

UNRAVELING CHALLENGES AND SOLUTIONS IN ACADEMIC PAPER: A CASE STUDY OF 3rd YEAR ENGLISH DEPARTMENT STUDENTS AT UNIVERSITAS AHMAD DAHLAN

MENGUNGKAP TANTANGAN DAN SOLUSI DALAM PENULISAN AKADEMIK: STUDI KASUS MAHASISWA DEPARTEMEN BAHASA INGGRIS TAHUN KE-3 UNIVERSITAS AHMAD DAHLAN

Wahyu Rahmadhani Mardalis^{a,1*}, Bambang Widi Pratolo^{b,2*}

Master of English Language Education Study Program, Universitas Ahmad Dahlan, Indonesia
Corresponding Author: @rahmadhaniwahyu81@gmail.com

ARTICLE INFO

Article History

Received: January 23, 2024
Revised: October 18, 2024
Approved: October 29,
2024

Keywords

Academic writing
Writing Skills
English Students
Artificial Intelligence (AI)

Kata Kunci

Penulisan akademik
Keterampilan Menulis
Mahasiswa Bahasa Inggris
Kecerdasan Buatan (AI)

ABSTRACT

Abstrak

Meskipun berada di era teknologi digital yang semakin maju, mahasiswa masih menghadapi tantangan signifikan dalam penulisan akademik, terutama dalam pengembangan kosakata dan keterampilan menulis pada teks akademik yang memadai untuk tingkat perguruan tinggi. Penelitian ini bertujuan untuk mengetahui tantangan yang dihadapi mahasiswa dalam kegiatan penulisan akademik dan bagaimana mereka memecahkan masalah tersebut. Subjek penelitian ini adalah lima mahasiswa tahun ke-3 Jurusan Bahasa Inggris Universitas Ahmad Dahlan. Data penelitian ini dikumpulkan dengan observasi, wawancara, dan *focus group discussion* (FGD). Perangkat lunak NVivo digunakan sebagai alat analisis data untuk memudahkan penulis menentukan tema hasil wawancara. Temuan penelitian menunjukkan bahwa **aspek yang paling menantang** dari penulisan akademis adalah kurangnya kosakata dan kurangnya keterampilan dalam menulis makalah akademik. Mahasiswa tahun ke-3 Jurusan Bahasa Inggris Universitas Ahmad Dahlan menghadapi tantangan dalam penulisan akademik akibat kurangnya kosakata dan keterampilan, tetapi mereka menggunakan teknologi digital dan kecerdasan buatan (AI) untuk mengatasi masalah ini.

Abstract

Despite living in an era of increasingly advanced digital technology, students still face significant challenges in academic writing, particularly in developing knowledge and writing skills of academic papers at a college level. This study aimed to highlight challenges faced by students in academic writing activities and how they solved the problems. The subjects of this research were five 3rd year students of the English Department of Universitas Ahmad Dahlan. The data of this study were collected by using observation, interviews, and focus group discussion (FGD) techniques. NVivo software was employed as the data analysis tool to make it easier for the researchers to determine the theme of the interview results. The findings show that the most



challenging aspects of academic writing are the lack of vocabulary and the lack of skills in writing academic papers. The third year students of the English Department of Ahmad Dahlan University faced challenges in academic writing due to their lack of vocabulary and skills, however they use digital technology and artificial intelligence (AI) to overcome this problem.

1. Introduction

Writing is a primary component of language proficiency. It significantly influences the communication of one's ideas, thoughts, opinions, and attitudes (Harmer, 2004). Writing enables individuals to communicate ideas, and emotions, and effectively influence and persuade others. Academic writing is crucial in educating students with the language and conventions of many areas and fields within institutions of higher learning (Pineteh, 2014). Several scholars have posited the notion that the act of writing might be perceived as one of the most challenging abilities, requiring a complicated combination of neurological, physical, cognitive, and affective proficiencies (Murray & Sharpling, 2019).

Writing is a complex cognitive process through which individuals precisely articulate and vividly express their thoughts, ideas, and abstract concepts in a tangible textual format, transforming internal mental constructs into coherent written communication. According to Kroll (1990), writing can be characterized as a complex, continuous, and imaginative undertaking or collection of actions that exhibits similarities in its fundamental aspects for both native and non-native language writers (Kroll, 1990). Writing is considered a cognitive activity as it is influenced by both the task environment and the writer's long-term memory. Ertmer & Newby (2013) stated that academic writing requires the skill to integrate many types of knowledge in order to produce a comprehensive written discourse that is both linguistically precise and socially appropriate (Ertmer & Newby, 2013).

