

# Using Nominal Group Technique to Explore Publication Challenges and the Usefulness of AI-Based Writing Technologies: Insights From Indonesian Scholars

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**Abstract**—In the current academia landscape, academics, particularly those from non-native English speaking (NNES) countries, face formidable challenges in gaining publication in reputable international journals. The dominance of English as the language of scientific dissemination, coupled with limited resources and research infrastructure, hinders NNES academics from meeting the standards of high-impact journals. This issue is particularly pronounced in Indonesia, where most scholars face the additional challenge of conducting research in Bahasa Indonesia and writing manuscripts in English. The purposes of this study were to elicit the obstacles encountered by Indonesian scholars in gaining international publication, and the extent to which the advancement of AI-based writing technologies can provide solution. The study is expected to provide valuable insights into their experiences and contributing to a better understanding of the publishing landscape in Indonesia. The study utilized the Nominal Group Technique (NGT) to capture the opinions of four Indonesian academics pursuing their doctoral degrees overseas. The findings highlight the need for user-friendly, comprehensive technology solutions, including Artificial Intelligence (AI)-based software and applications, to assist academics in English academic writing in the Indonesian context. Despite the limitations of current digital writing assistants, they are recommended as useful aids in overcoming language barriers. Access to human consultants was unanimously considered crucial. Initiatives such as advocating for multilingualism and providing language editing services, as well as the availability of online resources and support, are important steps towards addressing disparities in academic publishing. The findings of this research have the potential to inform policies and initiatives aimed at supporting and promoting Indonesian academics in their pursuit of reputable international publications.

**Index Terms**—NNES obstacles in publication, international journal, academic publication, AI-based technology, nominal group technique

## I. INTRODUCTION

In the current academia landscape, academics, especially those from the ‘expanding circle’ as described by Kachru (2001) continue to face formidable challenges in gaining publication in order to disseminate the findings of their research in reputable international journals (Curry & Lillis, 2022; Vasconcelos et al., 2007, 2008a; Woolston & Osório, 2019). The pressure to publish in high-impact journals to secure funding and academic recognition has been intensified, further exacerbating the difficulties for scholars from non-native English Speaking (NNES) countries. This challenge is not limited to NNES, but the burden is particularly pronounced for NNES academics. English has been the dominant language of scientific dissemination, as noted by Amano et al. (2016), Curry and Lillis (2022), Geiger and Straesser, (2015), Marta and Ursa (2015), Steigerwald et al. (2022), Vasconcelos (2007), Vasconcelos et al. (2008a), and

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Woolston and Osório (2019). The frustration and burden of this challenge weigh heavily on NNES academics, as eloquently expressed by Canagarajah (2002) and Curry and Lillis (2004, 2010, 2022), and underscored by the growing body of research in this area including Li and Flowerdew (2009), Woolston and Osório (2019) and Steigerwald et al. (2022). This is also the description of the situation experienced by Indonesian academics. Having to conduct research in one language and write manuscript in another, mostly English, is a daunting task (Vasconcelos et al., 2008a) for Indonesian academics, leading to issues with grammar, style, and language fluency, which in many instances coupled with limited access to resources and research infrastructure. This hinders the academics from meeting the high standards of reputable international journals. These issues add to the increasing competition for publication in high impact journals, making it more challenging for Indonesian academics to secure acceptance of their manuscripts.

Scholars from all around the world have expressed their opinions on this global issue, as reflected in interviews conducted by Woolston and Osório (2019), particularly from NNES countries. They acknowledge the privilege of using English for publication purposes, but also recognize that not all researchers have equal resources and opportunities to access the scientific process and culture (Glasman-Deal, 2010; Luo & Hyland, 2019; Okamura, 2006a; Vasconcelos et al., 2008b). Therefore, these challenges should not be ignored as they may affect not only the dissemination of knowledge, but also the diversity of research perspectives that may only be available in NNES countries but are not published in English, thus limiting global access to valuable viewpoints and solid research (Woolston & Osório, 2019).

