Challenges Encountered by College Students in Academic Writing

Michelle Mae D. Jimenez[1], Lea Jean M. Comison[2], Beverly B. Dionio[3], Analyn S. Clarin[4], Juby H. Vallejo[5]

[1,2,3]College of Education, Misamis University

[4]Basic Education Department, Misamis University

[5]College of Arts and Sciences, Misamis University

ABSTRACT

Academic writing is a formal writing used by the students in the academic setting. This study explored the challenges encountered by college students in academic writing in one of the schools in Ozamiz City, Misamis Occidental. This study utilized the qualitative approach using phenomenological design. The study participants included 15 students enrolled for the academic year 2022-2023, English majors for the second semester, and were selected through purposive sampling. The researcher used a researcher-made semi-structured interview guide to elicit data from the participants using Moustakas' structured method of data analysis. Results revealed five themes: Difficulty in grammar and language usage; Difficulty in organizing information; Insufficient amount of reliable information; Encountering vocabulary difficulties; Dealing with time- constraints. This study concluded that students encountered difficulties in grammar and language usage, creating a coherent structure, finding relevant sources, choosing the right words, and allocating time. It is recommended that teachers should prioritize the teaching of the writing process and encourage students in regular reading. Future researchers are encouraged to conduct studies about academic writing strategies that must be effective for students.

Keywords— academic writing, challenges encountered, strategies, time-constraint, vocabulary

INTRODUCTION

English is the most frequently spoken language around the world. It is the focal point of our education; without it, we cannot communicate or understand any subject clearly by reading or writing. It is claimed that knowing how to communicate in English through text is crucial and helpful in expressing ourselves (Khazaal, 2019). Writing is meant to convey information, thoughts, and ideas in a simple way. The main goal of education in an academic setting is to improve pupils' writing abilities (Khazraji, 2019). However, it has been a problem for students to acquire this skill. Many students struggle to master academic writing because of how challenging it is, which causes them to fall short of passing grades (Fadhel, 2019). Thus, it is important to determine what challenges college students have encountered in academic writing.

Academic writing is formal writing used by students, instructors, and researchers. It differs from regular writing since it follows certain characteristics and a particular format. The language employed in academic writing needs to be exact and clear so that the reader can understand it, eliminating any bias or ambiguity from the meaning (Fadhel, 2019). It is primarily an activity that people with advanced degrees should engage in a high level of linguistic awareness to mentally organize their knowledge and experience processes (Aydin et al., 2018). Academic writing is a typical means of evaluating students at a university

level, where students are expected to conduct research and complete several written assignments (Al-Marwani, 2020). This supports that college students must learn to write effectively as they must do college writing assignments for exams, coursework, thesis, or final project report. Academic writing is a skill that students, particularly those in higher education, must develop and is considered to be difficult to master (Noori, 2020).

Academic writing abilities are essential skills that undergraduate students must acquire during their degree studies, especially for those in professional programs (Scott et al., 2020). It is a vital skill that requires more work to acquire. For students to succeed in their academic needs and workplace requirements, they must have excellent writing skills. (Durga et al., 2018). In addition, writing proficiency is essential in fulfilling the students' obligations regarding schooling and employment. Having a strong academic writing foundation may improve students' chances for success. Akhtar et al.'s (2019) claims that the ability of tertiary-level students to construct arguments and ideas for academic purposes is essential for their academic success supports this assumption.

Academic writing is a vital requirement for undergraduate students. Although academic writing is important for undergraduate students, it can be challenging to master. Students reported that they loved academic writing assignments in the classroom, despite the challenges of writing (Navaz, 2021). Most students (67.8%) believe in the importance of academic writing as a subject. However, 28.9%) think it is necessary. Only (3.3%) of people say it is essential (Noori, 2020).

The study found that Filipino college students had generally positive attitudes toward academic writing (De La Cruz, 2020). Filipino English language teachers perceived academic writing as important for their students (De Leon, 2017). Additionally, the study by Barrios (2019) found that Filipino scholars had generally positive attitudes toward academic writing but also identified several challenges, including language barriers and difficulty in organizing their thoughts.

However, students consider academic writing as one of the biggest challenges. Many undergraduate students find writing structured and comprehensible academic work challenging because academic writing is a difficult process (Noori, 2020). One of the most frequent problems student's encounters is poor written performance since producing accurate, clear, fluent, and organized written material is challenging.

