

Novice Researchers' Experiences in Publishing Articles: A Study at the English Education Department UINSA

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Abstract. Students at the undergraduate level, known as novice researchers, are expected to have experience in research and publication during their studies. As novice researchers, English education students are also expected to participate in research projects and write research articles for publication. This study aimed to explore novice researchers' experiences in research and publication related to the motivation and challenges among English education department students of UINSA. This qualitative study used a questionnaire and interview guidelines as the research instruments to gather data from 17 students of the English education department who had submitted their articles to the journal. The findings of this study are as follows: (1) Students are motivated to work on research and publication to complete assessed coursework during their study, gain new knowledge, and satisfy their satisfaction. (2) The challenges students faced during the research and publication were finding references related to their study, collecting the data, and presenting the results in a research article. Additionally, the waiting process for publication becomes a challenge most students face. From the findings, it can be concluded that most English education department students at UINSA are motivated to participate in research and publication to complete a specific course during their study. However, only a few students who submit their articles for publication face varied challenges in the publication process, such as waiting and the revision process.

Keywords: Article Publication, Novice Researcher, Students' Experiences.

1. INTRODUCTION

Research and publication cannot be separated from students who study at a higher level of education. Students of higher-level education are expected to participate in research projects and publications. As novice researchers, English education students are expected to participate in research projects and write articles. Moreover, research becomes the primary task for the students at a higher level (Zain et al., 2011). Therefore,

students are expected to write and submit their research articles to journals after they have completed their research (Noortyani, 2018). According to the Standard Nasional Pendidikan Tinggi in Indonesia, related to the national research standard in higher-level education, research is carried out by higher education students and expressed in the number of credits. Moreover, every undergraduate student is mandated by the government to publish an article of their research in journals to raise the quality and frequency of scientific publications in Indonesia (Syaharuddin et al., 2021). Consequently, it is vital for undergraduate students, as novice researchers, to conduct research and write an article to be published.

It has been widely recognized that students at higher levels of education, as novice researchers, are excellent in research and developing high-quality publications, enabling an institution of higher education to enhance its reputation (Zain et al., 2011). Regrettably, the frequency of journal publishing articles in Indonesia is still low. As a result, Darnalaksana mentioned in his study that since 2012, the Republic of Indonesia government has made it mandatory for students to publish research articles in journals through the Circular Letters Directorate General of Higher Education (Darmalaksana & Busro., 2021). Therefore, the students must research and write an article that can be published in a reputable academic journal. (Pickering et al., 2014) Moreover, novice researchers like participating in research and publication projects during their study because it can develop their knowledge based on their deep interest in specific fields. With this motivation, novice researchers will likely have high confidence in gaining new knowledge by working on the research project. Therefore, writing and publishing the research article is believed to encourage students to pursue advanced degrees and careers (Wallin et al., 2017). Hence, undergraduate students as novice researchers are expected to have experience in research and publication.

Related to this study, there are several studies, one of which was conducted by Thiry, Laursen, and Hunter. They mentioned that research experiences were very impactful for the students. Students' research experiences help them develop their critical thinking in line with their problem-solving skills (Thiry et al., 2011). In addition, students reported improvements in their ability to apply scientific knowledge and skills, a greater understanding of the scientific research process and the nature of scientific knowledge, and better conceptual understanding of the study.

Research and publication experiences of novice researchers cannot be separated from the motivation and challenges they faced during the process. Studies from Griffin and Hindocha mentioned students' motivation in research and publication because it can help them with their future degree (Griffin & Hindocha, 2011). However, the study found that only a minority of students are submitting articles for publications; those submitting for article publication believe that it will be helpful for their career progression. Lu mentioned another study related to research and publication motivation. The study was focused on the respondents' perceptions, which, based on 25 in-depth interviews with academics currently employed by two Chinese universities, suggest that the primary extrinsic motivators for publishing in international journals are the desire to pass the university assessment (Lu, 2022). In addition, a study conducted by Guilbert et al., which focused on a pre-service teacher's research experience, also mentioned that all undergraduate students should perform at least part of a research project at some stage during their degree (Guilbert et al., 2016). Shaw et.al. in the study focusing on pre-service teacher response to a compulsory research project found that typically students started shakily but were optimistic about the outcome of the research project (Shaw et al., 2008).

Some students experienced frustration in developing research questions and undertaking literature review within a restricted time frame. Choosing a topic also becomes a concern that students face in their research journey.

