

## LECTURERS' ATTITUDE TOWARD AND ANXIETY IN WRITING ENGLISH ACADEMIC PAPERS FOR INTERNATIONAL PUBLICATIONS

**Hartono Hartono**

*English Education Department of Languages and Communication Faculty of  
University of Islam Sultan Agung, Semarang Central Java Indonesia*  
E-mail: hartono@unissula.ac.id

**Ruseno Arjanggi**

*Psychology Department of Psychology Faculty  
University of Islam Sultan Agung, Semarang Central Java Indonesia*  
E-mail: ruseno@unissula.ac.id

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**Abstract:** This study was aimed at investigating attitude and anxiety of Indonesian lecturers in writing English papers for international publications, together with the influence of gender and functional grades on them. It involved lecturers of a private university in Semarang, Central Java, Indonesia ( $n=62$ ) who were attending a training on English academic writing especially designed to help them prepare manuscripts for international publications. Data were collected by questionnaires and analyzed using t-test and ANOVA. The study found that the attitude toward writing was positive. Three aspects of attitude namely behavioral, cognitive, and affective were all positive. The anxiety in writing English papers was found to be moderate and somatic anxiety was the type of anxiety the lecturers suffered the most. There was no difference on the attitude and level of anxiety across gender but there was a difference on the level of anxiety across functional grades. As attitude and anxiety predict the success of writing efforts, which may then affect the success of publication, the issue of attitude and anxiety needs to be addressed in the effort of increasing the productivity of Indonesian lecturers in making international publications.

**Keywords:** *attitude; anxiety; Indonesian lecturer; English academic papers; international publication*

### INTRODUCTION

Over the past few years the Indonesian government through the Ministry of Research, Technology and Higher Education, which under the second term of Mr. Joko Widodo's (Jokowi's) presidency (2019-2024) is named Ministry of Education and Culture, has been encouraging lecturers and researchers to write and publish academic papers in international journals. Academic papers, also called scholarly papers, are papers submitted to academic journals in which prior to their publications, they must pass an academic quality assessment and be reviewed by researchers or reviewers working in the same field ([www.defsa.org.za/what-academic-paper](http://www.defsa.org.za/what-academic-paper)). Two ambitious goals were set regarding this vision: dissemination of lecturers' research findings and lecturers' active involvement in scholarly discourses with lecturers and researchers at the international level. In this way, global networks and stronger academic reputations can be established. The number of international

publications and citations, according to the government, contributes to the increase of the quality of the national products which in the long run can increase foreign exchanges for the country (Kemristekdikti, 2016).

Year-by-year data show that there has been a significant increase of Indonesian's international publications in the last recent years. In all subject categories, Scimago recorded there were 21,315 documents in 2017 and the number increased to 34,496 documents in 2018 or it grew by 68.84%. The increase continued as in 2019 there were 44,576 documents or it increased by 29.22%. In 2017, Indonesia stood as the ninth country in Asiatic regions, in 2018 it stood the sixth and finally it became the fifth in 2019. However, by referring to the cumulative documents from 1996 to 2019, in 2019 Scimago Journal & Country Ranks listed Indonesian international publication the 11<sup>th</sup> among the countries in Asiatic regions for all subject areas and categories, and the 4<sup>th</sup> among the ASEAN countries. Indonesia stood after

Malaysia, Singapore and Thailand (www.scimagojr.com). This means that, despite the significant increase in the last recent years, there are still many things the Indonesian lecturers and researchers need to do to make Indonesia the country with the biggest number of publications, at least among the ASEAN countries by taking over Malaysia, Singapore and Thailand. This is very reasonable since, among the ASEAN countries, Indonesia is the biggest and the most populous country with the biggest number of universities (Dikti, 2018; Sukirno, 2017), and the biggest number of lecturers (Ahmar, Kurniasih, & Irawan, 2018).

