CHALLENGES IN ENGLISH ACADEMIC WRITING FACED BY INDONESIAN EFL TEACHER TRAINING STUDENTS

THESIS

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ABSTRACT

Fitriyah, Wahyuni Dwi, 2021, Challenges in English Academic Writing faced by Indonesian EFL Teacher Training Student. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Supervisors: Dr. Siti Asmiyah, M.TESOL and Rakhmawati, M. Pd

Key Words: English Academic Writing, Challenges, Strategies

As a future teacher, the teacher training students need to understand all of the challenges, especially in writing English academic that are investigated in this research, and find possible solutions to their challenges. The aims of this research are to explore the challenges in English academic writing and to describe students' ways to face the challenges in English academic writing faced by Indonesian EFL teacher training student. This qualitative research investigated the students' challenges in English academic writing. The subject of this study was students from 7th semester of English Language Education Department at 5 different universities in Surabaya with three private and two public universities offering teacher training program. In collecting the data, doing interviews with 5 lecturers and 10 students from 7th semester at 5 different universities in Surabaya. Also, online questionnaires were distributed to 81 students from 7th semester at 5 different universities in Surabaya. The results of this study highlighted the following: (1) The challenges are mostly faced by the students in English academic writing are the structure, developing idea, and choosing vocabulary related to their own topic. (2) The students' ways to face the challenges in English academic writing are learning from an example of good academic writing, finding and reading many references like a journal, book, and paper, and using the application "Grammarly" to help the students check their grammar aspect. These findings imply that most students have difficulties in structure or written aspects when they write English academic writing papers, and the students' ways that mostly used to solve those challenges is learning from an example of good academic writing.

ABSTRAK

Fitriyah, Wahyuni Dwi, 2021, *Challenges in English Academic Writing faced by Indonesian EFL Teacher Training Student*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Dr. Siti Asmiyah, M.TESOL dan Rakhmawati, M. Pd

Kata Kunci: Penulisan Akademik Bahasa Inggris, Tantangan, Strategi

Sebagai calon guru, mahasiswa PPL perlu memahami semua tantangan, terutama dalam menulis akademik bahasa Inggris yang diteliti dalam penelitian ini, dan mencari solusi yang mungkin untuk tantangan mereka. Tujuan dari penelitian ini adalah untuk mengeksplorasi tantangan dalam penulisan akademik bahasa Inggris dan untuk mendeskripsikan cara siswa menghadapi tantangan dalam penulisan akademik bahasa Inggris yang dihadapi oleh mahasiswa PPL jurusan Pendidikan bahasa Inggris di Indonesia. Penelitian kualitatif ini menyelidiki tantangan siswa dalam penulisan akademik bahasa Inggris. Subjek penelitian ini adalah mahasiswa semester 7 Jurusan Pendidikan Bahasa Inggris di 5 universitas berbeda di Surabaya dengan tiga universitas swasta dan dua perguruan tinggi negeri yang menawarkan program PPL untuk mahasiswa. Dalam pengumpulan data dilakukan wawancara dengan 5 dosen dan 10 mahasiswa semester 7 di 5 universitas berbeda di Surabaya. Kuisioner online juga dibagikan kepada 81 mahasiswa semester 7 di 5 universitas berbeda di Surabaya. Hasil dari penelitian ini adalah sebagai berikut: (1) Tantangan yang paling banyak dihadapi oleh siswa dalam penulisan akademik bahasa Inggris adalah struktur, mengembangkan ide, dan memilih kosakata yang sesuai dengan topik mereka sendiri. (2) Cara siswa menghadapi tantangan dalam menulis akademik bahasa Inggris adalah belajar dari contoh penulisan akademik yang baik, mencari dan membaca banyak referensi seperti jurnal, buku, dan makalah, serta menggunakan aplikasi "Grammarly" untuk membantu siswa. periksa aspek tata bahasa mereka. Temuan ini menyiratkan bahwa sebagian besar siswa mengalami kesulitan dalam struktur atau aspek tertulis ketika mereka menulis makalah penulisan akademiks bahasa Inggris, dan cara siswa yang paling banyak digunakan untuk menyelesaikan tantangan tersebut adalah belajar dari contoh penulisan akademik yang baik.

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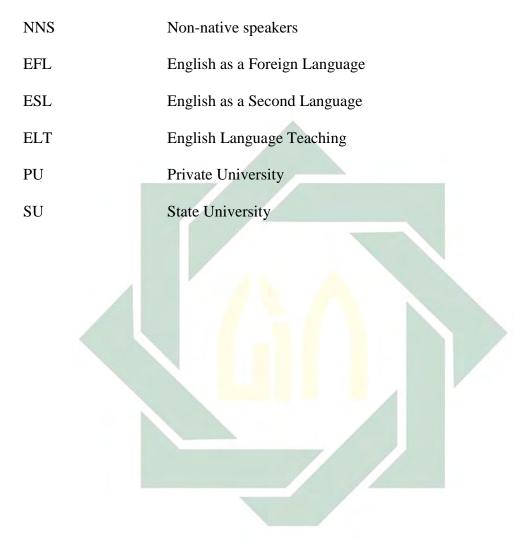
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LIST OF ABREVIATIONS



CHAPTER I

INTRODUCTION

This chapter provides an overall picture or main points of the reasons and significance in conducting the research project. The main points include; background of study, research questions, objectives of study, significance of study, scope and limitation of study, and definition of key term.

A. Background of study

Writing is often considered a challenging task in language learning. When someone started to write, the writer must plan what they will write, and their idea must be developed before they write. It is supported by Gordon Taylor, the writers need to imagine and analyze your idea in the written¹. When the writers write something, they must have planned what are they want on paper. The writer must have ideas and knowledge to support and to make easy the writer started to write in their writing. Brown claimed that writing is a thinking process. The thinking process is like one of the requirements to write because before someone writes, they must have the ability and idea to write in a paper. He also stated that the writer could plan the concept of writing and give it an unlimited number of revisions before it publishes². This statement means that before starting to writing, the writer must make a draft or an outline from the topic.

¹ Gordon, Taylor. (2009). A student's writing guide. New York: Cambridge University Press

² Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nded). New York: Addison Wesley Longman, Inc

Writing is even more challenging in the academic context. The cause is academic writing requires critical thinking, prior knowledge, and ability to write. Reda, Jacob, and Layer proposed that an academic development program is a demand as a possible strategy to enhance the academic writing skills and other soft skills required by students³. When the writers write academic writing, they must write it critically and academically. Many students considered that critical thinking is demand when they write. It is supported by Nafri Yanti, Suhartono, and Fina Hiasa, academic writing plays imagination when the people write when the writer writes they must improve their skill and must feel confident when writing it⁴. Academic writing easily writes by students when they have prior knowledge, skill, and feel confidence to share their ideas in academic writing.

The other studies stated that English academic writing might be one such challenge, especially from their academic study initially and mainly for non-native speakers (NNS) of English.⁵ From the study above, the challenges of English academic writing are not only faced by non-native speakers (NNS) but also from the learner of EFL and ESL.

³ Pineteh, Ernest A. (2013). The academic writing challenges of undergraduate students: a South African case study

⁴ Nafri Yanti, Suhartono, & Fina Hiasa, "Keterampilan menulis akademik S-1 program studi penididkan bahasa dan sastra Indonesia FKIP Universitas Bengkulu", (2018)

⁵ Chou, L. (2011). An investigation of Taiwanese doctoral students' academic writing at a U. S. University

The big challenge in academic writing may be more about anxiety in foreign language learning contexts such as in Indonesian EFL. A common challenge in English academic writing has been writing based on academic writing format, constructing the written critically, using the grammar appropriately, and others. It is supported by Ernest A Pineteh that weaknesses in student writing, especially in English academic writing, such as lack of command of academic writing conventions, using the format in English academic writing, ability in research, analysis of writing topics, and using prior knowledge when we start to write.⁶ Many challenges may be faced by the writers of English academic writing.

There are numbers of studies focusing on challenges in academic writing. For example, some researchers have analyzed challenges in academic writing, especially in learners of ESL or EFL learners. The first study focuses on the difficulties in academic writing. The researcher investigates the difficulties of ESL students, particularly Asian graduate students. The finding showed that ESL students face many difficulties and stresses in their academic writing⁷. Next, there is research focuses on analyzing learners' ESL that study in U.S. universities. The researcher identified the writing assignment from both students' social science and students' technology discipline. The finding showed that writing was critical; the students had difficulties

⁶ Pineteh, Ernest A. (2013). *The academic writing challenges of undergraduate students: a south African case study*

⁷ Fadda, Hind Al. (2011). *Difficulties in Academic writing: from the perspective of King Saud University Postgraduate Students*

composing academic papers⁸. The third study focuses on the academic writing problems in Saudi English-Major undergraduates from a perspective at Taif University. The researcher identified academic writing types, the writing problems in Saudi English-major, the reason behind the problems, and the reason to solve them. The findings show that Saudi students have few opportunities to practice the language, which solves the problem faced by Saudi students⁹. Then there was also a study of academic writing problems by undergraduate students. The findings show that the students of Al Imam Al Mahdi university have problems in academic writing, for instance, the use of articles, punctuation, the use of prepositions, the use of the irregular verb, low expression, singular and plural, unparalleled structure, consistency, and verb¹⁰. From all the findings of studies that investigated, many challenges in academic writing faced by the writer from ESL or EFL learner from many aspects.

Most of the studies have investigated the challenges and problems in academic writing that faced the learners from ESL or EFL students, while this research has focused on exploring the challenges in education, especially English academic writing in ELT, particularly in Indonesian EFL teacher training. The participants are from the teacher training students that study in Universities in Surabaya. These five universities in Surabaya comprising two state universities and three private universities that have

 ⁸ Chou, L. (2011), An investigation of Taiwanese Doctoral students' academic writing at a US university
 ⁹ Al-Khairy, M. A. (2013). Saudi English-major undergraduates' academic writing problems: A Taif university perspective

¹⁰ Al Mubarak, A. A. (2017). An investigation of academic writing problems level faced by undergraduate students at al imam al mahdi university – Sudan

been writing English academic writing and also the students who are doing microteaching (teacher training students), such as University SU 1, University SU 2, University PU 1, University PU 2, and University PU 3.