Furthermore, students are required to write in English, which poses an extra challenge alongside the intricacies of academic writing discussed before. Hence, students must exert additional diligence in order to achieve proficiency in writing and English language abilities.

Lea and Street (1998) featured three models of student writing that provide information on the understanding of student writing and literacy in academic settings: study skills, socialization, and academic literacies (Lea & Street, 1998). The study skills model implies proficiency in academic writing mostly concerning the superficial aspects of language, such as grammar, syntax, punctuation, and spelling. The second model is of an academic kind. The socialization model assumes that individuals must acquire a comprehensive understanding of the fundamental principles and standards associated with a particular academic discipline. Effective discourse is essential for academic writers to achieve success. The third model is centered around academic literacies, which share similarities with the previous models. The primary focus of the first two models is on the processes of creating meaning and establishing identity. Additionally, these models consider the perspective of the learner. Writing from an epistemological perspective rather than focusing on skill (Lea & Street, 2006).



The composition of scientific papers encompasses various essential elements, including the application of critical thinking, the precise articulation of ideas through coherent written expression—which involves structuring complex thoughts into clear, logical arguments and presenting them with appropriate academic language and style—and the thorough exploration of relevant scholarly resources to support and contextualize the research (Farhain et al., 2023). The achievement of final projects and research by students is frequently impeded by several problems, including psychological barriers (Anas, 2021) linguistic challenges (Tiwari, 2019), and technological limitations (Alamri, 2021). According to Hamzaoui (2021), a significant number of students lack proficiency in articulating and formulating ideas into written form, locating appropriate sources of assistance, and utilizing writing aids (Hamzaoui, 2021). Harmer defines the writing process as the sequential steps that a writer follows to create a piece of writing in its ultimate written state. He asserts that the act of writing is recursive (Harmer, 2007). He is referring to the fact that the authors in this context engage in the process of planning, drafting, and editing their work, often revisiting and revising their plans, drafts, and edits multiple times. Consequently, he asserts that if the number of phases is not the same, they must be nonlinear. Furthermore, because of its recursive nature, the writer has the ability to navigate both forwards and backward at any given moment throughout the writing process.

Previous research has investigated the issues encountered by students in academic writing and proposed several solutions to address these difficulties. Tremblay-Wragg et al. (2021) have reported that undergraduate students have experienced feelings of isolation as a result of their limited proficiency in academic writing (Tremblay-Wragg et al., 2021). In their study, Murray and Sharpling (2019) conducted an investigation of the characteristics associated with students' academic values within the context of academic writing (Murray & Sharpling, 2019). The research revealed several indicators of inadequate proficiency in academic writing, such as a reduced preference for comparative evaluation, poor introductory sections, and a tendency towards excessive reliance on formulaic structures.

Another previous research with the same topics encountered by Farhain et al. (2023) discovered that students in the English department of UIN Sumatera Utara encountered challenges in locating research materials, comprehending content from international academic journals, and demonstrating proficiency in scientific paper writing (Farhain et al., 2023). Hence, engaging in intensive writing exercises could improve one's writing proficiency, perception, and discernment of when one needs guidance. Besides that, there is also a study by Batubara and Fithriani (2023) that said a restricted survey was performed to assess the challenges encountered by EFL students in academic writing (Batubara & Fithriani, 2023).

The objectives of this research is to address two questions: Why do Indonesian EFL students struggle with academic writing? What problems do they encounter in academic writing? The subjects were ten undergraduate students from the English Department. A questionnaire was employed to collect the data for this investigation, primarily consisting of closed-ended questions. Two respondents were interviewed in a manner analogous to the questionnaire to corroborate the findings from the questionnaire. The data analysis found that the most prevalent difficulties students



confront are language, structure, and content. Other factors pertain to writing self-efficacy, whereas the least concerning issue is the student's lack of drive and practice.