Although improving the quality of Indonesian lecturers' academic papers and increasing the number of publications particularly in reputable journals are important issues, studies on the issues are still very limited. Among a few studies available mentioned that English language mastery is one among the factors leading to low productivity of Indonesian lecturers and researchers in publishing scientific papers in international journals (Alimi & Rokhman, 2017). Language problem is a serious problem. Fundamental weakness in English has become the barriers for making international publications. According to the study, many English manuscripts submitted by Indonesian writers were rejected because of being poorly written which consequently failed to fulfill the required standard. The paper of Arsyad et al. suggested that low English mastery of Indonesian lecturers has caused them problems either in reading English journals for references or in writing articles correctly and appropriately as required by well-established international journals. Another cause of low productivity in scientific paper publication was the unfamiliarity of Indonesian academics on rhetorical styles of academic papers, their similarities and differences between English scientific papers and the Indonesian ones (Arsyad, Purwo, Sukamto, & Adnan, 2019). Indonesian lecturers also encounter many types of language problems as grammar, syntax, vocabulary, spelling, paraphrasing and the likes (Hartono, Arjanggi, Nugroho, & Maerani, 2019).

As language becomes a big problem for Indonesian lecturers in writing and publishing papers in international journals, studies on the issue of improving lecturers' competency in English language mastery become mandatory. For that purpose, the study was conducted. Attitude and anxiety became the focus in this study because these two factors much contribute

to the success of lecturers' in writing English academic papers as English is a foreign language for the majority of them. Attitude toward the target culture and target language significantly affects the level of success the learners will possibly achieve (Gardner, 1985). Attitude is a major determinant of behaviors (Bohner & Wänke, 2002), lecturers with positive attitudes toward learning and writing English papers for international publication will perceive every effort of learning and exercise as positive and enjoyable. On the contrary, those with negative attitude will perceive it as negative and discouraging. Thus, attitude is linked to the person's values and beliefs and promotes or discourages the choices he/she possibly makes in a certain realms of activity (McGroarty, 1995). Studies also found out that attitude represents one of the most important sets of variables for predicting learners' efficiency and achievement since it intertwines with motivation. Positive attitude will lead to stronger motivation (Dörnyei & Ushioda, 2009), therefore, leading to positive learning outcome (Wesely, 2012), and in the case of language learning, it influences the level of proficiency in the target language (L2) (Mckenzie, 2010).

Attitude is constructed from three different components namely affective, behavioral or conative, and cognitive. Affective component is about the person's feeling and emotion about a certain object, whether the person likes, dislikes, loves, is angry with or disgusted. It is an emotional response to an attitudinal object. Behavioral or conative component is about a person's actions or disposition to take up and practice the behavior in certain ways if he is in a certain situation. It is an overt action that a person is taking in relation to an attitudinal object. For example, a lecturer may attend or not attend an English writing training offered to him. Cognitive component deals with person's beliefs and thoughts as well as ideas about an object. People make beliefs by establishing associations or relationships between the attitude objects and various attributes resulted from an evaluation.

In Indonesian context up to the present, the topic on lecturers' attitude toward writing English papers for international publication is under explored. There was a study conducted by Arsyad (Arsyad et al., 2019) on factors hindering Indonesian lecturers from publishing articles in international reputable journals, which may serve as a starting point for further relevant studies, suggested that the lecturers attitude toward international publication is positive. Besides the

facts that Indonesian lecturers mostly have been very busy with the activities of *Tridarma* (three main jobs of lecturers) namely teaching, conducting research, and community services, they are still willing to work hard to write articles and submit them to international journals because of the benefits that they, and institutions, may obtain from the publications as credits for career promotion, institution credibility, self-satisfaction/pride, and personal credibility. However, more studies are necessary to either verify the finding or develop greater understanding especially on the issue of writing since publication starts from writing activities.

