

**STUDENT'S PERCEPTION ON JOURNAL ARTICLE PUBLICATION IN
ACCREDITED NATIONAL JOURNALS**

THESIS

**Submitted in Partial Fulfillment of the Requirement for Gaining The Degree
of Bachelor of Education In English Education**



By:

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RATIFICATION

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MOTTO

“Do your best and don’t be discouraged by any obstacle so that you won’t let yourself down with the path you have chosen”

_ATOTS

ABSTRACT

Title : **STUDENT'S PERCEPTION ON JOURNAL ARTICLE
PUBLICATION IN ACCREDITED NATIONAL JOURNALS**

Name : **YUDISTIA AYUNINGTYAS WIDIASRI**

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This study was conducted based on the perception student's on journal article publication in accredited national journals. This aim of this study is to explain student's perception on journal article in accredited national journals. This study uses quantitative method by questionnaires to get the data. The questionnaires data was validated through triangulation techniques, namely observation and documentation. The result of observations show that most of the student's agree and know well about journal article publication can improve their academic performance. Majority students believe that publishing journal article can make them confident in their ability.

Keyword : Journal Article Publication, Student's Perception, Writing

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In the name of Allah, the most gracious and merciful, the king of Universe and space. Thanks to Allah, the most gracious and most merciful, who blesses the writer in completing this thesis. *Sholawat* and *Salam* be given to our beloved Prophet, Muhammad SAW, who has guided us from the darkness era to the brightness era. By the grace of Allah, this thesis was able to completing the requirement for gaining the Degree of Bachelor of English Language Education at Walisongo State Islamic University Semarang. This thesis also hoped to be the one of materials to learning English education.


With all sincerities of writer's deepest heart, she realized that if there were no supports and motivations from people around her, she could not complete this thesis perfectly. Therefore, she would like to express her gratitude and her appreciations to:

1. Dr, KH. Ahmad Ismail, M.Ag., M.Hum as the dean of Education and Teacher Training Faculty.
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3. Lulut Widyaningrum, M.Pd as the secretary of English Education Departmen.
4. Daviq Rizal, M. Pd as the advisor for his willingness and patience to guide, correct and give suggestion to the researcher during consultation in completing the thesis.
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6. The writer's parents, Mr. Esti Widiyantoro and the late Mrs. Sri Widarti. This thesis is dedicated to them who have given the writer a big opportunity to experience the study and support her life, their moral support, prayer and guidance to their daughter.
7. My beloved brother Yudistira Bagus Widiyanto
8. My beloved friend Maftukhatul Hidayah, Dinda Candra Murti and Nurul Madjdiyah who always give support and motivation when I studied in UIN Walisongo Semarang
9. The last but not least, the one who always believes in me no matter what and those who cannot be mentioned one by one, who have supported the me to finish this thesis.

The writer realizes that this thesis is still far from perfection, so that constructive suggestions and criticisms from all sides for the perfection of this thesis project are always accepted. Finally, the writer expects that this thesis would be beneficial for the further study.

Semarang, June 21st, 2023

The writer



Yudistia Ayuningtyas Widiyasri

DEDICATION

In the name of Allah the Beneficent and the Merciful, this final project is dedicated to :
My beloved parents (Mr. Esti Widiyantoro and the late Mrs. Sri Widarti)
My Beloved brother (Yudistira Bagus Widiyanto)

LIST OF TABLES

Number	Title of Table	Pages
1.	Table 3.1	14
2.	Table 3.2	14
3.	Table 4.1	15
4.	Table 4.2	15
5.	Table 4.3	15
6.	Table 4.4	16
7.	Table 4.5	16
8.	Table 4.6	17
9.	Table 4.7	17
10.	Table 4.8	18
11.	Table 4.9	18
12.	Table 4.10	18
13.	Table 4.11	19
14.	Table 4.12	19
15.	Table 4.13	20
16.	Table 4.14	20
17.	Table 4.15	20
18.	Table 4.16	21
19.	Table 4.17	21
20.	Table 4.18	22
21.	Table 4.19	22
22.	Table 4.20	23

LIST OF APPENDICIES

Appendix 1 Instrument of Questionnaire

Appendix 2 The Result of Instrument

Appendix 3 Documentation

TABLE OF CONTENTS

COVER	i
A THESIS STATEMENT	ii
ADVISOR NOTE	iii
RATIFICATION	iv
MOTTO	v
ABSTRACT	vi
ACKNOWLEDGMENT	vii
DEDICATION	viii
LIST OF TABLES	ix
LIST OF APPENDICIES	x
TABLE OF CONTENT	xi
CHAPTER I	1
A. Background of The Study	1
B. Research Question	3
C. Reason for Choosing the Topic	3
D. Objective of The Study	3
E. Significance of Study	3
CHAPTER II	4
A. Literature Review	4
B. Previous Research	8
CHAPTER III	10
A. Research Design	10
B. Participants	10
C. Method of Collecting Data	11
D. Literature Review	11
E. Research Instrument	12
F. Method of Analyzing Data	13
CHAPTER IV	15

A. Research Finding	15
B. Discussion.....	23
CHAPTER V	24
A. Conclusion	24
B. Suggestion.....	25
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE.....	

CHAPTER I

INTRODUCTION

A. Background of The Study

Scientific publication is a form of actualization of publishing works in the form of documents, posters, manuscripts, abstracts, etc., which are scientific or medical. Which in itself usually includes data validation, clinical trial results, or other information. As for its manifestation, it can be in the form of scientific journals, review articles, books, etc. Scientific publications are places where research results and knowledge gained from science are shared and taught to others in the world. Scientific publications are also a systemization whose publications are based on peer review to achieve high objectivity. Apart from being the main proof of research originality, scientific publications can also be a basis for a research track record as an academic.

A scientific article is an essay or writing which characteristic argumentative. Writing this based on results study or study someone's theory. Associated with the research process and research report writing, an article scientific can say to "miniature" report study. The article scientific is a summary because the length was shorter than the report study alone.(Marwoto et al., 2013) In the preparation of scientific articles research results should be used standard language variety. In scientific writing, the symbolic function is emphasized more than emotive and affective functions so that the language used is reproductive, that is, the ideas conveyed by the author can be understood precisely by the readers. The barrel of the language used is the barrel of the scientific language, which has characteristics: objective, careful and precise, systematic, and not emotive.

However, current science classes do little to model scientific procedures or build specialized language. Most still use a typical lecture structure in which teachers perform the majority of the communicating, not fostering involvement in scientific debate, idea exchange, or comprehension(Archila et al., 2018). Students, on the other hand, must become acquainted with and adept in the use of specialist language and arguments in science. As a result, educational scholars advocate for the "rules of the game" to be made clear to pupils. This is why greater chances for students to interact with scientific language, procedures, "values, and ways of thinking" are required. They will be implicitly barred from successful interaction with the issue if they do not¹. Since science lecturers are "insiders" in their field, it is their responsibility to educate their students, who are "outsiders," "the rules of the game" so that they may participate in the disciplinary society and its

¹ Mouton, M., & Grange, R. L, "Scientific discourse: can our first-year students express themselves in science?", *6th International Conference on Higher Education Advances*, (2020)

practices.(Mouton & Grange, 2020) Thus, by demonstrating its "ways of reasoning," practices, and use of science language, the scientific code of conduct should be taught in science courses.(Mouton & Grange, 2020).

