University Instructors' Attitude Towards Writing Academic Articles in English for Publication: Voices From Indonesia

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Abstract—Grasping varying purposes of English in scientific publications has become a critical point for many scholars (Cargill & Burgess, 2017). The present study examines the attitudes of Indonesian university teachers towards writing scholarly works in English for publication. It also explored whether teachers' perceptions varied based on gender and specific areas of expertise (English and non-English). Applying the convenience sampling technique, this research included 50 lecturers from public and private institutions in North Sumatra, Indonesia, separated into EFL and non-EFL instructors. Additionally, the participants were split into male and female subgroups. A survey method was utilized to collect the data, and SPSS version 23.0 was adopted to analyze the data. The findings demonstrated that the instructors had a favorable outlook on publishing scholarly works in English. Although there were no statistically substantial distinctions in responses between female and male lecturers or English and non-English lecturers, gender and their area of expertise in education influenced their views on the necessity of authoring academic papers in English for publication. Given that attitude strongly influences whether or not a person will change their behaviour, the degree to which a person has a positive attitude about writing may have a bearing on how effectively they write. Therefore, academics' constructive stances in composing journal articles must be bolstered. Such ideals can be accomplished through hands-on activities such as actual writing practices and participation in academic writing seminars and workshops.

Index Terms—English academic writing, writing for publication, international publication, English and non-English lecturers' writing attitudes, gender-based instructors' perceptions of writing

I. INTRODUCTION

Since English was established as the preferred language for several international academic journals (Getie, 2020), the number of scientific papers produced in English and submitted for publication has steadily increased over the last few years (Moldovan, 2011). Scientists have a greater need to publish in English journals to make their research visible to a broader audience and gain international recognition (Mart ń et al., 2014). Such a necessity in academia is strengthened by the well-known slogan "publish or perish," which has pervaded academia and substantially influenced academics (Lee, 2014). Proficiency in English writing is believed to be essential for obtaining prominence in having scientific papers published in international journals or proceedings (Phothongsunan, 2016). In addition, writing for publication offers the chance to provide original ideas and perspectives, participate, and present discoveries based on the fundamental knowledge of a certain topic (Klein, 2008).

With respect to the demands of writing academic articles in English, the ability of Indonesian lecturers and researchers to generate international publications, particularly those indexed by reputable institutions, is still limited (Wiryawan, 2014). Among these is Indonesian lecturers' lack of English mastery (Lie, 2007). On the other hand, academic writing in English is fundamentally demanding and challenging (Biber & Gray, 2010). It presents many challenges for researchers, particularly in developing countries, to write articles that can be published (Huang, 2010), including plagiarism, emotional and psychological variables, motivation, knowing the culture of the audience for whom an article is being written, establishing an academic voice, lack of knowledge, and funding issues (Phothongsunan, 2016; Salih et al., 2014). It is not surprising that many of them have written English that does not correspond closely to what a native speaker would produce.

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In light of this, numerous studies of scientific writing in English for scholarly publication have been conducted; nevertheless, the research has been more focused on the student level's attitude or ability in writing. For instance, a study by Lathif et al. (2021) investigated graduate students' difficulties in writing for scientific publication from the perspective of discursive obstacles. However, the topic of lecturers' attitudes toward writing English papers for international publication in the Indonesian context has been underexplored (Hartono & Arjanggi, 2020). Therefore, the current study emphasizes the investigation of Indonesian university instructors' attitudes toward writing academic publications in English. To achieve the study purpose, research questions were formulated: 1) What is Indonesian university instructors' attitude towards writing journal articles in English for publications? 2) Do female and male lecturers represent different attitudes towards writing journal articles in English for publications? 3) How are different attitudes represented by English and non-English lecturers towards writing journal articles in English for publications?

II. LITERATURE REVIEW

A. Writing Academic Articles in English for Publication

Academic writing is more complex and has a more formal structure than other forms of writing (Sowton, 2012). Academic writing is considered a tough and essential skill (Akhtar et al., 2020). Although there are no fixed standards for academic writing, and writing styles might vary from topic to subject, academic writing is undoubtedly distinct from writing a newspaper or book (Bailey, 2011). In writing scientific papers, writers ought to understand why they are writing. The most common reasons for writing are as follows: 1) to report what has been done by the author; 2) to answer the author's questions; 3) to discuss specific topics and express the opinions of the author; and 4) to synthesize research that has been undertaken by someone else before (Bailey, 2018). Writing for publication is a great privilege that should be approached creatively. It provides an opportunity to contribute original ideas and views, take on a role, and accurately describe the findings based on the core knowledge of a particular subject (Klein, 2008). In the sphere of scientific writing, the use of English has emerged as the dominant language on a worldwide scale (Flowerdew, 2013). Hence, the writers need to have a strong command of the language. Even more so, writing for an international publication entails much more than writing correct English and adhering to a specific structural pattern (Bardi, 2015).

