



LECTURER AND STUDENT PERCEPTION IN WRITING THE ARTICLE INDEXED BY SINTA AND SCOPUS

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ABSTRACT

Academic writing plays an important role in the production, circulation, and validation of knowledge within scholarly communities. This research investigated the lecturer and student perception in writing the article indexed by SINTA and Scopus. The research used qualitative research using case study design. Data were collected by using interview question in semi-structured-interview. Samplings of the research were all the lecturers and students attending the national seminar. The research shows that there are perception in writing the article indexed by Sinta and Scopus such as perception in the level of difficulties of writing, perception of personal ability, perception about support and guidance and perception of long impacts. The findings of the research could be support or affect the lecturers and students to write many articles in Sinta and Scopus, although it is found some difficulties to do so.

Keywords: Article, Lecturers, Students, Sinta, Scopus

ABSTRAK

Penulisan akademik memegang peran penting dalam proses produksi, penyebaran, dan validasi pengetahuan di dalam komunitas ilmiah. Penelitian ini mengkaji persepsi dosen dan mahasiswa dalam menulis artikel yang terindeks SINTA dan Scopus. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara semi-terstruktur menggunakan pedoman pertanyaan wawancara. Subjek penelitian terdiri atas seluruh dosen dan mahasiswa yang mengikuti seminar nasional. Hasil penelitian menunjukkan bahwa terdapat berbagai persepsi dalam penulisan artikel terindeks SINTA dan Scopus, meliputi persepsi terhadap tingkat kesulitan menulis, persepsi terhadap kemampuan diri, persepsi terhadap dukungan dan pendampingan, serta persepsi terhadap dampak jangka panjang. Temuan ini menunjukkan bahwa persepsi-persepsi tersebut dapat mendorong sekaligus memengaruhi dosen dan mahasiswa untuk menulis lebih banyak artikel di jurnal terindeks SINTA dan Scopus, meskipun dalam praktiknya masih ditemukan berbagai kendala.

Kata Kunci : Artikel, Dosen, Mahasiswa, Sinta, Scopus

INTRODUCTION

Academic writing plays an important role in the production, circulation, and validation of knowledge within scholarly communities. Through academic writing, ideas are not only recorded but also examined, debated, and refined in ways that allow them to contribute to the growth of a discipline. It provides a systematic framework for presenting arguments, reporting research findings, and situating new insights within existing bodies of literature. By using precise language, logical organization, and evidence-based reasoning, academic writing ensures that complex concepts can be communicated clearly and evaluated critically by other scholars (Kurniawan.SY, 2020). Beyond its function as a medium of communication, academic writing also shapes how knowledge itself is constructed and understood. The conventions of academic writing, such as citation practices, methodological transparency, and analytical rigor, encourage researchers to engage ethically and responsibly with previous work while advancing their own perspectives. In this way, academic writing does not merely transmit information; it fosters intellectual dialogue, supports cumulative learning, and strengthens the credibility of research within both local and global academic contexts (Jamil, 2001).



One of the most important forms of academic writing is the journal article, which functions as a central medium for communicating research findings within the scholarly community. Through journal articles, researchers present original ideas, empirical data, and theoretical analyses in a structured and peer-reviewed format. This allows knowledge to be evaluated, refined, and built upon by other scholars. Because journal articles follow established academic conventions, they help ensure clarity, credibility, and consistency in the way scientific and social knowledge is shared across disciplines. Beyond merely reporting research, journal articles play a crucial role in shaping academic debates and advancing intellectual inquiry. They provide a space where scholars can engage with existing literature, challenge prevailing assumptions, and propose new perspectives. In this way, journal articles do not simply document what is already known, but actively contribute to the development of knowledge. Their circulation through academic journals also enables research to reach wider audiences, strengthening the impact of scholarship at both national and international levels (Noortyani, 2016).