Considering these factors, some scholars then generate uniform questions: how can we provide solutions or additional assistance to address these challenges? What measures should be taken to enable researchers from NNES backgrounds all over the world to share their research findings and reflective thoughts? What actions can effectively help these researchers utilize their academic potential beyond local channels (Adnan et al., 2021; Amano et al., 2016; Geiger & Straesser, 2015; Luo & Hyland, 2019; Vasconcelos, 2007; Vasconcelos et al., 2007, 2008a)?

In light of this issues, initiatives to promote inclusivity and equity in academic publishing, such as advocating for multilingualism (Curry & Lillis, 2022) and providing language editing services, are important steps towards addressing these disparities. Recently, one emerging phenomenon is the use of digital assistants, such as Artificial Intelligence (AI)- based software and applications, which have proven practical in minimizing language barriers and assisting academics worldwide in producing written texts in foreign languages, particularly in English (Strobl et al., 2019). The availability of online resources and support, such as automated translation software and other AI-based tools, is also emphasized as helpful for overcoming challenges (Amano et al., 2021). Although current digital writing assistants still have limitations, they are recommended as useful aids (Amano et al., 2021; Gayed et al., 2022; Strobl et al., 2019).

The objective of this study is to analyze the challenges and obstacles encountered by Indonesian scholars in gaining international publication and to find out the extent to which the advancement of AI-based writing technologies can provide solution. By shedding light on these issues, the research aims to provide valuable insights into the experiences of Indonesian academics and contribute to a better understanding of the publishing landscape in Indonesia. The findings of this research have the potential to inform policies, strategies, and initiatives aimed at supporting and promoting Indonesian academics in their pursuit of reputable international publications. In Indonesia, several studies conducted in a similar vein include those by Adnan et al. (2021), Basthomi (2012), Hamamah (2019), and Hamamah et al. (2020). Adnan et al. (2021) focuses on the perceived causes of low quantity and quality of publications by academics, Basthomi (2012) investigates the dilemmas faced by Indonesian reviewers in deciding to publish research in English, Hamamah (2019) examines the productivity of Indonesian academics in relation to demographic background, and Hamamah et al. (2020) discusses gender discrepancies in publication productivity. However, this present study aims to take a new approach by not only comprehending the struggles faced by Indonesian academics, but also addressing their yearning for a solution that can help them tap into their academic potential. This research is a part of a larger project which endeavors to comprehend the need of a user-friendly, comprehensive technology solution which offers assistance, both through AI and human support, in English academic writing in Indonesian context.

## II. LITERATURE REVIEW

Numerous studies have shown that the language barrier in the academic environment is recognized not only in Indonesia but also in other non-native English speaking (NNES) countries. For instance, in Latin-American research, the ability to write in academic English has been found to predict research productivity and higher h-index values, indicating that those with excellent writing skills are more productive and encouraged to publish their articles compared to those with weak or average writing abilities (Vasconcelos et al., 2008a). However, many Latin American academics still struggle with the linguistic burden of writing research articles for international journals that require English as the dominant language, which in turn affects the visibility of Latin American research in the global discourse (Vasconcelos, 2007; Vasconcelos et al., 2007, 2008a).

Similarly, Okamura (2006b, 2006a) reflects on the publication experiences of Japanese senior and junior researchers and notes that senior researchers view writing as a means of communication with their readers, while junior researchers see it as less of a social interaction. Senior researchers also pay more attention to the consequences of their word choices, projecting a sense of responsibility for their work being read by the intended audience, rather than just being published (Okamura, 2006b). However, both groups acknowledge that there are differences between the scientific rhetoric of English and Japanese, and that they face difficulties in mastering English vocabulary. As a result, many

Japanese researchers prioritize "subject knowledge-oriented" learning strategies over "language-oriented" ones, as they do not see learning English beyond their field as necessary for international publication (Okamura, 2006a). Similarly, researchers from Germany recognize that language structure, such as grammar in their mother tongue or the choice of words with different meanings in educational contexts, can hinder NNES academics from fully participating in the scientific community (Geiger & Straesser, 2015).

