Difficulties in Writing Scientific Papers and Journal Publications: English Lecturers' Perspective from Various Higher Institutions in Indonesia

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Abstract This research describes English lecturers' difficulties in writing scientific articles and journal publications. This research is descriptive qualitative. The analysis shows that lecturers' difficulties in writing scientific articles are related to psychological factors including mood, physical condition, concentration, workplace and living environment, limited writing time, and lack/no support system in writing. The other difficulties are related to cognitive factors including various types of research, research interests, research article topics, research titles, research background, research gaps/novelties, previous studies in certain years, theories/references in national and international journals, theories/references in nationally and internationally published books, writing and developing writing, paraphrasing, citations, and references with the reference manager, type of research method, appropriate data collection methods, specified data collection methods, data analysis, writing results/findings, discussion, conclusions, and suggestions. The other cognitive factors including the systematics/structure of scientific articles (author guidelines), appropriate previous studies, suggestions, and an abstract are not the lecturers' difficulties in writing scientific articles. While, lecturers' difficulties in writing scientific articles are not related to linguistic factors including grammar, tenses, spelling, diction, and punctuation. Lecturers' difficulties with the publications related to the appropriate journal, journal accreditation, research focus, specific scope, submission deadline, the edition of certain publications, and publication costs. Lecturers agree that institutions hold training on writing scientific articles and publications in journals, support lecturers in writing scientific articles and publications, and support lecturers to publish scientific articles by providing funding for publication costs, give awards to lecturers who actively write scientific articles and publish them in national/international journals.

Keywords: journal publication, scientific paper, writing**.**

Note: There should no nonstandard abbreviations, acknowledgments of support, references or footnotes in in the abstract.

I. INTRODUCTION

A writing activity is an activity that explores thoughts and feelings about an object, chooses what things to write about, and writes it down so that readers will easily understand it clearly (Budhyani & Angendari, 2021). Writing skill is the most complicated skill that must be mastered by people because they have to be able to combine and express feelings or opinions in a well-written form (Fitria, 2022b). (Rathert & Okan, 2015) writing is widely recognized as an instrument for the professional and personal development of educators (teachers and lecturers). Writing is also a form of transformation and dissemination of knowledge and community service. However, the facts that occur in the field, the commitment of lecturers in writing and publishing them is still relatively low. writing is not yet entrenched among lecturers. The paradigm that Lecturers are more interested in teaching produces faster results than writing which requires full concentration and a long time.

Lecturers as a professionals in the aspect of education are always working to develop competence. Competency development has both urgency and influence on the lecturer. One of the competencies developed in lecturers is competency professional. The implementation of lecturer professionalism in scientific writing, whether based on ideas, experience, or research, requires teachers to be familiar with the world of writing, especially writing scientific papers in the form of scientific articles (Susetyo et al., 2020). To be able to realize this, teachers in writing scientific articles need to gain knowledge, understanding, and skills.

Efforts to realize the professional competence of a lecturer can be made by writing scientific articles in journals with ISSN and reputation (Budiwan & Suswandari, 2021). Lecturers have responsibilities for writing scientific articles for several purposes, including improvement ability, submission of functional positions, and study program accreditation. The scientific paper is part of the lecturer's

work which is published in the interest of the general. A scientific publication intended for lecturers as a form of obligation in functional positions or academic positions.

The world of education is the center for building culture or habituation written scientifically (Ma'ruf & Fitria, 2021). Lecturers and students are required to be able to produce scientific works that can contribute to the field of research and community service. Lecturers write scientifically on research grants and dedication which is the main duty obligation in carrying out the Tri Dharma College. Tri Dharma of Higher Education explains the three main tasks of lecturers, namely teaching, researching, and serving the community.

Research is part of the tri dharma of higher education which must be carried out by lecturers at every tertiary institution (Ritonga et al., 2022). Research is related to the accreditation of study programs and institutions, and research is also closely related to the assessment of lecturer credit scores, even in many survey institutions the research and publications of lecturers at higher education institutions are used as indicators in measuring the position of higher education institutions. The important position of research and publications described above does not necessarily make all lecturers have high motivation to carry out research and publications on an ongoing basis.

According to Tanjung & Arifudin (2023), the obligation to conduct research for a lecturer is a necessity based on the regulations. New knowledge must appear in tertiary institutions with lecturers researching to build research-based classrooms. In line with the Minister of Research, Technology and Higher Education's Regulation No. 20 of 2018 on Research, scientific endeavors are conducted methodically following established scientific principles and procedures to acquire data, information, and comprehension about the verification or falsity of hypotheses and assumptions in the realm of technology and science, as well as intriguing scientific conclusions that contribute to technological and scientific progress.

According to the provided description, research activities conducted by lecturers contribute to the advancement of science, the betterment of society, and the professional responsibilities of the faculty. Such endeavors also contribute to the progress of the nation. However, lecturers are not the only ones responsible for conducting research; students must also collaborate with them to further academic endeavors and perform community service. Therefore, research, community service, and publication are obligations for both lecturers and students. While in higher education the results of the research are one of the performances as a quality tertiary institution. Scientific articles are an important component in creating a quality tertiary institution. The high or low number of research studies in a tertiary institution greatly affects the added value of the tertiary institution (Rofiqo et al., 2018). Writing scientific articles is one of the requirements for promotion for teachers, lecturers, or researchers (Wahid, 2021). A scientific publication from the lecturers' research is an important part of a private institution as the academic performance in developing knowledge (Yulianti et al.,

2020). Additionally, it can enhance the country's reputation in international education quality diplomacy.

Articles are scientific papers that are rewritten from a study and distributed through publication in journals (Agung et al., 2020). Writing articles is an activity of converting the results of thesis, and dissertation research into a more concise form (Hasanudin et al., 2021). This concise form is referred to as a research article. In research, lecturers are also required to write research reports in the form of scientific articles.

Writing research articles is a common thing or even an obligation for a lecturer, including English lecturers (Fitriati et al., 2021). As a professional lecturer, the lecturer must have various abilities, one ability that must be owned by the lecturer is the ability to write scientific papers. With writing scientific papers other than lecturers can go up in rank, position, and class so that they experience career advancement, and lecturers also get awards and recognition (Wahyuningtyas & Ratnawati, 2018). According to Ma'ruf & Fitria (2021), written scientific articles contain systematic reports on research results or research results, the report is submitted to a specific scientific community, which is a special audience, to disseminate research results and contributions of research authors. They use thoughts, comments, and discussion, including oral and written forms. Special audience means students, teachers, researchers, and scientists.