Regarding the constraints imposed by language, researchers, particularly non-native English speakers, often encounter issues while attempting to complete the writing of papers in English. Grammatical problems, lexical mistakes, word-for-word translation, coherence errors, lack of academic style, and mastery of the topic are among the concerns found in the research findings (Ahmed & Abouabdelkader, 2016). As an act of cognition and knowledge originating from the mind (Al Fadda, 2012), writing is considered a cognitive, social, and dynamic activity rather than a static one (Ismail, 2011). In addition, researchers must ensure that their writings for publications are honest, transparent, accurate, thorough, and balanced and should avoid misleading, selective, or unclear material. Journal editors should also maintain the research literature's integrity, as outlined in the accompanying standards (Kleinert & Wager, 2010). Academic dishonesty includes fabrication, falsification, plagiarism, duplication, most miniature publishable units, and disregarding references (Akbulut et al., 2008).

B. Attitude Toward Writing Academic Articles for Publication

An attitude is a person's predisposition towards an object that might be positive (favourable) or negative (unfavourable) (Oskamp & Schultz, 2004). Attitude, essential to human uniqueness (Bhoner & Wanke, 2014), is formed by a person's evaluative reaction to an item based on his or her beliefs or thoughts (Gardner, 1985). In addition to what has been mentioned, in the context of writing, attitude is considered an essential non-linguistic factor that influences writing using a second/foreign language and causes success or failure in the writing activity (Al-Sobhi et al., 2018). Attitudes can be volatile and emotional, involving sentiments about oneself and one's social connections (Brown, 2000). For example, lecturer A previously had a negative attitude towards learning to write a journal. Nevertheless, after discovering the benefits of journaling, the lecturer's attitude shifted to optimism and a willingness to put in the effort to learn to write.

According to Hartono and Arjanggi (2020), one's attitude is composed of affective, behavioural, and cognitive components. The affective component refers to a person's feelings and emotions about something, such as whether they like, detest, love, are furious with, or are disgusted with it. The behavioral or conative component refers to a person's activities or tendency to pick up and practice a particular behavior in a given environment. The cognitive component concerns a person's beliefs, thoughts, and ideas about an object. With respect to writing attitude, a study by Tok and Kandemir (2015) unpacks that creative writing exercises positively influence writing achievement and preparation, which later boost the ability to write English-language journals for worldwide publication. If, on the other hand, the activity brings about negative values, such as an increase in workload and thoughts, an increase in busyness, and does nothing or even harm, then a rejection or avoidance of the move arises.

III. METHODS

A. Research Problem

This research was quantitative by adopting a survey method. A survey method is best-suited because it involves gathering data to test hypotheses or answer questions regarding people's attitudes on a particular topic or issue(Creswell, 2009). In the present study, the researchers selected the participants by utilizing asynchronous communication, such as Google Form, which enables people to participate without the limitation of time and place (Opdenakker, 2006). Through the survey method, this research investigated the lecturers' attitudes towards writing scientific papers in English for publication. It also investigated whether the instructors' gender and different specialization (English and non-English) significantly impacted their attitude toward writing journal articles in English for publications.

B. Participants

The subject of this study consisted of 50 lecturers from different universities, in the province of North Sumatra, Indonesia. The respondents were English and non-English instructors in different departments. The participants were selected for the study using a convenience sampling technique, which is the selection of samples based on the circumstances and willingness of the lecturers (Galloway, 2005). The researcher conducting a convenience sample invited friends, relatives, and colleagues in the workplace to participate in this research based on the ease of contact via social media.

C. Data Collection, Instruments, and Procedures

In this study, researchers used the questionnaire method by distributing questionnaires set up in a Google form, allowing the researcher to verify the Indonesian university instructors' attitude toward writing journal articles in English for publications. The questionnaire created on a website, comprising 15 items, enables participants to complete questions and submit surveys and replies online (Ary et al., 2010). The questionnaire's reliability was assessed using Cronbach's Alpha to check its relevance, clarity, and coherence (Setyowati & Sukmawan, 2016; Aydin & Başöz, 2010). For confidentiality, each participant's responses are only visible to the researcher. This is evidence that there is no interference from other participants.