In other studies, undergraduate students in higher education institutions in Oman face difficulties in academic writing in English as a second/foreign language but in different degrees. It was revealed that paraphrasing was the most difficult for them out of the eight general skills (Mustafa, 2022). They cannot produce an appropriate paraphrase since they encounter difficulties applying the paraphrasing techniques (Ruslan et al., 2020). "Language skills, academic writing abilities, and source managing skills" are the three kinds of challenges for pupils, according to Al Marwani (2020).

In another study conducted at a university in Malaysia, despite the students' exposure, nearly 84.4% of the Jordanian Postgraduate Students (JPS) reported having problems with their writing's coherence, grammar, paraphrasing, locating the correct source, article, or journal (Mohammad et., 2018). As a result, it has caused students to experience worry, frustration, and writer's block, which in turn caused them to feel compelled to put off submitting their assignments. The findings indicate that the primary issues for students are their limited vocabulary and scope of grammatical structures, their incapacity to understand what they are reading, and their Difficulty with summarizing and paraphrasing. (Mustafa et al., 2022).

In addition, a study was carried out to investigate the tertiary students in Jember, Indonesia, who enrolled in the English Education Program's essay writing course. It had been reported that students had trouble honing their academic writing abilities and producing well-written essays (Bulqiyah et al., 2021). In addition, they were not naturally motivated to participate in writing class due to their lack of interest and confidence in

their writing. Hence, aside from problems in the writing aspects, students also shared their personal reasons for writing anxiety, lack of writing experience and time allotment, no motivation to write, and inadequate instruction in the writing process from their teachers (Toba et al., 2019).

According to the findings of a study done in Laoag City, Ilocos Norte, students in Grade 11 Senior High School have difficulty writing academic essays because there is a lack of variety in ideas and content, a lack of connectives in organization, improper word choice and use of idioms, poor sentence structure, and the use of the first-person pronoun in formality. The pupils' overall academic writing standard was between low and fair (Pablo et al., 2018).

There has yet to be any current research on identifying potential challenges college students encounter in academic writing in one of the schools in Misamis Occidental. To fill this gap, this study aimed at determining the challenges students encounter in academic writing. One of the difficult tasks that college students must complete is academic writing. It is regarded as the highest level of academic excellence because it reveals a person's linguistic proficiency, idea creation, and abstraction. The University is encouraging the students to develop their writing skills. Like other college students, students in one of the schools in Misamis Occidental also encountered difficulties and challenges in academic writing. The study was conducted to learn more about academic writing difficulties and challenges. The findings of the study will aid future researchers in identifying potential remedies that could assist students, the organization, and teachers in updating a strategy to assist college students, particularly English majors, in overcoming challenges they face in academic writing.

Statement of the Problem

This study explored the challenges encountered by college students in academic writing at a particular institution in Misamis Occidental.

Specifically, this study sought to answer the following questions:

1. What are your ideas about academic writing?
2. What are the challenges that you have encountered in academic writing?
3. What are your strategies in dealing with such challenges?
4. What are your pieces of advice to students who are also taking academic writing?

METHODS

Research Design

This study adopted the qualitative approach using phenomenological design. It focused on the substance of a phenomena or lived experience that can be perceived or felt by those with opposing perspectives (Flood, 2010). It was employed in research aimed at comprehending the core of a specific population's life experiences (Creswell & Poth, 2018). It examined the human's perspective on human experience, including "what" and "how" they see it (Manen, 2017). This suited the study because the researchers discovered the challenges encountered by the students in academic writing.

Research Setting

The study was conducted in one of the schools in Misamis Occidental. It is a non-sectarian institution that has been granted Autonomous Status by the Commission on Higher Education (CHED). The University received a rating of excellent from DNV for ISO 9001: 2008 accreditation. It was also given an award by the PACUCOA (The Philippine Association of Colleges and Universities Commission on Accreditation) for

having the greatest number of accredited programs in Region X for two consecutive years. The University offers 29 programs, graduate programs, and full Basic Education programs. It was also recognized as the Centers of Development for Teacher Education, Criminology, and Information Technology programs.

