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Rural College EFL Students' Barriers in Writing and Publishing a Research Paper: A Photovoice Phenomenological Approach

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Abstract: This current study aimed to investigate rural college EFL students' experiences in dealing with English research paper writing and publication barriers. Five senior EFL students voluntarily participated in a photovoice phenomenological study. The data were collected through two methods, including semi-structured interviews and a photovoice. The students took some emotional photos to express their feeling on paper writing and publication barriers visually. The interviews encouraged them to describe their experiences and feelings through the photos. The data were analyzed by synchronizing each photo with its qualitative description. As for the results, it is noted that there were three main paper writing and publication barriers, including a lack of linguistic competence, being trapped with a journal template, and anxiety towards written corrective feedback. Each interview result was accomplished with emotional photos in several themes such as untidy pieces of paper, scenery, internet search, children's toys, colourful pens, and empty box. The photos were also supported by qualitative remarks of each EFL student. In short, the photovoice helps to represent deep feelings on the research paper writing and publication barriers experienced by the EFL students.

Keywords: EFL Students, Journal Publication, Paper Writing, Phenomenology, Photovoice

A. Introduction

Research paper writing has become an inseparable task for university students who begin writing their undergraduate thesis as a graduation requirement. The task continues to be more challenging as it is experienced by EFL students. The use of English, for example, requires the EFL students to deal with academic English use and usage during research paper writing (Chee Keong & Mussa, 2015; Fadda, 2012; Flowerdew & Li, 2009; Jabali, 2018). Proper English writing of a research paper is considered to have a basic standard to be submitted, reviewed, and published in a target journal. However, such proper English use is not the only requirement that has to be fulfilled by the EFL students when writing and having the paper published in a journal (Talang-rao, 2021). Ideally, the students are challenged with not only linguistics barriers, but also supporting factors, including psychological and

educational barriers (Alluhaybi, 2015). Each factor consists of considerable components which lead the EFL students into either successful or problematic paper writing.

Regarding linguistics issues, it is noted that the EFL students should be aware of how proper English fits with academic writing. Aspects such as grammar, vocabulary, and structure in a research paper are formal in terms of their forms and usages which differ them from informal types of writing (Bani Younes & Salamh Albalawi, 2015; Jafari & Ansari, 2012; Mubarak, 2017). The use of formal grammar and appropriate word choice has to be stressed as they form academic English structure of a research paper. Furthermore, the EFL students have to be acknowledgeable of semantics in determining textual meaning and pragmatics in understanding meaning contextually (Chien, 2019; Naghdipour, 2016). Having eligible understanding towards linguistics aspects of English enables the students to write a research paper draft with clear meaning and correct structure.

Unlike linguistics issue that focuses on cognitive aspects, EFL students' psychological issue contributes to motivation, discipline, regulation, awareness, and belief development in writing a research paper and having it published in a target journal. Academic writing (e.g. a research paper) is configured with psychological issues which can normally encourage enthusiasm to begin, proceed, and accomplish a paper before it is submitted to a journal (Jaroongkhongdach et al., 2012). Low self-discipline, for instance, affects students' scheduled time management and increases paper writing procrastination which will eventually prevent them from accomplishing the paper punctually. In dealing with it, internal writing interests are needed to help encourage writing enthusiasm as a basic psychological aspect for students as beginner authors with low academic writing experiences.

The psychological aspect of paper writing is also conditional that it tends to encourage students' motivation or reduces their interest respectively depending on considerable internal or external circumstances (Alluhaybi, 2015; Camp, 2012). The students may have greater motivation to accomplish a research paper, but in another case, they reveal higher anxiety towards paper submission and review in a journal.

If linguistics and psychological factors are commonly managed by the EFL students themselves, educational aspect emerges as an external factor that challenges the students to write and publish a research paper. Educational aspect includes curriculum, materials, teaching strategies, evaluation, feedback, and learning environment (Naghdipour, 2016; Rau, 2021). University EFL students are not fully trained with comprehensive research paper writing which needs focused curriculum and syllabus as the principal component. Lack of focus on curriculum affects preparation of teaching syllabus and materials for research paper writing. Paper

writing competence comes from intensive writing practices transformed from university curriculum or teaching strategies and it strengthens students' paper quality and publication in a journal. In this case, practical teaching strategies promote students' paper writing development that allows university EFL teachers to train their students in writing a paper for academic publication (Simon et al., 2020; Wibawa et al., 2022). Moreover, scientific learning environment which includes modern library and scientific paper writing forum indicates that the EFL students can encourage their writing enthusiasm and monitor their own writing based on teachers' instructions.

