

Understanding students' insight on academic writing: Perspective of graduate EFL students

Athaya Hanifah Adri

*English Language Education Study Program, Faculty of Language and Literature Education,
Universitas Pendidikan Indonesia, Jl. Dr. Setiabudhi No. 229, Bandung, West Java, Indonesia*

ABSTRACT

Academic writing is a crucial skill, especially when enrolling in higher education. The demand for academic writing is unexpectedly higher in graduate school since students are expected to write longer academic texts. This study is aimed to gain insight from graduate students regarding their academic writing experience. This study explores the perspectives of EFL graduate students on academic writing and the necessity of teacher instruction even in higher education. This study employed a quantitative method, and data was collected through a questionnaire to find out students' opinions of their academic writing experience. This study involved 23 participants from one university in West Java, all of whom participated voluntarily. The findings revealed that students faced some difficulties in writing longer academic texts. Some of those difficulties involved creating complex sentences, using formal academic language, finding data and theories to support their research, paraphrasing and synthesizing previous studies, and using hedging to alleviate certainty in their writing. The students also reported the need for intensive support from their lecturer, especially when writing longer academic texts like articles or theses.

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INTRODUCTION

One of the most crucial skills to have in higher education study is the ability to write an academic text. In higher education, students are often asked to write academic texts in varying genres across the time they are studying, making academic writing a crucial skill to master. Academic writing is different from other genres of writing because it requires students to have a good understanding of the content as well as the target language (Swales & Feak, 1994; Al-Badi, 2015; Abdulkareem, 2013). Academic writing is a difficult skill to master, specifically in higher education, since students are expected to demonstrate their ability and knowledge in their field, meaning they would have to be able to use their critical thinking in presenting their ideas, defending their arguments, as well as synthesizing their research (Budjalemba & Listyani, 2020).

Due to its complicated nature, academic writing has become a popular topic among scholars in various fields, especially linguistics and specifically English. Academic writing and English have become a very interlinked topic due to the English language being the lingua-franca of the international academic world, making students all around the world have to master it in order to be considered competent academic members (Yuvayapan & Bilginer, 2020). In the academic

world, academic writing goes beyond just writing with a good native-like English language but is also linked to writers' projection of a professional context using the appropriate language (Hyland, 2004)

Academic writing requires immense skill in both the topic and the target language. In turn, this becomes a bigger problem for non-native speakers, such as English for Foreign Learners (EFL) students in Indonesia. Many studies have reported that many EFL students find it difficult to write academic texts, especially when they are speaking in English, which is not their native language. A report by Nugraha (2015) revealed that Indonesian students have difficulties in academic writing and regard their writing competency as weak. A lot of Indonesian EFL students seem to be struggling with linguistic matters like grammar, cohesion, coherence, spelling, and organization of text (Rahmatunisa, 2014; Ariyanti, 2016; Marzuki, 2017). Interestingly, however, despite the fact that many studies have reported the complicated nature of academic writing, some studies also argued that academic writing can be a rather enjoyable and exciting activity for students. For example, Haram (2011) explained that while most students agreed that mastering academic writing skills is a tedious task, there are many helpful tools and activities that can make it exciting. Furthermore, McPherson and Lemoa (2018) argued that even though EFL students consider academic writing to be a dreadful task to master, they also acknowledged that writing an academic text can be fun because they discover new knowledge and skills along the process. So, despite the complicated nature of academic writing, it seems that there are also many students who think academic writing is an intriguing skill to learn.

Many reports of EFL students, including Indonesian EFL students, who have difficulty in writing a compelling academic text could lead to numerous problems because writing competencies are expected from the Indonesian curriculum, starting from the primary level to higher education or tertiary level. At the tertiary level, students are expected to show their skills in academic writing when they have to complete papers, assignments, articles, or their thesis (Aunurrahman et al., 2017; Van de Poel & Gasiorek, 2012). This means their problems in creating a good academic text will become a huge drawback in their education journey. The success of students' academic writing skills goes beyond their assignments because mastering academic writing is also important for their academic success since the quality of their written work may determine their scholarship or university acceptance (Bailey, 2013; Giridharan, 2012). In conclusion, Indonesian EFL students' inability to create a successful academic text may be detrimental to their education career.

Particularly in higher education, students are usually expected to write longer, more intricate papers that closely align with the norms of their specialization. Postgraduate students are more likely to encounter these expectations (Curry & Lillis, 2005). Academic writing has grown in importance as an assessment tool in higher education, and it is now common for students to be able to compose academic writing in English when they enroll in English-medium institutions (Tran, 2011).