Research Respondents

The participants of the study were 15 students at a particular tertiary institution in Misamis Occidental, who were chosen through purposive sampling. The following criteria were used to choose the participants: students enrolled for the academic year 2022-2023, English majors for the second semester, and students willing to participate in the study. Before conducting the interviews, the researchers guaranteed that the following criteria were fully met.

Research Instruments

A researcher-made semi-structured Interview Guide for students was used in gathering the data and information. To ensure the reliability and validity of the interview guide questions, these were checked by the experts in the field and pilot tested on participants who were not included in the study. The questionnaire contains opening questions, core questions, and an exit question that focuses on students' experiences and challenges in academic writing. The researcher used an audio recorder to capture the following answers from the participants. This enabled the researchers to ensure that no information would be missed from the interview.

Data Gathering Procedure

Before gathering the data, the researchers asked permission from the research instructor to conduct the study. Then, the researchers prepared a consent letter for the participants after the consent was granted. Participants were informed of the study's importance and were interviewed in a comfortable location to obtain honest answers to the following questions. The participants were asked if they consented to use an audio recorder. In the interview sessions, the participants can choose any language they prefer. After all, participants were interviewed, the researchers transcribed the interview transcripts. Afterward, the following transcribed interviews were sent to the participants for validation. When the researcher obtained an approved copy of the interview transcript, they were coded and translated into themes using the Hyper Research software program for the data analysis. Hyper Research is a qualitative and mixed-methods software tool that helps find, analyze, and organize insights in the interviews.

Ethical Considerations

Approval from the Principal of the Basic Education Department was initially secured to uphold the ethical aspect of the study. The purpose of the study was clearly explained, and consent forms were obtained from the research respondents. The researchers prioritized respect for the respondents' dignity and ensured the protection of their privacy and the confidentiality of the research data. Respondents were guaranteed anonymity, and their voluntary participation in the evaluation was emphasized. All communication related to the research was conducted transparently, and the researchers avoided providing misleading information or misinterpreting primary data findings.

Data Analysis

The phenomenological reduction data analysis method developed by Moustakas (1994) was applied in this study. Using Moustakas' techniques, the transcripts of every participant collected during the interviews were analyzed.

The steps in the phenomenological reduction, which served as a guide for examining the collected data,

were as follows: (1) Bracketing, (2) Horizonalization, (3) Clustering into Themes, (4) Textural Description, (5) Structural Description, and (6) Textural-Structural Synthesis.

Bracketing is an approach used to mitigate the effects of preconceived ideas and preconceptions made before the study even started. It is a process of suspending judgments and biases, or "epoche." As a result, it reaches a deep degree of inquiry from topic and population selection, interview design, data collection and interpretation, and distribution of research findings.

Horizonalization refers to the listing of all the verbatim expressions that will be relevant to the study. Each statement was initially given with equal value. Statements deemed irrelevant, redundant, overlapping, or outside the scope of the study were therefore disregarded. Then, horizons, which are the remaining sections after the data has been polished, were considered to be the fundamental and significant components of the phenomenon.

Clustering is the third step in attaining conclusions from the study. It entails the reduction of experiences to invariant horizons, developing core themes, and validating the invariant horizons using various data sources. To reduce the statements into horizons, the researchers will group them into themes and ensure each theme is indicated with only one meaning. Other than the data-gathering techniques utilized in the study, such as observation, field note-taking, and related literature, the research findings from other studies were analyzed to validate the invariant horizons obtained from the study. This validation process is essential to ensure the accuracy and clarity of the representations.

Textural description, or 'what occurred,' refers to an account that describes the perception of the phenomenon. In attaining the textural description of the participants' experiences, verbatim excerpts from the interview were utilized, and the narration of the meaning units that were derived from the themes was provided.

Structural description, or how it occurred, incorporates imaginative variation, an ingenious outlook, and insights into the textural description. An inventive variation was considered the mental experiment on examining the structures and details of the participants' experiences by detaching from natural inclination through "epoche."

Textural-structural synthesis is the process wherein the meaning units of each participant were collated and created a composite of textural and structural descriptions that are common. A narrative or synthesis represents all participants in a third-person point of view. The main goal of the final step of Moustakas' method was to capture the essence of the phenomena experience.