McNeill et al. emphasize that the majority of students, including those who are native English speakers, face challenges when engaging in scientific discourse. Hence, it is important to take into account the impact of students' overall language proficiency on their ability to effectively utilize scientific language. This is particularly relevant in diverse higher education settings like South Africa, where some students do not have English as their first language, despite receiving instruction in English (as mentioned by Mouton and Grange). Boughey further argues that difficulties arise when students are unable to adeptly manipulate the linguistic structures of a second language, hindering their ability to comprehend and convey complex concepts within their respective disciplines."(Money et al., 2020)

Academic journals serve as tangible representations of academic ambience and established publishing norms (Figure 1). They serve as a reflection of the scholarly community's commitment to research excellence and meticulousness, as well as its methods of advancing knowledge, including the peer review process. Typically, academic journals follow a similar structure, characterized pagination, single- or double-column page layouts, numbered volumes and issues, a table of contents, and other relevant features.(Barness & Papaelias, 2021)

Journal publication is very important in the academic world because journal publications can help researchers to gain academic recognition and broaden their knowledge in their field of study. Journals that have been accredited can increase their Sinta scores and Sinta rankings because articles published in Sinta-accredited journals only have a Sinta score. Journals that have been accredited can also contribute to accreditation, both higher education and study program accreditation. Accredited national journals show that the journal has gone through a rigorous assessment process, and publication in accredited national journals can increase the credibility of researchers.

Beside than that, Previous research has indicated that students highly appreciate and consider the instruction in publishing research articles to be of great value. They perceive it as a beneficial opportunity to enhance their knowledge and skills in the domain of research article writing.(Noortyani, 2016) Students also do not know how to look for resources such as articles and research materials on the internet and from other sources(Ehsanul et al., 2023).

Through the features, the researcher is interested in taking the research title **"Student's Perception : on Journal Article Publication in Accredited Nation Journals"**. Student perceptions can provide valuable information about the factors that influence their interest in publishing their research

results in accredited national journals. this knowledge can help increase student interest and participation in journal publications.

B. Research Question

The purpose of this study will be to respond to the following question :

1. How are the perceptions of students on publishing journal articles in accredited national journals?

C. Reason for Choosing the Topic

The reason the researcher for choosing this topic is to find out the perceptions of students on publishing journal articles in accredited national journals.

D. Objective of the Study

As the formulation of the problem that have been described, the objective of this research are :

1. To explain student's perception on publishing journal articles in accredited national journals

E. Significance of Study

The benefits of this study are divided in two, they are theoretical significance and practically significance :

1. Theoretical significance

To understand student's perception on publishing journal articles in accredited national journals

2. Practical significance

- a. The Students

The students can realize Students' perceptions of journal publications can influence their interest in publishing their research results in accredited national journals.

- b. Researcher

For the researcher, it would be the experience to conduct the research and get some valuable information about the factors that influence their interest in publishing their research results in accredited national journals. this knowledge can help increase student interest and participation in journal publications.

CHAPTER II

Review of The Related literature

A. Literature Review

This chapter will address several interconnected topics that are relevant to the research at hand. The following related topics will be explored and discussed:

a. Academic Writing

Writing is a vital ability for language learners to develop because it is required not only for academic practice but also later in their professional lives. Writing, along with listening, speaking, and reading, is one of the four language skills. Writing is the process of organizing words, phrases, and sentences. (Oktawidya Wati, 2021) Writing is one method of expressing ideas and communicating with people. A writer can communicate his or her thoughts or ideas on paper via writing.

The Principle Applied in Academic Writing, Whitaker (2009) claimed that there are nine principles of academic writing that must be considered by the researcher while producing a successful academic paper. (Widyartono, 2021) The first principle is Specific goal. The author of an academic writing paper must have a clear aim for the writing, and there are three frequent purposes in academic writing: persuasive purpose, analytical purpose, and informational purpose. The second principle is Participation of the audience. Academic writing is strictly intended for scholarly audiences and formal settings. As a result, the researcher must employ academic vocabulary, academic writing style, and critical writing.

The third principle is having a clear standpoint. It involves providing a concise and explicit description of the article's topic and the author's position on the matter. Whitaker (2009) suggests that an academic article should uphold the author's fundamental perspective regarding the issue at hand. As a result, the reader will not be confused about the subject of the work. The fourth principle is A single point of emphasis. The emphasis of the writing in an academic writing paper is only one. As previously said, the author and the paper should not mislead the readers about the main theme of the writing.

The fifth principle is Logical arrangement. In the logical arrangement there are the following sections comprise the paper's structure:

- 1) In the introduction, the author will draw the reader's attention, offer background information, and enlighten the reader about the paper's topic so that the reader has a clear understanding of what to expect from the paper.
- 2) The body paragraphs encompass the thesis statement, topic sentences, and supporting details. These paragraphs present ideas that are logically supported with evidence, and each sentence is connected to the following one, maintaining a cohesive flow of information.
- 3) The final paragraph. It reinforces the main arguments and demonstrates the relevance of the paper's outcomes.

The sixth principle is Solid backing from dependable sources. Facts, examples, descriptions, personal experiences, expert opinions, theories, and quotes are significant supports for the academic work. The seventh principle is Explanations that are clear and comprehensive. The arrangement of an academic article should be obvious. To minimize reader misunderstanding when reading the article, explanations should be thorough and unambiguous. This is the work to which the author should devote special attention.