Furthermore, the researcher used a Likert Scale questionnaire with reference to five attitude scales according to Podsen (1997), namely: 1) Strongly Disagree, 2) Disagree, 3) Undecided, 4) Agree, and 5) Strongly Agree. However, some of the questionnaire answers do not offer a positive direction. Therefore, a sufficiently large reverse coding is required to evaluate the data. Questionnaire scores range from 20 (lowest) to 100 (highest). Podsen (1997) categorized participants' attitudes into three levels based on their scores, namely low (20–39), moderate (40–68), and high (69–100). The data were collected through several procedures: 1) distributing questionnaires to research samples; 2) questionnaires shared were then collected; 3) classifying the respondents' responses based on the research questions; 4) analysing the data, and 5) verifying the conclusions.

D. Data Analysis

The data were analyzed by using the SPSS statistic 23.0. The SPSS program generates several types of descriptive statistics and analysis of variance (ANOVA) or independent sample t-tests from the quantitative data collected via the questionnaire (Ismail, 2011). As for the statistical analysis, the data were examined for two procedures: 1) evaluating the number, frequency, mean, and standard deviation to analyze the level of lecturers' attitude towards writing scientific papers in English and testing the group's homogeneity, and 2) investigating the independent variable gender and the difference between English and non-English lecturers' attitudes towards writing journal articles in English for publications by employing a t-test.

IV. FINDING

Fifty participants filled out a questionnaire created via Google Forms. The participants were lecturers from state and private universities in North Sumatra, Indonesia, who have gained experience in publishing scientific articles in English. The attitude related – questionnaire consisted of 15 statements of indicators covering behavioral, cognitive, and affective components. Based on the reliability test result, Cronbach's alpha value was more significant than 0.8, as shown in Table 1, indicating the reliability of the questionnaire. Meanwhile, the closed-ended question was analyzed using SPSS version 23.0.

TABLE 1
RELIABILITY OF QUESTIONNAIRE ITEMS

Reliability Statistics	
Cronbach's Alpha	N of Items
,864	15

A. Lecturer's Attitude Towards Writing Academic Articles in English for Publication

In the questionnaire sheets, the researchers used the Likert scale by Podsen (1997) to measure the lecturer's attitudes in which all questions had some options such as strongly agree (SA), agree (A), undecided (U), disagree (D), or strongly disagree (SD). The point values for positive statements: SA = 5, A= 4, U = 3, D = 2, and SD = 1. For negative statements, the scales were reversely scored. The statements in the questionnaires cover the behavioral aspects of

attitude indicators (items No. 2, 6, 8), cognitive aspects (items No. 3, 4, 5, 7, 11, 12, 13), as well as affective aspects of attitude indicators (item No. 1, 9, 10, 14, 15). The data from the questionnaires were converted into percentages, as presented below.

TABLE 2
THE PERCENTAGE OF LECTURERS' RESPONSES TO ATTITUDES ABOUT WRITING ACADEMIC ARTICLES IN ENGLISH FOR PUBLICATION (%)

No.	Statements	SD		D		U		A		SA		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1.	I like to write scientific articles in English	-	-	2	4 %	7	14 %	17	34 %	24	48%	50	100 %
2.	Writing scientific articles for publication in English is important	-	-	-	-	1	2 %	10	20 %	39	78%	50	100 %
3.	Writing scientific articles in English will help improve my performance as a lecturer	-	-	-	-	2	4 %	12	24 %	36	72%	50	100 %
4.	Writing scientific articles in English will help me build networks with other researchers	-	-	-	-	2	4 %	12	24 %	36	72%	50	100 %
5.	Writing scientific articles in English can help develop my academic ability	-	-	-	-	1	2 %	14	28 %	35	70%	50	100 %
6.	Writing articles in English encourages me to read and understand topics that are relevant to my topic more broadly and deeply	-	-	-	-	1	2 %	16	32 %	33	66%	50	100 %
7.	Scientific articles written in English are more easily accepted by international journals	-	-	1	2 %	2	4 %	10	20 %	37	74%	50	100 %
8.	When there is training in writing scientific articles in English, I will participate	-	-	-	-	2	4 %	22	44 %	26	52%	50	100 %
9.	I will feel proud of myself if I can finish a scientific article in English	-	-	-	-	4	8 %	17	34 %	29	58%	50	100 %
10.	I will feel proud if my scientific articles can be published in journals international.					2	4 %	10	20 %	38	76%	50	100 %
11.	Writing articles in English is too difficult for me. Because I have to master grammar and vocabulary	5	10 %	13	26 %	11	22 %	15	30 %	6	12%	50	100 %
12.	I often don't know specific English terms relevant to the topic I'm writing about	5	10 %	10	20 %	9	18 %	22	44 %	4	8%	50	100 %
13.	When writing articles in English, I often worry that the way I express and organize ideas in accordance with the norms of writing in English	6	12 %	12	24 %	15	30 %	12	24 %	5	10%	50	100 %
14.	Honestly, I don't have interest in writing articles in English	2	4 %	3	6 %	5	10 %	14	28 %	26	52%	50	100 %
15.	Writing articles in English will only make me dizzy	1	2 %	2	4 %	11	22 %	12	24 %	24	48%	50	100 %

