HIGHER INSTITUTION STUDENTS' CHALLENGES IN WRITING JOURNAL ARTICLES: CHARACTERISTICS AND PROPOSED SOLUTIONS

Anselmus Sahan[*]
Faculty of Teacher Training and Educational Sciences, Universitas Timor, Indonesia
Email: anselsahan@gmail.com

Maria P. Saridewi
Faculty of Teacher Training and Educational Sciences, Universitas Timor, Indonesia
Email: dewiarkian8@gmail.com

Rince J. Wabang
Faculty of Teacher Training and Educational Sciences, Universitas Timor, Indonesia
Email:rincejalla@unimor.ac.id

Adrianus Nabung
Faculty of Teacher Training and Educational Sciences, Unika Santo Paulus Ruteng, Indonesia
Email: adrianusnabung@gmail.com

Abstract: This study applied a qualitative research design. It is in line with the characteristics of the data needed, that is, 32 articles of the students of Timor University which were published from 2020-2023 years in 16 study programs of e-journals. It aimed to demystify their mastery levels and disputes, and propose potential solutions to these challenges. Those articles were purposively taken as the samples because not all e-journals published regularly the students' articles. To demystify their article' writing competence, it used Timor University's academic order ranged from 0-100. These scores would inform their level of mastery covering bad to excellent. To disclose their disputes, it applied ten criteria of good article such as abstract, introduction, method, results, and discussion. While to expose their real problems when writing until publishing their articles, including their hopes from the journals' editors, reviewers and institution, it used a questionnaire written in a google form and contained 41 questions distributed to all articles' writers through their WA numbers. Results showed that the majority of articles (59%) scored 75, indicating a need for improvement. The most significant challenges faced by students were related to introduction and method (13%), results (13%), and discussion (13%). These findings were consistent with the results of a questionnaire analysis, which identified method and abstract (22%), discussion (30%), and all parts (26%) as problematic areas for students. To address these issues, the study proposes a formal mandate requiring all lecturers to accompany their students in writing journal articles and in improving their writing skills that meet the acceptable journal template requirements. It is hoped that the proposed solutions would alleviate the academic burden faced by thesis advisors, editors, and reviewers.
Keywords: *challenges; characteristics; higher institution; students; writing journal articles; solutions.*

INTRODUCTION

The requirement for final semester students in Indonesian tertiary institutions to write journal articles before taking thesis examinations (Dirjen Dikti Kemdikbud, 27 January 2012) has imposed an academic burden on lecturers who act as thesis advisors, editors, and reviewers of internal journals. This burden has also exacerbated the practices across institutions and created various responses to the ministerial circular. While some institutions do not enforce the requirement, others still require students to publish articles in journals before they are allowed to take the thesis examination (Choirudin, Anwar, Setiawan, Ningsih, Wawan, Anggraini, Mispani, Purnawan & Fauziah, 2022).

Scientific research and its dissemination hold significant importance for the advancement of higher education in developing nations, including Indonesia, where fostering research skills among

students is deemed essential (Hussain et al., 2020). Despite recognizing the value of scientific writing, many researchers encounter difficulties due to inadequate skills and interest, often leading to their work being rejected by prestigious journals due to poor writing quality and flawed research design. This issue forces researchers to submit their work to lesser-known, non-indexed journals (Maiorana & Mayer, 2018; Zamista, Sellyana & Rahmi, 2021). The increasing pressure to publish in academic journals early in one's career highlights the competitive nature of academia (Sciullo, 2020).

In Indonesia, university students face the challenge of acquiring specific academic thinking and writing skills, including generating ideas and employing academic language features, a competence many lack (Fitriah, 2021). The requirement for final semester students at Indonesian universities to write journal articles adds to lecturers' academic responsibilities and is complicated by the lack of standardized practices across institutions (Fithriani, Rahman & Ginting, 2023). Consequently, students often produce manuscripts with inadequate writing and research design, leading to rejections from reputable journals. There's a pressing need for a research-oriented educational approach to foster students' research and scientific writing skills (Çakır, Acartürk, Alkan & Akbulut, 2019).