The eighth principle is Effective research application. The usage of past academic research is another way to strengthen the academic publication. This is to support the author's point of view, and the study will be introduced, examined, explained, and briefly mentioned in the text. The last principle is Use proper APA formatting. This is one of the responsibilities that all writers of academic papers should be aware of. The writers should adhere to the American Psychological Association's rules.(Widyartono, 2021)

According to Oshima and Hogue (2007), descriptive, analytical, persuasive, and critical writing are the four main categories of academic writing.(Imaniar et al., 2018) Each category has particular language traits and goals. The most basic type of academic writing is descriptive writing. Descriptive writing aiming to convey information or facts. Examples include summarizing an article or reporting the findings of an experiment. Descriptive assignments typically involve instructions such as identifying, reporting, recording, summarizing, and defining. Analytical writing, which is the predominant form of academic writing, goes beyond pure description. Researchers not only present information but also reorganize the facts and information into categories, groups, components, types, or relationships. In the field, these groups or relationships are

frequently already well-established. Analytical assignments may include instructions such as analyzing, comparing, contrasting, relating, and examining. Persuasive writing requires researchers to go beyond analytical writing by incorporating their own perspective. It mixes the elements of analytical writing (information + structuring) along with the viewpoint of the researcher. Most essays have a persuasive aspect, and even the discussion and conclusion sections of a research paper involve persuasion. Critical writing is prevalent in research, postgraduate, and advanced undergraduate writing. It encompasses all the characteristics of persuasive writing and requires the researcher to consider at least two points of view, including their own. Critical writing involves evaluating and analyzing multiple perspectives on an issue or topic. In summary, academic writing can be categorized into four types: descriptive, analytical, persuasive, and critical. Each type has its own linguistic features and objectives, with varying levels of analysis and persuasion involved..

b. Journal Articles

The significance of academic journals extends beyond their role as a means of communication and a permanent record. They serve as the final outcome of research endeavors, and a researcher's performance and productivity are largely assessed based on the number and quality of their publications. Journals also serve as visual representations of academic culture and publishing norms, offering insights into the research excellence and rigor within an academic community, including the processes of knowledge advancement such as peer review. Traditional academic journals typically adhere to a similar structure, with numbered volumes and issues, a table of contents, single or double-column page layouts, pagination, and other customary features.(Barness & Papaelias, 2021)

The act of writing journals often assists us in transforming our abstract thoughts into tangible expressions, as there are instances when it proves challenging to articulate these thoughts through spoken words alone. By dedicating ample thought and effort to crafting our journal entries in a clear and concise manner, we not only enhance our ability to present them in writing but also find it easier to communicate them verbally to our classmates. Through effective organization and logical reasoning, we are able to effectively convey our ideas and ensure a coherent presentation.(Abednia et al., 2013) Gaining familiarity with the various types of articles published in journals can be beneficial. While it may seem like there is a multitude of article types due to the diverse

range of names they are published under, the majority of published articles can be categorized into the following types: *Original Research, Review Articles, Short Reports or Letters, Case Studies, and Methodologies.*

c. Accredited Journal

Journal publication is very important in the academic world because journal publications can help researchers to gain academic recognition and broaden their knowledge in their field of study. Journals that have been accredited can increase their Sinta scores and Sinta rankings because articles published in Sinta-accredited journals only have a Sinta score. Journals that have been accredited can also contribute to accreditation, both higher education and study program accreditation. Accredited national journals show that the journal has gone through a rigorous assessment process, and publication in accredited national journals can increase the credibility of researchers.

Beside than that, some previous studies said that Students highly appreciate and recognize the value of receiving training in writing research articles for publication as it significantly enhances their knowledge and proficiency in this area. Such training is considered beneficial in terms of improving students' skills and competence in effectively crafting research articles.(Noortyani, 2016) Students also do not know how to look for resources such as articles and research materials on the internet and from other sources². As EFL students we must know a good quality journal.

A good journal can be seen through its accreditation for knowing the journal quality. Accredited journals are esteemed academic publications that fulfill specific criteria and are eligible for financial support from the Department of Higher Education and Training (DHET). The accreditation status of a journal can be verified through the list of journal rankings. Consequently, it is reasonable that key stakeholders within the academic research community have a vested interest in assessing the quality of journals. Journal ranking has gained widespread prominence across various academic disciplines.(Bryce et al., 2020) The utilization of journal ranking lists to assess the quality of research from a distance has implications for hiring and promotion decisions, as well as indirect effects on the allocation of resources. However, there is an increasing apprehension that relying

² Khan, M. E. I., Khan, M. E. I., Anonna, A. S., & Islam, S. "Challenges of Topic Selection for Dissertation at the Undergraduate Level in Bangladesh", *Canadian Journal of Educational and Social Studies*, (2023) 3(2), 1-14.

solely on journal lists might restrict the diversity of research and impede the innovative nature of scholarly work, ultimately limiting its impact both within and beyond the academic sphere.³

B. Previous Research

The previous study refers to the outcomes of earlier research conducted by various scholars in the field of academic writing. It encompasses a range of investigations conducted prior to the current study, which have explored various aspects of academic writing.

1. ***“Students' and Lecturers' Perception on Academic Writing Instruction”***(2018), by Oktarina, Sriwijaya University, Indonesia

The result shows that academic writing training in Indonesian language classrooms is rather competent and current. Yet, several parts of the application of teaching academic writing require improvement. (Oktarina et al., 2018)

2. ***“An Exploratory Study on Factors Influencing Undergraduate Students' Academic Writing Practices in Turkey”***(2019), by Altınmakas & Bayyurt, Turkiye University

The results demonstrated that a variety of interrelated educational and contextual factors, including (1) the volume and nature of L1 and L2 pre-university writing guidance and expertise, (2) students' perceptions of academic writing and curricular text genres, (3) sustained interaction with the academic context and discourse, and (4) faculty members' expectations, have an impact on undergraduate writing. The results of the study have significant ramifications for how writing instruction in Turkey should be rethought.⁴

3. ***“Student Perceptions of Difficulties in Academic Writing Courses”*** (2020), by Usmanova Gulrukh Shokirjonovna

The results show that there are several reasons in students' difficulties on doing academic writing courses. There are lexical differences, grammar and punctuation, plagiarism, and text structure.(Shokirjonovna, 2020)

³ Brooks, C., Schopohl, L., & Walker, J. T. (2023). Comparing perceptions of the impact of journal rankings between fields. *Critical Perspectives on Accounting*, 90, 102381. <https://doi.org/10.1016/j.cpa.2021.102381>

⁴ Altınmakas, D., & Bayyurt, Y. (2019). An exploratory study on factors influencing undergraduate students' academic writing practices in Turkey. *Journal of English for Academic Purposes*, 37, 88-103. <https://doi.org/10.1016/j.jeap.2018.11.006>

4. ***“Students’ Perception of Plagiarism in Academic Writing Class: a Case Study”*** (2021), by Salma Yonalia Hasna, Joko Nurkamto, Hefy Sulistyawati, Universitas Sebelas Maret.
The results show that students did some strategies to prevent plagiarism in their writing. Students used quotation marks for direct quotations, cited the sources, and paraphrased the sources to avoid plagiarism.(Journal et al., 2021)
5. ***“A Study of Saudi Advanced Academic Writing Students’ Perceptions of Research Essays, and Gaps in Their Knowledge”*** (2020) by Nida Qayoom and Mohammad Saleem, King Abdulaziz University
The result shows that Saudi university English Major students regard academic writing tough, and acknowledge that for them it is the weakest area of competence in English. They have only a basic idea of how to find suitable sources for their research topics, to review relevant literature to contextualize their study, and to prepare notes and references for the study. The study is very significant since it highlights a major area of university students’ weakness in studies and offers constructive suggestions.(Qayoom & Saleem, 2020)

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, a quantitative research design was chosen to systematically examine and describe the data, providing objective insights into students' perceptions. According to Leedy and Ormrod (2010:95), quantitative research aims to uncover explanations and predictions that can be generalized to other individuals and contexts (Leedy, Paul D and Ormrod, 2015). The use of a quantitative approach allows for the application of statistical, mathematical, or computational techniques to analyze numerical data related to student perceptions. Survey Research is defined as the process of conducting research using surveys that researchers send to survey respondents. The data collected from surveys is then statistically analyzed to draw meaningful research conclusions.

