NOVICE RESEARCHERS EXPERIENCES IN PUBLISHING ARTICLE
(A STUDY AT ENGLISH EDUCATION DEPARTMENT UINSA)

THESIS

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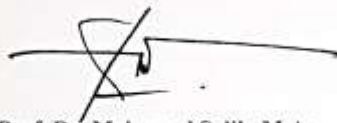Yang membuat pernyataan,

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ABSTRACT

Keyword: Novice Researcher, Article Publication, Students Experiences.

Students on the undergraduate level known as novice researchers are expected to have experiences in research and publication during their study. 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, challenges, and strategies to overcome the challenges among English education department students of UINSA. This study is a qualitative study that used questionnaire and interview guidelines as the research instrument to gather data from 17 students of English education department who has submit their article to journal. The findings of this study are; (1) Students are motivated to work on research and publication to completing assessed coursework during their study, gaining new knowledge and fulfilling their personal satisfaction. (2) The challenges students faced during the research and publication are finding the references that related to their study, collecting the data, presenting the result into a research article. Additionally, during the publication waiting process becomes a challenge that most of the students face. (3) To overcome the challenges students prefer to work together with the partner so that can revising together, having discussion with the lecturer or expert and also try to submit to different journal to have more opportunities for their article to be published. From the findings it can be conclude that most of the English education department students UINSA motivated to participate in research and publication to complete a specific course during their study. However, only few of the students who submit their article for publication because they faced varied challenges in the process of publication such as the waiting and revision process.

ABSTRAK

Rahmasari, Annisa. (2022). *Pengalaman Peneliti Pemula dalam Menerbitkan Artikel (Sebuah Studi di Jurusan Pendidikan Bahasa Inggris UINSA).* Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya.
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Kata Kunci: Peneliti Pemula, Publikasi Artikel, Pengalaman Mahasiswa.

Mahasiswa pada tingkat sarjana yang dikenal sebagai peneliti pemula diharapkan memiliki pengalaman dalam penelitian dan publikasi selama studi mereka. Sebagai peneliti pemula, mahasiswa pendidikan bahasa Inggris juga diharapkan untuk berpartisipasi dalam proyek penelitian dan menulis artikel penelitian untuk dipublikasikan. Penelitian ini bertujuan untuk mengeksplorasi pengalaman peneliti pemula dalam penelitian dan publikasi terkait dengan motivasi, tantangan, dan strategi untuk mengatasi tantangan di kalangan mahasiswa jurusan Pendidikan Bahasa Inggris UINSA. Penelitian ini merupakan penelitian kualitatif yang menggunakan kuesioner dan wawancara sebagai instrumen penelitian untuk mengumpulkan data dari 17 mahasiswa jurusan pendidikan bahasa Inggris yang telah mengirimkan artikel mereka ke jurnal. Temuan dari penelitian ini adalah; (1) Mahasiswa termotivasi untuk melakukan penelitian dan publikasi untuk menyelesaikan mata kuliah yang dinilai selama studi, mendapatkan pengetahuan baru dan memenuhi kepuasan pribadi mereka. (2) Tantangan yang dihadapi mahasiswa selama penelitian dan publikasi adalah mencari referensi yang berkaitan dengan kajiannya, mengumpulkan data, mempresentasikan hasilnya menjadi artikel penelitian. Selain itu, selama proses menunggu publikasi menjadi tantangan yang dihadapi sebagian besar mahasiswa. (3) Untuk mengatasi tantangan tersebut mahasiswa lebih memilih untuk bekerja sama dengan partner sehingga dapat merevisi bersama, mencoba membaca lebih banyak referensi, berdiskusi dengan dosen atau pakar dan juga mencoba mengirimkan ke jurnal yang berbeda untuk memiliki lebih banyak kesempatan artikel mereka untuk diterbitkan. dipublikasikan. Dari temuan tersebut dapat disimpulkan bahwa sebagian besar mahasiswa jurusan Pendidikan Bahasa Inggris UINSA termotivasi untuk berpartisipasi dalam penelitian dan publikasi untuk menyelesaikan mata kuliah tertentu selama studi mereka. Namun, hanya sedikit mahasiswa yang mengirimkan artikelnya untuk dipublikasikan karena menghadapi berbagai tantangan dalam proses publikasi seperti proses menunggu dan revisi.

PUBLICATION SHEET

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UIN SUNAN AMPEL
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LIST OF ABBREVIATIONS

UINSA = UIN Sunan Ampel Surabaya
EFL = English Foreign Language
TEFL = Teaching English for Foreign Language

CHAPTER I
INTRODUCTION

The first chapter presents the relevant theories of novice researcher experiences in publishing article a study at English education student UINSA that will be covered in some subheadings: (1) background of the study, (2) research question, (3) objectives of the study, (4) significance of the study, (5) scope and limitation, and (6) definition of key terms.

A. Background of the Study

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 a research project and write research articles. Moreover, research becomes the major task for the students in higher level.[1] Therefore, after students work after working with the research, they are expected to write and submit their research articles in journals.[2] According to the *Standar Nasional Pendidikan Tinggi* in Indonesia related with the national research standard in higher level education, research is an activity carried out by higher education students and expressed in the amount of credits. Moreover, every undergraduate student is mandated by the government to publish the article of their research in journals in an effort to raise the quality and frequency of scientific publications in Indonesia.[3] Consequently, it is important for the undergraduate students as novice researchers to conduct research and write the article to be published.

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[1] Shahrom Md Zain et al., "Motivation for Research and Publication: Experience as a Researcher and an Academic," *Procedia - Social and Behavioral Sciences* 18 (2011): 213–19, https://doi.org/10.1016/j.sbspro.2011.05.030.

[2] Rusma Noortyani, "Students' Perception on Training in Writing Research Article for Publication," *SSRN Electronic Journal*, no. 4 (2018): 305–16, https://doi.org/10.2139/ssrn.2898650.

[3] Syaharuddin Syaharuddin et al., "Peningkatan Kualitas Publikasi Mahasiswa Dan Sitasi Karya Ilmiah Dosen Melalui Workshop Managemen Software Mendeley," *Community Development Journal : Jurnal Pengabdian Masyarakat* 2, no. 1 (2021): 8–13, https://doi.org/10.31004/cdj.v2i1.1367.

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It has been widely recognized that students at higher levels of education as novice researchers, to be excellent in research and the development of high-quality publications enable an institution of higher education to enhance its reputation.[4] Regrettably in Indonesia, the frequency of publishing articles in journals is still low. As result, Darnalaksana mentioned in his study that since 2012 the Republic of Indonesian government has made it mandatory for students to publishing research article in journals through the Circular Letters Directorate General of Higher Education.[5] Therefore, it is kind of obligatory for the students' to do their own research and write an article that can be published in the reputable academic journals.[6] Moreover, novice researchers like to participate in research and publication project during their study because it can develop their knowledge based on their deep interest in specific fields. By having this kind of motivation novice researchers are likely to have a high confidence for 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.[7] Hence, undergraduate students as the novice researcher are expected to have an experience of research and publication.

Related to this study there are several studies, one of them conducted by Thiry, Laursen, and Hunter. They mentioned that research experiences were very impactful for the students. Students' research experiences help the students to develop their critical thinking in line with their problem solving skills.[8] In

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[4] Zain et al., "Motivation for Research and Publication: Experience as a Researcher and an Academic," 2011.

[5] Wahyudin Darmalaksana and Busro Busro., "Akselerasi Publikasi Ilmiah Mahasiswa: Studi Kasus WPAJ HMJ IAT UIN Sunan Gunung Djati Bandung," *IJoIS: Indonesian Journal of Islamic Studies* 2, no. 2 (2021): 139–57.

[6] Catherine Pickering et al., "Publishing Not Perishing: How Research Students Transition from Novice to Knowledgeable Using Systematic Quantitative Literature Reviews," *Studies in Higher Education* 40, no. 10 (2014): 1756–69, https://doi.org/10.1080/03075079.2014.914907.

[7] Susan H. Russell, Mary P. Hancock, and James McCullough, "Benefits of Undergraduate Research Experiences," *Science* 316, no. 5824 (2007): 548–49, https://doi.org/10.1126/science.1140384.

[8] Heather Thiry, Sandra L. Laursen, and Anne Barrie Hunter, "What Experiences Help Students Become Scientists? A Comparative Study of Research and Other Sources of Personal and Professional Gains for STEM Undergraduates," *Journal of Higher Education* 82, no. 4 (2011): 357–88, https://doi.org/10.1353/jhe.2011.0023.

addition, students reported improvements in their ability to apply scientific knowledge and skills, as well as a greater understanding of the scientific research process and the nature of scientific knowledge, as well as better conceptual understanding of the study.

Research and publication experiences of novice researchers cannot be separated from motivation and challenges they faced during the process. Studies from Griffin and Hindocha mentioned students' motivation in doing research and publication because it can help them about their future degree.[9] However, the study found that only a minority of students are submitting articles for publications, those who are submitting for article publication believes that it will be helpful for their career progression. Another study related to research and publication motivation was mentioned by Lu. The study was focused on the perceptions of the respondents which based on 25 in-depth interviews with academics currently employed by two Chinese universities, suggest that the main extrinsic motivators for publishing in international journals are the desire to pass the university assessment.[10] 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 conduct at least part of a research project at some stage during their degree.[11] Shaw, et.al. on the study focusing on pre-service teacher response to a compulsory research project found that typically students started off shakily but optimistic about their outcome of the research project.[12] Some students experienced frustration in developing research questions and undertaking literature review within a

[9] M. F. Griffin and S. Hindocha, "Publication Practices of Medical Students at British Medical Schools: Experience, Attitudes and Barriers to Publish," *Medical Teacher* 33, no. 1 (2011): 1–8, https://doi.org/10.3109/0142159X.2011.530320.