Students' failure to master academic writing and reasoning can result in logical fallacies and ethical issues in their work, such as overgeneralization or ad hominem arguments (Lathif, Nurkamto & Kristina, 2021). Moreover, when tasked with writing thesis-based journal articles, they may resort to copying parts of their thesis, contributing to a high rate of article submissions that do not progress beyond the initial stage (Cargill & O'Connor, 2021; Khadilkar, 2018).

Djoko Santoso, the former Director General of Higher Education, implemented a regulation requiring all students (S-1, S-2, S-3) to write and publish scientific papers as a graduation criterion. This move aims to ensure that scholars possess the capability to write scientifically, thus enhancing the quantity and quality of student articles in both national and international indexed journals (Wiryotinoyo et al., 2021).

'Scientific writing' refers to the documentation of original research in journals, adhering to a standardized format (Gastel & Day, 2022). Journal articles, written by and for experts, are key scholarly outputs, providing an essential resource for academic research (Clayton, 2021; Gusenbauer & Haddaway, 2020; Langham-Putrow et al., 2021). As such, a journal article emerges from thesis research and analysis (Puspita, 2021).

Research on journal articles has been approached from at least four angles. The first examines the structure of discussion sections in research articles by Indonesian writers (Arsyad et al., 2020; Hilmi & Afifi, 2021; Arsyad et al., 2021). The second angle explores the challenges students face in writing articles (Lesmana & Ariffin, 2020; Shamsi & Osam, 2022; Purwanto, 2021). The third focuses on discourse studies, analyzing linguistic features in articles by non-native English speakers published in English-medium journals (Martinez, 2018; Alipour & Nooreddinmoosa, 2018; Lathif et al., 2021).

The last area deals with motivation and perception. In motivation, it exposed that the researchers' domain difficulties in publishing writing in English were influenced by low motivations, bad attitudes and lack of publication strategies (Harmawan, Pratama & Fadilah, 2023). It was also due to the low perception of the multilingual speakers of 18 Russian researchers' writing practices in English and in their local language (Shchemeleva, 2021).

However, the previous studies above did not portray the whole characteristics of journal articles. They just focused on four perspectives. While the present study aims to investigate the whole characteristics of the students' journal articles that they have submitted to the journals, their problems in writing their journal articles, and propose the best way to solve their problems in writing journal articles(Gabrielsson et al., 2021).

On the basis of the results of the previous studies, the present study would like to investigate in-depth and divulge the students' efforts to write their articles and disclose their disputes as well. Their disputes will only be solved if there is a regulation from Timor University to ensure the realization of an article writing training for both students and lecturers.

In the review of related literature above, four main perspectives have been discussed in previous studies on the writing of journal articles by Indonesian students(Lubis, 2020). However, there are other perspectives that have been examined in previous studies that are also relevant to understanding the challenges faced by Indonesian students in writing journal articles.

One important perspective is the role of English language proficiency in writing academic articles. English is the dominant language in academic publishing and students are often required to write their articles in English. This requirement poses a challenge for students who may not be proficient in English. Previous studies have shown that English language proficiency is a key factor in the writing of academic articles. For example, a study on the language proficiency of Chinese postgraduates affected the structure and content of their research articles. The study recommended that students should receive training in English language proficiency to improve their academic writing skills(Zhan et al., 2021).

Another important perspective is the role of cultural differences in the writing of academic articles. Students from different cultural backgrounds may have different writing styles and preferences. Previous studies have shown that cultural differences can affect the writing of academic articles. For example, a study which found that cultural differences affected the writing of abstracts by Chinese and Australian postgraduate students (Hafidz & Aditya, 2019). The study recommended that students should be made aware of cultural differences in academic writing to improve their ability to write effective research articles.

In addition to language proficiency and cultural differences, previous studies have examined the role of plagiarism and academic integrity in the writing of research articles. Plagiarism is a serious problem in academic publishing and students need to be aware of the consequences of plagiarism. Previous studies have shown that plagiarism is a common problem among Indonesian students. For example, a study found that plagiarism was a common problem among Indonesian postgraduate students (Patak & Tahir, 2019). The study recommended that students should be provided with training on academic integrity to prevent plagiarism.

Another perspective that has been examined in previous studies is the role of technology in the writing of academic articles. Advances in technology have made it easier for students to access information and to write research articles (Nabung, 2023). However, technology can also pose challenges for students in terms of plagiarism and academic integrity. Previous studies have shown that technology can be used to detect plagiarism and to improve academic writing skills. For example, a study by Belli, et al.

