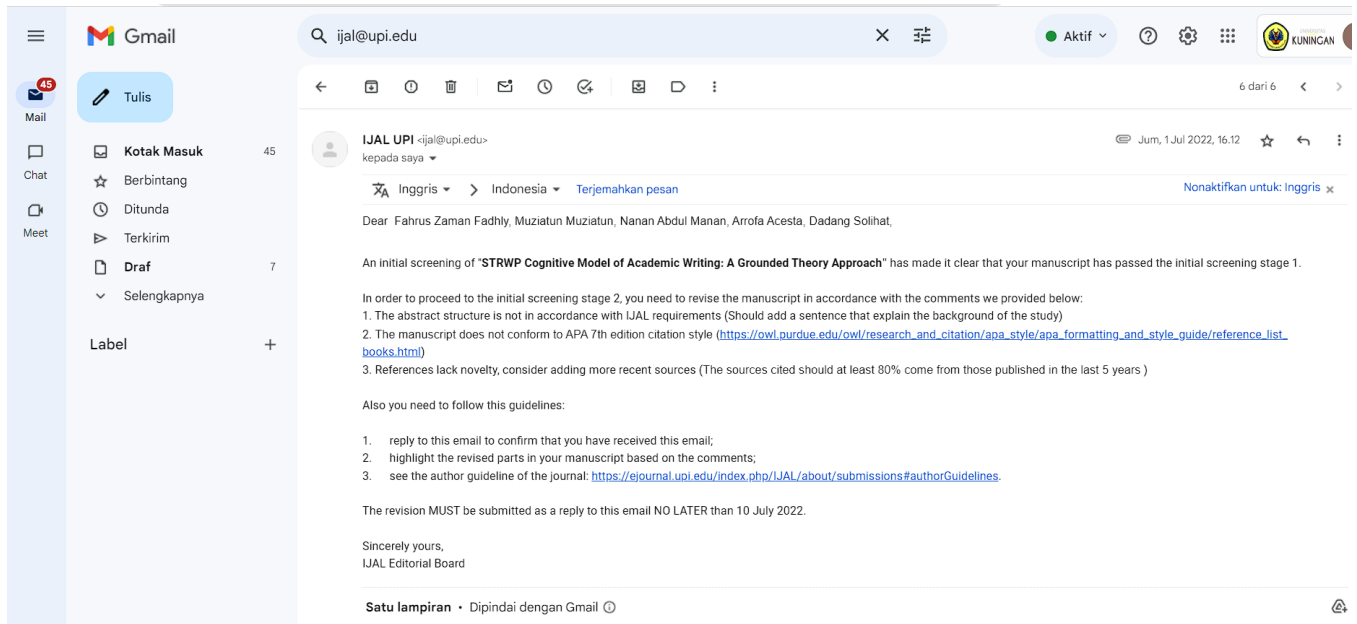# BUKTI KORESPONDENSI
ARTIKEL JURNAL INTERNASIONAL BEREPUTASI
Scopus (Q2) dan Sinta 1

Judul Artikel : An Academic Writing Model: Lessons Learned From Experienced Writers

Jurnal : Indonesian Journal of Applied Linguistics (IJAL) Volume 12, Issue 3 (2023)

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Penulis : Fahrus Zaman Fadhly, Muziatun Muziatun, Nanan Abdul Manan, Arrofa Acesta, Dadang Solihat

No	Perihal	Tanggal
1	Bukti konfirmasi submit artikel dan artikel yang Disubmit	1 Juli 2022
2	Bukti Hasil Review Tahap I	21 September 2022
3	Bukti konfirmasi submit revisi pertama, respon kepada reviewer, dan artikel yang diresubmit	24 September 2022
4	Bukti konfirmasi artikel accepted	24 Februari 2023
5	Bukti LOA dari IJAL	24 Februari 2023
6	Bukti Final Proof dan Copyright Transfer Agreement	3 Januari 2023
7	Bukti konfirmasi review dan hasil review kedua	21 Maret 2023
8	Bukti konfirmasi submit revisi kedua, respon kepada reviewer, dan artikel yang diresubmit	22 Maret 2023
9	Bukti konfirmasi artikel published online	30 Maret 2023

1. Bukti Konfirmasi Submit Artikel dan Artikel yang Disubmit (1 Juli 2022)

IJAL UPI <ijal@upi.edu>
kepada saya

Inggris › Indonesia Terjemahkan pesan

Nonaktifkan untuk: Inggris

Dear Fahrus Zaman Fadhly, Muziatun Muziatun, Nanan Abdul Manan, Arrofa Acesta, Dadang Solihat,

An initial screening of "**STRWP Cognitive Model of Academic Writing: A Grounded Theory Approach**" has made it clear that your manuscript has passed the initial screening stage 1.

In order to proceed to the initial screening stage 2, you need to revise the manuscript in accordance with the comments we provided below:
1. The abstract structure is not in accordance with IJAL requirements (Should add a sentence that explain the background of the study)
2. The manuscript does not conform to APA 7th edition citation style (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_books.html)
3. References lack novelty, consider adding more recent sources (The sources cited should at least 80% come from those published in the last 5 years)

Also you need to follow this guidelines:

1. reply to this email to confirm that you have received this email;
2. highlight the revised parts in your manuscript based on the comments;
3. see the author guideline of the journal: https://ejournal.upi.edu/index.php/IJAL/about/submissions#authorGuidelines.

The revision MUST be submitted as a reply to this email NO LATER than 10 July 2022.

Sincerely yours,
IJAL Editorial Board

Satu lampiran • Dipindai dengan Gmail ⓘ

2. Bukti Hasil Review Tahap I (21 September 2022)

CRITERIA	STRENGTH	AREA FOR IMPROVEMENT
5. **FINDINGS*** are directly connected to methodology and address the research question(s) and use tables and figures only if they are necessary and relevant.		How is STRWP model different from the previous ones? It is not clearly discussed in this section. Excerpts in Bahasa Indonesia is not necessary, its English translation will suffice.
6. **DISCUSSION*** summarizes and interprets the results in relation to the research objective(s) and literature review, provides possible explanations for unexpected results, points out any limitations of the study's design or execution that might affect its validity and its applicability to other contexts, and discusses practical applications in diverse contexts such as education, law, culture, etc.		
7. **CONCLUSION** restates the study's main purpose and key results and discusses possible directions for related future research *(necessary)*	It is clear and comprehensive.	No suggestion
8. **REFERENCES** are up-to-date and relevant to the topic	Yes, they are.	A few references do not follow the APA style.
9. **WRITTEN EXPRESSIONS** are clear, concise, grammatically correct, and academically acceptable.	Clear enough	The article still contains some spelling and grammatical errors. More details can be found in the draft.

** FINDINGS AND DISCUSSION can be written **together or separately***

II. RECOMMENDATION

Considering everything, I therefore recommend that it be: (please choose one and mark ✔)

	Accepted and published with high priority Use only for papers with high originality and needs no changes.
V	**Accepted with minor revisions** Use for a paper that is interesting and well written but needs a minor change.
	Reconsidered after major revision Use for a paper that needs major changes. After revision, it will be thoroughly reviewed.
	Rejected Required major rewriting. There will be suggestions for revisions without any guarantee for a publication in IJAL.

3. Bukti Hasil Review Tahap I (21 September 2022)

STRWP Cognitive Model of Academic Writing: A Grounded Theory Approach

> **Commented [A1]:** What is this? Explain. No use of jargon in the title.

> **Commented [A2]:** How is this approach different from similar papers in the topic?

ABSTRACT

Cognition plays an important role in composing academic writing. Unraveling the cognitive processes of expert authors in academic writing can will help novice authors. This research aims to reconstruct the cognitive processes of a number of Indonesian expert authors in writing scientific articles. With the grounded theory approach, it performs open coding, axial coding, selective coding, and generating theory from data gathered of from the in-depth in-depth interviews and document analysis of the informants' articles. It reveals that the activity of literature review or "search before research" is an the upstream of the whole cognitive process in composing academic writing. Accuracy in the process of review of the library will bring up the state of the art and research gap that then has the element of high novelty so that the reading-research-writing activities are integrated into one unity one unity of flashed cognitive process. Publication as a downstream of the literature review or the end of the cognitive process of academic writing becomes a medium for scientific writers to observe the provisions of the focus and scope of the intended journal. This research concluded that "search-topic-research-writing-publication" or the "cognitive model of academic writing" is a series of cognitive processes as well as raw materials in the formulation of theories and cognitive models in academic writing.

Keywords: cognitive process; cognitive model; academic writing; grounded theory, state of the art, research gap, novelty

> **Commented [A3]:** What's new with this model? Is it just a common process in academic writing?

> **Commented [A4]:** List alphabetically.

INTRODUCTION

Recent investigations on the cognitive model of writing come from Hayes (2012), Silva & Matsuda (2012), Hinkel (2014), Kahraman (2015), Paris, Said, Hamsa, and Mahaman (2015), and Rahimi, Kushki, and Nassaji (2015). These studies generally revolve around the achievement of teaching writing, related to evaluation of the utilization of certain models of teaching writing. White and Cheung (2015) also made comparative studies related to the results achieved by professional writers and amateurs in composing essays. Nuraeni and Fadhly (2016) investigate the cognitive processes in writing fiction with in different genres: short stories, novels, and poetry. Fadhly and Ratnaningsih (2016) also decipher a difference in the cognitive experiences of the informants in gaining inspiration to write, the underlying values in building arguments, a n d viewpoints, maintaining and developing the argument, and closing the writing.

Since Over the last two decades, a number of cognitive models of writing has been constructed by linguistics scholars (Abkar Alkodimi & Mohammed Hassan Al-Ahdal, 2021; Ball & Christensen, 2020; Conijn et al., 2020; Di Zhang, 2020; Lin & Wang, 2020; Lu, 2020; Michel et al., 2020; Sethuraman & Radhakrishnan, 2020; Wingate & Harper, 2021). Aside from the advantages (Alobaid, 2021; Xu, Zhang, & Gaffney, 2021), there are some weaknesses in some aspects because they do not provide a comprehensive picture of one's cognitive experience in writing their ideas (Al-Jarrah, Mansor, Talafhah, & Al-Jarrah, 2019; Lee & Mak, 2018; Ramadhanti, Ghazali, Hasanah, Harsiati, & Yanda, 2020; Rashid, Ye, Hui, Li, & Shunting, 2022; Teng, 2019; Teng, Qin, & Wang, 2022). Up to now, there are eight cognitive models in writing (Lu, 2020), namely: (1) behaviorism's theory (2) Flower and Hayes' (1980b) theory; (3) Bereiter and Scardamalia's (1982) theory; (4) cognitive psychology theory; (5) Kellog's (1996) theory; (6) Chenoweth and Hayes' (2003) theory, (7) Flower, Stein, Ackerman, Kantz, McCormick, and Peck's (1990) theory and Hayes' (2012) theory.

From the literature search, there is the theoretical void that explains how the cognitive processes experienced by the writers since the selection of research topics; conducting self-regulation (de Bruin, Roelle, Carpenter, & Baars, 2020; Nückles, Roelle, Glogger-Frey, Waldeyer, & Renkl, 2020; Seufert, 2020; Varier et al., 2021; Vincent, Tremblay-Wragg, Déri, Plante, & Mathieu Chartier, 2021); determining the objectives that demand the entire decision and planning of writing (Cordeiro, Limpo, Olive, & Castro, 2020; Fazilatfar, Kasiri, & Nowbakht, 2020; Lin, Chen, & Wu, 2022; Michel et al., 2020; Nückles et al., 2020; Zarrabi & Bozorgian, 2020); the idea-making process (translating) into a good, precise and accurate language in order to compose a sequential, systematic and pious composition (Michel et al., 2020); the review process so that the composition can be evaluated both form and contents (Fan & Xu, 2020; Huang, Hwang, & Chang, 2020; Nückles et al., 2020; Yu & Liu, 2021); process of monitoring their academic writing development (Kim, 2020; Teng, 2019, 2020).

The formation of cognitive models in writing above is broadly in the general genre, such as making essays or articles. Some of them are research-based theories, while others are critical-based theories. However, each of the above theories has a research gap so it needs to be developed or synthesized to produce a new theory or model with regard to cognitive processes in writing. In particular, there have not been many research results that specifically study the cognitive processes in academic writing.

> **Commented [A5]:** Can you explore more models with share similarities with your proposed one?

Therefore, it is strongly demanded to produce a new model of cognitive processes that can enrich the treasures in the language sciences, especially in academic writing. Different from previous research, the type of written product is not in a certain science field but includes a multidisciplinary study of the immolity. In this way, it is possible to bring up a number of new variants in the cognitive process to write the research report that are in the umbrella of social sciences, natural sciences, and law sciences.

> **Commented [A6]:** What is this?

The reason for this paper is that until now there has been no writing theory comprehensively explaining how the cognitive processes experienced or performed by both national and international accredited scientific writers. The need for the emergence of new cognitive models in writing is highly expected so that it has great benefits for academic writers throughout the world.

> **Commented [A7]:** Are you sure? This big claim needs justification.

There are a number of reasons and facts why new cognitive models in writing scientific articles are important, including: First, the low ability to write among the academic community (lecturers and students) in Indonesia and other parts of other countries is often prominent. Recent research conducted by Lubis, Rahimah, and Lubis (2019) reveals the difficulties experienced by students in writing scientific papers, namely, low interest in reading, lack of writing practice, confusion in thinking, and confusion in language. This finding corroborates previous research conducted by Rahmiati (2015), Rismen (2015) and Rahmatunnisa (2015)

Rismen (2015) revealed several factors that caused the low ability to write due to laziness, lack of mood, lack of understanding of scientific writing, difficulty in finding ideas, less interest in writing activities, lack of confidence, and difficulty in starting writing. Rismen (2015) also confirmed that the most difficult challenge for students in writing is the difficulty in expressing ideas or ideas in the form of scientific writing. In addition, they have difficulty in making background problems, finding library materials, collecting and processing data and analyzing data.

The writing ability of Indonesian students in foreign languages, the obstacles faced are more complex. Research conducted by Rahmatunnisa (2015) shows that students face three major problems in writing argumentative essays, namely linguistic problems, cognitive problems, and psychological problems. Most students face ~~linguistic related~~linguistic-related problems related to grammatical structure, word formatting, use of word classes, errors in using vocabulary, and the use of reference articles. Cognitive problems experienced by students are related to organizing paragraphs, mistakes using generic structures, making conclusions, and placing punctuation. While psychological problems are experienced by them partly because of laziness, selfishness, mood, and difficulty starting to write.

Various difficulties in academic writing are not only experienced by students but also among lecturers including academic professors. ~~The~~In the ~~Ristekdikti~~ RISTEKDIKTI Data Science and Technology Index (SINTA) from 2015 to 2017, there were 2,678 professors who did not meet publication requirements in accordance with Permenristekdikti No. 20/2017 (*Republika.co.id*, February 23, 2018). The low scientific publication of the professor was blamed for the poor quality of human resources in tertiary institutions. In fact, the determining factor for the competitiveness of the Indonesian people is the number and quality of international scientific publications (Kemenristekdikti, 2018).

~~From the~~The reasons and facts above encouraged us to reconstruct the cognitive experiences of Indonesian expert authors as the best practice in producing quality works. Based on the grounded theory approach, reconstructing the cognitive process experienced by the expert authors in writing a publication-oriented scientific article in high-reputable international journals (indexed and abstracted in the Web of Science and Scopus), suggests that cognitive processes in academic writing begin with determining research topics, formulating research issues and developing research questions, library search of scientific works on a research topic, determining the appropriate research methodology and accordingto nature of the data) to be collected, as well as pouring ideas, thoughts, and ideas into a draft composition and conducting a study process (reviewing) both the substance and form and editing process, especially on aspects of the mechanics of writing.

METHOD

The study employed a grounded theory approach as an endeavor to find alternative cognitive models in academic writing. There are three stages of analysis conducted in this study, as Corbin and Strauss suggest (2008), namely: open coding, axial coding, selective coding, and generating theory. The last stage of this grounded theory approach was enriched by Birks & Mills (2015) that it required generating new theories of data, as opposed to testing existing theories.

Glaser and Strauss (2008)

The first stage is to do an open coding. Researchers form early categories of the phenomenon of cognitive processes by selecting data that has been gathered both from interviews, document analysis, and field records into a number of categories. The categories are possible to develop according to the addition of the data obtained, and at the same time, part or all of the category categories will be enriched with properties (sub-sub categories), namely data that serves as a detail supporting existing categories (Corbin and Strauss, 2008). In-depth interviews moments with three expert informants were conducted from a number of universities in Indonesia. The interview is intensive interviewing to get in-depth and even unexpected information. As the suggestion Charmaz (2006), for grounded theory-based research, the questions posed should be in the form of open-ended questions. From the informant informant's answers, it can stimulate a more detailed discussion of the topic.