[10] Xintong Lu, "What Drives Chinese Scholars to Publish in International Journals? Motivations and Implications," *Higher Education Research & Development* 41, no. 6 (September 19, 2022): 1977–91, https://doi.org/10.1080/07294360.2021.1971162.

[11] Daniel Guilbert, Rod Lane, and Penny Van Bergen, "Understanding Student Engagement with Research: A Study of Pre-Service Teachers' Research Perceptions, Research Experience, and Motivation," *Asia-Pacific Journal of Teacher Education* 44, no. 2 (2016): 172–87, https://doi.org/10.1080/1359866X.2015.1070118.

[12] Kylie Shaw et al., "The Response of Pre-Service Teachers to a Compulsory Research Project," *Australian Educational Researcher* 35, no. 3 (2008): 89–109, https://doi.org/10.1007/bf03246291.

restricted time frame. Choosing a topic also becomes the concern that students face in their personal 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 in Chalmers University of Technology during the project's final phase had some difficulties preparing their final report.[13] 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. Other researcher Noortyani conducted a research that was focusing on students' perception in writing article publication and showed that students were very helpful with the training and the guidance provided by the researcher. Students mentioned that the training was providing a positive effect on students experienced in writing research articles.[14] It shows that students need a training to be excellence in writing research article for publication.

The study by Shaw, et.al was focusing on investigating pre-service teachers in University of Newcastle students' response to a research project in TRP course. The result showed that students were less confident in their ability to complete 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 confident about the outcome of their research project.[15] In contrast, Indonesia has several policies regarding the publication of articles by students. Firstly students must publish in scientific

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[13] Patric Wallin, Tom Adawi, and Julie Gold, "Linking Teaching and Research in an Undergraduate Course and Exploring Student Learning Experiences," *European Journal of Engineering Education* 42, no. 1 (2017): 58–74, https://doi.org/10.1080/03043797.2016.1193125.

[14] Noortyani, "Students' Perception on Training in Writing Research Article for Publication."

[15] Shaw et al., "The Response of Pre-Service Teachers to a Compulsory Research Project."

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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.[16] As result, the tertiary students are required to conduct research and write the result of the research to be published in journal. However, as the lack of students experience in conducting research and writing article, students might find other difficulties.

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

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

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[16] Darmalaksana and Busro., "Akselerasi Publikasi Ilmiah Mahasiswa: Studi Kasus WPAJ HMJ IAT UIN Sunan Gunung Djati Bandung."

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English education department students' motivation, challenges, and strategies to overcome the challenges in research and publication during their study. In addition, the current research try to explore more related with the students motivation in doing research and publication.

The English education students who are expected to be future researchers must have research experience as well as publication experience for their future teaching career. Their research experiences were not only used for taking their undergraduate degree during the study, but also impacted their professionalism in the future. Additionally, in the English Language Education Department UINSA there is a requirement for the students to publish an article before they graduate. Therefore, there should be new research that must be carried out related to students' experience in conducting a research and article publication. The most current research was investigating students' experience in writing academic articles since it cannot be separated from the research itself. However, this research intended to explore the experiences of novice researchers among English Language Education Department students UINSA in conducting research and publishing research articles, in particular related to their motivation, challenges, and how to overcome the challenges.

B. Research Question

In accordance with the previous explanation, research questions are formulated as follows:

1. What motivate novice researchers English education department UINSA to publish research articles?

2. What challenges do novice researchers face to publish 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?

C. Objectives of the Study

Based on the research questions mentioned above the researcher defined the objectives of the study as follows:

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1. To explore the motivations of novice researcher in publishing research article in English Education Department of UINSA
2. To explore the challenges of novice researcher in publishing research article in English Education Department of UINSA
3. To explore the strategies novice researchers to overcome the challenges in publishing research article in English Education Department of UINSA

D. Significance of the Study

This research is conducted to explore students' experiences for their publication practice in UINSA. Focusing on the experiences of how the students conduct research until the article is published in the journal. So, having the purpose of this research, the researcher reveals advantages of this research for:

1. For students

   The result of the study will gain new knowledge for the students who want to conduct research and write the article to be published. It also informs the students how to overcome the challenge they may face during the research and the publication practice.

2. For the department

   The results of this research are expected to provide new insight for the department to improve the publication program for the students. It is also expected for the department to encourage students to take part in research and publication.

3. For the future researcher

   The results of this research are expected to provide the academic information for the future researcher to extend study by doing similar research and/or add additional research procedures to obtain more comprehensive results. For example, future researchers could involve the teacher 's perspective as to collect the information related to students' research and publication projects as the instructor.

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E. Scope and Limitation

As described in the background of the study, this research intended to explore the experiences of novice researchers among English Language Education Department students of UINSA in conducting the research and publishing articles. The aspects being discussed were the motivation and challenges that students face while researching and publishing their article, as well as how students overcome the challenge they face. This study focuses on exploring the research experience of English Language Education Department students of UINSA who have experience in submitting articles in a journal site.

In the end of this research will provide the information related to students' research experience of motivation, challenges, and how students overcome the challenges. However, the research experience doesn't mean only exploring how students conducted the research but also how the students produced their research article and published its article.

F. Definition of Key Term

To avoid any misunderstandings between the readers and the researcher about the interpretation of words used in this study, the researcher defines the terms used in this study, which are as follows:

1. Novice researchers are those who are new to the field of research and have no and even little experience with previous publications.[17] At this point, the novice researcher is the tertiary students of the English Language Education Department of UINSA who have at least submitted their article to journal.

2. Article publication is one type of academic article containing the background, previous study and result of a certain research topic. At this point, a research article is an academic article written by the English

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[17] Jatin Shah, Anand Shah, and Ricardo Pietrobon, "Scientific Writing of Novice Researchers: What Difficulties and Encouragements Do They Encounter?," *Academic Medicine* 84, no. 4 (2009): 511–16, https://doi.org/10.1097/ACM.0b013e31819a8c3c.

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Language students of UINSA which was written by students after conducting extensive research and submitted for publication.

3. Students' Experience is students' practical knowledge, skill, or practice developed from direct observation of or participation in events or a particular activity. At this point, behavior from English Language Education Department students of UINSA related to their research and publication journey. At this point, students' experiences related to their motivation and challenges as well as how students overcome the challenges during research and publication projects.

 a. Motivation is an important factor related to research productivity which influences students to work on the research project and publication. In this study, motivation is the factor that influences English Language Education Department students of UINSA while working on their research and publication process.

 b. Challenge is something that is hard to complete, requiring the use of expertise, effort, and power to achieve the success of the research. In this study, challenges related to difficulties faced by the English Language Education Department students of UINSA during their research and publication process.

 c. Strategy to overcome the challenges is a plan designed to produce outcomes in line to achieve certain objectives. This study will be related to students' way to overcome the challenges they faced during the research and publication.

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CHAPTER II
THEORETICAL FRAMEWORK

The second chapter addresses the theoretical framework and the previous study on the area of the novice researcher experiences in publishing article a study at English education student UINSA that will be covered in some subheadings namely (1) English education students as novice researcher, (2) Research and publication, (3) Students research and publication experiences; a) Novice Researchers Motivation in Research and Publication; b) Novice researchers challenges in research and publication; c) Novice Researchers strategy to overcome research and publication challenges.

A. Review of Related Literature

1. English Education Students as Novice Researcher

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 journey than a task, and it must be controlled, navigated, and negotiated from beginning to end.[18] Therefore, researching and writing are ideal ways to teach students how to observe and solve real-world problems.

The researcher is a person or a group of people who are involved in a well-considered and comprehensive research process in order to emphasize the tasks and issues associated with knowledge production.[19] Novice researchers are those who are new to the field of research and have no and even little experience with previous publications.[20] Tertiary students, specifically undergraduate students, are the example of the novice

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[18] Brian Roberts, *Getting the Most Out of the Research Experience* (London: SAGE Publications Ltd, 2007).

[19] Zina O'Leary, *The Essential Guide to Doing Your Research Project*, ed. Jai Seaman, vol. 3rd Editio (London: SAGE Publications Ltd, 2017).

[20] Shah, Shah, and Pietrobon, "Scientific Writing of Novice Researchers: What Difficulties and Encouragements Do They Encounter?"

researcher since they still lack a research journey.[21] As result, students who are in undergraduate level were working on research and publication with the supervisor of the lecturer 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. Previous study conducted by Mustafa et,al mentioned that EFL undergraduate students are frequently encouraged to be published in an international journal, which emphasizes the significance of correct data and a sufficient sample size.[22] 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 push 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.[23] Regrettably, English education students conduct research and publish their findings when they are about to graduate, as this is a requirement from the institutions.

2. **Research and Publication**

Many experts mentioned the definition of research, one is stated by Creswell research is a set of procedures used to gather and examine data in order to get further understanding of a topic or problem which consists of three steps: asking a question, gathering information, and delivering a response.[24] Another expert, Shutlleworth and Wilson defined research as

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[21] Timothy J. Ellis and Yair Levy, "A Guide for Novice Researchers: Design and Development Research Methods," *Proceedings of the 2010 InSITE Conference*, 2010, 107–18, https://doi.org/10.28945/1237.

[22] Faisal Mustafa et al., "Experiencing Problems in Data Collection by Undergraduate EFL Students as Novice Researchers," *Journal on English as a Foreign Language* 12, no. 2 (2022): 383–404, https://doi.org/10.23971/jefl.v12i2.4111.

[23] Ruth Ming Har Wong, "Non-Native English-Speaking Novice Researchers Developing Research Skills" Vol. 5 (2008): 153–76.

[24] John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, vol. 4 (Boston: Pearson Education, Inc., 2012).