Related to article publication, Wallin et.al mentioned that writing a research article becomes an essential part of the research and expands the scope of the project to the point where it can no longer be isolated from the research endeavor; it cannot be separated from the research project. In this study, the researchers found that students at Chalmers University of Technology had difficulties preparing their final report during the project's final phase (Wallin et al., 2017). They must critically analyze their study, summarize and analyze the significance of findings, and contextualize their work in response to the previous literature while writing the report. Another researcher, Noortyani, conducted research that focused on students' perceptions of writing article publication and showed that students found the training and guidance provided by the researcher very helpful. Students mentioned that the training positively affected students experienced in writing research articles (Noortyani, 2018). It shows that students need training to be excellent in writing a research article for publication.

The study by Shaw et al. focused on investigating pre-service teachers at the University of Newcastle students' response to a research project in the TRP course. The result showed that students were less confident in completing the research project because they thought it would be more complicated than conceptual tasks, such as formulating research questions and the literature review. Students are not confident in taking the research project as a task; students face several difficulties, starting with choosing the topic, developing research questions, and not being satisfied with the outcome of their research project (Shaw et al., 2008). In contrast, Indonesia has several policies regarding students publishing articles. Firstly, students must publish in scientific journals before writing a thesis as a condition for taking the thesis exam. Second, students must publish the results of their thesis research in scientific journals as a requirement for graduation to obtain a bachelor's degree (Darmalaksana & Busro, 2021). As a result, the tertiary students are required to conduct research and write the results of the research to be published in the journal. However, students might have other difficulties due to the lack of experience conducting research and writing articles.

Some previous studies mentioned medical and engineering students' research and publication experiences. In addition, another earlier study only focused on investigating students' difficulties in writing research articles for publication. However, in the educational field, there is still a lack of previous studies that provide information about novice researchers' experience conducting research and publishing their research articles. Some earlier studies only focused on each topic, whether the research experience or the publication experience.

Several previous studies have shown how students' research experience during the study. However, some only mention the percentage to present to the students who have already published their article. Therefore, there is a lack of information on how undergraduate students experience the publication process. At this point, the publication process is related to writing the research article and publishing the work on the journal's site. Moreover, the studies focus on one topic of experience, such as students' motivation or challenges. The current research also explores undergraduate students' research and publication experiences. Conversely, the study will focus on educational fields, particularly for English education students, because there is a lack of research on the same topic in the English educational field. Most of them only occupy one topic, which focuses

on medical and engineering students, or focuses on the lecture's perspective on teaching research projects. The current research explores explicitly the English education department students' motivation, challenges, and strategies to overcome the difficulties in research and publication during their study.

Based on the prior studies, the researcher believes that it is essential for students to have an experience related to the research and publication during their study, including the motivation, challenges, and student strategies for overcoming them during research and publication. The following questions present the problems.

1. What motivates novice researchers in the English education department of UINSA to publish research articles?
2. What challenges do novice researchers face in publishing research articles in the English education department of UINSA?
3. How do novice researchers overcome the challenges in publishing research articles in the English education department of UINSA?

This study was conducted in the English Language Education Department of UINSA. The study subjects were 17 students of the English Language Education Department of UINSA who had at least submitted their research article, and among the six who had published articles, were interviewed to have more in-depth answers related to the publication experiences. The students who had already passed the 4th semester were determined to be the participants. The participants were chosen because they had to have a research article for publication, and had at least participated in a research project and written the research article. Moreover, English Language Education Department UINSA students have taken a research method class since the 4th semester and are expected to have their research article. The participant must have submitted their academic article to a journal to share their publication experience.

2. METHOD

2.1. English Education Students as Novice Researchers

It is common knowledge that undergraduate students are expected to be capable of conducting research and composing a report into a research article as novice researchers. Researching is a process that takes planning, thoughtfulness, commitment, and perseverance. Research is more known as a journey than a task, and it must be controlled, navigated, and negotiated from beginning to end (Roberts, 2007). Therefore, researching and writing are ideal ways to teach students to observe and solve real-world problems.

The researcher is a person or group involved in a well-considered and comprehensive research process emphasizing the tasks and issues associated with knowledge production (O'Leary, 2017). Novice researchers are new to the field of research and have little or no experience with previous publications (Shah et al., 2009). Tertiary students, specifically undergraduates, are examples of novice researchers since they still lack a research journey (J. Ellis & Levy, 2010). As a result, students at the undergraduate level worked on research and publication with the lecturer's supervisor as the expert.