Especially when we are talking about graduate students, since academic writing experience is expected to develop starting even before the undergraduate level, meaning students are assumed to have advanced academic writing skills once they are at graduate level (Aydin & Baysan, 2018). While there have been many studies done at the tertiary level in terms of students' opinions on academic writing (Aunurrahman, Hamid, & Emilia, 2016; Cai, 2017; Budjalemba & Listyani, 2020), most of them are done in undergraduate settings. At the same time, the ones in postgraduate settings (Kotamjani & Hussin, 2017; Aydin & Baysan, 2018; Alhojailan, 2021; Kabaran, 2022) are done mostly outside of the Indonesian context. Therefore, this study was done in an Indonesian setting at a public university with high accreditation, meaning the students are expected to have exceptional academic writing skills. This study aims to find out the students' insight into their academic writing skills.

As one of the most productive language skills, non-native speakers consider writing to be one of the hardest skills to master. Non-native students are expected to have a lower level of proficiency in general (Kasper, 1997), which means creating a native-like written text is expectedly harder. People often think that writing skill is simply a written form of speaking, and while the two skills are similar because both of them are productive skills, Brown (2004) explained that these two skills are very different. While both are similar, writing requires the students to have a different set of competencies and skills. For example, Irvin (2010) illustrated the difference between writing and speaking skills using the term 'one-way and two-way communication.' When learning both speaking and writing skills, students are expected to communicate their ideas using English. However, communication in writing is constricted in pages without any expression or the ability to gauge the audience's response.

Many different scholars have researched the writing process over the years. One of the earliest ones was done by Rohman and Wlecke (1964), who argued that there are similarities between writing and planting a tree. They explained that writing is like the growth of the writer. They differentiate the writing process into pre-writing and writing stages, emphasizing pre-writing since it is where the ideas begin. Later on, Emig (1967) proposed three stages of writing. The subject stage is when the writer selects a topic and gathers information for writing, the preparation stage is when the writer arranges materials and plans their ideas, and the writing stage is when the writer finally actually writes—this stage includes drafting, revising, and writing a final text. On similar findings, Hayes and Flower (1980) proposed three stages of writing that are heavily influenced by cognitive process theory. The three stages are planning, translating, and reviewing. In the planning stage, the writer is expected to create content based on their previous knowledge. In the translating stage, they turn their knowledge into sentences by synthesizing it with other sources. Lastly, in the reviewing process, the writer proofreads their writing and makes adjustments. After revising their findings, Hayes & Flower (1996) identified the three phases as text production, text interpretation, and reflection. When interpreting texts, authors develop an internalized, subjective perspective on the material they have come across. These inner perspectives will eventually become tangible representations that they will consider while they write, and in the final step, they will become a written document.

That being said, teaching writing to non-native speakers is going to be an entirely different process. More often than not, non-native speakers tend to do less planning in their writing process because they are more occupied with learning the target language (Silva, 1993; Brown, 2007). In the EFL context, Uzair-UI-Hassan and Wahid (2012) suggested that students have the most trouble communicating their ideas in the English language because of the different language structure. Academic writing, in turn, becomes a more complicated skill for EFL students. Academic writing is categorized as an important process in academic research, where students are expected to report their research progress and present it (Day, 2005; Bahar, 2014). When writing an academic text, students are expected to organize their ideas while also synthesizing previous data and sources to back up their arguments (Gillet et al., 2009).

There are several characteristics of academic writing. First, they should have linguistic features that resemble their academic nature, which is called academic language (Schleppegrell, 2012). Gillet et al. (2009) further explained that four language characteristics indicate academic writing: complexity, formality, hedging, and objectivity. Complexity is expressed through the use of longer and more grammatically complex sentences. It can also be realized through noun-based phrases and subordinate clauses as well as passive forms. Objectivity is realized through a noun-based phrase that falls under the category of nominalization or grammatical metaphor in functional grammar. Formal language is distinguished by the use of appropriate vocabulary in an academic setting, as well as using the correct spelling of cluster words like "does not" instead of "doesn't." Lastly, Hedging refers to the cautious use of language to indicate the writer's position and the authority of their claims regarding a given subject (Emilia, 2009; Gillett, 2017; Gillett et al., 2009).

Certain language characteristics, such as modalities, mental processes, and situations, are some examples of hedging realization (Gillett, 2017). Students are expected to practice their hedging skills so they can create a more compelling academic text that indicates cautions (Yagiz & Yigitter, 2012).