RESULTS AND DISCUSSION

This qualitative study examined the challenges that college students encountered in academic writing. The respondents were 15 students enrolled in English course for the school year 2022- 2023. Each participant provided their personal experiences and challenges in academic writing. The researcher utilized the descriptions of the participants' descriptions important meanings in search of the emergent themes. Five main themes emerged in analyzing the data revealing the participants' experiences and challenges in their academic writing. These themes involved: 1.) Difficulty in grammar and language usage. 2.) Difficulty in organizing information. 3.) Insufficient amount of reliable information. 4.) Encountering vocabulary difficulties. 5.) Dealing with time- constraints.

Difficulty in Grammar and Language Usage

Academic writing poses significant challenges for students, particularly when mastering grammar and

language usage. The intricacies of grammar rules lead to difficulties in expressing ideas effectively and concisely. Students often encountered issues such as subject-verb agreement, verb tenses, and punctuation in this context. The statements mentioned by participants 9, 10, and 11 emphasized their Difficulty in academic writing due to the demand for a solid grasp of grammar and syntax, specifically mentioning issues like using incorrect verb tenses and omitting necessary punctuation.

These are their responses:

"I often make mistakes in grammar, such as using the wrong verb tenses or forgetting to add necessary punctuation." (P9)

"Writing academically may be difficult since it calls for an excellent understanding of grammar and syntax as well as the use of appropriate punctuation. "(P10)

"I find it challenging to use punctuation correctly. I often struggle with knowing when to use commas, periods, and other punctuation marks." (P11)

Students have also expressed their confusion and frustration due to their difficulties in grammar and constructing sentences correctly.

This is highlighted in the responses of the participants:

"These challenges can make the process of academic writing frustrating and time-consuming." (P9)

"Sometimes, I struggle and get confused with choosing the right words that would make my sentence grammatically correct." (P11)

According to Al-Khasawneh (2010), conveying accurate messages in writing is very important. Alfaki (2015) concludes that grammar and sentence structure are significant challenges in writing. Therefore, it is crucial to consider language proficiency when facing difficulties in academic writing (Al Fadda, 2012). Learning morphology and sentence structure is necessary to improve writing, as mastering these skills leads to proficiency (Barkaoui, 2007).

Teachers can implement various strategies to address students' difficulties in grammar and language usage in academic writing. They can provide explicit instruction on grammar rules, focusing on common errors. This can be done through interactive lessons, exercises, and worksheets. Additionally, providing ample opportunities for practice, such as writing exercises and assignments, allows students to apply grammar rules and receive feedback. Thus, incorporating various learning tools can assist students in improving their grammar and language usage in academic writing.

Difficulty in Organizing Information

Organizing information effectively is a formidable challenge students encounter when engaging in academic writing. The task involves synthesizing complex ideas and structuring the information logically and coherently. Insufficient organization can result in a lack of clarity, disjointed sentences, and Difficulty conveying the intended message to the reader. Therefore, students must develop strong organizational skills to present their ideas coherently and structure them, ensuring their academic writing is effective.

From the interviews, participants 2, 7, and 11 encountered difficulties organizing their thoughts, ideas, and information logically and coherently. The students also mentioned the challenge of creating smooth

transitions of the details.

This is evident in their answers:

"I find it difficult to arrange the following details from the most to least important. I struggle on how to have a smooth transition from sentence to paragraphs." (P2)

"I encountered difficulties in organizing my thoughts, ideas, and information logically and coherently." (P7)

"I struggle with structuring my sentences effectively. They may not have a clear beginning, middle, and end, making my writing seem disorganized". (P11)

Furthermore, it is essential to create a compelling introduction in academic writing. However, this study showed that students have also struggled to craft an engaging opening that sparks the reader's interest.

