

Difficulties and Strategies in Producing English Writing Text: What do EFL Students' Perceive?

Devika Adelita¹, Eka Yuni Kurniati², & Sholihatul Hamidah Daulay^{3*}

^{1,2,3}English Education Department, Universitas Islam Negeri Sumatera Utara, Medan, 20371, Indonesia

³sholihatulhamidah@uinsu.ac.id

Abstract: This study aimed to discover the EFL students' viewpoints on the difficulties they encountered when writing in English, as well as their strategies for overcoming these hurdles. This study was conducted on EFL students in a senior high school in Medan. This research involved the involvement of twenty-nine eleventh-graders. The researchers utilized a questionnaire and an interview to collect data following their research themes. The questionnaire aims to identify the barriers students face when writing in English. The questionnaire was sent using a Google form with closed-ended questions based on Bryne's (1988) categories and a five-point Likert scale (strongly agree, agree, neutral, disagree, and strongly disagree). Subsequently, an interview was conducted with a subset of participants (n = 5) specifically chosen to elicit further information about their strategies for overcoming writing difficulties. The interview was recorded using a cell phone by the researchers. Before data processing, the audio cassette was transcribed word-for-word. Thus, data collected with three instruments were analyzed using three approaches: frequency count for questionnaire data and content analysis for interview data. According to the findings, students encountered linguistic (grammar, vocabulary, language use, sentence construction) and psychological issues when composing English texts (lack of teacher instruction and feedback). There are no cognitive appearance issues. The students use mind mapping, translating materials from Indonesian to English, maintaining practice, and peer evaluation to overcome their writing difficulties. This research was expected to contribute to minimizing the difficulties experienced by students in writing English through the strategy revealed in this study.

Keywords: Difficulties; EFL Students; English; Writing skills; Writing Strategy

Abstrak: Penelitian ini bertujuan untuk menemukan sudut pandang siswa EFL tentang kesulitan yang mereka hadapi saat menulis dalam bahasa Inggris, serta strategi mereka untuk mengatasi rintangan tersebut. Penelitian ini dilakukan pada siswa EFL di sebuah SMA di Medan. Penelitian ini melibatkan dua puluh sembilan siswa kelas sebelas. Para peneliti menggunakan kuesioner dan wawancara untuk mengumpulkan data sesuai dengan tema penelitian mereka. Kuesioner bertujuan untuk mengidentifikasi hambatan yang dihadapi siswa saat menulis dalam bahasa Inggris. Kuesioner dikirim menggunakan formulir Google dengan pertanyaan tertutup berdasarkan kategori Bryne (1988) dan skala Likert lima poin (sangat setuju, setuju, netral, tidak setuju, dan sangat tidak setuju). Selanjutnya, sebuah wawancara dilakukan dengan subset peserta (n = 5) yang dipilih secara khusus untuk memperoleh informasi lebih lanjut tentang strategi mereka untuk mengatasi kesulitan menulis. Wawancara direkam menggunakan ponsel oleh peneliti. Sebelum pemrosesan data, kaset audio ditranskrip kata demi kata. Dengan demikian, data yang terkumpul dengan tiga instrumen dianalisis dengan menggunakan tiga pendekatan: penghitungan frekuensi untuk data kuesioner dan analisis isi untuk data wawancara. Menurut temuan, siswa mengalami masalah linguistik (tata bahasa, kosa kata, penggunaan bahasa, konstruksi kalimat) dan psikologis saat menyusun teks bahasa Inggris (kurangnya instruksi guru dan umpan balik). Tidak ada masalah penampilan kognitif. Para siswa menggunakan pemetaan pikiran, menerjemahkan materi dari bahasa Indonesia ke bahasa Inggris, memelihara praktik, dan evaluasi rekan untuk mengatasi kesulitan menulis mereka. Penelitian ini diharapkan dapat berkontribusi untuk meminimalkan kesulitan yang dialami siswa dalam menulis bahasa Inggris melalui strategi yang diungkapkan dalam penelitian ini.