(2020) found that Turnitin, a plagiarism detection tool, can be used to improve students' writing skills and to prevent plagiarism(Belli et al., 2020).

Thus in this instance, previous studies have examined the role of feedback and revision in the writing of academic articles. Feedback and revision are important aspects of the writing process and can help students to improve their writing skills. Previous studies have shown that feedback and revision can be effective in improving the quality of research articles. For example, a study by Zhang et al. (2020) found that feedback and revision improved the quality of Chinese postgraduates' research articles. The study recommended that students should be provided with feedback and revision support to improve their writing skills(Zhang et al., 2020).

Therefore, while the four perspectives discussed in the literature review above provide important insights into the challenges faced by Indonesian students in writing academic articles, there are other perspectives that also need to be considered(Nabung et al., 2022). English language proficiency, cultural differences, plagiarism and academic integrity, technology, and feedback and revision are all important factors that can affect the writing of academic articles(Djokovic et al., 2022). By taking into account these different perspectives, it is possible to develop effective strategies to help students improve their academic writing skills and to write high-quality research articles.

Based on the given passages, the authors of the study have investigated the level of mastery in writing journal articles among students at Timor University. They noted that the regulation requiring final semester students to write journal articles before taking thesis examinations has added an academic burden for lecturers who act as thesis advisors, editors, and reviewers of the internal journals of their institution. However, this regulation is difficult to be applied in Timor University as the students faced difficulties finding journals that could accommodate their articles, and many students were unable to write articles as an extraction of their thesis. Moreover, the students' articles lacked certain characteristics, and some students seemed to submit the same content as their thesis without changing the template.

The authors aim to answer the following questions through this study: (1) To what level is the students' mastery in writing journal articles? (2) What types of dispute do the students encounter in writing journal articles? (3) What is

the best way to solve the students' disputes in writing journal articles?

The researchers posit that their investigation will uncover the proficiency levels of students in composing journal articles, unveil the challenges they face, and offer strategies for enhancing their writing capabilities. Additionally, the study seeks to establish effective approaches to student engagement in EFL classrooms within Eastern Indonesia.

The requirement for students in their final semester at Indonesian higher education institutions to produce journal articles before completing their thesis examinations imposes an additional academic responsibility on faculty members serving as thesis advisors, as well as journal editors and reviewers within their respective universities. The primary goal of this research is to explore the proficiency of students in article writing, identify the challenges they encounter, and determine the most effective support mechanisms. This inquiry aims to inform practices in EFL classrooms across Eastern Indonesia.

Hence, the innovative aspects and potential impacts of this study include: firstly, shedding light on the article writing skills and obstacles faced by final semester students in Eastern Indonesian EFL classrooms; secondly, pinpointing optimal strategies to aid these students in their article writing endeavors, thereby reducing the academic workload of faculty members who guide thesis writing and manage institutional journals; and thirdly, contributing to the enhancement of EFL writing pedagogy and curriculum in Indonesia by deepening the understanding of student writing challenges. In essence, this research endeavors to elevate the standard of scholarly writing among final semester students and foster the advancement of EFL education throughout Indonesia.

METHOD

This research utilized a descriptive qualitative research design, as outlined by Creswell (2018), focusing on identifying the challenges encountered by students in crafting journal articles derived from their theses. The study specifically targeted 32 articles published between 2020 and 2023 in 16 different study program e-journals at Timor University, aiming to clarify students' proficiency levels, pinpoint areas of difficulty, and suggest possible solutions to these issues.

The investigation took place at Timor University during August and September 2022, with the thesis articles submitted and published in the university's e-journals serving as the primary data source.

The articles were selectively chosen for analysis because not all student articles are regularly published in the e-journals. The selection was purposefully made from 17 journals hosted on Timor University's website (https://jurnal.unimor.ac.id/), with two articles chosen from each journal to comprise a sample size of 32 articles for the research.

To gather the necessary data, two methodologies were employed. The initial approach involved a document analysis to evaluate the writing proficiency of the articles based on Timor University's academic grading scale from 0-100, which ranges from poor to excellent performance.