Second The second stage is axial coding by choosing one of the existing categories and position them as the core of the phenomenon being investigated. All other categories are linked to the core of this phenomenon based on the correlation, such as causal factors (factors affecting the core), strategies (actions taken in response to the nucleus), impactful and contextual conditions (common or specific situational factors affecting strategy, and consequences (impact of strategy use). This involves the creation of a diagram called the coding paradigm, describing the similarities between causes, strategies, influencing and contextual conditions, and consequences (Corbin and Strauss, 2008).

Third The third stage is selective coding by writing a theory of the linkage of the entire category in the stage of the axial coding. At the basic level, this theory is an abstract explanation of the process examined. Thus, selective coding is the process of unification and refinement of the theory through the writing flow that makes the entire category intertwined and chooses chosen through a private memo about theoretical ideas. Throughout the course of writing, researchers may observe how certain factors influence the phenomenon that makes use of certain strategies with certain impacts. Judging by the number of coding activities carried out, there is a reduction from the level of open coding to the category of categories, and thus from the class category to the axle coding phase (Corbin and Strauss, 2008).

The last stage is the formulation of theory involving data collection, encoding, and data analysis simultaneously. This process is supposed to be melting and related from the beginning of research to the end (Glaser & Strauss, 1967). Researchers are fully aware of the entire process from data collection to generating theory. One of the key features in of grounded theory research is the constant comparative analysis method in which data collection and data analysis processes take place simultaneously and interactively (Glaser and Strauss, 1967). The analysis process involves constant comparisons between words, sentences, paragraphs,

Commented [A8]: You don't need to explain what a grounded theory is but explain how it was used in your data collection.

codes and categories. This activity is important to identify similarities and differences in thedata. The process continues until the research report writing is complete.

Collection The collection of data in the form of documents was done by collecting the scholarly papers of the informant/author published in the indexed Scopus. After that, the text titles are inserted into the table as follows.

Table 1. List of text titles by three scientific authors in a reputable international journal

No.	Author		Title	Journal/Vol-Issue	Index
1.	Expert Author A	1	Living values education in school habituation program and its effect on studentcharacter development	New Educational Review, 39(1), 51-62	Scopus
		2	The development of multiculturalism values in an Indonesian history textbook	American Journal of Applied Sciences 13(6), 827-835	Scopus
		3	Culture-based contextual social studies learning for the development of social and cultural values of junior highschool students	The Social Sciences 11(23), 5726-5731	Scopus
		4	The development of student's socio-cultural values through wayang golek as a learning source in social studies	Research on Humanitiesand Social Sciences 4 (6), 129-136	Scopus
		5	The street children development in an open house	Journal of Social Sciences 8 (2), 267	Scopus
2.	Expert Author B	1	State control and the privatization of the Indonesian telecommunications industry: From ownership to regulation	J. Int'l Com. L. & Tech.5, 58	Scopus
		2	Privatization of Telecommunications in the Developing World: A Lesson Learnt, or a Burden Imposed	Proc. on L. Outer Space48, 420	Scopus
		3	Telecommunications licensingregime: a new method of statecontrol after privatization of telecommunications	J. Int'l Com. L. & Tech.9, 24	Scopus
3.	Expert Author C	1	Metal–semiconductor transition like the behavior of naphthalene-doped single wall carbon nanotube bundles	Faraday discussions173, 145-156	Scopus
		2	Enhanced CO_2 adsorptivity absorptivity of partially charged single-walledsingle-walled carbon nanotubes by methylene blue encapsulation	The Journal of PhysicalChemistry C 116 (20), 11216-11222	Scopus
		3	Electronically modified single wall carbon nanohorns withiodine adsorption	Chemical Physics Letters 501 (4-6), 485-490	Scopus
		4	Physical and chemical characteristics of alginate-poly(vinyl alcohol) based controlled release hydrogel	Journal of Environmental Chemical Engineering 4 (4), 4863-4869	Scopus
		5	Enhanced CO_2 adsorptivity of SWCNT by polycyclic aromatic hydrocarbon intercalation.	Adsorption 20 (2-3), 301-309	Scopus

Cognitive A cognitive model of academic writing

The cognitive model of academic writing above is relatively different from the existing cognitive models in writing that have been developed by previous theorists, such as the structure of writing models of Flower and Hayes (1981), writing models of transforming knowledge of Bereiter & Scardamalia (1987), a production model of the text-style of Chenoweth and Hayes (1983), the writing model "Reading-to-Write" developed by Flower, Stein, Ackerman, Kantz, McCormick, and Peck (1990) and Hayes's (2012) cognitive model of writing.
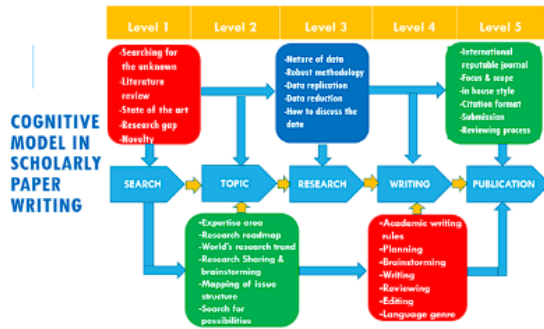
Figure 1: STRWP: A Cognitive Model of Academic Writing

The elaboration of each part of the level of a cognitive model of academic writing will be explained as follows:

Level 1: Search

Conducting "search before research" (SBR) is strongly recommended before determining a research topic. Based on expert author A, B and C's cognitive experiences, research topics were obtained from SBR--- a process of reading scientific works in reputable international journals. SBR will be a pathway to see the landscape of existing knowledge or ideas and identify the research gaps which have not been investigated by other previous researchers around the world. Identifying research gaps surely led us to identify elements of novelty on a particular issue. This SBR was conducted by all expert authors as reflected in the following excerpt #1, #2 and #3:

Excerpt #1:

"Kalau kita studi literature terutama jurnal, kita akan tahu penelitian-penelitian apa saja yang sudah dilakukan orang lain dan yang belum. Nah lalu kita yang bisa mengisi, oh titik inilah yang belum diteliti oleh orang lain. Sebab sekarang tidak ada yang benar-benar orisinal dan asli yang benar-benar baru. Orang lain pun belum ada, karena susah yang gitu yah. Pasti ada bagian-bagian yang mananya orang lain yang sudah meneliti. Kita bisa mengambil bagian-bagian yang belum orang lain teliti. Di situlah novelty akan ditemukan." (Expert author A).

"If we study literature, especially journals, we will know what studies have been done by other people and what have not. Well then we can fill in, oh this point has not been researched by others. Because now nothing really original and really new original. There are no other people yet, because it's so difficult. There must be parts that other people have researched. We can pick up the parts that no one else has studied. That's where novelty will be found." (Expert author A)

Excerpt #2:

Search before research, itu tuh dalem sebenarnya kalau buat saya. Kenapa kita harus *searching* dulu sebelum kita meng-*conduct research*. Satu, tadi terkait muara di ujung kang. Jadi, bagaimana data kita ini masih potensial untuk di *publish*, data kita ini masih *in line* dengan *trend* yang sedang orang kerjakan. Dimana yah? di Internasional atau nasional aja begitu. Kemudian yang ketiga, ini yang paling ditakutkan pada saat kita menulis, adanya replikasi, duplikasi, malah sampai larinya ke plagiarism (Expert author B).

Search before research, that's the real deal for me. Why do we have to search first before we conduct research. First, it was related to the estuary at the end. So, how can our data still have the potential to be published, our data is still in line with the trends that people are working on. Where are you? Internationally or nationally. Then the third thing, this is what we are most afraid of when we write, there will be replication, duplication, and even plagiarism. (Expert author B).

Excerpt #3:

Untuk men-develop research question untuk menemukan jawaban, pada umumnya dilakukan pertama adalah library research. Library research untuk menggali sumber-sumber primer. Kalau dalam perjanjian internasional itu, sumber primernya antara lain isi perjanjiannya, keputusan pengadilan, peraturan perundang-undangan domestik, perjanjian internasional, dan pendapat para pakar melalui wawancara (Expert author C).

In order to develop a research question to find answers, the first thing to do is library research. Library research to explore primary sources. In the case of international agreements, the primary sources include the contents of the agreement, court decisions, domestic legislation, international agreements, and expert opinions through interviews (Expert author C).

Therefore, expert ~~author~~ authors A, B, and C could easily ~~found~~ find the elements of the novelty of their research and suggested authors to perform searching before conducting research. This is in line with Grewal, Kataria and Dhawan (2016) that the search ~~of~~ for relevant literatures is a key step in performing good authentic research. Even, SFR or literature review itself is ~~as~~ a research methodology (Synder, 2019). Through SBR, one might knew "a higher emphasis on scientific knowledge around the world" (Kraus, Mahto & Walsh, 2021, p. 1). SBR will also challenge researchers to get in touch with the current works (Brainard, 2020)

However, related to the estuary or publication of the manuscript, the data collected by researchers must be potential for publication in certain journals. It is very crucial for a researcher to collect data that is not potential to be published. The following is the list of Expert C's works and relevant literature as the realization of the principle of SBR.

Table 2. The relevant trace of literature and quoted in the "Search Before Research" activity

No	Title, Author & Journal	Relevant Literature & qouted by Expert C
1.	Metal-semiconductor transition like behavior of naphthalene-doped single wall carbon nanotube bundles FK, AMG, HT, TF, DM, RK, TH, SY, H, YC, MM, MT, ME & KK, *Faraday Discussions*, 173, 145-156	1 K. Kaneko, T. Itoh and T. Fujimori, Function of Conjugated π-Electronic Carbon Walled Nanospaces Tuned by Molecular Tiling, *Chem. Lett.*, 2012, 41, 466-475. 2 H. E. Romero, K. Bolton, A. Rosen and P.C. Eklund, Atom Collision-Induced Resistivity of Carbon Nanotubes, *Science*, 2005, 307, 89-93. 3 E. S. Snow , F. K. Perkins, E. J. Houser, S. C. Badescu and T. L. Reinecke, *Science*, 2005, E. S. Snow , F. K. Perkins, E. J. Houser, S. C. Badescu and T. L. Reinecke, Chemical Detection with a Single-Walled Carbon Nanotube Capacitor, *Science*, 2005, 307, 1942-1945. 4 Y. Battie, O. Ducloux, P. Thobois, N. Dorval, J. S. Lauret, B. Attal-Tretout and A. Loiseau, Confinement in Single Walled Carbon Nanotubes Investigated by Spectroscopic Ellipsometry, *Carbon*, 2011, 49, 3544-3552
2.	Electrically Conductive Nanocomposites Polymer of Poly(Vinyl Alcohol)/Glutaraldehyde/Multiwalled Carbon Nanotubes: Preparation and Characterization FK, H, YS, and RDH	1. Hu, B., Li, D., Manandharm, P., Fan, Q., Kasilingam, D., and Calvert, P., 2012, CNT/Conducting polymer composite conductors impart high flexibility to textile electroluminescent devices, J. Mater. Chem., 22 (4), 1598–1605. 2. Snook, G.A., Kao, P., and Best, A.S., 2011, Conducting-polymer-based supercapacitor devices and electrodes, J. Power Sources, 196 (1), 1–12. 3. Gangopadhyay, R., and De, A., 2000, Conducting polymer nanocomposites: A brief overview, Chem. Mater., 12 (3), 608–622. 4. Kumar, B., Castro, M., and Feller J.F., 2012, Poly(lactic acid)–multi-wall carbon nanotube conductive biopolymer nanocomposite vapour sensors, Sens. Actuators, B, 161 (1), 621–628. 5. Bhargav, P.B., Mohan, V.M., Sharma, A.K., and Rao, V.V.R.N., 2009, Investigations on electrical properties of (PVA: NaF) polymer electrolytes for electrochemical cell applications, Curr. Appl. Phys., 9 (1), 165–171. 6. Jia, Y.T., Gong, J., Gu, X.H., Kim, H.Y., Dong, J., and Shen, X.Y., 2007, Fabrication and characterization of poly(vinyl alcohol)/chitosan blend nanofibers produced by electrospinning method, Carbohydr. Polym., 67 (3), 403–409. 7. Rajendran, S., Sivakumar, M., and Subadevi, R., 2004, Li-ion conduction of plasticized PVA solid polymer electrolytes complexed with various lithium salts, Solid State Ionics, 167 (3-4), 335– 339. 8. Dian, P.P., Erizal, E., and Basril, A., 2013, Polymeric biomaterials film based on poly(vinyl alcohol) and fish scale collagen by repetitive freeze- thaw cycles followed by gamma irradiation, Indones. J. Chem., 13 (3), 221–228. 9. Chatterjee, J., Liu, T.,Wang, B., and Zheng, J.P., 2010, Highly conductive PVA organogel electrolytes for applications of lithium batteries and electrochemical capacitors, Solid State Ionics, 181 (11-12), 531–535. 10. Yu, H., Wu, J., Fan, L., Xu, K., Zhong, X., Lin, Y., and Lin, J., 2011, Improvement of the performance for quasi-solid-state supercapacitor by using PVA– KOH–KI polymer gel electrolyte, Electrochim. Acta, 56 (20), 6881–6886. 1. U. Filipkowska and J. Rodziewicz; Analysis of the sorption efficiency of acid and direct dyes using chitosan, fly ashes immobilized onto chitosan and modified sawdust immobilized onto chitosan as sorbents; Adsorption Sci. & Technol. 30, 461 (2012).
3.	Intensive synergic Cs adsorbent incorporated with polymer spongiform for scalable purification without post filtration ST, DF, FK, DM, KT, MF, TH, YAK, KCP, MA, KK, ME, *Materials Express*, 3(1), 2013	2. G. Akkaya, I. Uzun, and F. Güzel; Kinetics of the adsorption of reactive dyes by chitin; Dye. Pigm. 73, 168 (2007). 3. M. Chino, H. Nakayama, H. Nagai, H. Terada, G. Katata, and H. Yamazawa; Preliminary estimation of release amounts of 131I and 137Cs accidentally discharged from the Fukushima Daiichi nuclear power plant into the atmosphere; J. Nucl. Sci. Technol. 48, 1129 (2011). 4. A. Stohl, P. Seibert, G. Wotawa, D. Arnold, J.F. Burkhart, S. Eckhardt, C. Tapia, A. Vargas, and T. J. Yasunari; Xenon-133 and caesium-137 releases into the atmosphere from the Fukushima Daiichi nuclear power plant: Determination of the source term, atmospheric dispersion, and deposition; Chem. Phys. Discuss. 11, 28319 (2011). 5. M. Shiratori; Consideration on the Fukushima Daiichi nuclear power plant accident; J. Atomic Energy Soc. Japan 54, 632 (2012). 6. D. H. F. Liu and B. G. Lipták; Environmental Engineers' Handbook; CRC Press, Boca. Raton, FL (1997).

7. S. S. Gupta and K. G. Bhattacharyya; Using aqueous kaolinite suspensionas a medium for removing phosphate from water; Adsorption Sci. & Technol. 30, 533 (2012).
8. J. N. Ganguli and S. Agarwal; Removal of a basic dye from aqueous solution by a natural kaolinitic clay—Adsorption and kinetic studies; Adsorption Scie. & Technol. 30, 171 (2012).
9. H. S. Sherry; Ion-exchange properties of the natural zeolite erionite; Clays and Clay Minerals 27, 231 (1979).
10. S. M. Auerbach, K. A. Carrado, and P. K. Dutta; Handbook of Zeolite Science and Technology; CRC Press (2003), p. 21. Ion exchange.

Level 2: Topic

Determination of the research topic experienced by expert authors is quite varied and can be done by: (1) following the research roadmap compiled by the experts of the field; (2) conducting SBR activities; (3) following research trends or research tendencies that takeplace around the world; (4) following the national topics designed by the ministry; (5)interpretation of legislation or regulations, departing from court judgments, pro-cons cases or actual topics especially for scientific authors in the legal field; and (6) the use of discussion methods and research sharing, also inspire in the identifying research topics.