Understanding how important it is for lecturers to write articles and journals is an important point for anyone who pursues the teaching profession at this tertiary institution. As a lecturer, the activity of writing and publishing is like a routine that is carried out every day. Journal writing here leads to scientific journals, namely writing scientific articles that are published in journals. The process is indeed not easy, especially since lecturers are faced with a high level of activity. At the same time, the publication process in a journal is full of terms, and conditions, and the process can take months. It takes a high commitment to be productive in writing scientific journals. One of them is understanding the importance of scientific writing for their profession.

Higher education lecturers in Indonesia have Tridharma obligations which cover three fields, namely education, research, and community service. Of these three fields, the field of research is often a challenge for lecturers. Writing scientific papers is an obligation for society, such as students, students, teachers, and lecturers, a lecturer is also required to always create scientific work, such as a book or research article (Indrastuti, 2020). Demands to make scientific work is often regarded as a thing complicated. Teachers and lecturers may be too experiencing difficulties when it comes to writing scientific papers. Writing scientific papers is not much different from writing another essay (Fitria, 2022e; Suprihati & Fitria, 2021). However, scientific work has provisions to regulate the pouring of ideas that are owned. If every author of scientific papers follows the procedures for compiling scientific papers carefully, the process of compiling scientific work can run smoothly.

Writing scientific articles is a long process that does not can be considered simple, but also not considered too

difficult (Ramdani, 2019). Proficiency in writing ideas down on a scientific document requires experience and even experience. Competence in the form of understanding the concept of scientific articles is a provision in writing scientific articles. In this era, the publication of scientific articles is a necessity for lecturers and good teachers for personal quality improvement as well as learning (Amilia, 2020). The skills to conduct research and publish the results in scientific journals have become a necessity for lecturers and even students (Subekti, 2021).

After writing scientific articles, the process continues to the publishing or publication stage of the scientific article. Namely, to a journal whose scientific field is appropriate. If a lecturer compiles a scientific article as a result of research in the field of education or teaching, it must also be published in an educational journal. Research articles will be more useful if they are published in national journals. Lecturers are expected to further improve their ability to research and publish research results in SINTA-accredited journals and reputable international journals to be able to apply for functional promotion.

There are several previous studies related to teachers' and lecturers' difficulties related to writing scientific papers (articles). First, Arsyad et al. (2020) explain that Authors from Indonesia encounter notable rhetorical challenges when composing the introduction, results, and discussion segments. However, these difficulties diminish when composing the methodologies and abstracts. A significant proportion of scholars struggle to compose introductions and discussions that are persuasively polemical due to inadequate or nonexistent use of pertinent references. To be considered for publication in scholarly journals on an international level, authors from Indonesia must master the most effective rhetorical strategies for introducing and discussing research articles, with a specific emphasis on utilizing references. Second, Sani (2020) explains that the majority of lecturers and teachers have difficulties in producing scientific work that is qualified and acceptable to scientific journal managers or publishers. The difficulty in producing scientific papers. The quality is strongly related to the quality of the research especially for scientific work in the form of ideas or books teaching, difficulties arise due to the lack of ability of educators to write. The requirement to become a writer is capable of organizing ideas into writing. Third, Anugraheni (2021) explains that there were 3 factors of difficulty experienced by teachers in writing scientific papers, namely: 1) difficulties in writing scientific papers in the form of classroom action research, 2) difficulties in writing scientific papers in the form of article publications, 3) factors external and internal from the teacher, such as lack of motivation, time constraints, participation in scientific paper writing training, and

assistance in writing scientific papers. Fourth, Salim et al. (2022) explain that the majority of lecturers struggled with funding as well as the ability to articulate ideas and locate appropriate sources, although their productivity is quite high. There is still institutional support in terms of funding and referral sources, but their number is declining. Nonetheless, language instruction and facilitation are essential. The lecturers' academic writing activities must be supported by writing training, cross-departmental collaboration, and study programs.

Several previous studies above discussed the difficulties teachers and lecturers had in writing scientific papers or research reports. However, they did not discuss their difficulties in publishing their scientific articles in national or international journals. In this study, the authors wish to further discuss the difficulties of lecturers in writing scientific articles and journal publications which are seen from various internal factors, for example psychological, linguistic, and cognitive. As well as external factors which include the institution and the journal itself. Therefore, the objective of this research is to describe English lecturers' difficulties in writing scientific papers and journal publications

II.   METHOD

The qualitative descriptive method is qualitative research. The form of the description uses facts or phenomena obtained from existing data (Nanny et al., 2023). According to Djiwandono & Yulianto (2023), even a qualitative researcher must be conversant with fundamental ideas of statistics and be able to illustrate his/her findings using numbers. To put it another way, the qualitative method, which is distinguished by its multiple procedures, the subjective judgments of the respondents, and the natural environment, does not merely refute the utilization of numerical data. The depiction of the outcomes from qualitative research ought to be supplemented with the use of figures and straightforward statistical analysis. To begin, the utilization of numerical data ensures the development of broad generalizations. The utilization of statistics makes it possible for qualitative researchers to notice the variety of replies and perspectives provided by respondents.

There are 98 English lecturers involved in this research. They are from various higher institutions including 69 (70.4 %) from State Universities and 29 (29.6 %) from Private Universities in Indonesia. The English lecturers (respondents) are from various provinces in Indonesia as stated in the figure below:
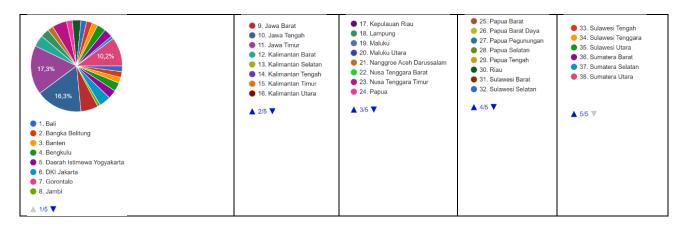
Figure 1. Respondents' Provinces

Bali (2 or 2 %), Bangka Belitung (2 or 2 %), Banten (2 or 2 %), Bengkulu (3 or 3.1 %), Special Region of Yogyakarta (3 or 3.1 %), DKI Jakarta (4 or 4.1 %), Jambi (1 or 1.1 %), West Java (6 or 6.1 %), Central Java (16 or 16.3 %), East Java (17 or 17.3 %), West Kalimantan (4 or 4.1 %), Lampung (3 or 3.1 %), Nanggroe Aceh Darussalam (2 or 2 %), East Nusa Tenggara (5 or 5.1 %), Papua (2 or 2 %), Riau (3 or 3.1 %), South Sulawesi (2 or 2 %), Central Sulawesi (2 or 2 %), Southeast Sulawesi (2 or 2 %), North Sulawesi (3 or 3.1 %), West Sumatra (3 or 3.1 %), South Sumatra (1 or 1 %), and North Sumatra (10 or 10.2 %). The most dominant provinces are East Java (17.3 %), Central Java (16.3 %), and North Sumatra (10.2 %). Related to the length of teaching, most English lecturers teach for more than 5 years (70 respondents or 71.4 %). Besides, teaching between 3-4 years (17 respondents or 17.3 %), teaching 5 years (6 respondents or 6.1 %), and teaching between 1-2 years (5 respondents or 5.1 %).