Writing articles indexed by SINTA plays an important role in strengthening the quality and visibility of scholarly work in Indonesia. SINTA-indexed journals apply academic and editorial standards that require authors to present their ideas clearly, support their arguments with credible references, and follow systematic research methods. As a result, writing for SINTA journals encourages researchers to produce more rigorous and well-structured articles that meet national benchmarks of academic excellence. This process not only improves individual writing skills but also contributes to the overall improvement of research culture in higher education institutions (Setiani & Rasto, 2016).

Moreover, publishing in SINTA-indexed journals allows researchers to disseminate their work to a broader academic audience and to gain formal recognition for their scholarly contributions. Articles published in these journals are more easily accessed, cited, and evaluated by other researchers, which enhances their academic impact. In this way, writing for SINTA journals is not merely about fulfilling publication requirements, but about participating in a wider intellectual network that supports knowledge exchange, academic accountability, and the continuous development of science and scholarship in Indonesia.

Writing for Scopus-indexed journals represents a high standard of academic communication and scholarly rigor. These journals require authors to present original, well-argued, and methodologically sound research that contributes meaningfully to international academic discussions. As a result, writing for Scopus journals demands careful organization, precise language, and a strong engagement with relevant global literature. Researchers must not only report their findings, but also demonstrate how their work advances existing knowledge within a particular field (Leavy, 2017).

Furthermore, publishing in Scopus-indexed journals enhances the visibility and credibility of a researcher's work at the international level. Articles published in these journals reach a wide and diverse scholarly audience, enabling ideas to circulate beyond national and disciplinary boundaries. This global exposure encourages dialogue, collaboration, and citation, which are essential for academic growth and impact. In this sense, writing for Scopus journals is not simply a matter of meeting editorial requirements, but a strategic and intellectual effort to position one's research within the broader landscape of global scholarship (Punar Özçelik & Yangın Ekşi, 2024).

There are perceptions of writing the article indexed by journals. Perception itself refers to the process through which individuals interpret and make meaning from sensory information and social experiences. It is not merely a passive reception of stimuli, but an active cognitive process shaped by prior knowledge, cultural background, beliefs, and expectations. In academic contexts, perception influences how people understand texts, evaluate arguments, and respond to new ideas.



As a result, differences in perception can lead to varied interpretations of the same information, even when individuals are exposed to identical data or messages.

In research and scholarly communication, perception plays a crucial role in shaping how knowledge is received and judged. Readers' perceptions affect how they assess the credibility, relevance, and significance of an academic work. Similarly, researchers' own perceptions influence the way they frame research problems, select methods, and interpret findings. Therefore, understanding perception is essential for producing and communicating knowledge effectively, as it helps scholars anticipate potential misunderstandings and engage more thoughtfully with diverse academic audiences.

Some researchers have analyzed the writing article for journal. Noortyani, (2016) analyzed the students' perception on the training in writing research article for publication. The participants were 25 students of the graduate program in Indonesian Language Teaching and Literature at an Indonesian university. The research used qualitative research. The results show that the students had positive perception on the training. They also confirmed that they were guided in writing and developing the sections of research article and the abstract during the training. Suprpto, (2022) also analyzed the students' perceptions of the writing process and the challenges. The subjects taken were the first-year students of the English Educational program at the State University of Malang, in which 31 students of IC Writing Class were chosen. The perceptions were investigated through a survey study by distributing online questionnaires via Google Form. The questionnaire was divided into four aspects; pre-writing, drafting, revising, and editing, which aimed at exploring the students' perceptions during the writing process and its challenges. The findings of the study showed that the students experienced difficulties in the writing process. The most challenging stages they had were the pre-writing and revising stage. The students faced challenges in generating and structuring ideas, respectively. Tom et al., (2013) investigated that ESL university students' perception on the importance and effectiveness of written feedback in their academic writing assignments. It examined students' preferred feedback in helping them revise and improve their written assignments. The subjects are 34 Diploma students. Data was gathered via a questionnaire adapted from Ferris (1995), Leki (1999) and Hedgecock and Leftkowitz (1994). Findings reveal that students view feedback as important and necessary to help them improve their writing ability. Findings also revealed that students prefer feedback in the form of grammar correction and suggestions on how to improve. The least preferred feedback are questions and one-word comments.