Thus, these characteristics of academic writing are essential to ensure students' success in creating a good quality academic text. It is expected for them to apply this knowledge in their writing in order to be considered a successful academic writer. Some qualifications for good and bad writers have also been discussed by Ferrari et al. (1998), who proposed some differences between the works of good and poor writers. In their works, students who are considered poor writers wrote significantly shorter texts compared to the good writers. These shorter texts are also lower in quality. They suggested that these lower-quality texts were a product of meager linguistic knowledge that led to many errors in their writings. Furthermore, good writers are able to match the expert's judgment to their writing, suggesting that good writers have better explicit knowledge regarding their writing topic.

A good writer, however, does not rely on only creating a structurally correct text but also considering the content inside it. There is no one certain checklist when it comes to qualified writing, but scholars have argued that it is the combination of these qualifications that makes someone a good writer. For example, Kalpakjian and Meade (2018) argued that good writing is essentially writing in which the reader can understand it effortlessly. This is also mentioned in Brown (1993), where he explains that writers and readers are human beings with feelings and emotions that influence their works, which later shape how they will communicate with others, including the way they organize their ideas in their writing. Good academic texts are those that can express deep, emotionally evoking topics without using overly personal language (Morrison-Saunders, 2015).

Communication, or rather their ability to communicate their ideas through writing, in turn, becomes a very important aspect of academic writing. This idea is explored further by Halliday (1994), who provided many tools to help writers organize their ideas effectively in their texts. In many of his works, Halliday explains that texts are dynamic structures where meanings flow throughout the entire passage, and it is the writer's job to manage those flows (Martin & Rose, 2007). Halliday's approach to writing, however, is only one of the many works of literature that might help students in organizing their academic text better (See Butt et al., 2000; Eggins, 2004; Halliday, 1994; Halliday, 2004)

Indonesian EFL students' difficulties in writing a compelling academic text is shared by other EFL students around the world. In general, many studies have suggested that EFL students tend to have difficulties in attaining their academic writing skills.

There are a lot of factors that contribute to students' success in academic writing. Need analysis research done by Ratnawati et al. (2018) on undergraduate students revealed that EFL students tend to have difficulties in writing academic texts because they were not given enough knowledge in the previous academic writing course. The students in the study revealed that they have difficulties with both linguistic features and content. They reported an inability to use proper grammar, including correct tenses, reporting verbs, and prepositions. They also reported difficulties in expressing their ideas correctly in academic language. A similar study done by Alharbi (2018) on EFL students revealed that students have difficulties in writing mechanics, which include using correct grammar and academic language. The study suggested that the instructor's role is very important in helping students attain their academic writing skills. Considering that academic writing is a particularly difficult task, instructors are expected to focus on teaching the students the mechanics of writing, grammar, vocabulary, content, and organization.

Writing instructions seem to be one of the most important aspects of helping students advance their writing skills. In higher education, the role of instructors is even more prominent because students are expected to create a meaningful text. Instructors or teachers need to engage

students in the writing process. They can help students relate their past experiences and future aspirations to their writing to make it more meaningful (Eodice et al., 2017). However, despite the importance of teacher instruction in higher education, specifically in writing class, although some teachers already devote their time and resources to giving specific and helpful instructions to their students, there are also many teachers that did not realize the importance of instructions which then makes them give inadequate writing instructions to the students (Graham, 2019).

Teachers' role in higher education does not diminish because students are expected to be capable of writing their own text. In fact, many studies have found that students in higher education face difficulties because of the lack of writing instruction (see Turner, 2006; Yasuda, 2006). It is suggested that teachers help student enhance their academic writing competence by giving alternative instruction and support beyond just traditional classroom interaction (Hoon et al., 2006). Good feedback is considered important by students, even in higher education, because they believe that they will be able to create better texts if they are provided the model of the texts (Harran, 2011). In higher education settings, specifically in graduate school, a study was done by Wijaya and Mbato (2020), and it was revealed that academic writing advisors must provide moral support, create supportive learning environments, design relevant materials, and understand learners' needs.

METHOD

The purpose of this study is to explore graduate students' experiences and opinions on academic writing. This research uses the quantitative method to analyze the data. The participants of this study were graduate students from a reputable university that holds an A accreditation. This particular university is recognized for its rigorous academic standards and strong emphasis on creating high-level academic works. Participants were selected based on their enrolment in this university, ensuring they have experience writing academic texts. This criterion was critical to this study as the aim was to gain insight into graduate students who are expected to have a high standard of academic writing.