As a result of the descriptive analysis, the total mean score was determined. The results indicate that, in general, almost all participants had favourable perceptions about publishing articles in English. They ranged from 2.96 at the low to 4.76 at the high end, with a standard deviation (SD) between 0.476 and 1.209. Viewed from the attitude perspective, the average score for the behavioral component is 13.88, whereas the average score for the cognitive and emotional factors reaches 27.64 and 21.20, respectively. The data are displayed in Table 3.

TABLE 3
DESCRIPTIVE STATISTICS FOR QUESTIONNAIRE ITEMS

No.	Statements	N	Mean	Std. Deviation
1.	I like to write scientific articles in English	50	4,26	,853
2.	Writing scientific articles for publication in English is important	50	4,76	,476
3.	Writing scientific articles in English will help improve my performance as a lecturer	50	4,68	,551
4.	Writing scientific articles in English will help me build networks with other researchers	50	4,68	,551
5.	Writing scientific articles in English can help develop my academic ability	50	4,68	,513
6.	Writing articles in English encourages me to read and understand topics that are relevant to my topic more broadly and deeply	50	4,64	,525
7.	Scientific articles written in English are more easily accepted by international journals	50	4,66	,658
8.	When there is training in writing scientific articles in English, I will participate	50	4,48	,580
9.	I will feel proud of myself if I can finish a scientific article in English	50	4,50	,647
10.	I will feel proud if my scientific articles can be published in journals international.	50	4,72	,536
11.	Writing articles in English is too difficult for me. Because I have to master grammar and vocabulary	50	3,08	1,209
12.	I often don't know specific English terms relevant to the topic I'm writing about	50	3,20	1,161
13.	When writing articles in English, I often worry that the way I express and organize ideas in accordance with the norms of writing in English	50	2,96	1,177
14.	Honestly, I don't have interest in writing articles in English	50	4,18	1,101
15.	Writing articles in English will only make me dizzy	50	4,12	1,023
	Valid N (listwise)	50		

Furthermore, lecturers' attitude degrees are rated as moderate and high. Podsen (1997) subdivided the frame of mine into three distinct levels: low (20–39), medium (40–68), and high (69–100). As per the results of the questionnaires of attitudes the respondents filled in, there were 36 lecturers with attitude scores ranging from 40 to 68, and 14 gained grades spanning from 69 to 100. It points out that 72% of lecturers had a moderate writing attitude, whilst 28% of them held a high frame of mind. As a result, the academics' perspectives on scholarly article writing in English for publication were, on the whole, average or fall under the category of being positive, as shown statistically in Table 4.

TABLE 4
LEVEL OF LECTURER'S ATTITUDE TOWARDS WRITING ACADEMIC ARTICLES IN ENGLISH FOR PUBLICATION

Attitude Level	Attitude Scores	N	%
Low attitude	20-39	-	-
Moderete attitude	40-68	36	72 %
High attitude	69-100	14	28 %
Total		50	100 %

B. Gender-Based Lecturers' Attitudes Towards Writing Journal Articles in English for Publication

Table 5 depicts the proportion of male and female lecturers' attitudes towards the publication of journal articles written in English. In the meantime, tables 6 and 7 demonstrate the average score of attitudes for male instructors was 62.78 (SD = 6.486), whereas the mean score for female counterparts' attitudes was 64.06 (SD = 7.632). The descriptive analysis points out that the overall attitude of female lecturers is higher than that of males. The assessment of whether there are significantly distinctive viewpoints between male and female lecturers can be portrayed from the significance value of the SPSS output, greater or less than Sig 0.05. About the independent sample's t-test output, the Sig. Value is 0.55, higher than 0.05, confirming that attitudes toward academic writing are not substantially tied up with gender.