Additionally, questionnaires were distributed to various stakeholders, including students, thesis advisors, heads of study programs, and the editors and reviewers of journals at Timor University. The objective of the questionnaires was to assess whether the students' articles received guidance from their thesis advisors and underwent review by journal editors and reviewers.

To collect information about the disputes faced by the students, a list of questionnaires was prepared and distributed to five types of respondents. The first type of respondent was the students who wrote the articles. The second type of respondent was their thesis advisors, who were lecturers in charge of supervising and advising the students during their thesis advisory periods. The third type of respondent was the heads of study programs, who were the leaders of each study program under the authority of the four faculties at Timor University. The fourth type of respondent was the journal editors, who lecturers were appointed by each dean of faculty to organize the journal under the control of the Institution of Research and Community Service at Timor University. Finally, the fifth type of respondent was the reviewers, who were also lecturers assigned by each dean of faculty to review the articles submitted to the journal.

To analyze the data collected, the researchers used a four-step process: code, category, analysis, and interpretation. The first step, codification, was used to assign codes to the students' articles that met the criteria provided in the Academic Order of Timor University (Sahan et al., 2022). The codes were used to indicate that their articles met

the required standards and were given scores. The scores ranged from 0 to 100, and each score was assigned a level of mastery ranging from bad to excellent.

To disclose their disputes, it applied ten criteria of good article such as abstract, introduction, method, results, and discussion. While to expose their real problems when writing until publishing their articles, including their hopes from the journals' editors, reviewers and institution, it used a questionnaire written in a google form and contained 41 questions distributed to all articles' writers through their WA numbers.

RESULTS AND DISCUSSION

This part deals with the answers of the three problems raised in this study. To elaborate the answers, the researchers have identified and explored the students' articles and distributed a questionnaire to the students, the advisors, and heads of study programs, editors, and reviewers of the journals that published the articles.

The present study aimed to investigate the mastery of students in writing journal articles and the disputes they faced during the writing process. Additionally, the study explored the responses of advisors, heads of study programs, editors, and reviewers towards the articles written by students. Then, the study examined the solutions proposed by the students and the academic staff to overcome the disputes faced during the writing process.

Students' mastery in writing journal articles

Previously mentioned, the initial question this research seeks to address is, "What distinguishes the journal articles submitted by students to various journals?" In pursuit of an answer, this study examined two articles from each of the 16 journals published by Timor University. The outcomes of this analysis of the articles are presented in the subsequent figure.

Table 1. *The record on students' mastery in writing journal articles*

Category	Score Range	Number of Articles	Percent age of Articles
Good	70-74	13	41%
Good	75-79	19	59%
Excellent	80-84	0	0%
Enough	60-69	0	0%
Bad	50-59	0	0%
Poor	Below 50	0	0%

As can be seen from the table, none of the 32 journal articles analyzed in the study were classified as excellent, enough, bad, or poor. However, the majority of the articles (59%) received a score in the range of 75-79, which is considered to be in the "good" category. Meanwhile, 41% of the articles received a score in the range of 70-74, which is also considered to be in the "good" category.

This suggests that the students who authored the journal articles had a relatively good level of mastery in writing them. However, there is still room for improvement as none of the articles were classified as excellent. The study also identified several areas where students faced difficulties in writing journal articles, including abstracts, references, citation, introduction, problem statements, method, results, discussion, and conclusion.

To address these challenges, both students and lecturers recommended that Timor University hold article writing training for students and lecturers and increase the quantity of journals in all study programs. Additionally, the university should formally mandate that all students who want to get their thesis examination publish their articles in journals, and that lecturers accompany their students in writing journal articles. By taking these steps, the university can help to improve students' mastery in writing journal articles and enhance the quality of research publications at the institution.

The students' disputes in writing articles

The second problem of this study is to divulge the disputes of the students in writing their journal articles. Based on the article analysis, it was revealed that their articles still contained ten crucial disputes as postulated in the following table.

The findings of this study suggest that students may benefit from additional instruction and support in the areas of introduction, method, result, and discussion to improve their mastery in writing journal articles shown in table 2 as follows.