The method of collecting data uses a questionnaire. The questionnaire or questionnaire contains several questions about perceptions or views on the problem under study (Yuliani & Supriatna, 2023). The type of questionnaire used is a closed-ended questionnaire. Djaali (2021) states that the closed questionnaire is a questionnaire that is prepared in the form of questions providing alternative answers, then

the respondent was asked to answer in a way that put a checkmark or circles the letters in front of the alternative answers that suit his/her situation. There are 50 questions related to the English lecturers' difficulties in writing scientific papers and journal publications. In this research, the researchers utilize an online questionnaire in the form of Google Forms. The link to a questionnaire can be accessed at bit.ly/menulisDANpublikasiILMIAH. The researcher uses Google Responses from Google Forms to be analyzed descriptively.

The method of analyzing data uses three steps of qualitative analysis as delivered by Miles et al. (2018) such as data reduction, data display, and conclusion. There is much data found based on Google Form responses, the researcher reduces the data and selects the important points related to the research focus. The data result then is displayed in tables to make data seen. Then, the researcher describes the tables descriptively and concludes the research.

III. FINDINGS AND DISCUSSION
Findings

This research describes the: English lecturers' difficulties in writing scientific papers and journal publications.

Table 1. Psychological Factors

No	Statements	Students' Response			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Mood	32 (32.7 %)	**50 (51 %)**	14 (14.3 %)	2 (2 %)
2.	Physical condition	34 (34.7 %)	**54 (55.1 %)**	8 (8.2 %)	2 (2 %)
3.	Difficulty concentrating / easily distracted when writing	27 (27.6 %)	**53 (54.1 %)**	16 (16.3 %)	2 (2 %)
4.	Workplace environment	28 (28.6 %)	**51 (52 %)**	18 (18.4 %)	1 (1 %)
5.	Living environment	18 (18.4 %)	**57 (58.2 %)**	20 (20.4 %)	3 (3.1 %)
6.	Limited writing time	38 (38.8 %)	**40 (40.8 %)**	17 (17.3 %)	3 (3.1 %)
7.	Lack/no support system for writing such as no collaborating friends in writing	23 (23.5 %)	**36 (36.7 %)**	33 (33.7 %)	6 (6.1 %)

Based on the table above shows the English lecturers' difficulties in writing scientific articles related to psychological factors. In the first statement, most dominant English lecturers (50 or 51 %) agree about the problem of

mood. In the second statement, most dominant English lecturers (54 or 55.1 %) agree about the problem of physical condition. In the third statement, most dominant English lecturers (53 or 54.1 %) agree about the problem of concentration (easily distracted when writing). In the fourth statement, most dominant English lecturers (51 or 52 %) agree about the problem of the workplace environment. In

the fifth statement, most dominant English lecturers (57 or 58.2 %) agree about the problem of living environment. In the sixth statement, most dominant English lecturers (53 or 54.1 %) agree about the problem of limited writing time. In the seventh statement, most dominant English lecturers (53 or 54.1 %) agree about the problem of lack/no support system for writing such as no collaborating friends in writing. It means that psychological problems including mood, physical condition, difficulty concentrating or being easily distracted when writing, workplace environment, living environment, limited writing time, and lack/no support system for writing such as no collaborating friends in writing are the English lecturers' difficulties in writing scientific papers.

Table 2. Linguistic Factors

No	Statements	Students' Response			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Use of English grammar	12 (12.2 %)	29 (29.6 %)	**45 (45.9 %)**	12 (12.2 %)
2.	Use of appropriate tenses	13 (13.3 %)	29 (29.6 %)	**44 (44.9 %)**	12 (12.2 %)
3.	Use of spelling and diction	13 (13.3 %)	30 (30.6 %)	**42 (42.9 %)**	13 (13.3 %)
4.	Use of punctuation	11 (11.2 %)	27 (27.6 %)	**48 (49 %)**	12 (12.2 %)

Based on the table above shows the English lecturers' difficulties in writing scientific articles related to linguistic factors. In the first statement, most dominant English lecturers (45 or 45.9 %) disagree about the problem of the use of English grammar. In the second statement, most dominant English lecturers (44 or 44.9 %) disagree about the problem of the use of appropriate tenses. In the third statement, the most dominant English lecturers (42 or 42.9 %)

disagree about the problem of the use of spelling and diction. In the fifth statement, most dominant English lecturers (48 or 49 %) disagree about the problem of the use of punctuation. It means that linguistic problems including the use of English grammar, appropriate tenses, spelling, diction, and punctuation are not the English lecturers' difficulties in writing scientific papers.

Table 3. Cognitive Factors

No	Statements	Students' Response			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Systematics or structure of scientific articles (author guidelines)	11 (11.2 %)	38 (38.8 %)	**45 (45.9 %)**	4 (4.1 %)
2.	Lack of understanding of various types of research, for example, research articles, non-research articles, systematic reviews, and others	18 (18.4 %)	**51 (52 %)**	20 (20.4 %)	9 (9.2 %)
3.	Limited study interest mastered in writing scientific articles (research interest)	12 (12.2 %)	**41 (41.8 %)**	39 (39.8 %)	6 (6.1 %)
4.	Selection of research article topics	15 (15.3 %)	**46 (46.9 %)**	31 (31.6 %)	6 (6.1 %)
5.	Determination of the title of the research article	13 (13.3 %)	**43 (43.9 %)**	35 (35.7 %)	7 (7.1 %)
6.	Writing research background	18 (18.4 %)	**42 (42.9 %)**	33 (33.7 %)	5 (5.1 %)
7.	Determination of research gaps/novelties	28 (28.6 %)	**54 (55.1 %)**	12 (12.2 %)	4 (4.1 %)
8.	Findings from several previous studies (appropriate previous studies)	11 (11.2 %)	37 (37.8 %)	**46 (46.9 %)**	4 (4.1 %)