The second aspect of affect which is important to be researched dealing with writing in a second or foreign language is anxiety. It is a major obstacle faced by foreign language learners to overcome (Horwitz, Horwitz, & Cope, 1986). Studies have consistently proven that language anxiety negatively correlates with language achievement (MacIntyre & Gardner, 1991; Tran, Moni, & Baldauf Jr., 2013). It negatively influences language learning both intuitively and logically (Horwitz, 2001). Studies also show that it interferes with many types of learning. As a part of affective factor, anxiety is also hypothesized to affect the success of learning (Krashen, 2009).

Writing anxiety or writing apprehension is a situation and subject-specific anxiety in the form of a person's tendencies whether to approach or to avoid potential writing tasks (Daly & Wilson, 1983). To measure the anxiety, a Second Language Writing Anxiety Inventory (SLWAI) was proposed (Cheng, 2004). It is a multidimensional scale which conforms to three conceptualizations of anxiety namely somatic anxiety, cognitive anxiety and avoidance behavior. Somatic anxiety is someone's perception of the psychological effects of anxiety. The increasing feeling of tension and nervousness are the symptoms of this kind of anxiety. Cognitive anxiety is the cognitive aspect of anxiety experience which covers negative expectation, preoccupation with performance and concerns about others' perception. The last dimension is a form of avoidance behavior which refers to behavioral aspect of anxiety. It occurs when someone intentionally searches ways to approach or to avoid writing tasks.

Previous research shows that writing anxiety negatively influences writing performance and is inversely correlated with writing motivation. There is even a correlation between academic procrastination and writing anxiety (Onwugbuzie

& Collins, 2001). Cheng (2002) also suggests that language learners with high level of writing anxiety tend to feel discouraged in writing, hold negative attitude towards writing tasks, and produce low quality papers. Learners with high level of foreign language anxiety may have a mental block which affects their ability to process information in foreign language contexts (Liu, 2006). They also write essays that receive lower evaluation (Lee & Krashen, 2002). A study by Hassan (2001) found out that ESL writing anxiety affected learners' writing performance. Low anxiety students could compose better quality and longer writing than the students with high anxiety. Another study by Cheng (2004) suggested that writing anxiety affect both writing process and writing behavior. Using a timed English writing task as an index of participants' writing performance, Cheng concluded that there is a significant negative correlation between anxiety and learners' performance.

Considering the effect of both attitude and anxiety in the success of writing in a foreign language and the fact that topic on attitude and anxiety of Indonesian lecturers in writing English papers for international publications is obviously under explored, the present study was conducted. It aimed at:

1. Analyzing the Indonesian lecturers' attitude toward writing English academic papers for international publications;
2. Analyzing the Indonesian lecturers' anxiety in writing English academic papers for international publications;
3. Finding out the influence of gender and functional grades on the levels of attitude and anxiety.

## METHOD

### *Context and participants*

This research involved 62 lecturers attending an English academic writing training especially designed to help them prepare manuscripts for international journals. They were non-English subject lecturers of a university in Semarang, Indonesia. Twenty-four people (38.71%) were male and 38 persons (61.29%) were female. The majority of them (80.30%) were Master degree holders from either Indonesian or overseas universities, while 19.70% were doctoral degree holders. They taught subjects other than English at different departments as civil engineering, electrical engineering, medicine, nursing, psychology, management, accounting, laws and education. Based on their functional grades,

43.6% of them were teaching assistants, 30.6% was junior lecturers, and 25.80% was assistant professors. There were 4 associate professors joining the training program, however, they were excluded from the study because of representation basis.