The occurrence of writing difficulties among students can be attributed to a multitude of variables. The complexity of the writing talent itself may be identified as one of the contributing factors to the issue. According to Ernest A. Pineteh (2012): Ubiquity of social media in higher education contributes significantly to writing challenges, as students struggle to switch from informal social media styles to formal academic writing. According Khim Rathanak, Min Vochivireakpheap, and Touch Ratha (2022), limited vocabulary, poor grammatical structures, and inappropriate citation/referencing are the most severe challenges for undergraduate students (Rathanak et al., 2022). Limited vocabulary, poor grammatical structures, and incorrect notation/referencing are the major challenges for students in academic writing. Thus, it can be seen that although there is variation in the understanding of challenges, all references highlight the importance of broad understanding, proper grammatical structures, and correct use of references in academic writing.

Academic writing in higher education is a crucial component that should be deeply integrated into the learning process, especially the 3rd year students of the English Department of Ahmad Dahlan University. Nevertheless, the educational curriculum frequently ignores the development of academic writing skills, resulting in learners possessing only basic knowledge and limited opportunities for practice in this area (Farhain et al., 2023). The explicit instruction of certain rules, such as ethics, is often lacking in student education. This phenomenon gives rise to the violation of ethical principles, specifically exemplified by instances of plagiarism committed by students in their scholarly compositions. Nevertheless, it is often assumed by educators that students have prior knowledge and proficiency in the realm of academic writing. Nevertheless, a significant number of students continue to have difficulties when tasked with producing an academic essay.

Based on several previous studies, it can be observed that many students still have challenges in academic writing activities. And there are various ways to solve their problems. Although there have been many studies that raised this topic, the researcher still wants to conduct a study about what are the challenges students face in academic writing activities and the strategies they employ to overcome these issues based on their own experiences. This research is different from previous research in terms of the population and sample, then the time conducting this research, and the data collection and analysis technique.

2. Method

This research applied qualitative methodology and gathered data in a naturalistic observation. Naturalistic observation is a qualitative research method that involves observing the behaviour of research subjects in a real environment without interference or manipulation of variables (Creswell, 2014). The goal is to understand human behaviour in natural conditions, as people interact with each other in everyday life settings. This study involved 5 respondents selected employed the convenience sampling method. The selection of these 5 respondents allowed researchers to obtain in-depth and varied data, but could still be managed well in the context of qualitative research. Data collection was carried out through participatory observation in



students' natural learning environments, Focus Group Discussions (FGDs), in-depth interviews, and documentation, using instruments such as observation guides, FGD protocols, and interview guides. This study applied a triangulation approach by collecting data from various sources and methods to increase the validity of the findings. Data analysis employed NVivo 12 software, including coding process; open, axial, and selective, theme exploration using query feature, and data visualization. This study applied an inductive approach, starting from a specific situation and then developing a general theory. The results of the study are presented descriptively using textual descriptions without statistical measurements, allowing the identification of main patterns and themes from the complex qualitative data from the five respondents.

Data Collection Technique and Analysis

This study begun with observation when the researcher interacted with the participants. Field notes were documented during the observation phase of qualitative investigations, which primarily depend on descriptive data, to facilitate the formulation of findings.

Data about students' experiences and challenges encountered when composing academic papers, as well as the approach employed to overcome these challenges, were gathered through four distinct methodologies described below. 1) Participatory observation was employed to gather comprehensive and precise data by actively engaging with the participants while they were engaged in academic writing tasks. The researchers become part of the group or environment being studied, engaging in the group's activities. 2) The data was collected through the research instruments included observation sheets to record the writing process, interview guides to explore individual experiences, and FGD protocols to gather students' collective perspectives on challenges and solutions in academic writing. a Focused Group Discussion (FGD), which involved participants engaging in real discussions about their experiences and challenges in academic writing tasks. 3) The study conducted in-depth interviews with all participants to gain insight into their personal experiences with academic writing activities. 4) Documentation entailed the utilization of voice recording to capture data collection activities. The Focused Group Discussion and in-depth interview were carried out utilizing the Indonesian (Bahasa Indonesia).