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any systematic collection of facts, information, and data with the goal of advancing knowledge.[25] 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 of a specific topic by asking about the information about a specific topic or problem to the advancement of knowledge. By these definitions mean that during the research process, there are systematic processes that should be followed by the researcher. Additionally, Creswell shared research staging as follows: identifying research problems, reviewing the literature, specifying the research purpose and questions, collecting the data, analyzing and interpreting the data, reporting and evaluating research. By the end of the research process is reporting and evaluating the research. The report of research presented is written as a research paper. Research paper is a piece of academic writing in which the author presents their interpretation of the findings of their research.[26] In conclusion, research paper is a written form of a research stage which shared the findings and interpretation from the researcher.

Moreover, there are also articles to be published where the researcher does research and presents their findings based on empirical evidence and are meant to be published on a constant schedule.[27] Publications make scientific information accessible to the general public and let other academic audiences assess the quality of the research. Scientific publications have a distinct function, place, and requirement.[28] By having publication, the findings reported on research articles can be generally known by the audiences. In addition, there is a peer review process used by academic journals that upholds uniqueness, application, and growth in a particular

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[25] Martyn Shuttleworth, Lyndsay T Wilson (Oct 3, 2008). Definition of Research. Retrieved Nov 25, 2022 from Explorable.com: https://explorable.com/definition-of-research

[26] Yulita Ekasari, "EXPLORING STUDENTS' CHALLENGES IN WRITING ENGLISH ACADEMIC PAPER: A CASE STUDY IN ENGLISH LANGUAGE EDUCATION DEPARTMENT OF UINSA" (Universitas Islam Negeri Sunan Ampel Surabaya, 2020), http://digilib.uinsby.ac.id/id/eprint/43661.

[27] Ekasari.

[28] Chanchal Deep Kaur, "Research Publications: Need for Academicians," *Asian Pharma Press* 3, no. 4 (2013): 220–28.

field of knowledge. To increase publication frequency and cut down on waiting time, there is a quick online publication method.[29]

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

3. **Students Research and Publication Experiences**

Experience is a behavior or event that occurs in one's life and has an effect on one's thinking in any setting. In addition, experience is defined as a functional transaction that, in the course of project implementation, both constitutes and transforms individuals and their environments.[30] Therefore, this study will focus on students' experience on research and publication related to motivation, challenges, and strategies to overcome the challenges. Motivation is a dominant influence that pushes and strengthens people's efforts to achieve their objectives.[31] Furthermore, motivation is a major factor that influences novice researchers to conduct research projects and publish the results in prestigious journals.

Students motivated to complete their research and publication project because it was part of the assessed coursework required to pass the specific courses.[32] Furthermore, undergraduate students believe that conducting research and publishing the results in a prestigious journal help them to achieve higher degrees and careers.[33] In addition, Zain, et.al stated novice

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[29] Kaur.

[30] Wolff Michael Roth and Alfredo Jornet, "Toward a Theory of Experience," *Science Education* 98, no. 1 (2014): 106–26, https://doi.org/10.1002/sce.21085.

[31] Jian E. Peng and Xuesong (Andy) Gao, "Understanding TEFL Academics' Research Motivation and Its Relations With Research Productivity," *SAGE Open* 9, no. 3 (2019), https://doi.org/10.1177/2158244019866295.

[32] Darío Luis Banegas and Robert J. Lowe, "Creative Writing for Publication: An Action Research Study of Motivation, Engagement, and Language Development in Argentinian Secondary Schools," *Studies in Second Language Learning and Teaching* 11, no. 3 (September 13, 2021): 401–21, https://doi.org/10.14746/ssllt.2021.11.3.5.

[33] Russell, Hancock, and McCullough, "Benefits of Undergraduate Research Experiences," 2007.

researchers like to develop their knowledge based on their deep interest in specific fields.[34] This motivation is known intrinsic motivation where the novice researcher works on the research and publication project based on their desire to engage in specific goals that are intrinsically fulfilling or enjoyable.[35] By having this kind of motivation novice researchers are likely to have a high confidence for gaining new knowledge by working on the research project.

Besides several reasons that motivated novice researcher to work on research and publication, they are also facing several challenges. Such challenges may start when the novice researcher finds and decides the topic that they want to explore in their study. According to Zafar, novice researchers expended considerable effort because they required comprehending their field of interest and having a firm grasp on a particular topic. Hence, it is difficult and time-consuming for novice researchers because it is their first time.[36] In addition, novice researchers experienced difficulties due to a lack of conceptual frameworks, a lack of supportive literature and training, and limitations with literature accessibility.[37] It has been shown that novice researchers faced difficulties while they started to work on research. Moreover, writing the article also challenging for the novice researcher. Such challenges found by the novice researcher when they are writing for the discussion and recommendation part.[38] In addition, several studies stated that financial aspects become one of the challenges

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[34] Zain et al., "Motivation for Research and Publication: Experience as a Researcher and an Academic," 2011.

[35] Lisa Legault, "Intrinsic and Extrinsic Motivation," in *Encyclopedia of Personality and Individual Differences*, vol. 16 (Cham: Springer International Publishing, 2016), 1–4, https://doi.org/10.1007/978-3-319-28099-8_1139-1.

[36] Sabiha Zafar et al., "Challenges Faced by Novice Research Students at Undergraduate Level: A Qualitative Study at Institute of Education and Research," *Review of Applied Management and Social Sciences* 4, no. 2 (2021): 411–20, https://doi.org/10.47067/ramss.v4i2.142.

[37] Kanwal Ameen, Syeda Hina Batool, and Muhammad Asif Naveed, "Difficulties Novice LIS Researchers Face While Formulating a Research Topic," *Information Development* 35, no. 4 (2019): 592–600, https://doi.org/10.1177/0266666918774875.

[38] Zafar et al., "Challenges Faced by Novice Research Students at Undergraduate Level: A Qualitative Study at Institute of Education and Research," 2021.

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that are faced by the researcher who wants to publish their article.[39] Another challenge that researchers must cope with is time constraints.[40] The journal site has their own schedule to publish articles. However, by having time constraint difficulty researchers cannot finish their study by the deadline.

In spite of the research and publication challenges, several studies mentioned about the researcher strategies to overcome the challenges. According to Jang, that having a native partner or co-author can be helpful for the process.[41] In addition, by having a partner it can help the researcher to share the burden of working on the new work and together understand the content. In addition, Zafar mentioned that research knowledge must be given so that students are encouraged to find related information from other resources other than textbooks.[42] Zain stated on his study that related to the time constraint several researchers recommend the solution to have the research time management using systematic timetable.[43] Hence, English education department students as novice researcher might have different motivation and challenges in working on research and publication during their study. However, the current study focuses on exploring research and publication experiences of English education department students of UINSA related with their motivation, challenges, and strategies to overcome the challenge during research and publication.

B. Review of Previous Study

There are a few intriguing studies that have been presented about novice researcher research and publication experiences related to motivation,

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[39] Agus Purwanto et al., "Minat Dan Hambatan Publikasi Artikel Pada Jurnal Internasional Bereputasi: Studi Eksploratori Pada Mahasiswa Doktoral Di Sebuah Perguruan Tinggi Swasta Di Jakarta," *Edumaspul: Jurnal Pendidikan* 4, no. 1 (2020): 219–28, https://doi.org/10.33487/edumaspul.v4i1.348.

[40] Xiaoli Jiang, Erik Borg, and Michaela Borg, "Challenges and Coping Strategies for International Publication: Perceptions of Young Scholars in China," *Studies in Higher Education* 42, no. 3 (March 4, 2017): 428–44, https://doi.org/10.1080/03075079.2015.1049144.

[41] Jiang, Borg, and Borg.

[42] Zafar et al., "Challenges Faced by Novice Research Students at Undergraduate Level: A Qualitative Study at Institute of Education and Research," 2021.

[43] Zain et al., "Motivation for Research and Publication: Experience as a Researcher and an Academic," 2011.

challenges and strategies to overcome the challenges in research and publication. One study conducted by Guilbert, Lane and Bergen conducted research in an Australian University. This study presented the results of a research project that investigated how engaged pre-service teachers are with research at a large metropolitan Australian university, as well as the factors that determine their level of engagement or disengagement.[44] This study used mixed method design in which the data the students must answer online survey instruments related to the research experience, motivation, and perception. The result of the study showed that 85 (36.17 %) of the 235 students reported that they have completed part or all of a research project for a university assignment, and thus are classified as having research experience. In addition, it's also discovered evidence that suggests motivation styles play a role in research project involvement.

Other research related to research motivation was conducted by Peng which surveyed 309 academics who taught English as foreign language (TEFL) in China.[45] The first factor mentioned that personal interest or obligation of the study field or society motivates participants to conduct a research. The second factor was about the participants' motivation to increase their reputation or status in the academic field. The third factors were related to the external motivation such as promotion or completion of its research job. However, this study mentioned that external motivation played a stronger role than intrinsic motivation. However, the study did not mention specifically the degree of the participants. In addition, this study focusing on research motivation, the researcher did not mention any information about publication and research challenges they faced.

The next research related to students' research experience was conducted by Subekti. The study focused on investigating English pre-service teacher experience as well as their challenges in Indonesia after conducting a

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[44] Guilbert, Lane, and Van Bergen, "Understanding Student Engagement with Research: A Study of Pre-Service Teachers' Research Perceptions, Research Experience, and Motivation."
[45] Peng and Gao, "Understanding TEFL Academics' Research Motivation and Its Relations With Research Productivity."