The problem-setting and research objectives experienced by the informants are influenced by their own research disciplines. In general, the statement of problems and objectives of research because: (1) there is a gap between expectations and reality; (2) library research with normative juridical approach; (3) intensive searching results (previous studies) by finding possibilities; (4) the testing of norms and case studies are also the identifications of research issues and research objectives; (5) the structure of issues and crucial matters in a research topic; and perform (6) data replication of data that is reduced in both quantitative and qualitative studies. The following excerpts give us a picture that research topic will be easily identified by many forms of intellectual efforts:

Excerpt #1:

Jadi, dalam menentukan topik penelitian tentunya, kalau saya itu satu sesuai dengan bidang keahlian saya, areanya masih jangkauan dalam bidang keahlian saya. Dan terutama dalam bidang pendidikan. Kita sudah mempunyai semacam roadmap. Roadmap penelitian dari yang sudah, yang sedang, dan dari yang akan datang (Expert author A).

So, in determining the research topic, of course, if I am in accordance with my area of expertise, the area is still within my area of expertise. And especially in the field of education. We already have a kind of road map. Road map of research from the past, the current, and from the future (Expert author A)

Excerpt #2:

Kalau saya menentukan topik research tentu basisnya kan dari *experties* yang kita miliki. Misalnya karena saya concern di bidang *environmental chemistry*, saya *concern* di bidang *advanced material*, maka tentu topik yang saya pilih ada di sekitar itu. Gak mungkin saya meneliti sesuatu di luar keahlian saya (Expert author B).

If I determine a research topic, of course the basis is the experience we have. For example, because I am concerned in the field of environmental chemistry, I am concerned in the field of advanced materials, so of course the topic I choose is around that. I might not investigate something beyond my expertise (Expert author B).

Excerpt #3:

"Pertanyaan penelitian itu kerap muncul dari hasil keputusan pengadilan. Kita mengkritisi apakah *judgement* ini benar atau tidak?" (Expert author C).

"Research question often arises from the results of court decisions. We criticize whether this judgment is true or not? (Expert author C).

Level 3: Research

The cognitive processes in the determination of research methodologies that correspond to topics, problems, and objectives of the research have an organic relationship and influence each other. From the cognitive experience, the informants of this research revealed that there are at least seven interesting phenomena in determining the right research methodology. Namely:

(1) The method of research on the consequences of research problems; (2) The research methodology in science requires the hoist and measuring instrument; (3) The case becomes a base of study in the field of law; (4). Test norms as a qualitative method in the field of law; (5) Interpretation of the law as a research methodology; (6) produce the evidence by examining the substance and essence of a norm; (7) The determination of the research methodology depends on its own research purpose. In conducting research, all informants said that they realized the nature of the data in order to determine the right research methodology. Understanding the nature of data, choosing a robust methodology, doing data replication and data reduction if necessary, and how to discuss the data.

Level 4: Writing

The pouring of ideas (translating process) into coherent, systematic and reasoned academic writing requires special knowledge and expertise. Moreover, scientific papers directed for publication in international journals with high reputation reputations have their own rules and standards in accordance with the format or style (in housein-house style) used. Three informants of this study experienced a unique cognitive experience when pouring their ideas into section by section in a scientific paper both when writing the introduction, method, results and discussion, conclusion, acknowledgments, and bibliography. In addition, scientific writers must observe the rules commonly applied or agreed upon in academic writing.

In the process of translating, reviewing, and editing articles, the informants of this study revealed their cognitive experiences, including: (1) Looking for scholarly journals according to the focus and scope that are in line with the research topic; (2) Research questions as the core of the state of the art; (3) Comparison and synthesis; (4) Using transitional words; (5) Results and discussion are mixed; (6) The conclusion is conclusive language; (7) Independent or group reviewing processes; (8) Manually editing and computer assistance.

Excerpt #1:

Menulis pendahuluan, ada tips antara kualitatif dan kuantitatif yang agak beda. Kalau kualitatif itu harus induktif, berarti diawali dari data-data berdasarkan hasil dari pra- penelitian atau data awal, atau data dari penelitian terdahulu, atau diawali dari fenomena. Kalau kuantitatif deduktif, bisa diawali oleh grand teori, bisa diawali dengan GBHN kalau dulu. Kalau kualititatif harus dari fenomena-fenomena (Expert author A).

Writing the introduction, there are rather different tips between qualitative and quantitative. If qualitative must be inductive, it means that it starts from data based on the results from pre-research or preliminary data, or data from previous research, or begins from phenomena. If quantitative is deductive, it can be started by grand theory, it can be started with GBHN if it used to be. If the qualitative must be from phenomena (Expert author A).

Excerpt #2:

Kalau di technical aspect itu gambar, kalau salah melabeli atau memberikan caption terhadap tabel. Yang paling mudah yang saya lakukan itu biasanya kalau sudah punya targeting jurnal nya, guidance-nya itu saya print out kang. Jadi kita tahu dari guidance-nya, misal font nya harus sekian. Itu udah masuk ke technical aspect kang, kalau konten kan the first yah. Kalau technical aspect itu parameter pertama yang menentukan review process dan quickly written to us (Expert author B)

If the technical aspect is a picture, if you label it wrong or give a caption to the table. The easiest thing that I do is usually if I already have a journal targeting, I print out the guidance. So, we know from the guidance, for example, the font must be so. That's already entered into the technical aspects, if the content is the first, of course. If the technical aspect is the first parameter that determines the review process and is quickly written to us (Expert author B)

Excerpt #3:

Ketika saya menulis satu artikel itu saya harus punya research question-nya. Kalau itu sudah ada, maka saya akan membuat struktur artikel tersebut atau outlinenya. Jadi simple saja, di introduction itu saya menuliskan background dan yang lebih utama mengapa persoalan itu harus saya angkat untuk ditulis. Itu adalah untuk menginformasikan kepada reader itu bahwa perlulah distu this is important. Jadi bukan saya saja yang merasa tertarik, harusnya juga kan menjadi public interest (Expert author C).

When I write an article, I must have a research question. If it already exists, then I will structure the article or its outline. So, it's simple, in the introduction I wrote the background and more importantly why I had to raise the issue to be written. That is to inform the reader that there is a need this is important. So, it's not just me who feels interested, it should also be a public interest (Expert author C).

The substantial aspect of the manuscript is entirely under the control of the author/researcher. However, the aspect of translation was considered by the informants as a

mere technical aspect. Most scientific journals are highly specialized and contain ~~peer-reviewed~~peer-reviewed articles. This is an effort to ensure that the articles to be published meet the quality standards of the journal and as a way to validate the degree of scholarship (Öchsner, 2013; Baier-Fuentes, Merigó, Amorós, & Gaviria, 2019). The peer review process contributes to quality control and is an important step ~~to ensure~~in ensuring the originality of the research (Chanson, 2007).

Level 5: Publication

Searching for journals with the same focus and scope for our research findings is the first step before writing a scholarly manuscript. That is, before pouring ideas into writing, writers generally looked for journals in advance that have the same focus and scope. All expert authors have the same cognitive experience: they search for the intended journal and observe the format of the journal by following the guidelines.

Excerpt #1:

Jadi saya setelah penelitian beres, tidak menulis artikel dulu tapi mencari jurnal dulu. Termasuk disitu dilihat kualitasnya, banyaknya terbit, focus dan scope nya. Lalu kita buka web nya dipelajari author guidelines, lalu disesuaikan. Biasanya di situ kita lihat tingkat kesulitannya. Jadi kebanyakan teman-teman membuat dulu artikel, itu menurut saya kurang tepat, karena harus ada revisi-revisi lagi. Jadi harus dulu jurnal, lalu kita menyesuaikan (Expert author A)

So, after my research has done, I didn't write the article first but looked for a journal first. This includes seeing the quality, the number of publications, focus, and scope. Then we open the web, study the author guidelines, then adjust it. Usually, there we see the level of difficulty. So, most of my friends first made an article, in my opinion, it was not right, because there had to be revised again. So, the journal must be searched first, then we adjust (Expert author A)

Excerpt #2:

Kalau saya yang dilihat itu in line-nya yaitu topik, masalah, dan kesimpulan. Kalau hal-hal yang teknis tentu. Guidance dari target jurnal atau publikasi yang akan kita kejar. Isu yang secara teknis. Kalau dari sisi substansi inline tidak. Kalau dari bahasa, pasti harus kita cek, cuman yang paling substansi itu tadi dari topik yang kita diskusikan itu ada inline tidak, sampai ke kesimpulan. Berikutnya yaitu technical aspect. Aspek itu bahasa, layout tulisannya, termasuk kalau saya itu mengecek pustaka kang. Kalau pustaka sudah pakai software, selalu saya cek (Expert author B).

What I saw was in line, namely topics, problems, and conclusions. If it's technical stuff, of course. Guidance of the target journal or publication that we will pursue. The issue is technically. In terms of inline substance, no. In terms of language, we definitely have to check, only that the most substance from the topics we discussed was inline or not, to the conclusion. Next is the technical aspect. That aspect is the language, the layout of the writing. Including when I checked the library, brother. If the library has already used software, I always check (Expert author B).

Excerpt #3:

Ada possibilities untuk keterima, tergantung nanti kita propose idea kita di proposal itu. Kan gitu publikasi pun sama kang, setiap jurnal itu punya scope-nya, ini coverage-nya jurnal ini tentang ini, jurnal yang lain tentang ini, maka ketika kita ingin publikasi, saya selalu lihat target jurnal nya mau kemana kemudian scope nya itu apa. Nah kalau scope nya nyambung maka data yang kita punya akan kita submit kan ke sana. Itu kadang sesungguhnya dalam aspect technical writing itu jarang orang consider (Expert author C).

There are possibilities to be accepted, depending on how we propose our ideas in the proposal. The publication is also the same, every journal has its scope and coverage. So, when we want to publish, I always see the journal target, where is the scope, then what is it? Now if the scope is connected with the data we have, we will submit it there. That is actually sometimes in the ~~aspect~~aspect of technical writing that people rarely consider (Expert author C).

Before submitting an article to the intended journal, the authors generally do a self- reviewing of the article that has been compiled. However, they considered it important to get input from peers or in groups to ask for input. This step is carried out so that substantive matters can be explored for the sake of perfecting the text. Based on expert ~~author~~ authors A, B and C's cognitive experience, the article is not infrequently examined many times to avoid substantive mistakes. According to them, one article can be reviewed by the author about 2 or 3 times, and take 2 to 3 weeks. The review process is also carried out after ~~submit~~ submitting articles to the intended journal. The review process here will further refine the quality of the article, especially the substantial aspects.

CONCLUSION

The STRWP model proposes a new model in for teaching academic writing. This cognitive model reminds students, language educators, and researchers to be more intimate with the relevant latest literatures. It also gives a new practical way that research gap ---- as the fundamental element of novelty--- will be easily identified if researchers always keep up with the advancement of knowledge in a particular area.

Hopefully, this model also paves the way for those lost in the academic wilderness: namely those who are confused and have difficulties in determining a research topic. This model also 'forces' novice or senior researchers to start a research activity by doing an intensive and extensive reading. Crucial problems will always be faced if the "reading chapter" has not finished. Both pedagogically and theoretically, this approach is expected to contribute in to providing a way out to solve various obstacles in academic writing. Completion or antithesis of this model is extremely demanded in order to for the synthesis of scientific development continues to move.

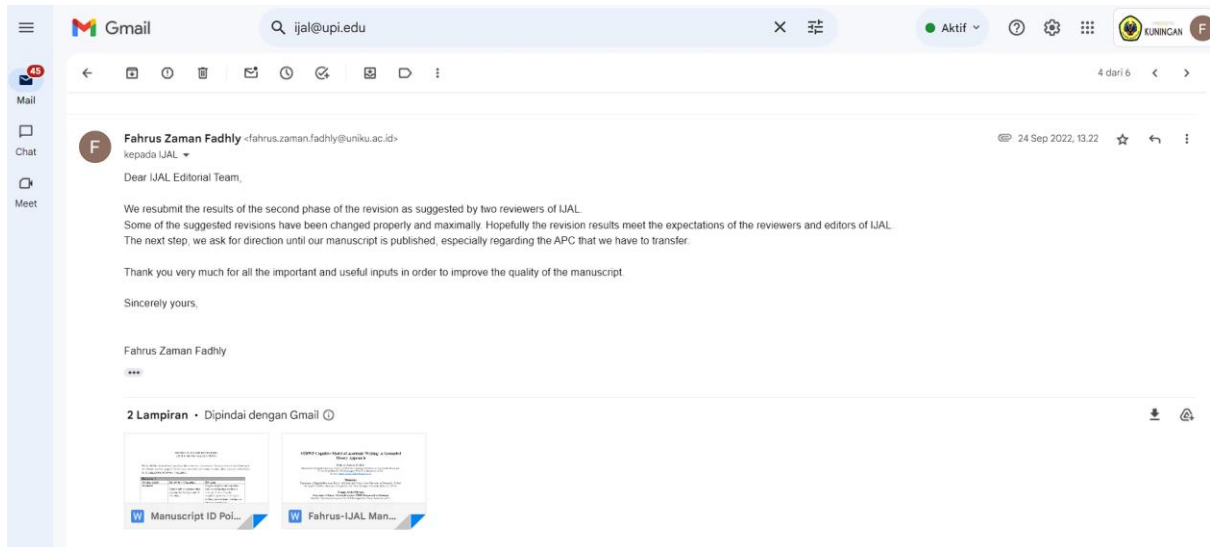## REFERENCES

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3. Bukti konfirmasi submit revisi pertama, respon
   kepada reviewer, dan artikel yang diresubmit (24 September 2022)

Gmail screenshot:

Fahrus Zaman Fadhly <fahrus.zaman.fadhly@uniku.ac.id>
kepada IJAL

24 Sep 2022, 13.22

Dear IJAL Editorial Team,

We resubmit the results of the second phase of the revision as suggested by two reviewers of IJAL.
Some of the suggested revisions have been changed properly and maximally. Hopefully the revision results meet the expectations of the reviewers and editors of IJAL.
The next step, we ask for direction until our manuscript is published, especially regarding the APC that we have to transfer.

Thank you very much for all the important and useful inputs in order to improve the quality of the manuscript.

Sincerely yours,

Fahrus Zaman Fadhly

2 Lampiran · Dipindai dengan Gmail ⓘ

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RESPONSE TO THE REVIEWERS
(STRWP Cognitive Model of Academic Writing: A Grounded Theory Approach)

Please fill the form below based on the reviewers' comments. You are allowed to delete part of column *section (page)* if there is no comment on certain section. Also, you can add row(s) to accommodate reviewers' comments.

Reviewer 1		
Section (page)	Reviewer's Comments	Revision
Abstract	Should add a sentence that explain the background of the study	Cognition plays an important role in composing academic writing. Unraveling the cognitive processes of expert authors in academic writing can help novice authors.
Introduction	5894 words	
Research Methodology	-	-
Findings & Discussion	-	-
Conclusion	-	-
Citation & References (APA 7th Edition)	The recent references are only 9 out of 41.	37 recent references (last 5 years) that are relevant to the research topic have been added.

Reviewer 2		
Section (page)	Reviewer's Comments	Revision
Abstract	Keywords: List alphabetically	Academic writing; cognitive model; cognitive process; grounded theory; novelty; research gap; state of the art
Introduction	Can you explore more models with share similarities with your proposed one?	Explained more detailed in the section of Finding and Discussion
Research Methodology	What are the criteria for selecting the participants?	The selection of the three Indonesian scientists was carried out based on the following considerations: (1) productive in

		producing scientific publications on Scopus-indexed journals; (2) the ease of accessing them for in-depth interviews as well as obtaining the necessary written documents; and (3) the diversity of informants/resources with diverse knowledge groups was deliberately carried out to see if there were variations in cognitive processes as reflected in the interview process and their academic writings.
Findings & Discussion	How is your model different from the previous ones? Explain in more details here.	Flower and Hayes (1981) have examined the components of writing to better understand why skilled writers are better than novice writers at building reasoning on their writing. They propose a transition from a linear to a hierarchical format by locating cognitive processes. They divided the writing model into three core parts, namely the task environment, the writer's long-term memory, and the writing process. Bereiter & Scardamalia (1987) emphasize that there are significant differences between experts and ordinary beginners as the contrast between the knowledge-telling model of writing and the knowledge-transforming model of writing. According to this model, the development of ideas during writing depends on the degree to which content retrieval is strategically controlled in order to fulfill a rhetorical goal. While Chenoweth and Hayes (1986) proposed "a production model of the text-style" with the main claim that the length (word) of the P-burst depends on the capacity of the translator and this in turn depends on the linguistic source. This model is designed to capture the

		fact that written language is usually produced in fragmentary sentences rather than in complete sentences. Flower, Stein, Ackerman, Kant, McCormick and Peck (1990) tried to modify their writing model by including two important stages, namely (1) the process, which is a reading activity to assess, choose strategies and make revisions; and (2) the knowledge, which includes task definition, planning criteria and text criteria, problems and revision steps (procedures). The last, the Hayes's (2012) model describes the involvement of writers in a series of writing processes starting at the planning, writing and evaluating stages of their texts. Hayes model is now considered the most comprehensive in describing cognitive processes in writing.
Conclusion	Grammatical errors	Already Revised
Citation & References (APA 7th Edition)	Check APA style.	Already Revised

STRWP Cognitive Model of Academic Writing: A Grounded Theory Approach

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ABSTRACT
Cognition plays an important role in composing academic writing. Unraveling the cognitive processes of expert authors in academic writing can help novice authors. This research aims to reconstruct the cognitive processes of a number of Indonesian expert authors in writing scientific articles. With the grounded theory approach, it performs open coding, axial coding, selective coding, and generating theory from data gathered from the in-depth interviews and document analysis of the informants' articles. It reveals that the activity of literature review or "search before research" is the upstream of the whole cognitive process in composing academic writing. Accuracy in the process of review of the library will bring up the state of the art and research gap that then has the element of high novelty so that the reading-research-writing activities are integrated into one unity of flashed cognitive process. Publication as a downstream of the literature review or the end of the cognitive process of academic writing becomes a medium for scientific writers to observe the provisions of the focus and scope of the intended journal. This research concluded that "search-topic- research-writing-publication" or the "cognitive model of academic writing" is a series of cognitive processes as well as raw materials in the formulation of theories and cognitive models in academic writing.