Table 2. *Record on students' disputes in writing articles*

Article Section	Number of Articles with Disputes	Percentage
Author	2	6%
Abstract	3	9%
Introduction	5	16%
Theory	3	9%
Method	4	13%

Result	4	13%
Discussion	4	13%
Conclusion	2	6%
Reference	2	6%
Overall Appearance	3	9%

The findings of this study suggest that students still face disputes in writing journal articles, particularly in the sections of introduction, method, result, and discussion. The data shows that 16% of the articles had disputes in the introduction section, which indicates that students may have difficulties in crafting a clear and concise introduction that effectively introduces the research topic and sets the stage for the study.

Similarly, 13% of the articles had disputes in both the method and result sections, which may suggest that students struggle with accurately describing the methods used in the study and presenting the results in a clear and organized manner. Additionally, 13% of the articles had disputes in the discussion section, indicating that students may have difficulties in interpreting and discussing the results of their study and drawing meaningful conclusions.

It is worth noting that disputes in other sections of the articles, such as the abstract, theory, conclusion, reference, and overall appearance, were relatively lower, ranging from 6% to 9%. However, it is still important for students to pay attention to these sections as they are crucial components of a well-written journal article.

Regarding overall the student's responses toward their advisors revision shown as follows (Table 3). The results indicated that the students' responses to their advisors' revisions were positive, as they acknowledged the areas where they needed improvement and took steps to address them. This suggests that with proper guidance and support, the students can further develop their writing skills and produce higher-quality journal articles in the future.

Table 3. *Students' responses toward their advisors' revision*

Article Parts Revised	Number of Articles	Percentage
Abstract	6	22%
Introduction	6	22%
Discussion	4	15%
All Parts	16	59%

The table above shows the results of the students' responses toward their advisors' revisions. From the data, it can be inferred that the advisors mostly revised the abstract and introduction parts of the students' journal articles.

22% of the articles had revisions in their abstract, while the same percentage had revisions in their introduction. Meanwhile, only 15% of the articles had revisions in their discussion part. Interestingly, 59% of the articles had revisions in all parts, indicating that there were significant issues in the articles that needed to be addressed. The revisions made by the advisors were likely to improve the overall quality of the articles and help the students to master the skills needed for writing journal articles.

The findings suggested that the students may need more guidance and support in improving their writing skills, particularly in the abstract and introduction sections. Additionally, the high percentage of articles that had revisions in all parts indicates that the students need to pay more attention to all aspects of their writing, from the conceptualization of their research to the discussion of their results.

Regarding the students reflection toward advisors' revision, the data (table 4) suggested that students need to focus on improving their writing skills, particularly in sections such as the abstract, introduction, and discussion, which are crucial parts of a journal article. By addressing these disputes, students can improve the quality of their articles and increase the chances of getting their work published in reputable journals. Additionally, advisors can provide valuable feedback to students to help them improve their writing skills and produce better quality articles.

Table 4. *Regarding the students reflection toward their advisors' revision*

Part of the article	Number of articles with disputes
Abstract	6 (22%)
Introduction	3 (11%)
Theory	1 (4%)
Method	1 (4%)
Results	0
Discussion	9 (30%)
All parts	7 (26%)

The data on table 4 above revealed that the students' journal articles had disputes on various parts of the articles, including the abstract, introduction, theory, method, discussion, and all parts. Specifically, 22% of the articles had disputes on the abstract, while 11% had disputes on the introduction. The method and theory sections had fewer disputes, with only 4% of articles having disputes in each section. The results section did not have any disputes.

Interestingly, the data shows that the students and their advisors identified similar disputes in

the articles. Both parties found disputes on the abstract and the discussion sections. Moreover, the advisors revised the abstract, introduction, and discussion sections in the students' articles, which aligns with the disputes found in these sections.

To know whether the students' disputes were also disclosed by their advisors, heads of study programs, editors and reviewers, this study has distributes the same question addressed to the respondents mentioned. Their responses will be expressed in the following table.

