

<http://jurnal.ustjogja.ac.id/index.php/incotes/index>

Analysis of Lecturer's Needs in Writing Scientific Publications in English

Hanandyo Dardjito ¹, Hasti Robiasih ², Heni Purwaningsih ³

^{1,2,3} Universitas Sarjanawiyata Tamansiswa, ^{1,2,3}Indonesia

To cite this article:

Dardjito, H., Robiasih, H. & Purwaningsih, H. (2021). Analysis of Lecturer's Needs in Writing Scientific Publications in English. In D. S. Setiana, A. Setiawan, D. Supriadi, K. H. Najib, T. Ardhian, N. A. Handoyono, I. Widyastuti, & L. Tiasari (Eds.), *International Conference on Technology, Education and Science* (pp. XX–XX). Yogyakarta.

Analysis of Lecturer's Needs in Writing Scientific Publications in English

Hanandyo Dardjito ¹, Hasti Robiasih ², Heni Purwaningsih ³
^{1,2,3} Universitas Sarjanawiyata Tamansiswa, ^{1,2,3}Indonesia
hanandyo@ustjogja.ac.id¹

Article Info

Keywords

Academic writing
Accredited journal
Needs analysis

Abstract

Academic writing in the form of scientific publications becomes one of the outputs of lecturers' research. This output becomes a challenge for lecturers with regard to the writing of publications because publications in accredited journals must meet the quality level of the given criteria and the writing requirements. The challenge becomes even greater when the manuscript has to be written in English. It implies the existence of negotiation of the lecturers' needs in an effort to meet the criteria accepted by the scientific journal publication community. This research aims to explore what lecturers, as academic authors, need to write a scientific publication in English. Data were collected online in the form of open-ended questions. Data were collected from surveys, interviews, and the lecturers' manuscript drafts. The collected data were analyzed using thematic reflective techniques. The survey results were confirmed by interviews to ascertain the survey data and the manuscript analysis. These three types of data provided triangulation of the data obtained. The findings showed that although subjects expressed an understanding of what should be written in the journal manuscript, they recognized the need for English academic writing training. Detailed findings have been presented and discussed.

Keywords: Academic writing, Accredited journal, Needs analysis, Thematic analysis

Introduction

Lecturers who play roles as teaching staff and researchers have three main tasks consisting of education, research, and community service. Among these tasks, research, particularly research writing in scientific publications is the focus of this study. The research task is a concern of this study because teaching and research in several universities need to be continuously improved and sustained (Burns & Westmacott, 2018; Feyera et al., 2017). Many lecturers who have accomplished their research, encounter challenges in publishing their research findings in accredited journals. Writing in good academic English is one of the criteria that challenges lecturers, for whom English is their additional language, to publish in these journals. Many studies agree that for these authors publishing in English according to the demands of the journal is thought-provoking (Giraldo, 2019; Hendry & Sheepy, 2018).

Writing a publication manuscript in English requires academic English writing skills and academic expressions mastery that are different from everyday English. The use of special terms, academic writing rules, and sentence patterns of academic writing potentially become complications in writing as suggested by some studies (Jomaa & Bidin, 2017; Yuvayapan & Bilginer, 2020).

Considering the foregoing, research to find out the needs of lecturers in their efforts to write scientific publications in English is very important. The results of this research can contribute to the development of English academic writing training for lecturers as an effort to improve lecturer publications both in national and internationally accredited journals.

Needs analysis has varied definitions that in essence contain the concept of searching for factors needed to achieve better results. In the field of education, the needs analysis emphasizes the goals of the abilities to be achieved by the individual learner (Sava, 2012). Needs analysis according to Brown is part of the systematic process of

professional education (2001). In the field of English for Special Purposes, Dudley-Evans et al. (1998) define need analysis as the process of establishing what is and how learning is carried out. Based on the above definitions, needs analysis is the process of finding solutions to problems through the identification of the necessary elements and development at the educational level. Educational institutions are able to develop institutions and ensure continuous development in education that is constantly changing through analysing the need.

Needs analysis has varied definitions that essentially contain the concept of finding what is needed to achieve better results. In the field of education, needs analysis emphasizes the ability goals to be achieved by individual learners (Sava, 2012). Needs analysis according to Brown is part of the systematic process of professional education (2001). In the field of English for Special Purposes, Dudley-Evans et al. (1998) define need analysis as the process of determining what and how learning is carried out. Based on the definitions above, needs analysis is a process of finding solutions to problems through the identification of needs and development at the educational level. Educational institutions are able to develop institutions and ensure continuous development in ever-changing education through needs analysis.