TABLE 5
THE FREQUENCY OF ATTITUDES OF MALE AND FEMALE RESPONDENTS TOWARDS WRITING ACADEMIC ARTICLES IN ENGLISH FOR PUBLICATION (%)

No.	Statements	Gender	SD		D		U		A		SA		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
1.	I like to write scientific articles in English	Male	-	-	1	5,6 %	2	11,1 %	6	33,3 %	9	50,0 %	18	100 %
		Female	-	-	1	3,1 %	5	15,6 %	11	34,4 %	15	46,9 %	32	100 %
2	Writing scientific articles for publication in English is important	Male	-	-	-	-	-	-	5	27,8 %	13	72,2 %	18	100 %
		Female	-	-	-	-	1	3,1 %	5	15,6 %	26	81,3 %	32	100 %
3	Writing scientific articles in English will help improve my performance as a lecturer	Male	-	-	-	-	1	5,6 %	5	27,8 %	12	66,7 %	18	100 %
		Female	-	-	-	-	1	3,1 %	7	21,9 %	24	75,0 %	32	100 %
4	Writing scientific articles in English will help me build networks with other researchers	Male	-	-	-	-	1	5,6 %	3	16,7 %	14	77,8 %	18	100 %
		Female	-	-	-	-	1	3,1 %	9	28,1 %	22	68,8 %	32	100 %
5	Writing scientific articles in English can help develop my academic ability	Male	-	-	-	-	-	-	7	38,9 %	11	61,1 %	18	100 %
		Female	-	-	-	-	1	3,1 %	7	21,9 %	24	75,0 %	32	100 %
6	Writing articles in English encourages me to read and understand topics that are relevant to my topic more broadly and deeply	Male	-	-	-	-	-	-	8	44,4 %	10	56,6 %	18	100 %
		Female	-	-	-	-	1	3,1	8	25,0 %	23	71,9 %	32	100 %
7	Scientific articles written in English are more easily accepted by international journals	Male	-	-	1	5,6 %	1	5,6 %	7	38,9 %	9	50,0 %	18	100 %
		Female	-	-	-	-	1	3,1 %	3	9,4 %	28	87,5 %	32	100 %
8	When there is training in writing scientific articles in English, I will participate	Male	-	-	-	-	-		8	44,4 %	10	55,6 %	18	100 %
		Female	-	-	-	-	2	6,3 %	14	43,8 %	16	50,0 %	32	100 %
9	I will feel proud of myself if I can finish a scientific article in	Male	-	-	-	-	2	11,1 %	8	44,4 %	8	44,4 %	18	100 %
		Female	-	-	-	-	2	6,3 %	9	28,1	21	65,6	32	100 %

No	Statements		SD		D		U		A		SA		Total	
	English													
10	I will feel proud if my scientific articles can be published in journals international.	Male	-	-	-	-	1	5,6 %	2	11,1 %	15	83,3 %	18	100%
		Female	-	-	-	-	1	3,1 %	8	25,0 %	23	71,9 %	32	100 %
11	Writing articles in English is too difficult for me. Because I have to master grammar and vocabulary	Male	3	16,7 %	3	16,7 %	4	22,2 %	7	38,9 %	1	5,6%	18	100 %
		Female	2	6,3 %	10	31,1 %	7	21,9 %	8	25,0 %	5	15,6 %	32	100%
12	I often don't know specific English terms relevant to the topic I'm writing about	Male	2	11,1 %	4	22,2 %	2	11,1 %	10	55,6 %	-	-	18	100 %
		Female	3	9,4 %	6	18,8 %	7	21,9 %	12	37,5 %	4	12,5 %	32	100%
13	When writing articles in English, I often worry that the way I express and organize ideas in accordance with the norms of writing in English	Male	2	11,1 %	5	27,8 %	5	27,8 %	4	22,2 %	3	11,1 %	18	100 %
		Female	4	12,5 %	7	21,9 %	10	31,3 %	8	25,0 %	2	9,4 %	32	100 %
14	Honestly, I don't have interest in writing articles in English	Male	1	5,6 %	2	11,1 %	1	5,6 %	6	33,3 %	8	44,4 %	18	100 %
		Female	1	3,1 %	1	3,1%	4	12,5 %	8	25,0 %	18	56,3 %	32	100 %
15	Writing articles in English will only make me dizzy	Male	-	-	-	-	5	27,8 %	4	22,2 %	9	50,0 %	32	100 %
		Female	1	3,1 %	2	6,3 %	6	18,8 %	8	25,0 %	15	46,9 %	32	100 %

TABLE 6
ATTITUDE SCORES OF MALE AND FEMALE LECTURERS TOWARDS WRITING ACADEMIC ARTICLES IN ENGLISH FOR PUBLICATION

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Score Attitude	Male	18	62,78	6,468	1,524
	Female	32	64,06	7,632	1,349