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mini research program.[46] The qualitative method was used by the researcher to investigate the research experience of eight English pre-service teachers in Indonesia. The result showed that during a research project using the various methods of the research can help the students to decide the methods they use for their future thesis. In addition, they mentioned that research experiences relevant to their future needs in conducting research for their theses Furthermore, the participants of the research also found some difficulties in working on the research project such as choosing the qualitative research because they are lacking in working with quantitative methods. Others mentioned that because of their language barriers and lack of their questioning skills they are unable to obtain the useful data for the research. However, this study was only focusing on the novice researcher experiences and challenges on working on the research project, the researcher did not mention how the participants reported the research into a research article which can be published.

Another study related to students' research experiences and challenges was conducted by Wallin focused on three major components of how students experience learning in the bioengineering course: motivational factors, difficulties, and learning outcomes.[47] The result showed through creating and executing research projects, the students began to understand the value of precise planning and preparation of the research. In addition the students had some difficulties when it came to the research project. The students must prepare a final report at the project's final phase. In addition it showed that students still need to have more research experience so that they can get used to writing their research article. Regrettably, this current study also focused on students' research and article writing experience, the result did not study the publication practice by the students.

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[46] Adaninggar Septi Subekti, "Undergraduate Novice Researchers' Experiences in Conducting Mini-Research in Education: Kolb Learning Cycle," *Indonesian Research Journal in Education |IRJE|* 4, no. 2 (2020): 448–65, https://doi.org/10.22437/irje.v4i2.9622.
[47] Wallin, Adawi, and Gold, "Linking Teaching and Research in an Undergraduate Course and Exploring Student Learning Experiences."

Another study conducted by Shaw and friends, focuses on pre-service teachers who are working on research during their internship. The study used a quantitative research design and questionnaire as the instrument.[48] The result of the study was divided into three aspects, namely intrinsic value, self-regulation, and cognitive strategy use. In addition, those who met with their supervisor the most and had the highest level of research self-efficacy were the most likely to pursue postgraduate school. In addition, it was found that several students faced discomfort in creating research questions and conducting a literature review within a limited time span, although if the researchers worked in groups they believed they could handle the abilities necessary. Unfortunately, this study was only examined about the research experience by the pre-service teacher students in a research project. In addition, there is no specific explanation whether the participants were English pre-teacher students.

The other related study of publication experience and motivation was conducted by Griffin and Hindocha with the aim to determine students' publishing experience, motivation, and attitude. The researcher used a cross-sectional survey and distributed questionnaires containing 44 questions to British medical students from seven medical schools in the United Kingdom to collect the data.[49] The result showed that the prime motivation for submitting articles, according to 51% of students, was to advance their careers, with the majority sending articles to journals with a high possibility of article acceptance. In addition, the key reason for the students' lack of experience was that they did not have the opportunity to do research. Students also stated that they need to be encouraged by the seniors to take them in participating in a research project. Regrettably, the study focused on medical students rather than English educational students, also the result of the study only presented in form of percentage.

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[48] Shaw et al., "The Response of Pre-Service Teachers to a Compulsory Research Project."
[49] Griffin and Hindocha, "Publication Practices of Medical Students at British Medical Schools: Experience, Attitudes and Barriers to Publish."

In another study, Chien research looked into Taiwanese scholars' perceptions, challenges, and strategies for getting published in English in the field of English education.[50] The participants in this study were 21 researchers who participated in semi-structured interviews. The result revealed that, when it comes to the role of English in academic careers, all participants see it as a necessary tool. They recognized the importance of English journals and were eager to use English as a medium to disseminate their ideas on a global scale. The majority of the researchers stated that they struggled with writing. They would not be trapped into traps, though, if they were adequately prepared. With the exception of the choice of language, the researchers felt sure in their research topic. People may be interested in learning more about some topics as a result of its rapid growth. They also discussed several techniques for resolving issues with English publication such as reading more papers or proofreading with peers or native speakers. However, this study did not mention the participant research experiences since they only focused on the publication experiences.

Other studies related to motivation and challenges for publication conducted by Purwanto, et.al.[51] This study was intended to identify and investigate and explore opportunities and obstacles for doctoral students in publishing in reputable international journals. Moreover, this study used semi structured interviews to collect the data from 5 postgraduate students. The result found that the participants have a positive awareness and interest in doing publication in reputable international journals with several main objectives, namely: to meet the requirements for graduation from the program, so that the article is cited by the author and others, to increase competence, and to improve self-reputation. In contrast, the participants also have some barriers to doing publications in reputable international journals such as limited funds, time,

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[50] Shih Chieh Chien, "Writing for Scholarly Publication in English for Taiwanese Researchers in the Field of English Teaching," *SAGE Open* 9, no. 3 (2019), https://doi.org/10.1177/2158244019870187.

[51] Purwanto et al., "Minat Dan Hambatan Publikasi Artikel Pada Jurnal Internasional Bereputasi: Studi Eksploratori Pada Mahasiswa Doktoral Di Sebuah Perguruan Tinggi Swasta Di Jakarta."

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difficulty finding references, relatively long publication process time, limitations of English language skills, as well as limitations for reputable international journals that will be the place to publish the research article. Regrettably, this study was only focusing on publication motivation and challenges; researchers did not mention how the research process was done before the publication process.

The next study was related to student article publication conducted by Noortyani about students' perception on training in writing research article publication. The focus of this research was to investigate graduate students' perception toward training in writing research articles for publication to overcome their difficulties. The participants in this study were 25 students enrolled in an Advanced Linguistics course at Lambung Mangkurat University's graduate program in Indonesian Language Teaching and Literature.[52] The result of this research showed that the students confirmed how they were led and scaffold in writing a research article, which included constructing the sections of the research article and writing the abstract. In addition, according to the findings related to students' experience, students appreciated the writing experience and the feedback they received during the training. In addition, students experienced positive outcomes for their research article after attending the training program. Therefore, based on this result it can be deduced that receiving instruction early in their studies is advantageous in preparing them to write their research article later on.

According to the previous research above, previous studies exploring the publication experience as well as the research experience by the novice researcher seems to be lacking. Most of them were only focused on one aspect related to research or publication. As mentioned by Griffin and Hindocha was only mentioning the percentage of the students who had published their article. It was not mentioned how the students experience their publication. In addition, most of the previous studies did not focus on undergraduate English academic

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[52] Noortyani, "Students' Perception on Training in Writing Research Article for Publication."

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students. On the other hand, all the tertiary students are expected to have research article publication to journal for the requirement of their degree, specifically the English Language department students'. Therefore, the recent research examined English Language department students research and publication experience. This study explored the publication experience by the students related to the research and publication process, specifically their motivation, challenges and students strategies to overcome the challenges when working on the research and publication.

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CHAPTER III
RESEARCH METHOD

This chapter focuses on elaborating the way the researcher conducted the study in exploring the novice researcher experiences in publishing article a study at English education student UINSA that involved (1) Research design, (2) Research setting, (3) Data and source of data, (4) Research instruments, (5) Data collection techniques, (6) Data analysis techniques.

A. Research Design

This research design employed descriptive qualitative design in order to explore students' experience in academic research and publication specifically related to their motivation, challenges and how they overcome the challenges. The design was adopted because the aim of this study was to explore more about the students' experience of publication as well as their research journey. Creswell stated in his book that qualitative research provides for more flexibility and detailed information about a topic.[53] The term "flexibility" refers to the ability of the data obtained in this study to provide answers that can be discovered during the analysis process. In this study, the term flexibility related to where researcher collect the data from the participant who might have different answer related with their motivation, challenge, and strategies to overcome the challenge during research and publication. However, the detailed information is linked to the results of the study, which were reviewed in depth to arrive at the conclusion of the study. The detailed information needed by the researcher to answer the three research questions that has been raised.

B. Research Setting

This study was conducted in the English Language Education Department of UINSA. The subjects of the study were 17 the students of the English Language Education Department of UINSA who had at least submitted their research article and among 6 of them who have published

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[53] Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*.

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article were interviewed to have more in-depth answer related with the publication experiences. The participants were determined by the students who already passed the 4th semester. The participants were chosen because to have a research article for publication, at least students have participated in a research project and written the research article. Moreover, students of the English Language Education Department UINSA already taken a research method class since the 4th semester and they are expected to have their own research article. Particularly, the participant must have already submitted their academic article in a journal site to share their publication experience.

However, the study focused on the English Language Education Department students' research experiences related to their motivation, challenge, and strategies to overcome their challenge in researching and publishing their research article.

C. Data and Source of Data

The data collected in this research aimed to answer the research questions through questionnaires and interviews. The data of this research were novice researchers' motivation in research and publication, challenges in research and publication, and students strategically overcoming the challenges they faced in research and publication. The data was in the form of students' experiences regarding the first, second, and third questions about the motivation, challenges, and students' strategy to overcome the challenges.

Those data were obtained from English Language Education Department Students from 5th – 9th semester who have been participating in a research project and also submitted the research article to a journal site without considering the journal index where students submitted.

D. Research Instrument

Since this study was qualitative, the researcher chose to employ these instruments, namely questionnaire and interview guidelines to answer the research questions.

1. Questionnaire

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Questionnaire is a method of gathering data in which the participant is given a list of questions or a written statement that must be answered.[54] Researchers distributed questionnaires which contained several questions related to students' research and publication experience to answer the research questions. The questions will be based on the study's research topic, which is concerned with the motivation, difficulties, and strategies for overcoming them that come with research and publication experiences. The content of this questionnaire was designed by adapting and synthesizing theory from Griffin et.al (2011), Breen et.al (2014) and Turk et.al (2018) about students' research and publication experiences, motivation, challenges, and how to overcome the challenges. Participants share information about their perspective in responding to a series of questions regarding their experience with research and publication, their motivation, challenges they've faced, and how they overcame them.