Kata kunci: Kesulitan, Siswa-siswi EFL, Bahasa Inggris, Kemampuan Menulis, Strategi Menulis

INTRODUCTION

It is widely acknowledged that English is the language of communication and has already been adopted globally in both spoken and written form (Ariyanti & Fitriana, 2017). Nowadays, written English communication is utilized more frequently than spoken communication due to the proliferation of technological advancements (Jabali, 2018). Because of this, writing plays a very significant part in determining the outcomes of all facets of life (Coulmas, 2003). since writing is not only used for communication but also academic accomplishment in a classroom environment (Nasser, 2019). In light of the vital role that English writing plays, in some countries like the United States, starting from preschool (early age) is believed to stimulate other early literacy skills such as letter knowledge, print concepts, and phonological awareness as part of a child's early academic development (Diamond et al., 2008). As an outcome, children in these countries are expected to be able to produce precise, logical, and well-developed texts beginning at a young age (Maamujav et al., 2021). A similar situation has come up in Indonesia, where the central government has ordered all levels of education, from elementary school to university, to start teaching English to children as early as possible (Bawudu, 2016).

English is a vital component of globalization's advance (Al-Issa, 2017) since all written and spoken communication between people around the world is conducted in English as an international language (Ariyanti & Fitriana, 2017). Due to the burgeoning of technology, English-language written communication is now more prevalent than verbal communication on a global scale (Jabali, 2018). People have neglected the importance of writing, not only for communication but also for career advancement (Nasser, 2019). Therefore, pupils must generate quality writing. Learning English necessitates the development of writing skills because topic knowledge is generated through writing throughout time and space and between cultures (Lai Ping, 2020). Fareed (2016) claimed that writing is a cognitive process that can test memory and incorporates several neural activities such as critical thinking, the expression of ideas, and the execution of vocal commands. In this case, a good writing effort is indicated by a well-written paragraph. Writing is one of the four skills required to learn a language (Durga & Rao, 2018). Writing is the act of putting one's thoughts on paper or communicating with others through writing (Randaccio, 2013). Writing can be seen as the expression of feelings in writing in light of this. Writing is the process by which the human brain converts essential knowledge into written form. Grammar, punctuation, vocabulary, and word structure are only a few of the many sign systems used in writing (Novita, 2014). The accuracy of the language used, including the vocabulary, grammar, and spelling, must support the accuracy of the ideas expressed. It has certain signs, syllables, and words, as well as information about how words look, what they mean, how they are spelled, and how they are punctuated.

On the other hand, effective writing with good form is a significant hurdle for EFL students as it is a complicated process that necessitates the use of suitable vocabulary and grammar, organization, and mechanics (Okasha & Hamdi, 2014; Ozdemir & Aydn, 2015), and generates a variety of linguistic and cognitive skills (e.g., Hayes & Flower, 1981; Kim & Graham, 2021; Kim & Park, 2019; McCutchen). Writing requires not just cognitive abilities but also various interactions of neuroprocessing in the human brain, including memory, linguistic, motor, and affective systems, each of which contributes uniquely to the writing process and the text that is produced (Singer, 2004; Jabali, 2018). According to Kurniati and Benni (2021), composing high-quality writing needs multiple steps and cannot be accomplished instantly. Students are required to follow pre-writing, drafting, revising, and editing methods in the process of writing (Zemach et al., 2003).

Achieving a successful outcome needs multiple steps and cannot be accomplished instantly (Kurniati & Benni, 2021). Numerous researchers concur that, in order to produce a satisfactory piece of writing, students must progress from a blank page of paper to the final document. This movement is commonly referred to as "process" (Kroll, 1990). Prewriting, outlining, drafting, revising, and editing are the five basic writing procedures. Numerous studies emphasize that

competencies of writing need knowledge of the process of writing, including not just the final product but also the various procedural stages (Elbow, 1998; Hung & Young, 2015; Murray, 1972; Van Waes, Van Weijen, & Leijten, 2014 in Ngyuyen et al., 2020).