Keywords: Academic writing; cognitive model; cognitive process; grounded theory; novelty; research gap; state of the art

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INTRODUCTION

Recent investigations on the cognitive model of writing come from Hayes (2012), Silva & Matsuda (2012), Hinkel (2014), Kahraman (2015), Paris, Said, Hamsa, and Mahaman (2015), and Rahimi, Kushki, and Nassaji (2015). These studies generally revolve around the achievement of teaching writing, related to evaluation of the utilization of certain models of teaching writing. White and Cheung (2015) also conducted comparison studies comparing the outcomes of professional and novice essay writers. In their 2016 study, Nuraeni and Fadhly looked into the cognitive processes involved in composing poems, short stories, and novels, among other forms of fiction. Fadhly and Ratnaningsih (2016) also identified differences in the informants' cognitive experiences of writing inspiration, underlying values underlying viewpoint construction, argument development and maintenance, and writing closure.

Over the last two decades, a number of cognitive models of writing has been constructed by linguistics scholars (Alkodimi & Al-Ahdal, 2021; Ball & Christensen, 2020; Conijn et al., 2020; Di Zhang, 2020; Lin & Wang, 2020; Lu, 2020; Michel et al., 2020; Sethuraman & Radhakrishnan, 2020; Wingate & Harper, 2021). Aside from the advantages (Alobaid, 2021; Xu, Zhang, & Gaffney, 2021), there are some weaknesses in some aspects because they do not provide a comprehensive picture of one's cognitive experience in writing their ideas (Al-Jarrah, Mansor, Talafhah, & Al-Jarrah, 2019; Lee & Mak, 2018; Ramadhanti, Ghazali, Hasanah, Harsiati, & Yanda, 2020; Rashid, Ye, Hui, Li, & Shunting, 2022; Teng, 2019; Teng, Qin, & Wang, 2022). Up to now, there are eight cognitive models in writing (Lu, 2020), namely: (1) behaviorism's theory (2) Flower and Hayes' (1980b) theory; (3) Bereiter and Scardamalia's (1982) theory; (4) cognitive psychology theory; (5) Kellog's (1996) theory; (6) Chenoweth and Hayes' (2003) theory, (7) Flower, Stein, Ackerman, Kantz, McCormick, and Peck's (1990) theory and Hayes' (2012) theory.

From the literature search, there is the theoretical void that explains how the cognitive processes experienced by the writers since the selection of research topics; conducting self- regulation (de Bruin, Roelle, Carpenter, & Baars, 2020; Nückles, Roelle, Glogger-Frey, Waldeyer, & Renkl, 2020; Seufert, 2020; Varier et al., 2021; Vincent, Tremblay-Wragg, Déri, Plante, & Mathieu Chartier, 2021); determining the objectives that demand the entire decision and planning of writing (Cordeiro, Limpo, Olive, & Castro, 2020; Fazilatfar, Kasiri, & Nowbakht, 2020; Lin, Chen, & Wu, 2022; Michel et al., 2020; Nückles et al., 2020; Zarrabi & Bozorgian, 2020); the idea-making process (translating) into a good, precise and accurate language in order to compose a sequential, systematic and pious composition (Michel et al., 2020); the review process so that the composition can be evaluated both form and contents (Fan & Xu, 2020; Huang, Hwang, & Chang, 2020; Nückles et al., 2020; Yu & Liu, 2021); process of monitoring their academic writing development (Kim, 2020; Teng, 2019, 2020).

The creation of cognitive models in the aforementioned writing is generally done in general genres like writing essays or articles. Some of them are grounded in research, while others are grounded in critical analysis. To build a new theory or model about the cognitive processes in writing, however, each of the aforementioned hypotheses must be developed or combined because there is a research gap. Research findings that precisely examine the cognitive processes involved in academic writing are particularly few.

Therefore, the creation of a fresh model of cognitive functions that might enhance the riches of language sciences, particularly in academic writing, is imperative. Unlike earlier research, this one examines the thought processes of knowledgeable authors from a variety of diverse domains, including the social sciences (sociology of education and law) and the natural sciences (chemistry, carbon nanomaterial adsorption-polymer

nanocomposites). In this way, a variety of fresh approaches to the cognitive process of writing the study report that fall within the categories of social sciences, natural sciences, and law sciences can be introduced.

The existence of no writing theory that fully explains the cognitive processes encountered or carried out by both nationally and internationally recognized scientific writers is the impetus behind this study. It is highly anticipated that new cognitive writing models would emerge, which is advantageous for academic writers worldwide. New cognitive models in the creation of scientific papers are crucial for a number of reasons and reasons and facts, including: First, it is frequently noticeable that academics (lecturers and students) in Indonesia and other areas of the world have poor writing skills. Recent research by Lubis, Rahimah, and Lubis (2019) uncovers the challenges faced by students while writing scientific papers, including a lack of reading interest, insufficient writing experience, confusion about what to think and how to say it, and linguistic confusion. This result supports earlier studies by Rahmiati (2015), Rismen (2015), and Rahmatunnisa (2015)

Rismen (2015) identified a number of variables that contributed to writers' lack of confidence, difficulties getting started, lack of motivation, lack of comprehension of scientific writing, difficulty coming up with ideas, lack of interest in writing activities, and laziness. This study found that the most difficult writing job for students was expressing concepts in the style of scientific writing. They also have trouble finding library materials, making backdrop puzzles, acquiring, processing, and evaluating data.

Given their proficiency in writing in other languages, Indonesian students confront more difficult challenges. According to a study by Rahmatunnisa (2015), students encountered three main issues when writing argumentative essays: linguistic issues, cognitive issues, and psychological issues. The majority of pupils encountered issues with grammatical structure, word formatting, word classes, vocabulary usage, and reference article use. Students often struggle with cognitive issues linked to paragraph organization, generic structure errors, drawing conclusions, and punctuation usage. While their moods, selfishness, laziness, and difficulties commencing a piece of writing contributed to their psychological issues.

Students and lecturers alike encounter a number of challenges when it comes to academic writing. According to Permenristekdikti No. 20/2017, 2,678 professors in the RISTEKDIKTI Data Science and Technology Index (SINTA) from 2015 to 2017 failed to meet the publication requirements (Republika.co.id, February 23, 2018). The professor's meager scientific output was held responsible for the subpar human resources at tertiary institutions. In actuality, the quantity and caliber of international scientific publications serve as a barometer for Indonesians' level of competitiveness (Kemenristekdikti, 2018).

The aforementioned factors and facts led us to recreate the authors' cognitive processes as the ideal method for creating high-caliber works. Reconstructing the cognitive process that expert authors go through when writing a publication-oriented scientific article in highly regarded international journals (indexed and abstracted in the WoS and Scopus) based on the grounded theory approach suggests that the cognitive processes in academic writing start with deciding on research topics, formulating research issues and developing research questions, conducting a library search of scientific literature on a research topic, and deciding on a research question.

METHOD

In an effort to identify alternative cognitive models in academic writing, the study used a grounded theory methodology. According to Corbin and Strauss (2008), there are three stages of analysis used in this study: open coding, axial coding, selective coding, and generating theory. Birks & Mills (2015) added a stage to the grounded theory method that requires

developing brand-new hypotheses about the data rather than validating preexisting ones.

| Open Coding | Axial Coding | Selective Coding | Generating Theory |

Glaser and Strauss (2008)
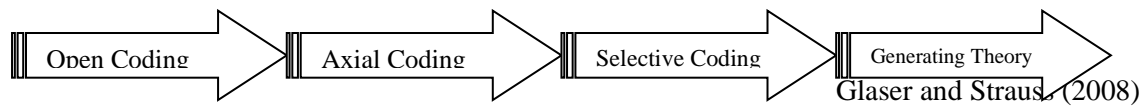
The first stage is to do open coding. Researchers form early categories of the phenomenon of cognitive processes by selecting data that has been gathered both from interviews, document analysis, and field records into a number of categories. The categories are possible to develop according to the addition of the data obtained, and at the same time, part or all of the categories will be enriched with properties (sub-sub categories), namely data that serves as a detail supporting existing categories (Corbin & Strauss, 2008). Three knowledgeable informants from different Indonesian colleges were the subjects of in-depth interviews. In-depth questions are asked during the interview in order to elicit surprising and in-depth information. According to Charmaz (2006), open-ended questions should be used when doing grounded theory-based research. The informant's responses can serve as a starting point for a more in-depth examination of the subject.

The next step is axial coding, which involves picking one of the preexisting categories and placing it at the center of the phenomenon under study. Based on the correlation, all other categories—such as causal factors (factors affecting the core), strategies (actions taken in response to the nucleus), impactful and contextual conditions (common or particular situational factors affecting strategy, and consequences)—are connected to the core of this phenomenon (impact of strategy use). This entails drawing a diagram known as the coding paradigm that illustrates how causes, strategies, influencing and contextual conditions, and effects are comparable (Corbin & Strauss, 2008).

By developing a theory of the connectivity of the entire category at the level of axial coding, the third stage is selective coding. This theory essentially explains the process under investigation in an abstract manner. Therefore, selective coding is the method of theory unification and refinement through writing flow that links and selects the full category through a private memo about theoretical concepts. Researchers may watch how certain components affect the phenomena that employs specific tactics with specific effects as they write. According to the number of coding tasks completed, the level of open coding has decreased to the category of categories, and as a result, the class category has decreased to the axle coding phase (Corbin & Strauss, 2008).

The formulation of theory, which involves data gathering, encoding, and analysis all at once, is the final step. We were thoroughly informed of every step of the procedure, from data gathering through theory generation. Constant comparisons between words, sentences, paragraphs, codes, and categories are part of the analytic process. The purpose of the final stage is to find data similarities and differences. The procedure is repeated till the writing of the research report is finished.

Data in the form of documents were gathered by gathering the scholarly works written by informants and published in Scopus-indexed journals, as well as conducting in-depth interviews with three informants from various universities in Indonesia, namely DS, ALH, and FK. The three Indonesian scientists were chosen based on the following criteria: (1) productive in publishing scientific articles in Scopus-indexed journals; (2) easy to reach for in-depth interviews and to get the required written materials; and (3) intentionally diverse in informants/resources with various knowledge groups to see if there were variations in cognitive processes as reflected in the in-depth interviews.

Table 1. The list of three scientists' published works in a reputable international journal

No.	Author		Tittle	Journal/Vol-Issue	Index
1.	Expert Author A	1	Living values education in school habituation program and its effect on student	New Educational Review, 39(1), 51-62	Scopus

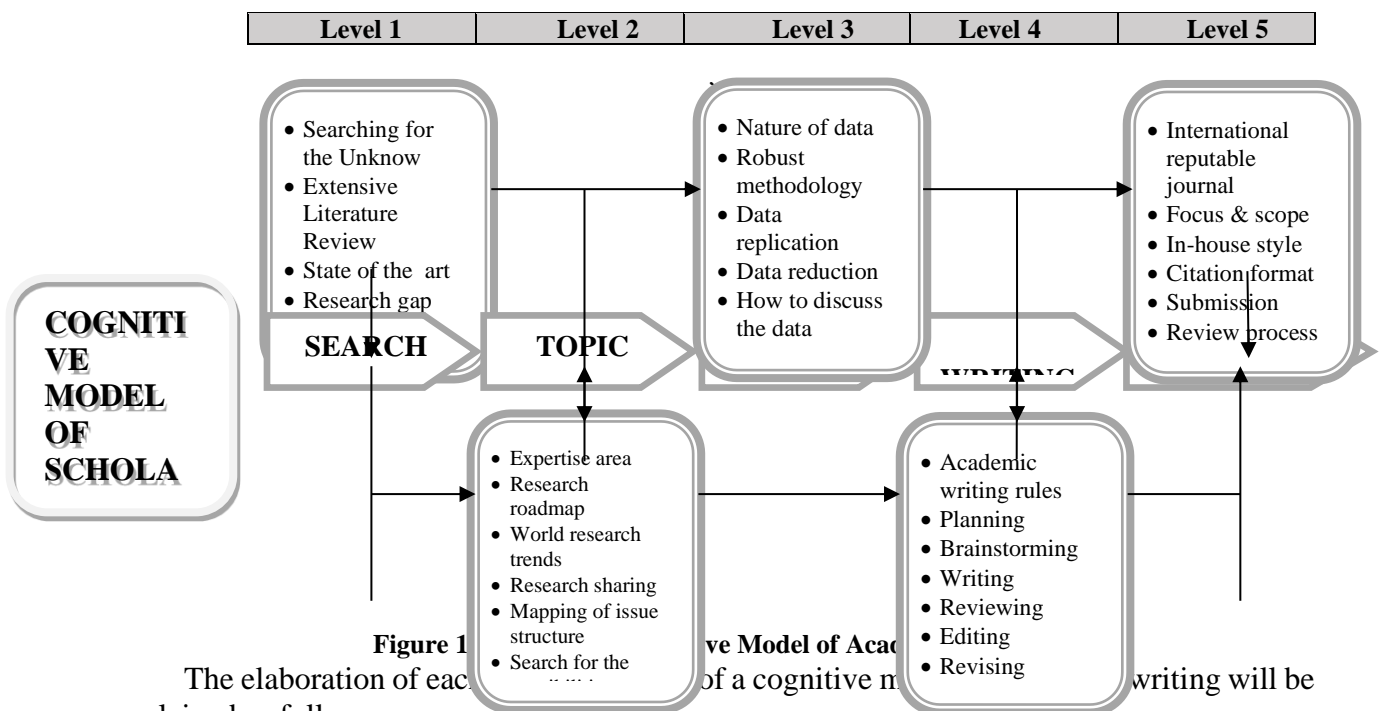|					
			character development		
		2	The development of multiculturalism values in indonesian history textbook	American Journal of Applied Sciences 13(6), 827-835	Scopus
		3	Culture-based contextual social studies learning for development of social and cultural values of junior high school students	The Social Sciences 11 (23), 5726-5731	Scopus
		4	The development of student`s sosiocultural values through wayang golek as a learning source in sosial studies	Research on Humanities and Social Sciences 4 (6), 129-136	Scopus
		5	The street children development in open house	Journal of Social Sciences 8 (2), 267	Scopus
2.	Expert Author B	1	State control and the privatisation of the Indonesian telecommunications industry: From ownership to regulation	J. Int'l Com. L. & Tech. 5, 58	Scopus
		2	Privatisation of Telecommunications in the developing world: A lesson learnt, or a burden imposed	Proc. on L. Outer Space 48, 420	Scopus
		3	Telecommunications licensing regime: A new method of state control after privatisation of telecommunications	J. Int't Com. L. & Tech. 9, 24	Scopus
3.	Expert Author C	1	Metal–semiconductor transition like behavior of naphthalene-doped single wall carbon nanotube bundles	Faraday discussions 173, 145-156	Scopus
		2	Enhanced CO2 adsorptivity of partially charged single walled carbon nanotubes by methylene blue encapsulation	The Journal of Physical Chemistry C 116 (20), 11216-11222	Scopus
		3	Electronically modified single wall carbon nanohorns with iodine adsorption	Chemical Physics Letters 501 (4-6), 485-490	Scopus
		4	Physical and chemical characteristics of alginate-poly (vinyl alcohol) based controlled release hydrogel	Journal of Environmental Chemical Engineering 4 (4), 4863-4869	Scopus
		5	Enhanced CO_2 adsorptivity of SWCNT by polycyclic aromatic hydrocarbon intercalation	Adsorption 20 (2-3), 301-309	Scopus

FINDINGS AND DISCUSSION

A cognitive model of academic writing

The cognitive model of academic writing presented below differs significantly from other cognitive models of writing created by earlier theorists, such as Flower and Hayes' (1981) model of writing's structure, Bereiter and Scardamalia's (1987) model of writing's transformation of knowledge, Chenoweth and Hayes' (1986) model of text-style production, and Flower, Stein, Ackerman, Kantz, McCormick, and Pec's (1986) model of writing's

To better understand why experienced writers are more adept than inexperienced

writers at constructing arguments on their writing, Flower and Hayes (1981) looked at the elements of writing. By identifying cognitive processes, they propose an evolution from a linear to a hierarchical style. The job environment, the writer's long-term memory, and the writing process were the three main divisions they made for the writing model. According to Bereiter & Scardamalia (1987), the discrepancy between the knowledge-telling model of writing and the knowledge-transforming model of writing results in major variations between experts and regular novices. The extent to which content retrieval is strategically managed to achieve a rhetorical objective determines how ideas evolve while writing, according to this concept.