9.	The findings of several previous studies within a certain number of years	12 (12.2 %)	**46 (48 %)**	35 (35.7 %)	4 (4.1 %)
10.	Finding theories/references in national journals related to research topics	14 (14.3 %)	**45 (45.9 %)**	35 (35.7 %)	4 (4.1 %)
11.	Finding theories/references in international journals related to research topics	14 (14.3 %)	**51 (52 %)**	27 (27.6 %)	6 (6.1 %)
12.	Finding theories/references in nationally published books related to research topics	20 (20.4 %)	**48 (49 %)**	25 (25.5 %)	5 (5.1 %)
13.	Finding theories/references in internationally published books related to research topics	13 (13.3 %)	**57 (58.2 %)**	23 (23.5 %)	5 (5.1 %)
14.	Writing and developing writing (sentences/paragraphs) in their language style	14 (14.3 %)	**55 (56.1 %)**	26 (26.5 %)	3 (3.1 %)
15.	The use of paraphrase techniques in writing	14 (14.3 %)	**48 (49 %)**	31 (31.6 %)	5 (5.1 %)
16.	Writing citations and references with a reference manager such as Mendeley/Zotero/Endnote	17 (17.3 %)	**37 (37.8 %)**	35 (35.7 %)	9 (9.2 %)
17.	Determining the type of research method used, for example qualitative, quantitative, mixed method, research & development (R&D), and others	14 (14.3 %)	**51 (52 %)**	28 (28.6 %)	5 (5.1 %)
18.	Determination of appropriate data collection methods	10 (10.2 %)	**52 (53.1 %)**	31 (31.6 %)	5 (5.1 %)
19.	Preparation of specified data collection methods	12 (12.2 %)	**53 (54.1 %)**	29 (29.6 %)	4 (4.1 %)
20.	Determination of data analysis methods	13 (13.3 %)	**58 (59.2 %)**	23 (23.5 %)	4 (4.1 %)
21.	Writing results/findings	15 (15.3 %)	**47 (48 %)**	32 (32.7 %)	4 (4.1 %)
22.	Writing discussion/discussion	17 (17.3 %)	**51 (52 %)**	27 (27.6 %)	3 (3.1 %)
23.	Writing conclusions	7 (7.1 %)	**45 (45.9 %)**	40 (40.8 %)	6 (6.1 %)
24.	Writing suggestions	8 (8.2 %)	35 (35.7 %)	**50 (51 %)**	5 (5.1 %)
25.	Abstract writing	6 (6.1 %)	35 (35.7 %)	**52 (53.1 %)**	5 (5.1 %)

Based on the table above shows the English lecturers' difficulties in writing scientific articles related to cognitive factors. In the 1st statement, most dominant English lecturers (45 or 45.9 %) disagree about the problem of systematics or structure of scientific articles (author guidelines). In the 2nd statement, most dominant English lecturers (51 or 52 %) agree about the problem of lack of understanding of various types of research, for example, research articles, non-research articles, systematic reviews, and others. In the 3rd statement, most dominant English lecturers (41 or 41.8 %) agree about the problem of limited study interest mastered in writing scientific articles (research interest). In the 4th statement, most dominant English lecturers (46 or 46.9 %) agree about the problem of the selection of research article topics. In the 5th statement, most dominant English lecturers (43 or 43.9 %) agree about the problem of determination of the title of the research article. In the 6th statement, most dominant English lecturers (42 or 42.9 %) agree about the problem of writing research background.

In the 7th statement, most dominant English lecturers (54 or 55.1 %) agree about the problem of determination of research gaps/novelties. In the 8th statement, most dominant English lecturers (46 or 46.9 %) disagree about the problem of findings from several previous studies (appropriate previous studies). In the 9th statement, most dominant English lecturers (46 or 48 %) agree about the problem of findings from several previous studies within a certain number of years. In the 10th statement, most dominant English lecturers (45 or 45.9 %) agree about the problem of findings theories/references in national journals related to research topics.

In the 11th statement, most dominant English lecturers (51 or 52 %) agree about the problem of finding theories/references in international journals related to research topics. In the 12th statement, most dominant English lecturers (48 or 49 %) agree about the problem of finding theories/references in nationally published books related to research topics. In the 13th statement, most dominant English lecturers (57 or 58.2 %) agree about the problem of finding theories/references in internationally published books related to research topics. In the 14th statement, most dominant English lecturers (55 or 56.1 %) agree about the problem of writing and developing writing (sentences/paragraphs) in their language style. In the 15th statement, most dominant English lecturers (48 or 49 %) agree about the problem of the use of paraphrasing techniques in writing. In the 16th statement, most dominant English lecturers (37 or 37.8 %) agree about the problem of

writing citations and references with a reference manager such as Mendeley/Zotero/Endnote.

In the 17th statement, most dominant English lecturers (51 or 52 %) agree about the problem of determining the type of research method used, for example qualitative, quantitative, mixed method, research & development (R&D), and others. In the 18th statement, most dominant English lecturers (52 or 53.1 %) agree about the problem of determination of appropriate data collection methods. In the 19th statement, most dominant English lecturers (53 or 54.1 %) agree about the problem of preparation of specified data collection methods. In the 20th statement, most dominant English lecturers (58 or 59.2 %) agree about the problem of determination of data analysis methods.

In the 21st statement, most dominant English lecturers (47 or 48 %) agree about the problem of writing results/findings. In the 22nd statement, most dominant English lecturers (51 or 52 %) agree about the problem of writing discussion. In the 23rd statement, most dominant English lecturers (45 or 45.9 %) agree about the problem of writing a conclusion. In the 24th statement, most dominant English lecturers (50 or 51 %) disagree about the problem of writing suggestions. In the 25th statement, most dominant English lecturers (52 or 53.1 %) disagree about the problem of writing an abstract.

Table 4. Publication Factor

No	Statements	Students' Response			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Selection of appropriate journal	16 (16.3 %)	**45 (45.9 %)**	32 (32.7 %)	5 (5.1 %)
2.	Selection of journal accreditation	16 (16.3 %)	**45 (45.9 %)**	33 (33.7 %)	4 (4.1 %)
3.	Limitation of research focus & specific scope in the journal	14 (14.3 %)	**48 (49 %)**	32 (32.7 %)	4 (4.1 %)
4.	Article submission deadline	17 (17.3 %)	**49 (50 %)**	26 (26.5 %)	6 (6.1 %)
5.	Edition of certain publications in each year	16 (16.3 %)	**52 (53.1 %)**	26 (26.5 %)	4 (4.1 %)
6.	Publication costs	**46 (46.9 %)**	43 (43.9 %)	6 (6.1 %)	3 (3.1 %)

Based on the table above shows the English lecturers' difficulties with the publications. In the first statement, most dominant English lecturers (45 or 45.9 %) agree about the problem of the selection of the appropriate journal. In the second statement, most dominant English lecturers (45 or 45.9 %) agree about the problem of the selection of journal accreditation. In the third statement, most dominant English lecturers (48 or 49 %) agree about the problem of the limitation of research focus & specific scope in the journal. In the fourth statement, most dominant English lecturers (49 or 50 %) agree about the article submission deadline. In the fifth statement, most dominant English lecturers (49 or 50 %) agree about the edition of certain publications each year. In the fifth statement, most dominant English lecturers (46 or 46.9 %) strongly agree about the publication costs. It means that the publication factors including selection of the appropriate journal and journal accreditation, limitation of research focus and specific scope, article submission deadline, edition of certain publications in each year, and publication costs are the English lecturers' difficulties in publication papers.