Aside from that, the reason for writing English with good quality is that it is still tricky for non-native learners because of the status of English in a country where it is still deemed their foreign language (Bulqiyah & Nugraheni, 2021). It means that it is only used in educational institutions (both formal and non-formal, English is not used as a language in particular life and in the conversations that take place in daily life in this country (Tomlinson, 2005). Even though they are skilled in more passive areas of English, such as writing, students of English as a Foreign Language (EFL) continue to have low proficiency in English because they do not use English in real-life circumstances. Consequently, students learning English as a foreign language need help writing in English or need help producing their ideas in a well-written paragraph. (Bulqiyah & Nugraheni, 2021). On the other hand, to write well, one has to have a solid foundation in various areas, including content, organization, vocabulary, language usage, and mechanics (Jacobs et al., 1981). In addition, it necessitates taking responsibility for self-monitoring throughout the planning, drafting, revising, editing, and publishing processes (Cresswell, 2000). According to Al-Samadani (2010), writing is complex, challenging, and complicated. It requires numerous abilities, such as identifying a thesis statement, producing supporting facts, reviewing and editing, Etc. Writing in English as a Foreign Language (EFL) is challenging for students because they must translate their thoughts from their native language into the language they are learning.

As a result, approaches, methods, and tactics for teaching English writing are continually being created, and it is anticipated of English writing teachers that they will employ the most appropriate ones to assist students in the development of their writing abilities (Fithriani, 2017). Students learning English as a foreign language (EFL) have trouble with a wide range of writing skills, including correct grammar, using the right vocabulary, and organizing their ideas (Casanave & Hubbard, 1992; Cooley & Lewkowicz, 1995; Lai Ping, 2020; Bulqiyah et al., 2021). These challenges have evolved into a worldwide preoccupation that was visible in certain nations, such as Iraq, where the majority of English as a Foreign Language students at the University of Baghdad are unable to express themselves in written compositions due to a lack of self-assurance when writing in English (Nasser, 2019). A similar situation occurred with university students in Indonesia, who struggled to write English correctly since the language uses different patterns than those found in Indonesian composition, which differs from students' first language patterns. In the meantime, English is still hard for ESL countries such as Hong Kong, which revealed that 76% of research students need help with English language use. These difficulties often result in inadequate meaning and understanding. For example, they organized and developed ideas (Cooley & Lewkowicz, 1997).

In addition, the study on writing challenges has expanded, drawing the interest of academics from all over the world whose work is focused on a wide variety of topic. The majority of studies concentrate on students' difficulties in writing academic papers at higher education levels, such as undergraduate as well as doctoral students (for example, Lin & Morrison, 2021; Nurkamto et al., 2022); the effectiveness of writing instruction, approach, and strategy (for example, AlHassan & Wood, 2015; Ellen & Kathy, 2007; Keumala et al., 2019); and analysing the grammatical errors in writing (Kurniati & Benni, 2021; McGrath & Liardét, 2022). Despite this, there was only few of research done on the difficulties that EFL students at the senior high school level. And when it comes to the students' difficulties, it was only discuss the difficulties itself and it did not find the strategies used by the students to face those difficulties. Motivated by the fact that an empirical gap currently exists in the literature, the current study aims to fill the void by concentrating on EFL students' views on the difficulties that EFL students face in writing English and the strategies that they use to overcome these challenges when writing English. The following research questions were intended to be addressed by this study:

1. What difficulties do EFL students in senior high school experience when writing in English?

2. What strategies do EFL students employ to overcome the difficulties in writing English?

The study was conducted with the intention that both teachers would be aware of their students' challenges in writing English and have continuously developed approaches, methods, and tactics for English writing education. Furthermore, English writing teachers are expected to employ the most relevant ones to assist students in developing their writing skills.

METHOD

This study used qualitative research methods especially case study design, which is used in many disciplines, including evaluation, in which the researchers undertook an in-depth analysis of a specific event (Cresswell, 2017). This study looked at EFL students' perspectives on the challenges they had when writing in English, as well as their techniques for overcoming such obstacles. This study was carried out on EFL students at one of Medan's senior high schools. This study enlisted the participation of twenty-nine eleventh-grade students. The researchers employed two tools to collect data in accordance with the research topics, such as a questionnaire and an interview, for data collection. The questionnaire is meant to determine the obstacles that students have when writing in English. The questionnaire was sent using a Google form that included closed-ended questions based on Bryne's (1988) categories and the five-Likert scale (strongly agree, agree, neutral, disagree, and strongly disagree). The interview was subsequently conducted with a subgroup of participants ($n = 10$) who were chosen on purpose to elicit more information about their tactics for overcoming writing challenges. The researchers used a cell phone to record the interview. Prior to data analysis, the audio tape was transcribed verbatim. Thus, data gathered with three instruments were analyzed concurrently using three methodologies, such as frequency count for the questionnaire and content analysis for the interview data. Each researcher individually coded the interview transcript utilizing Saldana's open and axial coding approach (2012).