To gain in-depth information from the students, questionnaires were distributed to the participants via Google Forms. The questionnaire is a list of questions, be it printed or graphed, given by the researcher to the participants to know their opinions regarding something (Roopa & Rani, 2017). The questionnaire is used to gain information from the participants. In this study, the questionnaire was distributed online to graduate students who have experience writing academic texts.

The data from the questionnaire were analyzed using the Likert scale. Likert scale is particularly beneficial to know the participants' perceptions regarding the phenomenon (Joshi et al. (2015), which makes it fitting for this study. This particular scale is used because the research aims to gain a deeper understanding of the participants' perceptions of academic writing.4 scale itself is used to avoid the 'neutral' option that, instead of enhancing the data, might attract non-opinionated results from the respondents (Krosnick et al., 2002). Each question will be given a 1-4 scale, 1 being strongly disagree and 4 being strongly disagree.

Table 1
Calculation of Questionnaire

NO.	Statement	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1	I feel eager to participate in the classroom discussion	3	4	2	11

Score for option 1 (strongly disagree)	: 1 x 3	= 3
Score for option 2 (Disagree)	: 2 x 4	= 8
Score for option 3 (Agree)	: 3 x 2	= 6
Score for option 4 (Strongly Agree)	: 4 x 11	= 44

Total		61
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The ideal score for lowest value = (students) x 1

The ideal score for the highest value = (students) x 4

For percentage calculation:

$P = (f_0 / N) \times 100\%$

P = percentage

f₀ = total value of answer

n = the ideal score of highest value

As for the average percentage, the scale shown in Table 2 will be taken from Akdon (2008).

Table 2

Scale of Percentage

Percentage	Explanation
0% - 20%	Very Weak
21% - 40%	Weak
41% - 60%	Enough
61% - 80%	Strong
81% - 100%	Very Strong

FINDINGS AND DISCUSSION

Graduate Students' Experiences on Academic Writing

The first part of the research is aimed at finding out the students' insight on their experience while writing an academic text. The first part of the questionnaire concerns their experience and the way they write their academic text. Similar to the previous research, it seems that writing an English academic writing text is indeed a problem for most of the participants. The questionnaire's result revealed that 76% of participants in this study admitted to finding writing English academic text to be harder than Indonesian. This finding is very similar to many previous studies (Swales & Feak, 1994; Al-Badi, 2015; Abdulkareem, 2013; Nugraha, 2015), which explains that EFL students tend to have difficulties in writing academic text in the target language because it requires both linguistic and content knowledge skills. Interestingly, the findings also reveal that most of the participants express their delight in academic writing and agree that academic writing is a highly enjoyable experience for them. All of the participants agreed that academic writing is very important for them as graduate students, and more than half of the participants reported that academic writing is fun for them even though they find it difficult to write in English. Most likely, this is because of the exciting nature of academic writing, as explained by Mc. Pherson and Lemoa (2018) state that while academic writing can be daunting for EFL students, the activity itself can be a very fun and rewarding experience as they explore new things and constructively process their writing skills. Thus, there is a potential to make the seemingly daunting task that academic writing is to become a rather fun and exciting activity. As academic writing is not an easy task both to learn and to teach, teachers or instructors can attempt to create a collaborative

atmosphere to make students engage more in the activity as well as use different media to ensure that the students stay excited to learn about academic writing (Herawati et al., 2022)

Participants also report some weaknesses in certain areas of academic writing. Similar to previous findings by Rahmatunisa (2014), Ariyanti (2016), and Marzuki (2017), the findings of this study also suggested that a lot of EFL students face difficulties in mastering their linguistics skills in academic writing. However, when asked about their difficulties in using certain academic language features, they reported having problems in certain areas. It seems like they have great difficulties in both creating complex sentences and academic formal language. This will be a huge problem in their academic journey because good academic writing would need both aspects to succeed (Gillet, 2017). More jarringly, 70% of the participants admit to being unfamiliar with hedging in academic writing. Since hedging is one of the most important skills to have in academic writing (Hyland, 1988; Gillet, 2017), the fact that more than half of the participants are unfamiliar with it might make their writing process more difficult. The students need to practice more hedging to create a better academic text since hedging indicates caution that is expected in the academic communities (Yagiz & Yigitter, 2012).