Table 5. Institutional Factor

No	Statements	Students' Response			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Institutions hold training on writing scientific articles and publication in journals (offline or online)	30 (30.6 %)	**50 (51 %)**	15 (15.3 %)	3 (3.1 %)
2.	Institutions fully support lecturers in writing scientific articles (research and service section of Higher Education's Tri Dharma)	33 (33.7 %)	**45 (45.9 %)**	18 (18.4 %)	2 (2 %)
3.	Institutions fully support lecturers to publish scientific articles by providing funding for publication costs	32 (32.7 %)	**39 (39.8 %)**	18 (18.4 %)	9 (9.2 %)
4.	Institutions give awards to lecturers who actively write scientific articles and publish them in national/international journals	29 (29.6 %)	**39 (39.8 %)**	22 (22.4 %)	8 (8.2 %)

Based on the table above shows the English lecturers' opinions of the institution's role in writing scientific articles and publications. In the first statement, most dominant English lecturers (50 or 51 %) agree that institutions hold

training on writing scientific articles and publication in journals (offline or online). In the second statement, most dominant English lecturers (45 or 45.9 %) agree that institutions fully support lecturers in writing scientific articles (research and service section of Higher Education's Tri Dharma). In the third statement, most dominant English lecturers (39 or 39.8 %) agree that institutions fully support

lecturers to publish scientific articles by providing funding for publication costs. In the fourth statement, most dominant English lecturers (39 or 39.8 %) agree that institutions give awards to lecturers who actively write scientific articles and publish them in national/international journals.

Table 6. English Lecturers' Opinion of Writing Scientific Articles and Publications

No	Statements	Students' Response			
		Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
1.	Sharping writing skills and managing publications.	36 (36.7 %)	**58 (59.2 %)**	4 (4.1 %)	0 (0 %)
2.	Disseminating knowledge from the results of research conducted by lecturers to the scientific community, because scientific journals are generally accessed by the scientific community.	43 (43.9 %)	**51 (52 %)**	4 (4.1 %)	0 (0 %)
3.	Fulfilling the obligation to become a lecturer, because writing and publishing journals is one of the main tasks that must be carried out by all lecturers in Indonesia.	43 (43.9 %)	**52 (53.1 %)**	3 (3.1 %)	0 (0 %)
4.	Increasing the academic personal branding of a lecturer, because the more journal publications, the more his work is cited and widely known as an expert in the scientific field that the lecturer is engaged in.	47 (48 %)	**50 (51 %)**	1 (1.1 %)	0 (0 %)
5.	Adding credit score points for lecturers who help lecturers apply for functional promotion.	**58 (59.1 %)**	40 (40.8 %)	0 (0 %)	0 (0 %)
6.	Contributing to increasing the number of journal publications by the Indonesian people and the quality of journal publications for the development of national and international science and technology.	**49 (50 %)**	45 (45.9 %)	4 (4.1 %)s	0 (0 %)

Based on the table above shows the English lecturers' opinions on writing scientific articles and publications. In the first statement, most dominant English lecturers (58 or 59.2 %) agree that writing scientific articles and publications can sharpen writing skills and managing publications. In the second statement, most dominant English lecturers (51 or 52 %) agree that writing scientific articles and publications can disseminate knowledge from the results of research conducted by lecturers to the scientific community because scientific journals are generally accessed by the scientific community. In the third statement, most dominant English lecturers (52 or 53.1 %) agree that writing scientific articles and publications can fulfill the obligation to become a lecturer because writing and publishing journals is one of the main tasks that must be carried out by all lecturers in Indonesia. In the fourth statement, most dominant English lecturers (50 or 51 %) agree that writing scientific articles and publications can increase the academic personal branding of a lecturer, because the more journal publications, the more his work is cited and widely known as an expert in the scientific field that the lecturer is engaged in. In the fifth statement, most dominant English lecturers (58 or 59.1 %) agree that writing scientific articles and publications can add credit score points for lecturers who help lecturers apply for functional promotion. In the sixth statement, most dominant English lecturers (49 or 50 %) agree that writing scientific

articles and publications can contribute to increasing the number of journal publications by the Indonesian people and the quality of journal publications for the development of national and international science and technology.

Discussion

The primary responsibility of lecturers is to fulfill the Tridharma of Higher Education, which includes teaching, research, and community service (Yusup et al., 2021). As a consequence, the principal obligations of academics are consistently synchronized with the vision, mission, and goals of the institution, thereby aiding in the execution of the Tridharma of Higher Education. As part of the Tri Dharma of Higher Education, universities should generate scientific work that delineates their discoveries, notions, or theories, concerning the domain of research.

For a lecturer, this scientific work is very important as a form of competence or expertise in the field occupied. Writing is a must for a lecturer, even lecturers have no substance if they don't write. Both writing journals, articles, research reports, and scientific books. Not solely for career purposes but for moral responsibility to brighten educational life.

The scientific work that ensues is subsequently published as an intellectual contribution to the resolution of various community concerns. In addition to honing their

writing abilities, lecturers are obligated to produce scholarly articles for the following purposes: developing instructional resources in the form of modules and dictations, composing proceedings for seminars, symposiums, and workshops, composing books, and submitting and advancing their functional positions, lecturer certification, and the accreditation of academic programs and institutions (Fitria, 2022d). In line with an interpretation of obligations and responsibilities predicated on specific autonomous capabilities, lecturers are tasked with the responsibilities and obligations of imparting, cultivating, and transferring knowledge via scientific endeavors or research activities.