TABLE 7
INDEPENDENT SAMPLES T-TEST OF MALE AND FEMALE LECTURERS' ATTITUDES TOWARDS WRITING ACADEMIC ARTICLES IN ENGLISH FOR PUBLICATION

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	,478	,493	-,602	48	,550	-1,285	2,134	-5,574	3,005
Equal variances not assumed			-,631	40,453	,532	1,285	2,036	-5,398	2,828

C. English and Non-English Lecturers' Attitudes Towards Writing Academic Articles in English for Publication

A t-test was managed to determine if the instructors' teaching area represented a significant difference in attitudes on writing academic articles in English for publication. For details, the data are summarized in Table 8. On the other hand, Tables 9 and 10 demonstrate the mean score of attitudes for English and non-English lecturers, at 65.72 and 62.41, respectively. The results exhibited that the F of Levene's test for the variance equation was 1.554 with sig. 0.219, while t for the assumed variance equation is 1.589 with sig. (two-sided) 95% confidence interval is 7.513 for the equal assumed variance and 7.271 for the non-assumed variance. It provides evidence that the null hypothesis is not rejected. In other words, there are no substantial differences in the attitudes of English and non-English educators about scholarly publications written in English.

TABLE 8
FREQUENCY OF RESPONDENTS' ATTITUDES BY ENGLISH AND NON-ENGLISH LECTURERS TOWARDS WRITING ACADEMIC ARTICLES IN ENGLISH FOR PUBLICATION (%)

No	Statements	Field of Teaching	SD		D		U		A		SA		Total	
			F	%	F	%	F	%	F	%	F	%	F	%
1.	I like to write scientific articles in English	English	-	-	-	-	1	5,6%	6	33,3 %	11	61,1 %	18	100 %
		non-English	-	-	2	6,3%	6	18,8	11	34,4 %	13	40,6	32	100 %

No	Statement	Group											%		%
2.	Writing scientific articles for publication in English is important	English	-	-	-	-	-	-	3	16,7 %	15	83,3 %	18	100 %
		non-English	-	-	-	-	1	3,1 %	7	21,9 %	24	75,0 %	32	100 %
3	Writing scientific articles in English will help improve my performance as a lecturer	English	-	-	-	-	-	-	3	16,7 %	15	83,3 %	18	100 %
		non-English	-	-	-	-	2	6,3 %	9	28,1 %	21	65,6 %	32	100 %
4	Writing scientific articles in English will help me build networks with other researchers	English	-	-	-	-	1	5,6 %	6	33,3 %	11	61,1 %	18	100 %
		non-English	-	-	-	-	1	3,1	6	18,8	25	78,1 %	32	100 %
5	Writing scientific articles in English can help develop my academic ability	English	-	-	-	-	-	-	3	16,7 %	15	83,3 %	18	100 %
		non-English	-	-	-	-	1	3,1%	11	34,4 %	20	62,5 %	32	100 %
6	Writing articles in English encourages me to read and understand topics that are relevant to my topic more broadly and deeply	English	-	-	-	-	-	-	5	27,8 %	13	72,2 %	18	100 %
		non-English	-	-	-	-	1	3,1 %	11	34,4 %	20	62,5 %	32	100 %
7	Scientific articles written in English are more easily accepted by international journals	English	-	-	-	-	1	5,6 %	2	11,1 %	15	83,3 %	18	100 %
		non-English	-	-	1	3,1 %	1	3,1 %	8	25,0 %	22	68,8 %	32	100 %
8	I will feel proud of myself if I can finish a scientific article in English	English	-	-	-	-	-	-	9	50,0 %	9	50,0 %	18	100 %
		non-English	-	-	-	-	2	6,3 %	13	40,6 %	17	53,1 %	32	100 %
9	I will feel proud of myself if I can finish a scientific article in English	English	-	-	-	-	-	-	4	22,2 %	14	77,8 %	18	100 %
		non-English	-	-	-	-	4	12,5 %	13	40,6 %	15	46,9 %	32	100 %
10	I will feel proud if my scientific articles can be published in journals international.	English	-	-	-	-	-	-	5	27,8 %	13	72,2 %	18	100 %
		non-English	-	-	-	-	2	6,3 %	5	15,6 %	25	78,1 %	32	100 %
11	Writing articles in English is too difficult for me. Because I have to master grammar and vocabulary	English	1	5,6 %	3	16,7 %	3	16,7 %	8	44,4 %	3	16,7 %	18	100 %
		non-English	4	12,5 %	10	31,3 %	8	25,0 %	7	21,9 %	3	9,4 %	32	100 %
12	I often do not know specific English terms relevant to the topic I am writing about	English	1	5,6 %	4	22,2 %	1	5,6 %	11	61.1 %	1	5,6 %	18	100 %
		non-English	4	12,5 %	6	18,8 %	8	25,0 %	11	34,4 %	3	9,4 %	32	100 %
13	When writing articles in English, I often worry that the way I express and organize ideas in accordance with the norms of writing in English	English	3	16,7 %	2	11,1 %	5	27,8 %	6	33,3 %	2	11,1 %	18	100 %
		non-English	3	9,4 %	10	31,3 %	10	31,3 %	6	18,8 %	3	9,2%	32	100 %
14	Honestly, I do not have interest in writing articles in English	English	1	5,6 %	1	5,6 %	-	-	5	27,8 %	11	61,1 %	18	100 %
		non-English	1	3,1 %	2	6.3 %	5	15,6 %	9	28,1 %	15	46,9 %	32	100 %
15	Writing articles in English will only make me dizzy	English	-	-	1	5,6 %	2	11,1 %	6	33,3 %	9	50,0 %	18	100 %
		non-English	1	3,1 %	1	3,1 %	9	28,1 %	6	18,8 %	15	46,9 %	32	100 %