Thus, this research is important to explore the challenges because in the future, teacher training students is a teacher, and they must have good skills. Therefore, this study will also provide evidence to inform the challenges and the ways to face the challenges to teacher training students because they need to understand and find possible solutions to their challenges.

B. Research questions

Based on the description of the background the study above, the research questions formulated as follows

- What are the challenges in English academic writing faced by Indonesian EFL teacher training students in Surabaya?
- 2. What are the students' ways to face the challenges in English academic writing faced by Indonesian EFL teacher training students in Surabaya?

C. Objectives of study

Based on the research questions of the study above, this study aims to

- to explore the challenges in English academic writing faced by Indonesian EFL teacher training students
- to describe the students' ways to face the challenges in English academic writing faced by Indonesian EFL teacher training students in Surabaya

D. Significance of study

Below are benefits of conducting this study

1. Theoretical significance

The contribution of this study in the development of theoretical perspective is related to challenges and written English in EFL context of Indonesian teacher training students. In particular, the finding may bring new insight on what the challenges in English academic writing are in EFL context for future English teacher.

- 2. Practical significance
 - a) For English teacher training students: The result of this study can be used as the information on the understanding of English academic writing particularly for the Indonesian EFL teacher training students. Besides, hopefully it could help the English teacher training students to know the challenges and find the possible solutions of the challenges in English academic writing.
 - b) For students, after they know about the challenges in English academic writing, hopefully after they know, they can solve the challenges in English academic writing with the possible solutions.
 - c) For the future research, the result of this research helps the other researcher to explore the challenges in English academic writing more deep. They can explore the challenges in other context and make it specific for kinds of English academic writing.

E. Scope and Limitation of study

As explained in the background of the study, this study focused on the challenges in English academic writing. The challenges of English academic writing were investigated from written, developing, using grammar, and choosing vocabulary. Based on the previous studies mentioned, this approach has been used for many research or investigation, but almost all of them tend to describe the challenges of English academic writing, but this researcher focused on Indonesian EFL teacher training students. Previous research also only acquired limited subject while this research acquired broader scopes in terms of the subject for better understanding of the challenge across different institutional contexts but still within the same discipline. So, that is why this research needs investigate the challenges and to describe students' ways to face the challenges.

The finding only specifically reflects the challenges in English academic writing in Indonesian EFL training students. It may not reflect different academic years for the different semester of teacher training students. Therefore, this study explores the challenges in university in Surabaya, especially there is English Language Education Department such as University SU 1, University SU 2, University PU 1, University PU 2, and University PU 3 in the academic year 2020 and also this study does not distinguish the type of English academic writing.

F. Definition of key term

In order to avoid misunderstanding and obtain the same perceptions between the reader and the researcher about the meaning of terms in this research, the researcher clarifies the terms as follows

1. Challenges

The meaning of challenges is something that will bring anxiety to someone to do something. The other meaning of challenges is what the writer experts and scholars have written some topic but sometimes not always right with the ideas.¹¹ In this research, challenges is something that makes student anxious English academic writing especially in written, develop idea, grammar, and vocabulary when EFL learners especially Indonesian EFL teacher training students are writing English academic.

2. English academic writing

The definition of English academic writing is the paper written by the students of English Language Education Department of university in Surabaya such as essay, paper, proposal or thesis. According to Stephen Bailey, the most common reasons for writing include to report the written, to answer the question, and to discuss the interest topic.¹² In this research, English academic writing mean the

¹¹ Sowton, Chris. (2011). 50 steps to improving your academic writing. Garnet Publishing.

¹² Fadda, Hind Al. (2011). *Difficulties in Academic writing: from the perspective of King Saud University Postgraduate Students*

written products of EFL teacher training students in their academic context especially in college, in college, and in education.

3. EFL teacher training student

EFL teacher training student can be defined as the students that take English Language Education Department in EFL context. Moreover, Training has been purpose to upgrading of teachers' teaching skills and experience how to teach and faced the students.¹³ In this research, EFL teacher training student mean the student of the university who have been writing English academic writing and also the students who are doing microteaching (teacher training students).

4. Students' ways

Students' ways are how the students face the challenges and the problems. The challenges of this study are from writing, especially when writing English academic writing. A way out is like strategies writing, monitoring consultations, and a writing guide¹⁴. The students may have their strategies or possible solutions for their challenges. They can find and face challenges based on their weaknesses. In this research, Students' ways mean the possible solutions to their challenges in English academic writing.

¹³ Abdul Karim, dkk. (2018). Organized Hypocrisy in EFL Teacher Training Programs

¹⁴ Murray, Rowena and Moore, Sarah. (2006). *The handbook of academic writing: a fresh approach*. McGraw Hill

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the review of literature that is used in this research. Related to the topic of this research, the researcher has presented theoretical framework that have been divided into three parts and review of previous study. Those parts of theoretical framework are academic writing, challenges in English academic writing, and Indonesian EFL teacher training students. The researcher has explained those three parts and review of previous study briefly according to the theory related to the topic of this research.

A. Theoretical framework

1. Academic writing

Academic writing is an activity that needs knowledge and process thinking since the written start to write.¹⁵ The definition is related with Chris Sowton's book, academic writing is more objective and complex. It is complex because academic writing has formal structure and must use more references when write it.¹⁶ The other definition, academic writing is a knowledge and cognitive activity, since it is a product of the mind.¹⁷ Moreover, according to Li-hua Chou, the academic writing has many challenges from the difficulties of written or from

¹⁵ Fadda, Hind Al. (2011). *Difficulties in Academic writing: from the perspective of King Saud University Postgraduate Students*

¹⁶ Sowton, Chris. (2012). 50 Steps to improving your academic. Garnet Education.

¹⁷ Fadda, Hind Al. (2011). *Difficulties in Academic writing: from the perspective of King Saud University Postgraduate Students*

themselves¹⁸. It can conclude that academic writing is process of writing that need knowledge, information, and experience started to write because use more objective and many references to avoid the challenges of academic writing.

Academic writing has many types, such as essays, journals, thesis, paper, and others. In this study, the type of academic writing was not determined. Academic writing could be in general. There is a different between academic writing in native language (non-English) and academic writing in English. The differences can face from the written, the word, and the grammar. In English academic writing, the written may seem awkward, monotonous, and even impolite to the writer but it is neither better nor worse, it is just different¹⁹. So, academic writing in English has more challenges for the writers who are not native English.

English academic writing have purpose that is why English academic writing is important in academic context especially in education. The purpose of academic writing is the writer should be clear when they write it. There are several reasons to be clear when writing. According to Stephen Bailey, the most common reasons for writing include: to report who is the writer, to answer a question from the reader, and to discuss a subject that interest by the reader.²⁰Academic writing in English is probably different from academic writing in your native language. The words and grammar and also the way of

¹⁸ Chou, L. (2011). An investigation of Taiwanese Doctoral Students' Academic Writing at a U. S. University Higher Education Studies

¹⁹ Oshima, Alice and Hogue, Ann. (2007). Introduction to academic writing. Pearson Longman.

²⁰ Bailey, Stephen. (1947). Academic writing A handbook for international students. Routledge

organizing ideas are probably different from what you are used to. In fact, the English way of writing may seem clumsy, repetitive, and even impolite to you. Just remember that it is neither better nor worse than other ways; it is just different.

2. Challenges in English academic writing

The sentence "challenges in English academic writing" contains two terms, "challenges" and" English academic writing". The definition of challenges is something that challenging and anxiety someone when do anything. The definition of English academic writing is written of English in academic. For ESL or EFL writing in learning context especially in academic is a complex.²¹ Writing English academic writing is not just the format academically but also critically. Critical thinking is one of requirement make English academic writing is good and perfect. Ismail stated that English writing allows chances for the writer to think critically and gives the motivation to learn and started to write.²² In the academic writing, the challenges just not come from the thinking process but also from the prior knowledge and how to develop an idea in the paper. Ideas and prior knowledge are related because to expressing ideas clearly and logically must have prior knowledge. Challenges in academic writing can be considered in two types: discursive (language-related) and non-discursive (non-language

²¹ Al-Khairy, M. A. (2013). Saudi English-major undergraduates' academic writing problems: A Taif university perspective

²² Ismail, S. A. A. (2011). Exploring students' perceptions of ESL writing

related)²³. The discursive is the challenges from language-related like the grammar, the structure, the sentences, and the tenses. While from the non-discursive is the challenges from non-language related like critical thinking process, develop ideas, and connecting the sentence with the previous study. There is some previous study not considered the challenges, for example from Amin Ali Al Mubarak. The researcher stated the challenges in academic writing are the use of articles, punctuation, and the use of preposition, verb, grammar, and structure.²⁴ So, there are many challenges in English academic writing can be investigated for many researchers.

3. Students' ways to face the challenges

The sentence "students' ways to face the challenges" contains two terms, "students' ways" and" challenges". The definition of student's ways is the approach or the strategy to avoid something challenging. While the definition of challenges is something that anxiety someone when do something. Students' ways when face the challenges can from their self or other people. The strategy just not when face the challenges but also when process writing or preparation before write. Good writers follow to writing process, especially in preparation, correction, and revision.²⁵ When the writer starts to write, they must follow the

 ²³ Photongsunan, S. (2016). Thai university Academics' challenges of writing for publication in English
 ²⁴ Al Mubarak, A. A. (2017). An investigation of academic writing problems level faced by undergraduate students at Al Imam Al Mahdi University-Sudan
 ²⁵ Budibarso. Terub (2014). Strattagies in developing English and Indonesian academic writing by EEU

²⁵ Budiharso, Teguh. (2014). Strategies in developing English and Indonesian academic writing by EFLl students

writing process. Writing process is make the writer easier when start to write and develop their ideas. It is supported by Joseph Mallia, before start to write English academic writing firstly must type of English academic writing and understanding title of English academic writing that want to write.²⁶ Writing process is one of strategy that makes the writer follow the process and the idea. The strategy can from themselves and expert when the writer read books, journals, and researches. The challenges can solve with the strategy. The other strategies are the students do peer discussion with their friend, do writing process, do checking or do correction the written, and focus on the paper especially in the structure, idea, and grammar.²⁷ The strategies are can use when face the challenges of English academic writing. The students can do discussion and sharing with other friends that have understanding with the topic or the ideas.

