effective time management is one of the most reliable strategies to overcome procrastination in academic writing, especially for Indonesian international students. Procrastination often stems from multiple responsibilities, such as coursework, part-time jobs, or extracurricular activities, leading to delays in journal article progress. By setting clear goals and creating structured schedules, students can maintain steady progress and avoid the accumulation of unfinished

tasks. Zhang et al. (2021) found that students who implemented structured time management techniques experienced significantly lower levels of procrastination and showed more consistent advancement toward their publication goals. For international students, the challenge is often compounded by language barriers, cultural differences, and unfamiliar academic standards. Establishing realistic writing timelines, seeking regular feedback from supervisors or peers, and joining writing groups can help create a sense of accountability and community. These strategies not only reduce avoidance behaviours but also support motivation and confidence. Without addressing procrastination through time management, students risk academic delays and missed opportunities for publication, a key component of graduate success and academic recognition (Schraw and Wadkins, 2007).

4.2.2.2 External Strategies

External strategies refer to support systems from outside the individual that assist in achieving academic tasks. For Indonesian international students writing journal articles, guidance from experts is particularly crucial. Having a mentor, such as lecturer or a professor, can provide targeted feedback clarify expectations, and ensure alignment with academic standards. Mentor play a crucial role helping students navigate unfamiliar academic conventions and enhance the overall quality and structure of their writing. Through direct support and personalize feedback, mentors or supervisors can guide students in understanding academic writing and improving argumentation.

Research has consistently emphasized the value of expert involvement in the academic writing process, particularly for international students who may ace additional linguistic and cultural challenges. This is supported by the findings of Abrar et al. (2023), which highlighted that the active involvement of professors or mentors can provide essential guidance, helping international students overcome writing-related difficulties and meet standards required for academic publication. The mentor-mentee relationship in research contexts contributes significantly to students' writing development, particularly in helping them understand discipline-specific discourse (Lee, 2008). Wisker et al. (2007) also emphasized that constructive feedback and engagement with academic mentors can build writing confidence and reduce feelings of isolation. For international students, external strategies like mentorship play a vital role not only in improving academic output but also in fostering academic identity and motivation.

Discussing with classmates also plays an important role in supporting the journal article writing process. Peer discussions offer students the opportunity to exchange ideas, clarify confusing concepts, and obtain diverse perspectives that can strengthen the depth and coherence of their writing. Engaging in dialogue with classmates also encourages critical thinking and helps writers refine their arguments before submitting their work for formal review. According to Subandowo and Sardi (2023), peer interaction provides a valuable platform for receiving constructive feedback and revising content in a collaborative setting. This process can enhance both the confidence and competence of writers, especially those navigating complex academic expectations in a second language. Regular discussion with

classmates thus serves as a practical and empowering strategy for improving writing quality and aligning with journal publication standards.

Another form of external strategy is peer-discussion among fellow Indonesian international students. Engaging in conversations with peers who share similar cultural and linguistic backgrounds helps facilitate open brainstorming and support. Unlike discussion with native speakers or supervisors, peer interaction in the same language can reduce the risk of miscommunication and create a more comfortable space for idea exchange. This peer support also enables students to clarify concepts, share experiences, and reflect on challenges they commonly face in writing academic articles. Peer collaboration is especially valuable in overcoming language barriers and academic adjustment issues. Peer learning fosters reciprocal support and deeper understanding through cooperative dialogue. In the context of international students (Topping, 2005). Li and Wegerif (2014) also highlighted that peer interaction enhances academic confidence and helps bridge the gap between home and host academic cultures. Therefore, discussing with fellow Indonesian students serves not only as an emotional and cognitive support system but also as a culturally relevant strategy to strengthen academic writing skills.

Academic environment support plays a vital role in shaping a conducive environment for successful journal article writing. Accessible and well-equipped academic facilities, such as libraries, learning spaces, and writing centers offer international students the resources and guidance they need to make consistent progress. University libraries provide access to scholarly references and previous

research that can strengthen the theoretical foundation of students' articles. Additionally, writing workshops and publication seminars, whether free or paid, offer valuable insights into academic writing conventions and the publishing process. Writing centers, in particular, offer personalized feedback and guidance, especially useful when students feel uncertain or overwhelmed. These centers support students in refining their arguments, improving structure, and addressing language-related issues, thus increasing the quality of their manuscripts. According to Harris (1995), writing centers serve as collaborative spaces where students can engage in critical thinking and receive non-evaluative feedback. Moreover, Hyland (2013) emphasizes that institutional academic support boosts international students' confidence and helps them adapt to scholarly expectations. Together, these academic resources contribute to producing work that meets the standards of reputable journals.

The use of technology represents a significant form of external support in academic writing, especially for Indonesian international students writing in English. Digital tools such as Grammarly, Google Docs, and reference managers like Zotero or Mendeley can help students write more efficiently and accurately. These platforms assist with grammar correction, citation organization, and collaborative feedback, thereby reducing the cognitive burden of writing in a second language and improving the quality of the final draft. Subandowo and Sardi (2023) emphasized that technological tools not only support linguistic accuracy but also enhance the overall writing workflow. Similarly, Fajrina (2020) found that writing assistance tools like Grammarly help non-native English speakers produce

more polished and professional writing, minimizing common errors in grammar, punctuation, and style. As a result, the strategic use of technology enables international students to overcome language-related challenges and meet the publication standards required by reputable journals.