As the factors such as linguistics, psychological, and educational aspects are challenged to the EFL students in writing a paper, it is confirmed that each factor reveals particular paper writing and publication barriers or obstacles. The barriers are not only internalized from the EFL students' cognitive abilities and negative attitudes towards paper writing, but they are also determined by external factors which affect either academic writing cognition or attitudes (Alluhaybi, 2015; Chien, 2019; Lo et al., 2014). Writing barriers and journal publication seem to be complicated for many EFL students whose task is to integrate between systematic paper structure, clear content, and correct grammar. Also, it is noticed that a research paper draft and its submission to a journal has to be recognized as a unity with similar objective. However, students' lack of ability in providing an understandable content and grammatical sentences with appropriate word choice remains problematical. Some concerns are needed to ensure that EFL students' barriers in writing a research paper for journal publication can be managed by, at least, the students themselves as beginner paper authors and their L2 academic writing teachers as classroom trainers (Lo et al., 2014; Shi & Yang, 2014).

Meanwhile, a plethora of studies reveals attention towards paper writing and its publication problems with different focuses, including paper writing and its enablers (Aydin et al., 2023; Chien, 2019; Keen, 2007; Shamsi & Osam, 2022), English as a source of writing problem (Biswas, 2021; Cennetku, 2012; Huwari & Al - Khasawneh, 2013), journal paper writing problems (Lesmana & Ariffin, 2020; Pho & Tran, 2016; Purwanto et al., 2020; Turk et al., 2018), performance impact on paper writing (Evmenova et al., 2010), and paper writing strategies (Defianty & Hidayat, 2020; Karimnia, 2013; Maiorana & Mayer, 2018; Majid et al., 2022). The previous studies concern mostly on paper writing problems and strategies experienced by students from various majors and are conducted through a case study, experimental and descriptive research designs. However, the studies indicate a limited focus on integrated barriers between research paper writing and its journal publication process of EFL students in a rural context.

This current study was proposed to explore rural college EFL students' barriers in writing a research paper and having it published in a journal through oral and visual data collection strategies. More specifically, this study is different from those conducted earlier. First, it was designed based on the combination between a photovoice approach and phenomenological study. Such combination was interesting as phenomenological study is mostly associated with mere narrative experiences of participants. The photovoice approach offered a visual field evidence which was then analyzed through scientific stages (Cai & Marks, 2021; Julien et al., 2013), following those stated in phenomenological design. Moreover, the integrated approaches not only presented textual or structural description of EFL students' experiences, but also involved their feelings, emotions, or other psychological attitudes which were either directly or indirectly associated with their experienced. Second, a group of EFL students who were studying English in a rural area took a part in the qualitative study.

Uniquely, the rural college EFL students were also asked to deal with research article writing, which was either converted from their undergraduate thesis or resulted from their article writing project, and its publication process in a journal. They were treated similarly as EFL students in urban colleges or universities do in terms of research article writing. In this case, it seemed interesting that their article writing skill, competence, experience, knowledge, and attitudes were needed to be explored simultaneously. The following questions were proposed to focus on research objectives: (1) How do the rural college EFL students experience barriers in writing a research paper and publishing it in a journal? (2) What are the rural college EFL students' attitudes towards the writing of a research paper and its publication process?

B. Methods

Design

This current study employed transcendental phenomenology as it aimed at exploring participants' experiences within a particular phenomenon being studied (Petrescu, 2013). This qualitative approach is challenging that it allowed the researcher to understand the nature of individual's lived experiences without considering any predetermined belief (Cibangu & Hepworth, 2016). Moreover, it is believed that phenomenology is an appropriate design for researching experiences in terms of paper writing problems since a theoretical explanation of numerous minority identities may be formed using phenomenology by looking at things from the individuals' points of view. Therefore, phenomenology allowed me to how rural college EFL students identify their research paper writing and publication barriers

and understand the phenomenon as a part of constructive strategies to cope with the academic writing problems.