Table 5. *Concernin on advisors, heads of program, editors and reviewers' responses toward the students' journal articles*

Respondents	1	2	3	4	5	6	7	8	9
Advisors	0	0	0	1 (11%)	0	4 (44%)	0	0	11 (44%)
Heads of Programs	4 (57%)	2 (29%)	4 (57%)	4 (57%)	0	4 (57%)	1 (14%)	4 (57%)	8 (50%)
Editors	2 (33%)	2 (33%)	2 (33%)	2 (33%)	0	2 (33%)	2 (33%)	2 (33%)	2 (33%)
Reviewers	1 (13%)	2 (25%)	1 (13%)	1 (13%)	0	7 (88%)	1 (13%)	1 (13%)	7 (44%)

1. Abstract; 2. Introduction; 3. Theories; 4. Method; 5. Results; 6. Discussion; 7. Conclusion; 8. Referencce; 9. Overall

The data on table 5 above shows the responses of different types of respondents (advisors, heads of programs, editors, and reviewers) towards the students' journal articles. The data indicates that the articles faced disputes on various parts, including abstract, introduction, theories, method, conclusion, and reference. The highest number of disputes was found in the discussion section, which was noted by 4 advisors (44%), 4 heads of programs (57%), 2 editors (33%), and 7 reviewers (88%). The other parts with significant disputes were method and all parts of the article, which were noted by 1 advisor (11%) and 4 advisors (44%), respectively. Additionally, the heads of programs and editors noted disputes on abstract, theories, method, conclusion, and reference, while the reviewers noted disputes on abstract, introduction, theories, method, conclusion, and reference. Overall, the data shows that there are multiple areas of improvement needed in the students' journal articles, which were identified by all types of respondents.

Solutions for the students' disputes
Regarding the alternatives solutions regarding the students' disputes, the data the findings suggested that article writing training programs are essential for enhancing students' skills in writing high-quality journal articles. The respondents, including students, advisors, heads of study programs, editors, and reviewers, all acknowledged the need for such training programs, emphasizing the importance of addressing this issue at an early stage as shown the table 6 as follows.

These findings highlight the importance of paying attention to different parts of a journal article when revising and reviewing it. The results

also suggest that students may need to focus on improving their skills in writing various parts of a journal article, including abstract, introduction, theories, method, conclusion, reference, and discussion. Additionally, the responses from the advisors, heads of program, editors, and reviewers indicate that there is a need for better communication and collaboration between students and their mentors to improve the quality of journal articles.

Table 6. *Recording on solutions for the students' disputes*

Solution	Number of Respondents	Percentage
Article training for students	24	89%
Building students' journals	3	11%
Article training for lecturers	1	8%

The findings suggested that the majority of students (89%) recommended that Timor University should organize an article writing training for them, as they realized that writing journal articles is a challenging task. They acknowledged that writing a good quality article requires a considerable amount of effort and time to find sources, read and write articles. Additionally, 100% of the advisors, 6 heads of study programs, 8 editors, and 7 reviewers also recommended article writing training for students, indicating that the problem is prevalent among the student population. This finding highlights the need for Timor University to provide training programs to enhance students' skills in writing journal articles.

Furthermore, the heads of study programs suggested that the training should be provided for final semester students, who are at the end of their academic journey, and need to demonstrate their

competence in writing high-quality journal articles. This recommendation is important as it helps to address the problem at an early stage and gives students sufficient time to improve their skills.

Another solution suggested by a few respondents was to build students' journals. This could provide students with the opportunity to gain experience in writing articles, as well as the chance to publish their work, which would motivate them to write better articles. However, the number of respondents who suggested this solution was relatively low (11%), indicating that it may not be as effective as the article writing training program.

The findings of the study revealed that while the students' articles were categorized as excellent, they still faced disputes in various aspects of writing, such as abstract, introduction, method, result, discussion, focus and template, conclusion, and references. This is consistent with previous studies that have reported on the weak writing abilities of Indonesian university students(Heriyudanta, 2021; A. Widodo, Indraswati, et al., 2020; Yanti et al., 2018). The reasons behind these difficulties include a lack of references and writing techniques, low reading interest, unclear writing instructions, low student curiosity, and low student motivation in writing.

The present study confirms these earlier findings, indicating that despite being categorized as excellent, the students still faced disputes in their writing. The disputes were noted in all aspects of journal article writing, and the responses of the students' thesis advisors, heads of study programs, editors, and reviewers were consistent with the students' responses.

