

“FROM TIME TO TIME, I FEEL PRESSURED”: EFL GRADUATE STUDENT PSYCHOLOGICAL FEELINGS IN WRITING RESEARCH PAPERS FOR PUBLICATION

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Abstract: The ability to write papers for publication is very important for students, especially graduate students majoring in English education. The process of writing a paper for publication is not easy; therefore, many students feel pressure when writing a paper for publication. This study uses a qualitative approach with a Narrative Inquiry design. This narrative research looks at the challenges faced by graduate students in English Education when writing papers for publication. This study obtained data from individual in-depth interviews. The data obtained were analyzed using thematic analysis (Connelly and Clandinin, 2006). The findings in this study show that there are psychological challenges faced by participant who are graduate students majoring in English Education at one of the state universities in Central Java, including; participant experienced boredom during the process of finding gaps from previous research, fear of not being able to complete the paper and publish it so as not to get a grade, feeling stress because they have to maintain a balance between academic duties and duties as a teacher, anxiety because they feel the difference in learning culture between undergraduate and graduate studies. In addition to the findings on psychological challenges, this study also shows the strategies used to overcome these psychological challenges, including; reading a lot of published papers, discussing more with friends in the process of writing papers for publication, being confident in submitting papers in national and international journals, utilizing all situations to learn, having motivation to face challenges in writing papers for publication.

Key Words: Challenges, EFL Student, Psychological Feelings, Writing Research Papers

INTRODUCTION

Scholarly publications are an important contribution to meeting the current global demand for relevant and informed research, knowledge, and reflection. In fact, writing for publication is a way to discuss what we know, what we do not know, the problems we face as professionals, and the new information or ideas needed to solve those problems (Matsuda, 2015). In recent years, the scientific research and writing interest of English Foreign Language (EFL) in publishing papers has increased (Flowerdew & Habibie, 2021). Writing papers for publication that are critical and focus on pressing and current global issues plays an important role in enhancing progress in the field of education. Publication of papers has received attention because increased publication of research papers can play a role in achievement, prestige of researchers or their academic institutions and as international communication (Tardy, 2004). Meanwhile, according to Casanave and Vandrick (2008), for those in the field of language education, scientific publications are important in writing scientific papers to maintain a more professional and competitive academic reputation.

In the current academia-driven world, academic productivity and scientific publications are key requirements for academics and an important indication of their position in the academic hierarchy and their career prospects (Habibie, 2022). Therefore, students need to have better knowledge and understanding of scientific publications in the form of scientific journals, scientific articles, and books (Harmawan et al., 2023). In line with that, according to Sitompul and Anditasari (2022), publishing scientific papers at the educational level is very important for students because writing scientific papers is one of the requirements for getting and certainly helps develop student competencies. In reality, there are still many students in private universities who find it difficult to meet these standards. On the other hand, Moldovan (2011), noted that those involved in language education may not be proficient in writing research papers due to a lack of writing skills in English to publish appropriate results in professional journals.

It has previously been observed that there are challenges faced by students in writing research papers for publication. For example, Ali and Zayid (2019) conducted a study to explore the challenges students face in developing research paper plans and projects at an early stage. English as a Second Language (ESL) was conducted with sixty participants from English and Computer Science majors. The study used questionnaires and informal interviews with the target group of participants and faculty. The results showed that the difficulties encountered in the early stages of developing research paper plans and projects were research topics, lack of good methodological knowledge, inability to find modern, professional, and relevant references, lack of interest in research, lack of understanding of the topic, lack of time, and research guidelines.

In addition, Chien (2019) who conducted a study in Taiwan, aimed to understand researchers' perceptions, issues, and strategies related to publication. The researchers collected data by interviewing twenty one participants. The results showed that English is very important in their academic career, and some participants indicated that they had difficulties writing papers for publication, but they were able to overcome them well. They said that the difficulties in writing a paper are the use of language and the researcher's confidence in the topic.