The data collected and recorded throughout the observation, Focused Group Discussion (FGD), and in-depth interview sessions were transcribed for subsequent analysis and interpretation. Data interpretation was performed using NVivo 12, which involved coding, categorizing, and evaluating the data using nodes, as presented in Figure 1. NVivo 12 assists in transforming large amounts of qualitative data into organized, interpretable findings. It helps by Coding relevant data segments into nodes, categorizing nodes into meaningful hierarchies, and evaluating data through queries and visualizations to find patterns, trends, and relationships. This process ultimately aids in producing well-supported, insightful conclusions.



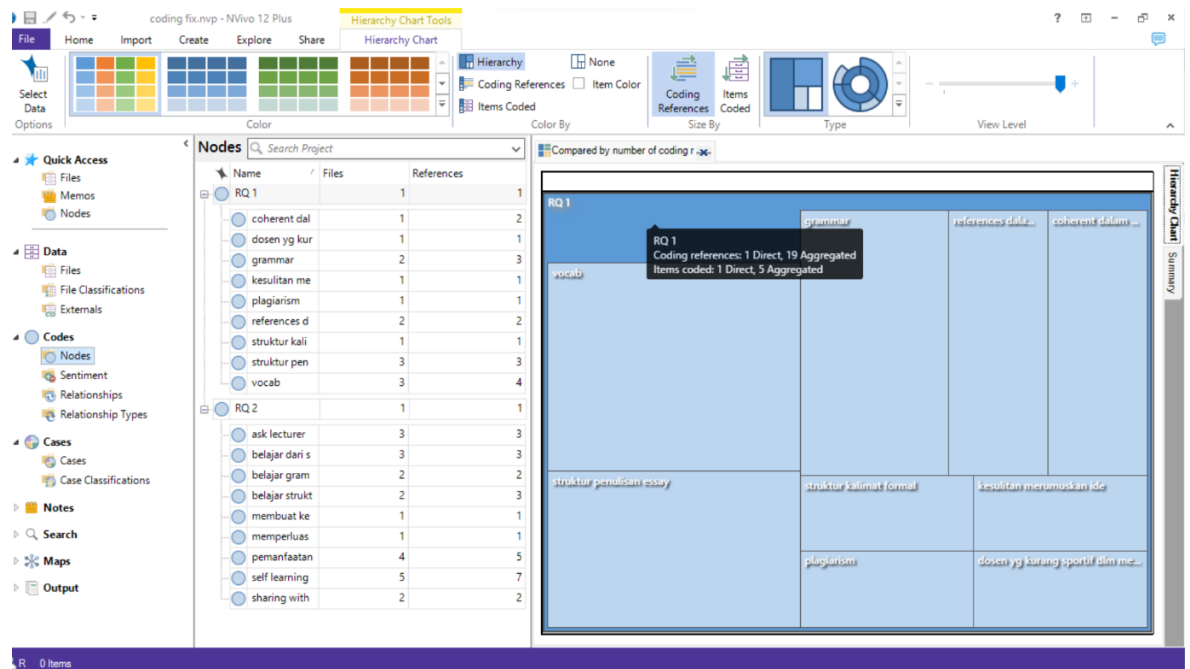


Figure 1. Process of coding & managing data

NVivo 12 is a powerful tool for analyzing unstructured data, including text, audio, video, and images from interviews, focus groups, surveys, social media, and journal articles. This tool helps qualitative researchers manage large amounts of non-numerical data, such as textual or visual information, making the analysis process more efficient and organized.

3. Findings and Discussion

The objective of this study was to explore students' challenges in academic writing activities and how they solved the problems based on their experiences. This study was conducted at Universitas Ahmad Dahlan Yogyakarta. The data were collected from the 3rd-semester students while studying writing academic subjects. This study involved 5 respondents selected using the convenience sampling method. The research was provided confidentiality and anonymity to safeguard the privacy of the participants. This section shows the results of the in-depth interview and the focused group discussion with the five chosen students.

3.1.1 The challenges students face in academic writing activities

The investigation revealed numerous obstacles that the majority of students encounter when utilizing English resources. Hence, the primary issues faced by the informants can be categorized into different situations as outlined below.

3.1.2 Lack of skills in writing academic activities

First, the most challenging aspect of writing academic activities encountered by the students is the lack of skills in writing academic papers. According to the informants, they still have difficulties when writing academic papers because they do not have detailed information about the generic structure of academic papers. In writing activities, we have to know about the structure of sentences before we make an outline and brainstorming. One of the participants, Rimbun, stated that:

” Writing an essay is difficult if we do not understand the structure of essay writing. Because if we don't know the structure, it is difficult to know the flow of essay writing, whether the introduction first or background, or other aspects first.”

