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An academic writing model: Lessons learned from experienced writers

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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

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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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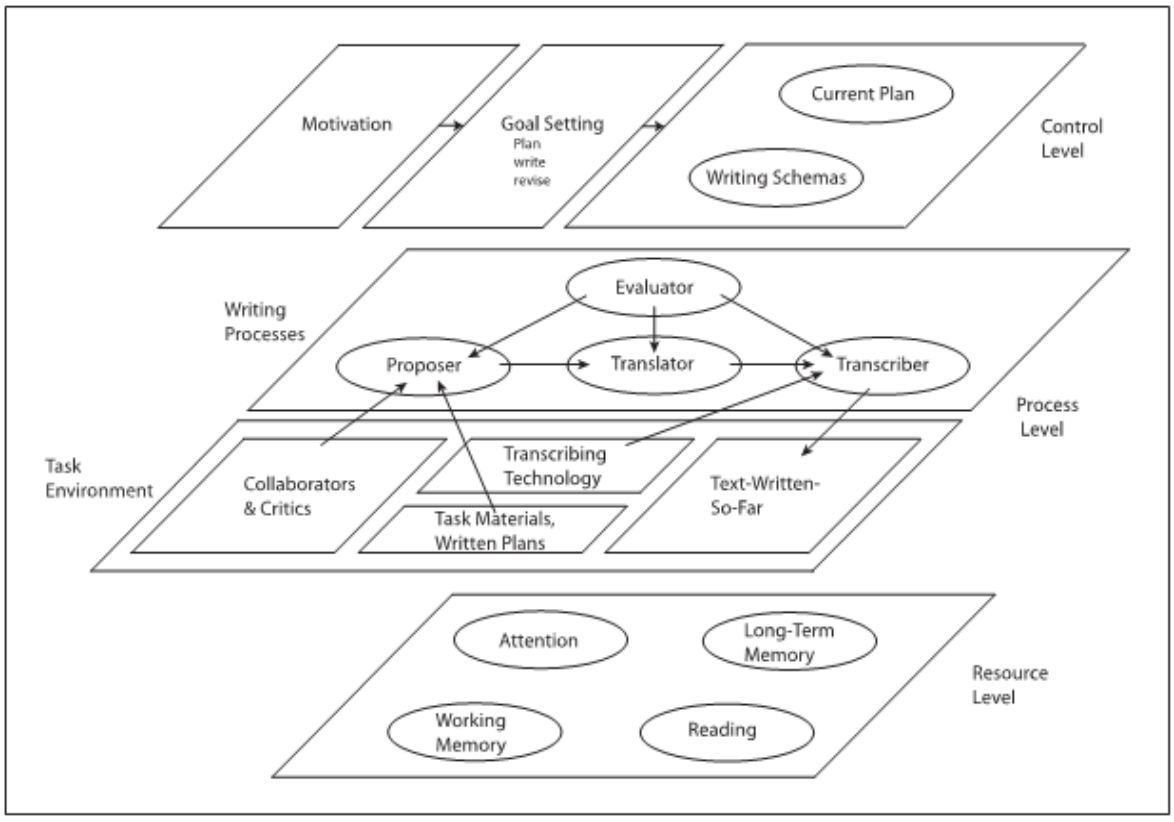
to answer the challenges. It is regarded as a daunting task by many, especially in relation to writing for publication as one of the requirements to complete studies for both master's and doctoral degrees (Bryson et al., 1991; Nur et al., 2022). Min et al. (2013) further argue that the accomplishment 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

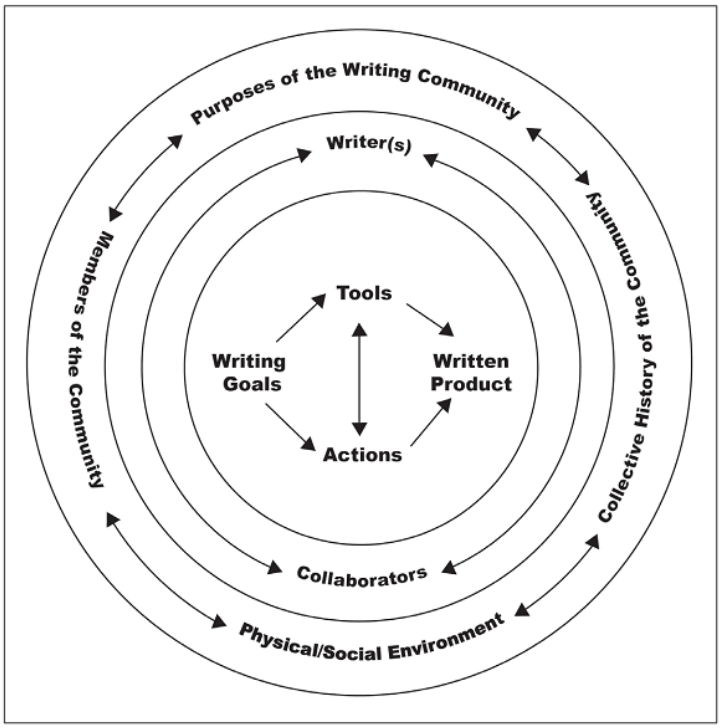
The Remodelling of the Hayes-Flower Model (Hayes, 2012, p. 371)