This is shown in the responses of the participants:

"It is difficult for me to start or to come up with an attention grabber statement that would draw attention to the reader." (P7)

"One of the challenges I have also encountered is writing an introduction that grabs the reader's attention. Starting with an engaging opening can be hard because it needs to spark the reader's interest." (P14)

To prevent readers from misunderstanding or encountering unclear concepts, students must employ various linking words and cohesive elements in their academic writing (Khadafi et al., 2021). This practice aids in connecting ideas effectively (Ariyanti, 2021). According to Murshidi (2014), low proficiency can be a real cause in generating ideas which could be a barrier that hinders students from continuing their writing. That is why students would find Difficulty expressing their ideas. Therefore, to incorporate wide knowledge, students need cognitive ability. (Ertmer & Newby, 2013).Well-structured writing helps convey the intended message effectively and facilitates understanding. Thus, teachers can teach students the importance of outlining and planning their writing before they start. This involves breaking down the main ideas, supporting details, and their logical order. Teachers can also provide templates or graphic organizers to assist students in structuring their thoughts. Additionally, teachers can emphasize the use of transitional phrases and words to make easy transitions between sentences and paragraphs. By teaching these strategies and providing practice opportunities, teachers can assist students in enhancing their ability to organize information effectively in their academic writing.

Insufficient Amount of Reliable Information

Many students use the Internet and online sources to find information for their academic writing pieces. Instead of relying solely on books or traditional sources, they use websites, online articles, and other digital resources to gather the needed information. However, it can be hard to find good sources that are accessible. This is revealed in their answers:

"Sometimes, when I am doing research about my topic, I come across websites that ask me to pay for access to their collection of academic journals. Thus, this makes it difficult to find specific articles I need in my academic writing." (P15)

"There are times that there are articles that require me to pay before I can read them. This means that I must spend money to access and read the full content of those papers." (P14)

Aside from this, students also had trouble ensuring that the information they came across was trustworthy and could be relied upon. The responses of the participants support this:

"Sometimes, I find it difficult to validate every piece of information that I gathered and integrate them effectively into my paper." (P10)

"There will be a time where it is difficult for me to verify the accuracy and reliability of the information that I gathered for my topic." (P3)

It was challenging to locate pertinent information on the Internet. Some of the students struggled with this issue (Bacha, 2002). Lack of resources is an issue for students, and libraries are held accountable due to insufficient reading materials to support their work. Additionally, students can consult online sources with minimal internet connectivity (Mutimani, 2016). Students are advised to utilize academic databases like JSTOR, ProQuest, or Google Scholar for trustworthy and educational sources. These databases contain peer-reviewed articles and scholarly publications, ensuring the credibility and accuracy of the information. Additionally, instead of solely relying on the Internet, it would be much better if university libraries broadened the range of resources they provide to students. This would make it easier for students to find appropriate sources when working on their academic writing.

Encountering Vocabulary Difficulties

Students often find it challenging to express their ideas effectively in academic writing because they lack familiarity with various words. As a result, they struggle to find the right words to convey their thoughts accurately.

This is highlighted in the responses of the participants:

"I find it difficult to write down my thoughts because I do not have many words to choose from. I must admit that I have limited vocabulary, making it challenging to find the right words, especially when writing for academic purposes." (P6)

"I struggle in choosing the right words to convey my thoughts." (P4)

"I am afraid not to get an idea smoothly because I have difficulties with vocabulary, and I run out of words." (P7)

In addition, students have also stressed that their limited vocabulary affects their writing progress, making it hard for them to finish their work. This is highlighted in the responses of the participants:

"It slows down my progress because it takes time to find correct words to explain what I want to write." (P5)

"Sometimes it is difficult to complete my work because it takes 3-4 hours. This is because finding an appropriate terminology is quite challenging for me" (P15))

Vocabulary knowledge plays a significant role in academic writing (Ashrafzadeh, 2015). However, using the right words is a big problem for many students when they write (Khairy, 2013). Due to their restricted vocabulary, students struggle to find the right words to convey their ideas in their writing. As a result, they are unable to express themselves effectively (Rabab'ah, 2003).

Teachers are essential in assisting students to improve their vocabulary skills. Encouraging students to work

on their vocabulary means motivating them to learn and use a wider range of words in their academic writing. One-way teachers can promote vocabulary development is by assigning reading assignments that expose students to different genres and styles of writing. Reading helps students encounter new words in context and expands their knowledge and understanding of language.

CONCLUSION

The findings revealed that students often struggle to grasp subject-verb agreement, tense consistency, sentence structure, and proper punctuation. It is challenging for students to establish a clear flow of ideas and create a coherent structure for their academic writing. Students were also struggling to find relevant sources, choose the right words, employ suitable terminology, and allocate time to dedicate to activities related to academic writing.