4. Indonesian EFL teacher training students

In the future, EFL teacher training students are an English teacher. They must have knowledge about English academic writing. Learning experience from someone can be a resource of professional knowledge from their experience.²⁸ The prior knowledge is important and it's connected with the experience of

²⁶ Mallia, Joseph. (2017). Strategies for Developing English Academic Writing Skills

²⁷ Keumala, Meta. (2019). Strategies fashioned by EFL students in enduring academic writing

²⁸ Feny Munifatullah, Bachruddin Musthafa, and Wahyu Sundayana. (2016). *Indonesian EFL teacher* professional knowledge development during their participation inTSG : A case study

someone. For EFL teacher, skill and ability is very important²⁹ for the teacher when they teach and faced the problem of the student in the classroom. It supported by Urip Sulistiyo and Septi Haswindy, English teacher must improve their skill and ability to be a professional EFL teacher when faced the student³⁰. It can be concluded that Indonesian EFL teacher training must have knowledge, experience, teaching skills because they are be future English teacher and faced many problem and challenges so the students' have ways to face the challenges in English academic writing.

B. Review of previous study

Several studies of challenges in English academic writing were conducted in different focus, context, and object. For examples are analyses the academic writing challenges of undergraduate in South Africa especially in Technology, analysis academics' challenges of writing for publication, analysis challenges and strategies of Academic writing for ESL novice teacher. Moreover, the analysis of the challenges in English academic writing faced Indonesian EFL teacher training students and also the possible solution of the challenges is different from others.

There are some previous studies that discuss about the challenges in English academic writing. The first one is from Ernest A. Pineteh. This study aims to examine the challenges of undergraduate students. This includes the weaknesses in student

²⁹ Cahyono, B. Y. (2014). *Quality of Indonesian EFL teacher: The implementation of lesson study to improve teacher pedagogical content competence*

³⁰ Urip Sulistiyo and Septu Haswindy. (2018). Organizing professional and pedagogical training to improve English teacher skills: a literature review

writing, the implication for students' academic development and the strategies for addressing the challenges.³¹ To know the answer, the researcher administered interview question and reflection to 20 participants. The findings showed that the academic writing challenges of undergraduate students in South Africa influence the students in developed ides when they writing such as writing the topic and construct it, apply knowledge in their written, ability to analyze, etc. Thus, the difference of this study and my research is this research is exploring the academic writing challenges in South Africa especially in Technology and use case whether my research focuses on exploring the challenges in English academic writing in Indonesian EFL teacher training students as a future teacher. The context, the focus, and the object are different with my research.

The second one is from Sureepong Phothongsunan. This study aims to examine the challenges faced by Thai university lecturers. The focus is on the successful publishing in English.³²To know the answer, the researcher designed semi-structured interview to understand lecturers' perception of the challenges for academic publication in English. The participants were selected with the non-purposive sampling technique. The findings showed that there are 2 difficulties in writing English such as discursive analysis and non-discursive analysis, the need for successful publication, and the need for research support. It's different with my research, in this research focus

³¹ Pineteh, Ernest A. (2013). *The academic writing challenges of undergraduate students: a south African case study*

³² Photongsunan, S. (2016). Thai university Academics' challenges of writing for publication in English

on the challenges of publication whether my research focuses on the challenges in English academic writing.

The next one is from Umu Arifatul Azizah and Asep Budiman. This study aims to investigate the problems and the challenges of university students in writing English. The focus was on the English academic journal.³³ To know the answer, the researcher designed close-questionnaire. The participants were selected using purposive sampling technique. The findings showed that Indonesian graduates students have writing in several aspects such as knowledge claim, textual organization, different culture, etc. It's different with my research, in this research focus on the English academic journal whether my research focuses on the English academic writing.

The last one is from Amin Ali Al Mubarak. This study aims to investigate the writing problems faced by postgraduate students Al Imam Al Mahdi University. This study also investigates the outcomes of the problems to enhance the level of translation skills at the university.³⁴ To know the answer, the researcher collected the data use quantitative method. The researcher identify the issues of academic writing were collected from 15 graduations. The findings of this study revealed some issues, for instance, the use of articles, punctuation, the use of prepositions, the use of irregular verb, etc. Thus, the difference of this study and my research is this research is investigating the writing problems faced by postgraduate students Al Imam Al Mahdi

³³ Umu Arifatul Azizah and Asep Budiman. (2017). *Challenges in writing academic papers for international publication among Indonesian graduates' students*

³⁴ Al Mubarak, A. A. (2017). An investigation of academic writing problems level faced by undergraduate students at al imam al mahdi university – Sudan

University and use quantitative method whether my study is exploring the challenges in English academic writing faced Indonesian EFL teacher training students and use qualitative design.

To conclude from those previous studies, this study is different with others. This research, the researcher explored the challenges in academic writing. The data were collected from Indonesian EFL in university in Surabaya especially there is English Language Education Department such as University SU 1, University SU 2, University PU 1, University PU 2, and University PU 3 in academic year 2020. Therefore, this study is important to investigate the challenges and to describe students' ways to face the challenges.

CHAPTER III

RESEARCH METHOD

This chapter provides the organization of the research method which is focused on answering the research questions. The discussion includes research design, data and source of data, research instrument, data collection technique, and data analysis technique.

A. Research Design

This study uses qualitative design. In qualitative design, the focus turns to explore and understand a social or human problem³⁵. This qualitative research is explorative and explanatory therefore according to the objectives in this study which is exploring challenges in English academic writing, qualitative research was used to collect data productive information of students' challenges, insights and reflection for Indonesian EFL teacher training students in English academic writing which can important to know and explore the challenges in English academic writing and also the possible solutions faced the challenges.

B. Research Setting

This study was conducted for 2 groups of respondents. The first respondent of this research is five lecturers who teach in writing English especially academic writing for 7th semester of English Language Education Department at 5 different universities in Surabaya.

³⁵ Cresswell (2009). *Research design : qualitative, quantitative, and mixed methods approaches.3th ed.* 19

Moreover, there are eighty-one students who have written academic writing at 5 different universities in Surabaya too.

C. Data and Source of data

The data that used in this study are the challenges and the ways of students to face the challenges in English academic writing faced by Indonesian EFL teacher training student. The researcher explores the challenges in English academic writing contains written, develop idea, grammar, and vocabulary and also describe students' ways to face the challenges.

The source of data is from students' challenges in English academic writing on the Indonesian EFL teacher training students in Surabaya. Those data were obtained from each lecture at 5 different universities who teach English academic writing and 81 students from 7th semester at 5 different universities who have written academic writing and submitted by them.

D. Data collection technique

The data collection that applied in this research for the challenges of English academic writing and the possible solutions of the challenges in English academic writing use two techniques of data collection. The first technique is by surveying the students. The second technique is by interviewing the students. Both questionnaire and interview can be used to collect data for both research question (the challenges and the possible solutions). They are used in corroboration in order to triangulate the data to enhance the trustworthiness. Moreover, further information related to which the possible solutions of possible for the challenges in English academic writing. The survey and the interview conducted in Indonesian EFL teacher training students. Before the survey and the interview, the researcher made appointment with the respondents. Then, give the questionnaire and ask the question to all the students. The objective of the questionnaire and interview is to find out what the challenges in English academic writing faced and the possible solutions of the challenges in English academic writing faced by Indonesian EFL teacher training students.

E. Research instrument

Research instruments that used to collect the data on the challenges in English academic writing and the possible solution of the challenges in English academic writing faced Indonesian EFL teacher training students are Questionnaire and Interview guideline. The instruments are developed based on the theories and previous studies related to the same topic.

1. Questionnaire

The questionnaire is developed based on the theories and previous studies of some ideas related with the challenges of English academic writing faced Indonesian EFL teacher training students. The questionnaire designed with dichotomous question contains rating scales. The instrument of questionnaire use Google form with consists of 18 statements. The first, second, third, fourth, fifth, sixth, and seventh statement state about the challenges from the written. The eighth, ninth, tenth, eleventh, and twelfth statement state about the challenges from the develop idea. The thirteenth and fourteenth statement state about the challenges from the grammar. The fifteenth, sixteenth, and seventeenth statement state about the challenges from the vocabulary. The last statement state about the challenges from thinking process. The questionnaire validates first before shared to the respondent. The respondent answer with choose one of the rating scale (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree).

2. Interview guideline

The second instrument is interview. The interview was developed and adapted from previous studies and from literature reviews from this study. The researcher uses semi-structured interview because the researcher can ask additional question when the respondent answer the question of interview. There are 17 questions of interview for training students and 18 questions of interview from teacher training (lecturer).

The questions for training students are the first ask about formal structure, the second ask about challenges and strategies in English academic writing except formal structure, the next ask about types of academic writing, the next ask about types of academic writing that most challenging, the fifth ask about the factor, the sixth ask about writing is complex for ESL or EFL students, the next ask about thinking process is one of cause, the next ask about another causes, the ninth ask about challenges and strategies in academic writing especially in structure, the next ask about challenges and strategies in academic writing especially in developing idea, the next ask about challenges and strategies and strategies in academic writing especially in structure.

academic writing especially in grammar, the twelfth ask about challenges and strategies in academic writing especially in vocabulary, the thirteenth ask about challenges and strategies in academic writing especially in thinking process, the fourteenth ask about challenges and strategies in academic writing especially in expression, the next ask about challenges and strategies in academic writing especially in consistency, the sixteenth ask about students' needs, and the last ask about students' strategy.

The questions for teacher training or lecturer are the first ask about formal structure, the second ask about students' challenges and strategies in English academic writing except formal structure, the next ask about types of academic writing that your students write, the next ask about types of academic writing that most challenging for your students, the fifth ask about the possible causes, the sixth ask about writing is complex for ESL or EFL students, the next ask about thinking process is one of cause, the next ask about another causes, the ninth ask about which of the following may include as your students' challenges when writing academic English, the tenth ask about challenges and strategies in academic writing especially in structure, the next ask about challenges and strategies in academic writing especially in developing idea, the next ask about challenges and strategies in academic writing especially in grammar, the thirteenth ask about challenges and strategies in academic writing especially in choosing vocabulary, the fourteenth ask about challenges and strategies in academic writing especially in thinking process, the next ask about challenges and strategies in academic writing especially in expression, the next ask about challenges and strategies in academic writing especially in consistency, the seventeenth ask about students' needs, the seventeenth ask about students' strategy and the last ask about students' strategy based on their reflection after teaching process, reviewing, and correcting the written and the results of their students. Before the researcher gets the data from the lecture, the researcher firstly gets the data from the students by questionnaire and do an interview. After that, the researcher does the interview to the lecture to ensure that the students' answer is correct and proven.