Students in English education are much the same, with the expectation that they will be able to conduct research and compose articles for publication. A previous study by Mustafa et al mentioned that EFL undergraduate students are frequently encouraged to be published in an international journal, emphasizing the significance of correct data and

a sufficient sample size (Mustafa et al., 2022). Moreover, students of English education are required to be able to research and generate new theories, methods, and approaches in the field of English education through researching and publishing. In addition, practicing research is a method that allows novice researchers to move from the outside of the research circle to its center. Inadequate linguistic skills and an inability to conform to research practice "norms" are common among inexperienced NNES researchers in the periphery (Wong, 2008). Regrettably, English education students conduct research and publish their findings when they are about to graduate, as this is a requirement from the institutions.

3. RESULT

3.1. *Research and Publication*

Many experts mentioned the definition of research, one of which is stated by Creswell, research is a set of procedures used to gather and examine data to get further understanding of a topic or problem, which consists of three steps: asking a question, gathering information, and delivering a response (Creswell, 2012). Another expert, Shuttleworth and Wilson, defined research as any systematic collection of facts, information, and data to advance knowledge. According to the definition of research that has already been stated by the experts, it is known that research is a scientific process to collect factual information about a specific topic by asking questions about a particular topic or problem to advance knowledge. These definitions mean that the researcher should follow systematic processes during the research process. Additionally, Creswell shared research stages: identifying research problems, reviewing the literature, specifying the research purpose and questions, collecting the data, analysing and interpreting the data, reporting and evaluating research. By the end of the research process, report and assess the research. The report of research presented is written as a research paper. A research paper is a piece of academic writing in which the author interprets their research findings (Ekasari, 2020). In conclusion, a research paper is a written form of a research stage that shares the findings and interpretation of the researcher.

Moreover, there are also articles to be published where the researcher does research and presents their findings based on empirical evidence, which are meant to be published on a consistent schedule (Ekasari, 2020). Publications make scientific information accessible to the general public and let other academic audiences assess the quality of the research. Scientific journals have distinct functions, places, and requirements (Kaur, 2013). By having a publication, the findings reported in research articles can be generally known by the audience. In addition, there is a peer review process used by academic journals that upholds uniqueness, application, and growth in a particular field of knowledge.

Research and publication are suggested to continue progress in a particular field of knowledge. The information is periodically published to make it accessible to readers. The research results can be used by other researchers to evaluate specific research issues that have previously been studied and to compare the research with that which is now being conducted.

3.2. *Novice Researcher Motivation in Doing Research and Publication among English Education Students of UINSA*

Motivation is a dominant influence that pushes and strengthens people's efforts to

achieve their objectives (Peng & Gao, 2019). Furthermore, motivation significantly influences novice researchers to conduct research projects and publish the results in prestigious journals. Several studies have been conducted related to the research and publication experiences. One survey by Luis stated that students were motivated to complete their research and publication because it was part of the assessed coursework required to pass the specific courses. This aligns with the current research findings that students were motivated to work on research and publication to complete particular coursework during their study. It happened because the department obligated the students to conduct research and publish an article in a journal to pass a specific course during their undergraduate studies (Banegas & Lowe, 2021). Moreover, as students stated that they are obligated to work on research and publication to have support from the lecturer and group partners, it also helps to motivate English education students of UINSA to work on their research and publication during their study. In addition, the majority of the students believe that support from the lecturer and teams can motivate them to work on research and publication. In addition, students are also expected to work on research and publication, which can help them with their future thesis. In line with a study by Susan H. Russell and friends, undergraduate students work on research and publication during their studies because they believe it will help them achieve higher degrees and careers (Russell et al., 2007). By participating in research and publication during their study, English education department students can be more familiar with the research steps and writing the research results, which can help them when they are working on their thesis. However, some other students mentioned that, unlike being obligated by the department, they are motivated to do research and publication for a specific reason, such as gaining new knowledge and fulfilling their satisfaction.

The English education department students of UINSA also stated that participating in research projects during their study is essential since they can widen their knowledge on specific topics, at this point, it is related to the education field, especially in the teaching process. This finding is supported by Zain and friends, who mentioned that novice researchers like to develop their knowledge based on their deep interest in a specific field (Zain et al., 2011). In addition, English education students were motivated to determine their research topic related to their study, such as speaking, teaching, learning media, and teaching methods. However, having research and publication experiences was helpful for English education students of UINSA for their future teaching since, as mentioned, students were more familiar with the teaching and learning process by the time they were doing research and publication. Moreover, students agree that research and publication projects are not only for students who want to be scholars, since students are obligated to research and publication tasks. In addition, students believe that working on research and publications impacts their professionalism.

Despite working on research and publication as obligated by the department, students are also motivated to do research and publication for their satisfaction. By the findings, English education students found their achievement when they found their name on the journal site. According to the literature on her study, this type of motivation is intrinsic motivation, which is the motivation where the researcher works on research and publication based on their behavior to engage in specific goals that are intrinsically fulfilling or enjoyable (Legault, 2016). By publishing their article in a journal, students were satisfied when they could find their name on the search engine, fulfilling their satisfaction. In addition, by conducting research and publishing, students can improve their self-reputation in researching a specific topic, which means that research and

publication impact students' professionalism in the educational field.