Although previous studies have provided valuable insights into students' perceptions of academic writing, several important gaps remain. Noortyani (2016) focused on graduate students' perceptions of training in writing research articles for publication and found generally positive responses, particularly regarding guidance in developing article sections and abstracts. However, this study was limited to a training context and did not explore how students perceive the actual process of writing articles for indexed journals. Similarly, Suprpto (2022) examined students' perceptions of the writing process and its challenges, but the focus was on general academic writing rather than publication-oriented writing. While this study revealed difficulties in pre-writing and revising stages, it did not address the specific demands of writing for accredited or international journals. Tom et al. (2013) further contributed by investigating students' perceptions of written feedback in academic writing, yet their emphasis was on feedback preferences rather than on the broader experience of producing journal articles for publication. Taken together, these studies concentrate mainly on students, classroom-based writing, or instructional feedback, leaving publication-oriented academic writing underexplored.

The novelty of the present study lies in its focus on both lecturers' and students' perceptions of writing articles indexed by SINTA and Scopus, which represents a more advanced and professionally oriented form of academic writing. Unlike previous studies that relied largely on



surveys or training evaluations, this research adopts a qualitative approach using semi-structured interviews to capture in-depth perspectives on the challenges, strategies, and expectations involved in publishing in indexed journals. By employing thematic analysis, the study uncovers nuanced experiences that cannot be adequately represented through questionnaires alone. This dual perspective of lecturers and students, combined with the specific focus on SINTA and Scopus-indexed publications, offers a more comprehensive understanding of publication-oriented academic writing and fills a significant gap in the existing literature.

Writing journal articles has many important impacts for both lecturers and students in higher education. For lecturers, publishing articles contributes to professional development, academic reputation, and institutional recognition. Through research and publication, lecturers are able to share their expertise, engage with international scholarly communities, and strengthen their academic profiles. At the same time, the process of writing articles encourages continuous learning, critical reflection, and the refinement of theoretical and methodological skills. For students, writing academic articles helps develop higher-order thinking, research competence, and academic literacy. By engaging in scholarly writing, students learn how to formulate research problems, analyze data, and communicate ideas in a systematic and persuasive way. This experience also prepares them for future academic and professional careers, where the ability to write clearly and critically is essential. Therefore, writing articles is not only a requirement for academic achievement, but also a powerful tool for intellectual growth and participation in the wider academic community. This research questions “ How are the lecturer’s and student’s perception in writing the articles indexed by Sinta and Scopus?

METHOD

This study employed a qualitative research design in order to gain an in-depth understanding of lecturers’ and students’ experiences in writing journal articles. A qualitative approach was considered appropriate because it allows the researcher to explore participants’ perceptions, challenges, and strategies in a natural and meaningful way. Rather than focusing on numerical data, this design emphasizes rich descriptions and personal viewpoints, which are essential for capturing the complexity of academic writing practices, particularly in the context of publishing in indexed journals (Creswell, 2007). Through this qualitative framework, the study was able to reveal how participants interpret the demands of writing for SINTA and Scopus-indexed journals and how these demands shape their academic practices. The approach also made it possible to identify recurring themes related to motivation, difficulties, and support systems in the writing process. By using qualitative methods, the research provides a deeper and more contextualized understanding of publication-oriented academic writing than would be possible through purely quantitative techniques.

This study adopted a qualitative case study design to explore in depth the experiences of lecturers and students in writing journal articles. The case study approach was chosen because it allows the researcher to examine a particular group, setting, or phenomenon within its real-life context (Kemal, E., & Omar, 2024). In this research, the case focused on how lecturers and students engage with the process of writing articles for SINTA and Scopus-indexed journals, enabling a detailed understanding of their practices, challenges, and perceptions. By using a case study design, the research was able to capture the complexity and uniqueness of publication-oriented academic writing as it occurs in a specific academic environment. This approach provided rich and contextualized data that could not be obtained through large-scale surveys or experimental methods. As a result, the study offers nuanced insights into how institutional expectations, academic culture, and individual experiences interact in shaping the process of writing for indexed journals.