F. Data analysis technique

After all the data collected, the researcher did some techniques to analyze the data based on the information from the questionnaire and the interview. Based on Creswell's book, there are some steps in analyzing data in qualitative, they are organizing and analyzing the data, preparing text for coding, coding data, and working with the coded data.³⁶ In this study, for analyzing the data, the researcher did the same steps.

For analyzing data from questionnaire, after get the data from the participants, firstly the researcher finds the keyword from the answer. Secondly, the researcher lists the keyword and the total of the participants that choose the keyword and lastly, the researcher summarized and established the result of the topic.

³⁶ Cresswell (2009). *Research design : qualitative, quantitative, and mixed methods approaches.3th ed.*

For analyzing data from interview, after get the record of interview from the participants, firstly the researcher make transcription from the record. Secondly, the researcher finds the keyword or code from the transcription that related with the topic. Thirdly, the researcher lists the keyword and the total of the participants that choose the keyword and lastly, the researcher summarized and established the result of the topic. For check the validity of the result, the researcher can use two forms of validity from data methods as define the study and the generalizability of the gotten results.³⁷

G. Checking validity of findings

In order to check validity of findings, the findings are confirmed with the theories used in this study and some experts of this topic namely the supervisor or the lectures who understand well about the challenges in academic writing and also the strategies of the challenges by doing triangulation which is the process of collecting evidences from different individuals, types of data, data collection from qualitative research themes and member checking that determines the findings are accurate or not with participants in the study by reviewing their questionnaire response and also reflection of lecturers from teaching process, review, and correction written of students in college.

³⁷ Anderson, Gary and Arsenault, Nancy. (1998). Fundamentals of educational research. 2nd ed.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and the discussion of this study about students' challenges in English academic writing and also their strategies to face their challenges. In this chapter presents the findings to answer the research questions. The data was from interviewing 5 lecturers who teach writing English especially in academic writing and the students who have been write academic writing and also ordering questionnaires to 81 students in 5 universities in Surabaya, especially in University SU 1, University PU 1, University PU 2, and University PU 3.

A. Research Findings

This study aims to explore the challenges in English academic writing faced by Indonesian EFL teacher training students and also to describe the students' ways to face the challenges in English academic writing. The data was collecting in several days, to find out the role. This study was collecting the data from the lecturers and the students from 5 different universities in Surabaya. The detail explanation of each finding follows.

1 Challenges in English academic writing

To find out the challenges in English academic writing, the researcher has distributed a questionnaire to 81 students especially in 7th semester of 5 different universities in Surabaya. The students' questionnaire data has been tabulated by categorizing into kinds of challenges faced by Indonesian EFL teacher training students. The kinds of the challenges are challenges in written features, challenges

in developing idea, challenges with grammar, challenges in selecting and using vocabulary, and challenges in thinking process.

In the online questionnaire there were 81 students participated. They were students from 7th semester of English Language Education students in five universities in Surabaya comprising two state universities and three private universities who have been writing English academic writing and also the students who are doing microteaching (teacher training students). The questionnaire distributed by online questionnaire. The online questionnaire, the percentage of the students who filled the questionnaire were 23 students (28.4%) from University SU 1, 22 students (27.2%) from University SU 2, 21 students (25.9%) from University PU 1, 8 students (9.9%) from University PU 2, and 7 students (8.6%) from University PU 3.

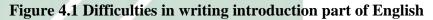
a. Challenges in writing parts of English academic writing

There are some statements in challenges from part of written English academic writing. The statements about the challenges can choose the number by (5 = strongly agree to the statement, 4 = agree to the statement, 3 = neither agree nor disagree to the statement, 2 = disagree to the statement, 1 = strongly disagree to the statement).

1. Difficulties in writing introduction part of English academic writing

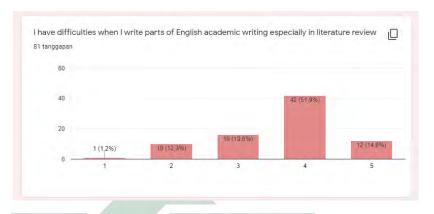
The result of the questionnaire that shows difficulties in writing introduction part of English academic writing by students can be seen on this figure 4.1.





Based on the figure 4.1 above, 4 students (4.9%) strongly agree and 24 students (29.6%) agree that they have difficulties in writing introduction part of English academic writing. The other 29 students (35.8%) are neutral with the idea that they have difficulties in writing introduction part of English academic writing. The rest 20 students (24.7%) disagree and 4 students (4.9%) strongly disagree that they have difficulties in writing introduction part of English academic writing. It concluded that the students relatively equally divided about their difficulties in writing introduction part of English academic writing.

Difficulties in writing literature review part of English academic writing
 In figure 4.2 showed the result of the questionnaire about the difficulties in
 writing literature review part of English academic writing by students.



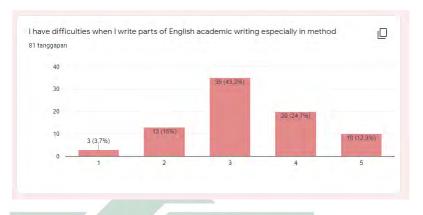


English academic writing

The figure 4.2 shows that 12 students (14.8%) strongly agree and 42 students (51.9%) agree that they have difficulties in writing literature review part of English academic writing. The other 16 students (19.8%) are neutral with the idea. The rest 10 students (12.3%) disagree and 1 student (1.2%) strongly disagree that they have difficulties in writing literature review part of English academic writing. So, almost all of the students have difficulties in writing literature review part of English academic writing.

3. Difficulties in writing method part of English academic writing

The difficulties in writing method part of English academic writing by students can be seen on this figure 4.3.

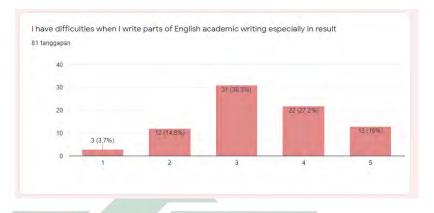


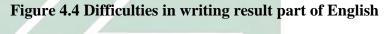


From the figure 4.3 above, 10 students (12.3%) strongly agree and 20 students (24.7%) agree that they have difficulties in writing method part of English academic writing. The other 35 students (43.2%) are neutral that they have difficulties in writing method part of English academic writing. The rest 13 students (16%) disagree and 3 students (3.7%) strongly disagree that they have difficulties in writing method part of English academic writing. In conclusion, the students relatively equally divided about their difficulties in writing method part of English academic writing.

4. Difficulties in writing result part of English academic writing

From the figure 4.4 shows that students' difficulties in writing result part of English academic writing by students

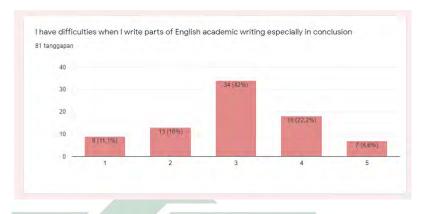


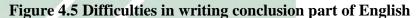


Based on figure 4.4 above shows that 13 students (16%) strongly agree and 22 students (27.2%) agree that they have difficulties in writing result part of English academic writing. The other 31 students (38.3%) are neutral with the idea that they have difficulties in writing result part of English academic writing. The rest 12 students (14.8%) disagree and 3 students (3.7%) strongly disagree that they have difficulties in writing result part of English academic writing. The conclusion is the students relatively equally divided about their difficulties in writing result part of English academic writing result part of English academic writing.

5. Difficulties in writing conclusion part of English academic writing

The result of the questionnaire that shows difficulties in writing conclusion part of English academic writing by students can be seen on this figure 4.5.

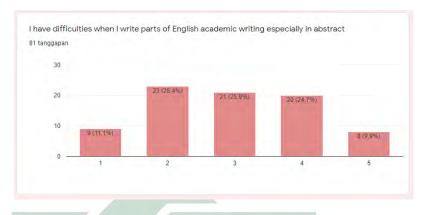




Based on figure 4.5 above, 7 students (8.6%) strongly agree and 18 students (22.2%) agree that they have difficulties in writing conclusion part of English academic writing. The other 34 students (42%) are neutral with the idea that they have difficulties in writing conclusion part of English academic writing. The rest 13 students (16%) disagree and 9 students (11.1%) strongly disagree that they have difficulties in writing conclusion part of English academic writing. It concluded that the students relatively equally divided about their difficulties in writing conclusion part of English academic writing.

6. Difficulties in writing abstract part of English academic writing

In figure 4.6 showed the result of the questionnaire about the difficulties in writing abstract part of English academic writing by students.





The figure 4.6 shows that 8 students (9.9%) strongly agree and 20 students (24.7%) agree that they have difficulties in writing abstract part of English academic writing. The other 21 students (25.9%) are neutral with the idea that they have difficulties in writing abstract part of English academic writing. The rest 23 students (28.4%) disagree and 9 students (11.1%) strongly disagree that have they difficulties in writing abstract part of English academic writing. So, almost all of the students not have difficulties in writing abstract part of English academic writing.

Difficulties in using appropriate academic style in writing English academic writing.

The difficulties in using appropriate academic style in writing English academic writing by students can be seen on this figure 4.7.

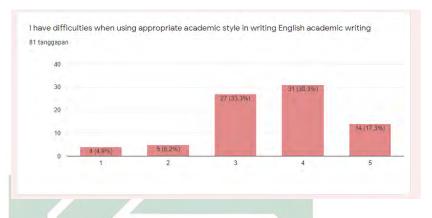


Figure 4.7 Difficulties in using appropriate academic style in writing English academic writing.

From the figure 4.7 above, 14 students (17.3%) strongly agree and 31 students (38.3%) agree that they have difficulties when using appropriate academic style in writing English academic writing. The other 27 students (33.3%) are neutral with the idea that they have difficulties using appropriate academic style in writing English academic writing. The rest 5 students (6.2%) disagree and 4 students (4.9%) strongly disagree that they have difficulties using appropriate academic style in writing English academic writing. In conclusion, the students relatively equally divided about their difficulties when using appropriate academic style in writing English academic writing.