RESULT AND DISCUSSION

This study attempts to identify the difficulties that students have when producing English-language texts as well as the strategies used by students to solve writing problems. These two goals will be discussed one at a time as the study's main findings. The information gathered for this study can be divided into two categories, the students' difficulties in writing English text, which was gathered using a Likert scale questionnaire, and the strategies to solve the difficulties in writing English text, which was gathered using a semi-structured interview. The findings of the data analysis with regard to the two categories are as follows.

Students' Difficulties in Writing English Text

The primary goal of this study is to identify the students' writing difficulties in English. Data was collected by distributing a questionnaire with 14 statements covering several categories of the issues in order to learn how they perceived the writing situation. In order to categorize the issues that make writing challenging, Bryne (1988) grouped them into three categories: language difficulties, psychological difficulties, and cognitive difficulties. According to the findings, all of the writing difficulty categories, as Bryne stated, presented difficulties for the participants. The questionnaire's results, which came in the form of a Likert Scale questionnaire, will be displayed and discussed later.

1. Linguistic Difficulties

Grammar, vocabulary, language use, and sentence construction are linguistic components. The linguistic difficulties that students run into when producing English-language text are addressed in Table 1 below.

Table 1. Students' linguistics difficulties

No	Questions	SA	A	N	DA	SDA
1	Grammar is one of the difficulties in writing English text.	3%	31%	52%	14%	-
2	Vocabulary is one of the difficulties in writing English text.	4%	10%	55%	24%	7%
3	Language use is one of the difficulties in writing English text.	10%	24%	48%	14%	4%
4	Sentence selection is one of the difficulties in writing English text.	-	18%	64%	14%	4%
Average		5%	21%	55%	15%	4%

In order to learn more about this linguistic difficulty, 4 statements are employed. From the average number shown in the table (SA= 5%, A=21%, N= 55%, DA=15%, and SDA=4%) it can be concluded that students' answers are varied. The table shows that for each statement, the majority of students select neutral, followed by agree, disagree, strongly agree and the last is strongly disagree. A closer look at the data displayed in the table shows the detailed result of each statement as perceived by the students. Regarding the first statement "Grammar is one of the difficulties in writing English text", 15 students (52%) chose strongly neutral, 9 students (31%) chose agree, 4 students (14%) chose disagree, 1 student chose agree, and no students chose strongly disagree of that statement. In line with this statement, When learning to write English tests, students often run into the issue of grammar. This is evident from the fact that more than half of the students decided to respond neutrally to the statement, indicating that while grammar can occasionally be an issue in writing, it is generally not a cause for worry.

The most crucial element of writing is vocabulary since it serves as the foundation for all other elements. Vocabulary is crucial because it serves as the basis for learning sentence structure and other language skills. It will be simpler for someone to read, write, listen, and speak English if they have a large vocabulary. Regarding the second statement, "Vocabulary is one of the difficulties in writing English text", 16 students (55%) chose neutral, 7 students (24%) chose disagree, 3 students (10%) chose agree, 2 students (7%) chose strongly disagree, and 1 student (1%) chose strongly agree. It is clear that students do not consider vocabulary to be a major issue when creating English writing. Writing and vocabulary share a reciprocal relationship. In other words, writing is influenced by size and vocabulary, but writing also helps to increase vocabulary.

Regarding the third statement, "Language use is one of the difficulties in writing English text", 14 students (48%) chose neutral, 7 students (24%) chose agree, 4 students (4%) chose disagree, 3 students (10%) chose strongly agree, and 1 student (4%) chose strongly disagree. These findings indicate that a significant number of students struggle with language use in writing. This might be because the language has changed and writing is done in a very different way than it is in English.