Creswell (2012) suggests that in quantitative research, researchers explore research problems based on emerging trends in the field or the need to explain causal factors (Creswell & Creswell, 2018). It falls under the category of survey research, which tries to analyze a sample from a population in order to produce a numerical or quantitative description of trends, attitudes, or views within that population (Creswell, 2012) (Creswell & Creswell, 2018). Written surveys, verbal surveys, and mixed-mode surveys are the three survey medium that are most frequently used in survey research. In this study, the researcher utilizes a written survey as a means of communication with the research subjects and employs a questionnaire as the main instrument and used the Google form as the medium.

B. Participants

Creswell (2012, p. 381) defines a sample as a subset of individuals participating in a study, selected from the broader target population, that allows researchers to make generalizations about the target population (Creswell & Creswell, 2018). In this particular study, the sample consisted of specifically chosen students from the population who were included in the research. The population in this study was comprised of undergraduate and postgraduate students majoring in English literature. The research sample will be selected purposefully, taking into account inclusion criteria such as having experience or familiarity with the process of publishing journal articles and having an interest in conducting academic research. The sample size will be determined by considering appropriate statistical considerations to ensure the representativeness and accuracy of the research results.

C. Method of Collecting Data

To collect data that can support the focus of the problem in this study, the data collection techniques carried out are: .

a. Questionnaire

A questionnaire is employed as a method to gather data by presenting a predefined set of questions or statements for respondents to answer. In this case, the questionnaire's objective is to ascertain the perceptions of undergraduate and postgraduate students majoring in English literature regarding the publication of journal articles in nationally accredited journals.(Wimolmas, 2012) After the researcher distributes the questionnaire and requests the participants to complete it, the researcher carefully examines each response and observes the students in the class as they provide answers to the questionnaire.

b. Documentation

Documentation used in this study is audio recordings, photos during distributing the questionnaire to the students. This documentation technique aims to complement and strengthen questionnaire and observation data.

D. Research Instrument

A questionnaire was employed as the research instrument in this study to assess students' perceptions regarding the publication of journal articles in accredited national journals. Written questionnaires are commonly preferred due to their efficiency and practicality, allowing for the inclusion of large sample sizes. They are widely utilized in educational research. Another advantage of this approach is that it provides standardized instructions to all participants, minimizing the potential influence of the investigator's personal appearance or behavior on the results (Ary: 2002).⁵

There are two types of questionnaires: structured and unstructured. In this study, the researchers opted for a structured questionnaire. The structured questionnaire makes it easier for the researcher to analyze the questionnaire results. In contrast, unstructured questionnaires do not provide suggested answers (Ary 2002:175).⁶ Unstructured questionnaires can also yield ordinal data by employing a continuous rating scale to gauge the intensity of attitudes or emotions. For instance,

⁵ Ary, D. (2010). *Introduction to Research in Education Eight Edition*'. United State: Wadsworth Cengage Learning.

⁶ Ary, D. (2010). *Introduction to Research in Education Eight Edition*'. United State: Wadsworth Cengage Learning.

participants may indicate their level of agreement on a scale ranging from strongly agree to strongly disagree, or they may choose the neutral or cannot answer option. To prevent misunderstandings among students, the questionnaires were administered in both Indonesian and English languages.

Content outline of Questionnaire Guideline

Components of Questionnaire	No. Item	Total Item
Knowing whether Journal article publication can improve students academic performance	1,5,7,9	4
Knowing the lectures can assist students for preparing journal article publication in national journals	4	1
Knowing how the students' attitude of Journal article publication in national journals	2,6,8,10	4
Knowing the strength journal article publication in national journals	3	1

E. Procedure of Collecting Data

For this study, data was collected through the utilization of a questionnaire. Specifically, a closed-ended questionnaire was employed. The questionnaire used in this study was in a closed-ended format, utilizing a rating scale known as the Likert Scale to gather information from the participants. The Likert Scale, in this context, served as a measurement tool to assess individuals' attitudes, opinions, and perceptions towards a specific object or phenomenon.⁷ The Likert scale is used to assess the level of agreement of subjects with each item. The degree of agreement is measured on a five-point scale, ranging from Strongly Agree (SA), Agree (A), Doubtful (DF),

⁷ Syofian Siregar. (2010). *Statistika Deskriptif untuk Penelitian*. Jakarta: Rajawali Pers.

Disagree (D), to Strongly Disagree (SD).(Nicholls, 2010) In this study, the researcher distributed the questionnaire solely through electronic means, specifically using Google Form.

F. Method of Analyzing Data

Participants will be instructed to indicate their level of agreement by circling the corresponding response for each statement. The questionnaire comprises 10 questions that require honest answers from the students. For preliminary analysis, a simple distribution table will be used for each variable, employing the following criteria:

- a. Strongly agree, representing the biggest level of agreement, will be assigned a score of 5.
- b. Agree, which represents a lesser degree of agreement than "strongly agree." will be assigned a score of 4.
- c. Neutral (having no idea), which represents a lesser level of agreement than "agree," will be assigned a score of 3.
- d. Disagree, showing a lower level of agreement compared to "neutral," will be receive a score of 2.
- e. Strongly disagree, representing the lowest level of agreement, will be assigned a score of 1.

In this research, the researcher will employ tabulation as a data collection method. Tabulating entails recording the participants' responses in a table, which will subsequently be summarized in terms of frequency and percentage. The data collected in this study will primarily consist of quantitative data.

The formula for calculating the percentage will be as follows:

$$P = \frac{F}{N} \times 100\%$$

Annotation:

P = Percentage

F = Frequency of the respondents

N = The Total Number of The Respondents

Each statement item's data will be combined into a single table that includes the proportion and frequency. Subsequently, the researcher will analyze and interpret the data based on the predefined scale criteria, which are determined as follows:

No	Interval	Interpretation
1	84%-100%	Almost
2	68%-84%	More than half
3	52%-68%	Half
4	36%-52%	Almost half
5	20%-36%	Least

Table 3.1

In Addition the Classification of the students' response based on the criteria below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
Strongly Low	Low	Normal	Strong	Very Strong

Table 3.2

CHAPTER IV

FINDINGS AND DISCUSSIONS

The study findings and the research discussion are the two sections of this chapter. The study findings section describes the conclusions drawn from the information gathered via the questionnaire; these conclusions will be further examined in the part that follows.