Furthermore, Bakhshi et al., (2019) performed a study in Iran to investigate the perspectives and experiences of English Language Teaching (ELT) teachers regarding the difficulties of conducting qualitative research in the setting of higher education in Iran. The research was conducted among twenty ELT faculty members, using data obtained from interviews. Based on the findings of this study, the main challenges that EFL teachers may face when conducting qualitative research include positivism's dominance in higher education in Iran, dissertation publication, a lack of qualitative research courses in the English postgraduate syllabus, data interpretation and analysis, the time-consuming nature of qualitative research, and writing skills.

In a subsequent study, Khemanuwong et al., (2020) from King Mongkut Ladkrabang Institute of Technology, Bangkok, distributed questionnaires to one hundred fifty-seven graduate students to investigate the challenges they faced in drafting their research papers for publication, and this study used quantitative analysis methods. The gist of the study's findings is that graduate students experience moderate difficulties in drafting their research papers. The problems they face in drafting their research papers are in the areas of language use such as sentence structure, tenses, and vocabulary. Therefore, there is a need to emphasize preparation for publishing research papers in teaching. Graduate students need guidance on how to read and write research articles in English to improve the quality and quantity of academic publications.

Furthermore, research was conducted in Pakistan, by Mahmood (2020). The purpose of this study is to identify the obstacles that English Foreign Language (EFL) have while writing in academic settings. Data for this study were gathered through a survey of nineteen EFL students. The results of the study show that there are challenges in the academic writing process for EFL learners. Among these challenges are references and citations, cohesion and coherence, choosing useful topics, language use, and others.

In a subsequent study, research conducted by Ngoc and Ngoc (2021) by distributing questionnaires to fifty-three students majoring in English at Tra Vinh University showed that students had difficulties in identifying research topics, searching for information, finding the importance of research articles, selecting appropriate theoretical backgrounds, selecting and summarizing relevant studies, using appropriate citations, identifying appropriate statistical tools for data analysis, using appropriate formulas to calculate the data collected, and interpreting the data concisely. There were also difficulties in comparing the results of this study with the results of related studies.

Furthermore, conducted in Indonesia by Lathif et al., (2021), intended to investigate the discursive problems that graduate students experience when writing for scientific publications. The research data in this study was obtained from interviews with three final-year graduate students in the field of English language teaching. The findings of this research revealed that the participants' obstacles when writing for scientific publication included correctness, genre understanding, writing interference from first to second language, and vocabulary.

In addition, Fitri et al., (2021) conducted another study in Indonesia to determine the difficulties that students face when writing research articles, the reasons for these difficulties, and how to overcome them. The data for this study came from interviews with four recent university graduates. Based on the findings of this survey, the most difficult aspects of producing research articles include obtaining references, utilizing proper syntax, and worrying about reader feedback.

Moreover, Sumardi et al., (2022) conducted research in Indonesia to discuss Ph.D. students' experiences in writing scientific papers for publication in reputable journals and the challenges that Ph.D. students (discursive and non-discursive) face in writing scientific papers for publication in reputable journals. The data in this study were obtained from questionnaires and interviews with doctoral students. The findings in this study show that they find it difficult to translate their mother tongue into English because they lack English knowledge such as grammar and proper vocabulary.

In addition, Appiagyei et al., (2022) conducted a study that aimed to identify, examine, and empirically report the challenges faced by language teachers in dealing with the research and publication process. Data for this study was collected through interviews with sixteen language teachers in the Faculty of Education who were gathered for an assessment meeting in the first semester of the 2020/2021 academic year. In addition, descriptive and thematic analyses were employed to analyze the data. The results revealed that the challenges faced by participants in the research and publication process include language barriers between researchers and participants, the language of journals and publication counters, the language of the target audience, the language of technology, attitudes towards language, the challenges of qualitative research, the nature of language research, the inaccuracy of language policies, conceptualization issues, writing skills issues, and funding issues.