Regarding the fourth statement, "Sentence selection is one of the difficulties in writing English text", 18 students (64%) chose neutral, 5 students (18%) chose agree, 4 students (14%) chose disagree, 2 students (4%) chose strongly disagree, and no student chose strongly agree of this statement. The reader must accurately comprehend the written words. Because of this, a writer needs to be able to select the appropriate diction for his writing. The selection of words in this context must take into account the norms of meaning, sentence structure, social convention, and composition. More than half of the participants selected neutral, indicating that this is equally

important to take into account and that more students than not believe that phrase selection is tough.

It is evident from the questionnaire's answers that the participants also encounter elements that contribute to linguistic difficulties. In this area (item 1) most of the students chose neutral about grammar difficulties, but the other students mostly chose agree than disagree in this case. Some of the earlier discoveries are supported by this discovery (Boonyarattanasoontorn, 2017; Hajeid, 2018; Meslissorgou & Frantzi, 2015; and Toba et al, 2019), which the students had significant writing issues, with grammar being the most difficult. Furthermore, for item 2 clarified students' problem in vocabulary mastery has 55% in neutral, and the others would rather respond disagree if writing assignments caused them to run out of vocabulary. This contradicts earlier research that claimed students had a great deal of difficulty using vocabulary when writing English-language texts (Ashrafzadeh & Nimehchisalem, 2015; Bulqiyah, 2021, Duha, 2022; and Toba, et.al, 2019), which said that vocabulary problems in students' writing are to blame. They also stated that teachers need to take the students' vocabulary issues into account. For item 3, about the language use, most of the students chose neutral, the then followed by agree and disagree. It means that language use is one of the difficulties that must be taken into account by teachers. These findings are in line with some previous studies (Ahmed, 2010; Ariyanti & Fitriana, 2017; Pablo & Lasaten, 2018; and Zhan, 2015). According to Ahmed (2010), students find it extraordinarily difficult to write coherently, and they inadequate use of language in sentence constructions as in Pablo & Lasaten (2018). And as in Zhan (2015) research that after receiving education on errors, students' writing improved for one or two months, but towards the conclusion of the semester, many of those problems reappeared in the final exam writing. Conclusion: Language points are given a lot of emphasis in Chinese EFL instruction, however, students clearly do not learn well. In item 4, most of the students chose neutral, followed by agree and disagree. It seems like this item is an issue that must be taken into consideration. This point is related to vocabulary difficulties, and this finding is in line with Hama's (2021) research where the capacity and proficiency of students to utilize various transitional words are poor, and they frequently misunderstand or overuse the majority of sentence patterns.

2. Psychological Difficulties

Because there isn't a direct line of communication between the writer and the reader when they are writing, the Physiology Difficulty measure places greater emphasis on the writer's difficulties. This difficulty primarily focuses on the challenge of developing textual material or compositional content. Table 2 below will show the students' responses on the difficulties in psychological.

Table 2. Students' psychological difficulties

No	Questions	SA	A	N	DA	SDA
5	Lack of explanation from the teacher can lead to difficulties in writing English texts.	21%	55%	21%	3%	-
6	Lack of feedback from the teacher can lead to difficulties in writing English texts.	-	50%	46%	4%	-
7	I am not interested in writing texts in English.	3%	14%	35%	38%	10%
8	I am not able to determine the idea, theme, or title when writing text in English.	-	21%	41%	35%	3%
9	I can not develop the content of my writing.	-	21%	45%	27%	7%
10	I'm not confident in my writing	10%	24%	35%	21%	10%
Average		6%	31%	37%	21%	5%

In order to learn more about this psychological difficulty, 6 statements are employed. From the average number shown in the table (SA= 6%, A=31%, N= 37%, DA=21%, and SDA=5%) it

can be concluded that students' answers are varied. The table shows that for each statement, the majority of students select neutral, followed by agree, disagree, strongly agree and the last is strongly disagree. Detailed scrutiny of the data in the table reveals the specific outcome of each statement as it was understood by the students.