While Chenoweth and Hayes (1986) presented "a production model of the text-style," their key argument was that the P-length burst's (measured in words) was dependent on the translator's skill and, in turn, on the linguistic source. In an effort to improve their writing model, Flower, Stein, Ackerman, Kant, McCormick, and Peck (1990) added two crucial stages: (1) the process, which involves reading to evaluate, select strategies, and revise; and (2) the knowledge, which includes task definition, planning criteria, text criteria, problems, and revision steps (procedures). The final model, developed by Hayes (2012), illustrates how writers participate in a number of writing processes, beginning with the planning, composing, and evaluation phases of their writings.

Figure 1 ... **ve Model of Aca**...

The elaboration of eac... ... of a cognitive m... ... writing will be explained as follows:

Level 1: Search

Conducting "search before research" (SBR) is strongly recommended before determining a research topic. Based on expert author A, B and C's cognitive experiences, research topics were obtained from SBR--- a process of reading scientific works in reputable international journals. SBR will be a pathway to see the landscape of existing knowledge or ideas and

identify the research gaps which have not been investigated by other previous researchers around the world. Identifying research gaps surely led us to identify elements of novelty on a particular issue. This SBR was conducted by all expert authors as reflected in the following excerpt #1, #2 and #3:

Excerpt #1:
"If we study literature, especially journals, we will know what studies have been done by other people and what have not. Well then we can fill in, oh this point has not been researched by others. Because now nothing really original and really new original. There are no other people yet, because it's so difficult. There must be parts that other people have researched. We can pick up the parts that no one else has studied. That's where novelty will be found." (Expert author A)

Excerpt #2:
"Search before research, that's the real deal for me. Why do we have to search first before we conduct research. First, it was related to the estuary at the end. So, how can our data still have the potential to be published, our data is still in line with the trends that people are working on. Where are you? Internationally or nationally. Then the third thing, this is what we are most afraid of when we write, there will be replication, duplication, and even plagiarism." (Expert author B).

Excerpt #3:
"In order to develop a research question to find answers, the first thing to do is library research. Library research to explore primary sources. It is a polygal instrument. In the case of international agreements, the primary sources include the contents of the agreement, court decisions, domestic legislation, international agreements, and expert opinions through interviews." (Expert author C).

Therefore, expert authors (A, B, and C) could easily find the elements of the novelty of their research and suggested authors to perform searching before conducting research. This is in line with Grewal, Kataria and Dhawan (2016) that the search for relevant literatures is a key step in performing good authentic research. Even, SBR or literature review itself is a research methodology (Synder, 2019). Through SBR, one might knew "a higher emphasis on scientific knowledge around the world" (Kraus, Mahto & Walsh, 2021, p. 1). SBR will also challenge researchers to get in touch with the current works (Brainard, 2020).

However, related to the estuary or publication of the manuscript, the data collected by researchers must be potential for publication in certain journals. It is very crucial for a researcher to collect data that is not potential to be published. The works of expert author C and other pertinent publications are included below as examples of how the SBR principle has been implemented.

Table 2. The relevant trace of literature and quoted in the "search before research" activity

No	Title, Author & Journal	Relevant Literature & qouted by Expert C
1.	Metal-semiconductor transition like behavior of naphthalene-doped single wall carbon nanotube bundles FK, AMG, HT, TF, DM, RK, TH, SY, H, YC, MM, MT, ME & KK, *Faraday Discussions,* 173, 145-156	1 K. Kaneko, T. Itoh and T. Fujimori, Function of Conjugated π-Electronic Carbon Walled Nanospaces Tuned by Molecular Tiling, *Chem. Lett.*, 2012, 41, 466-475. 2 H. E. Romero, K. Bolton, A. Rosen and P.C. Eklund, Atom Collision-Induced Resistivity of Carbon Nanotubes, *Science*, 2005, 307, 89-93. 3 E. S. Snow , F. K. Perkins, E. J. Houser, S. C. Badescu and T. L. Reinecke, Science, 2005, E. S. Snow , F. K. Perkins, E. J. Houser, S. C. Badescu and T. L. Reinecke, Chemical Detection with a Single-Walled Carbon Nanotube Capacitor. *Science*, 2005, 307, 1942-1945. 4 Y. Battie, O. Ducloux, P. Thobois, N. Dorval, J. S. Lauret, B. Attal-Tretout and A. Loiseau, Confinement in Single Walled Carbon Nanotubes Investigated by Spectroscopic Ellipsometry, *Carbon*, 2011, 49, 3544-3552
2.	Electrically Conductive Nanocomposites Polymer of Poly(Vinyl Alcohol)/Glutaraldehyde/Mult iwalled Carbon Nanotubes: Preparation and	1. Hu, B., Li, D., Manandharm, P., Fan, Q., Kasilingam, D., and Calvert, P., 2012, CNT/Conducting polymer composite conductors impart high flexibility to textile electroluminescent devices, J. Mater. Chem., 22 (4), 1598–1605. 2. Snook, G.A., Kao, P., and Best, A.S., 2011, Conducting-polymer-based supercapacitor devices and electrodes, J. Power Sources, 196 (1), 1–12.

	Characterization FK, H, YS, and RDH	3. Gangopadhyay, R., and De, A., 2000, Conducting polymer nanocomposites: A brief overview, Chem. Mater., 12 (3), 608–622. 4. Kumar, B., Castro, M., and Feller J.F., 2012, Poly(lactic acid)–multi-wall carbon nanotube conductive biopolymer nanocomposite vapour sensors, Sens. Actuators, B, 161 (1), 621–628. 5. Bhargav, P.B., Mohan, V.M., Sharma, A.K., and Rao, V.V.R.N., 2009, Investigations on electrical properties of (PVA: NaF) polymer electrolytes for electrochemical cell applications, Curr. Appl. Phys., 9 (1), 165–171. 6. Jia, Y.T., Gong, J., Gu, X.H., Kim, H.Y., Dong, J., and Shen, X.Y., 2007, Fabrication and characterization of poly(vinyl alcohol)/chitosan blend nanofibers produced by electrospinning method, Carbohydr. Polym., 67 (3), 403–409. 7. Rajendran, S., Sivakumar, M., and Subadevi, R., 2004, Li-ion conduction of plasticized PVA solid polymer electrolytes complexed with various lithium salts, Solid State Ionics, 167 (3-4), 335– 339. 8. Dian, P.P., Erizal, E., and Basril, A., 2013, Polymeric biomaterials film based on poly(vinyl alcohol) and fish scale collagen by repetitive freeze-thaw cycles followed by gamma irradiation, Indones. J. Chem., 13 (3), 221–228. 9. Chatterjee, J., Liu, T. Wang, B., and Zheng, J.P., 2010, Highly conductive PVA organogel electrolytes for applications of lithium batteries and electrochemical capacitors, Solid State Ionics, 181 (11-12), 531–535. 10. Yu, H., Wu, J., Fan, L., Xu, K., Zhong, X., Lin, Y., and Lin, J., 2011, Improvement of the performance for quasi-solid-state supercapacitor by using PVA– KOH–KI polymer gel electrolyte, Electrochim. Acta, 56 (20), 6881–6886.
3.	Intensive synergic Cs adsorbent incorporated with polymer spongiform for scalable purification without post filtration ST, DF, FK, DM, KT, MF, TH, YAK, KCP, MA, KK, ME, *Materials Express, 3*(1), 2013	1. U. Filipkowska and J. Rodziewicz; Analysis of the sorption efficiency of acid and direct dyes using chitosan, fly ashes immobilized onto chitosan and modified sawdust immobilized onto chitosan as sorbents; Adsorption Sci. & Technol. 30, 461 (2012). 2. G. Akkaya, ˙I. Uzun, and F. Güzel; Kinetics of the adsorption of reactive dyes by chitin; Dye. Pigm. 73, 168 (2007). 3. M. Chino, H. Nakayama, H. Nagai, H. Terada, G. Katata, and H. Yamazawa; Preliminary estimation of release amounts of 131I and 137Cs accidentally discharged from the Fukushima Daiichi nuclear power plant into the atmosphere; J. Nucl. Sci. Technol. 48, 1129 (2011). 4. A. Stohl, P. Seibert, G. Wotawa, D. Arnold, J. F. Burkhart, S. Eckhardt, C. Tapia, A. Vargas, and T. J. Yasunari; Xenon-133 and caesium-137 releases into the atmosphere from the Fukushima Daiichi nuclear power plant: Determination of the source term, atmospheric dispersion, and deposition; Chem. Phys. Discuss. 11, 28319 (2011). 5. M. Shiratori; Consideration on the Fukushima Daiichi nuclear power plant accident; J. Atomic Energy Soc. Japan 54, 632 (2012). 6. D. H. F. Liu and B. G. Lipták; Environmental Engineers' Handbook; CRC Press, Boca, Raton, FL (1997). 7. S. S. Gupta and K. G. Bhattacharyya; Using aqueous kaolinite suspension as a medium for removing phosphate from water; Adsorption Sci. & Technol. 30, 533 (2012). 8. J. N. Ganguli and S. Agarwal; Removal of a basic dye from aqueous solution by a natural kaolinitic clay—Adsorption and kinetic studies; Adsorption Scie. & Technol. 30, 171 (2012). 9. H. S. Sherry; Ion-exchange properties of the natural zeolite erionite; Clays and Clay Minerals 27, 231 (1979). 10. S. M. Auerbach, K. A. Carrado, and P. K. Dutta; Handbook of Zeolite Science and Technology; CRC Press (2003), p. 21. Ion exchange.

Level 2: Topic

The process by which expert authors choose their research topics is quite diverse and can be accomplished in a number of ways, including: (1) adhering to the research roadmap created by the subject-matter experts; (2) engaging in SBR activities; (3) following global research trends or research tendencies; (4) adhering to the national topics created by the ministry; (5) interpreting laws or regulations, departing from court decisions, pro-cons cases, or actual topics, especially those that are relevant to their field; and

The informants' own research disciplines have an impact on the problem-setting and

research goals they encounter. In general, the statement of problems and research objectives because: (1) there is a gap between expectations and reality; (2) library research with a normative legal approach; (3) intensive searching results by finding possibilities; (4) the testing of norms and case studies are also the identifications of research issues and research objectives; (5) the structure of issues and crucial matters in a research topic; and (6) data replication The ensuing extracts paint a clear picture of how a research topic will be quickly recognized by various intellectual endeavors:

Excerpt #1:

"So, in determining the research topic, of course, if I am in accordance with my area of expertise, the area is still within my area of expertise. And especially in the field of education. We already have a kind of road map. Road map of research from the past, the current, and the future." (Expert author A)

Excerpt #2:

"If I determine a research topic, of course the basis is the experience we have. For example, because I am concerned in the field of environmental chemistry, I am concerned in the field of advanced materials, so of course the topic I choose is around that. I might not research for example about superplasmon, because it's out of my experties." (Expert author B).

Excerpt #3:

"Research question often arises from the results of court decisions. We criticize whether this judgment is true or not? (Expert author C).

Level 3: Research

An organic relationship exists between and influences the cognitive processes used to choose research procedures that are appropriate for the themes, issues, and research objectives. There are at least seven intriguing aspects to consider while choosing the best research methodology, according to the cognitive experience of the investigation's informants. Specifically: (1) The research methodology on the effects of research problems; (2) The hoist and measuring equipment are needed for scientific research; (3) The case serves as the foundation for legal research; (4) Test norms as a qualitative method in the field of law, (5) interpret the law as a research technique, (6) gather evidence by looking at the core elements of a norm, and choose a research methodology based on the goals of the study. All interviewees acknowledged that they had to understand the nature of the data in order to choose the best research methodology. Knowing the nature of the data, selecting a reliable methodology, doing data replication and data reduction if necessary, and knowing how to present the data are all important.

Level 4: Writing

It takes specialized knowledge and experience to translate ideas into academic writing that is coherent, systematic, and reasoned. Additionally, scientific papers intended for publication in reputable international journals have their own set of guidelines and requirements for the format and style (also known as the "in-house style"). Writing the introduction, method, results and discussion, conclusion, acknowledgments, and bibliography in a scientific article provided three study participants with a singular cognitive experience. They also experienced this when writing the acknowledgments and bibliography. Scientific writers must also follow any conventions or guidelines established for academic writing.

In the process of translating, reviewing and editing articles, the informants of this study revealed their cognitive experiences, including: (1) Looking for scholarly journals according to the focus and scope that are in line with the research topic; (2) Research questions as the core of the state of the art; (3) Comparison and synthesis; (4) Using transitional words; (5)

Results and discussion are mixed; (6) The conclusion is conclusive language; (7) Independent or group reviewing processes; (8) Manually editing and computer assistance.

Excerpt #1:

"Writing the introduction, there are rather different tips between qualitative and quantitative. If qualitative must be inductive, it means that it starts from data based on the results from pre-research or preliminary data, or data from previous research, or begins from phenomena. If quantitative is deductive, it can be started by grand theory, it can be started with GBHN if it used to be. If the qualitative must be from phenomena." (Expert author A).

Excerpt #2:

"If the technical aspect is a picture, if you label it wrong or give a caption to the table. And the easiest thing that I do is usually if I already have a journal targeting, I print out my guidance. So we know from the guidance, for example the font must be so. That's already entered into the technical aspects, if the content is the first, yeah. If the technical aspect is the first parameter that determines the review process and is quickly written to us." (Expert author B)

Excerpt #3:

"When I write an article, I must have a research question. If it already exists, then I will structure the article or its outline. So it's simple, in the introduction I wrote the background and more importantly why I had to raise the issue to be written. That is to inform the reader that there is a need this is important. So it's not just me who feels interested, it should also be a public interest." (Expert author C).

The substantial aspect of the manuscript is entirely under the control of the author/researcher. However, the aspect of translation was considered by the informants as a mere technical aspect. Most scientific journals are highly specialized and contain peer-reviewed articles. This is an effort to ensure that the articles to be published meet the quality standards of the journal and as a way to validate the degree of scholarship (Öchsner, 2013; Baier-Fuentes, Merigó, Amorós, & Gaviria, 2019). The peer review process contributes to quality control and is an important step in ensuring the originality of the research (Chanson, 2007).

Level 5: Publication

Searching for journals with the same focus and scope for our research findings is the first step before writing a scholarly manuscript. That is, before pouring ideas into writing, writers generally looked for journals in advance that have the same focus and scope. All expert authors have the same cognitive experience: they search for the intended journal and observe the format of the journal by following the guidelines.

Excerpt #1:

"So, after my research has done, I didn't write the article first but looked for a journal first. This includes seeing the quality, the number of publications, focus and scope. Then we open the web, study the author guidelines, then adjust it. Usually there we see the level of difficulty. So, most of my friends first made an article, in my opinion it was not right, because there had to be revised again. So, the journal must be searched first, then we adjust" (Expert author A)

Excerpt #2:

"What I saw was in line, namely topics, problems, and conclusions. If it's technical stuff, of course. Guidance of the target journal or publication that we will pursue. The issue is technically. In terms of inline substance, no. In terms of language, we definitely have to check, only that the most substance from the topics we discussed was inline or not, to the conclusion.

Next is the technical aspect. That aspect is the language, the layout of the writing. Including when I checked the library, brother. If the library has already used software, I always check." (Expert author B).