RECOMMENDATIONS

Academic writing is a complex process for students. Teachers should emphasize planning, drafting, revising, and editing to improve the study further. Teachers can also provide specific comments and suggestions to help students understand areas of strength and areas that need improvement. Encouraging regular reading of diverse materials is another effective strategy for vocabulary improvement. By exposing students to a wide range of books, articles, and academic texts, they can expand their vocabulary and understand how words are used in their academic writing. Future researchers are encouraged to conduct studies about academic writing strategies that must be effective for students.

REFERENCES

1. Abdulkareem, M. (2013). Investigation study of academic writing problems faced by Arab postgraduate students at Universiti Teknologi Malaysia (UTM). Theory and Practice in Language Studies, 3(9), 1552-1557
2. Akhtar, R., Hassan, H., & Saidalvi, A. (2020). The effects of ESL student's attitude on academic writing apprehensions and academic writing challenges. International Journal of Psychosocial Rehabilitation, 24(05), 5404-5412.
3. Akhtar, R., Hassan, H., Saidalvi, A., & Hussain, S. (2019). A systematic review of the challenges and solutions of ESL students' academic writing. International Journal of Engineering and Advanced Technology, 8(5), 1169-1171.
4. Al Badi, I. A. H. (2015, January). Academic writing difficulties of ESL learners. In The 2015 WEI international academic conference proceedings (Vol. 1, No. 1, pp. 65-78).
5. Al-Ahdal, A. A. M. H., & Abduh, M. Y. M. (2021). English writing proficiency and apprehensions among Saudi College students: Facts and remedies. TESOL international journal, 16(1), 34-56.
6. Al-Badi, I. A. H. (2015). Academic writing difficulties of ESL learners. In The 2015 WEI international academic conference proceedings (Vol. 1, No. 1, pp. 65-78)
7. Arfani, S., & Rusfitasari, R. (2019). Slang used in" Top Five Movie" directed by Chris Rock. Journal of English Language and literature, 4(1).
8. Bhandari, S. (2021). Impact of textism on the academic use of English language by university students. http://www.ijelr.in/8.1.21/142-146%20Sumedha%20Bhandari.pdf
9. Aldabbus, S., & Almansouri, E. (2022). Academic writing difficulties encountered by university EFL learners. British Journal of English Linguistics, 10(3), 1-11.
10. Alharbi, M. A. (2019). Saudi Arabia EFL university students' voice on challenges and solution in learning academic writing. Indonesian Journal of Applied Linguistics, 8(3), 576-587.
11. Alharbi, N. S. (2021). Proposed Model to Assist Saudi Postgraduate Students in Their English Academic Writing. Arab World English Journal, 12(1), 527-542.
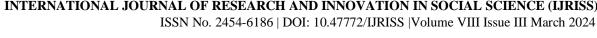
12. Ali, S. S., & Ramana, V. L. (2018). Academic writing challenges at Universities in Saudi Arabia and solutions. International Journal of English Language and Humanities, 4(10), 291-298.

13. Al-Khairy, M. A. (2013). Saudi English-Major Undergraduates' Academic Writing Problems: A Taif University Perspective. English Language Teaching, 6(6), 1-12.

14. Al-Khasawneh, F. M. S., & Maher, S. (2010). Writing for academic purposes: Problems faced by Arab postgraduate students of the college of business, UUM. ESP World, 9(2), 1-23.

15. AlMarwani, M. (2020). Academic writing: Challenges and potential solutions. Arab World English Journal (AWEJ) Special Issue on CALL, (6).

16. Ashrafzadeh, A., & Nimehchisalem, V. (2015). Vocabulary Knowledge: Malaysian Tertiary Level Learners' Major Problem in Summary Writing. Journal of Language Teaching & Research, 6(2).

17. Bacha, N. N. (2002). Developing learners' academic writing skills in higher education: A study for educational reform. Language and Education, 16(3), 161-177.

18. Barnard, R., & Campbell, L. (2005). Sociocultural theory and the teaching of process writing: The scaffolding of learning in a university context.

19. Birhan, A. T. (2021). Effects of Teaching Lexical Bundles on EFL Students' Abstract Genre Academic Writing Skills Improvement: Corpus-Based Research Design. International Journal of Language Education, 5(1), 585-597.