Regarding the fifth statement, "Lack of explanation from the teacher can lead to difficulties in writing English texts.", 16 students (55%) chose agree, 6 students (21%) for each strongly agree and neutral, 1 student (3%) chose disagree, and no student chose strongly disagree. From this, it can be observed that the majority of students—more than half—decided to concur that the teacher did not sufficiently explain the writing subject, causing the students to have difficulties writing. This needs to be taken into concern because every activity that students complete needs to be monitored and supervised by the teacher.

Regarding the sixth statement, "Lack of feedback from the teacher can lead to difficulties in writing English texts", 14 students (50%) chose agree, 13 students (46%) chose neutral, and 2 students (4%) chose disagree. In this statement, there is no student chose both strongly agree and strongly disagree. Many students elected to agree with this remark and to remain neutral, claiming that the teacher did not adequately provide feedback during the class. Students' comprehension of the subject matter will improve with helpful and constructive feedback, and they may even become more eager to learn more, it means that feedback is very useful for students and their studies.

Regarding the seventh statement, "I am not interested in writing texts in English", 11 students (38%) chose disagree, 10 students (35%) chose neutral, 4 students (14%) chose agree, 3 students (10%) chose strongly disagree, and 1 student (3%) chose strongly agree. Numerous students refute the claim that they have little interest in writing-related topics, proving that while they do have an interest in writing, they nonetheless encounter writing-related challenges.

Regarding the eighth statement, "I am not able to determine the idea, theme or title when writing text in English", 12 students (41%) chose neutral, 10 students (35%) chose disagree, 6 students (21%) chose agree, and 1 student (3%) chose strongly disagree. It can be seen that most of the students chose neutral, followed by disagreeing and agreeing. Although a small percentage of students believe that coming up with ideas for themes, and titles are tough, the majority believe that this is not a problem that requires attention. It will be simpler for students to write if they can come up with concepts or even themes for their essays.

Regarding the ninth statement, "I can not develop the content of my writing.", 13 students (45%) chose neutral, 8 students (27%) chose disagree, 6 students (21%) chose agree, 2 students (7%) chose strongly disagree, and no student chose strongly agree. Most of the students chose neutral, and disagree and it seems that they can develop the content of the writing but maybe they are confuse to develop because it is in English. When a teacher invites students to write, if they can develop their writing, it means that they are prepared with a topic.

Regarding the tenth statement, "I'm not confident in my writing", 10 students (35%) chose neutral, 7 students (24%) chose agree, 6 students (21%) chose disagree, 3 students (10%) chose both strongly agree and strongly disagree. In accordance with the survey's findings, the majority of students selected neutral, followed by agree and disagree with around equal weights and both strongly agree and strongly disagree with roughly equal weights. indicates a healthy mix of confidence and lack of confidence.

The responses to the questionnaire make it clear that the individuals also experience situations that fuel psychological problems. In item 5, The percentage of students who agree with the following statement on teacher instruction in writing classes is only 55%, which indicates that the majority of students believe that the teachers do not provide clear writing instruction. This finding also supports several previous studies that state that students faced difficulty in writing when they are not given enough explanation by the teacher about what they should write. (Al-Jaro et al., 2016; Ceylan, 2019; Naghdipour, 2016). Al-Jaro et al. (2016) make the case that these issues developed as a result of the traditional instructional methods and strategies used by writing teachers. According to Ceylan (2019), the students' perception that they do not receive adequate

writing instruction in class may be the reason why they believe that more than half of the students find the majority of writing assignments challenging. Additionally, Naghdipour (2016) emphasized that while students are learning to write, the teacher's writing instructions become an issue. In item 6, most of the students chose agree and neutral for the lack of teachers' feedback. This is a massive problem because feedback is very important for the students' improvement in writing. This finding supports some previous studies about the lacking feedback as an issue in writing (Asadifard & Koosha, 2013; Bader, et.al, 2019; Ceylan 2019; Makipaa, 2021). They stated that student reflections suggest a potential barrier to successfully modifying assignments may be a failure to comprehend the task and the feedback. and while teachers think their feedback motivates students, students do not find it to be inspiring.