Site

For this current study, a rural, state-owned college – rural Islamic college, a pseudonym – was determined to be the site of this qualitative study. Rural Islamic college was a pertinent location to explore participants' lived experiences regarding barriers to research article writing and publication due to the availability of various related phenomena. For instance, many EFL students in this college wrote a research paper, but they were not confident if the article was successfully reviewed and accepted in a journal. In fact, academic writing has been introduced through earlier semesters with various related writing courses. Training, workshops, and intensive practice program were also carried out to support EFL students' higher competence in writing and publishing a research article. For that reason, I was challenged to identify types of rural college EFL students' barriers in writing a research paper and having it published in a journal.

Participants

This qualitative study employed five participants, namely SR, NDW, KY, EM, and HK. They were the students of English department and they were also asked to write an English research article based on their undergraduate thesis. Moreover, they were also registered in semester seven and nine. Before the final selection, there were eight students asked for becoming a volunteered participant during the study. Each student was identified to have some barriers in writing an English research article based on a preliminary interview. Having asked them to read and signed an informed consent, there were still five students who were ready to take a part in the photovoice phenomenological study. The rest of them decided not to be the participants with various reasons such as low speaking ability, lack of time, or having many tasks to be fulfilled. On the other side, through the consent, the selected participants stated that they would like to follow every step of the study voluntarily. They also confirmed to give true statements and photographs related to their barriers in writing a research paper.

Data Collection

There were two kinds of methods used in collecting the qualitative data. First, we compiled some interview protocols as the instrument for semi-structured interview. The interview focused on asking the participants about their experiences, views, feelings regarding English research paper barriers during the article writing. One of the interview questions was "How do you experience English research article

writing barriers?" The protocol was also entailed with another probing question based on participants' responses. Each interview lasted for about thirty to forty-five minutes for each participant.

Second, having conducted the interview, we then asked each participant to take some photos using their own cell phones to express their feeling on the paper writing barriers. More specifically, the photos should reflect the following questions: (1) what is the situation surrounding the participant when writing an English research paper? (2) what barriers can cause the participant to lack of paper writing enthusiasm? And (3) what factors can affect the participant to encounter research paper writing barriers? As for the third data collection step, we invited each participant to discuss their photos based on their feelings, views, and experiences. One by one participant described their photos qualitatively to enlighten the abstract experiences.

Data Analysis

The data analysis of each method as previously described in data collection was interrelated as one method supported the others. To begin, the interview results were carefully transcribed verbatim. The transcripts were, then, inserted into NVivo 12 as a qualitative data analysis application. We used such tool to ensure that coding stages were systematically and accurately noticed. Based on the application result, several themes were identified. We also reanalyzed the transcript both manually and using the application to prove that there was no difference between the theme results when using manual or systematic method. Furthermore, some interview results were grouped into each theme category. As for the second interview, it was stated that we followed similar stages and used similar tool to analyze the qualitative data. The photos, on the other hand, were analyzed by synchronizing them with each description of each participant.

C. Result and Discussion

This current study was different from previous studies in terms of its results. We presented participants' experiences in facing paper writing barriers before they were asked to take some photos and describe them as a phenomenon. In this subpart, several identified themes are categorized and supported with interview transcripts, photos, and their descriptions. As for ethical consideration, each participant's identity remained anonymous and each of them was coded by P (participant) 1, P2, P3, P4, and P5.

A lack of linguistic competence

The first barrier experienced by EFL students in writing an English research paper is a lack of linguistic competence. Based on the study findings, some linguistics elements were meant to be problematic for many EFL students, including grammar, diction, and structure. The student with lower linguistic competence has to work harder to construct grammatical sentences, proper diction, and systematic structure of the written work like a research article. The interview results with one of the EFL students (P5) showed that English grammar is not as simple as downloading and reading a text from the internet. Grammar is said to be more complex as it is internalized into an academic paper. P5 stated:
I am very concerned with my supervisors' task to write a paper that will be submitted in an English journal accredited in Sinta 2. I read other authors' published paper and I imagined when mine can be accepted and published as well. Unfortunately, when I began writing a paper, I encountered some barriers in understanding grammatical elements with its unlimited variety. Having learnt simple present tense, there is another tense that needs to be understood. When I learn active form, there is passive for that should be completed as well. Understanding grammar is the most disturbing step of writing a journal paper. Using a type of grammar in a paragraph takes more time to revise, rewrite, reread, and recheck. I can download lots of reading texts in several minutes, but I cannot make a grammatical sentence in fifteen minutes.