Excerpt #3:
"There are possibilities to be accepted, depending on how we propose our ideas in the proposal. The publication is also the same, every journal has its scope and coverage. So, when we want to publish, I always see the journal target, where is the scope, then what is it? Now if the scope is connected with the data we have, we will submit it there. That is actually sometimes in the aspect of technical writing that people rarely consider." (Expert author C).

Before submitting an article to the intended journal, the authors generally do a self-reviewing of the article that has been compiled. However, they considered it important to get input from peers or in groups to ask for input. This step is carried out so that substantive matters can be explored for the sake of perfecting the text. Based on expert authors A, B and C's cognitive experience, the article is not infrequently examined many times to avoid substantive mistakes. According to them, one article can be reviewed by the author about 2 or 3 times, and take 2 to 3 weeks. The review process is also carried out after submitting articles to the intended journal. The review process here will further refine the quality of the article, especially the substantial aspects.

CONCLUSION

The STRWP model proposes a new model for teaching academic writing. This cognitive model reminds students, language educators and researchers to be more intimate with the relevant latest literatures. It also gives a new practical way that research gap ---- as the fundamental element of novelty--- will be easily identified if researchers always keep up with the advancement of knowledge in a particular area.

Hopefully, this model also paves the way for those lost in the academic wilderness: namely those who are confused and have difficulties in determining a research topic. This model also 'forces' novice or senior researchers to start a research activity by doing an intensive and extensive reading. Crucial problems will always be faced if the "reading chapter" has not finished. Both pedagogically and theoretically, this approach is expected to contribute to providing a way to solve various obstacles in academic writing. Completion or antithesis of this model is extremely demanded in order for the synthesis of scientific development continues to move.

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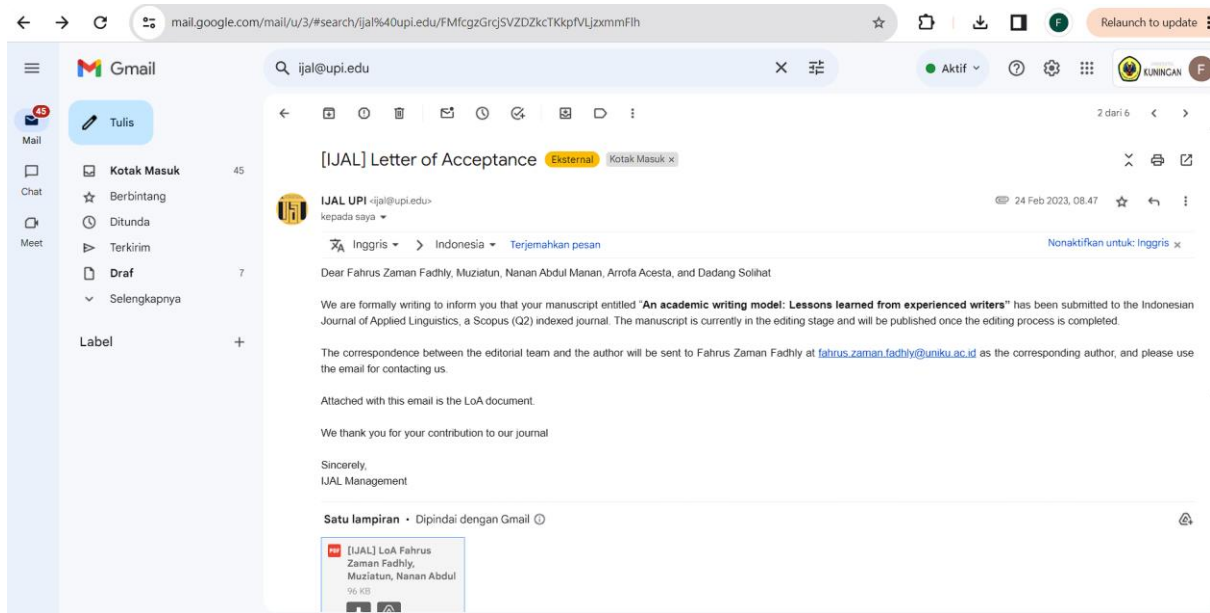
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Dear Fahrus Zaman Fadhly, Muziatun, Nanan Abdul Manan, Arrofa Acesta, and Dadang Solihat

We are formally writing to inform you that your manuscript entitled **"An academic writing model: Lessons learned from experienced writers"** has been submitted to the Indonesian Journal of Applied Linguistics, a Scopus (Q2) indexed journal. The manuscript is currently in the editing stage and will be published once the editing process is completed.

The correspondence between the editorial team and the author will be sent to Fahrus Zaman Fadhly at fahrus.zaman.fadhly@uniku.ac.id as the corresponding author, and please use the email for contacting us.

Attached with this email is the LoA document.

We thank you for your contribution to our journal

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To:
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Universitas Kuningan, Universitas Negeri Gorontalo, STKIP Muhammadiyah Kuningan

Letter of Acceptance

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We thank you for your contribution to our journal.

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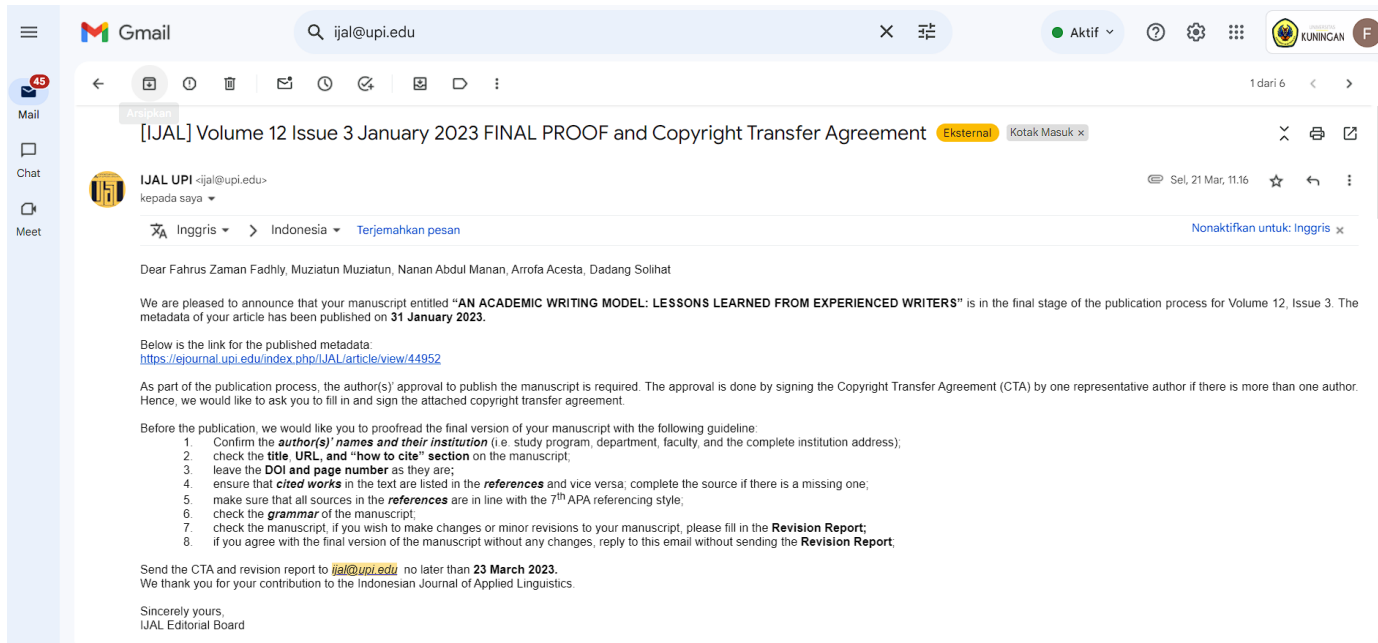
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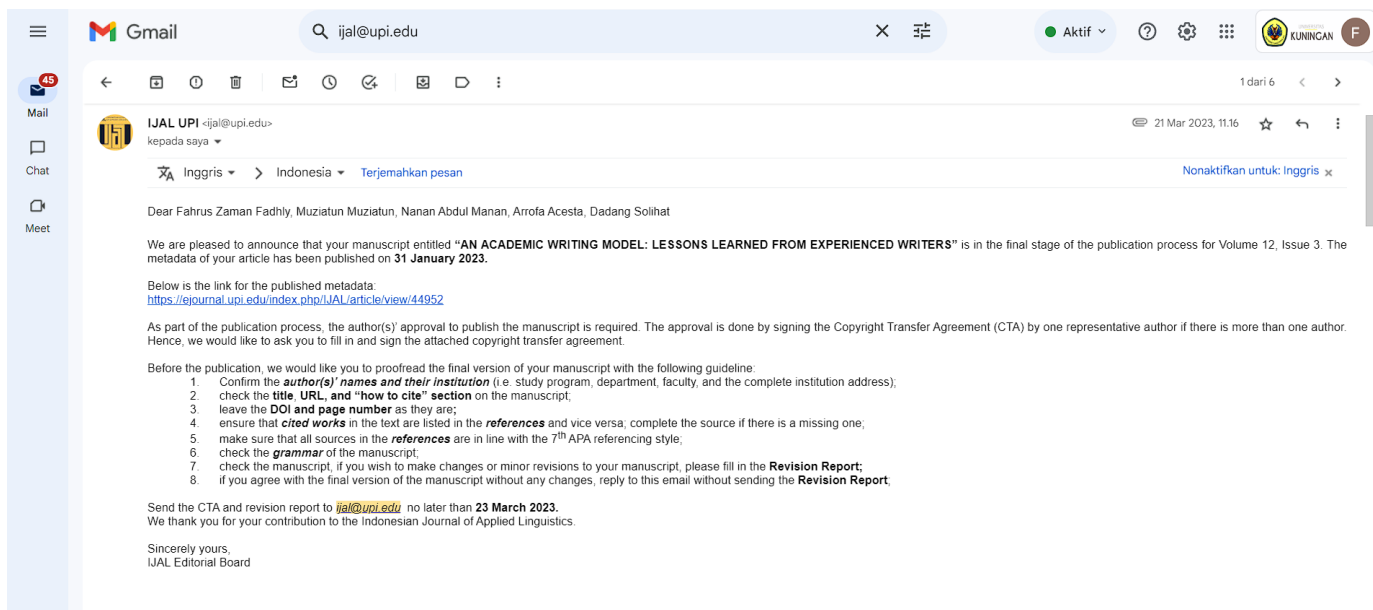Title of article : AN ACADEMIC WRITING MODEL: LESSONS LEARNED FROMEXPERIENCED WRITERS

Author(s) : Fahrus Zaman Fadhly, Muziatun, Nanan Abdul Manan, Arrofa Acesta, &Dadang Solihat

Institution(s) : Universitas Kuningan, Universitas Negeri Gorontalo, STKIP Muhammadiyah Kuningan,

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Dr. Fahrus Zaman Fadhly, M.Pd.

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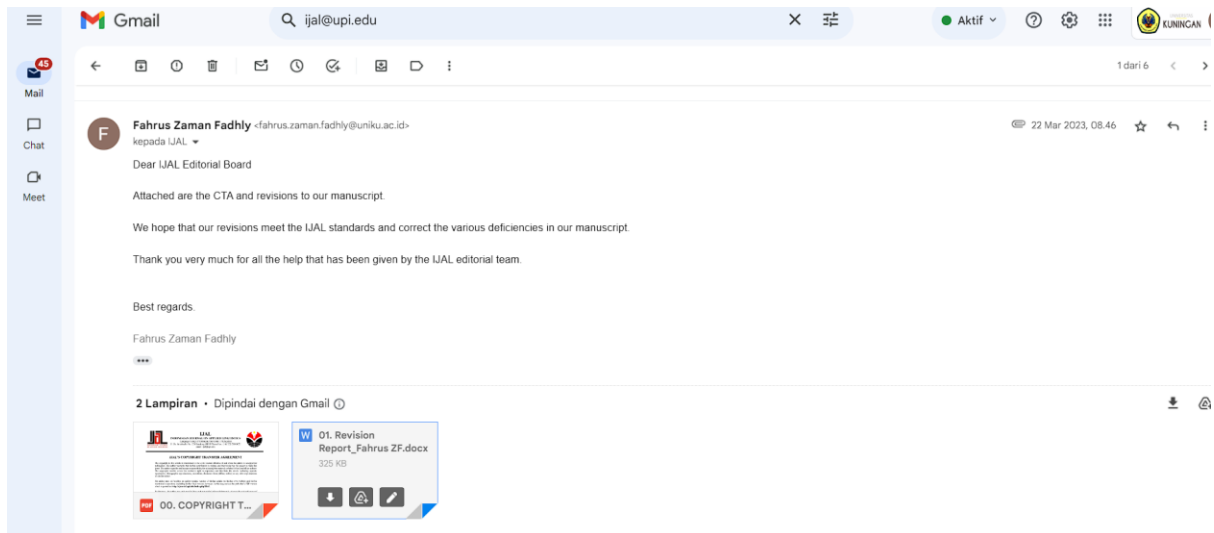
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8. **Bukti konfirmasi submit revisi kedua, respon kepada reviewer, dan artikel yang diresubmit (22 Maret 2023)**

Fahrus Zaman Fadhly <fahrus.zaman.fadhly@uniku.ac.id>
kepada IJAL

Dear IJAL Editorial Board

Attached are the CTA and revisions to our manuscript.

We hope that our revisions meet the IJAL standards and correct the various deficiencies in our manuscript.

Thank you very much for all the help that has been given by the IJAL editorial team.

Best regards.

Fahrus Zaman Fadhly

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An academic writing model: Lessons learned from experienced writers

Fahrus Zaman Fadhly[1*], Muziatun[2], Nanan Abdul Manan[3], Arrofa Acesta[4], and Dadang Solihat[1]

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ABSTRACT
Academic writing seems daunting for novice writers. Unveiling cognitive processes of experienced writers in academic writing can presumably aid novice writers, primarily writing for publication. The purpose of this research is to explore the cognitive processes of experienced writers who have published articles in reputable journals in writing scientific articles. Three experienced writers participated in the study: one from the social science and two from the STEM fields. Thematic analysis following the six phases of Braun and Clark (2006) was conducted to analyze the interview data from three experienced writers. The findings from the interview generated five themes: *search, topic, research, writing,* and *publication.* These emerging themes have similarities with the previous academic writing models but expand some actions toward the publication process. The themes reflected the steps taken by the experienced writers who participated in the study in producing their published articles. Thus, these steps can be used as one of the models to guide novice writers intending to publish their work in academic journals.

Keywords: Academic writing; experienced writers; novice writers; thematic analysis

INTRODUCTION

Academic writing is regarded as one of the essential skills to be acquired by students who learn in higher education. The reason for this is that control over academic writing gives students and scholars capital, power, and agency in knowledge building, disciplinary practices, identity formation, social positioning, and career advancement (Fang, 2021, p. 3). In a similar vein, Lillis and Scott (2007) and Flowerdew (2016) have highlighted how vital writing is at the university level as it usually becomes a center of assessment procedures and can be a factor that decides students' success or failure in the academy and later in their career. Lavelle and Guarino (2003) also argue the centrality of academic writing due to its role as one of the evaluative tools in higher education.

Despite its importance, academic writing has been challenging and daunting task not only in L2 but also in L1, which motivates academic endeavors

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to answer the challenges. It is regarded as a daunting task by many, especially in relation to writing for publication as one of the requirements to complete studies for both master's and doctoral degrees (Bryson et al., 1991; Nur et al., 2022). Min et al. (2013) further argue that the accomplishment of publishing journal articles can advance a person's future career. In a similar vein, Kamler (2008, see also Min et al., 2013) emphasized the importance of publication as one of the personal and institutional performance criteria in higher education, making the publication process more demanding. Even though English in the context where this study took place has been learned since the students are, at least, in senior high school, shifting to more academic and rigorous writing poses different challenges, especially for novice writers. These challenges might be caused by novice writers' lack of awareness of the standard of publication (Min et al., 2013) and the writing process (Bazerman, 2013). Thus, providing a model as an example for the students to follow might help them write better.

Academic writing models have been created extensively in the context where English is the first language. The studies include Hayes' (2012) remodeling of Hayes and Flower's (1980) model and Graham's (2018) writer(s)-within-community model. In Hayes and Flower's (1980) model, the features were the task environment, the writer's long-term memory, and the writing process, which included planning, translating, writing, and monitoring. In the newest version, Hayes (2012) deletes the monitor, adds the transcription process and motivation (see Figure 1), and divides the writing process into three levels, resource, process, and control. The process level in the model is split into writing processes and task environments. Hayes (1980) argues that this remodeling process comes from decades of Hayes' experience and proposes more elaboration on Bereiter and Scadarmalia's (1987) knowledge-telling model of writing for mature and immature writers.