In item 7, which is about the students' interest in writing, most of the students said that they are interested in writing English text. Comparing this result to earlier research, there are some differences (Abas & Aziz, 2016; Ceylan, 2019; and Zhang & Quinn, 2020). According to Zhang and Quinn (2020), students showed a noticeably stronger disinterest in writing exercises that used important themes and visually appealing teaching materials. In Ceylan's (2019) research, the most prevalent finding is that the majority of students don't write because they believe they won't need to do it in the future. Additionally, they have no interest in the subjects. Additionally, these results are consistent with other research, indicating that interest is a key motivator for text learning (Alexander & Jetton, 1996; Krapp, 1999; Renninger & Hidi, 2011). After that, in item 8, which the statement is about students' ability to determine the idea, theme, or title when writing text in English. The majority of students selected neutral, indicating that the statement is not a major concern for them, which was followed by disagreeing and agree with the statement. In contrast to earlier studies (Ariyanti & Fitriana, 2017; Ceylan, 2019; Pablo & Lasaten, 2018; Prastyo, 2014), it reveals this opposing viewpoint. According to Ceylan (2019), the majority of participants did not establish goals before beginning to write. Setting goals, however, can aid students in staying focused on their writing assignments. The students struggle with selecting a writing topic, building sentences (Prastyo, 2014), a lack of diversity in both material and ideas (Pablo & Lasaten, 2018), and making organizational mistakes in paragraphs (Ariyanti & Fitriana, 2017).

In Item 9, which is about the students' ability in developing the content of the writing, the most dominant answer is neutral, followed by disagree. This study is irrelevant to some previous studies (Ismayanti & Kholiq, 2020; Toba, et.al, 2019; Uba & Shouidi, 2020), where there were some errors in the students' paragraph development (Toba, 2019), difficult in developing coherent essay (Uba & Shouidi, 2020), and some difficulties in arranging the words (Ismayanti & Kholiq, 2020). In item 10, the most dominant answer is neutral followed by agree. This result deviates from earlier research that claimed that one of the writing challenges is a lack of confidence (Duha, 2022, Jabali, 2018; Latif 2012). They claimed that language issues in several areas, such as vocabulary mastery, paragraph organization, or other language competencies, cause students to lack confidence in their writing.

3. Cognitive Difficulties

The formal components of writing, such as capitalization, punctuation, spelling, and paragraphing, must be thought through in order to avoid cognitive difficulties. The students' difficulties in cognitive aspects will be shown in Table 3 below.

Table 3. Students' cognitive difficulties

No	Questions	SA	A	N	DA	SDA
11	Spelling is one of the difficulties in writing English text	-	10%	35%	35%	20%
12	Punctuation Mark is one of the difficulties in writing English text.	-	10%	72%	14%	4%
13	Capitalization is one of the difficulties in writing English text.	7%	10%	52%	31%	-

No	Questions	SA	A	N	DA	SDA
14	Changing words from Indonesian to English is a difficult thing for me.	3%	14%	55%	17%	10%
Average		3%	11%	53%	24%	9%

In order to learn more about this cognitive difficulty, 4 statements are employed. From the average number shown in the table (SA= 3%, A=11%, N= 5%, DA=24%, and SDA=9%) it can be concluded that students' answers are varied. These results show that the majority of students selected neutral for each statement. The following comes the disagree option, which indicates that students don't agree with the obstacles that might prevent them from writing. therefore just a tiny percentage of students believe that the areas of difficulty should be taken into account when writing.

Regarding the eleventh statement, “Spelling is one of the difficulties in writing English text”, 10 students (35%) chose both neutral and disagree, 6 students (20%) chose strongly disagree, 3 students (10%) chose agree and no students chose strongly agree for spelling difficulties. This indicates that, in the opinion of the majority of participants, spelling is not a difficult skill to master. The goal of spelling is to increase reading and writing proficiency and facilitate more effective communication. Just consider how important spelling is to the information being given if you work as a writer or editor. If incorrect, readers will infer that the author or editor lacks appropriate reading material. Additionally, when working as a receptionist, the alphabet is frequently mispronounced, misleading the listener.