Communicating ideas in written form requires high language skills. Based on the natural acquisition of language skills, writing skills are in the final position after listening, speaking, and reading. Writing skills are life-time education or skills that are achieved for life (Balta, 2018; Eryilmaz & Yeşilyurt, 2020; Imelda et al., 2019). Academic writing skills certainly have a higher level than non-academic writing so these skills need to continue to be trained and developed along with the level of education, especially in college. At this level of education, there are demands for pouring academic and scientific ideas in the form of writing so that there is a development of knowledge and publication of scientific findings (Bagci Ayranci & Mete, 2017; Ghuftron & Saleh, 2016). The learning model of academic writing in English is very necessary as suggested by Ghuftron and Saleh (2016). The writing of the manuscript is recommended in English because of the role of English as the lingua franca of international publications.

By publishing research results in English-language journals, the range of knowledge dissemination and recognition becomes wider. With the difficulties faced by lecturers in writing, a learning model needs to be developed. The development of the writing learning model should be in accordance with the context of English learners. So, learning needs in each context can be different. Based on this, this research is in the nature of conducting a fundamental exploration of these needs and focuses on lecturers for practical consideration of scientific publications.

Method

This research is a case study (Falk & Guenther, 2006; Silverman, 2020) on the phenomenon of lecturer participation at UST in scientific publications in the form of journal articles. The subjects of this study were non-English UST lecturers who were willing to voluntarily participate in this research. Data was collected by online survey methods, online interviews, and analysis of draft journal articles. The three data collection methods triangulate the data for this qualitative descriptive research. Reflective Thematic Analysis (Braun & Clarke, 2019) will be applied in processing data. The role of the member 1 researcher is to be a comparison of data analysis and give opinions on teaching reflections so that the data analysis becomes more valid. Member 2 has the role to be the technical executor of the entire research process.

Results and Discussion

The needs of lecturers in writing English are obtained through three data collection techniques, namely surveys, interviews, and discourse analysis of manuscripts.

Survey results

The survey consisted of six questions related to manuscript writing in English and four identity questions. There are seven lecturers who are willing to fill out the question form through Google form. The main difficulty faced by lecturers when writing manuscripts in English is mastery of English. Language acquisition in this case is more specifically on academic language skills. Academic language certainly has special expressions (jargon) in accordance with the discipline in the field. Difficulties in English are related to limited vocabulary mastery,

English sentence structure, translation into English, and proper English academic sentences. Survey takers stated that their difficulties were due to 1) weak translation skills, 2) lack of vocabulary mastery, 3) lack of ability to write academically, 4) ability to structure sentences, 5) limited time, 6) personal laziness, and 7) translation into English.

The study subjects had assessments of their English skills in two categories: difficult and somewhat difficult. Percentage to judge that English is difficult greater than somewhat difficult (see Figure 1). This reflects that the subjects of this study still have difficulties writing English. In this case, it is the difficulty of writing manuscripts in English.

Dalam hal menulis manuskrip berbahasa Inggris, seberapakah tingkat kesulitan Anda?

7 responses

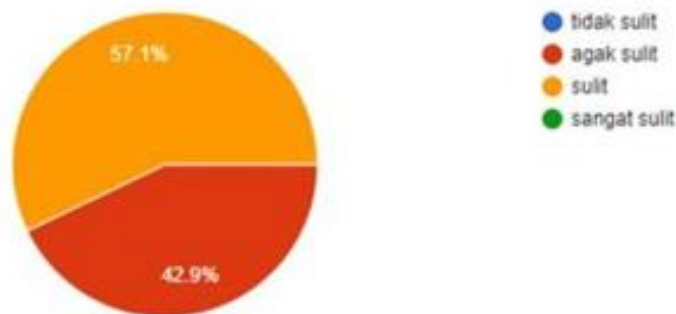


Figure 1. The Level of Difficulty of Writing English Manuscripts

Stringing together academic English sentences becomes a difficulty for most lecturers when it comes time to write manuscripts in English. One lecturer stated that the specific words or terms used in his discipline he had not mastered when it came to academic writing in English. This is illustrated in the statement that six out of six subjects expressed difficulty when speaking academic English. One subject stated that the specific words or terms of discipline contributed to the difficulties of the subjects.

Apakah kesulitan berbahasa Inggris Anda dalam menulis secara akademis?

7 responses



Figure 2. Difficulties Encountered

Five subjects stated that they understood what they had to write in parts of the manuscript. One stated was somewhat knowledgeable about the Internet. Another put more emphasis on the issue of translating was a difficult one for him. These sections are Introduction, Methodology, Results/findings, Discussion, and conclusion. This understanding is illustrated in Figure 3.