In Indonesia, conflicting positions on English in laws and regulations highlight the government's contradictory language policy, which greatly affects academic publications in national and international English-language journals (Lauder, 2008; Panggabean et al., 2020). English is often taught and learned not for language competence but solely for passing national examinations and university admission tests, which can hinder the future academic endeavors of those who aspire to be researchers or academics in their respective disciplines. Additionally, lectures in Indonesian classrooms are typically delivered in Indonesian, and unless students are enrolled in "international classes" or take initiatives to learn English outside of conventional classrooms, their exposure to academic English is limited.

According to Indonesian publication scholarship, there are two delicate assumptions that are commonly shared. The first assumption questions whether poor writing quality equates to bad research quality, and studies by Amano et al. (2016) and Woolston and Osório (2019) highlight the concern that editors should not overlook the quality of research simply because it is not written in English. However, in Indonesia, journal editors acknowledge that pushing research to an international level may be futile when Indonesian academics struggle to upgrade the quality of their research, even if it is written in English (Basthomi, 2012). This sentiment is similar to the observations made by Vasconcelos et al. (2008a) regarding Latin-American researchers, who point out the connection between language proficiency and writing productivity and quality, especially in English. It is suggested that mastering academic English is a type of tacit knowledge in the scientific discourse, and those with adequate writing skills are more resourceful and productive (Adnan et al., 2021; Basthomi, 2012; Vasconcelos, 2007; Vasconcelos et al., 2008a). This mastery of writing academically may also increase the likelihood of publication, giving authors authority and reputation, especially when they publish articles in excellent academic English (Gordin's and Cheng's interviews in Woolston & Osório, 2019). However, this is not solely a problem faced by non-native-English-speaking researchers, as Vasconcelos (2007) also points out that there are native-English-speaking researchers with inadequate writing quality. Nevertheless, language learning for non-native-English-speaking researchers can be more burdensome and time-consuming, especially when they have limited knowledge of English and are more proficient in their mother tongue.

The second assumption questions whether disseminating knowledge in English is necessary when the research context is local. Indonesian editors find it futile to internationalize research that pertains only to local problems in Indonesia, and therefore, they do not see the need to do so if the research is not intended for international audiences (Basthomi, 2012). However, this assumption contradicts the views of Amano et al. (2016) and researchers in Woolston and Osório (2019), who believe that knowledge should not be limited to national audiences alone, but should also be disseminated to a broader international audience. They argue that relying solely on a narrow range of scientific collection in English is a dangerous approach, regardless of how small the contribution may be to the global body of knowledge (Amano et al., 2016, 2021; Vasconcelos et al., 2008a; Woolston & Osório, 2019).

As a solution, the development of technology, such as AI-based writing assistants, can assist academics in contributing to the advancement of science without necessarily relying on government and policy makers. With adequate resources, academics from both non-native-English-speaking and native-English-speaking countries can utilize these tools effectively. Vasconcelos (2007) emphasizes that sharpening communication skills in English to submit well-written manuscripts to international journals may be associated with academic survival. Therefore, the presence of technology and AI-based writing assistants can benefit both sides, although non-native-English-speaking academics may benefit more from these tools.

Several studies in academia are dedicated to reviewing and/or participating in the development of various digital writing aids. The rapid development of AI-based translation software is particularly favored by many non-native-English-speaking researchers, as it can make science more robust, accessible, practical, internationally inclusive, and influential beyond the institution in the short and long term (Steigerwald et al., 2022). Despite the practicality of these translation services in connecting multiple.

### III. METHODS

To better understand the challenges faced by Indonesian academics in their academic pursuits, this research utilized the Nominal Group Technique (NGT), which is a systematic approach for exploring specific issues and facilitating decision-making. NGT was chosen as an alternative to surveys, which may be perceived as less effective in capturing the opinions of respondents on certain issues (Chapple & Murphy, 1996). NGT has emerged as a prominent decision-making tool in various fields, including health, policy making, management, and education, and allows for all opinions and ideas to be heard and evaluated by participants without the intervention of an outside party (Dobbie et al., 2004).