The questionnaire designed for this study was a Likert scale questionnaire, with each point representing a specific variable and aspect as a statement displayed into a Google Form. Appendix 1 provides the list of questions used as research instrument. Participants in this survey indicate their level of agreement or disagreement with a series of statements on a symmetric agree-disagree scale related to their research experiences. The researcher used five levels of scales, 1=strongly agree, 2=somewhat agree, 3=neutral, 4=somewhat disagree, and 5=strongly disagree.[55] Moreover, the researcher emphasized to participants that they should only answer the questionnaire based on their opinions and to leave out any irrelevant or inaccurate information.

2. Interview Guideline

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[54] Siti Saat, Sulaiman; Mania, *Pengantar Metodologi Penelitian Panduan Bagi Peneliti Pemula*, ed. Muzakkir, *News.Ge* (Gowa: Pusaka Alamaida, 2020).

[55] Ankur Barua, "Methods for Decision-Making in Survey Questionnaires Based on Likert Scale," *Journal of Asian Scientific Research* 3, no. 1 (2013): 35–38.

In this study researchers also used interview guidelines to collect the data. Interview guideline contained several questions related to the research questions that have already been mentioned. After responding to the questionnaire, the focused group of the study will be interviewed. In this study the researcher will use the semi-structured interview since it is useful for the researcher to get depth information related to the topic. In a semi-structured interview, the interviewer can ask a series of questions and the respondents can answer in their own terms.[56] Typically, the question listed in the interview guideline will be related to the question about students' publication and research experience which relate with the topic of the study.

Hence, the question lists on the interview guideline were based on research and publication experiences, motivation, challenges and how to overcome the challenges theory of M. F. Griffin et.al (2011) and Emily B. Tan (2007). Then, some elements and aspects were organized, which led to the emergence of a dozen semi structured questions that were considered relevant. Additionally, the interview process will be recorded to make sure the researchers did not forget any important information.

E. **Data Collection Technique**

In collecting the data, researchers used several existing data collection techniques, namely distributing the questionnaire and conducting an interview. For the first step researcher distributing questionnaire to English education students of UINSA who have submitted their research article to journal. After having the result of the questionnaire, researcher conduct an interview session with the participants who have their article published in the journal.

1. Distribute the Questionnaire

   After developing a set of questions on motivation, challenges, and ways to overcome challenges and synthesizing the theories from Griffin

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[56] Daniel W. Turner, "Qualitative Interview Design: A Practical Guide for Novice Investigators," *Qualitative Report* 15, no. 3 (2010): 754–60, https://doi.org/10.46743/2160-3715/2010.1178.

et al. (2011), Breen et al. (2014), and Turk et al (2018). The researcher distributed the questionnaire which was already written digitally through Google Form to the subject of the study, that was English Language Education Department Students UINSA from 5th up to 9th semester which already submit their article for publication in journal. The total of 17 participants completed the questionnaire. To simplify, the distribution of the questionnaire was aimed to answer the research questions about students' research and publication experiences, related to students motivation, challenges, and how to overcome the challenges that faced by English Language Education Students UINSA.

2. Conduct an Interview

    After distributing the questionnaire, to gain more information related to the answers researcher conducted the interview section. In the interview session, the researcher interviewed 6 participants who have their article published in journal. Interviews provide in-depth information about the experiences and perspectives of participants on a certain issue.[57] Particularly, the researcher used the semi-structured interview to collect the data. In a semi-structured interview, the interviewer asks a series of questions and the respondents answer in their own terms.[58] Appendix 1 provides the information about the list of questionnaire for the interview session. The interview guidelines were based on research and publication experiences, motivation, challenges and how to overcome the challenges that were synthesized from the theory of Griffin et.al (2011) and Tan (2007). The interviewer can elicit additional information from the responder by probing specific areas or asking follow-up questions.[59] Before the interview, the researcher will be determining the participant which according to the

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[57] Turner.

[58] Kristie Saumure Lisa M. Given, "Volumes 1-2," in *The SAGE Encyclopedia of QUALITATIVE RESEARCH METHODS*, 2008, https://books.google.com/books?id=y_0nAQAAMAAJ&pgis=1.

[59] M. Easwaramoorthy and Fataneh Zarinpoush, "Interviewing for Researcher," *Imagine Canada* 1 (2011): 507–11, https://doi.org/10.1109/APAP.2011.6180454.

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topic, it means those who at least have submitted and/ published a research article to a refereed journal. During the interview the researcher will take a note and record the interview to avoid data manipulation. After the interview, the researcher will compile the information from the note and also transcribe the recorded interview.

F. Data Analysis Technique

Data analysis is the process of classifying, categorizing, collecting, and interpreting data so that it can be given meanings to solve a research topic or to meet research objectives.[60] In this study, researchers analyzed the data that have been gathered using the research instrument and technique prepared by reflecting criteria by the researcher. In particular the data about novice researcher experiences in research and publication related to the motivation, challenges, and how to overcome it. The data that collected using questionnaire and interview guideline were analyzed separately in different techniques, as follows:

1. Analyzing the data from questionnaire

After designing the questionnaire, the researcher analyzed the data by using steps suggested by Creswell. First step is to collect the information and organize the data from Google form. The second stage is grouping everyone's responses from each question to each aspect in order to obtain information that is properly categorized. Third, use the results of each aspect to interpret general statements that accurately represent all of the questionnaire's questions. Fourth, summarize participant responses for each aspect. To summarize participants answer, researcher using mean and standard deviation score to show the level agreement from the participants. Fifth, combine the findings from the questionnaire and interview to create one complete, valid, and relevant set of data to address the research questions about the experiences of novice researchers related to their motivation,

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[60] Indrawati Yuhertiana, *Panduan Penelitian Kualitatif Bagi Pemula*, *Artikel Penelitian Kualitatif* (Surabaya: Eureka Smart Publishing, 2009).

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challenges, and ways to overcome those difficulties throughout the research and publication process.

This research used Moidunny's interpretation of mean score as presented in table 3.1 bellow to show the level agreement of participants' answer. [61] The score showed the level of agreement from the participants at very low up to very high.

Table 3.1. Mean score interpretation

Mean Score	Interpretation
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.20	Medium
3.21 – 4.20	High
4.21 – 5.00	Very High

2. Analyzing the data from interview

After collecting the data through an interview the researcher adopted Cresswell's step process for analyzing and interpreting qualitative data.[62] The first step was to organize the information into folders since of the vast amount of data gathered throughout a study, data organization is important in qualitative research. The second step was transcribing the data which is the process of converting the recorded interview into text data. The third step was exploring and coding the data which means reading all the interview data to obtain a general sense of the data. In this research, researcher code the data by giving underline for each answer from the participants that represent their motivation, challenges, and strategies to overcome the challenge in doing research and publication. After that the coding process is summarizing the data into a certain point such as the challenges, the

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[61] Moidunny, K. (2009). The effectiveness of the National Professional Qualifications For Educational Leaders (NPQEL) (Unpublished doctoral dissertation), Bangi: The National University of Malaysia.

[62] Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*.

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motivation, and also students' strategies to overcome the challenges. The fourth step was interpreting the finding the researcher will be interpreting the interview data in accordance with the research topic. Fifth, combine the findings from the questionnaire and interview to create one complete, valid, and relevant set of data to address the research questions about the experiences of novice researchers related to their motivation, challenges, and ways to overcome those difficulties throughout the research and publication process.

G. Trustworthiness

Validity checking is crucial whenever conducting research since it indicates the reliability of the data was collected. This is performed to ensure that the data are accurate. Triangulation, member checking, and auditing are the types of procedure that can be used with the qualitative methodologies to ensure that the collected data are accurate. Hence, this research used triangulation for the validity checking of the data. According to Creswell triangulation is a procedure that validates the accuracy of data by comparing it to supporting evidence from other sources.[63] Denzin identified four types of triangulation (1) data triangulation, (2) investigator triangulation, (3) theory triangulation, and (4) methodological triangulation.[64] This study used methodological triangulation which in this study used two different methods to collect the data, the interview result used to enhance and clarify the result from the questionnaire. As a result, the researcher can surely produce the result of the research with valid and reliable information by examining the sources of the data collected and the supported evidence.

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[63] Creswell.
[64] UN Aids, *An Introduction to Triangulation* (Switzerland: UNAIDS Dis, 2010).

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CHAPTER IV
FINDINGS AND DISCUSSION

This chapter discussed previous findings of the data collection process and the discussion of it by reflecting on the existing related theory. To be precise, there are three things which are related to research and publication experiences that are discussed in this chapter. First, novice researcher of English education students UINSA in research and publication experiences during the study. Second, the challenges faced by the English education students of UINSA during their research and publication. Third, how English education students of UINSA overcome the challenges they faced during research and publication.

A. Findings

The data of this research were collected on 30th September – 10th October 2022. The research involved 17 participants, all of them were students of English education department UINSA who have submitted their articles to journals. Firstly, the data was gathered and analyzed by distributing questionnaires to English education department students of UINSA. Secondly, by reflecting on the questionnaire several participants are interviewed to answer several questions to gain in-depth information related to the topic that is being discussed. The data collection techniques mentioned above were proposed to answer the research questions related to novice researcher experiences of English education students of UINSA about their motivation, challenges and how to overcome the challenges during their research and publication process. The following findings of the research were presented:

1. **Novice researcher motivation in doing research and publication among English education students of UINSA**

English education department students UINSA have already participated in a research project for more than 1 time, most of them already participated 2-3 times during their study. However, there are only a few students who submitted their article for publication. In these findings, researchers will explore the motivation of research and publication by English education of UINSA during their study using

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questionnaires and interview sessions with the participants. This made an attempt to provide a comprehensive explanation of the forces influencing the UINSA English education students' motivation for study and publication.

Related to the statement of the reason to work on research and publication for English education students, the answers from the participants are shown in table 4.1.1 below. The mean and standard deviation score used to show the level of agreement of participants to answering the questions.