#### *Instrument*

A five-part questionnaire was used to collect data for this study. Part 1 served as an introduction stating the purpose of the research and a request for consent from the participants, while Part 2 elicited demographic information on them. Part 3 collected self-reported information on participants' English academic writing performance. The last two parts which were the main parts of the instrument collected information about the attitude toward and the anxiety in writing English academic papers for international publications. The attitude questionnaire consisted of 15 statements of indicators covering behavioral, cognitive, and affective components. The anxiety questionnaire also consisted of 15 statements of indicators which covered somatic aspect, cognitive aspect and avoidance behavior. The questionnaire was a Likert-type form requiring the participants' agreements in scales of 1 to 5. Scale 1 represents "Strongly Disagree", 2

represents for "Disagree", 3 is for "Undecided", 4 is for "Agree", and 5 is for "Strongly Agree." Negative statements were reversely scaled from "Strongly Agree" (scale 1) to "Strongly Disagree" (scale 5). The instruction and statements were written in Indonesian as the participants' mother tongue for the sake of clarity in meaning in order to avoid confusion and misleading. Instrument validity was measured by Pearson product moment correlation while the reliability was measured by the score of Alpha Cronbach.

#### *Data collection and analysis*

Participants were asked to complete the questionnaire before the training sessions. Prior to doing the task, an explanation about the objectives of the research and the guidelines on how to complete the questionnaire were presented. Data were then grouped and tabulated and were analyzed descriptively as well as inferentially by using SPSS software.

## **FINDING AND DISCUSSION**

### *Academic writing performance*

The data on academic writing performance, particularly on the participants' English writing competence and English publication performance is presented in Table 1 below.

Table 1. *Participants' self-reported academic writing performance*

No	Statements	Yes	(%)	No	(%)
1	Being able to write general English.	45	72.58	17	27.42
2	Being able to write English academic or research papers.	41	66.13	21	33.87
3	Having English paper(s) published in international journals.	18	29.03	44	70.97
4	Getting translator's service to help write journals.	24	38.71	38	61.29

The data in the table show that majority of the respondents reported that they could write both general English and English academic or research papers. However, the data show that the number of lecturers who are able to write English academic papers is lower than those who are able to write general English (66.13% compared to 72.58%). This reflects the fact that academic writing is more complicated than general type of writing. Being someone who can write English does not always qualify him/her to write academic English. Academic writing offers more challenges than general writing does as it requires, among others, the mastery of academic writing conventions, topic analysis, social identity construction, ability to research and apply knowledge across different contexts (Pineteh, 2014). Beginner academic writers very often also

face difficulties due to lack of knowledge, inability to have a clear outline before drafting, and problems in avoiding plague words and phrases (Fadda, 2012). In addition, they face linguistic, cognitive, and psychological problems (Rahmatunisa, 2014) in their attempts to write.

Related to publishing English papers, lower number of respondents reported that they had successfully done it. There were only 18 respondents (29.03%) who had ever published papers in international journals. A wide gap between an ability to write and publication may indicate that there are other factors influencing or playing role in making lecturers publishing internationally. Mastering the language and being able to write don't necessarily mean that lecturers will write and publish papers in international journals. This finding validates previous studies

about major reasons lecturers not publish internationally namely feeling ashamed of having low quality articles, their predisposition that writing in reputable international journal is difficult, the absence of incentives for those who successfully published, low confidence, limited access to good research references, limited access to laboratory facilities, lack of research collaborations with international researchers, and lack of internationally reputable journals in Indonesia (Alimi & Rokhman, 2017; Arsyad et al., 2019; Yusetiyowati, 2015). The high number of lecturers getting translation services in writing English journal for international publications also serves as a strong indicator that language is a problem for lecturers to write (Hartono et al., 2019).