From the findings, The analysis shows that lecturers' difficulties in writing scientific articles are related to psychological factors including mood, physical condition, concentration (easily distracted), workplace environment, living environment, limited writing time, and lack/no support system for writing such as no collaborating friends. Besides, the other difficulties are related to cognitive factors including: 1) lack of understanding of various types of research. 2) limited mastering of any research interests. 3) selection of research article topics. 4) determination of research title. 5) writing research background. 6) determination of research gaps/novelties. 7) the findings of several previous studies in certain years. 8) finding theories/references in national and international journals. 9) finding theories/references in nationally and internationally published books. 10) writing and developing writing based on language style. 11) the use of paraphrasing techniques in writing. 12) writing citations and references with a reference manager such as Mendeley/Zotero/Endnote. 13) determining the type of research method used, for example qualitative, quantitative, mixed method, research & development (R&D), and others. 14) determination of appropriate data collection methods. 15) preparation of specified data collection methods. 16) determination of data analysis methods. 17) writing results/findings. 18) writing a discussion. 19) writing conclusions. 20) writing suggestions. 21) writing an abstract. The other cognitive factors including an understanding of the systematics or structure of scientific articles (author guidelines), findings from several previous studies (appropriate previous studies), writing suggestions, and writing an abstract are not the lecturers' difficulties in writing scientific articles. While, lecturers' difficulties in writing scientific articles are not related to linguistic factors including the use of English grammar, appropriate tenses, spelling, diction, and punctuation. Lecturers' difficulties with the publications include selection of the appropriate journal, journal accreditation, limitation of research focus & specific scope in the journal, article submission deadline, the edition of certain publications in each year, and publication costs.

Most lecturers agree that: 1) institutions hold training on writing scientific articles and publications in journals (offline or online). 2) institutions fully support lecturers in writing scientific articles (research and service section of Higher Education's Tri Dharma). 3) institutions fully support lecturers to publish scientific articles by providing funding for publication costs. 4) institutions give awards to lecturers who actively write scientific articles and publish them in national/international journals. Most dominant English lecturers agree that: 1) writing scientific articles and publications can sharpen writing skills and managing publications. 2) writing scientific articles and publications can disseminate knowledge from the results of research conducted by lecturers to the scientific community because scientific journals are generally accessed by the scientific community. 3) writing scientific articles and publications can fulfill the obligation to become a lecturer because writing and publishing journals is one of the main tasks that must be carried out by all lecturers in Indonesia. 4) writing scientific articles and publications can increase the academic personal branding of a lecturer, because the more journal publications, the more his work is cited and widely known as an expert in the scientific field that the lecturer is engaged in. 5) writing scientific articles and publications can add credit score points for lecturers who help lecturers apply for functional promotion. 6) writing scientific articles and publications can contribute to increasing the number of journal publications by the Indonesian people and the quality of journal publications for the development of national and international science and technology.

Lecturers as a professionals in the aspect of education are always working to develop competence. Competency development has both urgency and influence on the lecturer. One of the competencies developed in lecturers is competency professional. One way to improve a lecturer's professional competence in writing scientific papers. According to Baryanto (2023), the lecturer is a component of the university that must produce scientific work. For a variety of reasons, including capacity building, accreditation, teaching materials, seminars, and functional position submission, lecturers must compose scientific papers. Without writing skills, it is impossible to produce outstanding scientific works. The quality of the lecturers' scientific works will stagnate if their writing skills are not enhanced. In addition, producing superior scientific papers requires training and practice, beginning with lecturers' limited-scope scientific works such as teaching materials and seminar materials, and progressing to scientific papers published in national and international journals.

The responses from Wellington (2003) reveal a variety of writing and publishing motivations or impetuses. Having a responsibility, the need for professional development, the desire for promotion, or simply being prompted to write are examples of external prompts. Other stimuli that could be categorized as 'internal' include self-education, elucidating and refining one's thoughts, reasoning through ideas, gaining comprehension, and expanding the mind.

A superior scientific work will not be realized without the will and ability to write. Willingness and ability to write to lecturers if not developed then impact on the quality of scientific work. In producing good scientific articles, it can not be done directly but it needs a training process to arrive at its habituation. Moreover, the activity of writing scientific papers is an activity that requires precision including looking for references, all activities of writing scientific papers are done manually/automatically consuming time and effort. So writing scientific work cannot be done instantly, and training and assistance are needed the resulting writing is of higher

quality and worthy of publication to the general public. The benefit of this training activity is that through writing articles it will encourage lecturers to read a lot as an effort to enrich the material to be written. Any idea in mind is informed to the readers of the scientific articles written. Through the work of scientific articles, the ideas or thoughts of the author can be communicated and communicated effectively to other people and the general public.

Publication of scientific papers in reputable journals both nationally and internationally can show the achievements of a lecturer and enrich the knowledge. Furthermore, the publication of scientific articles in international journals is needed to support campus internationalization (Firmansyah et al., 2020). With the increasing number of publications in reputable international journals, the credit score in the rating assessment indicator of a tertiary institution is increasing. Which then the problem is the lack of lecturer and student publications in journals reputable international. One of the factors that cause the problem is not yet all lecturers and students are trained in writing drafts of international journal manuscripts. Therefore, efforts to increase journal writing competence for lecturers and students need to be made. To overcome this, it is necessary to carry out a community service activity in the form of assistance in writing articles in national and international journals. Activity community service in the form of assistance in writing scientific articles needs to be carried out routinely.

Lecturers are scientists and professional educators whose primary responsibility is to advance, develop, and disseminate knowledge in the fields of science, technology, and the arts via research, community service, and education. A lecturer is obligated to uphold the Tri Dharma of higher education, which comprises research, community service, and education and teaching as its primary components. Research is one of the Tri Dharma's obligations that frequently presents a challenge for lecturers. In this regard, lecturers must be capable of applying their knowledge through the composition of scientific papers intended for publication in scientific seminars and journals.

Academic lecturers frequently encounter numerous challenges when attempting to fulfill their responsibilities by conducting research. Many have experienced difficulties, starting from choosing a topic, writing a research proposal, carrying out research, and finally writing a research report in various forms of scientific work, including articles for journals. Writing good scientific papers requires mastery of knowledge and writing skills in various types of scientific works. Barriers are often caused by a lack of knowledge of various types of scientific research results thereby affecting the quality of the scientific work it produces (Hamamah & Hapsari, 2020).

Obstacles can be in the form of technical and substance in research. From a technical point of view, one of the obstacles that lecturers often complain about is time constraints. Where the lecturers spend more time teaching because of the limited number of lecturers who teach the subjects being taught, so they do not have free time to do research. Another obstacle that is often faced is the problem of financing, where very often the intended journals,

especially those with national and international reputations, require quite large publication costs. In terms of substance, several obstacles were encountered such as limitations in finding references, the ability to write journals in international languages, the high level of plagiarism in writing, and the intended target journals.