Data were collected through semi-structured interviews using a set of guiding interview questions. This method was selected because it provides a balance between structure and flexibility, allowing the researcher to cover key topics while also giving participants the freedom to express their experiences and views in their own words (Jamshed, 2014). Through this approach, both lecturers and students were able to describe their perceptions, challenges, and strategies related to writing articles for SINTA and Scopus-indexed journals in a detailed and meaningful way. The use of semi-structured interviews also enabled the researcher to probe deeper into participants' responses and to clarify important points during the interaction. This helped ensure that the data reflected not only surface-level opinions but also the underlying reasons and experiences that shaped those views. Consequently, the interview data offered rich and nuanced insights into the realities of publication-oriented academic writing (Davison & Smith, 2018).

The interview questions used in this study were carefully verified and validated by experts in education and language to ensure their quality and relevance. This validation process was conducted to confirm that the questions were clear, appropriate, and aligned with the objectives of the research (Mashuri et al., 2022). By involving subject-matter experts, the researcher was able to refine the wording, structure, and focus of the questions so that they could effectively capture lecturers' and students' perceptions of writing articles for SINTA and Scopus-indexed journals. Expert validation also helped strengthen the credibility and trustworthiness of the data collection process. When interview instruments are reviewed by specialists, they are more likely to measure what they are intended to measure and to avoid ambiguity or bias. As a result, the validated interview questions provided a reliable foundation for gathering meaningful and accurate qualitative data in this study.

The population of this study consisted of all participants who attended the web seminar on writing articles indexed by SINTA and Scopus. These participants represented a diverse group of lecturers and students who were interested in developing their academic writing and publication skills. By selecting this population, the research was able to capture a broad range of perspectives from individuals who were directly engaged in learning about publication-oriented academic writing. This population was particularly relevant to the objectives of the study because all participants had been exposed to the same seminar content and instructional context. As a result, their perceptions, experiences, and responses could be meaningfully compared and analyzed. This shared background also helped ensure that the data reflected informed views on the challenges and expectations of writing for SINTA and Scopus-indexed journals.

RESULTS AND DISCUSSIONS

Results

Perception in Publication

Scientific publication is now seen as one of the main pillars supporting an institution's academic reputation. Through articles published in reputable journals, lecturers' research is not only formally documented but also recognized and accessed by a wider scholarly community. The more frequently a university appears in national and international publications, the stronger its academic image becomes in the eyes of the public, ranking bodies, and potential partners. In this sense, publication is no longer merely an administrative requirement, but a reflection of the institution's intellectual quality and competitiveness.

For lecturers, publication also plays a crucial role in their professional development. Published articles serve as concrete evidence of productivity, expertise, and scholarly contribution, which are highly valued in promotion processes, professional certification, and opportunities for research collaboration. Through consistent publication, lecturers can build a strong and credible academic track record that is acknowledged by peers both locally and globally. Therefore, writing



and publishing scholarly work is not only about meeting institutional demands, but also about nurturing and advancing one's academic identity throughout a career.

For students, publication is commonly perceived as both an academic achievement and an investment in their future academic career. Having a paper published gives students a sense of pride and recognition, showing that their ideas and research have met scholarly standards and are worthy of being shared with a wider audience. It also helps them build confidence as emerging researchers and signals their seriousness in pursuing academic excellence. Beyond immediate recognition, publication becomes a valuable form of academic capital for the future. A published article can strengthen applications for scholarships, postgraduate study, or research opportunities, as it demonstrates experience in conducting and communicating research. In this way, publication is not only about fulfilling current academic requirements, but also about laying a solid foundation for students' long-term academic and professional development.