It is important to note that this NGT activity was part of a larger project that involved other parties, namely EFL undergraduate students, English academic writing lecturers, and other academics, but this study focused solely on the experience of Indonesian academics who were pursuing their doctoral degrees and obliged to publish in international reputable journals. Therefore, the NGT topics also include some questions on the need of a user-friendly,

comprehensive technology solution for academic writing in English in Indonesian context. The findings from other perspectives can be found in Hamamah et al. (in press).

In this study, four academics pursuing their doctoral degrees overseas and affiliated with two public universities in Malang, Indonesia, were invited to participate in the NGT discussion. These academics were also lecturers in their affiliated institutions and were familiar with regulations related to research activities, such as research programs, involvement of lecturers and students, publication of research results, utilization of research results, and intellectual property rights (Pedoman Statuta dan Organisasi Perguruan Tinggi, 2014). They had experience in academic writing and publishing their research findings in Indonesian-language and English-language journals.

The NGT discussion was conducted face-to-face, and participants were provided with a short questionnaire beforehand to introduce them to the project and the course of the discussion. The questionnaire covered topics related to their experience in writing publications in English-language journals and their familiarity with AI-based technology in assisting their academic endeavors. The NGT activities in this study followed the five stages of silent idea generation, series discussion of ideas, voting and ranking, concluding, and report writing (Lintangsari et al., 2022). Silent ideas were gathered through a pre-NGT survey, and the stages of discussion, voting, and conclusions were carried out with the guidance of a facilitator and a note taker. A report was then written by the research team to summarize the important problems identified during the NGT discussion.



Figure 1. The 5 (five) Stages of Nominal Group Technique (Lintangsari et al., 2022)

#### IV. RESULTS

During the series of discussions on ideas, the facilitator of NGT (Nominal Group Technique) discussion presents 4 topics for consideration. The topics were:

1. Challenges faced in writing publications using academic English.
2. Strategies to overcome these challenges.
3. The extent to which AI-based technology can assist in academic writing.
4. Services or features needed to streamline academic writing on a single website.

During the discussion, the participants identify and prioritize 2 up to 4 key issues for each topic. The key issues for each topic raised by the participants are presented in a table in each sub-section.

##### A. Challenges in Writing Publications Using Academic English

The academics share their personal experiences regarding the obstacles they often face when writing various academic texts in English for high school and publication purposes. Four priority issues are identified as the most significant obstacles, as outlined in Table 1.

TABLE 1  
PRIORITY ISSUES RELATED TO THE OBSTACLES IN ACADEMIC WRITING IN ENGLISH

Ranking	Response
1	Inexperienced in writing in English
2	Limited time to write publications due to the bustling of other work activities
3	Differences in the concept of mother tongue and English that affect the process of translation and writing
4	Limited English skills making it difficult to develop ideas in English

The primary issue that emerged as the most significant challenge faced by academics in their research paper writing process is their limited experience in writing research papers in English, despite it being the predominant language. Participants unanimously agreed that their lack of familiarity with English grammar, such as tenses, morphosyntax systems, lexical differences between English and their native language, and academic expressions, posed a fundamental challenge. This challenge further manifested in their subsequent responses, particularly in Responses 3 and 4, where they highlighted that language differences between their native tongue and English impacted the translation and writing process. They found themselves spending excessive time on local language matters such as checking grammatical accuracy, paraphrasing, and translating, which detracted from the global focus of their research, including its content and fluency.

These challenges were compounded by the additional burden of their work responsibilities, creating an unfavorable environment for learning academic English for the purpose of publication. One of the reasons was the lack of ample time to improve their English skills due to the need to balance their publication commitments with the pressure imposed by their respective institutions to teach. This explains the limited English proficiency among academics, as Participant 3

confirmed. Furthermore, Participant 3 highlighted the lack of encouragement from their institutions, making the process of learning English even more challenging and labor-intensive with little financial prospects.