P5 found that there are various types of English grammar that need to be enhanced when a beginner author (i.e, an EFL student) is engaged in writing a paper. The writing barrier emerged as there was no level of grammar that has to be understood once the EFL students indulged themselves in such linguistic competence. For example, P5 did not have any idea which tense should be learnt first and the number of tenses disturbed concentration in finding out what tense and why such tense need to be learnt when writing a paper.

Another EFL student suffered from determining a particular type of grammar that has to be used in every subpart of a journal template, including abstract, introduction, literature review, method, results, discussion, and conclusion. P2 believed that although a journal template looked much simpler, it is noticed that the EFL student has to be aware of its grammatical issue integrated in a paper. As noted by P2:
A crucial, but doubtful moment in writing and submitting a research paper is to determine type of tense or particular grammatical structure for our paper abstract. It is a bit doubtful for many student authors. The introduction subpart is more uninteresting in me and my classmates as there is no tangible clue that proves which tense should be used and what structure should be indulged in the subpart. Other subparts such as literature review, method, findings, discussion, and conclusion are still nor clear enough to be attached with

grammatical elements. Until now, I am still not sure whether to use simple present or past tense in writing the findings subpart of an academic paper.

P2 is not the only EFL student who encountered a grammatical barrier in providing structure for each part of a paper. P1 admitted that:
Grammar as the most dominant barrier among other kinds of paper writing barriers as it cannot be modified or rewritten like paper content. Grammar is a static element in writing and it helps to determine both meaning and purpose of the study. Writing a paper without proper structure or grammar will result in ambiguity of meaning and formal errors. As for me, I am very afraid of grammar compared to other important parts of a paper. I believe that it the basic element before a student begins to present their ideas and conduct a study. Now, the main barrier is how such grammatical situation can be triggered up to offer a paper will clear objective or meaning. As EFL students, it is our responsibility to always write a grammatical English text with higher confidence.

As grammar was stated to be the most difficult element in writing a paper, some EFL students experienced difficult selection of vocabularies when writing such a paper. Although vocabularies are the first matter that every EFL student find in learning English, its use and function remain complicated for many students who are writing an academic English paper. An EFL student (P3) admitted that academic vocabulary was much different from daily vocabulary use. It was noticed as formal and technical depending on its function and context in a sentence. P3 believed:
Academic vocabularies are not easy to be integrated into a good or grammatical sentence. It is another big problem when we talk about a paragraph or a full paper. I used to speak English in the classroom and informal vocabularies were used to make conversation. Even if I attended creative writing in semester five, daily vocabularies were more effective. Writing a research paper using academic and scientific vocabularies can be burdening for new paper author as I have to build meaning through its content.

The above EFL students' experiences are also revealed through some photos that enable them to express their deep, abstract feeling on the research paper barriers. The photos are not standardized, but they contain students' own perspective, interpretation, and attitude towards their lack of linguistic competence. Each photo is entailed with its description based on the interviews with the EFL students whose photo is attached. As for the first photo, P2 took it when she wrote some paragraphs in the introduction and literature parts of her research paper. The first photo was about untidy pieces of paper which assumed that both parts of paper were not in line and unsystematic.

Figure 1. **Untidy pieces of paper**

Having interviewed the EFL student, it is noted that the photo was related with barriers in terms of incorrect grammar and false selection of academic vocabularies in writing the sentence. As P2 stated:
The writing circumstance is getting worse when I am constructing some paragraphs in the first two parts of paper, introduction and literature review. I have struggled to make sure that the sentences fit with standardized English grammar. Meanwhile, the photo represents my real feeling on barriers to writing grammatical sentences. I think it is a good photo, because having read the written sentences, I found that they are very incorrect and very unsystematic. Untidy pieces of paper are like my writing that looks good, but it is clearly unstructured.