These challenges related to structure as shown from the result of the questionnaire is further confirmed by findings from interview. Nine of 10 students have challenges of English academic writing in structure. Almost of the students

have challenges in structure is choose the suitable and the effective sentences to

used.

"I usually have difficult in arranging the effective sentence, and find the collocation or vocabulary to make good paragraph, I mean I can't make a language style be more epic maybe." (Student 1)

"Sometimes I missed one structure or I didn't write the suitable idea/sentences." (Student 2)

"The choice of words and writing structures tends to be formal and need." (Student 4)

In structure, there is also another challenge. The challenges are the students still

confused with structure in English academic writing like introduction, review of

related literature, method, etc. Three of 10 students faced the challenges.

"I think I have some difficulties in seeing my method in English academic writing." (Student 8)

"Of course, the challenges it depends on instruct it to proceed." (Student 9)

"The structure in formal writing is quite straightforward, and I feel confused with it." (Student 10)

Their lecturer confirmed this challenges, three of 5 lecturers stated that their

students have challenges in structure.

"The challenges are write the method and the kinds of writing style each lecture." (Lecture 1)

Kinds of writing style mean that not all the lecturers teach the students from 1st semester until 7th semester. So, the students feel confused because they have and know many writing style from many lecturers. Two of 5 lecturers stated that their students not have challenges in structure. All these data show that from the

question above that ask about the challenges in structure when write English academic writing can be concluded that the challenges in structure are choosing suitable and effective sentence and also the structure like introduction, review of related literature, method, etc.

b. Challenges in developing ideas of English academic writing

Further data collection by using questionnaire show that the students also find challenges in developing ideas when they write English academic writing. In challenges from part of developing idea, there are some statements. The respondent can choose the number (5 = strongly agree to the statement, 4 = agree to the statement, 3 = neither agree nor disagree to the statement, 2 = disagree to the statement, 1 = strongly disagree to the statement) based on their challenges.

1. Difficulties in synthesizing information when get it

From figure 4.8 shows that students' difficulties in synthesizing information when get it by students.

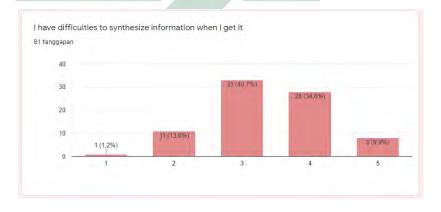
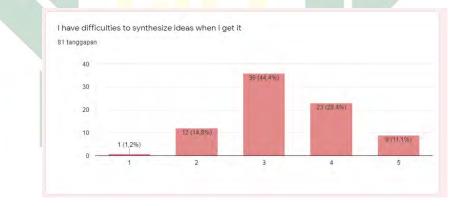


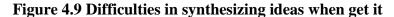
Figure 4.8 Difficulties in synthesizing information when get it

Based on figure 4.8 above shows that 8 students (9.9%) strongly agree and 28 students (34.6%) agree that they have difficulties in synthesizing information when get it. The other 33 students (40.7%) are neutral with the idea that they have difficulties in synthesizing information when get it. The rest 11 students (13.6%) disagree and 1 student (1.2%) strongly disagree that they have difficulties in synthesizing information when get it. The conclusion is the students relatively equally divided about their difficulties in synthesizing information when get it.

2. Difficulties in synthesizing ideas when get it

The result of the questionnaire that shows difficulties in synthesizing ideas when get it by students can be seen on this figure 4.9.





Based on figure 4.9 above, 9 students (11, 1%) strongly agree and 23 students (28.4%) agree that they have difficulties in synthesizing ideas when get it. The other 36 students (44.4%) are neutral with the idea that they have difficulties in synthesizing ideas when get it. The rest 12 students (14.8%) disagree and 1 student (1.2%) strongly disagree that they have difficulties in synthesizing ideas when get

it. It concluded that the students relatively equally divided about their difficulties in synthesizing ideas when get it.

3. Difficulties in expressing ideas clearly in English academic writing.

In figure 4.10 showed that the result of the questionnaire about the difficulties in expressing ideas clearly in English academic writing by students.

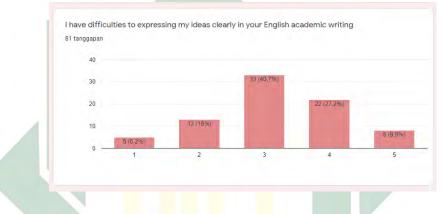


Figure 4.10 Difficulties in expressing ideas clearly in English

academic writing

The figure 4.10 shows that 8 students (9.9%) strongly agree and 27 students (27.2%) agree that they have difficulties in expressing ideas clearly in English academic writing. The other 33 students (40.7%) are neutral with the idea that they have difficulties in expressing ideas clearly in English academic writing. The rest 13 students (16%) disagree and 5 students (6.2%) strongly disagree that they have difficulties in expressing ideas clearly in English academic writing. So, the students relatively equally divided about their difficulties in expressing ideas clearly in English academic writing.

4. Difficulties in expressing ideas logically in English academic writing

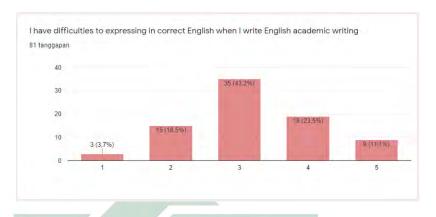
The difficulties in expressing ideas logically in English academic writing by students can be seen on this figure 4.11.



Figure 4.11 Difficulties in expressing ideas logically in English academic writing

From the figure 4.11 above, 8 students (9.9%) strongly agree and 25 students (30.9%) agree that difficulties in expressing ideas logically in English academic writing. The other 37 students (45.7%) are neutral with the idea that they have difficulties in expressing ideas logically in English academic writing. The rest 9 students (11.1%) disagree and 2 students (2.5%) strongly disagree that they have difficulties in expressing ideas logically in English academic writing. In conclusion, the students relatively equally divided about their difficulties in expressing ideas logically in English academic writing.

5. Difficulties in expressing in correct English when write English academic writing From figure 4.12 shows that the students' difficulties in expressing in correct English when write English academic writing by students.





write English academic writing

Based on figure 4.12 above shows that 9 students (11.1%) strongly agree and 19 students (23.5%) agree that they have difficulties in expressing in correct English when write English academic writing. The other 35 students (43.2%) are neutral with the idea that they have difficulties in expressing in correct English when write English academic writing. The rest 15 students (18.5%) disagree and 3 students (3.7%) strongly disagree that have difficulties in expressing in correct English when write English academic writing. The conclusion is the students relatively equally divided about their difficulties in expressing in correct English when write English academic writing.

These challenges related to develop idea as shown from the result of the questionnaire is further confirmed by findings from interview. All of the students answer yes, they have challenges in develop idea when write English academic writing. Four of 10 students have challenges in develop idea but they don't know what the challenges are. Six of 10 students have challenges in develop idea is

developing idea properly with the topic, combine one idea and another idea based on the topic, and they can finish their written because they don't have knowledge, information, and ideas with the topic.

"Yes, I do being critical in evolving and if I can develop it properly, it will destroy my mood." (Student 10)

When the writer can't solve their challenges when write English academic writing, they will feel confused and not good mood. It makes they can't finish to write English academic writing.

"Sometimes in writing itself I can definitely be idea because I stuck on some sentence." (Student 8)

The challenges are confirmed by their lecturers, all of the lecturers stated that their students always have challenges in develop idea when write English academic writing.

"So far I notice they have difficulty in starting first sentence, they don't know what to write. So, it's a matter of idea things to write like how to start a sentence." (Lecture 3)

This statement is same with other lecturer.

"The students are so difficult to elaborate that ideas to a certain topic." (Lecture 5)

"If we don't have any knowledge about what we want to write so of course, our points will be weak and we don't have enough data. We don't have any information or facts to support our ideas. So of course, it will be useless." (Lecture 2)

All these data show that from the question above that ask about the challenges in

develop idea when write English academic writing can be concluded that the

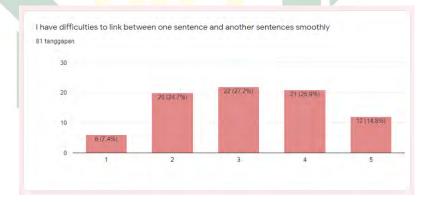
challenges in develop idea are elaborated the ideas and the information, the

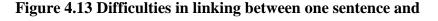
students feel confused when they start to write because they have some idea but, they can't develop the ideas properly with their topic choosing suitable and effective sentence.

c. Challenges in grammar

There are some statements in challenges from part of grammar. The statements about the challenges can choose the number by (5 = strongly agree to the statement, 4 = agree to the statement, 3 = neither agree nor disagree to the statement, 2 = disagree to the statement, 1 = strongly disagree to the statement).

 Difficulties in linking between one sentence and another sentences smoothly The result of the questionnaire that shows difficulties in linking between one sentence and other sentences smoothly by students can be seen on this figure 4.13.





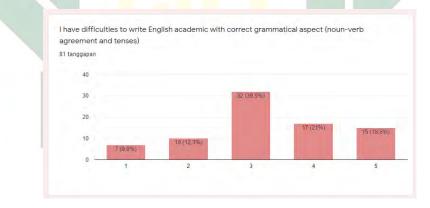
other sentences smoothly

Based on figure 4.13 above, 12 students (14.8%) strongly agree and 21 students (25.9%) agree that they have difficulties in linking between one sentence and other sentences smoothly. The other 22 students (27.2%) are neutral with the idea that

they have difficulties in linking between one sentence and another sentences smoothly. The rest 20 students (24.7%) disagree and 6 students (7.4%) strongly disagree that they have difficulties in linking between one sentence and other sentences smoothly. It concluded that the students relatively equally divided about their difficulties in linking between one sentence and another sentences smoothly.

 Difficulties in writing English academic with correct grammatical aspect (nounverb agreement and tenses).