Perception in the level of difficulties of Writing

Writing an indexed journal article is widely seen as a complex and demanding task that requires a high level of academic rigor. Authors are expected to meet strict standards in terms of structure, methodology, argumentation, and language, which often makes the process feel challenging, especially for those who are new to academic publishing. The need to follow detailed author guidelines, use precise academic English, and ensure the originality and clarity of ideas adds another layer of difficulty to the writing process. At the same time, these high standards are what give indexed journals their credibility and prestige. Researchers understand that publishing in such journals means their work will be carefully reviewed, critiqued, and evaluated by experts in the field. Although this can be intimidating, it also pushes writers to think more critically, write more carefully, and refine their research more thoroughly. In this sense, the complexity of indexed journal writing is not just an obstacle, but also a pathway to producing stronger and more meaningful scholarly work.

The structure of an article, its novelty, and the quality of its language are often seen as the main challenges in academic writing for indexed journals. Many authors struggle to organize their ideas into a clear and coherent structure that meets international journal standards, where each section must logically support the overall argument. At the same time, finding and expressing genuine novelty is not easy, as writers are required to show how their work goes beyond existing studies and offers something new to the field. Language quality adds another layer of difficulty, especially for writers working in a second language. Even strong research can be weakened if the ideas are not communicated clearly, precisely, and in an academically appropriate style. Authors must pay close attention to grammar, vocabulary, and academic tone so that their arguments are understood and taken seriously by reviewers and readers. Together, these three elements, structure, novelty, and language, form a demanding but essential foundation for successful scholarly publication.

Perception of Personal Ability

Lecturers tend to feel more confident in writing academic articles because of their experience and familiarity with research and scholarly conventions. Years of teaching, supervising students, and conducting research give them a stronger sense of how to build arguments, present data, and position their work within existing literature. This confidence allows them to approach the writing process with greater assurance compared to novice writers. However, this confidence does not eliminate the pressure created by international publication standards. The expectations of high-impact journals, strict peer-review processes, and competition with researchers from around the world can still be stressful. Even experienced lecturers often worry about whether their work is innovative enough, written clearly enough, and strong enough to meet global benchmarks. In this way, confidence and pressure coexist, shaping how lecturers navigate the demanding world of international academic publishing.



Students often feel that they are not fully prepared to write for academic journals, especially when it comes to research methodology and academic language. Many of them are still learning how to design a study, analyze data, and connect their findings to existing theories in a meaningful way. This lack of experience can make the writing process feel overwhelming, as they are expected to meet the same formal standards as more seasoned researchers. In addition, using academic language poses a serious challenge for many students. Expressing complex ideas in a clear, precise, and academically appropriate style requires practice and guidance, particularly when writing in English. As a result, students may have good ideas and interesting data, but struggle to present them in a way that is convincing and acceptable to journal reviewers. This gap between potential and proficiency is one of the main reasons why students often feel unready to publish.

Perception about support and guidance

Guidance from lecturers, along with training sessions and academic seminars, is widely considered to be extremely helpful in supporting the writing and publication process. Through mentoring, students and early-career researchers can receive direct feedback on their ideas, research design, and writing style, which helps them avoid common mistakes and improve the overall quality of their work. Workshops and seminars also provide practical knowledge about journal standards, submission procedures, and how to respond to reviewers' comments. Beyond technical skills, these forms of support also build confidence and motivation. When writers feel guided and supported by more experienced scholars, the process of writing no longer feels like a solitary struggle. Instead, it becomes a shared learning experience in which challenges can be discussed and solved together. In this way, supervision, training, and academic events do not only improve writing competence, but also create a more encouraging environment for scholarly publication.

Access to sample articles and publication mentoring plays an important role in building writers' confidence. By reading well-written papers from reputable journals, authors can better understand how ideas are organized, how arguments are developed, and how academic language is used in real contexts. These examples serve as practical models that help writers move beyond abstract guidelines and see what high-quality academic writing actually looks like. At the same time, publication mentoring provides personal support throughout the writing and submission process. With guidance from experienced mentors, writers can clarify their ideas, improve their drafts, and feel more secure when facing reviewers' comments. This combination of concrete examples and ongoing assistance helps reduce anxiety and encourages authors to believe in their own ability to publish successfully.