She believes that when we have the skills to write academic papers, we will easily work on it well. Therefore, some participants also have no idea what they will do first if they do not know the structure of essay writing. Wayne said that:

“Experiencing challenges in generating ideas. Due to a limited comprehension of essay structure, I am uncertain about where to begin writing. I am seeking guidance on how to compose a well-structured and coherent essay.”

Another participant, Austin, also stated that:

“Because I am still a beginner, I don't understand the correct structure of essay writing.”

This participant also said that they had done the subject of essay writing, but the lecturer did not explain it well.

“During that period, the lecture of essay writing courses showed a preference for students who were already intelligent and had further developed their intellectual abilities, while other pupils were advised to study independently.”

Lecturers, as facilitators of student learning, ensure equitable treatment of all students to effectively impart learning information. Writing academic activities are essential for students in higher-level education. It is beneficial to instruct students progressively, starting with fundamental concepts and gradually delving into more intricate details, to facilitate their comprehension of academic writing activities.

3.1.3 Error Grammar Used

The second challenge students face in academic writing activities is grammar errors. Most students still have a big struggle with the use of grammar in English formal sentences. Writing academic papers sometimes involves the use of formal phrases, which can lead to uncertainty when selecting words that convey a sense of formality and coherence. Some participants said that they had difficulties composing sentences that were following grammar. One of the participants, Finey said:

“The primary challenge lies in locating appropriate vocabulary and constructing formal statements. Formal sentences are necessary while writing academic papers. English sentence construction can vary based on the context. For example, adjectives can be transformed into adverbs when they are used in different sentence patterns.”

He added, “Writing relies on the principles of grammar and sentence structure. How to effectively construct accurate vocabulary and flawlessly articulate phrases that are logically connected.”

To enhance the quality of their writing, students must enhance their understanding of grammar usage, since it is vital in higher-level education.

3.1.4 Lack of vocabulary

The third challenge faced by students in writing academic activities was the lack of vocabulary. Most of the participants said that they still lack vocabulary and are confused when they have to arrange the sentences. The respondent, Austin said: “The challenge stems from not having a strong vocabulary.”

Another participant, Rimbun also stated that: “The vocabulary between Indonesian and English are different, therefore, if one lacks a substantial vocabulary, reliance on AI or technology such as Google Translate becomes necessary. Due to the



widespread use of technology and AI, the probability of encountering plagiarism is significantly increased.”

This situation also caused another inability when find relevant references. Students are aware that the absence of references can hinder the production of high-quality academic papers, as these publications must rely on other pieces in order to be considered scientific. The participant, Wayne said that: “Locating relevant English sources can be somewhat challenging, although it may still be relatively effortless to find them in Indonesian.” Another participant, F also said: “I am still experiencing challenges in finding English references.”

It is crucial for students to find relevant data or resources for their guidance or mentor text when writing academic papers.

3.1.5 How Students Solve the Challenges Based on Their Experiences

This section shows the students' strategies based on their experiences; they are confident in solving challenges in academic writing activities. In this case, most participants said that they used YouTube to teach themselves how to make good academic papers. Interviews revealed that students used several strategies to facilitate the understanding of English content found on the Internet. All participants used various sources, including Google Translate, to assist in the preparation of academic papers and translated articles to improve their understanding of the content. QuillBot was then used to modify the text before writing it on paper. Then they said that asking for lectures or sharing with friends only helped them correct the mistakes they made when writing academic papers. However, previous studies have shown that students often experience grammatical and structural errors, difficulty in making proper references, and lack of confidence in their writing abilities. Research by Tremblay-Wragg et al. (2021) and Farhain et al. (2023) also noted that the lack of basic English skills and understanding of academic conventions were major obstacles for students in writing well. Students can use both simple and sophisticated methods when searching for digital materials on electronic platforms. Basic search is done when students enter keywords in the fields provided, although the results are generic. On the other hand, the advanced search option involves a more complicated approach to applying specific phrases by utilizing Boolean operators such as AND, OR, and NOT. Nevertheless, most students use the basic search approach due to their limited understanding of the advanced options. This finding emphasizes the need for a more systematic approach to improving language skills and knowledge of academic conventions to help students overcome the challenges faced in academic writing.