Tunjukkan pemahaman Anda mengenai penulisan manuskrip berbahasa Inggris

7 responses



Figure 3 Knowledge of English Manuscripts

Six subjects tried to find a journal that fits their discipline and read information about the journal on the journal's website. One subject stated that he had difficulty in English, so s/he sought information from a co-worker who had published in a particular journal (see Figure: 4).

Untuk memilih jurnal berbahasa Inggris yang Anda minati sebagai tempat publikasi, apa yang Anda lakukan?

7 responses

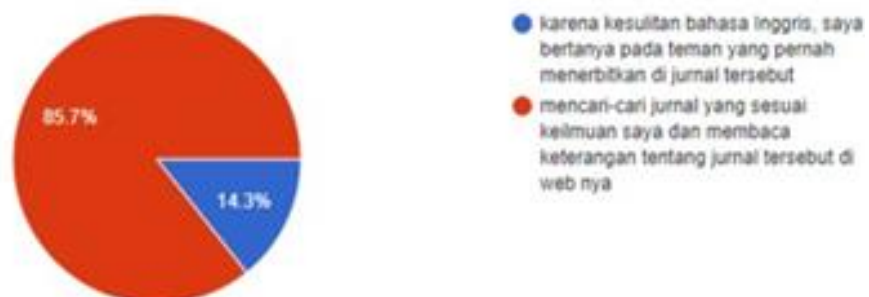


Figure 4 Choosing a Journal

Noting the difficulties faced, they were asked what training they wanted to learn to write manuscripts. They expect to be trained in 1) translating, 2) studying sentence structure and text structure, and 3) academic writing. They also need; 4) assistance in writing academic manuscripts, 5) proofreading assistance.

Interview Results

Respondents have strategies to overcome the difficulties faced. English difficulties are tried to be anticipated by using google translate, translation services, or inviting friends who are considered capable of writing manuscripts in English and including them as part of the writing team. Grammar difficulties are overcome by using the Grammarly online application after translation.

If they use translation services, then the Grammarly application is no longer used because they feel confident in the results of the translation. Respondents felt that they understood the writing of the passage in the manuscript but translating in English was an obstacle.

Discourse Analysis Results

The collected manuscripts are studied to see the actual state of affairs when writing manuscripts. Several problems were found in the manuscript as follows.

- 1 Incomplete sentence elements

Meanwhile, Phase xxxx is a stage of xxxx development carried out using FGD (Focus Group Discussion) strategy involving experts.

Meanwhile, Phase xxxx is the stage of development xxxx carried out using the FGD (Focus Group Discussion) strategy involving experts.

The presence of the conjunction "meanwhile" or "whereas" makes the quotation a clause that requires a parent sentence. This resulted in the quotation not being able to be referred to as a sentence.

2. Unfinished sentence ideas

The results of Sujar research (20xx) on the development of xxx for xxxxx to measure xxxx during the learning process in school.

The results of xxxx research (20xx) on the development of xxx to xxxxx to measure xxxx during the learning process in schools.

The quote needs to be completed or passed on to e.g."implies that " or " indicates that" So that becomes for example:

The results of Sujar research (20xx) on the development of xxx for xxxxx to measure xxxx during the learning process in school suggest that the instrument is reliable.

This sentence needs to be divided into at least two sentences.

Criteria of validity according to Isxxxx (20xx: xx), validity is assessed by comparing test scores on one or more from one external or criteria that are known or believed as measuring attributes in the research; in this case are xxxx and xxxx.

The sentence division can be for example

Isxxxx (20xx: xx) suggests that validity is assessed by comparing test scores of one or more criteria which are recognized as measuring attributes in research. The criteria in this study are xxxxx and xxxxxx.

3. Repetition of ideas

There is a repetition of ideas that have already been conveyed. For example, at the beginning of the manuscript, the idea of the importance of independent learning skills during online learning has been presented and repeated again in similar expressions in the discussion section.

4. Rotating delivery of ideas

Ideas are not directly centered on the research topic discussed. For example, in the first sentence explaining the topic of national education, then the discussion continued about the importance of measuring student attitudes in schools. This is different from the English mindset which requires the main thoughts at the beginning to be followed by supporting thoughts. This may be related to the culture of the study subjects. With the research text-type approach suggested by Swales (2004), the delivery becomes further.

5. Generic structure of writing

The general pattern of writing is standard. For example, in Introduction, a common pattern is to present a background that serves to review problems and show knowledge gaps, and make claims about the problems carried out (Swales, 2004).