In figure 4.14 showed the result of the questionnaire about the difficulties in writing English academic with correct grammatical aspect (noun-verb agreement and tenses) by students.





correct grammatical aspect (noun-verb agreement and tenses)

The figure 4.14 shows that 15 students (18.5%) strongly agree and 17 students (21%) agree that they have difficulties in writing English academic with correct grammatical aspect (noun-verb agreement and tenses). The other 32 students (39.5%) are neutral with the idea that they have difficulties in writing English

academic with correct grammatical aspect (noun-verb agreement and tenses). The rest 10 students (12.3%) disagree and 7 students (8.6%) strongly disagree that they have difficulties in writing English academic with correct grammatical aspect (noun-verb agreement and tenses). So, the students relatively equally divided about their difficulties in writing English academic with correct grammatical aspect (noun-verb agreement and tenses).

This challenges related to using grammar as shown from the result of the questionnaire is further confirmed by findings from interview. Seven of 10 students answer yes, they have challenges in using grammar when write English academic writing. The challenge is grammatical error.

"Yes, I have. Sometimes I forget about the use of past tense or perfect tense." (Student 2)

"Choosing appropriate verb with my topic." (Student 9)

Three of 10 students have challenges in using grammar but they don't know what the challenges are.

"Grammar is very difficult for me. Because when I learn English, I don't really care about grammar, because I do not. Yeah, I focus on speaking skills then writing skills when I write something then I will face it. I will face the grammatical issue because I have is that because I don't really care about the grammar." (Student 8)

The other students not have challenges in using grammar when write English

academic writing.

"That's not too challenged." (Student 4)

The challenges are confirmed by 4 of 5 lecturers that their students have

challenges in using grammar when write English academic writing.

"So far, I don't have difficulties in reading grammar in my students writing composition. They already familiar with grammar application and maybe Google." (Lecture 3)

This statement is different with other lecturer.

"People, especially Indonesian people usually assume that grammar is a monster. My students often complained said even though they have learned grammar from junior and senior high schools, they still have problems to understand the use of grammar because they don't use the parameters, they don't use English in the activities. So they just learn the rules. And they don't still understand the rules and then they don't use it. So of course, they will not get the idea of using the grammar correctly and it also for Indonesian students in using grammar, especially in formal writing." (Lecture 2)

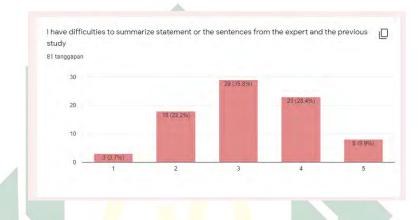
All these data show that from the question above that ask about the challenges in using grammar when write English academic writing can be concluded that the challenges in using grammar are choosing appropriate verb, grammar mistake, using tenses, and also word choice.

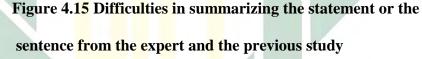
d. Challenges with vocabulary

Further data collection by using questionnaire show that the students also find challenges with vocabulary when they write English academic writing. In challenges from part of developing idea, there are some statements. The respondent can choose the number (5 = strongly agree to the statement, 4 = agree to the statement, 3 = neither agree nor disagree to the statement, 2 = disagree to the statement, 1 = strongly disagree to the statement) based on their challenges.

 Difficulties in summarizing the statement or the sentence from the expert and the previous study

The difficulties in summarizing the statement or the sentence from the expert and the previous study by students can be seen on this figure 4.15.





Based on figure 4.15 above, 8 students (9.9%) strongly agree and 23 students (28.4%) agree that they have difficulties in summarizing the statement or the sentence from the expert and the previous study. The other 29 students (35.8%) are neutral with the idea that they have difficulties in summarizing the statement or the sentence from the expert and the previous study. The rest 18 students (22.2%) disagree and 3 students (3.7%) strongly disagree that they have difficulties in summarizing the statement or the sentence from the expert and the previous study. The conclusion is the students relatively equally divided about their difficulties in summarizing the statement or the sentence from the expert and the previous study.

These challenges of choosing vocabulary related to summarizing the statements or the sentences from the expert and the previous study as shown from the result of the questionnaire on figure 4.15 is further confirmed by findings from interview. Seven of 10 students answer yes, they have challenges in choosing vocabulary. Two of 7 students have difficulties in summarizing the statements or the sentences from the expert and the previous study.

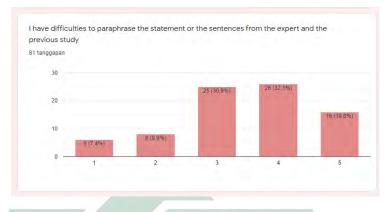
"Sometimes I confuse to choose the vocabulary when writing scientific academic writing. I try to find similar word." (Student 6)

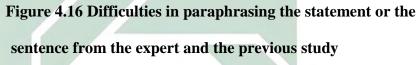
"I don't really have the vocabulary ever has. I always use the same vocabulary when I write when I read something. So because of perhaps in this time, I kept like off writing, I get like afraid in because I don't have any time to read English book perhaps like that. And it is because reading is important to enhance our vocabulary." (Student 8)

These data show that from the question above that ask about the challenges in choosing vocabulary when write English academic writing can be concluded that the challenges in summarizing the statements or the sentences from the expert and the previous study.

2. Difficulties in paraphrasing the statement or the sentence from the expert and the previous study

From the figure 4.16 shows that students' difficulties paraphrasing the statement or the sentence from the expert and the previous study by students.





Based on figure 4.16 above, 16 students (19.8%) strongly agree and 26 students (32.1%) agree that they have difficulties in paraphrasing the statement or the sentence from the expert and the previous study. The other 25 students (30.9%) are neutral with the idea that they have difficulties in paraphrasing the statement or the sentence from the expert and the previous study. The rest 8 students (9.9%) disagree and 6 students (7.4%) strongly disagree that they have difficulties in paraphrasing the statement or the sentence from th

These challenges of choosing vocabulary related to paraphrasing the statements or the sentences from the expert and the previous study as shown from the result of the questionnaire on figure 4.16 is further confirmed by findings from interview. Seven of 10 students answer yes, they have challenges in choosing vocabulary. Three of 7 students have difficulties in paraphrasing the statements or the sentences

from the expert and the previous study.

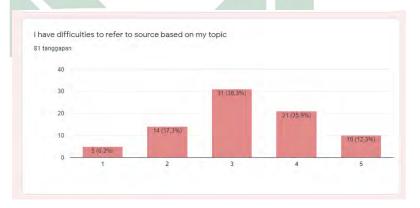
"I use same vocab too often search the synonym of the words and try the synonym for used in my writing." (Student 2)

"Yes, sometimes I get challenge from it because it uses formal word, I solved it with open dictionary and choose the formal one, according to the references I got." (Student 4)

These data show that from the question above that ask about the challenges in choosing vocabulary when write English academic writing can be concluded that the challenges in paraphrasing the statements or the sentences from the expert and the previous study.

3. Difficulties in referring the source based on the topic

The result of the questionnaire that shows difficulties in referring the source based on the topic by students can be seen on this figure 4.17.





topic

Based on figure 4.17 above, 10 students (12.3%) strongly agree and 21 students (25.9%) agree that they have difficulties in referring the source based on the topic. The other 31 students (38.3%) are neutral with the idea that they have difficulties in referring the source based on the topic. The rest 14 students (17.3%) disagree and 5 students (6.2%) strongly disagree that they have difficulties in referring the source based on the topic. It concluded that the students relatively equally divided about their difficulties in referring the source based on the topic.

This challenges of choosing vocabulary related to referring to source based on the topic as shown from the result of the questionnaire on figure 4.17 is further confirmed by findings from interview. Seven of 10 students answer yes, they have challenges in choosing. One of 7 students has difficulties in referring to source based on the topic.

"Yes, I do. I am weak in my vocabulary mastery." (Student 3)

"Most of the students still use very command vocabulary like sometimes and still use speaking language and informal language in their written." (Lecture 1)

These data show that from the question above that ask about the challenges in choosing vocabulary when write English academic writing can be concluded that the challenges in referring to source based on the topic.

e. Challenges during thinking process

There is statement in challenges from thinking process. The statement about the challenges can choose the number by (5 = strongly agree to the statement, 4 =

agree to the statement, 3= neither agree nor disagree to the statement, 2 = disagree to the statement, 1 = strongly disagree to the statement).

In figure 4.18 showed the result of the questionnaire about the difficulties in in thinking critically when writing English academic writing by students

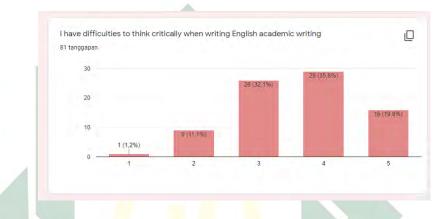


Figure 4.18 Difficulties in thinking critically when writing

English academic writing.

The figure 4.18 shows that 16 students (19.8%) strongly agree and 29 students (35.8%) agree that they have difficulties in thinking critically when writing English academic writing. The other 26 students (32.1%) are neutral with the idea that they have difficulties in thinking critically when writing English academic writing. The rest 9 students (11.1%) disagree and 1 student (1.2%) strongly disagree that they have difficulties in thinking critically when writing English academic writing. So, almost all of the students have difficulties in thinking critically when writing English academic writing.

This challenges related to thinking process as shown from the result of the questionnaire is further conformed by findings from interview. Nine of 10 students

answer yes, they have challenges in thinking process when write English academic

writing. The challenge is developing idea.

"Yes, I have. Thinking process is really important because if we are not setting our process into good way so we don't know what we are going to write in." (Student 5)

"It is really related there with the developing idea, especially for me." (Student 8)

Two of 10 students have challenges in critical thinking.

"Yes I do, as I said before that being critical when writing something is difficult." (Student 10)

While 2 of 10 students have challenges in develop idea but they don't know what

the challenges are.

"Of course it is also challenges, I solved it with read many references until I mastered that issues." (Student 4)

There is one student not have challenges in thinking process when write English

academic writing. The challenges are confirmed by all lecturers that their students

have challenges in thinking process when write English academic writing.

"They don't involve logical reasons and it will influence how they think. If they have problems in thinking process, of course, they will have problems to implement their ideas, in words, and have problems to share ideas." (Lecture 4)

This statement is different with other lecturer.