The EFL student (P4) also expresses his feeling in encountering linguistics barriers when writing a research article. He took a photo with theme of scenery. It is believed that scenery represents feeling that reveals some interpretations.

Figure 2. Scenery

To get a clear meaning of the photo, P4 said:
I love taking a scenery photo. The scenery photo represents my feeling about linguistics competence that affects the quality of my paper writing. The meaning of scenery is that I have writing the paper, but I also face many barriers that cannot be easily handled such as

grammatical sentences. As for the problem, the scenery teaches me to see green trees, to calm down while looking at beauty of nature, and to avoid the crowd while writing the paper.

As the photo implies, the student (P4) believed that scenery helped mind to recover from becoming anxious about what was being written. Moreover, he needed to his clear mind in learning English grammar before writing the research article. It was noted that grammar is the most difficult part of a written work for a beginner author like P4. It cannot be easily applied to every written sentence without a good understanding.

Trapped by a journal template

Some EFL students found a journal template as barrier in writing and having an English research paper published. A template is seen to be a simple rule that requires every journal author to follow its standard. However, it is far from its simplicity when some EFL students tried to fulfill each part. The template in an English journal was considered complicated for many EFL students. One of the students (P1) was sure that he needed much time to accomplish a template in an English journal due to its complexity. P1 stated:
I was asked by my supervisor to learn an English journal in the internet and read the template carefully and accurately. First, the template was not well known for me. I, then, tried focus on the template for couple days. Seriously, the journal template increased my dizziness after finishing the first stress in writing the paper. I have to follow many rules, including various fonts, structure, citation, and, of course, grammatical sentences. I thought the finished article was the end of dizziness. In reality, fulfilling the template is really stressing. I was afraid of being failed to follow it as I was sure that the editor would never accept my paper although it has interesting topic and good content.

Unlike P1, another EFL student (P3) revealed an experience towards completing a journal template. It was believed that the template required the student to write a perfect research paper before its submission process. P3 found that reading, citing, and synthesizing references from previous studies were a negative barrier in writing a paper. References needed to be read, understood, and cited in the paper. They were also needed to be paraphrased using author's own words to avoid plagiarism. Moreover, automated application such as Mendeley or Zotero was recommended to be used in order to submit to a journal. P3 said:
It is a pride to submit a paper to an English journal, but fulfilling journal requirement is not a favorable part for me. I am very stressful to rewrite some parts of the paper and restructure the citation. I did not know anything about application for citing references. Like or not, I push myself to understand how to use Mendeley in citation. Finally, I learnt it from various resources in the internet. It is only for my paper submission.

As for the barriers in terms of citation and paraphrase, P3 also showed feeling through a photo. The photo about internet search was chosen since it represented experience and feeling about difficulty in citing references or paraphrasing sentences. The internet was believed to be a fine solution to learn how to use automatic citation and how paraphrases were proceeded to avoid higher plagiarism intensity.

Figure 3. **Internet search – google**

Having taken the photo, P3 was interviewed and the following result shows detailed description on visual feeling.
I chose the internet search to show what I am stressful feeling and experiencing towards accomplishing a journal template. Fortunately, the barrier is like searching a particular file online. It is not easy to find the exact one among millions file, but I always make sure that the internet provides such special file if I focus on finding it. In this case, I should not think about how much time I will spend to find it. I have focus, and set the focus.

The barrier to fulfill an English journal is also described by another EFL student (P5) through a photo on children's toys.

Figure 4. **Children's toys**

The following interview revealed the student's feeling or attitude towards accomplishing a template before submitting the paper. P5 stated:

Fulfilling a journal template is like playing with children's toys. They vary from colours, types, sizes, or price. We will find it doubtful to choose a toy to be played and how to play such a crowded toy. When we enjoy each toy and let other toys support our main toy, it will make much fun. Meanwhile, restructuring our paper based on the template might be burdening, but if we focus and try to follow each part slowly, such template seems to be a new kind of energy to submit our paper and have it accepted in an English journal later on. I think it is an art. Yes, we have to enjoy an art to function its entertaining goal.