Several things that can be done to overcome this can also be seen from a technical point of view and in terms of the substance of the writing. If the problem is limited time and funding, one solution is to collaborate with other authors. Collaboration between writers both between disciplines and across agencies is also suggested by the Ministry of Education. With collaboration, writing that is rich in information will be formed because it is built from various scientific perspectives. Apart from that, with collaboration, in addition to sharing knowledge, you can also share costs, so that the burden of publication costs becomes lighter. Another solution related to financing is to utilize research grants, both obtained from the campus where the lecturer teaches and from other agencies, for example from the Ministry of Education.

Concerns regarding the generation of writing ideas are frequently encountered by numerous lecturers when carrying out research. Due to advancements in contemporary technology, instructors are now able to locate concepts in scientific literature authored by a multitude of other scholars. Google Scholar provides access to research topics pertinent to the disciplines of lecturers, while researchers' social media platforms are also accessible to them. Utilise readily accessible applications (e.g., Mendeley, Zotero, EndNote) to compile, cite, and accumulate reading lists to ensure that no quotations are overlooked and are duly included in the reference list. Additionally, it is simpler for authors to modify the format of citations, which frequently varies across periodicals employing distinct citation styles, by utilizing this application. In addition, in the case where the target journal is an international publication, the drafted research article is translated using a translation tool, such as an online translator application.

In general, the translation results still do not meet the rules of academic grammar, so they need to be edited again using an application and paraphrased (Fitria, 2021b, 2021a, 2022c). Once the article in its entirety has been composed, it becomes imperative to verify that it does not exhibit an excessive degree of similarity to previously written material; typically, the acceptable range is 10–30 percent. To assess the similarity of drafted articles, instructors may utilize various applications, including Turnitin. The process of transmitting the intended article draft is the subsequent phase. A common source of confusion among instructors is how to properly submit research drafts to the appropriate journals. A common occurrence is that numerous professors become entangled in unscrupulous and discontinuous academic journals, which are frequently disregarded when credit scores are calculated.

Overcoming this, lecturers can see the journal targets they want to achieve, for example for national journals, see the desired SINTA accreditation (Fitria, 2023). In this case, lecturers can check on the SINTA website, so lecturers can see the scope of the journal they want to send and its

accreditation (Fitria, 2023; Fitria et al., 2023). If the journal targets lecturers want to achieve for international journals see Quartil accreditation, lecturers can look at Scimagojr, WOS, Copernicus, and others. With the various limitations that a lecturer has in conducting research, there are many solutions or ways out. So, a lecturer no longer considers research and writing scientific papers as an obstacle or burden but rather as a means of disseminating knowledge to the general public.

The most appropriate statement regarding the importance of lecturers writing journals is "the importance of lecturers writing scientific articles in scientific journals". Where indeed the importance or benefits are very large and affect many parties.

1.   Benefits for Lecturers.

The benefit or importance of the lecturer writing the first journal is for himself. That includes the following points: a) Fulfilling the Responsibilities of the Tri Dharma. The important meaning for lecturers is that they have to be active in writing scientific articles and publishing them in journals is fulfilling their responsibilities. Namely, the responsibility to carry out the Tri Dharma. So by writing and publishing articles in journals, it becomes proof that the lecturer is responsible for his profession. Namely carrying out its obligations to carry out the Tri Dharma as well as possible. If lecturers can be responsible for their profession, then the lecturer can indeed be called a real lecturer. b) Helping to assume functional positions. Writing and publishing in journals is a requirement for the various career interests of lecturers in a professional manner. Through the journal publication step, a lecturer has the opportunity to get a functional position. Writing and publishing scientific articles will encourage the addition of credit score points. After reaching a certain number of lecturers have the right to apply for a functional position. c) Means for developing career paths. Lecturers have career paths that are related to the functional positions they hold. Here we will know the importance of lecturers writing journals because they can encourage the development of their career paths. The more articles published in scientific journals, the more credit score points that can be collected. So that after getting a functional position, lecturers can then apply for a functional promotion according to the provisions. e) Ease of applying for a grant scheme. Every lecturer certainly wants to achieve a grant scheme, both research grants, publication grants, and so on. In general, one of the conditions for this grant scheme is the successful publication of scientific journals. So, if lecturers want to get a grant program, lecturers are required to publish journals. f) Earn a better income. For lecturers who are productive in writing and publishing them in scientific journals, their income will continue to increase. Because the more disciplined in writing, the higher the functional position held. This will provide additional benefits from the profession and job function held. Not to mention publications that pay royalties, such as when publishing books outside of scientific journals to official publishers.

2.   Benefits for Universities and Study Programs

Tertiary institutions and their academic programs recognize the significance that educators place on the composition of scientific journals. This pertains to the accreditation evaluation results. The greater the number of lecturers at a university who publish in scientific journals, the greater the proportion of individuals occupying prestigious positions such as head lecturers and professors; this effectively elevates the accreditation value. The institutional accreditation value of a university is influenced by the quantity of journal publications it produces. A greater number of publications facilitates the attainment of high accreditation. A competent lecturer is therefore one who fulfills their responsibility to the institution and contributes to its success. Successful lecturers who contribute to the writing and publication of scholarly journals aid institutions in achieving acceptable accreditation.

3.   Benefits for the Public

The findings of research conducted by lecturers and subsequently documented in scientific articles and journals will be readily comprehensible to a broader audience. The community may utilize the contents for problem-solving, activity product innovation, and other purposes. The regular completion of the task of composing scientific articles and publishing them in journals by lecturers is crucial due to the numerous benefits they provide. Because it serves a purpose beyond the lecturer's professional development and career advancement. Authorship and dissemination of scholarly articles in journals constitute an integral component of lecturers' engagement in the advancement of science and technology. So that the advantages may be experienced by all participating entities, including the global community at large. As a result, it is critical to increase awareness regarding the significance of lecturers publishing scientific articles or journals. Thus, lecturers can increase their output of written materials and publications, and all parties can experience the aforementioned advantages.

Research and scientific publications are closely related. Research results are not meaningful if they have not been properly published in scientific publication media. Most research results need to be published scientifically and openly (Sucipto et al., 2022). Currently, the publication of research results is a responsibility of academic activities carried out by lecturers, teachers, and postgraduate students. (Antoniou & Moriarty, 2008) state that writing and publication are indispensable to a successful academic career. It means that the lecturers who actively publish their scientific writing are indicative of their writing proficiency (Hanani et al., 2019).