20. Budjalemba, A. S., & Listyani, L. (2020). Factors contributing to students difficulties in academic writing class: Students perceptions. UC Journal: ELT, Linguistics and Literature Journal, 1(2), 135-149.

21. Budjalemba, A. S., & Listyani, L. (2020). Factors contributing to students difficulties in academic writing class: Students perceptions. UC Journal: ELT, Linguistics and Literature Journal, 1(2), 135-149.

22. Bulqiyah, S., Mahbub, M., & Nugraheni, D. A. (2021). Investigating Writing Difficulties in Essay Writing: Tertiary Students' Perspectives. English Language Teaching Educational Journal, 4(1), 61-73.

23. Ceylan, N. O. (2019). Student perceptions of difficulties in second language writing. Journal of Language and Linguistic Studies, 15(1), 151-157.

24. Durga, S. S., & Rao, C. S. (2018). Developing students' writing skills in English-A process approach. Journal for Research Scholars and Professionals of English Language Teaching, 6(2), 1-5.

25. Elahi, A. An Investigation of English Writing Difficulties and Challenges Faced by English-Major Undergraduates at Bangladesh Army International University of Science & Technology (BAIUST).

26. El-Gazzar, N. K. (2006). Lexical cohesive devices in Arab students' academic writing: Implications for teaching vocabulary (Doctoral dissertation).

27. Esfandiari, R., Meihami, H., & Jahani, F. (2022). Exploring Iranian Postgraduate EFL Students' Academic Writing Experiences and Expectations: A Dynamic Narrative Approach. TESL-EJ, 25(4), n4.

28. Eva, G., McMorrow, M., Molloy, R., & Wilson, A. (2018). What kind of feedback helps students to improve their academic writing.

29. Ginting, S. A. (2019). Lexical formation error in the descriptive writing of Indonesian tertiary EFL learners. International Journal of Linguistics, Literature and Translation, 2(1), 84-88.

30. Gonye, J., Mareva, R., Dudu, W. T., & Sibanda, J. (2012). Academic writing challenges at universities in Zimbabwe: A case study of Great Zimbabwe University. International Journal of English and Literature, 3(3), 71-83.

31. Hajan, B. H., Castillo-Hajan, B., & Marasigan, A. C. (2019). Second Language Academic Writing: A Study of Teachers' Beliefs and Pedagogical Practices in Senior High School. Online Submission, 21, 9-35.

32. Hodges, T. S. (2017). Theoretically speaking: An examination of four theories and how they support writing in the classroom. The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 90(4), 139-146.

33. Holmes, B., Waterbury, T., Baltrinic, E., & Davis, A. (2018). Angst about academic writing: Graduate

students at the brink. Contemporary Issues in Education Research (CIER), 11(2), 67-72.

34. Kumar, T. (2020). Approaches in Teaching Writing Skills with Creative Writing: A TESOL Study for Indian Learners. TESOL International Journal, 15(5), 78-98.

35. Mahmood, K. (2020). Academic writing challenges of EFL learners and teachers' proficiency in Pakistani higher education. Journal of Research in Social Sciences, 8(2), 56-76.

36. Mbato, C. L. (2020). Graduate Students' Perceptions on Their Self-Efficacy in Writing Academic Papers. ELT Worldwide, 7(1), 31-41.

37. Mohammad Almatarneh, A. H., Ab Rashid, R., & Yunus, K. (2018). The academic writing experience of Jordanian postgraduate students at a university in Malaysia. Arab World English Journal (AWEJ) Volume, 9.

38. Mustafa, A., Arbab, A. N., & El Sayed, A. A. (2022). Difficulties in Academic Writing in English as a Second/Foreign Language from the Perspective of Undergraduate Students in Higher Education Institutions in Oman. Arab World English Journal (AWEJ), 13(3), 41-53.

39. Mutimani, M. M. (2016). Academic writing in English: Challenges experienced by Bachelor of Education primary level students at the University of Namibia, Katima Mulilo campus (Doctoral dissertation, University of Namibia).

40. Navaz, A. M. (2021). Importance of learning grammar for academic writing: Difficulties faced by TESL students in academic writing.