Another reason that the participants reflected was the lack of encouragement from their respective institutions to conduct research in English, which was an unexpected response, particularly noted by Participant 3 in their comment on Response 1. For instance, academics felt the need to take the initiative themselves to explore research opportunities, such as research grants and collaborative programs with other institutions, both local and international.

### B. Overcoming the Existing Obstacles

To overcome the challenges mentioned earlier, the academics shared in 3 priority issues, as presented in Table 2, that would make writing articles in academic English easier for them.

TABLE 2  
PRIORITY ISSUES RELATED TO OVERCOMING THE EXISTING OBSTACLES

Ranking	Response
1	Using <i>Google Translate</i>
2	Using the <i>WordHippo</i> app to search for the right word/synonym
3	Often read popular articles in magazines or newspapers such as <i>The Jakarta Post</i> , as well as watch English films to become more familiar with phrases or terms in English

All participants unanimously agreed on one common solution - the use of Google Translate as a helpful and straightforward tool to overcome language barriers. Participants 1, 3, and 4 acknowledged that while Google Translate may have some inaccuracies in its translation results, it still provides an overview of equivalent vocabulary and definitions between Indonesian and English. Moreover, Participant 2 highlighted the usefulness of Google Translate in reading and understanding English articles, books, and other references, emphasizing its importance in their academic writing process.

In addition to Google Translate, all participants also mentioned utilizing WordHippo, an online thesaurus program, to find synonyms, antonyms, definitions, and the application of certain words in English sentences. Unlike Google Translate, which primarily focuses on translating words, phrases, or sentences and occasionally displaying alternative synonyms, WordHippo goes a step further by allowing users to find common collocations and conjugations. This additional feature greatly aids the academics in their English writing endeavors, providing them with a comprehensive tool for enhancing their language skills and improving the quality of their academic work.

While the participants acknowledged the helpfulness of AI-based technology, they also shared another valuable piece of advice - the importance of improving their understanding of English grammar and rhetoric style. This advice involves familiarizing themselves with various English-language outlets to enhance their vocabulary and language skills. Participants 1, 3, and 4 mentioned reading articles and listening to news from magazines and newspapers like *The Jakarta Post*, as well as foreign news podcasts, to gain insights from the global world. They recognized the significance of not solely relying on information in Indonesian, but also in English, and thus made it a habit to spend valuable time immersing themselves in reading or listening in English. Participant 2 also mentioned enjoying watching movies in English with English subtitles during their free time, in addition to reading articles in English, as a means of further improving their language proficiency.

### C. AI-Based Technology to Accommodate Academic Writing in English

The academics also expressed that they were partially supported by the presence of AI-based technology. Table 3 highlights two priority issues related to integrating technology into their academic writing process.

TABLE 3  
PRIORITY ISSUES RELATED TO HOW ACCOMMODATING AI-BASED TECHNOLOGY ARE TO ASSIST IN ACADEMIC WRITING

Ranking	Response
1	Using <i>Google Translate</i> to translate
2	Using <i>Grammarly</i> to help with the grammar check

When it comes to accommodating their academic writing endeavors, all participants unanimously agreed that a translation tool, such as Google Translate, is a significant and practical technology that they are most familiar with. As mentioned earlier, Google Translate not only assists them in translating their sentences from Indonesian to English, but it also helps them make sense of English-language references by providing translations to Indonesian, which is their native language. This feature proves to be especially useful in bridging the language barriers and facilitating their understanding of complex academic materials.

Moving on to their second response, a new favorite tool that academics frequently rely on is Grammarly. In fact, all participants trust Grammarly for checking grammatical errors in their writing. Notably, Participant 4 even depends more on this cloud-based typing assistant than their colleagues or proof-readers, highlighting the level of confidence they have in the tool. One of the reasons for this high level of trust is that both Google Translate and Grammarly are user-friendly and labor-saving, allowing the academics to save a significant amount of time that can be dedicated to concentrating on the global focus of their research instead of grappling with language-related challenges.