3.2 Discussion

The key findings of the challenges students faced in writing academic activities were the lack of skills in writing academic activities, grammar errors, lack of vocabulary, and using English as the references. Based on these findings, the researcher discusses each of the indicators below:

3.2.1 The lack of skills in writing academic activities.

Rao, Chanock & Krishnan (2007) used the human body as an analogy to explain the structure of the written work (Rao & Chanock, 2007). The structure comprises three components: the head serves as the introduction, the body contains the main information, and the leg functions as the conclusion. Hence, if the students omit any



body part, the essay would be incomplete as the conclusion must encompass a summary of the essay, address the underlying questions, and provide further discussion on the topic (Eripuddin, 2016; Suseno & Nurharjanti, 2015). Therefore, it cannot be excluded from the essay.

Due to the complexity of academic papers published in English, it is clear that students need to actively participate in reading and comprehension exercises. A significant difficulty faced by non-English speakers is the prevalence of the English language in academic writing. Academic writing entails the organization of words into coherent phrases and paragraphs, necessitating the investment of time, effort, and intellectual capacity. According to the findings, many students find it difficult to begin writing because of the process's complexity.

Utilizing technological tools to overcome challenges in the writing process demonstrates students' proficiency in digital literacy, (Farhain et al., 2023). Students in the Z generation are accustomed to using digital gadgets daily and pick up new software and apps quickly. Their self-directed learning from You Tube and other media to acquire knowledge about the techniques employed in academic paper writing demonstrates originality and innovation. Nevertheless, possessing digital literacy abilities does not automatically imply that kids are proficient in obtaining and utilizing information. Digital literacy involves utilizing abilities to effectively navigate networked technology and accurately evaluate the significance of digital messages (Ala-Mutka, 2011). It also signifies increasing knowledge of digital technology as an effective means of communication.

A recent study has demonstrated that language challenges have the potential to hinder the processing of knowledge and inhibit the comprehension of academic content (Tenzer et al., 2021). Consequently, translation and paraphrase programs like Google Translate and Quillbot may serve as possible solutions, although they are not consistently sufficient. Consequently, machine translation plays a significant role in facilitating numerous learning opportunities and enabling effective communication across multiple languages. This empowers the academic community to expand their knowledge base (Kelly & Hou, 2021).

Three fundamental criteria should be taken into account when students decide to employ machine translation, such as Google Translate, to write academic papers. Initially, machine translation ought to be employed as a valid instrument for assistance. It serves as a platform for academic discourse and is crucial for meeting the basic requirements to engage in educational exchanges. Second, the ability to use machine translation should be granted to multilingual learners who are intermediate and advanced. Furthermore, professors must collaborate with students to jointly establish guidelines for their conscientious utilization in written work (Kelly & Hou, 2021).

Students require in-service professional development that includes instruction in scientific writing and information literacy abilities. This entails conducting resource searches for reference purposes and incorporating English materials into their work. Engaging in intensive writing exercises improves writing proficiency, understanding of the writing process, and awareness of when to seek help, (Mckenna & Kyser, 2021).

Hence, the Department of English Education must revise its curriculum and the syllabi of the academic writing course to incorporate essential abilities such as the organization of academic writing, adherence to standards, various writing styles, and



ethical considerations. The integration of information literacy into the education curriculum is essential for introducing students to the skills of searching, analyzing, and using the material in English before its application in writing.

3.2.2. Grammar errors and lack of vocabulary

The results of the interview session revealed that all participants still lack a profound comprehension of the use of grammar and vocabulary in the formal segment. Grammar education aimed at preparing pupils for academic studies should be designed to cultivate learners' practical and valuable skills that are immediately applicable to writing academic content. Even intermediate-level students can start learning grammar by examining and analyzing structures in formal academic writing. At the beginning of education, the goal is to enhance learners' understanding and observation of typical grammatical characteristics. Once this foundation is established, the patterns in grammar structures can be directly addressed and practiced in the creation of academic writing (Hinkel, 2013).