TABLE 9
VALUE OF ENGLISH AND NON-ENGLISH LECTURERS' ATTITUDES TOWARDS WRITING ACADEMIC ARTICLES IN ENGLISH FOR PUBLICATION

	Field_of_Teaching	N	Mean	Std. Deviation	Std. Error Mean
Score Attitude	English	18	65,72	6,066	1,430
	non-English	32	62,41	7,585	1,341

TABLE 10
INDEPENDENT SAMPLE T-TEST ON ATTITUDES OF ENGLISH AND NON-ENGLISH LECTURERS TOWARDS WRITING ACADEMIC ARTICLES IN ENGLISH FOR PUBLICATION

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1,554	,219	1,589	48	,119	3,316	2,087	-,881	7,513
Equal variances not assumed			1,692	42,166	,098	3,316	1,960	-,640	7,271

V. DISCUSSION

The first question addressed in this study deals with the lecturers' attitudes towards writing academic articles in English for publication. The findings demonstrated that they had a positive attitude. Most participants believed that authoring scientific papers in English for publication was vital since such output is often required for work-related activities such as recruitment, promotion, and continuation of employment (Belcher, 2007) and achieving international recognition (Huang, 2010). Furthermore, the lecturers agreed that producing and publishing international English papers would enhance their performance as well as their networks with other scholars. They admitted that having their work published in esteemed international publications would be advantageous for either their careers or the institutions that they are affiliated with (Arsyad et al., 2019). In order to enhance their writing, the vast majority of teachers claimed that they needed to learn how to write in English, attend writing courses, maintain practices, and read English papers related to their fields of expertise. Arsyad et al. (2019) assert that to assist teachers in effectively publishing their studies in respectable international journals, they need to learn journal articles' format and style, acquire writing experience, and attend seminars and workshops. Additionally, educators must be self-assured to begin writing and increase output throughout their educational careers (Hartono & Arjanggi, 2020). Another intriguing finding indicated that since English is the world's most widely used publishing language, teachers feel accomplished when they complete writing journals in the language (Cargill & Burgess, 2017).

In addition, according to the teachers, the pattern for writing academic papers in English was quite demanding for them. They must acquire grammar and terminology to construct an English article with a clear framework. It is consistent with the findings of a study by Phothongsunan (2016), asserting that most respondents cited grammar, research-related discussion, a dearth of technical vocabulary, sentence formation, and writing styles as linguistic barriers to writing in English for academic purposes. Just as before, Flowerdew's (1999) research into the challenges of writing an article for publication in English reveals various impediments, including the writers' inability to articulate themselves, the length of time it takes them to write, restricted vocabulary, difficulty claiming their research, and L1 interference in writing. It was also discovered that the authors experienced disorientation while writing journal papers because of the issues of drafting introductions and arguments due to their profundity.

The second research question in this study explores how gender affects attitudes about producing scholarly works in English for publication. The findings reported that female lecturers were more optimistic than their male counterparts, although the difference is statistically insignificant. The replies to this, however, vary markedly depending on gender. Of the 32 female participants, the majority responded that they enjoyed writing English-language scientific papers and would be willing to do so, provided they could complete the essays and submit them to a credible publication. Interestingly, just a few of the 18 male lecturers shared this perspective. In light of this, Knudson (1993) demonstrated that females exhibit more constructive attitudes towards writing than males and outperform males on various writing measures.