Table 4.1.1. Reason to work on research and publication

Statement	N	Mean	Std. Deviation	Interpretation
Research is relevant activity for me as English education students	17	4.00	0.50	High
I believes that participating in research project is important	17	4.18	0.39	High
I believe that participating in research projects helps me to gain new knowledge	17	4.29	0.59	Very High
Publication helps me to improve my writing skill	17	4.06	0.66	High
Research activity is important for effective teaching	17	4.06	0.75	High
I think publishing research article is essential for undergraduate students	17	3.88	0.60	High
I believe that working on research can helps me with my future thesis	17	4.24	0.75	Very High
English education students should publish research article for their degree	17	3.88	0.70	High
Publication can be helpful for me to get my degree in English education	17	3.71	0.47	High

Based on the findings, it showed that student who believed that research and publication can help them to gain new knowledge is agreed by most of the participant since the mean score is "very high". To verify, students A mentioned that the goal of research is solving the problem by offering

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several solutions and it's one of our contributions for the betterment of English language teaching. The students also stated that by doing research she can widen her knowledge on specific topics. The process of research made students review some literature and do preliminary studies, which this way made them understand about their research and can widen their knowledge on specific topics. In addition, student B mentioned that by doing research it can make English students familiar with the problems related to English Lessons and find the best way to solve the problem. Besides, student C stated that doing research will help to widen her knowledge especially in the educational field about teaching methods and media. By gaining more knowledge in teaching methods and media, it helps English students as future teachers to be more familiar with the method and media for teaching in the classroom. In addition, student C also mentioned that working on research and publication during her study, helps her to develop writing competence. Hence those statements can be concluded that students were motivated in doing research and publication because it can widen their knowledge related to the education field specifically in the teaching process.

Furthermore, students believe that research and publication helps them for their undergraduate degree and future thesis. It showed from the level of agreement showed mean score is "very high" related to the statements about research and publication that can help English education students for their future thesis and "high" to the statement research and publication can help students for their future degree. In addition, student E stated that:

> *"By writing an article, students have an experience to write their thesis"*

However, one student disagree about those statements because research and publication is not necessarily an activity to achieve a specific degree, there are other factors that help students to achieve the degree. As stated by students D as follows:

> *"Of course it helps in applicable things such as research steps. But to achieve the degree is not necessarily because*

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there are many other external factors that help us to achieve it.”

Yet, she believes that by doing research and publication it helps the students to be familiar with the research steps.

Related to the statement about the participation in research and publication projects the mean point shows 4,18 which show the “high” mean score. In addition, most of the students’ participants in this research were working on research and publication as a group. As stated by student C:

“Usually for our subject I made by myself, but the last journal I made I am the co-author because we work in a group”

Moreover students stated that they are working on research and publication because it was assigned by the lecturers. In addition, during their research and publication process, students also found some interesting topics related to their study. As students D stated that:

“The first reason to do research is the requirement to complete a course. But along the way, I discovered things in the field of education that we don't know, especially from the world of education, such as problems with schools, teachers, students, etc.”

Yet, related to the topic they are interested in, students are giving various answers, most of them are interested in taking topics related to their study such as speaking, teaching and learning media, teaching methods, and games for teaching.

Moreover, related to students' confidence in working with research and publication, the mean score is 3.59 which showed the “high” mean score to indicate that students are confidence in working on research and publication. In addition, students gained their interest in research and publication because they have supportive lecturers and teams. As stated by student F

“To increase my enthusiasm in doing research and publication, of course, the first thing I have to understand is the method I use and the topic I choose. Basically, I'm interested, because I can do it by increasing my understanding of the research work. Also my partners and

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lecturers quite helped me by providing some advice and discussion together."

Related to the study environment for research and publication, most of them agreeing that basic research should be taught to the English education students during their study showed from the mean point are 3.59 which indicate "high" mean score. Most of the students believe that the class environment, lecturers, and group members were really helpful for them to engage the students working on research and publication. As stated by student B as follows:

"I think all of the related parties, like the faculty, student's class, partner, lecture, give a good support while we do research and publication"

The statement related to statement research and publication is not only for students who want to be scholars, but is agreed by most of the students who answer the questionnaire. It showed that English education students were obligated to work on research and publication during their study. Most of the students also stated that they were motivated to complete their research and publication during the study because of their partners and their lecturers who support and work together with them. In addition, student D also stated that deadlines become her motivation in doing research, because it makes her finish it as soon as possible. However, another factors they were doing research and publication because it related to their professionalism in specific area as stated by student A:

"After our article being published we can find several things related to our name in search engine so it kind of build our portfolios, increasing online presence, show our professionalism in certain area like what we can do best which will benefits us in work life in our future career"

Through the interview session conducted, researcher found some other motivation related students research and publication. It showed that besides working on research and publication is obligated in a specific subject during their study, students of English education also found their motivation to work on research and publication is a fun thing to do which

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can be a personal achievement when they find their names on a journal site. As stated by student A:

> *"Honestly, to look up my name on search engine and find that I already made such masterpiece called my article in journal publication that's cool".*

However, student E still believes that his motivation to work on research and publication because it was obligated by the department.

> *"I work on research and publication was only to pass one of my courses"*

To conclude, regarding the findings from questionnaire and interview session English education students' motivation in research and publication students stated varied opinions. Most English education students of UINSA believe that working on research and publication is important. However, the majority of the students also stated that they are doing research because it's obligated by the department for the completion of a specific subject during their study. They are motivated to do these projects because it can widen their knowledge on specific topics specifically related to the education field such as a topic related to the teaching process. By widening their knowledge students were motivated to do research which related to their future teaching career. Moreover, students are also motivated to do research and publication because it increases their personal satisfaction during their study. As their research article published in a journal site they considered it a personal achievement that they can find their name on the journal site. In addition, students were motivated to participate in research and publication projects because it can help them with their degree and future thesis. Therefore, English education students also stated that working on research and publication can impact on their professionalism.

2. **Novice researcher challenges in doing research and publication among English education students of UINSA**

In doing research and publication, English education students of UNISA faced various difficulties both in the research process, writing the

article, and publishing the article. Students asked to fill the questionnaire and do an interview session with the researcher to explore their research and publication challenges. According to the questionnaire and the interview, more than half of the students are facing challenges in working on research and publishing article as stated in table 4.2.1 below.

Table 4.2.1. Student challenges in research and publication

Challenges in research	Difficulties in finding, selecting and organizing literature that related the research
	Difficulties in determining research design
	Difficulties in analyzing and interpreting the data of research
	Difficulties in writing the result into a research article
Challenges in publication	It took too much time for the waiting process
	Revising process

Challenges faced by the students were varied related to difficulties in finding and selecting literature review, determining their research method, and collecting and analyzing the data from their research project. As stated by students A as follows:

> *"I think the most challenging one for me is how to deliver the result of our project to the reader well…"*

However, students C, D and E stated that gathering the data from the participants was difficult because they had to contact the sample of the participants and not all of them were cooperative for the research. In addition, student B also stated different answer, as follows:

> *"Actually many challenges we faced. It's like we have to found some references. It little difficult to found the relate theory. Besides that, the challenge also comes from us. Actually when we did the research we have some different opinion. But, it is reasonable. We can did that well"*

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Besides student F mentioned that she felt determining the research method was challenging because of lack of understanding.

Furthermore, most of the students mentioned that writing the article was challenging because they needed to follow the academic rules, grammar, and also the plagiarism. As stated by one of the student as follow:

> *"The challenge is we have to write that based on the academic rules. I consider that because it little complicated"*

Besides, other students also faced difficulties in finding the references related to the topic. Moreover, students who chose neutral did not find that writing the research result into an article was difficult because it is only based on what she already found during the data collection technique.

Related to the article part that students found challenging each student stated that they faced different difficulties in writing parts of a research article. Most of the students felt that writing the finding and discussion were challenges because it must be related to the theory. As stated by student A

> *"I think the difficult one is the discussion part, because we have to not only compare and contrast our finding with the previous finding but we have also find the unique think and the new thing out study, and that's difficult for me because we have to make sure the reader will get the information that deliver well in the discussion"*

However, students C felt difficult to write the background part because students Moreover, students also faced difficulties in writing the literature review part since it requires students to spend more time finding relevant sources. As stated by student F

> *"Literature reviews because there it takes a lot of time to get relevant sources and also a lot of we need to write".*

Related to the challenges in publication process, it showed that it has been quite challenging for English education students to publish an article during their undergraduate study. According to the interview session, most of the students also stated the same challenges related to the time

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consuming in publishing research articles. According to the interview session student D as stated

> *"What makes it challenging is the long response from reviewers. Even though we don't have a reason to publish it quickly but sometimes we even forget that we sent a journal because of it".*

However, students do not think that publishing an article is expensive because they still can find some of the journal publishers that can publish their article for free.

Therefore, related to the process of publishing an article most of the students did not find any difficulties. Student D stated that

> *"No, it is not. The publishing process is easy and uncomplicated"*

Yet, some other stated that during the interview session students find the difficulties in revising their article based on the requirement from the journal publisher, as stated by student E as follows

> *"Revising my article based the journal publications requirements, because we have to follow the writing guidelines, and have to reduce and add some things that are not in accordance with the intent of our writing".*

To conclude, although the students mentioned that working on research and publication was obligated, they still found some challenges during the process. As explained above, English education students find varied difficulties in working on research and publication. Starting with the challenges they faced in research projects such as, determining the research method, finding and organizing the references, and writing the result that can easily understand by the reader. In addition, writing the research result into a research article was also challenging for the students. It varied parts of the article they found challenging, such as writing the background, literature review, and the finding and discussion part. Besides, English education students of UINSA as the participant on this research stated that working on research and publication were consuming much time since they needed to wait for the response from the journal publisher. However, during the process of publishing articles most of the

students did not find difficulties, but some other students stated that working on revision from the journal published was also difficult.