When asked about their academic writing process, the majority of participants reported that they always did pre-writing activities before they wrote any pieces of academic text. They also reported that they always proofread their writing afterward to avoid any errors in their writing. Pre-writing is very important since it allows the writer to plan their text, arrange their ideas, and reflect on the knowledge that they already possess (Emig, 1967; Hayes & Flower, 1980; 1998). Interestingly, it seems like the students have proofread more often than pre-writing. Davis (2024) emphasized the importance of proofreading for students and suggested students treat proofreading as part of their learning instead of just a corrective measure for their academic text. The awareness among the participants in this study regarding the significance of proofreading, coupled with its frequent application in their writing process, indicates its beneficial impact on their educational journey.

Some of the participants (63%) reported that they have difficulties when paraphrasing their writing, while only a minority of 55% of them reported difficulties in using citations in their writing. It seems like rather than problems in writing citations for their work, they have problems in presenting the source data itself. In the case of EFL learners, this is a very common problem. A study by Chi and Nguyen (2017) revealed that EFL learners are often aware of their difficulties in paraphrasing because they lack the vocabulary needed to rewrite the content, especially in academic writing contexts, which need a more formal type of language. This suggested that the participants' struggle in paraphrasing other works might be due to the setbacks that they experienced in linguistic aspects, namely their challenges in writing complex sentences in academic language.

When asked about finding literature to support their academic writing works, 72% of them agreed that they find it hard to find theories and previous studies that can support their text. On the open-ended questionnaire, students expressed that they have great difficulties in finding theories that match their research as well as finding trustworthy authors that they can cite in their works. More importantly, participants also reported that they have a hard time synthesizing previous studies and supporting theories in their work. This could be linked to their difficulties in using academic language because synthesizing requires them to use complex sentences and formal language. These findings are also in line with those of Ockenbug et al. (2019), who revealed that students often find difficulties in synthesizing because it requires the student to select information, organize it coherently, and connect ideas. Another difficulty that they report while writing their academic text is their inability to express their idea correctly in their writing. Similar to the findings by Ratnawati et al. (2018), participants in this study admitted that expressing their ideas in the target language, especially in an academic context, is a very difficult matter. Many factors might have contributed to this, including their inability to create a complex language (Gillet,

2017) and their difficulties in finding theories that match their research. Moreover, they agree that defending their arguments through their writing is a difficult thing to do, which is in line with Zhu (2001), who revealed that EFL students tend to have difficulties in crafting compelling arguments mostly because they are unfamiliar with the target language in the first place.

The findings in this section highlight the difficulties EFL students have in writing their academic texts. All of the participants are aware of the importance of academic writing for them as graduate students from reputable universities. It also underlines the multifaceted challenges that EFL students often face in academic writing.

Graduate Students' Perspective on Teacher's Instruction During Academic Writing Process

The majority of participants overall agreed that teachers' or lecturers' role in their academic writing process is highly needed. The data taken from the questionnaire revealed that there is a high demand for instructional support in academic writing. Approximately more than 80% of the participants have admitted that they require instructions and support from their lecturers to succeed in creating an academic text. This finding is very similar to the previous study by Wijaya and Mbato (2020), who revealed that academic writing advisors or lecturers, in this case, must provide various support to create a supportive environment that helps EFL students in need.

Out of all academic writing genres, it seems like the participants reported that they need a teacher's instruction the most when they are writing an article and thesis or thesis proposal. These genres of texts are one of the longer and more complex forms of academic writing. Thus, they require a greater use of more complex and sophisticated academic language. Consequently, participants agreed that they feel a greater need for instructional support. Their need for support in writing longer academic text is expected, as higher education institutions often require students to write them to prove their skill in an academic context (Van de Poel & Gasiorek (2012); Aunurrahman et al., 2017). Without proper support from the lecturer, students feel overwhelmed when writing longer academic texts because they are expected to have a comprehensive understanding of linguistics and content structure as well as argumentation. Therefore, instructional support by the lecturers is highly needed in this area to help students navigate their way when constructing longer academic texts.

Going into more detail on the parts of the academic text that they need help the most with, the participants have reported that they need guidance the most when they are constructing their findings and discussion section, followed by the method section of their academic text. Bitchener and Basturkmen (2006) explained that students might find great difficulties in crafting their findings and discussion section because they have limited language proficiency skills as well as a limited understanding of the topic that they write about. One of the most significant ways to provide feedback, according to Jones (2011), is through dialogue between students and lecturers. Dialogue is a form of direct response to students' work, making it more focused and targeted feedback. When students are provided with these kinds of feedback, they tend to be more motivated to revise their work accordingly. Jones's study is similar to the result of this study, in which the students reported that they wished their lecturers would read their works and then give feedback according to what is needed from their writings. The students in this study mentioned that they wanted meaningful and specific feedback for their work so they could revise their work accordingly. This is why it is very important for lecturers to guide their students when writing the findings and discussion part since lecturers are expected to have a more proficient English skill and an in-depth understanding of their expertise.