Furthermore, female instructors are more willing to learn to write, participate in training if relevant, stay at tryouts, and read English articles pertinent to their field than males. Males with lower self-efficacy than females tend to devote more effort to learning (Chan et al., 2002). Accordingly, Hartono et al. (2019) uncovered that female respondents' self-efficacy in writing English articles for international publication was slightly more significant than that of males. It implies that males and females exhibit unequal levels of interest in learning, with females demonstrating more enthusiasm Saidi and Al-Mahrooqi (2012). Since learners' motivation influences self-efficacy in English learning, females denote better self-efficacy than males. Only a few female lecturers said that it was hard to write English articles and that they needed help getting their ideas across if they had to write in English. In contrast, most male lecturers urged that writing English papers was arduous. It is consistent with the study by Eriksson et al. (2012), revealing that female

instructors are more advanced than male teachers in terms of their language abilities, particularly in terms of communicative gestures, productive vocabulary, and the ability to combine words. Similarly, in the research conducted by Adams and Simmons (2019), females construct words more frequently than males when writing. It signifies that women and men were different in written English.

The last subject looked into for this study constitutes the attitudes of English and non-English lecturers toward writing academic articles in English for publication. The data displays no noticeable gaps between English and non-English lecturers concerning their attitudes toward publishing scholarly works in English. Most of the 18 English and 32 non-English lecturers believed that writing scientific articles for publication in English was significant because they assumed it would assist them in measuring their performance and building networks with other instructors. Instructors acknowledge the numerous merits of scientific publications, and the majority are willing and ready to publish articles for international publications, although they may be occupied with other academic and administrative work (Arsyad et al., 2019). For this reason, the most significant number of English and non-English lecturers agreed that to improve their writing, they would take writing courses, practice writing, read English papers on topics that interest them, and learn how to write in English.

Still, most English instructors like to write in English. However, only a minority of non-English instructors feel academic writing in English is enjoyable. They encounter challenges while attempting to publish their publications in English due to grammatical and lexical constraints (Salih et al., 2014). Similarly, Thai university lecturers who value the essence of research and writing for publication also cite insufficient skills in Standard English and knowledge of research-related protocols as significant impediments (Phothongsunan, 2016). They encountered grammatical difficulties when writing academic articles for international journals, such as composing phrases and sentences, selecting and employing proper vocabulary pertinent to their field of study, and translating Indonesian sentences into English. Furthermore, non-English lecturers frequently fear that how they express and organize their thoughts does not match the writing standard norms of English lecturers (Hartono et al., 2019). A comparable conclusion of the studies by Al Fadda (2012): Flowerdew (1999) demonstrates that the linguistic limitations that non-native English instructors confront become challenges for them when it comes to writing for publication in English.

VI. CONCLUSION

The study examined the lecturers' attitudes toward writing academic articles in English for publication. The findings reveal that Indonesian college teachers have a favorable attitude regarding publishing international academic papers in English. The attitude concept could be viewed from different aspects of it, and each has unique characteristics that influence attitude outcomes, i.e., behavioral, cognitive, and affective (Eshghinejad, 2016). Behaviorally, they would learn English, join a writing program, and read relevant English publications. Effectively, they adored composing English articles for publication in well-respected journals. Cognitively, they assumed that writing articles in English for international publications would help them enhance their build connections with other lecturers. In addition, the data analysis found no statistically significant differences between female and male as well as English and non-English instructors' responses. However, the gender and field of teaching significantly impacted their perceptions of the value of writing academic articles in English for publication.

Since attitude plays a significant role in determining whether or not a person will modify their behavior, the degree to which one has a favourable attitude towards writing may have an effect on how well they write. Thus, this study can be a catalyst to provide academics with crucial information about the significance of a positive attitude on the success of performing high-quality writing for publication. In addition, it is suggested that in order to attain publishing success in peer-reviewed international journals, the lecturers would need to become familiar with the journal article structure and writing style, as well as improve their writing skills via actual writing practices and attendance at academic writing seminars and workshops, particularly those geared towards publishing articles for international journals (Arsyad et al., 2019). Furthermore, universities and the Indonesian government must develop and implement beneficial policies, such as transparency, budgetary assistance, and infrastructure. Feyera et al. (2017) make a similar suggestion, stating that numerous efforts must be made to improve academic publishing at a particular university. These include recognition, awards, training, financial assistance, and a pleasant working environment.

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