At higher levels of competency, training might additionally emphasize the impact of grammatical elements on context, speech, and text. Continuously instructing learners at all competence levels to be aware of the structure of entire sentences in academic writing as well as the significant differences between conversational and formal written style, should be a constant goal (Hinkel, 2013). When learning grammar, it is advantageous for learners to be conscious of how structures are utilized and combined. This awareness, along with explicit instruction, can offer an extra benefit as learners are able to identify structures that they might otherwise overlook (Ellis, 1997). In order to effectively prepare students for academic studies and professional activities, grammar training should be specifically geared to cultivate learners' practical and usable abilities that are immediately applicable to generating written and academic material.

3.2.3. Using English as the references

The participants report that the English language employed in scientific papers is challenging to interpret due to the abundance of technical terminology, which hinders understanding of the content. Incorporating academic content into language study exposes students to English resources and ultimately resolves difficulties in comprehending texts in scholarly papers. Lee and Buxton (2013) provided pedagogical techniques for incorporating science and English language proficiency in five specific domains (Lee & Buxton, 2013). The tactics encompassed in this category are literacy, language support, discourse, home language support, and home cultural connection. In addition, it is necessary to overcome linguistic obstacles to fully utilize English resources for writing. The research by Wallace et al. (2000), has shown that including information literacy abilities into the curriculum is beneficial for acquiring knowledge and skills that may be applied throughout one's lifetime. By acquiring proficiency in these fundamental aspects of information literacy, students can effectively tackle the difficulties encountered when finding scientific articles and improve the level of their research and academic writing. Previous research indicates that a majority of pupils have a deficiency in correctly citing sources (Kargbo, 2010). The study also proposed



that teachers and librarians collaborate to offer effective assistance in addressing citation issues encountered while producing scientific papers.

The challenges encountered in the process of searching for English resources are primarily due to a deficiency in information literacy strategy. Ekman & Quandt (1999) state that pupils require five strategies in order to cultivate the necessary abilities for resource searching (Ekman & Quandt, 1999). First, students can conduct a search using the library catalog. Second, students have the opportunity to investigate journal articles as a means of communication within the scientific community. Thirdly, pupils have the option to utilize indexes and specialized periodicals. Fourth, students have the option to physically visit the library and manually search through the shelves to find relevant resources. Lastly, students have the option to solicit guidance from their peers or mentors.

4. Conclusion

This study concludes that academic writing presents significant challenges for third-year English Department students at Ahmad Dahlan University. The main issues faced by the students include a lack of skills in structuring academic papers, frequent grammatical errors, and limited vocabulary, all of which hinder their ability to produce high-quality academic work. Additionally, students struggle with accessing and understanding English-language references, which are essential for academic writing. To overcome these challenges, students have employed various digital tools such as Google Translate, QuillBot, and YouTube to assist with writing and comprehension. However, despite these efforts, they continue to face difficulties adhering to academic standards. Therefore, it is recommended that the university revise its curriculum to provide more focused instruction on academic writing, including grammar, vocabulary, and structural components. Establishing an academic writing center could further support students by offering workshops and personalized feedback to improve their writing skills. Overall, improving students' proficiency in academic writing requires both enhanced instructional support and the development of digital literacy skills to better navigate and utilize academic resources.

References

- Alamri, B. (2021). Challenges of Implementing Technology in ESL Writing Classrooms: A Case Study. *English Language Teaching*, 14(12), 36. <https://doi.org/10.5539/elt.v14n12p36>
- Ala-Mutka, K. (2011). *Mapping digital competence: Towards a conceptual understanding*. Publications Office of the European Union.
- Anas, A. (2021). Teaching creative (Literary) writing: Indigenous psychological perspective. *Cypriot Journal of Educational Sciences*, 16(4), 1422–1433. <https://doi.org/10.18844/cjes.v16i4.5997>