Perception of Long Impacts

Publication is widely seen as a powerful means of building academic networks. When an article is published, it allows a researcher's work to reach scholars beyond their own institution and even beyond national borders. Other researchers who read and cite the work may begin to recognize the author, opening opportunities for dialogue, collaboration, and shared projects in the future. Through this process, publication becomes more than just a personal achievement; it becomes a bridge to a broader scholarly community. By contributing ideas to international journals, authors place themselves within ongoing academic conversations and make their presence visible to peers in the same field. In this way, publishing helps transform individual research into meaningful connections that strengthen both personal and institutional academic networks.

The experience of writing for academic journals significantly enhances critical and academic thinking skills. When authors prepare a manuscript, they are required to question assumptions, analyze data carefully, and connect their findings to existing theories and previous studies. This process pushes writers to think more deeply and systematically, rather than simply describing what they have found. Over time, repeated engagement with journal writing helps develop a more



disciplined and reflective academic mindset. Authors learn how to build logical arguments, evaluate evidence, and anticipate possible critiques from reviewers and readers. As a result, writing for journals does not only produce publications, but also shapes researchers into more critical, careful, and intellectually mature scholars.

Discussions

The experience of writing for academic journals significantly enhances critical and academic thinking skills. Shaarawy, (2014) commented that when authors prepare a manuscript, they are required to question assumptions, analyze data carefully, and connect their findings to existing theories and previous studies. This process pushes writers to think more deeply and systematically, rather than simply describing what they have found. Over time, repeated engagement with journal writing helps develop a more disciplined and reflective academic mindset. Authors learn how to build logical arguments, evaluate evidence, and anticipate possible critiques from reviewers and readers. As a result, writing for journals does not only produce publications, but also shapes researchers into more critical, careful, and intellectually mature scholars.

Many lecturers and students face serious difficulties when writing journal articles. Even when they have good ideas or interesting data, turning them into a well-structured, publishable paper is not easy. Fitria, (2024) stated that they often struggle with organizing arguments, linking theory to data, and meeting the formal requirements set by academic journals, which can make the writing process slow and frustrating. These difficulties are also influenced by limited experience and lack of confidence, especially among students and early-career writers. The pressure to write in academic English, to show clear novelty, and to satisfy reviewers' expectations adds to their anxiety. As a result, writing a journal article is not just a technical task, but a demanding intellectual and emotional process for many academics.

Hartono & Arjanggih, (2020) said that lecturers and students feel both proud and challenged to write articles for SINTA- and Scopus-indexed journals. Having a paper accepted in these prestigious outlets is seen as a significant academic achievement, as it reflects the quality of their research and their ability to meet international standards. This sense of pride motivates many of them to push themselves further and take their work more seriously. At the same time, writing for SINTA and Scopus journals is widely regarded as a demanding task. The high expectations for originality, methodological rigor, and academic English create strong pressure for both lecturers and students. Yet, it is precisely this challenge that makes the achievement meaningful, turning the publication process into an important milestone in their academic journey.

CONCLUSION

In conclusion, writing and publishing articles in SINTA- and Scopus-indexed journals has become a meaningful yet demanding experience for both lecturers and students. While many of them face difficulties related to structure, methodology, novelty, and academic language, they also recognize publication as a source of pride, academic achievement, and professional growth. The process pushes them to think more critically, work more carefully, and engage more deeply with scholarly standards. At the same time, the impact of this experience goes beyond the production of articles. Through guidance, training, and exposure to high-quality examples, lecturers and students gradually build confidence and strengthen their academic identities. Publication not only enhances institutional reputation and individual careers, but also fosters academic networks and a culture of research. Overall, despite its challenges, journal writing plays a vital role in shaping more capable, reflective, and globally connected scholars.

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