"The students are so difficult to elaborate that ideas to a certain topic." (Lecture 5)

All these data show that from the question above that ask about the challenges in thinking process when write English academic writing can be concluded that the challenges are developing idea and critical thinking.

The other challenges in English academic writing are expression and consistency when write English academic writing from interview guideline that have been asked to 10 students by asking directly in interview online.

The challenges related to expression confirmed by findings from interview. Seven of 10 students answer no, they have challenges in expression when write English academic writing. The other students stated that they have challenges in expression.

"Yes, I do. I am weak in composing words or expressions when I write English academic writing." (Student 3)

The challenges are confirmed by all lecturers that their students not have challenges in expression when write English academic writing.

"The challenges in expression can't be identified by themselves because the expression is usually blended with structure and grammar." (Lecture 1)

"Since I teach paper writing, the expression is acceptable in academic context writing." (Lecture 3)

From the question above that asks about the challenges in expression when write

English academic writing can be concluded that there are challenges in expression.

The challenges related to consistency confirmed by findings from interview. Seven

of 10 students answer no, they have challenges in consistency when write English

academic writing. The other students stated that they have challenges in consistency.

"I don't really know about this, because perhaps my writing skill is not really consistent because I like to use I have like in the use of what is the guide the conjunction works." (Student 8)

The students not have challenges in consistency but, this is different with confirmation from the lecturers. The challenges are confirmed by all lecturers that their students not have challenges in consistence when write English academic writing.

"They need a lot of things; they need a lot of things such as the first thing because writing require words yet to express ideas. So formal writing needs self-formal structure, grammar, style, style should be formed tone should be formal. I think that's what they need and have to access when they have to write the article." (Lecture 2)

"Their consistency is not very consistent because what is they written in the introduction it's very different what is they written in the method." (Lecture 5)

From the question above that ask about the challenges in consistency when write English academic writing can be concluded that there are not consistent in part of English academic writing, the grammar that they used not consistent with the previous part, making consistence between one word and another word, and choosing appropriate conjunction to connect one sentence with another sentences.

f. The cause of challenges

Some of the students have challenges in English academic writing. It also means they know the cause of their own challenges even though not all the causes. According the interview, the researcher found the cause of the challenges in English academic writing. There are 2 main causes, develop idea and prior knowledge. Four of 10 students stated the cause of the challenges is developing idea and other students stated the cause is prior knowledge.

"Based on my experience, the most cause of challenges is the first one is of idea because sometimes I cannot ever get my idea even though I already have the list of the reference when I want." (Student 8)

"Prior knowledge because if we had more and much knowledge, it gone be easier for us to develop the idea we have." (Student 7)

Prior knowledge and develop idea are two things that have a relationship with each other. When the writer does not have knowledge about the topic they can't write and finish their written. They will have stuck to their written because they

don't have knowledge and without knowledge the writer can't develop their idea.

"If we don't have any outline before writing, it maintains the flow of our ideas in our writing, in chronological order in logical reasons that makes our writing easier to understand. Developing ideas and prior knowledge are strongly correlated. They have a strong relationship." (Lecture 2)

Almost all of the lecturer agree with the causes, even though there is another

cause but this causes, prior knowledge and develop idea is the main cause.

"The students don't know how to find the article as the references and the second one is to follow up from the preferences." (Lecture 4)

From the question above that ask about the cause of challenges in English

academic writing can be concluded that the causes are prior knowledge, develop

idea, references, and brainstorming before write.

2 Students' ways to face the challenges in English academic writing (strategy)

The data to answer the second research question was collected from the students' interview and also lecturer's interview. In the interview section there are seventeen questions are divided by five aspects. Those are, types of academic writing, challenges in academic writing, the cause of challenges, students' need in process of writing English academic, and students' strategy to face the challenges.

a. Types of academic writing

According to the interview with the students and the lecturers, the researcher found types of academic writing that have ever written by the students and also which one very challenging for them. Almost of the students now is writing thesis proposal and they stated that thesis proposal is the most challenging. This statement is also supported by some lecturers that teach them in writing. Besides, the thesis proposal there is also journal, mini research, essays and papers.

"I have written several English academic writing including essay and simple journal article for finishing my last exam, yet now I am in the process of writing a thesis for my graduate program. I think the most challenging types of academic writing are absolutely writing a thesis." (Student 10)

"I have ever write paper like journal, essay, and thesis proposal. I think the most challenging are journal and thesis proposal." (Student 9)

All of the statements are different

"Mostly they write essays, journal, and also thesis. I think the most challenging for my students is write essays. So I'm gone say that the common problems faced by students is the early semesters." (Lecture 2) So, from 10 students can conclude that the students have ever written journal, mini research, essays, papers, and thesis proposal. Type of English academic writing that most challenging by the students is thesis proposal because it's one of requirement to finish their study.

b. Students' need in process of writing English academic

According to the interview with the students and the lecturers, the researcher found students' need in process of writing English academic writing. When the lecturer know their students' need it is possible to make teaching process properly with the students' need and also good for the students' because they can prepare when writing English academic writing. There are 4 students' needs in process of writing English academic, they are searching many books and journals related with their topic as a references when they write, they must critical thinking to make them easier to develop ideas and finish their written, they must use brainstorming before they start write, and they must focus when write to consistent. One of 10 students answer that students' need is focus.

"Focus to write and finish my writing." (Student 9)

Two of 10 students answer that students' need is critical thinking.

"I will definitely say the critical thinking." (Student 10)

Three of 10 students answer that students' need is brainstorming.

"Finding a topic, planning, writing a draft, editing." (Student 3)

Four of 10 students answer that students' need is many references to help them to write.

"Get many reference and adequate knowledge." (Student 4)

Almost all of the lecture confirmed their students' need in process of writing English academic writing. One of 5 lecturers does not know their students' need.

"So far, I never ask their needs but in the opening I always ask their expectations by taking this class, so I know how to serve them for the whole semester." (Lecture 3)

This lecture is different with the other lecturers that they know their students' need. From the question above that ask about students' needs in process of writing English academic writing can be concluded that the students' needs are references, critical thinking, brainstorming, and focus when write English academic writing.

c. Students' strategy to face the challenges

According to the interview with the students and the lecturers, the researcher found many students' strategies faced the challenges of English academic writing. Every student definite has strategy to solve their challenges whether it comes from others or itself. The students' strategies are always read academic writing, book, journal or references to improve their writing skill, do discussion with friends and lecturers, do peer-correction and give feedback to their written, do one-o-one consultation to make sure the students understand and not have problem to finish their English academic writing, and using some application to check grammar in their written. All of the students that interviewed know about their own strategies to face the challenges in English academic writing. "Re-read again some resources, peer correction, peer discussion, reread the result of my written." (Student 8)

"I must force myself to read all academic writing if it doesn't relate no problem, so I can improve my writing styles." (Student 1)

"Try to read more and more to develop our knowledge in grammar, vocabulary and also our knowledge in everything." (Student 7)

All of the lecturers confirmed their students' strategies to face the challenges in

English academic writing.

"I recommend my students to use Swales' model to construct their background of research, give feedback with one-o-one consultation to know their consistency from start until finish." (Lecture 1)

"The strategies are reading and practice more." (Lecture 4)

After the students know about the strategies of the challenges it is expected to be able to solve and reduce their challenges. From the question above that ask about the students' strategies to face the challenges in English academic writing can be concluded that the strategies are read many references, more practice to write English academic writing, peer discussion, peer correction, peer feedback, reviewing the written to correction, using application, and improving the writing skill.

B. Discussion

This section describes the main findings of this study. The researcher will discuss each research finding based on the research question by related it with the previous studies and relevant theory. The discussion focuses on the research question. The research questions are what the challenges in English academic writing faced by Indonesian EFL teacher training students are and what the students' ways to face the challenges in English academic writing faced by Indonesian EFL teacher training students are. The detailed explanation is described in the following sections.

1. Challenges in English academic writing

Based on the findings of the research question which the topic the challenges in English academic writing. There are many challenges in English academic writing faced by Indonesian EFL teacher training students. The students faced many challenges because English is not second language but English is a foreign language in Indonesia. Many researchers confirmed that when EFL students are writing English academic they face many difficulties and also challenges because they do not have many habits and also not have background how to write it in academically.

a. Challenges in structure

The findings of this study showed that students have serious challenges in structure aspect, proven by the result of the questionnaire and the data of the interview found that almost all of the students are challenging with this challenge. The findings include the difficulties in write part of English academic writing to consistent, followed by the difficulties in the construct the sentence based on the topic and write all part of English academic writing. As a proof, this is shown in the figure 4.1 until 4.7. The students have difficulties in writing part of English academic writing part of English academic writing especially in literature review. Moreover, those challenges

mentioned are in line with the statement from Moose and Mohamad also state that one of the challenges that usually faced by the students when write English academic writing is structure. The students find the difficulties because they have lack in structure that conveys the detailed meaning of the writer to the read, the forms and structure of words.³⁸ Therefore it can be stated that the theories and the previous study reflect the findings of this research.

b. Challenges in developing idea

Mujtaba Alsied and Noura Winis Ibrahim stated that one of the big difficulties in English academic writing is not many resources in their library and the other challenges are not having background knowledge of research and not having motivation when the students write English academic writing.³⁹ This statements is different with this study. In this study, the big challenges are not come from developing ideas but in structure. Challenges in developing ideas are to expressing ideas correctly and coherently based on the topic, the writer must have many vocabularies to expressing their ideas precisely as they should.⁴⁰ Therefore, Ismail stated that the writer have chances to think critically and gives the motivation to learn and started to write English academic writing.⁴¹ The findings of this research showed that that majority of the students from the

³⁸ Moses, R. N., & Mohamad, M. (2019). *Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts: A Literature Review*

³⁹ Mujtaba Alsied and Noura Winis Ibrahim. (2017). *Exploring Challenges Encountered by EFL Libyan Learners in Research Teaching and Writing Safia, Sebha University, Libya*

⁴⁰ Mwangi, Susan Wanja. (2016). *Challenges faced by Undergraduate Students in Academic Writing: A Case of Kenyan Students*