Although some research has been carried out on the challenges of writing a paper for publication, no studies have been found that examine the challenges of writing a paper for publication that focus on the writer's

psychological feelings. Psychological feelings when writing a paper for publication must be known because they certainly have an impact on the activity of writing papers for publication, which is now very well developed and is starting to be of great interest to students and academics. This can be done by examining challenges that focus on the psychological feelings of writing a paper for publication.

Given the absence of further research on the emotional-psychological challenges of writing a paper for publication, this study was designed to investigate the emotional-psychological challenges of graduate students writing a paper for publication and their coping strategies. This is useful considering the increasing interest of students or academics who write papers for publication so that it can help those who feel the challenge of psychological feelings face these conditions under control, and with this research, graduate students' strategies can help them to be more focused in completing their paper assignments and can create professional papers for publication. This study focuses on (1) challenges that focus on psychological feelings when writing a paper for publication, and (2) strategies for dealing with challenges that focus on psychological feelings when writing a paper for publication.

METHOD

This study uses a narrative inquiry method with a focus on the personal story of an English Education graduate student studying at a state university in Central Java, Indonesia. This design was adopted because every human life journey must have a memorable story (Clandinin, 2006; Sudarwati et al., 2022). This research aims to understand the challenges and strategies perceived by English Education students when writing research papers for publication.

The research site was located at a private university in East Java, Indonesia, specifically in the English Education Department. The student who participated in this study is Haidar (30 years old), an English Education student at a public university in Central Java, Indonesia. He had previously completed his graduate education, which required him to publish a research paper. He had also studied English at the university for seven years. In his last semester, Haidar prepared a research paper to fulfill his graduate program graduation requirements, and he successfully published his research paper in the national journal *Sinta 2*. He shared his struggles in writing a research paper and his efforts in collecting research data. In this study, the author discussed her relationship with Haidar as a researcher and participant. The researcher established a good relationship with Haidar throughout the research, making it easier for the researcher to understand the participant's story.

Data for this study was obtained only through individual, in-depth interviews. The interview questions for this study consisted of nine interview questions divided into three parts, include the initial story of participant involvement in writing papers for publication, stories about psychological challenges in writing papers for publication, and strategies used by participant to deal with the challenges of psychological feelings when writing papers for publication. The research interviews were conducted online via Zoom and WhatsApp. Face-to-face interviews could not be conducted due to distance, limited time for the researcher to meet with the participant, and the busy schedules of the participant and the researcher. The interviews were conducted in the participants' mother tongue, or Bahasa Indonesia, to ensure that the participants, who were the source of information, could easily tell their stories and avoid misunderstandings. During the interview, the researcher did not limit the participant's narrative but only acted as a good listener.

The researcher first transcribed the interviews and then read the interview transcripts repeatedly to gain a thorough understanding of the experiences described by the participants. After gaining a general understanding, the researcher explored the interview transcripts by using a backward-to-forward flow where the description of findings starts from the past, present, and future, this is referred to as the three dimensions of narrative inquiry (Connelly & Clandinin, 2006), including 1) interaction: how participants first engaged in the activity of writing a paper for publication; 2) continuity: how participants described how they felt psychologically when writing a paper for publication and what psychological challenges they faced; and 3) situational: how participants adopted strategies to cope with the pressure of writing a research paper for publication. In the research narrative, which is the process by which the researcher and participants get to know each other, the author used member checking and external review to build trust in the data (Loh, 2013; Ubaidillah & Widiati, 2021).

When collecting data, the author cannot generalize the participant because they must meet certain criteria to be a participant. This led to the author only having one participant to study due to time constraints and the criteria that had to be met. To overcome this problem, the author conducted in-depth interviews and validated the results of the interview transcripts and themes with the participant to get feedback so that they could be refined.

FINDINGS

The researcher collected data to answer the problems in this study with data from the perspective of graduate student participant in knowing the psychological challenges in writing papers for publication and to identify the strategies used by participant in dealing with these challenges. The description of the findings uses a backward-to-forward flow. The dimensions of temporality, interaction, and situation were used to analyze the narrative.