Previous studies have also highlighted disputes in the content of journal articles. For instance, some studies have reported that students' journal articles lacked references and theory (Budhyani, n.d.), were difficult to write an informative, effective, concise, and clear abstract, to find a suitable publisher and to evaluate their writing (Khikmah & Kurniawan, 2020), and had content, organization, and mechanical difficulties (Nenotek et al., 2022). The problems were due to poor writing skills, flaws in study designs, and a lack of skills and interests(Hussain et al., 2020).

The results of the study suggest that the problems in scientific competence and mechanical mastery in writing result and discussion parts are significant (Harmawan, Pratama & Fadilah, 2023). Scientific competence issues include stating unexpected results of the research, referring to previous research, using various illustrations, interpreting research results for scientific purposes, and suggesting practical implementation of research findings.

In comparison to previous studies, the present study's accepted characteristics of journal articles highlight the novelty of its findings. The accepted characteristics include author, abstract, introduction, theory, method, result, discussion, conclusion, and reference.

The study recommends that Timor University holds a journal writing training session and establishes a student journal to help students publish their articles. This is supported by the recommendation of the thesis advisors, heads of study programs, editors, and reviewers of internal journals. Training workshops have been shown to have a positive impact on participants' knowledge and writing skills(Hussain et al., 2020; Lee, 2022; San et al., 2020; Wijoyo et al., 2020). These workshops have helped improve writing skills, refine scholarly writing, and increase scientific abilities demonstrated by the production of adapted article manuscripts. The workshops have also assisted in developing research article abstracts and sections and refining basic concepts, ethics in writing scientific papers, and the use of plagiarism checks and citation inserts. Students have shown a positive perception of these workshops, and repetition and practice are needed to refine scholarly writing skills.

The findings of this study on students' mastery of writing journal articles align with previous research that suggests Indonesian university students struggle with writing scientific articles (Khikmah & Kurniawan, 2020; A. Widodo, Nursaptini, et al., 2020; Yanti et al., 2018). Specifically, the present study found that while the students' articles received high scores, they still faced disputes in writing various sections of their articles. This echoes previous research that reported difficulties in writing informative, effective, concise, and clear abstracts, finding suitable publishers, and evaluating writing (Khikmah & Kurniawan, 2020). Furthermore, students faced problems related to content, organization, and mechanics, which could be attributed to poor writing skills and flaws in study design and lack of interest (Hussain et al., 2020).

One aspect in which the present study differs from previous research is in its focus on accepted characteristics of journal articles, which include author, abstract, introduction, theory, method, result, discussion, conclusion, and reference. The study highlights the importance of mastering

these characteristics to produce high-quality scientific articles. This finding emphasizes the need for universities to provide adequate training and resources to help students master these aspects of scientific writing.

One area in which the present study could expand on previous research is in exploring the reasons behind students' low competence in writing scientific articles. For example, a previous research which found that students struggled with writing scientific articles due to a lack of reading interest, unclear writing instructions, and low curiosity and motivation (San, Kiymaz & Kis, 2020). By examining the root causes of students' difficulties, universities could develop targeted interventions to improve students' scientific writing abilities.

In terms of interventions, the present study suggests that a journal writing training program could be a valuable resource for improving students' scientific writing skills. This recommendation aligns with previous research that has found positive outcomes associated with training workshops on manuscript writing (Hussain et al., 2020; San et al., 2020). For example, Inderawati & Ismail(2021)found that a training program improved students' scientific abilities, as demonstrated by their production of ten article manuscripts that adhered to the journal template(Inderawati et al., 2021). Similarly, Cotton, et al. (2023) reported that a training program increased students' ability to write articles about basic concepts, ethics in writing scientific papers, and the use of plagiarism checks and insert citations(Cotton et al., 2023). While previous research has found positive outcomes associated with training workshops, universities may need to consider how to structure and deliver these programs effectively. For example, Hussain, Rehman and Baig (2020) suggested that repetition and practice were crucial for refining scholarly writing, indicating that universities may need to provide ongoing support and opportunities for students to develop their writing skills(Hussain et al., 2020). Additionally, the present study recommends that universities build a student journal to help students publish their articles, which could provide students with a platform to gain experience in scientific writing and publication. This suggestion aligns with previous research that has found positive outcomes associated with publishing student research, such as increased motivation to learn and better research outcomes (Widodo, Nursaptini, Novitasari, Sutisna & Umar, 2020).