Based on the findings discussed above regarding English education students' motivation in research and publication, it can be concluded that students were motivated by varied aspects to work in research and publication during their study. According to the questionnaire and the interview session that reflected the related theories, students felt most motivated to work on research and publication because they were obligated to complete the assessed coursework.

3.3. Novice Researcher Challenges in Doing Research and Publication in English Education Students of UINSA

Besides several reasons that motivated novice researchers to work on research and publication, they also face several challenges. Such challenges may start when the novice researcher finds and decides on the topic they want to explore in their study. The result shows that more than half of the students face challenges in working on research and publishing articles, as stated in Table 1 below.

Table 1. Student challenges in research and publication

Challenges in research	Difficulties in finding, selecting, and organising literature related to the research
	Difficulties in determining research design
	Difficulties in analysing and interpreting the data of research
	Difficulties in writing the results into a research article
Challenges in publication	It took too much time for the waiting process
	Revising process

The explored challenges were related to the research process; various students stated that they found it difficult to find references related to their study. However, the finding was not under study, which indicated that novice researchers had difficulty determining their research topic (Zafar et al., 2021). The current research found that English education students of UNISA did not have problems determining the topic for their research and publication project. As mentioned in the findings section, English education students specifically like to work on research related to their subject, and they also like to have research topics currently being discussed. Moreover, students also felt that determining the research method was challenging since they had to understand their topic and research method clearly. This finding is in line with Ameen's findings in his study, which showed that novice researchers experienced difficulties due to a lack of conceptual frameworks, supportive literature, training, and limitations with the literature accessibility (Ameen et al., 2019). Moreover, collecting the data is also challenging since student researchers need to contact the sample, and students felt that not all the samples were cooperative for their research. In line with the findings stated by Zafar, those undergraduate students, as novice researchers, have no prior experience with the research endeavor, so they face difficulties in collecting the data (Zafar et al., 2021). However, the current research found that the challenges faced by the students were related to the research sample. Besides, writing the result parts in an understandable way to the reader was determined to be a challenge by several students. Specifically, the discussion and recommendation parts are challenging for the students. This finding aligns with the study

by Zafar, which stated that writing part of the discussion and recommendation was challenging for novice researcher students at the undergraduate level (Zafar et al., 2021). It may have happened because students felt that writing the discussion and recommendation part was difficult, which made it understandable for the reader.

Moreover, researchers explore the challenges faced by English education students during publication. According to the research article, which students must write as the result of their research, students found that writing the background, literature review, findings, and discussion sections was believed to be the most difficult sections in writing articles for publication. In addition, the challenge faced by the students during the publication process was the waiting process. Students have to wait a long time to be notified that their articles were accepted and published on a journal site. This finding is in line with the study conducted by Jiang, which stated researchers have time constraint difficulties while preparing for publication. This happens because the journal publisher has their publishing schedule (Jiang et al., 2017). This was challenging for the students since, during their study, research and publication were not the only tasks given. In addition, the revision process was also tricky for some students since they needed to follow the requirements of the journal publisher. However, the financial aspect was not the challenge of the undergraduate publication. Students stated that they find journal publishers that do not require them to pay. This finding was inconsistent with the study conducted by Purwanto, which said that publishing articles was expensive for the researcher (Purwanto et al., 2020). However, the current study found that English education students, as novice researchers, publish their journal articles to the journal publisher, which does not require them to pay. It happens because their main task was to complete a course, not to publish in a high-impact publication.

Regarding the findings discussed above related to students' challenges in working with research and publication, it can be concluded that English education students of UINSA faced various challenges while working on research and publication. According to the questionnaire and interview results, which reflected the related theories, finding related references and collecting the data were the most difficult. Students' challenges in writing the research are the article's background, literature review, findings, and discussion sections that come next.

3.4. Strategy of English Education Students of UINSA to Overcome the Challenges in Research and Publication

Despite the research and publication challenges, several studies mention the researchers' strategies to overcome the obstacles. The tables show the results of the studies and how the students overcome their challenges in working with research and publication during their studies.

Table 2. Students' strategies to overcome research and publication challenges

Strategies to overcome challenges in research	Working together with partners
	Reading many references
	Ask the lecturer or expert
Strategies to overcome challenges in publication	Contacted the publisher team, the regular publication account
	Revising with partners

English education students of UINSA were more comfortable working on research and publication as a group. This way can help them to have discussions and work together.