Figure 1
The Remodelling of the Hayes-Flower Model (Hayes, 2012, p. 371)
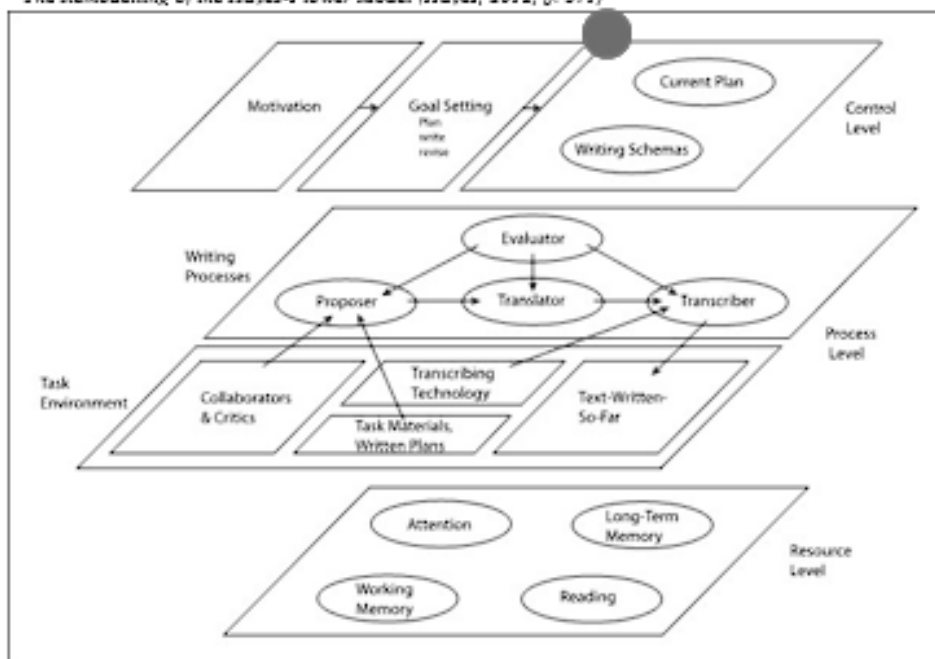
The following writing model is the writer(s)-within-community model, see Figure 2, created by Graham (2018). The underlying principle of this model is that:

> ...writing involves an interaction between the social context in which it occurs and the mental and physical actions writers are able to

enlist and engage. In turn, I propose that writing cannot be fully understood without considering how the communities in which it takes place and those involved in creating it evolve, including how community and individuals reciprocally influence each other (Graham, 2018, p. 273).

Figure 2
The Writer(S)-Within-Community Model (Graham, 2018, p. 280)

As can be seen in Figure 2, in the writer(s)-within-community model, the inner circle is how the use of tools and actions accomplishes the goal of writing a text. As for the middle circle, Graham (2018) expresses the need for all community members, either as writers or collaborators, to work together by accommodating and considering possible alternatives to the writing draft to achieve the goal of writing. The work of writers and collaborators with specific actions and tools of the writing community requires some features on the outer circle. In addition, Breiter and Scadarmalia (1987) proposed two writing models: the knowledge-telling model and knowledge-transforming models, depicted in Figure 3.

Figure 3
Breiter and Scadarmalia´s (1987) Writing Models: Knowledge-Telling and Knowledge Transforming Models

Knowledge-Telling Model (p. 8)   Knowledge-Transforming Model (p. 12)
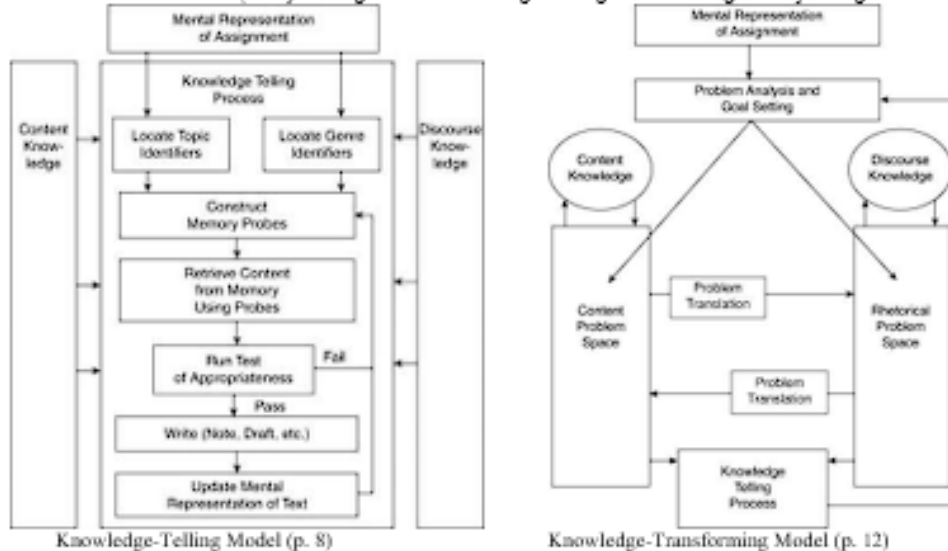
In the knowledge-telling model, as its name suggests, writers usually choose a topic from a particular genre and create a set of statements on the topic. This model usually describes young writers, and its strategy is quite simple (Hayes, 2011). In contrast, the knowledge-transforming model provides a more intricate process for more skilled writers because writers are required to contribute to the problem-solving process by putting in the effort to shape their knowledge to fulfill the readers' needs or themselves.

As mentioned and discussed above, many educational efforts have been spent creating writing models, such as the Hayes-Flower model, the writer(s)-within-community model, and the knowledge-telling and knowledge-transforming models. Chenoweth and Hayes (2001, p. 80) iterate that "a better understanding of the processes underlying fluent writing can have important implications for the field of composition." These writing models were created with the intention of helping novice writers in writing in an academic setting (see Graham, 2018; Hayes, 2012; Hayes & Flower, 1980). Each writing model poses a certain hypothesis of the nature of writing itself. For example, Graham's (2018) model, which combines sociocultural and cognitive perspectives, is anchored on the fact that there is a reciprocal interplay between the community and the individual. As such, individual writing development can be improved by *learning by doing, learning by observing, learning from others, learning through deliberate agency,* and *learning through accumulated capital* (pp. 310-313).

Taking a different approach from Graham's (2018), Hayes and Flower's (1980) model was derived from a protocol analysis that explained how individual writers produced their composition cognitively in more specific ways. This model was then refined by removing the monitor process and adding control, process, and resource levels (Hayes, 2012). Creating a writing model is considered helpful and preferable for novice writers so that they can deal with their writing issues. Nonetheless, Bazerman (2018) explained that the instruction and the use of writing models should be explicit, and students need to be guided in the process of creating texts because the writing process is unstable, and writers develop their writing styles over time. Thus, this research aimed to extend the research on creating an academic writing model that provides a portrayal of expert writers with a more specific purpose, that is, a writing model for novice writers who come from an EFL context and intend to publish their work in academic journals.

METHODS

The study used a thematic analysis to see the writing stages deployed by three experienced writers in writing for journal publication. The application of thematic analysis allowed the researchers to see the writing process of experienced writers and to create a model from what they have exercised to help novice writers. Three participants were purposively selected on the basis of their reputation in journal publication. They came from two different public universities in West Java, Indonesia, and had years of experience in teaching their subjects. Each participant has published numerous articles in reputable international (Scopus and World of Science indexed journals) and national (SINTA journals, an Indonesian government web-based research metrics for researchers, journals, and institutions) journals. The details of the participants during the time the research was conducted are displayed in Table 1.

Table 1
The Information of the Participants in the Study based on SINTA metrics

No.	Participant Code	Expertise	Scopus	Google Scholars	Web of Science
1.	Ex. Writer A	History Education	17	64	3
2.	Ex. Writer B	Legal Studies	9	56	0
3.	Ex. Writer C	Chemistry	77	97	58

Data Collection Procedures

After selecting the participants, the researchers contacted them to inquire about their consent to participate in this study. Then, following their consent, the researchers made an appointment with the participants to conduct interviews. The interview was conducted face-to-face and at different times following the participants' schedule and not determined by the researchers. The participants' questions revolved around their creative process in writing for publishing their manuscripts in journal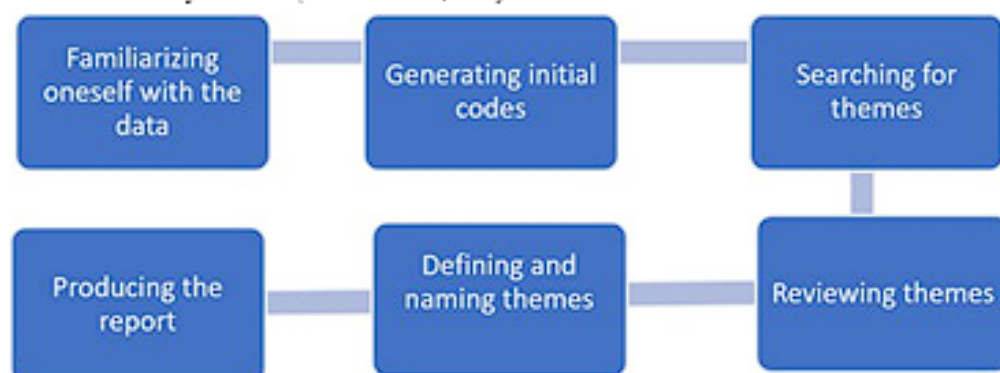s. The total time for conducting the interview was 270 minutes, and each participant was interviewed for around 90 minutes in total.

Transcription of the interview data is essential in thematic analysis because it helps the researchers familiarize themselves with the data (Riessman, 1993). The transcription system used in the research was verbatim, meaning that all verbal utterances were transcribed (Braun & Clark, 2006). The next step was to do a participant check, where the transcription of the interview results was sent back to them, and they were given the opportunity to revise and clarify what they meant in the interview. After they agreed and confirmed the interview

results, the data analysis stage commenced. The interview results with the participants were analyzed using thematic analysis following Braun and Clark's (2006, p. 87) six phases. The phases are depicted in Figure 4.

Figure 4
Thematic Data Analysis Phases (Braun & Clark, 2006)

As can be seen in Figure 4, the first phase in conducting thematic analysis is to familiarize with the data. In this research context, the transcription of the interview analysis was read several times. While reading the transcription, the researchers searched for some patterns that could be generated from the data, highlighted intriguing excerpts in writing for the publication process, and discussed some possible codes that could be used.

In the second phase, the researchers created initial data coding. These created codes were data-driven (Braun & Clark, 2006) because the development of the themes depends on the interview results of the publication process from experienced writers. In the third phase, the researchers focused on the codes generated from the previous phase and reanalyzed them by grouping codes that could be combined and formed as themes using a highlight and table. After developing initial themes, the researchers reviewed the themes and looked for similarities or differences that might occur and overlap with other themes. The broader themes and more specific subthemes were also separated in this phase. In the fifth phase, the researchers defined the themes that had been grouped from the fourth phase, and the refinery process of the revealed themes took place. Here, as suggested by Braun and Clark (2006), the researchers avoided using too many diverse and complex themes. The final phase in the thematic analysis the researchers utilized was to produce the report. In this phase, a fully working theme was determined and decided, and examples to be presented in the report were selected.

FINDINGS AND DISCUSSION
The findings from the in-depth interview are analyzed below, focusing on the writing for publishing research article process of the experienced authors. To better understand why expert authors are more adept than novice authors at constructing arguments in their writing, Flower and Hayes (1981) looked at the elements of writing. The early stage that kept reiterated by the experienced writers in writing for publication fall under the main theme of *Search*. It was supported that conducting a "search before research" (SBR) is strongly recommended before determining a research topic. Based on expert authors A, B, and C's cognitive experiences, research topics were obtained from SBR, a process of reading scientific written works in reputable international journals. SBR is a pathway to see the landscape of existing knowledge or ideas and identify the research gaps which have not been investigated by other previous researchers around the world. Identifying research gaps surely led us to identify elements of novelty on a particular issue. This SBR was conducted by all expert authors as reflected in the following Excerpts 1, 2, and 3:

> Excerpt #1:
> "If we study literature, especially journals, we will know what studies others have done and what have not. Well, then we can fill in. Oh, this point has not been researched by others. Because now nothing really original and really new original. There are no other people yet because it's so difficult. There must be parts that other people have researched. We can pick up the parts that no one else has studied. That's where novelty will be found." (Expert author A).

> Excerpt #2:
> "Search before research. That's the real deal for me. Why do we have to search first before

we conduct research? First, it was related to the estuary at the end. So, how can our data still have the potential to be published? Our data is still in line with the trends that people are working on. Second, where are your research focus? Internationally or nationally. Then the third thing is what we are most afraid of when we write. There will be replication, duplication, and even plagiarism." (Expert author B).

Excerpt #3:
"In order to develop a research question, the first thing to do is library research. Library research to explore primary sources. It is a polygonal instrument. In the case of international agreements, the primary sources include the contents of the agreement, court decisions, domestic legislation, international agreements, and expert opinions through interviews." (Expert author C).

Based on the excerpts, the participants in the research conducted various activities that could be included in the *Search* theme. The purpose of the undertook action in the interview was to find the elements of their research's novelty and suggested authors perform searching before conducting research. This is in line with Grewal et al. (2016) that searching for relevant literature is a key step in performing good authentic research. SBR, or doing a literature review, is a research methodology (Synder, 2019). Through SBR, one might know "a higher emphasis on scientific knowledge around the world" (Kraus et al., 2021, p. 1). SBR also poses challenges for the researchers to get in touch with the current works (Brainard, 2020), which is crucial in conducting the research. Proposed by Hayes and Flower (1980), this stage in writing is also recognized in the Task Environment process in their writing model, which explained that the ideas and expert opinions as outputs of the "search" are cueing motivations. This motivation leads to how long and how much authors attend to the quality of what they write. The subthemes that could be identified from the interview related to Level 1 of the writing for publication process were to search for the unknown, to compose an extensive literature review, to create a state-of-the-art, to find research gaps, and to propose a novelty. In short, the major activities in the initial stage of writing for publication deal with search information in the theoretical and empirical textbooks and articles that can enhance the participants' knowledge of a particular field.

After conducting an in-depth search and extensively reading the literature pertaining to the research idea, the experienced writers usually started to look for the topic they needed to write for the publication based on the first stage, so the main emerging theme is the *Topic*. The process by which expert authors choose their research topics is quite diverse and can be accomplished in a number of ways, including: (1) adhering to the research roadmap created by the subject-matter experts; (2) engaging in SBR activities; (3) following global research trends or research tendencies; (4) adhering to the national topics created by the ministry; (5) interpreting laws or regulations, departing from court decisions, pro-cons cases, or actual topics, especially those that are relevant to their field.

Then, the participants' research disciplines have an impact on the problem-setting and research goals they encounter. As can be seen in Excerpts 4, 5, and 6, the participants determined the topic of the research pertaining to their expertise. In general, the statement of problems and research objectives because: (1) there is a gap between expectations and reality; (2) library research with a normative legal approach; (3) intensive searching results by finding possibilities; (4) the testing of norms and case studies are also the identifications of research issues and research objectives; (5) the structure of issues and crucial matters in a research topic; and (6) data replication The ensuing extracts paint a clear picture of how a research topic will be quickly recognized by various intellectual endeavors:

Excerpt #4:
"So, in determining the research topic, of course, if I am in accordance with my area of expertise, the area is still within my area of expertise, especially in the field of education. We already have a kind of road map. Road map of research from the past, the current, and the future." (Expert author A).

Excerpt #5:
If I determine a research topic, the basis is, of course, the experience we have. For example, because my concern is in the field of environmental chemistry, I am concerned in the field of advanced materials, so of course, the topic I choose is around that. I might not be going to conduct research, for example, about super plasmon because it's out of my expertise. (Expert author B).

Excerpt #6:
Research question often arises from the results of court decisions. We criticize whether this judgment is true or not. (Expert author C).