First Time Writing a Paper for Publication: Haidar's Early Involvement in Writing Papers for Publication as an English Education Student

When Haidar was an undergraduate student, he said that his first experience in writing a paper for publication was when he was interested in a research grant from the university that provided a monetary reward. In addition, when he was an undergraduate student (S1), Haidar also stated that he did not fully understand the process of writing a paper for publication. Haidar only learned that a paper is not as long as a *skripsi* and has a different method to a *skripsi*. This first experience is what Haidar expressed in the interview:

Excerpt 1

My first experience as a student for scientific publication was only once, when there was a research grant from the university with a prize in the form of a sum of money, which motivated me to participate in the grant. Furthermore, I and some friends who were also interested in the research grant formed a team, then made a research topic on education and technology. This first experience gave me an idea that a publication paper is not as long as a *skripsi*, the method is more concise than a *skripsi*. I say this because, to be honest, at that time I didn't fully understand what writing a paper for publication was all about.

In addition to his first experience as an undergraduate student, Haidar also revealed his first experience writing a paper for publication as a graduate student. He said that almost all of the courses he took as a graduate

student (S2) gave a final assignment in the form of writing and publishing the paper in a national journal and some even required it to be published in Sinta 2 journal.

Excerpt 2

At the time of taking graduate program (S2), my paper publication experience when taking academic writing courses because in addition to summarizing the articles we read in this course, we were also finally asked to write an article and submit the article with a minimum requirement in Sinta 2 journal. Those of us who managed to publish in Sinta 2 journal would get a plus point from the lecturer. Actually, when taking graduate program (S2), almost all courses require writing articles and publishing them in Sinta 2 journals, but the course that really emphasizes publication is the academic writing course because the outline of this course is writing articles.

In addition to his first experience in writing for publication, the researcher found that Haidar's best achievement as a writer of papers for publication was during his graduate program (S2) because he could write papers for publication well and could publish 2 articles in Sinta 2 journal, Journal of English Education and Linguistics Studies (JEELS). In my interview with Haidar, he said that:

Excerpt 3

In my opinion, my best achievement was probably when I was in graduate school because I knew very well the ins and outs of articles. So that I can write articles to be published well and being able to publish 2 articles in Sinta 2 journal is a pride for me. This can be a good start for a research article writer like me.

From this description, two themes were identified, namely the first experience in writing papers for publication and Haidar's best achievement in writing papers for publication. The first theme shows that at the beginning of his involvement in writing papers for publication, Haidar was only interested in research grants from his university and because the course required him to write papers for publication. As for the second theme, it appears that Haidar is very satisfied with his achievement in publishing his article in Sinta 2 journal.

Writing a Paper for Publication: Psychological Challenges and Haidar's Emotional State in the Process of Writing a Paper for Publication

When he was an undergraduate student, Haidar stated that he did not have deep challenges or pressures when writing papers for publication as an undergraduate student because at that time he only needed to publish the paper in his own university journal. It was different when he was a graduate student (S2) who had to publish in other university journals that emphasized quality. Meanwhile, when he became a graduate student (S2) where he already understood the process of writing papers for publication, Haidar felt a challenge in the process of writing papers for publication. The challenge was in the form of Haidar's efforts to find gaps from previous studies. In the process of finding these gaps Haidar stated that he felt bored. In the interview he said:

Excerpt 4

When I was an undergraduate, I didn't know that journals had tiers. So back then I wrote papers for publication only in campus journals. The selection of acceptance of our articles was also easier because we were campus alumni. Meanwhile, when I took graduate program (S2), I sent articles to journals belonging

to other campuses that were really assessed for quality. In addition, when I took graduate program (S2), I really understood the ins and outs of articles where when writing articles and making topics I had to determine the gap. So I have to determine the gap or something new. The gap is usually in previous research which of course has shortcomings. From these shortcomings, I took the one that suited my interests. From this it will be a bridge for me and previous researchers to be updated or updated with my article. So the general challenge during graduate program (S2) is to find gaps because when looking for gaps you have to read quickly and this requires quite extraordinary accuracy. This caused boredom because there were no pictures in the articles, only writing. I had to find the motivation to keep reading the article until I found the gap.