Anxiety towards written corrective feedback

Written corrective feedback (WCF) leads the EFL students to a particular level of anxiety in writing an English research paper and having it published in a journal. WCF is considered a barrier as it results in a lack of motivation to revise a paper and increasing number of a time allocated to finish the paper. The EFL students have different experiences towards WCF from either their supervisors or journal editor and reviewers. One of the students (P4) said:
Do you know what I am afraid of during paper writing process in undergraduate (S1) level? It is correction made by my supervisors. Let me shared about my experiences. I wrote the paper seriously and carefully as I forced myself to avoid any kind of mistake or error. However, having submitted to and corrected by both supervisors, each paragraph was marked as mistakes. The mistakes were not only in forms of grammar and diction, but also paper content or ways of thinking. I still remember the experience. It was very challenging and burdening. I had to wait for two weeks just to think about what to do and how to deal with the corrections.

Moreover, to express feeling based on the experiences in dealing with WCF from the supervisors, P4 took a photo about colourful pens. Such photo was chosen as it was believed to represent P4's feeling when receiving WCF for written paper.

Figure 5. **Colourful pens**

Based on the interview result, P4 has a clear opinion and view about why colourful pens represented attitude in restructuring the paper based on supervisors' written corrections. P4 expressed:
The colourful pens are imagined through my thoughts when the supervisors return my paper together with its various corrections. The pens mean that different correction will require different revision or different writing treatment. On the other hand, different supervisor has different styles in correcting my paper. So, both correction type and style are like colourful pens. They are manifested by various types which can be sometimes burdening for many EFL students to rewrite their research paper.

As for journal review, the EFL student (P1) admitted that anxiety was getting increased when receiving an email stating that the submitted paper required major revision. To express such feeling and experience, P1 took a photo on an empty box. P1 considered the empty box revealed lonely feeling and absence of ideas.

Figure 6. Empty box

Having taken the photo, we interviewed the EFL student (P1) and the result is as follows:
The empty box indicates that my thought is now empty as I am required to revise each of my research paper I submitted to a journal. I have to revised the title, abstract, research questions, results, and discussion. Moreover, I am asked to recite more references by downloading them in international reputable journals. Finally, I do not know what to do, what and how to start. That is why, I said that I have an empty mind.

This current photovoice phenomenological study reveals some particular barriers experienced by several EFL students in writing their English papers, including a lack of linguistic competence, a problem in fulfilling a journal template, and apprehension towards written corrective feedback. The term linguistics competence is known as an abstract skill required for EFL students in recognizing several linguistic elements, including grammar, vocabulary, structure, and deixis. Such competence is the basic knowledge needed when a beginner author (i.e. EFL student) begins writing a paper for journal publication (Chien, 2019; Prćić, 2014). The

competence also helps the author to determine content objective and meaning for each written sentence.

However, it is noted that such competence leads the EFL students to writing barriers. The reason is because English grammar consists of comprehensive types which cannot be easily understood by the EFL students as beginner paper authors (Alghazo et al., 2021; Ma & Qian, 2020; Prćić, 2014). The authors are responsible with quality of each sentence they write in a paper. Some previous findings also found that grammar is considered the most dominant barrier experienced by EFL students in writing an English paper (Biber et al., 2020; Chien, 2019). Meanwhile, English grammar with its unlimited use and usage has burdened students when they have to write complex grammatical sentences in an academic text.

Moreover, as English vocabularies are of various types, it is stated that the EFL students have difficulties in determining both function and form of an academic diction. A lack of reading and writing habits reduce students' abilities in recognizing differences between academic and daily life vocabularies. In this case, a research paper requires more additional time to acknowledge exact academic vocabularies (Granger & Larsson, 2021; Maamuujav, 2021). Basically, each paper author has to indulge such kind of vocabularies in academic task and it can naturally increase their vocabulary development when they are to write an academic text. Academic vocabulary, on the other side, will be a serious barrier for those who ignore its use and do not find out an appropriate strategy to use it. Such vocabulary is more basic than grammar as it is combined to construct a grammatical phrase or sentence. Some studies (Csomay & Prades, 2018; Durrant, 2016; Malmström et al., 2018; Mozaffari & Moini, 2014) showed that academic vocabulary should be first instructed to EFL students before they move to higher English levels such as grammar, reading, speaking, listening, and writing. In addition, academic vocabulary is termed as a core word, excluding functional part of speech like preposition, conjunction, or auxiliary verb.