On the last questions, the participants were allowed to express their hopes for the teacher's instruction, which they needed the most. Out of all the responses, the most often request is for lecturers to provide meaningful revisions to their academic writing works. They expected their lecturers to guide them in proofreading their works by pointing to their mistakes so they could fix

them. Teachers' feedback on students' work is considered to be very important in academic writing. As Ferris (1997) explained, teachers should pay attention to the way they give feedback to the students. Revising needs to be understood by the students, and it is suggested that teachers provide clear and constructive feedback that can help the students develop their writing skills. According to Harran (2011), as students are aware of how demanding academic writing is, they are able to recognize the importance of feedback from their instructors. They realized that feedback is a helpful tool that can assist their writing process. Teachers should be able to give meaningful feedback, offering them detailed guidance in writing their academic texts. Thus, it is very encouraging for teachers in higher education to provide more writing instructions in order to help students develop better academic writing skills (Graham, 2019).

Participants also admitted to needing great help finding sources for their academic work. Since citations and references are very important things in academic writing, their difficulties in finding trustworthy and solid sources will most likely hinder their writing process. The participants in this study mentioned that the lecturer could offer them great help by recommending sources like articles or books that they could use in their academic works. In terms of choosing the correct theories and previous studies to use in their writing works, Duffy (2019) offers a view that teachers must remember that they can guide students in the decision-making process. For example, teachers can discuss ethical reflections, offering them a discussion for certain decisions like choosing which sources are appropriate for their writing. By actively engaging in these discussions with students, the teacher can guide them to be a better writer.

Going beyond finding sources, participants mentioned that it would be really helpful if the lecturer helped them by explaining the theories to them so they could write the sources with more accuracy. Since lecturers are expected to have expertise in their field, students hoped that they could help them understand the topic better, which in turn will help them write better text. This finding is in line with the explicit teaching method, which Archer and Hughes (2010) explained by giving the students a clear explanation of the learning goals, giving them exercises regarding their text, and giving feedback until the students can apply them independently. Providing students with explicit teaching would help them understand the content better because teachers cannot expect students to understand the materials without being taught first (Schleppegrell, 2004). This section of the finding highlighted the high demand for support even in higher education. It is implied that learners play a crucial role in providing support to help students navigate the challenges of academic writing. The students have reported needing help in writing longer academic texts, especially their research papers. More importantly, the participant expressed their need for guidance in writing the result section of their paper.

CONCLUSION

The study revealed that EFL graduate students who participated in this research face varying significant challenges in academic writing. Despite their hardship and drawbacks, they admit that academic writing is a very important skill to have, especially in graduate school. Interestingly, despite their admittance of difficulties in academic writing, they also mentioned that academic writing is a rather enjoyable activity for them.

Most of the participants agreed that academic writing is a very complicated skill that requires a lot of effort. They reported that they have difficulties in creating complex sentences and using formal academic language, which are both very needed in academic writing contexts. They also admitted that they have difficulties with paraphrasing and synthesizing theories and previous studies. These challenges underline the need for extensive instructional support from lecturers, who play a crucial role in guiding students through the intricacies of academic writing. This study highlights some recommendations for both students and teachers. Students are advised to plan their writing and pay attention to their proofreading afterward. It is also important to pay attention

to the teacher's feedback when they are writing their academic text. Similarly, some suggestions can be drawn for teachers. First, lecturers should provide comprehensive guidance on writing complex academic texts, especially theses and research articles. Second, lecturers should offer detailed, constructive feedback, particularly on the findings, discussion, and method sections, to help students improve their writing skills. Third, Teachers should explicitly teach and reinforce the use of complex sentences, formal language, and hedging in academic writing. Lastly, lecturers should assist students in finding and evaluating sources and help them understand and apply relevant theories to their writing.

For future researchers, there are a few gaps that can be filled with further studies. For once, this study only used a small population as participants. Future researchers are expected to have a larger sample to compare and contrast with. This study is also limited by the research instrument. Future researchers may expand the data by using other instruments like observation or text analysis.

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