#### D. Services or Features Expected by Academics to Facilitate Academic Writing

During discussions on the desired services or features for academic writing assistance on a comprehensive website, academics identified two specific features that they hoped would be developed, as listed in Table 4.

TABLE 4  
PRIORITY ISSUES RELATED TO SERVICES OR FEATURES EXPECTED BY ACADEMICS TO FACILITATE ACADEMIC WRITING

Ranking	Response
1	Human consultant
2	Specific translation consulting services in certain scientific fields

While it is evident that all participants acknowledge the value of AI-based technology, they unanimously agreed that these tools are still unable to fully replace the human touch in the writing process. Seeking guidance from experts can assist writers in comprehending and enhancing the flow of their articles in a more effective manner, which is a significant capability that digital software or applications lack. Through close interaction with experts, particularly those within their respective disciplines, academics can gain further insights into how knowledge is disseminated, both locally and internationally. This accomplishment is highly appreciated and essential for academics to refine their articles. This is precisely why "human consultation" is ranked as the top priority feature desired by all participants in a one-stop website, as Google Translate, Grammarly, WordHippo, and other digital technologies are unable to provide such a service.

Additionally, participants expressed the need for a specialized translation consultation service tailored to their field of knowledge. It is important to note that participants unanimously agreed that Google Translate, as a translation tool, only provides common vocabulary and lacks the technical or discipline-specific terminology, which is essential for their writing process. For example, Participant 2 shared that when attempting to translate or find the equivalent of the term "learning organization", internet searches would often lead them to collocations of "organization" in the fields of "economics" or "management", despite Participant 2 specifically seeking the term in the context of education. As a result, finding the right word choice and using it accurately in the appropriate context can be time-consuming and challenging. Having access to a reliable and specialized translation consultation service would greatly facilitate this process and eliminate the need for painstaking accuracy concerns.

#### V. DISCUSSION

When analyzing the challenges faced by academics in the process of writing academic articles, all participants unanimously identified their inadequate English skills as the primary and most frustrating obstacle out of the four factors considered. The particular problems in English writing identified by the participants include: (1) differences between English morphosyntax and their first language; (2) English being in contrast to Indonesian as a tenseless language; (3) lexical inequivalence and difficulties in choosing and using appropriate expressions to convey ideas; (4) the organization of concepts and flow of thoughts, which do not yet reflect the rhetorical style of the target language. The participants tend to devote their time to respond to the first three problems, which made them lost attention towards the fourth problem. This findings align with previous studies that have reported similar experiences among non-native English-speaking (NNES) academics (Adnan et al., 2021; Basthomi, 2016; Geiger & Straesser, 2015; Glasman-Deal, 2010; Ishak et al., 2021; Okamura, 2006a, 2006b; Pipit & Rahyono, 2020; Rofiqoh et al., 2022; Salichah et al., 2015; Vasconcelos, 2007; Woodward-Kron, 2007; Yannuar et al., 2014).

Another significant obstacle that academics shared in the NGT discussion, which was also anticipated, is the nonexistence portion of time to improve their English skills due to the teaching responsibilities and the lack of encouragement from their institutions, making the process of learning English even more challenging and labor-intensive with little financial prospects. In fact, this issue has also been elucidated in interviews conducted by Adnan et al. (2021), where academics prefer to allocate more time to teaching in order to obtain greater economic advantages, rather than focusing on their publications. This similarity reflects the ongoing problem in Indonesia, where limited institutional support and the burden of balancing the Tri Dharma Perguruan Tinggi, which encompasses teaching, research, and community service, persist. Participant 3 added that ultimately, it is up to academics themselves to take proactive measures and seek out research and learning opportunities to compensate for the lack of support from their institutions.