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:

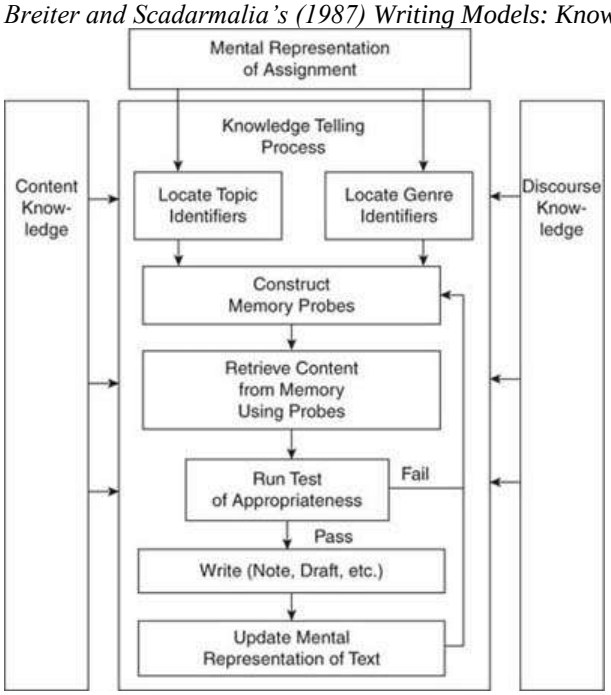
> ...writing involves an interaction between the social context in which it occurs and the mental and physical actions writers are able to enlist and engage. In turn, I propose that writing cannot be fully understood without considering how the communities in which it takes place and those involved in 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)

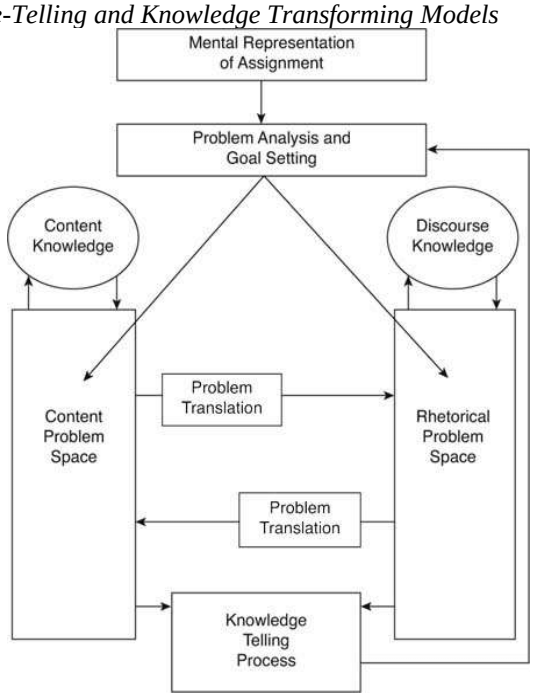


As can be seen in Figure 2, in the writer(s)-within-community model, the inner circle is how the use of tools and actions accomplishes the goal of writing a text. As for the middle circle, Graham (2018) expresses the need for all community members, either as writers or collaborators, to work together 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