3. **Strategy of English education students of UINSA to overcome the challenges in research and publication**

   To explore how English education students of UNISA as novice researchers overcome their challenges in working in research and publication during their study, researchers collect the data through questionnaires and interview sessions. Hence, during the interview session, researchers ask several more questions to get deep understanding related to how students overcome the challenges.

Table 4.3.1. Students' strategies to overcome research and publication challenge

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

   Related to the strategies to overcome the challenges students prefer to have partners while doing research projects. Students stated that when they are working on research and publication together with their partners they can have discussion and share the work together with their partners. However, other students also mentioned that reading a lot of references also helps them to overcome the difficulties during the research project. As stated by student D as follows:

   "A lot of reading references is very helpful"

Yet, the other student prefers to have discussion with the lecturers and someone who is already an expert on the research field.

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Having discussions with the lecturer also helps students to overcome their difficulties in working on research and publication. According to the questionnaire students agree that the lecturer helped them during their research and publication process. Most of the students stated that lecturers help them to give advice related to their research and article for their publication. In addition the lecturer also gives some of the references of journal sites to publish the research article. As stated by student E as follows:

> "My lecturer gives me an advice and support a lot, she gives an advice to how to make writing better for articles, recommend references, and recommend web journal publications".

Related to the challenges faced by the English education students of UINSA which most of the students stated they have difficulties waiting for the article to be accepted and published. As a result, during the interview session they stated how to overcome these challenges by contacting the published admin to ask whether their article was accepted or not. As stated by student A

> "If the challenges is the waiting process, I ever contacted the editor team through email like asking is my article being accepted or not"

In addition, other students stated that they regularly checked the email and accessed the publication account so did not miss any information or reviews from the journal publisher. As stated by student D

> "Regularly check email and access a publication account so you don't miss any info or reviews from them"

Besides, students who have difficulties in revising the article stated that revising with the group partners is quite helpful. As stated by student E:

> "Revising with my teammates, they helped by providing advice, ideas, and share tasks to revise the article".

The role of the department is quite important for the novice researcher of English education students in doing research and publication. According to the statement about the role of the department in supporting English education student research and publication most of the students

disagreed that they does not supported to publish their article. As stated by one of the students during the interview session

> *"The department supported us by facilitating the place to publish our article. If we find some difficulties we directly communicate to the admin. Admin will help us by giving the solution"*

Yet students helped by the department which supported the students to work on research and publication by facilitating them with the basic knowledge of research and publication. Contrary, some students agreed that the department did not really help to overcome research and publication difficulties among novice researchers in the English education department of UINSA. As stated by student D as follows

> *"I don't think so, because I don't really get helped by the department directly. Only during the course I have discussion with the lecturer".*

Yet, all the participants agreed that research training should be a required course during undergraduate study to give English education students as novice researchers basic knowledge related to how to work on research and publication. As stated by one of the interview, student A as follows:

> *"I think one of the departments is providing the course related to the research so we will have the basic knowledge about how the research will be".*

To conclude, related to how English education students as novice researchers overcome their research and publication challenges is that most of them prefer to have partners to work together and have discussions with. However, the help of a lecturer can also overcome their challenges in research and publication because they have a supportive lecturer which always keeps in track with their research and publication project and also gives some advice related to their work. In addition, the English department also has a role to help English education students to overcome the challenges, the department facilitating novice researcher students by giving basic research courses and journal publisher sites.

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B. Discussion

This section discusses the findings based on the theories presented in chapter 2 in relation to the research questions addressed in this study after describing the research's findings. In light of these research questions, the researcher will therefore explain each finding by relating it to the theories. There are three things that were discussed in this section. First, novice researchers motivation in research and publication among English education students of UINSA. Second, novice researcher challenges in doing research and publication among English education students of UINSA. Third, how English education student of UINSA as a novice researcher overcomes the challenge in research and publication.

1. **Novice researcher motivation in doing research and publication among English education students of UINSA**

As explored in the finding, most of the participants stated that they are motivated to work on research and publication to complete specific coursework during their study. It happened because the department obligated the students to conduct a research and publish an article to journal to pass some specific course during the undergraduate study. In line with finding from Luis and colleagues that stated students were motivated to complete their research and publication because it was part of the assessed coursework required to pass the specific courses.[65] Moreover, as students stated that they are obligated to work on research and publication to have support from the lecturer and group partners also help 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 engage their motivation to work on research and publication. In addition, students are also believed that work on research and publication can help them with their future thesis. In line

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[65] Darío Luis Banegas and Robert J. Lowe, "Creative Writing for Publication: An Action Research Study of Motivation, Engagement, and Language Development in Argentinian Secondary Schools," *Studies in Second Language Learning and Teaching* 11, no. 3 (2021): 401–22, https://doi.org/10.14746/ssllt.2021.11.3.5.

with a study that was stated by Susan H. Russell and friends, undergraduate students work on research and publication during their study because they believe that it will help them to achieve higher degrees and careers.[66] By participating on research and publication during their study, English education department students can be more familiar with the research steps and writing the research result, it mentioned that it can help them when they are working on their thesis. However, some other students mentioned that other than it was obligated by the department they are motivated to do research and publication for specific reason, such as gaining new knowledge and fulfilling their personal satisfaction.

English education department students UINSA also stated that participating in research projects during their study is important 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.[67] In addition, English education students were motivated to determine the topic of their research related to their study such as speaking, teaching and learning media, and teaching method. However, to have research and publication experiences were helpful for English education students of UINSA for their future teaching since as mentioned that students were more familiar with the teaching and learning process by the time they are doing research and publication. Moreover, students agree that research and publication projects are not only for the students who want to be scholars since students are obligated with research and publication tasks. In addition, students believe that working on research and publications has an impact on their professionalism.

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[66] Susan H. Russell, Mary P. Hancock, and James McCullough, "Benefits of Undergraduate Research Experiences," *Science* 316, no. 5824 (2007): 548–49, https://doi.org/10.1126/science.1140384.

[67] Shahrom Md Zain et al., "Motivation for Research and Publication: Experience as a Researcher and an Academic," *Procedia - Social and Behavioral Sciences* 18 (2011): 213–19, https://doi.org/10.1016/j.sbspro.2011.05.030.

In spite of working on research and publication being obligated by the department, students are also motivated in doing research and publication for their personal contentment. In accordance with the finding, English education students found their personal achievement when they found their name on the journal site. According to the Leagult on her study this such motivation is intrinsic motivation which is known as the motivation where the researcher works on research and publication based on their own behavior to engage in specific goals that are intrinsically fulfilling or enjoyable.[68] By having their article published in a journal, students were satisfied when they can find their name on search engine which fulfilling their personal satisfaction. In addition, by having research and publication students can improve their self-reputation in researching specific topic, this means that research and publication impact students professionalism in educational field.

Based on the findings discussed above regarding English education students of UINSA 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 theories related, it shows that students felt motivated the most to work on research and publication because it was obligated to complete the assessed coursework.

2. **Novice researcher challenges in doing research and publication among English education students of UINSA**

As main finding discussed, challenges that were explored were related to the research process, varied students stated that they felt difficult in finding some references that relate with their study. However, the finding was not in accordance with study by Zafar which stated that novice researchers had difficulty determining their research topic.[69] The current

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[68] Legault, "Intrinsic and Extrinsic Motivation."

[69] Sabiha Zafar et al., "Challenges Faced by Novice Research Students at Undergraduate Level: A Qualitative Study at Institute of Education and Research," *Review of Applied Management and Social Sciences* 4, no. 2 (2021): 411–20, https://doi.org/10.47067/ramss.v4i2.142.

research found that English education students of UNISA did not have difficulties in determining their topic for their research and publication project. As mentioned in the finding section, English education students specifically like to work on research which is related to their subject and also they like to have research topics which are currently being discussed. Moreover, students also felt that determining the research method was challenging since they had to understand clearly about their topic and the research method itself. This finding is in line with the findings that Ameen found in his study which novice researchers experienced difficulties in due to lack of the conceptual frameworks, lack of supportive literature and training, and also limitations with the literature accessibility.[70] 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 that stated by Zafar that undergraduate students as novice researchers have no prior experiences with the research endeavor, that's why they are facing difficulties in collecting the data.[71] However, the current research found that the challenges faced by the students related to the sample of the research. Besides, writing the result parts that are understandable for the reader were determined as challenges by several students. Specifically, the part that is challenging for the students is the discussion and recommendation parts. This finding is in line with the study stated by Zafar that writing part of the discussion and recommendation were challenging for the novice researcher students at undergraduate level.[72] It can be happened because students felt that writing the discussion and recommendation part that understandable for the reader was difficult,

Moreover, researchers explore the English education students' challenges during publication. In accordance with the research article which

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[70] Ameen, Batool, and Naveed, "Difficulties Novice LIS Researchers Face While Formulating a Research Topic."

[71] Zafar et al., "Challenges Faced by Novice Research Students at Undergraduate Level: A Qualitative Study at Institute of Education and Research," 2021.

[72] Zafar et al., "Challenges Faced by Novice Research Students at Undergraduate Level: A Qualitative Study at Institute of Education and Research," 2021.

students must write as the result of their research, students found that writing the background, literature review, and finding and discussion section were believed to be the most difficult sections in writing articles for publication. In addition, the challenges that were faced by the students during the publication process was the waiting process. Students have to wait for a long time to get notified that their articles were accepted and published in a journal site. This finding is in line with the study conducted by Jiang that stated researchers have time constraint difficulties while preparing for the publication. This happens because the journal publisher has their own schedule for publishing.[73] This was challenging for the students since during their study research and publication was not the only task given. In addition, the revision process was also challenging for some students since they needed to follow the requirements from 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 not in accordance with the study conducted by Purwanto stating that publishing articles was expensive for the researcher.[74] However, the current study found that English education students as novice researchers publish their journal 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 results of the questionnaire and interview that also reflected the theories related, it shows that finding related references and collecting the data were the most difficult ones. In related to the challenges that students have in writing the research

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[73] Jiang, Borg, and Borg, "Challenges and Coping Strategies for International Publication."
[74] Purwanto et al., "Minat Dan Hambatan Publikasi Artikel Pada Jurnal Internasional Bereputasi: Studi Eksploratori Pada Mahasiswa Doktoral Di Sebuah Perguruan Tinggi Swasta Di Jakarta."

article's background, literature review, and finding and discussion sections come next.