This kind of boredom can lead to not completing the task of writing a paper for publication. Even so, Haidar tried to overcome these challenges for fear of not being able to complete the paper and thus not getting a grade in a course that required publication. This is how Haidar told it in the interview:

Excerpt 5

When I got the assignment to write an article for publication, the psychological challenge I experienced when writing the article was the fear of not being able to finish the article well and eventually I did not get a grade in the course.

The psychological challenges that Haidar felt were not finished with the boredom when finding gaps and the fear of not completing the paper so as not to get a grade. Another factor of pressure that Haidar felt was stress because he had to maintain a balance between writing papers for publication with other tasks in the form of his duties to teach and assignments from lecturers in other subjects. This was conveyed in an interview with Haidar:

Excerpt 6

When I did my master's degree, I had to travel from where I lived to the campus for about an hour and a half and I also taught English at a boarding-based junior high school where I also lived. Another psychological challenge for me was feeling the stress of having to maintain a balance between writing papers for publication and my other duties.

From all the psychological challenges felt by Haidar above, the author also found pressure due to differences in learning culture when he was an undergraduate student and when he was a graduate student (S2). The difference in learning culture creates another psychological challenge in the form of anxiety. This was revealed by Haidar in the interview:

Excerpt 7

Writing articles during graduate school is very different from writing articles during undergraduate school. Because at the time of undergraduate study (S1) it was like a formality and was only published in the campus journal itself and was done in groups so that I had its own privilege for the experience of writing articles during undergraduate study (S1). Whereas during graduate program (S2), it was sent or published in other campus journals so that the selection was stricter because it was judged by the quality of the article. During graduate program (S2), almost all courses gave final assignments, namely publishing

articles in any journal with the condition that they must be published. This was burdensome for me and I felt worried or anxious about it. I also felt a different pressure when I was studying undergraduate (S1) because at that time I only focused on teaching while in graduate (S2) I feel that everything is related to research and publication. This became a culture shock for me during my graduate education. So from time to time, I feel pressured because of the difference in learning culture between undergraduate (S1) and graduate (S2).

From the descriptions above, Haidar has several challenges that are felt in the process of writing papers for publication. Starting from boredom when looking for gaps in previous research, fear of not being able to complete the paper so as not to get a grade, feeling stressed because he has to maintain a balance between college and work assignments and feeling anxiety because of the difference in culture when studying undergraduate and graduate.

Strategies for Writing Papers for Publication: Haidar's Strategies and Motivations for Dealing with Perceived Challenges when Writing Papers for Publication

Reading a lot of Published Papers

The psychological challenges that Haidar felt were mostly influenced by grades such as fear of not being able to complete papers for publication and anxiety due to differences in learning culture. This happened because during his graduate program, Haidar was tied to a scholarship. Therefore, he had to get good and stable grades so that his scholarship would not be problematic. Thus, Haidar increased his paper reading activities during his time as a graduate student to reduce these psychological challenges. This was conveyed by Haidar in the interview:

Excerpt 8

The way I dealt with the challenges was to do everything I could to make sure that the things I was afraid of didn't happen. During my master's degree I was tied to a scholarship, so I had to get good grades so that the scholarship I got would not be problematic. So I tried my best to maintain good academic quality. I tried to enjoy the pressure or fear even though no one actually enjoys fear but I had to try to enjoy and try to make peace with the pressure. So my strategy is to try to make the fear and anxiety as a carrier of change to study even harder. That's why I usually study 2 hours a day. I can study 5 hours a day to read articles. Reading articles during my master's degree is highly emphasized because writing papers for publication really requires materials or references in writing.