A. Research Finding

The problems statement from the first chapter's introduction was addressed by the research findings. Additionally, data analysis of students' perceptions of journal article publication in accredited national journals is presented in this section.

The Result of Student's Perception :

The researcher shows the findings obtained from analyzing the questionnaire, which focuses on the factors related to perception. In analyzing the questionnaire, the researcher utilized the following formulas:

Table number 1 : I believe that publishing journal articles in accredited national journals can improve my academic performance (*Saya percaya bahwa menerbitkan artikel jurnal di jurnal nasional terakreditasi dapat meningkatkan prestasi akademik saya*)

NO	CATEGORY	SCORE	FREQUENT	SUM OF SCORE
1	Strongly Agree	5	45	225
2	Agree	4	44	176
3	Neutral	3	8	24
4	Disagree	2	2	4
5	Strongly Disagree	1	1	1
TOTAL			100	430

Table 4.1

According to the result above, the majority of students strongly agree with such statement. The relevant data are shown below:

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
Strongly Low	Low	Normal	Strong	Very Strong

Table 4.2

Based on the previous question, the data reveals that out of 100 respondents, a majority of students strongly agree with the given statement, which corresponds to a percentage of 86% (430 out of 500) when calculated. This indicates a strong level of agreement among the students. However, a small percentage of students (4.8%) expressed a neutral stance towards the statements, while a minority (0.8%) disagreed with the statements.

Table number 2 : I am confident in my ability to publish journal articles in accredited national journals (*Saya merasa yakin bahwa saya memiliki keterampilan yang cukup untuk menerbitkan artikel jurnal di jurnal nasional terakreditasi*)

NO	CATEGORY	SCORE	FREQUENT	SUM OF SCORE
1	Strongly Agree	5	13	65
2	Agree	4	35	140
3	Neutral	3	40	120
4	Disagree	2	11	22
5	Strongly Disagree	1	1	1
TOTAL			100	348

Table 4.3

The above results indicate that a majority of the students expressed agreement with the statement. The valid data supporting this observation is presented below :

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
Strongly Low	Low	Normal	Strong	Very Strong

Table 4.4

The data from the aforementioned question indicates that over half of the students expressed a strong agreement with the statement regarding the constructs. Specifically, 348 out of 500, which accounts for 69.6% of the total score, showed a strong agreement. Additionally, there were students who selected a neutral or disagree option. The data reveals that 24% of the students were neutral in their response, while 4.4% disagreed with the statements..

Table number 3 : I feel that journal articles published in accredited national journals are of better quality than those in other journals (*Saya merasa artikel jurnal yang diterbitkan di jurnal nasional terakreditasi memiliki kualitas yang lebih baik dibandingkan dengan jurnal-jurnal lainnya*)

NO	CATEGORY	SCORE	FREQUENT	SUM OF SCORE
1	Strongly Agree	5	26	130
2	Agree	4	41	164
3	Neutral	3	23	69
4	Disagree	2	9	18
5	Strongly Disagree	1	1	1
TOTAL			100	382

Table 4.5

The above results indicate that a majority of the students expressed agreement with the statement. The valid data supporting this observation is presented below :

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
Strongly Low	Low	Normal	Strong	Very Strong

Table 4.6

Based on the data obtained from the aforementioned question, it is evident that over half of the students strongly agree with the statement regarding the constructs. Specifically, out of a total score of 500, 382 points were awarded, accounting for 76.4%. This indicates a strong level of agreement. However, there were also students who chose the neutral and disagree options. The data reveals that 13.8% of the students were neutral in their response, while 3.6% disagreed with the statements.

Table number 4 : I feel confident that my lecturer can assist me in preparing journal articles for publication in accredited national journals (*Saya merasa yakin bahwa dosen saya dapat membantu saya dalam mempersiapkan artikel jurnal untuk diterbitkan di jurnal nasional terakreditasi*)

NO	CATEGORY	SCORE	FREQUENT	SUM OF SCORE
1	Strongly Agree	5	21	105
2	Agree	4	47	188

3	Neutral	3	28	84
4	Disagree	2	3	6
5	Strongly Disagree	1	1	1
TOTAL			100	384

Table 4.7

The above results indicate that a majority of the students expressed agreement with the statement. The valid data supporting this observation is presented below :

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
Strongly Low	Low	Normal	Strong	Very Strong

Table 4.8

Based on the data obtained from the aforementioned question, it is evident that more than half of the students strongly agree with the statement regarding the constructs. Specifically, out of a total score of 500, 384 points were awarded, accounting for 76.8%. This indicates a strong level of agreement. However, there were also students who chose the neutral and disagree options. The data reveals that 16.8% of the students were neutral in their response, while 1.2% disagreed with the statements.

Table number 5 : I believe that publishing journal articles in an accredited national journal will help me get a scholarship or other recognition (*Saya percaya bahwa menerbitkan artikel jurnal di jurnal nasional terakreditasi dapat membantu saya dalam mendapatkan beasiswa atau pengakuan lainnya*)

NO	CATEGORY	SCORE	FREQUENT	SUM OF SCORE
1	Strongly Agree	5	40	200
2	Agree	4	44	176
3	Neutral	3	13	39
4	Disagree	2	2	4
5	Strongly Disagree	1	1	1
TOTAL			100	420

Table 4.9

The above results indicate that a majority of the students strongly agree with the statement. The valid data supporting this observation is presented below :

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
Strongly Low	Low	Normal	Strong	Very Strong

Table 4.10

Based on the data obtained from the aforementioned question, it is evident that a significant number of students strongly agree with the statement regarding the constructs. Out of a total score of 500, 420 points were awarded, representing 84%. This indicates a strong level of agreement among the students. However, there were also students who chose the neutral and disagree options. The data reveals that 7.8% of the students were neutral in their response, while 0.8% disagreed with the statements.

Table number 6 : I feel confident that I have enough time to complete a journal article for publication in an accredited national journal (*Saya merasa yakin bahwa saya memiliki cukup waktu untuk menyelesaikan artikel jurnal untuk diterbitkan di jurnal nasional terakreditasi*)

NO	CATEGORY	SCORE	FREQUENT	SUM OF SCORE
1	Strongly Agree	5	13	65
2	Agree	4	43	172
3	Neutral	3	28	84
4	Disagree	2	13	26
5	Strongly Disagree	1	3	3
TOTAL			100	350

Table 4.11

The above results indicate that a majority of the students expressed agreement with the statement. The valid data supporting this observation is presented below :

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
Strongly Low	Low	Normal	Strong	Very Strong

Table 4.12

Based on the data presented in the preceding question, it is evident that a majority of the students strongly agree with the statement regarding the constructs. Out of a total score of 500, 350 points were awarded, which accounts for 70%. This indicates a strong level of agreement among the students. However, there were also students who chose the neutral and disagree options. The data reveals that 16.8% of the students were neutral in their response, while 5.2% disagreed with the statements.