41. Nenotek, S. A., Tlonaen, Z. A., & Manubulu, H. A. (2022). Exploring university students' difficulties in writing english academic essay. Al-Ishlah: Jurnal Pendidikan, 14(1), 909-920.

42. Nguyen, T. T. English-majored Students' Difficulties in IELTS Academic Writing Task 1 Accomplishment. A Survey on Teachers' Perceptions of Their Emergency Remote English Teaching, 438.

43. Noori, A. (2020). An Investigation of Undergraduate English Major Students' Difficulties in Academic Writing. Noori, A.(2020). An Investigation of Afghan Undergraduate English Major Students Academic Writing Difficulties. Journal of Foreign Language Teaching & Learning, 5(2), 99-114.

44. Numan Khazaal, E. (2019). Improving postgraduates' academic writing skills with summarizing strategy. Arab World English Journal (AWEJ) Volume, 10.

45. Pablo, J. C. I., & Lasaten, R. C. S. (2018). Writing difficulties and quality of academic essays of senior high school students. Asia Pacific Journal of Multidisciplinary Research, 6(4), 46-57.

46. Pineteh, E. A. (2014). The academic writing challenges of undergraduate students: A South African case study. International Journal of Higher Education, 3(1), 12-22.

47. Puspita, C. (2021, April). FACTORS AFFECTING STUDENTS'DIFFICULTIES IN WRITING THESIS: A MIXED-METHODS RESEARCH AT EIGHTH SEMESTER OF ENGLISH STUDY PROGRAM IN IAIN CURUP. In English Language and Literature International Conference (ELLiC) Proceedings (Vol. 3, pp. 13-22).

48. Roald, G. M., Wallin, P., Hybertsen, I. D., & M. Stenøien, J. (2021). Learning from contrasts: first-year students writing themselves into academic literacy. Journal of Further and Higher Education, 45(6), 758-770.

49. Roxas, M. J. D. (2020). Exploring senior high school students' academic writing difficulties: Towards an academic writing model. IOER International Multidisciplinary Research Journal, 2(1).

50. Sa?lamel, H., & Kayao?lu, M. (2015). English major students' perceptions of academic writing: A struggle between writing to learn and learning to write. TARIH KULTUR VE SANAT ARASTIRMALARI DERGISI-JOURNAL OF HISTORY CULTURE AND ART RESEARCH, 4(3).

51. Sarwat, S., Ullah, N., Shehzad Anjum, H. M., & Bhuttah, T. M. (2021). Problems and Factors affecting students English writing skills at elementary level. Ilkogretim Online, 20(5).

52. Shooshtari, Z. G., & Mir, F. (2014). ZPD, tutor; peer scaffolding: Sociocultural theory in writing strategies application. Procedia-Social and Behavioral Sciences, 98, 1771-1776.

53. Singh, M. K. M. (2019). International graduate students' academic writing practices in Malaysia: Challenges and solutions. Journal of International Students, 5(1), 12-22.

54. Sütçü, S. S. (2020). Blogging in EFL Learners' Academic Writing. International Journal of Progressive Education, 16(6), 344-351.
55. TESFAYE, B. (2020). INVESTIGATING THE STATUS AND CHALLENGES IN DEVELOPING STUDENTS'ACADEMIC WRITING: THE CASE OF GRADE ELEVEN STUDENTS AT SHINSHICHO SECONDARY SCHOOL (Doctoral dissertation).
56. Toba, R., & Noor, W. N. (2019). The current issues of Indonesian EFL students' writing skills: Ability, problem, and reason in writing comparison and contrast essay. Dinamika Ilmu, 19(1), 57-73.
57. Wahyuningsih, S. (2018). Challenges and opportunities of teaching academic writing skills: a case study of students at IAIN Kudus. Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris, 5(1), 3.
58. Wibell-Kähr, G., & Nilsson Ek, F. (2022). Measuring possible indicators of successful academic writing among EFL teaching undergraduate students.
59. Yaakob, S. B. (2015). Factors affecting students' writing skills in primary schools. University Teknologi Mara, Bachelor of Education TESL (Primary Education) With Honours. Web: FACTORS_AFFECTING_STUDENTS_WRITING_SKILLS_IN_PRIMARY_SCHOOLS_SHAHRO HAN_BINTI_YAAKOB_Bachelor_of_Education_TESL_Primary_Education_With_Honours.