Following the activities that were conducted in the Excerpts 4-6, the experienced authors started to conduct the research. An organic relationship exists between and influences the cognitive processes used to choose research procedures that are appropriate for the themes, issues, and research objectives. There are at least seven intriguing aspects to consider while choosing the best research methodology, according to the cognitive experience

of the investigation's participants, specifically: (1) the research methodology on the effects of research problems; (2) the hoist and measuring equipment needed for scientific research; (3) the case as the foundation for legal research; (4) test norms as a qualitative method in the field of law, (5) the interpretation of the law as a research technique, (6) evidence collection by looking at the core elements of a norm and the selection of a research methodology based on the goals of the study. All interviewees acknowledged that they had to understand the nature of the data in order to choose the best research methodology. Knowing the nature of the data, selecting a reliable methodology, doing data replication and data reduction if necessary, and knowing how to present the data are all important. Regarding excerpts 4-6, following the research roadmap and ensuring the area of expertise, and criticizing trends can help determine a research topic. In this matter, Hayes (2012) mentioned that this writing plan and knowledge of topics are stored in the authors' long-term memory, which can be consciously evoked.

At the research stage, researchers must really understand the nature of the data. Recognizing and understanding the nature of the data to be studied will make it easier for researchers to use robust methodology. With a robust methodology, research data will be managed properly (see Excerpts 7-9). This situation will help researchers to interpret the data found. However, the research method is closely related to the research problem because they have an organic relationship. Nevertheless, the use of research methods requires innovative steps or procedures that allow it to produce findings that are different from previous ones. The choice of research method, whether qualitative or quantitative, depends on the research questions formulated. In terms of this research method, participants recommend reading a lot of references and seeing how other people use the same method. However, it is highly recommended to modify the method to produce more advanced data analysis.

Other participants suggested that if there is data that we consider less interesting, it should not be thrown away. It could be that the data is actually very interesting, depending on how we discuss or analyze the data. These data can be replicated and reduced as needed. One day, these data can be opened and analyzed again.

Excerpt #7:
"The use of research methods depends on the research question. It is also related to the nature of the data to be studied. It is also important to read the results of previous research related to our research topic. Through the literature review, we can see what research methodologies are used in analyzing and answering similar research questions. So a

literature review is very important." (Expert author A).

Excerpt #8:
"I once found a finding that was different from the usual publications. What do we usually do? Oh… the data is wrong, then we throw it away. In research, we have to be patient, have to be sincere, don't give up quickly. Because sometimes, we get thrown out if we don't follow trends, even if we know how to discuss the data, it will be very interesting. But because at that time, we didn't have a way to discuss how to describe the data in a good way." (Expert author B).

Excerpt #9:
"Legal research has its own reason. The logic of law is different from the logic of linguistics, sociology, or mathematics. Legal reasoning is how a legal issue is tested by norms contained in statutes or international law as long as there are parameters to measure whether this is valid or not. It is not an individual reason. In fact, my individual reason is just a tool to strengthen. That is what ensures that my writing has a scientific level." (Expert author C).

From the cognitive experience of the expert authors in Excerpts 7-9, we conclude that differences in disciplines are very likely to result in differences in methodology. This reinforces the opinion that research methodology is closely related to the nature of the data. All expert authors consider it important at the research stage to conduct an extensive literature review to make comparisons and learn about the research design to be formulated. Thus, this stage of designing the flow of writing to present the information, as represented in the knowledge-telling stage proposed by Bereiter and Scardamalia (1987), is expected to produce writing schemas to ease the writing process, then further called knowledge-transferring. This is supported by Hayes and flower's (1981) writing model in the last stage, which is the writing itself.

It takes specialized knowledge and experience to translate ideas into academic writing that is coherent, systematic, and reasoned. Additionally, scientific papers intended for publication in reputable international journals have their own set of guidelines and requirements for the format and style (also known as the "in-house style"). Writing the introduction, method, results and discussion, conclusion, acknowledgments, and bibliography in a scientific article gave three study participants a singular cognitive experience. They also experienced this when writing the acknowledgments and bibliography. Scientific writers must also follow

any conventions or guidelines established for academic writing.

In the process of the writing process including translating, reviewing, and editing the articles, as shown in Excerpts 10-12, the participants of this study revealed their cognitive experiences, including (1) looking for scholarly journals according to the focus and scope that are in line with the research topic; (2) creating research questions as the core of state of the art; (3) comparing and synthesizing; (4) using transitional words; (5) aligning results and discussion; (6) writing conclusion with a conclusive language; (7) reviewing the manuscript independently or in a group; (8) editing manually or computer-assisted.

Excerpt #10:

"Writing the introduction, there are rather different tips between qualitative and quantitative. If qualitative must be inductive, it means that it starts from data based on the results from pre-research or preliminary data, or data from previous research, or begins from phenomena. If quantitative is deductive, it can be started by grand theory. It could be started with GBHN if it used to be. If the qualitative must be from phenomena." (Expert author A).

Excerpt #11:

"I consider whether the technical aspect is a picture or whether I label or give a caption to the table wrong. The easiest thing that I do if I have already targeted a journal, I print out the guidelines. So we know from the guidelines, for example, the font type and size. That's already part of the consideration of technical aspects, but the content of the manuscript is the first thing I think of." (Expert author B).

Excerpt #12:

"When I write an article, I must have a research question. If it already exists, then I will structure the article or its outline. So it's simple, in the introduction, I wrote the background and, more importantly, why I had to raise the issue to be written. That is to inform the reader that there is a need this is important. So I'm not the only one who feels interested. It should also be a public interest." (Expert author C).

Excerpts 10-12 show the substantial aspect of the manuscript that is entirely under the control of the author/researcher. However, the aspect of translation was considered by the participants as a mere technical aspect. Most scientific journals are highly specialized and contain peer-reviewed articles. This is an effort to ensure that the articles to be published meet the journal's quality standards and as a way to validate the degree of scholarship (Baier-Fuentes et al., 2019; Öchsner, 2013). The

peer review process contributes to quality control and is an important step in ensuring the originality of the research (Chanson, 2007). In accordance with those writing processes mentioned in the excerpts, Hayes (2012) also explained that the knowledge-transferring stage, which includes the practice of seeking phenomenological topics, defining problems, setting a goal, as well as rewriting and revising, are considered specialized writing activities that are modifiable based on authors' experience and are important points in writing skills. In addition, while Hayes and flower's (1981) last-stage writing model refers to those activities, this current writing model includes publication as the last stage.

Searching for journals with the same focus and scope for our research findings is the first step before writing a scholarly manuscript (see Excerpts 13-15). Before pouring ideas into writing, writers generally looked for journals with the same focus and scope in advance. All expert authors have the same cognitive experience: they search for the intended journal and observe the format of the journal by following the guidelines.

Excerpt #13:

"So, after my research had been done, I didn't write the article but looked for a journal first. This includes seeing the quality, the number of publications, focus, and scope. Then we open the web, study the author's guidelines, then adjust it. Usually, there we see the level of difficulty. So, most of my friends first made an article, in my opinion, it was not right, because there had to be revised again. So, the journal must be searched first, then we adjust." (Expert author A).

Excerpt #14:

"What I saw was in line, namely topics, problems, and conclusions if it's technical stuff, of course. Guidance of the target journal or publication that we will pursue. The issue is technical. In terms of inline substance, no. In terms of language, we definitely have to check the most substance from the topics we discussed was in line or not, to the conclusion. Next is the technical aspect. That aspect is the language and the layout of the writing. Including when I checked the library, brother. If the library has already used software, I always check." (Expert author B).

Excerpt #15:

"There are possibilities to be accepted, depending on how we propose our ideas in the proposal. The publication is also the same. Every journal has its scope and coverage. So, when we want to publish, I always see the journal target. Where is the scope, then what is it? Now if the scope is connected with the data

we have, we will submit it there. That is actually sometimes in the aspect of technical writing that people rarely consider." (Expert author C).

Before submitting an article to the intended journal, the authors generally do a self- reviewing of the article that has been compiled. However, they considered it important to get input from peers or in groups to ask for input. This step is carried out so that substantive matters can be explored for the sake of perfecting the text. Based on expert authors A, B, and C's cognitive experience, the article is not infrequently examined many times to avoid substantive mistakes. According to them, one article can be reviewed by the author about 2 or 3 times, and it takes 2 to 3 weeks. The review process is also carried out after submitting articles to the intended journal. The review process here will further refine
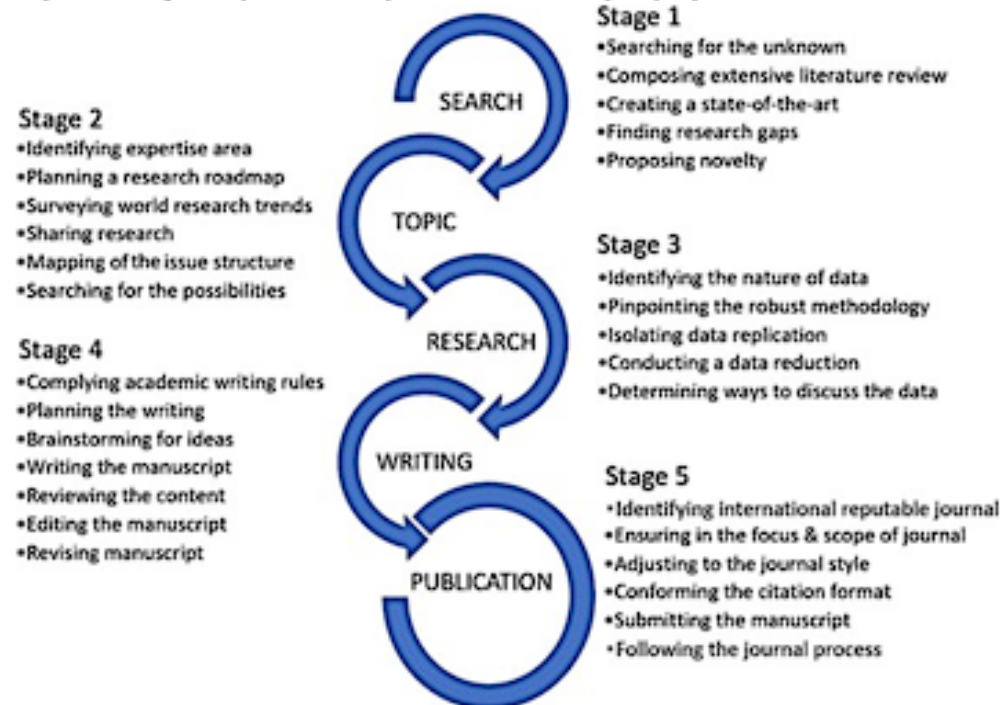
the quality of the article, especially the substantial aspects. Finally, this last stage confirms that those writing schemas produced qualified writing as the goal set in the previous stage. Bereiter and Scardamalia (1987) have explained this stage in their writing stages called the knowledge-crafting stage, where the outcomes of the writing are for the readers. In this stage, the interaction between the author, the text produced, and the reader begins.

Proposed Writing Model for Publication

Theme from the results of the interview with the experienced authors emerged five central main themes that are applicable for novice writers to follow, followed by several subthemes or specific activities that can support the main theme. The main themes and subthemes are depicted in Figure 5. These themes and subthemes are derived from the interview results practice of experienced writers.

Figure 5

Proposed Writing Model for Publication from the Thematic Analysis of Experienced Writers

Stage 1
- Searching for the unknown
- Composing extensive literature review
- Creating a state-of-the-art
- Finding research gaps
- Proposing novelty

Stage 2
- Identifying expertise area
- Planning a research roadmap
- Surveying world research trends
- Sharing research
- Mapping of the issue structure
- Searching for the possibilities

Stage 3
- Identifying the nature of data
- Pinpointing the robust methodology
- Isolating data replication
- Conducting a data reduction
- Determining ways to discuss the data

Stage 4
- Complying academic writing rules
- Planning the writing
- Brainstorming for ideas
- Writing the manuscript
- Reviewing the content
- Editing the manuscript
- Revising manuscript

Stage 5
- Identifying international reputable journal
- Ensuring in the focus & scope of journal
- Adjusting to the journal style
- Conforming the citation format
- Submitting the manuscript
- Following the journal process

SEARCH — TOPIC — RESEARCH — WRITING — PUBLICATION

Most activities in Stage 1 are related to identifying and reading academic sources that support the writers' research. The sources can be from theoretical or empirical perspectives, emphasizing the latter more heavily. Also, one of the subthemes is to find the research gap, which is important for writers who would like to publish their work, as Lim (2012) argues that indicating a niche that links the past studies with the proposed studies

is an important element in writing research articles. This stage seems not to be explicitly mentioned in Hayes (2012) and Graham (2018). The writers must also read extensive literature based on the topic that has been decided. The subthemes are similar to the resource level in Hayes' (2012) model, and as emphasized by Graham (2018), reading before writing is that not only do writers need to obtain knowledge but also to acquire writing styles and

rhetorical devices. In the second stage, the experienced writers mostly conduct the analysis of their research topics and the trends of research worldwide. This stage seems to be comparable with the collective history of writing (Graham, 2018), where writers adjust their writing types and styles to the intended audience and community. Third, the research stage in the proposed model probably makes it different from other models. Because the purpose of the recommended model is an article publication, the research stage is included. In the fourth stage, most of the subthemes are considered standard in writing in general. Fifth, just like the research stage, the subthemes in the model that emerged from the participants' experiences and seemed to be not included in other models are how they endeavor to comply with every guideline of the targeted journal. Hayes (2012) believes that in formal writing, authors have an obligation to meet the required standard by the community.
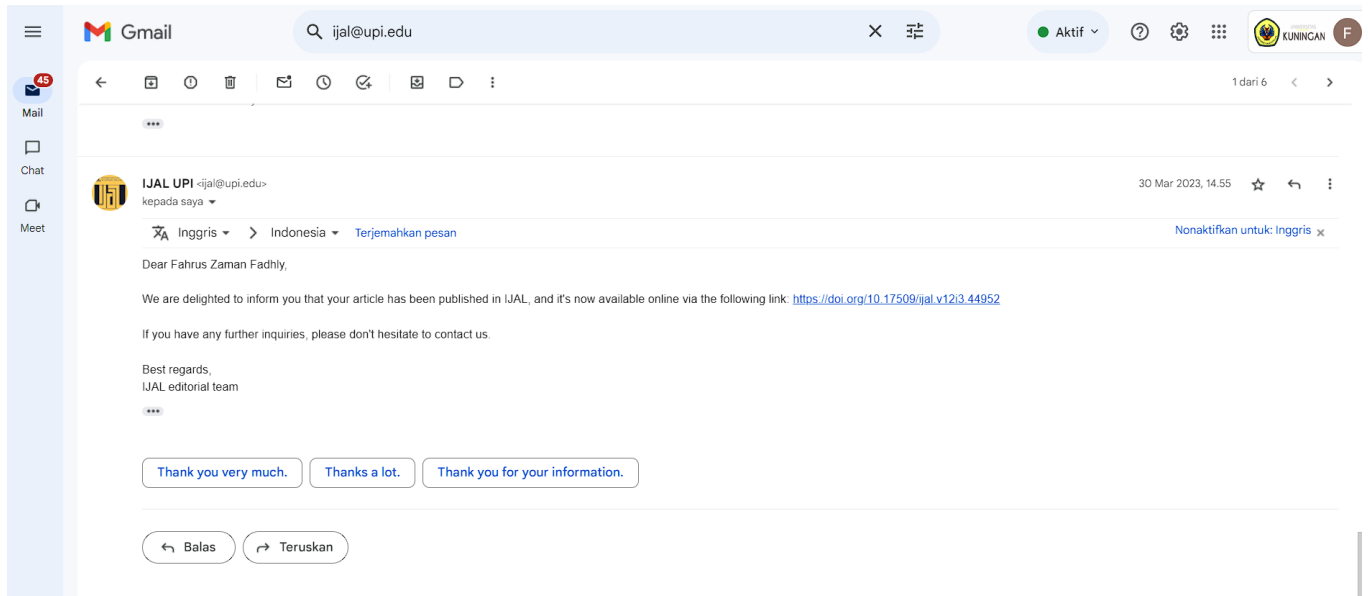
CONCLUSION

The research aims to create a model for writing in an academic setting, especially with the purpose of writing for journal publication. The data from interviewing three expert authors coming from different fields of expertise for 270 minutes were analyzed using a six-phase thematic analysis (Braun & Clark, 2006). The themes that emerged from the findings of the study were that experienced writers who participated in the research deploy similar stages in writing leading to their publications. The practical stages that they have practiced can be categorized and made into stages, namely *search*, *topic*, *research*, *writing*, and *publication*. To make the model easy to implement, each emerging theme includes several subthemes that novice writers can practically conduct when they would like to write journal articles intended for publication. The proposed model has some similarities and differences with the previous models. The stages that are similar to the previous models lie in the writing process and searching and reading sources, and the different stages lie in steps in the model are determining the topic, research, and publication, which might happen because the final purpose of the creation of the mode is to help the novice writers create a composition with the intention of publication.

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