Table number 7 : I believe that publishing journal articles in accredited national journals can help me achieve my professional goals in the long run (*Saya percaya bahwa menerbitkan artikel jurnal di jurnal nasional terakreditasi dapat membantu saya dalam mencapai tujuan karir saya di masa depan*)

NO	CATEGORY	SCORE	FREQUENT	SUM OF SCORE
1	Strongly Agree	5	30	150
2	Agree	4	38	152
3	Neutral	3	27	81
4	Disagree	2	3	6
5	Strongly Disagree	1	2	2
TOTAL			100	391

Table 4.13

The above results indicate that a majority of the students expressed agreement with the statement. The valid data supporting this observation is presented below :

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
Strongly Low	Low	Normal	Strong	Very Strong

Table 4.14

Based on the data provided in the preceding question, it is evident that a significant majority of the students strongly agree with the statement regarding the constructs. Out of a total score of 500, 391 points were obtained, which corresponds to 78.2%. This indicates a strong level of agreement among the students. However, there were also students who selected the neutral and disagree options. The data reveals that 16.2% of the students were neutral in their response, while 1.2% disagreed with the statements.

Table number 8 : I am sure I can fulfill the requirements for publishing a journal article in an accredited national journal (*Saya merasa yakin bahwa saya dapat memenuhi kriteria penerbitan artikel jurnal di jurnal nasional terakreditasi*)

NO	CATEGORY	SCORE	FREQUENT	SUM OF SCORE
1	Strongly Agree	5	12	60
2	Agree	4	35	140
3	Neutral	3	43	129
4	Disagree	2	8	16
5	Strongly Disagree	1	2	2
TOTAL			100	347

Table 4.15

The above results indicate that a majority of the students expressed agreement with the statement. The valid data supporting this observation is presented below :

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
Strongly Low	Low	Normal	Strong	Very Strong

Table 4.16

Based on the data provided in the preceding question, it is evident that a significant majority of the students strongly agree with the statement regarding the constructs. Out of a total score of 500, 347 points were obtained, which corresponds to 69.4%. This indicates a strong level of agreement among the students. However, there were also students who selected the neutral and disagree options. The data reveals that 25.8% of the students were neutral in their response, while 3.2% disagreed with the statements.

Table number 9 : I believe that publishing journal articles in accredited national journals can help me grow my academic network (*Saya percaya bahwa menerbitkan artikel jurnal di jurnal nasional terakreditasi dapat membantu saya dalam mengembangkan jaringan akademik saya*)

NO	CATEGORY	SCORE	FREQUENT	SUM OF SCORE
1	Strongly Agree	5	41	205
2	Agree	4	48	192
3	Neutral	3	10	30
4	Disagree	2	0	0
5	Strongly Disagree	1	1	1
TOTAL			100	428

Table 4.17

The above results indicate that a majority of the students strongly agree with the statement. The valid data supporting this observation is presented below :

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
Strongly Low	Low	Normal	Strong	Very Strong

Table 4.18

Based on the data presented in the preceding question, it is evident that a significant majority of the students strongly agree with the statement regarding the constructs. Out of a maximum score of 500, a total of 428 points were obtained, which corresponds to 85.6%. This indicates a strong level of agreement among the students. However, there were also students who selected the neutral option, comprising 6% of the respondents. Interestingly, no students disagreed with the statements.

Table number 10 : I feel confident that I have access to the resources and information necessary to write a journal article for publication in an accredited national journal (*Saya merasa yakin bahwa saya memiliki akses ke sumber daya dan informasi yang diperlukan untuk menulis artikel jurnal untuk diterbitkan di jurnal nasional terakreditasi*)

NO	CATEGORY	SCORE	FREQUENT	SUM OF SCORE
1	Strongly Agree	5	14	70
2	Agree	4	50	200
3	Neutral	3	25	75
4	Disagree	2	10	20
5	Strongly Disagree	1	1	1
TOTAL			100	366

Table 4.19

The above results indicate that a majority of the students expressed agreement with the statement. The valid data supporting this observation is presented below :

0%-35%	36%-51%	52%-67%	68%-83%	84%-100%
Strongly Low	Low	Normal	Strong	Very Strong

Table 4.20

Based on the data presented in the preceding question, it is evident that a majority of the students strongly agree with the statement regarding the constructs. Out of a maximum score of 500, a total of 366 points were obtained, which corresponds to 73.2%. This indicates a strong level of agreement among the students. However, there were also students who selected the neutral option, comprising 15% of the respondents. Additionally, 4% of the students disagreed with the statements.

B. Discussion

In conducting this research, the researcher draws conclusions about student's perception on journal article publications in accredited national journals, as follows: Student perceptions of journal article publications in accredited national journals are very good. Most of the students are agree and know well about journals article publications can improve their academic performance. Majority student's believe that publishing journal article can make them confident in their ability, they also believe that publishing journal articles in an accredited national journal will help them get a scholarship or other recognition and publishing journal articles in accredited national journals can help them grow their academic network, majority student's also feel confident that they have access to the resources and information necessary to write a journal article for publication in an accredited national journal

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter serves as the final section of the document, focusing on two main parts. The first section presents the concluding remarks based on the research findings, while the second section provides suggestions for further action or recommendations.

A. Conclusion

According to a previous study conducted by Oktarina, it was found that academic writing in the Indonesian language classroom is generally satisfactory and appropriate for the current situation. However, there are still areas in the implementation of teaching academic writing that require improvement.(Oktarina et al., 2018)

In this study, the researchers selected respondents from different background and also different levels of their English skills. The findings indicated that the majority of students agree that journal article publication can improve their academic writing.

According to Altinmakas and Bayyurt, a variety of interrelated educational and contextual elements have an impact on undergraduate writing, including (1) the quantity and nature of L1 and L2 pre-university writing guidance and expertise, (2) students' perceptions of academic writing and curricular text genres, (3) sustained interaction with the academic context and discourse, and (4) faculty members' expectations.⁸

There are two strength of this research. The first is that study was conducted with respondents who had background that relate with the topic which is English department students. Secondly, this study also looked at students perception on journal article publication in accredited national journals.

Student's perception on journal article publication in accredited national journals showed that most students aware and know well about journal article publication. For develop their skill the students need to participate in socialization and training. Of course, this study also has limitations. Due to the short period time, the researcher could not know their problems and difficulties in journal article publication.

⁸ Altinmakas, D., & Bayyurt, Y. (2019). An exploratory study on factors influencing undergraduate students' academic writing practices in Turkey. *Journal of English for Academic Purposes*, 37, 88-103. <https://doi.org/10.1016/j.jeap.2018.11.006>

B. Suggestion

Based on the research that has been done, in the future students can optimize journal article publication in accredited national journals. The researchers would like to provide some suggestions as follows: The researcher suggests students be aware of the publication of journal articles, students need to continue to try writing journal articles and publishing their journal article in accredited national journals and the researcher also suggests students to improve their skills on journal articles publication by participating in socialization and training.