- Batubara, S. F., & Fithriani, R. (2023). Exploring Efl Stuednts' Challenges In Academic Writing: The Case Of Indonesian Higher Education. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 9(1), 704–709.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. SAGE Publications Ltd.
- Ekman, R., & Quandt, R. E. (1999). *Technology and Scholarly Communication* (R. Ekman & R. E. Quandt, Eds.). University of California Press.
- Ellis, R. (1997). *SLA research and language teaching*. Oxford University Press.
- Eripuddin. (2016). An Analysis of Students' Essay at English Department of University Pasir Pengaraian. *Jurnal Ilmiah Edu Research*, 5(1), 1–4.
- Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, Cognitivism, Constructivism: Comparing Critical Features From An Instructional Design Perspective. *Performance Improvement Quarterly*, 26(2), 43–71. <https://doi.org/10.1002/piq.21143>
- Farhain, F. N., Lubis, Y., & Siregar, D. Y. (2023). Exploring Challenges in Utilizing English Resources for Research and its Remedies. *IJEE (Indonesian Journal of English Education)*, 10(1), 1–22. <https://doi.org/10.15408/ijee.v10i1.30517>
- Hamzaoui, C. (2021). Scrutinizing Algerian EFL “students” challenges in research teaching and writing. *Hungarian Educational Research Journal*, 11(4), 478–488. <https://doi.org/10.1556/063.2021.00047>
- Harmer, J. (2004). *How to teach writing*. Pearson Education Limited.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Pearson Education Inc.
- Hinkel, E. (2013). Research findings on teaching grammar for academic writing. *English Teaching*, 68(4), 3–21.
- Kargbo, J. A. (2010). Undergraduate “students” problems with citing references. *Reference Librarian*, 51(3), 222–236. <https://doi.org/10.1080/02763871003769673>
- Kelly, R., & Hou, H. (2021). Empowering learners of English as an additional language: translanguaging with machine translation. *Language and Education*, 36(6), 544–559. <https://doi.org/10.1080/09500782.2021.1958834>
- Kroll, B. (1990). *Second language writing*. Cambridge University Press.
- Lea, M. R., & Street, B. V. (1998). Student writing in higher education: An academic literacies approach. *Studies in Higher Education*, 23(2), 157–172.



- Lea, M. R., & Street, B. V. (2006). The “academic literacies” model: Theory and applications. *Theory into Practice*, 45(4), 368–377.
- Lee, O., & Buxton, C. A. (2013). Integrating Science and English Proficiency for English Language Learners. *Theory into Practice*, 52(1), 36–42. <https://doi.org/10.1080/07351690.2013.743772>
- Mckenna, K., & Kyser, C. D. (2021). Beyond academic writing: The international doctoral student writing workshop. *Innovations in Education and Teaching International*, 00(00), 1–12. <https://doi.org/10.1080/14703297.2021.1878051>
- Murray, N., & Sharpling, G. (2019). What traits do academics value in student writing? Insights from a psychometric approach. *Assessment and Evaluation in Higher Education*, 44(3), 489–500. <https://doi.org/10.1080/02602938.2018.1521372>
- Pineteh, E. A. (2014). Using virtual interactions to enhance the teaching of communication skills to information technology students. *British Journal of Educational Technology*, 43(1), 85–96. <https://doi.org/10.1111/j.1467-8535.2011.01193.x>
- Rao, V., & Chanock, K. (2007). *The role of the Academic Language and Learning (ALL) advisory service in improving the academic writing of ESL students in an Australian University* (V. Rao & K. Chanock, Eds.). University of Sydney, Australia.
- Rathanak, K., Vochivireakpheap, M., & Ratha, T. (2022). The Challenges of Academic Writing for Undergraduate Students in Phnom Penh. *Journal of Academic Writing*.
- Suseno, B., & Nurharjanti, M. (2015). Paragraph Writing as A Sensibility-Based Productive Skill. *Ahmad Dahlan Journal of English Studies (ADJES)*, 2(3), 9–22. <https://doi.org/10.26555/adjes.v2i1.1724>
- Tenzer, H., Pudelko, M., & Zellmer-Bruhn, M. (2021). The impact of language barriers on knowledge processing in multinational teams. *Journal of World Business*, 56(2), 101184. <https://doi.org/10.1016/j.jwb.2020.101184>
- Tiwari, H. P. (2019). Writing Thesis in English Education: Challenges Faced by Students. *Journal of NELTA Gandaki*, 1, 45–52. <https://doi.org/10.3126/jong.v1i0.24458>
- Tremblay-Wragg, E., Mathieu Chartier, S., Labonté-Lemoyne, E., Déri, C., & Gadbois, M. E. (2021). Writing more, better, together: how writing retreats support graduate students through their journey. *Journal of Further and Higher Education*, 45(1), 95–106. <https://doi.org/10.1080/0309877X.2020.1736272>