3. **Strategy of English education students of UINSA to overcome the challenges in research and publication**

As explored in the finding, English education students of UINSA were more comfortable to work on research and publication as a group. This way can help them to have discussions and work together. Moreover, during the publication process related to the revision process, some students find it difficult to work on the revision together with their team partners. In addition, students believe that working on the revision together with their team partners can help them to overcome the challenges since their partners help them by providing advice, ideas, and sharing the task to revise the research article. In line with the study conducted by Jiang stated that having native partner or co-author can be helpful for the process of research and publication. This study found that having co-author help the researcher to share the burden of working on the research topic and together understanding the content.[75] In addition, reading a lot of 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.[76] In accordance with the findings of Zafar study that students mentioned must be given early research knowledge so that they are encouraged to find the information from varied resources.[77] Moreover, the current research also found that basic education of research and publication also believes to help to overcome the challenges of English education students of UINSA.

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[75] Jiang, Borg, and Borg, "Challenges and Coping Strategies for International Publication."

[76] Emily B Tan, "Research Experiences of Undergraduate Students at a Comprehensive University," *International Journal of Teaching and Learning in Higher Education* 19, no. 3 (2007): 205–15.

[77] Zafar et al., "Challenges Faced by Novice Research Students at Undergraduate Level: A Qualitative Study at Institute of Education and Research," 2021.

The role of lecturer was also to help English education students of UINSA to overcome their challenges. The findings stated that lecturer help students to support their research and publication project by having discussion, giving advice and some recommendation related journal site which can publish their article. This indicates that research courses help the students to overcome their research and publication challenges through the lecturer and expert contribution by giving advice and informative information related to the research.[78] Additionally, to have discussion with the lecturer or expert in its field helps the students to overcome their challenges in working on research and publication during their undergraduate study. 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 the research and publication.

Furthermore, during the publication process the waiting process is mentioned as challenges by the students, after submitting the article to the journal site and the revising process 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 have the information related to their article. In addition, English education students at UNISA another way in order to overcome the waiting process' challenges, they tried adapting the same work for many publications until it was eventually accepted by one. In line with Jiang and colleagues finding in their study that young researchers overcome the challenges of time constraints during publication is by managing the journal submission, one of the ways is by submitting article publication to different journals until it is accepted and submitted by the journal publisher.[79] By submitting to different journal

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[78] Tan, "Research Experiences of Undergraduate Students at a Comprehensive University."
[79] Jiang, Borg, and Borg, "Challenges and Coping Strategies for International Publication."

publication, students can have more opportunities for publishing their journal.

       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 that reflect the theories from the expert regarding how to overcome research and publication challenges. According to the result, it shows that working with research and publication as a team is really helpful for the students to overcome their challenge in research and publication projects. In addition to having support from the lecturer was also mentioned that helps students to overcome their challenges.

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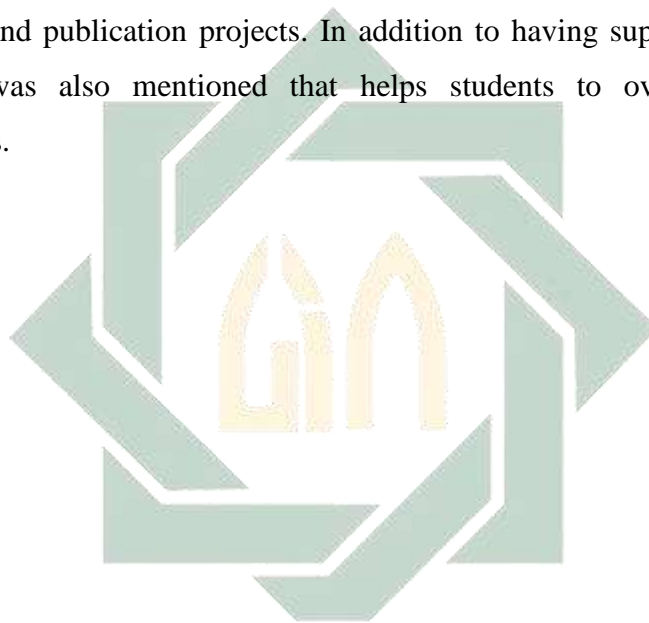
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents two sub-bab the conclusion and suggestion. The conclusion of the study about the research and publication experiences of novice researchers of English education students at UINSA. Especially, related to the research questions that are already mentioned in chapter I. The suggestion and recommendation for future researchers who are interested in conducting similar studies.

A. Conclusion

Based on the previous findings and discussed based on the theories can be conclude as follows:

1. The findings related to the motivation of research and publication novice researchers of English education students of UINSA, showed that most of the students were motivated in doing research and published their article publication because it was obligated to complete the specific assessed coursework. In addition besides it was obligated, students also stated that they are motivated to work on research and publication during their study because it can help them to gain new knowledge and to fulfilling their personal satisfaction. Other findings showed that working on research and publication help students with their degree and believed to impact their professionalism in future careers.

2. Based on the findings, related to the challenges students faced while working on research and publishing their article, most of the students faced challenges in finding related references that related to their topic. In addition, students also faced in writing the background, literature review and the findings and discussion part of article publication. Additionally during the publication process students face difficulties in the waiting process, during this time after submitting their article publication they have to wait for further information whether their article is accepted to be published or not.

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3. Based on the findings, related to students' strategy to overcome research and publication challenges, most of the students choose to have a partner or co-author during their research and publication process so that they can have discussion, revision, and brainstorming together. In addition students also stated that the support from the lecturer also helps students to overcome the challenges, because they can have discussions with someone who is an expert in the research field. Contacted the reviewer from journal published and try to more submit to different journal site also become students strategic to overcome their challenge in publication process.

B. Suggestion

Based on the conclusion and limitations of this study, the researcher has several suggestions for the English education students of UINSA and future researchers. As follows:

1. For English education students of UINSA as novice researchers, it is going to be good if they try more to submit their article for publication during their study. However, the current study still found that very few of the English education students of UINSA who submitted and published their article to the journal. By having more experiences in research and publication it is believed that students will be familiar with this kind of research and publication and will help them when they work on a thesis for their future degree. Additionally, by participating in research and publishing the article publication students will be more familiar with several issues in language and teaching process.

2. For future researchers, this research investigated English students' research and publication experiences related to their motivation, challenges and how to overcome the challenges. 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 different majors rather than English education majors. This because there could be

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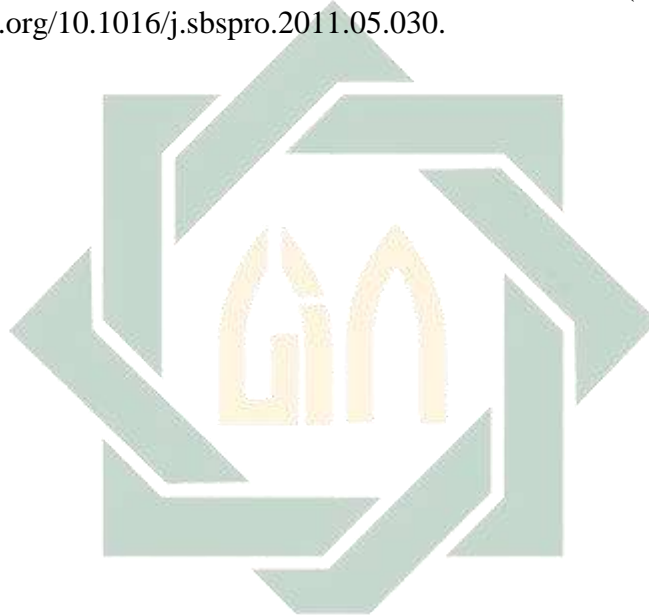identified different aspects of the experiences related to researching and publishing articles.
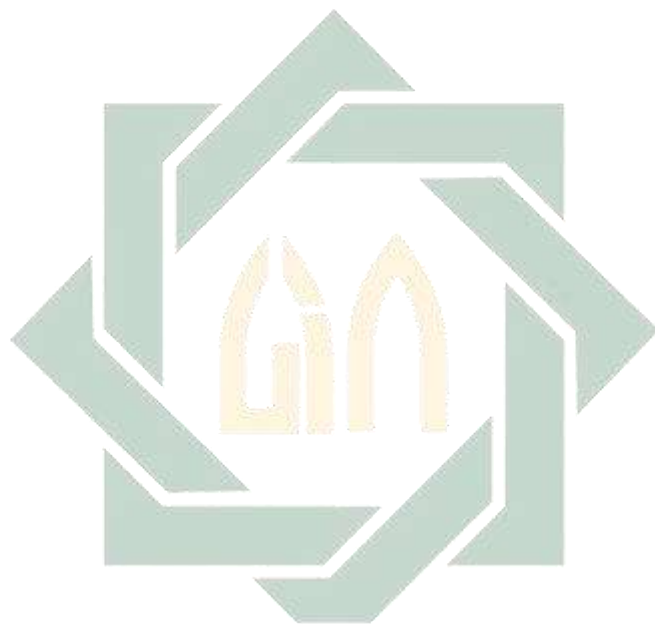
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