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APPENDICES

APPENDIX 1

Questionnaire Filling Instructions:

1. Put a checklist mark on the answer that you think is most appropriate.
2. Each question requires only one answer.
3. Fill in the following answers according to your opinion by placing a checklist in the column provided.
4. This questionnaire uses a Likert scale with the following information:
 Scale 1 = Strongly Disagree (STS)
 Scale 2 = Disagree (TS)
 Scale 3 = Neutral/Indecisive (N)
 Scale 4 = Agree (S)
 Scale 5 = Strongly Agree (SS)

No	Statement	SS	S	N	TS	STS
1	I believe that publishing journal articles in accredited national journals can improve my academic performance <i>(Saya percaya bahwa menerbitkan artikel jurnal di jurnal nasional terakreditasi dapat meningkatkan prestasi akademik saya)</i>					
2	I am confident in my ability to publish journal articles in accredited national journals <i>(Saya merasa yakin bahwa saya memiliki keterampilan yang cukup untuk menerbitkan artikel jurnal di jurnal nasional terakreditasi)</i>					
3	I feel that journal articles published in accredited national journals are of better quality than those in other journals <i>(Saya merasa artikel jurnal yang diterbitkan di jurnal nasional terakreditasi memiliki kualitas yang lebih baik dibandingkan dengan jurnal-jurnal lainnya)</i>					
4	I feel confident that my lecturer can assist me in preparing journal articles for publication in accredited national journals					

	<i>(Saya merasa yakin bahwa dosen saya dapat membantu saya dalam mempersiapkan artikel jurnal untuk diterbitkan di jurnal nasional terakreditasi)</i>					
5	I believe that publishing journal articles in an accredited national journal will help me get a scholarship or other recognition <i>(Saya percaya bahwa menerbitkan artikel jurnal di jurnal nasional terakreditasi dapat membantu saya dalam mendapatkan beasiswa atau pengakuan lainnya)</i>					
6	I feel confident that I have enough time to complete a journal article for publication in an accredited national journal <i>(Saya merasa yakin bahwa saya memiliki cukup waktu untuk menyelesaikan artikel jurnal untuk diterbitkan di jurnal nasional terakreditasi)</i>					
7	I believe that publishing journal articles in accredited national journals can help me achieve my professional goals in the long run <i>(Saya percaya bahwa menerbitkan artikel jurnal di jurnal nasional terakreditasi dapat membantu saya dalam mencapai tujuan karir saya di masa depan)</i>					
8	I am sure I can fulfill the requirements for publishing a journal article in an accredited national journal <i>(Saya merasa yakin bahwa saya dapat memenuhi kriteria penerbitan artikel jurnal di jurnal nasional terakreditasi)</i>					
9	I believe that publishing journal articles in accredited national journals can help me grow my academic network <i>(Saya percaya bahwa menerbitkan artikel jurnal di jurnal nasional terakreditasi dapat membantu saya dalam mengembangkan jaringan akademik saya)</i>					
10	I feel confident that I have access to the resources and information necessary to write a journal article for publication in an accredited national journal <i>(Saya merasa yakin bahwa saya memiliki akses ke sumber daya dan informasi yang diperlukan untuk menulis artikel jurnal untuk diterbitkan di jurnal nasional terakreditasi)</i>					

APPENDIX 2

The result of instrument

The image shows two side-by-side screenshots of a Google Forms survey instrument. The browser address bar shows 'google.com'. The form title is 'Formulir tanpa judul'. The progress indicator shows 'Pertanyaan 100' and 'Jawaban 100'. The form contains four Likert-scale questions with five response options: Strongly Disagree (SD), Disagree (D), Neutral/Indecise (N), Agree (A), and Strongly Agree (SA). The responses are as follows:

Question	Strongly Disagree (SD)	Disagree (D)	Neutral/Indecise (N)	Agree (A)	Strongly Agree (SA)
1. I believe that publishing journal articles in accredited national journals can improve my academic performance. (Saya percaya bahwa menebitkan artikel jurnal di jurnal nasional terakreditasi dapat meningkatkan prestasi akademik saya)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. I am confident in my ability to publish journal articles in accredited national journals. (Saya merasa yakin bahwa saya memiliki keterampilan yang cukup untuk menebitkan artikel jurnal di jurnal nasional terakreditasi)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I feel that journal articles published in accredited national journals are of better quality than those in other journals. (Saya merasa artikel jurnal yang diterbitkan di jurnal nasional terakreditasi memiliki kualitas yang lebih baik dibandingkan dengan jurnal-jurnal lainnya)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel confident that my lecturer can assist me in preparing journal articles for publication in accredited national journals. (Saya merasa yakin bahwa dosen saya dapat membantu saya dalam mempersiapkan artikel jurnal untuk diterbitkan di jurnal nasional terakreditasi)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. I believe that publishing journal articles in an accredited national journal will help me get a scholarship or other recognition

(Saya percaya bahwa menerbitkan artikel jurnal di jurnal nasional terakreditasi dapat membantu saya dalam mendapatkan beasiswa atau pengakuan lainnya)

- Strongly Disagree (SD)
- Disagree (TS)
- Neutral/Indecisive (N)
- Agree (S)
- Strongly Agree (SS)

6. I feel confident that I have enough time to complete a journal article for publication in an accredited national journal

(Saya merasa yakin bahwa saya memiliki cukup waktu untuk menyelesaikan artikel jurnal untuk diterbitkan di jurnal nasional terakreditasi)

- Strongly Disagree (SD)
- Disagree (TS)
- Neutral/Indecisive (N)
- Agree (S)
- Strongly Agree (SS)

7. I believe that publishing journal articles in accredited national journals can help me achieve my professional goals in the long run

(Saya percaya bahwa menerbitkan artikel jurnal di jurnal nasional terakreditasi dapat membantu saya dalam mencapai tujuan karir saya di masa depan)

- Strongly Disagree (SD)
- Disagree (TS)
- Neutral/Indecisive (N)
- Agree (S)
- Strongly Agree (SS)

8. I am sure I can fulfill the requirements for publishing a journal article in an accredited national journal

(Saya merasa yakin bahwa saya dapat memenuhi kriteria penerbitan artikel jurnal di jurnal nasional terakreditasi)

- Strongly Disagree (SD)
- Disagree (TS)
- Neutral/Indecisive (N)
- Agree (S)
- Strongly Agree (SS)

9. I believe that publishing journal articles in accredited national journals can help me grow my academic network *

(Saya percaya bahwa menerbitkan artikel jurnal di jurnal nasional terakreditasi dapat membantu saya dalam mengembangkan jaringan akademik saya)

- Strongly Disagree (STS)
- Disagree (TS)
- Neutral/Indecisive (N)
- Agree (S)
- Strongly Agree (SS)

10. I feel confident that I have access to the resources and information necessary to write a journal article for publication in an accredited national journal *

(Saya merasa yakin bahwa saya memiliki akses ke sumber daya dan informasi yang diperlukan untuk menulis artikel jurnal untuk diterbitkan di jurnal nasional terakreditasi)

- Strongly Disagree (STS)
- Disagree (TS)
- Neutral/Indecisive (N)
- Agree (S)
- Strongly Agree (SS)

APPENDIX 3 Documentation

03.16

google.com

Formulir tanpa judul

Pertanyaan Jawaban 100 Setelan

ARTICLE PUBLICATION IN ACCREDITATION NATIONAL JOURNALS

Assalamualaikum Wr. Wb.