The findings in this study are in line with the research of Hartono et al. (2018) where the findings stated that non-English lecturers realized the importance of developing English writing skills to improve performance.

Conclusion

Triangulation of data conducted from the results of surveys, interviews, and discourse analysis shows that lecturers in this study have difficulty writing in English which may also be experienced by most non-English lecturers in the university environment where this research was carried out. Although the study subjects stated that they were familiar with the parts of the manuscript they had to write, they still had difficulty in writing in a patterned manner based on accepted academic writing structures.

From this study, it was concluded that the subjects needed academic English training in academic English expressions.

Recommendations

The respondents were limited and more numbers respondents should give richer information for further research.

Acknowledgments

The research team is indebted to the respondents and to Lembaga Penelitian dan Pengabdian kepada Masyarakat (Institute for Research and Community Service), Universitas Sarjanawiyata Tamansiswa that provide an internal research grant for this research with the research contract Number: 021/UST/LP3M/PUSLIT/PDU-UST/K/VI/2021.

References

- Bagci Ayranci, B., & Mete, F. (2017). Evaluation of Teacher Candidates' Writing Skills. *Educational Research and Reviews*, 12(24), 1253-1259.
- Balta, E. E. (2018). The Relationships among Writing Skills, Writing Anxiety and Metacognitive Awareness. *Journal of Education and Learning*, 7(3), 233-241.
- Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 11(4), 589-597.
- Brown, D. H. (2001). *Teaching by principles. An interactive approach to Language Pedagogy*.
- Burns, A., & Westmacott, A. (2018). Teacher to researcher: Reflections on a new action research program for university EFL teachers. *Profile Issues in Teachers Professional Development*, 20(1), 15-23.
http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902018000100015
- Dudley-Evans, T., St John, M. J., & Saint John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge university press.
- Eryilmaz, A., & Yeşilyurt, Y. E. (2020). Foreign Language Writing as a Developmental Process (Foundation, Expansion, Development, and Completion): The FEDCom Model. *International Journal of Contemporary Educational Research*, 7(2), 307-334.
- Falk, I., & Guenther, J. (2006). Generalising from qualitative research: case studies from VET in contexts. 15th NCVET conference,
- Feyera, T., Atelaw, H., Hassen, N. A., & Fufa, G. (2017). Publication productivity of academics in Jigjiga University, Ethiopia. *Educational Research and Reviews*, 12(9), 559-568.
- Ghufron, M. A., & Saleh, M. (2016). A Model of Research Paper Writing Instructional Materials for Academic Writing Course: "Needs & Documents Analysis and Model Design". *English Language Teaching*, 9(3), 1-12.
- Giraldo, F. (2019). An English for Research Publication Purposes Course: Gains, Challenges, and Perceptions. *GiST Education and Learning Research Journal*, 18, 198-220.
- Hartono, H., Arjangi, R., Yudhi Nugroho, K., & MAERANI, I. A. (2018). Needs Analysis of English Academic Writing for Non- English Lecturers Learning to Write in International Scientific Journals. *Proceedings The International English Language Teachers and Lecturers Conference (iNELTAL) 2018*,
- Hendry, C., & Sheepy, E. (2018). How much vocabulary is needed for comprehension of research publications in education? *Future-proof CALL: Language learning as exploration and encounters—short papers from EUROCALL 2018*, 94. https://books.google.co.id/books?hl=en&lr=&id=qRx-DwAAQBAJ&oi=fnd&pg=PA94&dq=How+much+vocabulary+is+needed+for+comprehension+of+research+publications+in+education%3F&ots=SmZmEkLNCW&sig=6zIF-quMze93ATXn50feqRoxu9g&redir_esc=y#v=onepage&q=How%20much%20vocabulary%20is%20needed%20for%20comprehension%20of%20research%20p

Authors Information

Hanandyo Dardjito

Universitas Sarjanawiyata Tamansiswa
Jl. Kusumanegara 157, Yogyakarta

Contact :

E-mail Address: hanandyo@ustjogja.ac.id

Short Biography of the first author:

Hanandyo is a teaching staff in the Master of English Language Education, Graduate Education Program

Hasti Robiasih

Universitas Sarjanawiyata Tamansiswa
Jl. Kusumanegara 157, Yogyakarta

Short Biography of the second author:

Hasti is a teaching staff in the Master of English Language Education, Graduate Education Program

Heni Purwaningsih

Universitas Sarjanawiyata Tamansiswa
Jl. Kusumanegara 157, Yogyakarta

Short Biography of the third author:

Heni is a student in the Master of English Language Education, Graduate Education Program