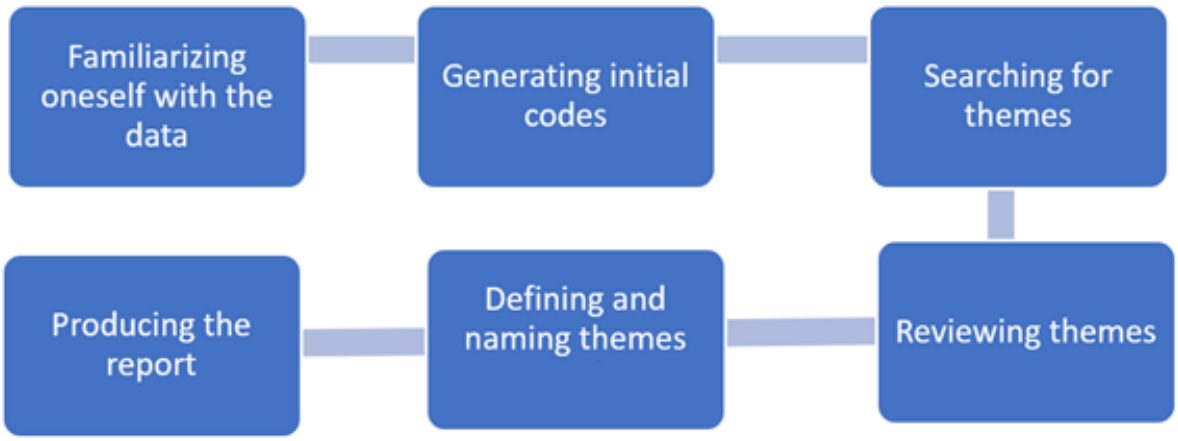
Data Collection Procedures

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 journals. 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).

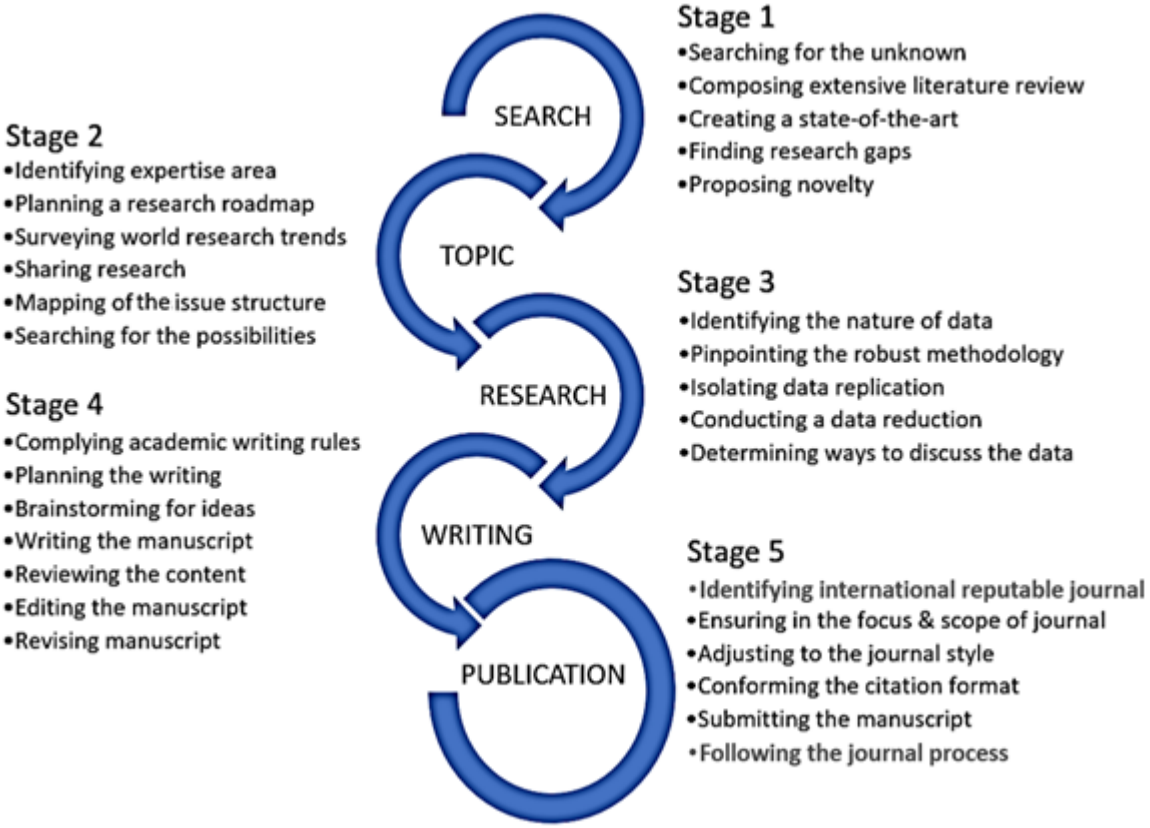
Before submitting an article to the intended journal, the authors generally do a self- reviewing of the article that has been compiled. However, they considered it important to get input from peers or in groups to ask for input. This step is carried out so that substantive matters can be explored for 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



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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