*Attitude toward writing English papers*

Lecturers' attitude toward writing academic papers for international publication was measured by 15 indicators covering affective, behavioral, and cognitive components. Behavioral component was measured by 4 indicators namely the willingness to learn to write, to participate in a training if available, to keep trying even if difficult, and to read more English papers relevant to their topic of interest. Cognitive component was measured by 6 indicators, 4 indicators were positive while the other 2 were negative. The positive indicators were their acknowledgement that English academic writing ability would help

them 1) improve their performance as lecturers, 2) build networks with other researchers, and 3) develop their academic performance, and 4) that academic papers written in English have higher possibility to be accepted in scientific journals. The negative indicators were 1) their acknowledgement that writing English papers is more difficult, and 2) that they couldn't develop their ideas if they had to write in English. Affective component was measured by 5 indicators, three indicators were positive while the other two were negative. The positive indicators were 1) they think that writing English is enjoyable, 2) they would be very happy if they could finish writing, and 3) they would be very happy if their English paper were published in international journals. For the negative, 1) they didn't have any interest to write articles in English, and 2) writing article in English would only make them depressed.

The results were categorized into 3 groups of negative, neutral, and positive attitude. The categorization was based on hypothetical mean scores of the questionnaire in which participant's total scores lower than or the same as 34.5 were categorized as having negative attitude, the participants whose scores were between 34.6 and 55.5 were categorized as having neutral attitude, and those with scores higher than 55.6 was categorized as having positive attitude. The result of the calculation is presented in Table 2 below.

Table 2. Descriptive statistics of attitude scores

	N	Min	Max	Mean	SD
Attitude scores	62	46.00	75.00	61.48	7.03
Valid N (listwise)	62				

	N	No. of indicators	Min	Max	Calculated mean	Hypothetical mean
Behavioral component	62	4	12	20	17.23	12
Cognitive component	62	6	19	30	24.06	18
Affective component	62	5	13	25	20.19	15

The table shows that the mean score for the attitude in general is 61.48 (>55.5), the mean score for behavioral component is 17.23, and the one for cognitive component and affective component subsequently are 24.06 and 20.19. All those scores are higher than the hypothetical mean scores, therefore, it can be concluded that Indonesian lecturers have positive attitude toward writing English papers for international publications behaviorally, cognitively as well as affectively.

Behaviorally, they would learn how to write in English, participate in a writing training, keep trying, and read English papers relevant to their topics of interests so that they can improve their writing. Affectively, they found that writing English papers for international publications was enjoyable. Cognitively, they believed that being able to write and publish English papers internationally would help them improve their performance and build networks with other lecturers and researchers. This finding is in line

with the study of Arsyad which concludes that Indonesian lecturers had positive attitude toward publishing in international journals. Although they may be busy with their both academic and administrative works, they are still willing to work hard to write papers and submitted them in international journals (Arsyad et al., 2019).

As attitude intertwines with motivation (Dörnyei & Ushioda, 2009), correlates to learning outcome (Wesely, 2012) and influences proficiency in target language (Mckenzie, 2010), the Indonesian lecturers have a high possibility to be able to write English papers and publish them in international journals. This possibility has even materialized in the last 3 years as the number of the Indonesian international publications increased significantly (Scimago Journal & Country Rank at [www.scimagojr.com](http://www.scimagojr.com)).

*Anxiety in writing English papers*

The next part of the study was concerned with the level of anxiety experienced by Indonesian lecturers in writing English academic papers. It was measured by 15 indicators covering somatic aspect, cognitive aspect and avoidance behavior. In this study, somatic anxiety was indicated by the pounding of the heart, the blankness of mind, the jumbling or easy flowing ideas, and feeling of panic when required to write papers in English. Cognitive anxiety was indicated by the occupation of negative thoughts about their English as the English terms and phrases used in writing were inappropriate, the English was worse than other lecturers' English, other lecturers would deride his English paper, other lecturers would think about the paper; and the English paper would be rated poorly. Avoidance behavior was indicated by the lecturers' efforts to avoid or approach writing papers in English. A descriptive analysis was conducted. The result is presented in Table 3 below.