Given this situation, scholars eventually sought out fast and cost-effective tools to assist them in writing research papers in English. They turned to digital, AI-based writing and typing tools for this purpose. The participants acknowledged that using Google Translate was the most practical solution for not only translating their research from Indonesian to English, but also for translating papers in the opposite direction. This helped minimize the difficulty of synthesizing research from international, English-language journals. The second most popular program used by scholars for word choice, collocation, and conjugation exploration was WordHippo. Interestingly, Japanese senior and junior researchers also employed a similar technique to cope with language differences, which involved adopting a "subject knowledge-oriented" approach that focused on English registers, including technical vocabulary, rhetorical moves, and writing patterns commonly used in academic papers in their respective disciplines (Okamura, 2006a, 2006b). Although it was not explicitly stated how they utilized this technique extensively, apart from reading, memorizing set phrases, and

practicing writing in English (Okamura, 2006b), the use of Google Translate, WordHippo, and similar online tools could be considered a modern problem that requires modern solutions. In addition to machine translation, scholars also relied on a cloud-based writing software called Grammarly for grammar and spelling checks, which Participant 4 found more reliable and cost-effective compared to colleagues or hiring proofreaders. This is supporting some previous studies which found that most of the time, scholars prioritize the convenience and immediacy of technology (Gayed et al., 2022; Strobl et al., 2019), despite the fact that these machines may not always provide technical or specialized word banks for certain disciplines. As a consequence, the participants paid excessive focus on rectifying local errors concerning word banks and such, while they might neglect the overall quality of their research papers. Meanwhile, according to Basthomi's (2012) findings, journal editors are primarily concerned with the overall quality of the research papers.

The participants in the study recognized that the culture of the language they are writing in, and the intended audience of their writing, is different from their native language. This finding aligns with previous research conducted by Ishak et al. (2021), Okamura (2006a, 2006b), and Vasconcelos et al. (2008a). While the participants acknowledged that AI-based writing assistants are helpful, they also acknowledged that these tools cannot guarantee the quality of their papers. There is a risk of their work being "lost in translation" or not meeting the required standards, as highlighted by Gayed et al. (2022). Several studies have shown that current AI writing assistants are limited to AI-based translation and morphosyntax elements, as demonstrated by Steigerwald et al. (2022) and Strobl et al. (2019). As a result, all participants in the NGT discussion unanimously agreed that access to human consultants is crucial for improving their articles, especially in addressing global issues such as content flow between sentences or paragraphs, and technical vocabulary specific to their field of study. This finding is consistent with previous studies that emphasize the importance of text mediators, such as professional translators, as highlighted by Amano et al. (2021) and Luo & Hyland (2019), as well as expert consultations and mentorship, as noted by Adnan et al. (2021) and Woolston and Osório (2019).

## VI. CONCLUSION

In conclusion, this study highlights the challenges faced by Indonesian academics in publishing their research internationally, with the language barrier being a significant obstacle. While technology, including AI-based writing assistants, has provided some assistance, there are limitations in meeting the specific needs of academics who require human consultation. The findings underscore the importance of diverse research perspectives from non-native English speaking (NNES) countries in advancing knowledge and highlight the need for institutional support to improve English proficiency.

The participants in the study recognized the differences in language culture and intended audience between their native language and English, and acknowledged the limitations of AI-based writing assistants in guaranteeing the quality of their papers. Access to human consultants was unanimously considered crucial for improving their articles, especially in addressing global issues and technical vocabulary specific to their field of study. This finding is consistent with previous research emphasizing the importance of text mediators, expert consultations, and mentorship. Close interaction with experts in their respective disciplines can provide Indonesian academics with valuable insights for refining their research at both local and global levels.

The results of this study can inform policies and strategies aimed at supporting Indonesian academics in their efforts to publish in internationally recognized journals, and contribute to the global discourse on inclusivity and fairness in academic publishing. Further research and initiatives are needed to address the challenges faced by NNES scholars and promote equitable participation in the global scientific community.

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