Moreover, some students find it challenging to work on the revision with their team partners during the publication process related to the revision. In addition, students believe that working on the revision with their team partners can help them overcome the challenges. Their partners help them by providing advice and ideas and sharing the task of revising the research article. In line with the study conducted by Jiang, having a native partner or co-author can be helpful for the process of research and publication. This study found that co-authors help the researcher to share the burden of working on the research topic and understand the content together (Jiang et al., 2017). In addition, reading many references also helped them to overcome the challenges.

Reading references relevant to their topic can help students come up with a brainstorm to help them overcome their challenges. This is one way that English education students can become familiar with research (Tan, 2007). According to the findings of Zafar's study, students mentioned that they must be given early research knowledge and encouraged to find information from varied resources (Zafar et al., 2021). Moreover, the current research also found that basic education in research and publication is believed to help overcome the challenges faced by English education students of UINSA.

The role of the lecturer was also to help UINSA English education students overcome their challenges. The findings stated that lecturers help students support their research and publication project by having discussions, giving advice, and providing some related journal sites that can publish their articles. This indicates that research courses help students overcome their research and publication challenges through the lecturer's and experts' contributions by giving advice and information related to the research (Tan, 2007). Additionally, having discussions with the lecturer or an expert in their field helps the students overcome their challenges in researching and publishing during their undergraduate studies. Along with those findings, the role of the English education department facilitates English education students of UINSA with the course of basic research and publication, so that the students can be more familiar with research and publication.

Furthermore, during the publication process, the waiting process is mentioned as a challenge by the students after submitting the article to the journal site, and the revising process is followed after their article is accepted by the journal publisher. According to the interview session, students mentioned that they try to keep up with the information from the journal published through email, and sometimes try to contact the journal to obtain the information related to their article. In addition, English education students at UINSA found another way to overcome the challenges of the waiting process; they tried adapting the same work for many publications until it was eventually accepted by one. In line with Jiang and colleagues' findings in their study, young researchers overcome the challenges of time constraints during publication by managing the journal submission, one of the ways is by submitting the article for publication to different journals until it is accepted and submitted by the journal publisher (Jiang et al., 2017). Students can have more opportunities to publish their work by submitting it to different journal publications.

With the findings discussed above, the researcher can conclude that there are many ways for English education students of UINSA to overcome their research and publication challenges, reflecting the expert's theories regarding overcoming research and publication challenges. The result shows that working with research and publication as a team is helpful for the students to overcome their challenges in research and publication projects. In addition to having support from the lecturer, it was also mentioned that this helps students to overcome their challenges.

4. CONCLUSION

Based on the previous findings, researchers can conclude that, related to the motivation of research and publication, novice researchers in English education at UINSA showed that most of the students were motivated to research and publish their articles because it was obligatory to complete the specific assessed coursework. In addition, besides being obligated, students also stated that they are motivated to work on research and publication during their study because it can help them gain new knowledge and fulfill their satisfaction. Other findings showed that working on research and publication helps students with their degree and is believed to impact their professionalism in future careers. Moreover, due to the challenges students faced while researching and publishing their articles, most students faced challenges finding references related to their topic. In addition, students also faced difficulties in writing the background, literature review, and the findings and discussion part of the article publication. Additionally, during the publication process, students face problems in the waiting process; after submitting their article for publication, they have to wait for further information on whether their article is accepted for publication. Related to students' strategy to overcome research and publication challenges, most students choose to have a partner or co-author to discuss, revise, and brainstorm during their research and publication process. In addition, students stated that the lecturer's support also helps students overcome the challenges because they can have discussions with someone who is an expert in the research field. Contacted the reviewer from the journal published and tried to submit to different journal sites, which also becomes a strategy for students to overcome their challenges in the publication process.

Based on the conclusion and limitations of this study, the researcher has several suggestions for the English education students of UINSA and future researchers. For English education students of UINSA as novice researchers, it would be good if they try to submit their articles for publication during their studies. However, the current study still found that very few English education students of UINSA submitted and published their articles to the journal. By having more experience in research and publication, it is believed that students will be familiar with this kind of research and publication, which will help them when they work on a thesis for their future degree. Additionally, by participating in research and publishing the article, students will be more familiar with several issues in language and the teaching process. For future researchers, this research investigated English students' research and publication experiences related to their motivation and challenges, and how to overcome them. Therefore, if any researcher wants to do the same research topic, there should be more in-depth exploration for different aspects related to research and publication experiences in larger areas of English education students or students from other majors, rather than English education majors. This is because different experiences related to researching and publishing articles could be identified.

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