Table 3. *Descriptive statistics of anxiety scores*

		<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>SD</b>
Anxiety		62	17.00	60.00	41.24	9.77
valid N (listwise)		62				

  

		<b>Freq</b>	<b>%</b>	<b>Valid %</b>	<b>Cum. %</b>
Valid	Low	14	22.6	22.6	22.6
	moderate	42	67.7	67.7	90.3
	High	6	9.7	9.7	100.0
Total		62	100.0	100.0	

  

<b>Types of anxiety</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>SD</b>
Somatic	62	5.00	22.00	14.90	4.01
Cognitive	62	5.00	20.00	13.71	3.20
Avoidance	62	5.00	20.00	12.63	3.74
valid N (listwise)	62				

The table shows the minimum score of anxiety is 17, the maximum is 60, and the mean score is 41.24. With the same method of analysis as the one applied in the analysis of attitude scores, it was decided that scores lower than or the same as 34.5 were categorized as low anxiety, scores between 34.6 and 55.5 were categorized as moderate anxiety, and finally scores higher than 55.6 were categorized as high anxiety. Calculated mean score (41.24) lies between 34.6 and 55.5, therefore, it can be concluded that in general the participants in this study had a moderate level of anxiety. Fourteen participants (22.6%) actually

had low level of anxiety, while for high level of anxiety there were 6 participants (9.7%)

Analysis on the anxiety types shows that somatic anxiety has the highest mean score followed by cognitive anxiety and avoidance behavior. This means that when the case is writing English papers for international publications, Indonesian lecturers suffered somatic anxiety the most. Somatic anxiety is someone's perception of the psychological effects of anxiety as the increasing feeling of tension and nervousness. Someone who is suffering from this type of anxiety may get sweaty, trembling, high heart rate, headache etc.

The finding that somatic anxiety was the one Indonesian lecturers suffered most is aligned with the study conducted by Min and Rahmat (2014) which found that in the case of final year writing for University Putra Malaysia undergraduates, somatic anxiety was reported to be the dimension with the highest score. Jebreil, Azizifar, and Gowhary (2015) also found that somatic anxiety was the most common type of anxiety in the case of English writing. A study of Indonesian EFL writing learners found that both male and female learners suffered somatic anxiety the most, followed by cognitive anxiety and avoidance behavior (Rudiyanto, 2017). However, it should be noted that this finding is different from the one of Cheng (2004) which revealed that writing learners were more anxious cognitively rather than somatically.

*The role of gender and functional grades*

To see whether there is a significant difference of attitude and anxiety across gender, t-test was conducted. The result shows that the mean scores of attitude were 62.58 for male and 60.79 for female, and sig (2-tailed) was 0.332. The mean scores for anxiety were 41.58 for male and 41.03 for female. An analysis using t-test to see whether there is a significance difference between male and female results in sig (2-tailed) 0.332 for attitude and 8.29 for anxiety. Therefore, it can be concluded that gender affects neither attitude nor anxiety. There is no significant difference on the level of lecturers' anxiety in writing English paper for international publications between male and female lecturers.

Previous studies found an inconclusive result on the correlation between gender and anxiety in writing. Cheng (2002) in the study on 165 English majors found no significant influence of gender on writing anxiety. More recent study by Latif (2015) on 132 Universiti Teknologi Malaysia SPACE students investigating English language anxiety among adult learners using three demographic factors of gender, age and years of learning English also found no significant correlation between gender and anxiety. While Jebreil, et al. (2015) in their study of 45 EFL learners (26 females and 19 males) found a significant difference of anxiety level between male and female, in which males had higher cognitive anxiety than females did. In addition, Shang (2013) in a study on 146 juniors majoring in English at a private university in Taiwan found similar finding. Male students had higher level of anxiety because the students probably spent more efforts in writing to have a better achievement. In this study, the finding that male lecturers had the same level of anxiety as their female counterparts may be attributed to the fact that the demand of having international publications is equally applicable to all lecturers regardless of gender. Both of them got the same supports and facilities from universities as well as the same opportunity.