The impacts of barriers towards lower linguistic competence for EFL students can be seen from paper writing time, structure, template, and meaning. The EFL student author needs more additional time to revise or rewrite their corrected paper or paper with many grammatical problems. Such additional time will result in paper accomplishment, submission, revision, or publication setbacks. This phenomenon usually occurs due to the author's barriers in understanding and utilizing linguistic competence (Day & Kristiansen, 2018; Hyland, 2016). Another impact is that the paper has worse sentence, grammatical, or deictic structures. If the structures are not organized properly, its meaning must be vague and it reduces reader's understanding toward the paper (Petersen et al., 2020). More importantly, a lack of linguistic competence affects the quality of template accomplishment. The author

will not be able to offer a perfect paper based on the template to a journal editor if linguistic element presented is assessed as poor writing.

Another issue in this current study is about EFL students' lower understanding towards an English journal template. A template is considered a standard or rule that has to be completed by an author before submitting to a journal. However, a journal template is also tricky for most novice authors with a lack of paper writing and publication experiences (Lo et al., 2014). Meanwhile, the journal template is completely challenging that it enables the author to work on their paper more systematically. A paper that does not follow a template will not be considered to be proceeded in a journal. On the other side, a template has to be completed as a structured body of a good journal paper (Cuschieri et al., 2019). Many journal paper authors think that a finished paper is ready to be submitted without any consideration to a standard writing rule.

Regarding paper structure, it is believed that introduction part causes the EFL student authors to encounter either linguistic or content barriers (Cuschieri et al., 2019). The problem in introduction ranges from its complicated content structure to types of tenses appropriately used in the sentence. Literature review is believed to cause a barrier for a beginner paper author. There are some complicated tasks that have to be managed, including citing references, paraphrasing statements from previous studies, and synthesizing references into author's own ideas. From all tasks, paraphrasing is said to be the most stressing factor of research paper barrier for the beginner author as its complexity and impact are mostly challenging. Fortunately, such barriers can be solved by understanding and accomplishing a journal template synchronously (Alghazo et al., 2021; Cuschieri et al., 2019; Simon et al., 2020). Another strategy is to practice using referencing and citation application such as Mendeley or Zotero that is recommended to be used by a journal editorial board. Writing creatively by using own words or without using a reference train an author to be a fluent paraphraser, because, in general, many authors are not able to internalize their words when rewording one's statement.

Lastly, written corrective feedback (WCF) has caused an anxiety for EFL student authors due to its impact (Al-Jarrah, 2016; Cánovas Guirao et al., 2015). For most paper authors, major revision seems to be unfavorable stage since they have to rewrite or revise what has been written as an accomplished paper. Some authors think that their accomplished paper is ready to published without recognizing how written correction affects revision. In reality, paper revision is a compulsory step that requires every author to rewrite some parts in order to fulfill standard academic writing. Meanwhile, it is stated that WCF teaches the author not to easily feel satisfied with what has been achieved in a beginning stage (Ene & Kosobucki, 2016; Gholaminia et al., 2014; Luquin & García Mayo, 2021). Author's expectation and

thought might be different from that of either reviewer(s) or journal editor. The author is responsible to accept every written correction and get ready to revise the paper under a logical comment. The main objective of written correction or review is to ensure that each paper fits with scientific writing rule.

D. Conclusion

Writing an English research paper and having it published in a journal are interesting in most EFL students, but, at the same time, it is also burdening due to its complexity and responsibility. The EFL student author is expected to be ready before they plan to write a paper. Intensive and regular writing practices or trainings are needed to help them avoid some popular barriers during paper writing. Grammar, for example, has to be indulged more comprehensively since it determines content structure and meaning of the author through the research paper. Reading and reviewing various literature from both international reputable journals and national accredited journals are effective to enable the authors in dealing with citation, referencing, or synthesizing references into own ideas. Those who are used to engaging previous published papers into their academic practices will be more aware of rules in writing a paper for journal publication compared to those who only concern with its barriers and negative attitudes towards paper logic, written correction, and standard template.

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