Moreover, the present study highlights the need for a special training program to improve students' writing skills in various aspects of journal article writing. The study recommends that Timor University should establish a training program that can handle the students' disputes in writing their articles before defending their final projects. This suggestion is in line with the findings of previous studies that indicate the need for training or workshop programs to improve students' writing skills. For example, a study previous study reported that a training workshop on manuscript writing positively impacted the knowledge of the participants and improved their writing skills(Hussain et al., 2020). Additionally, another pervious study found that a training program on writing scientific articles helped students improve their scientific abilities and produce manuscripts that were adapted to the journal template(Gobang et al., 2022; Hussain et al., 2020).

Furthermore, it is crucial to note that the present study's results regarding the disputes students faced in writing journal articles are consistent with those of previous studies. The studies have reported that students encounter difficulties in various aspects of writing journal articles, such as poor writing skills, low reading interest, unclear writing instructions, low student curiosity, and low student motivation in writing (Heriyudanta, 2021; Yanti et al., 2018). The present study also found that students faced disputes in writing various parts of the journal articles, including the abstract, introduction, method, result, discussion, focus and template, conclusion, and references. These disputes are in line with the findings of previous studies that have reported difficulties in writing informative, effective, concise, and clear abstracts, finding suitable publishers, evaluating writing, content organization, and mechanical difficulties (Budhyani, n.d.; Khikmah & Kurniawan, 2020; Nenotek et al., 2022).

Furthermore, the present study's results show that students had problems with their scientific competence, which included stating unexpected results of research, referring to previous research, using various illustrations, interpreting research results for scientific purposes, and suggesting practical implementation of research findings. These findings align with previous studies that have reported that students face difficulties in writing scientific articles due to flaws in study designs, lack of skills and interests, poor writing

skills, and insufficient references (Hussain et al., 2020).

Thus, the present study's results provide valuable insights into the mastery of university students in writing scientific articles. The study found that the students' articles were categorized as excellent, but they still faced disputes in various aspects of writing journal articles. The findings indicate the need for a special training program that can handle the students' disputes in writing their articles before defending their final projects. The suggestion is consistent with the findings of previous studies that have recommended training or workshop programs to improve students' writing skills. Furthermore, the present study's results regarding the disputes students face in writing journal articles are consistent with those of previous studies, indicating that students encounter difficulties in various aspects of writing journal articles, such as poor writing skills, low reading interest, unclear writing instructions, low student curiosity, and low student motivation in writing.

Therefore, these findings provide valuable insights into the challenges that students face when writing scientific articles and the need for interventions to address these challenges. Further research is needed to develop effective training programs that can improve students' writing skills and prepare them for successful careers in research and academia. By addressing these challenges, universities can help students produce high-quality research articles that can contribute to the development of new knowledge and advancements in various fields.

CONCLUSION

This study aimed to explore the characteristics of student journal articles, identify the challenges they face in writing various sections of the article, and propose recommendations for addressing these challenges. The findings of the study revealed that students demonstrated strengths in areas such as the use of charts, graphs, and statistical data, but also faced challenges in writing critical sections such as the abstract, introduction, and conclusion. To address these challenges, both students and lecturers recommended that Timor University provide article writing training for students and faculty members and increase the quantity of student journals in all study programs. Additionally, they suggested that the university formalize a decree requiring all students who wish to have their thesis examined to publish their articles in

journals and mandating that lecturers accompany their students in writing their journal articles.

The practical implications of this study's findings are significant, as they suggest the need for increased attention and investment in supporting students in academic writing. By providing adequate training and support, universities can help students overcome the challenges they face in writing critical sections of the article, ultimately contributing to the broader field of study's body of knowledge. However, this study has some limitations. Firstly, the study was limited to a single university, which may limit the generalizability of the findings to other universities. Secondly, the study relied solely on self-reported data from students and lecturers, which may be subject to biases and inaccuracies.

Therefore, further research is needed to address these limitations and expand the understanding of the challenges students face in academic writing. For example, future research could use a larger sample size and a more diverse range of universities to examine the generalizability of the findings. Additionally, future research could use a mix of qualitative and quantitative methods to triangulate the data and increase the validity of the findings. Finally, longitudinal studies could investigate the effectiveness of the proposed interventions in improving students' academic writing skills over time.

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