To see whether there is a difference on attitude and anxiety across functional grades, test of ANOVA was conducted. The study involved only 3 groups of lecturers namely Teaching Assistants (TA), Junior Lecturers (JL) (*Asisten Ahli*) and Assistant Professors (AP) (*Lektor*). The result is presented below:

Table 4. *Descriptive statistics of functional grade scores*

Functional Grades	N	Mean Scores		Standard Dev.	
		Attitude	anxiety	Attitude	Anxiety
Teaching Assistant(TA)	27	62.30	37.48	6.52	9.52
Junior Lecturer (JL)	19	62.68	44.84	7.72	9.66
Assistant Professor(AP)	16	58.69	43.31	6.67	8.51
Total	62	61.48	41.24	7.03	9.77

Dependent Variable	(I) functional grades	(J) functiona l grades	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Attitude	TA	JL	-.388	2.079	.981	-5.387	4.611
		AP	3.609	2.190	.234	-1.658	8.876
	JL	TA	.388	2.079	.981	-4.611	5.387
		AP	3.997	2.356	.215	-1.668	9.661
	AP	TA	-3.609	2.190	.234	-8.876	1.658

		JL	-3.997	2.356	.215	-9.661	1.668
Anxiety	TA	JL	-7.361*	2.790	<b>.028</b>	-14.070	-.650
		AP	-5.831	2.940	.125	-12.900	1.238
	JL	TA	7.361*	2.790	<b>.028</b>	.650	14.070
		AP	1.530	3.162	.879	-6.073	9.132
	AP	TA	5.831	2.940	.125	-1.238	12.900
		JL	-1.530	3.162	.879	-9.132	6.073

\*. The mean difference is significant at the 0.05 level.

Junior Lecturer has the highest mean score both for attitude and anxiety, Assistant Professor has the lowest mean score of attitude, and Teaching Assistant has the lowest score of anxiety which may mean the lowest level of anxiety. When attitude is the case, however, those differences in mean scores are not significant (sig.> 0.05). This means that among the three groups, functional grade didn't cause difference in attitude toward writing English journals for international publications. This is different from the anxiety. Among the three groups, the anxiety mean score of Teaching Assistant is significantly different from the one of Junior Lecturer (sig. 0.028). In writing English journals for international publications, Teaching Assistant was less anxious than Junior Lecturer was.

The absence of difference on attitude among the groups may be attributed to the fact that, besides most of them were young and energetic; publishing internationally perhaps has not been very pressuring. While Professors and Associate Professors are required to have international publications on regular basis, Junior Lecturer and Assistant Professor aren't. For performance evaluation (*Laporan Beban Kerja Dosen*) and grade promotion, they may use academic journals published in national journals.

## CONCLUSION

The study aimed at finding out the level of attitude and anxiety faced by Indonesian lecturers in writing English academic papers for international publications, and the influence of gender and functional grades on them. The data and analysis found that Indonesian lecturers were behaviorally, cognitively, and affectively positive about writing English academic papers for international publications and had a moderate level of anxiety. Gender was proven to be an insignificant predictor for both attitude and anxiety since there was no significant difference in the attitude and level of anxiety across gender.

For functional grade, while it didn't bring different effect on attitude, this study found that the level of anxiety between Teaching Assistant and Junior Lecturer was significantly different, therefore, it was inferred that functional grade influenced the anxiety.

Since attitude and anxiety play important roles in the success of learning writing and publishing, any efforts by universities or the Indonesian government in trying to encourage lecturers to prepare English academic papers for international publications should not neglect them. To increase productivity from the beginning of their academic careers, Indonesian lecturers must be very confident to start writing. Academic writing trainings should not only cover issues related to topics and how to write but also addresses the issue of affective factors. This study only involved lecturers from a university with a relatively small number, therefore, it is recommended that further studies involve lecturers from many different universities, both public and private. Other factors such as infrastructure and funding that may potentially influence lecturers' attitude toward and anxiety in writing papers for international publications may also be explored.

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**Hartono Hartono & Ruseno Arjanggi**

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