Selamat Pagi/Siang/Sore/Malam.

Perkenalkan saya Yudistia Ayuningtyas Widiaeri
Mahasiswa Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Negeri Walsongo Semarang.

Saat ini saya sedang melakukan penelitian guna menyelesaikan skripsi saya untuk memenuhi syarat kelulusan Sarjana (S1), saya meminta kesediaan saudara/i untuk mengisi kuesioner penelitian saya dengan judul " **Student's Perception on Journal Article Publication in Accreditation Nation Journals**".

Adapun berikut merupakan kriteria responden yang saya butuhkan untuk mengisi kuesioner penelitian ini, yaitu:
Mahasiswa program studi Pendidikan Bahasa Inggris/Sastra Inggris.

Saya sangat menghargai kesediaan saudara/i sebagai responden dalam penelitian ini dengan mengisi kuesioner ini dengan keadaan yang sebetulnya.

Data yang diperoleh dari kuesioner ini akan dijaga kerahasiaan informasi serta hanya digunakan secara terbatas oleh peneliti dalam penelitian bidang akademik.

Terimakasih.

03.16

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Pertanyaan Jawaban 100 Setelan

Questionnaire Filling Instructions:

1. Put a checklist mark on the answer that you think is most appropriate.
2. Each question requires only one answer.
3. Fill in the following answers according to your opinion by placing a checklist in the column provided.
4. This questionnaire uses a Likert scale with the following information :

Scale 1 = Strongly Disagree (SDS)

Scale 2 = Disagree (TS)

Scale 3 = Neutral/Indecisive (N)

Scale 4 = Agree (S)

Scale 5 = Strongly Agree (SS)

Email *

Alamat email valid

Formulir ini mengumpulkan alamat email. [Ubah setting](#)

1. I believe that publishing journal articles in accredited national journals can improve my academic performance

(Saya percaya bahwa menerbitkan artikel jurnal di jurnal nasional terakreditasi dapat meningkatkan prestasi akademik saya)

- Strongly Disagree (STS)
- Disagree (TS)
- Neutral/Indecisive (N)
- Agree (S)
- Strongly Agree (SS)

2. I am confident in my ability to publish journal articles in accredited national journals

(Saya merasa yakin bahwa saya memiliki keterampilan yang cukup untuk menerbitkan artikel jurnal di jurnal nasional terakreditasi)

- Strongly Disagree (STS)
- Disagree (TS)
- Neutral/Indecisive (N)
- Agree (S)
- Strongly Agree (SS)

3. I feel that journal articles published in accredited national journals are of better quality than those in other journals

(Saya merasa artikel jurnal yang diterbitkan di jurnal nasional terakreditasi memiliki kualitas yang lebih baik dibandingkan dengan jurnal-jurnal lainnya)

- Strongly Disagree (STS)
- Disagree (TS)
- Neutral/Indecisive (N)
- Agree (S)
- Strongly Agree (SS)

4. I feel confident that my lecturer can assist me in preparing journal articles for publication in accredited national journals

(Saya merasa yakin bahwa dosen saya dapat membantu saya dalam mempersiapkan artikel jurnal untuk diterbitkan di jurnal nasional terakreditasi)

B *I* U  

- Strongly Disagree (STS)
- Disagree (TS)
- Neutral/Indecisive (N)
- Agree (S)
- Strongly Agree (SS)

5. I believe that publishing journal articles in an accredited national journal will help me get a scholarship or other recognition

(Saya percaya bahwa menerbitkan artikel jurnal di jurnal nasional terakreditasi dapat membantu saya dalam mendapatkan beasiswa atau pengakuan lainnya)

- Strongly Disagree (STS)
- Disagree (TS)
- Neutral/Indecisive (N)
- Agree (S)
- Strongly Agree (SS)

6. I feel confident that I have enough time to complete a journal article for publication in an accredited national journal

(Saya merasa yakin bahwa saya memiliki cukup waktu untuk menyelesaikan artikel jurnal untuk diterbitkan di jurnal nasional terakreditasi)

- Strongly Disagree (STS)
- Disagree (TS)
- Neutral/Indecisive (N)
- Agree (S)
- Strongly Agree (SS)

7. I believe that publishing journal articles in accredited national journals can help me achieve my professional goals in the long run

(Saya percaya bahwa menerbitkan artikel jurnal di jurnal nasional terakreditasi dapat membantu saya dalam mencapai tujuan karir saya di masa depan)

B *I* U  

- Strongly Disagree (STS)
- Disagree (TS)
- Neutral/Indecisive (N)
- Agree (S)
- Strongly Agree (SS)

8. I am sure I can fulfill the requirements for publishing a journal article in an accredited national journal

(Saya merasa yakin bahwa saya dapat memenuhi kriteria penerbitan artikel jurnal di jurnal nasional terakreditasi)

- Strongly Disagree (STS)
- Disagree (TS)
- Neutral/Indecisive (N)
- Agree (S)
- Strongly Agree (SS)

9. I believe that publishing journal articles in accredited national journals can help me grow my academic network.

(Saya percaya bahwa menerbitkan artikel jurnal di jurnal nasional terakreditasi dapat membantu saya dalam mengembangkan jaringan akademik saya)

Strongly Disagree (STS)

Disagree (TS)

Neutral/Indecisive (N)

Agree (S)

Strongly Agree (SS)

10. I feel confident that I have access to the resources and information necessary to write a journal article for publication in an accredited national journal.

(Saya merasa yakin bahwa saya memiliki akses ke sumber daya dan informasi yang diperlukan untuk menulis artikel jurnal untuk diterbitkan di jurnal nasional terakreditasi)

B *I* U ☰ ✖

Strongly Disagree (STS)

Disagree (TS)

Neutral/Indecisive (N)

Agree (S)

Strongly Agree (SS)

CURRICULUM VITAE

Personal Data

Nama : Yudistia Ayuningtyas Widiasri
Place of Birth : Yogyakarta
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Formal Education

1. TK Islam Satria Hasanudin Semarang
2. SDN Kartini Semarang
3. SMPN 36 Semarang
4. MAN 1 Semarang
5. English Education Department, Faculty of Education and Teacher Training, Walisongo State University, Semarang

Sincerely,



Yudistia Ayuningtyas Widiasri