Discussing More with Friends

Wanting to maintain good grades so that his scholarship would not be problematic, Haidar also engaged in discussions with his friends in the same department to overcome the boredom of reading previous research papers. Haidar does this to motivate each other or to get new ideas in writing papers for publication from the results of these discussions. In this way, the process of writing papers for publication becomes easier for Haidar. This was conveyed by Haidar in the interview:

Excerpt 9

I also discuss more often with friends. This is because I feel that if I discuss with friends about writing papers for publication, I can get ideas or suggestions and with friends I can be motivated to be enthusiastic in the process of writing the paper that I am working on because I see them also trying to complete their paper writing. So, this can ease the pressure in writing papers for publication.

Confidently Submitting Papers in National and International Journals

Haidar also used this strategy in his attempt to overcome the psychological challenge of fear of not being able to complete the paper for publication. This fear shows that Haidar does not have confidence in writing papers and publishing them. Thus, having the courage or confidence to submit papers that have been written in national and international journals, Haidar can learn a lot about articles that deserve to be published in reputable journals. Haidar shared it in the interview:

Excerpt 10

The next strategy that I apply is to try to submit articles that have been made in national and international journals. I think there is nothing wrong with trying to submit the articles I write, even though the papers I write are not necessarily perfectly written. I do this so that my writing skills improve by learning from the comments given by the journal.

Utilize All Situations to Study

When Haidar is stressed because it is difficult to divide his time or maintain a balance between writing papers, other academic assignments and his work, he takes action by utilizing his free time to study. Haidar said that utilizing any free time also makes him stressed but it has become a responsibility that must be carried out by Haidar. This was conveyed by Haidar in the interview:

Excerpt 11

Before going to campus I teach first and then go to campus which takes 1 and a half hours by bus so I can utilize the time during the trip. During the 1 and a half hour journey, I can prepare or read the material that will be delivered in class. I also use the time to look for ideas and revise assignments from lecturers. I do this because I have almost no time when I am in my place because besides teaching English in junior high school, I also teach in a dormitory. So I utilize my time on the bus or sometimes after class I work on assignments in the library with my friends until 10 p.m. or until 12 p.m. For me it's torture but it's the risk I take when I go to graduate school while working. So I have to utilize whatever little time I have. This way I can maintain a balance between writing papers, other academic tasks, and work.

Having the Motivation to Deal with Challenges in Writing Papers for Publication

In facing the psychological challenges of writing a paper for publication, Haidar applied motivation within himself. Haidar motivates himself not to pursue perfect paper writing. Haidar applies this mindset because if it has been submitted in a journal, there will definitely be feedback from the journal. Thus, Haidar is not increasingly pressured by the task of writing papers for publication. Haidar shared it in his interview:

Excerpt 12

For myself, the motivation in facing the challenges of writing papers for publication is to apply the mindset that whether we have finished the article or not, the lecturer will definitely ask for it. So the point is we have to finish our writing. In addition, I also apply the mindset that good writing is not perfect writing, but writing that has been completed. So, don't overly pursue the perfection of our writing because later when we send it to the journal, we will get suggestions and improvements from the journal.

DISCUSSIONS

Based on the analysis, Haidar felt some psychological challenges. The psychological challenge that Haidar felt when writing a paper for publication was boredom when looking for gaps from previous research that were used for updates in his research. In addition, Haidar also felt a sense of fear because he was afraid that he would not be able to complete his paper so he would not get a grade. Another psychological challenge that Haidar felt was stress because he had to maintain a balance between doing academic work and teaching work. For the last psychological challenge, Haidar felt anxiety due to cultural differences between undergraduate (S1) and graduate (S2).

The psychological challenge felt by Haidar in the form of boredom when looking for gaps from previous research is not in line with the findings of Wakerkwa et al., (2019) because it states the difficulty in finding gaps when writing papers for publication rather than boredom when looking for gaps in writing papers for publication. In addition, other findings from Benbellal and Khaldi (2021) also state findings that are not in line with the findings of this study which state that English students experience challenges in the form of difficulty identifying research gaps. Benbellal and Khaldi (2021) stated that challenges in the form of difficulties in finding gaps in previous research are common challenges experienced by novice students conducting research. Therefore, it can be concluded that the psychological challenge felt by Haidar in the form of boredom in finding gaps is a newly identified challenge that occurs for students in writing papers for publication.