Publication by a lecturer is one indicator of university classification and accreditation that directly influences the

advancement of the lecturer's academic position (Limbong et al., 2022). These publications may be available in both print and online formats, but they must be globally accessible either directly or through a publication indexer. Over the past few decades, an increasing number of multilingual scholars have shown a growing interest in publishing their research in English-language journals. However, many of these researchers struggle to produce effective research articles (RAs) that meet the standards of their national and even international disciplinary communities (Martín et al., 2014).

Publishing scientific research is essential for advancing the understanding of a field and disseminating research findings among scientists. One can evaluate the research capacity of a researcher or the research performance of a university or country based on the number and quality of publications. According to the research findings from (Pho & Tran, 2016), funding and time for research and publication are the most significant obstacles to publication, among many others. Based on the data analysis, the study also concludes that lecturers' barriers to publication may differ across faculties (or disciplines), demographics, qualifications, education, research experience, and publication history. This study's findings apply to other institutions and other nations where English is a foreign language.

Rohmah, et al. (2016) describe the strategy for enhancing the quality of scientific writing by lecturers. The findings indicate that, first, the institution has an interest in implementing a strategy to improve the scientific writing skills of lecturers. Second, the implementation of the strategy to improve the ability of lecturers to write scientific papers includes training, the formation of a lecturer scientific forum, the improvement of the publication facility, the financing of research and society submissions, and the provision of an incentive as an act of appreciation. to write an idea. Get started writing with an idea, even if it is just an idea or a thought small.

The problem is technically that indeed our human resources are not trained to write (Fitria, 2022a). The writing culture is still very low. The same goes for language skills. Therefore, it is necessary to change the mindset of the Indonesian people so that they love writing culture more. Seeing the existing reality, the culture of writing among lecturers needs to be improved. Lecturers must write not only to fulfill their careers, but lecturers must also write books, write national and international journals. If we look at the purpose of the birth of lecturer certification, this is an effort by the government to encourage lecturers to write and produce scientific work. If we look closely, the task of writing and producing academic work is also not too difficult, especially for those who are used to writing both pure academic writing and popular science. However, for those who are not used to writing, this obligation can be burdensome. Therefore, understanding whether carrying out writing assignments is hard or not, depends on one's point of view.

Public and private universities in Indonesia are obligated to incorporate the three pillars of Tridharma

Higher Education—education, research, and community service. To achieve this, each higher education institution's established vision, mission, and objective must contribute to the realization of the Tridharma of Higher Education. Scientific endeavors are one method by which the Tridharma of Higher Education is implemented. Higher education institutions are expected to generate exceptional work that addresses a multitude of societal issues (Rohmah, et al., 2016). Following these requirements, academic institutions are obligated to record each discovery, concept, and notion that is generated in the course of scientific inquiry. After that, each scientific work that is generated is subsequently published as an intellectual contribution to address a range of issues.

Lecturers are an element of institutions of higher education that are required to produce scientific work. Scientific paper writing is a mandatory obligation for lecturers that serves multiple objectives, such as skill development, accreditation, material instruction, participation in seminars, and submittal of functional positions. The accomplishment of a superior scientific endeavor is impossible without writing ability. Failure to enhance the writing proficiency of lecturers may lead to scientific work of substandard quality, which is merely the capacity of lecturers without further development. Furthermore, developing expertise in scientific writing requires practice rather than an overnight process. This development should begin with the lecturer's scientific endeavors, which may be limited to seminar materials and teaching materials, and progress to scientific papers that have been published in reputable international journals.

Scientific articles are a form of communication utilized by students, teachers, lecturers, and scientists (Haristiani et al., 2023). The training and study of efforts to enhance the composition of journal articles must be considered seriously. One way to improve a lecturer's competence in writing scientific papers, namely through training activities. Training represents a strategic approach aimed at enhancing the caliber of personnel. Utilizing training, it is anticipated that instructors can enhance their proficiency in composing scientific papers and be inspired to generate scientific work with greater productivity. Commencing the writing process can be challenging for individuals who lack experience or familiarity with the form (Budiwan & Suswandari, 2021). writing need not be completed only when a new assignment or writing activity is assigned; it can also be accomplished whenever the desire, will, and motivation.

It's been a long time since teachers and lecturers have been required to do one way of self-development is through producing scientific work (Oktavian, 2022). It becomes emphasized and strengthened within The Teacher and Lecturer Law which was launched in 2005 where The educator (teacher/lecturer) is seen as a professional. In other regulations, as stated in the Regulations Minister of National Education No. 16/2009 stated that educators (teachers/lecturers) are required to carry out professional development sustainable, one of which is to publish scientific. If they read the rules, they will come to mind the conclusion that perhaps it was on

purpose to refresh knowledge and provide motivation for teachers to be able to write scientific articles that can be published. If they already understand and master ways to write realize the importance of writing and feel the great benefits of writing, then writing can be said to be a fun activity and excitement.

IV.   CONCLUSION

The activity of writing and publishing scientific articles is the obligation of lecturers and is included in the main task. This task is carried out by lecturers from the beginning of pursuing a career until later entering retirement age. So writing scientific articles and publishing them in scientific journals, both national and international is mandatory for all lecturers in Indonesia. So lecturers need to learn how to write good scientific articles so they can be published in journals. The importance of lecturers writing scientific articles in scientific journals lies in fulfilling their responsibilities, helping them assume functional positions, and developing career paths related to their roles. By doing so, lecturers can contribute significantly to the advancement of their profession and contribute to the overall growth of their fields.

The analysis shows that lecturers' difficulties in writing scientific articles are related to psychological factors including mood, physical condition, concentration, workplace and living environment, limited writing time, and lack/no support system in writing. The other difficulties are related to cognitive factors including various types of research, research interests, research article topics, research titles, research background, research gaps/novelties, previous studies in certain years, theories/references in national and international journals, theories/references in nationally and internationally published books, writing and developing writing, paraphrasing, citations, and references with the reference manager, type of research method, appropriate data collection methods, specified data collection methods, data analysis, writing results/findings, discussion, conclusions, and suggestions. The other cognitive factors including the systematics/structure of scientific articles (author guidelines), appropriate previous studies, suggestions, and an abstract are not the lecturers' difficulties in writing scientific articles. While, lecturers' difficulties in writing scientific articles are not related to linguistic factors including grammar, tenses, spelling, diction, and punctuation. Lecturers' difficulties with the publications related to the appropriate journal, journal accreditation, research focus, specific scope, submission deadline, the edition of certain publications, and publication costs. Lecturers agree that institutions hold training on writing scientific articles and publications in journals, support lecturers in writing scientific articles and publications, and support lecturers to publish scientific articles by providing funding for publication costs, give awards to lecturers who actively write scientific articles and publish them in national/international journals.

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