⁴¹ Ismail, S. A. A. (2011). Exploring students' perceptions of ESL writing

interview have challenge in developing idea. This is proven by the result of the questionnaire that can be seen in figure 4.8 until 4.12 about the students relatively equally divided have difficulties in develop idea. Based on the finding about the students' challenges in develop idea, it can be said that between the theories the findings, and the previous study is in line of the challenges in developing idea but in different results and approach about the challenges in English academic writing. So, the previous study and the result of this research have correlation. That is prior knowledge if the writer does not have knowledge, information, and many resources, and also thinking critically, they cannot develop their ideas in their research and they always stuck because cannot develop idea.

c. Challenges in choosing vocabulary

The other challenges that commonly faced by the students in choosing vocabulary. Gürel Cennetkuşu, N. states that the students find it because have limited vocabulary based on the topic.⁴² The results of this study also showed that that majority of the students from the interview have challenge in vocabulary. This is proven by the result of the questionnaire that can be seen in figure 4. 15 until 4.17 about the students relatively equally divided have difficulties in choosing vocabulary. Based on the finding about the students' challenges in choosing vocabulary, it can be said that between the theories, the findings, and the previous

⁴² Gürel Cennetkuşu, N. (2017). International students' challenges in academic writing: A case study from a prominent U.S. University

study have correlation. That is limited vocabulary if someone does not have a lot of vocabularies so they have difficulties to choosing their vocabulary list.

d. Challenges in thinking process

The next challenges, according Umi Arifatul Azizah and Asep Budiman, the most common difficulties in English academic writing is how to the student application their knowledge with their topic appropriately.⁴³ Besides those results are also in line with the previous research by Al Khairy. He stated that the learners' of ESL or EFL when write in learning context especially in academic is a complex.⁴⁴ It means that writing English academic is not just the format academically but also critically. This is proven by the result of the questionnaire that can be seen in figure 4.18 about the students have difficulties in thinking critically when they write English academic writing. Besides, it is also supported by the data of the interview that the students' have difficulties in thinking process especially in developing idea especially in critical thinking when thee writer write English academic writing. From the finding above, it concluded between the findings of this study, the theories, and the previous study above have correlate with the challenges in thinking process.

e. Challenges in grammar

⁴³ Umu Arifatul Azizah and Asep Budiman. (2017). *Challenges in writing academic papers for international publication among Indonesian graduates' students*

⁴⁴ Al-Khairy, M. A. (2013). Saudi English-major undergraduates' academic writing problems: A Taif university perspective

The other challenges, according to Hind Al Fadda, ESL students have many difficulties and stresses in academic writing.⁴⁵ The result of this study also showed that have difficulty in how to constructing the written forms and the spoken forms. This is proven by the result of the questionnaire that can be seen in figure 4.13 about the students relatively equally divided about their difficulties in linking between one sentence and other sentences smoothly and in figure 4.14 about the students relatively equally divided about their difficulties in writing English academic with correct grammatical aspect (noun-verb agreement and tenses). Besides, it is also supported by the data of the interview that the students' not care about the grammar when they speak but when they write they are confused with the grammar. Besides those results are also in line with the previous research done by Dang Thi Ngoc Anh. He found that the learners face many difficulties especially in grammar. The difficulties are understanding and applying the correct and the appropriate grammatical rules based on the tenses that usually formed differently to have subject-verb agreement.⁴⁶ Based on the finding about the students' challenges in using grammar, it can be said that between the theories and the findings of the research, and the previous study is in line. So, the previous study and the result of this research have correlation.

⁴⁵ Fadda, Hind Al. (2011). Difficulties in Academic writing: from the perspective of King Saud University Postgraduate Students

⁴⁶ Dang Thi Ngoc Anh. (2019). EFL Student's Writing Skills: Challenges and Remedies

Based on the findings discussed above regarding to the students' challenges in English academic writing, it can be concluded that there are so many challenges faced by Indonesian EFL teacher training student when they write English academic. According to the result of the questionnaire and the interview that also reflected with the theories above, it shows that structure becomes the big problem faced by the students, followed with the challenges in developing idea, choosing vocabulary, thinking process, and grammar.

2. Students' ways to face the challenges

Regarding to the findings of this research there is found many strategies used by the students to solve their challenges in English academic writing.

a. Brainstorming

One of the strategies is brainstorming, it used their written make easier because before start to write they make an outline based on their topic. According Paul Deane, the students have various styles when construct background of study, but they make a plan before they write and they do prewriting, planning, review, revision, and editing⁴⁷. Based on this statement before writing some writer use strategy brainstorming or making outline before they start to write. This strategy is same with the strategy in the result of this research. This is proven by the data of the interview that some of the students use this strategy to solve their problems

⁴⁷ Paul Deane (2018) *The Challenges of Writing in School: Conceptualizing Writing Development Within a Sociocognitive Framework, Educational Psychologist*

in English academic writing and also the lecturers' confirmed it if their students use this strategy.

b. Mind mapping

Another strategy that usually used by the lecturers is used mind mapping before their students write English academic writing. This is proven by the answer of the lecturers' interview that they used mind mapping to help their students search and find ideas before they start to write. Besides, the results of this finding also in line with the research done by Giti. In his research that the students also apply concept mapping strategy to improve their writing skill. The students can find the main ideas and develop their ideas in their written.⁴⁸ From the explanation above, it can be said that the findings of this research are related to the theory stated by the expert.

c. Peer-correction

On the other hand, another strategy that can be used by the students in solving their challenges in writing by giving feedback to correction their written. This strategy is also stated by Richard Bailey. He says, this strategy can help students in writing process and also improve their written depending on the topic.⁴⁹ This is also supported by the data of the students' and lecturers' interview that the students want to correction by the lecturer to know their mistake and their ability. Besides,

⁴⁸ Mousapour Negari, Giti. (2011). A study on strategy instruction and EFL learners' writing skill

⁴⁹ Bailey, Richard. (2008). Academic staff perceptions of the role and utility of written feedback on students' written work

the result of this finding is also in line with the research done by Mohamed Ali Al Khairy. In his research found that the students also use this strategy but in different way like peer correction to solve the students' challenges in English academic writing. He says, when students do peer correction with their friend, they will know many writing style from their friends and also to train students to attention the written that they corrected.⁵⁰ Besides, it can also give a boost and enhance students' writing skill with peer review to know their mistake in the written.⁵¹ The effectiveness of using this strategy is also felt by the students in this research, proven by the data of the interview from the students and the lecturers.

d. Reading many resources

Moreover, another strategy is found to help reducing students' challenges in developing ideas when writing English academic. From this study, it was exposed that the students reading many references like book, journal, essay, etc. to make students easier when developing ideas because have knowledge from the references. This finding can prove in the data of the interview that some of the students use this strategy to solve their problems in English academic writing. According to Ista Maharsi, by reading journal articles it can improve students' understanding and also students' knowledge to develop their writing skill.⁵²

⁵⁰ Al-Khairy, M. A. (2013). Saudi English-major undergraduates' academic writing problems: A Taif university perspective

⁵¹ Ina Suryani, D. Fatimah Petra, W. Rodziah & Nazifah Hamidun (2015). *Challenges in Research Article Writing among the Southeast Asian Writers*

⁵² Maharsi, Ista. (2016). The academic writing experience of undergraduate industrial technology students in Indonesia

Besides, it can also improve their knowledge in everything.⁵³ From the explanation above, it can be said that the findings of this research are related to the theories stated by the experts about this strategy with reading many references of English academic writing.

Regarding to the results of the finding discusses above, the researcher can conclude that there are many strategies used by students and also by the lecturers to solve and to avoid the challenges in English academic writing based from the theories from the expert or from the self. Besides, this research also found other strategies from the data of interview by students and lecturers. From that it can take conclusion that every student definite have strategy to solve their challenges whether it comes from others or itself.

⁵³Atayeva M., Putro, N. H. P. S., Kassymova G., Kosbay S. (2019) Impact of reading on students' writing ability. Materials of International Practical Internet Conference "Challenges of Science".

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the study about the challenges in English academic writing faced by Indonesian EFL teacher training students. This chapter also offers suggestions and recommendation for future researchers or teachers who are interested to conduct similar study. The conclusion and the suggestions are presented in the following:

A. Conclusion

For the first research question about challenges in English academic writing showed that almost all of the students faced the challenges when write English academic writing. There are so many challenges faced by Indonesian EFL teacher training students. Based on the results of the questionnaire and interview, it can be concluded that the challenges that are mostly faced by many students are related to the

- 1. Structure
- 2. Develop idea
- 3. Choosing vocabulary

From challenges in structure such as writing part of English academic writing like introduction, literature review, method, result, conclusion, and abstract and using appropriate academic style in writing English academic.

From challenges in develop idea such as synthesizing information and ideas when get it, expressing the ideas logically and clearly when write English academic writing and also synthesizing information and ideas when get it.

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From challenges in choosing vocabulary such as summarizing and paraphrasing statements and sentence from the expert and the previous study, and referring source based on the topic.

While for the last research question about students' ways to face the challenges in English academic writing, the researcher concludes that there are found many various strategies used by the students to help them in writing English academic papers and the lecturers to know the strategies of their students. Based on the data from interview guideline, most students choose to

- 1. Learn from an example of good academic writing,
- 2. Find and read many references like journal, book, and paper,
- 3. Using application "grammarly" to help the students to check their grammar aspect,
- 4. Using main mapping by the lecturers to brainstorming their students,
- 5. Using outline or draft before write academic writing, not searching the journal same the topic but it's still in line with the topic,
- 6. Do peer-correction or peer-feedback or peer-discussion
- 7. Re-read again their academic writing to correction and know their mistake.
- **B.** Suggestions

For the students especially Indonesian EFL teacher training students, after knowing the challenges in English academic writing from the result of this research, they can be more responsive with the challenges especially with their own challenges and can use the strategies to avoid the challenges in English academic writing. The same suggestions also can use by the lecturers, especially those who teach Writing especially in academic writing subject, they can implement those strategies to help the students solving and also avoiding their challenges in English academic writing.

For further researcher, this research only investigated the challenges in English academic writing in a small area of English Education Department students in the seventh semester, that being teacher training students. Therefore, if there any researcher wants to do the same research topic, there should be a more in-depth investigation about English academic writing in the greater area of EFL students or students from a different semester, also different places like another university in Indonesian and determine types of English academic writing can be made more specific and deep. This is because there will be other challenges in English academic writing faced by Indonesian EFL learners.

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