Another psychological challenge that Haidar felt when writing a paper for publication was the fear of not being able to complete the paper writing and publication process. Thus, the researcher's analysis shows that Haidar has low self-confidence to complete the task of writing a paper for publication. As the findings of Khairah and Fatimah (2022) state that low self-confidence can lead to anxiety when writing research. The next psychological challenge in writing papers for publication is the feeling of stress due to time management activities to maintain a balance between academic tasks and his teaching job. This time management makes Haidar stressed because he has to force himself to get used to a busy schedule and give up his free time to study or work on his duties as a graduate student and a teacher. The last psychological challenge that Haidar felt was anxiety due to differences in learning culture during his undergraduate (S1) and graduate (S2) studies. Haidar explained that this difference in learning culture was seen when the undergraduate lecture focused more on teaching as an English teacher. Meanwhile, his graduate studies focused more on the task of writing papers for publication.

The researcher further analyzed the strategies used by Haidar to overcome the challenges in writing papers for publication. From the analysis, Haidar used five strategies to reduce the pressure of writing papers for publication. These strategies include: first, by reading a lot of papers that have been published. Haidar can spend five hours a day reading papers, where previously Haidar only spent two hours a day reading papers. This is in

line with the statement of Bazar et al. (2023) that reading is an important activity in publishing, especially in writing papers for publication. This is because writing papers for publication requires intensive review and understanding of a number of works relevant to the research topic, in order to be informed about the latest issues in the field, and to be able to paraphrase or quote correctly, thus avoiding plagiarism.

The second strategy is to discuss more with friends in the process of writing papers for publication so as to create new ideas or suggestions for the papers being worked on. It is true what was conveyed by Daba et al., (2017) that learning in groups or discussing can be a strategy to solve problems well and provide new knowledge. In addition to the findings above, Wahyuni et al., (2019) also stated that finding peers to discuss is a strategy to reduce anxiety when writing. In addition to the findings of Wahyuni et al., (2019), there are other findings from Shin and Bolkan (2021) who found that supportive peers have a positive impact on student motivation, while unmotivated peers have a negative impact on student motivation. The third strategy is to be confident to submit papers in national and international journals. By having the confidence to submit papers that have been written, Haidar stated that he learned a lot about papers that are worth publishing from the correction of the journal. The next strategy is to utilize all situations to learn because Haidar must be able to manage time between his academic duties and his duties as a teacher. The last strategy is having the motivation to face challenges in writing papers for publication. With motivation, Haidar can reduce anxiety due to the demands in writing papers for publication.

CONCLUSION AND SUGGESTION

The purpose of this study was to find out the challenges in writing papers for publication faced by English Education graduate students and to find out the strategies used to reduce these challenges. The findings in this study showed that there were psychological challenges faced by the participant, including; participant experienced boredom during the process of finding gaps from previous research, fear of not being able to complete the paper and publish it so as not to get a grade, feeling stressed because they had to maintain a balance between academic duties and duties as a teacher, anxiety because they felt the difference in learning culture between undergraduate and postgraduate. In addition to the findings on psychological challenges, this study also shows the strategies used to deal with these psychological challenges, including; reading a lot of papers that have been published, discussing more with friends in the process of writing papers for publication, being confident to submit papers to national and international journals, utilizing all situations to learn, having motivation in facing challenges in writing papers for publication. Although this study only recruited one participant and there was no generalization, the research design used three dimensions of narrative inquiry, namely continuity, interaction, and situation in each fragment of the participant's story. This study still has weaknesses, therefore it is hoped that future researchers who conduct research on challenges and strategies in writing papers for publication can use different methods such as using mixed methods and can increase the number of participant in their research. The expected findings in this study are personal challenges faced by English education graduate students and how they deal with these challenges to help students who experience similar things in writing papers for publication so that students are better able to write good and professional papers in the future.

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