Regarding the twelfth statement, “Punctuation Mark is one of the difficulties in writing English text”, 21 students (72%) chose neutral, 4 students (14%) chose disagree, 3 students (10%) chose agree, 1 student (4%) chose strongly disagree and no student chose strongly agree for this punctuation mark difficulties. Most students selected neutral and disagree with this part. This indicates that in their eyes, the punctuation mark is not a barrier and that they are able to find a solution to the punctuation mark issue. To prevent the reader from experiencing any misunderstandings, punctuation is crucial. Punctuation aids in understanding a sentence or paragraph in light of the situation, mood, and topic under discussion. The meaning of a sentence frequently changes if it is utilized wrongly.

Regarding the thirteenth statement, “Capitalization is one of the difficulties in writing English text”, 15 students (52%) chose neutral, 9 students (31%) chose disagree, 3 students (10%) chose agree, 2 students (7%) chose strongly agree, and no student chose strongly disagree for the capitalization difficulties. This part also demonstrates that students believe capitalization is not a difficult thing to pay attention to in writing because most people are familiar with capitalization rules. Capitalization is used to help the reader understand the significance of various words. Capitalization can be used to distinguish one term from another.

Regarding the fourteenth statement, “Changing words from Indonesian to English is a difficult thing for me”, 16 students (55%) chose neutral, 5 students (17%) chose disagree, 4 students (14%) chose agree, 3 students (10%) chose strongly disagree, and 1 student (3%) chose strongly agree. Similar to the previous topic, the students' most popular positions in this one are neutral and disagree.

The responses to the questionnaire make it clear that the individuals also experience situations that fuel cognitive problems. Item 11, which statement is about spelling as one of the difficulties in writing English text. In this finding, most of the students chose neutral and disagree about that, and it means that according to them, spelling is not a big problem in writing. This finding differs from earlier results that claimed to spell to be a factor in the challenge of writing English text (Alisha, et.al, 2019; Duha, 2022; Telaumbanua, 2020; and Uba, & Souidi, 2020). Similar to Alisha's (2019) research, the students struggled with spelling because they frequently felt hesitant when writing English words and believed their spelling wasn't good enough. The corpus analysis's findings also show that students made a lot of spelling mistakes, just like in Uba, & Souidi (2020). In item 12, the statement is about the difficulties with punctuation marks in

writing English text, and there were 72% or more than half of the students chose neutral in this case. This finding is contrary to previous research (Alsalamy, 2022; Ghabool, et.al, 2012; Shweba & Mujiyanto, 2017); and Telaumbanua, 2020). When writing essays, students frequently struggle with or are unclear about how to use the question mark, colon or semicolon, apostrophes, and commas, according to Ghabool et al. (2012). According to the results of Shweba & Mujiyanto (2017) pupils were unable to tell the difference between the use of a comma and full stop, a colon and a semicolon, brackets and parenthesis, and a hyphen and a dash. and the students in Alsalamy (2022) were unable to write proper conjunctions and punctuation.

In item 13, it is about the difficulties in capitalization, which has a big percentage of neutral then disagree followed it. This discovery conflicts with earlier research (Anwar Siddiqui, 2015; Nazim& Ahmad, 2012; and Shweba & Mujiyanto, 2017). According to the study findings by Shweba & Mujiyanto (2017), capitalization errors were the most common. As found in Nazim and Ahmad (2012), learners typically omit or replace the capital or lowercase letter at the beginning of their writing, while Anwar Siddiqui (2015)'s findings show that capitalization errors account for a large portion of errors in Saudi students' writing. Item 14 discussed about Changing words from Indonesian to English is a difficult thing. And most of the students chose neutral. It means that they comprehend in translating the idea or words from Indonesian to English correctly. This finding is different from some of the previous studies (Belkhir & Benyelles, 2017; Farooq, et.al, 2020; and Watcharapunyawong & Usaha, 2013). They indicated that due to the absence of L1 interference, a lack of reading, the transfer of the first language, and the low level of writing practice among EFL students, students were having a lot of trouble writing in the English language.

Students' Strategy to Solve Writing English Text Difficulties

The researchers used a semi-structured interview to gather some information about the students' strategies to solve writing difficulties. By doing so, they may have been able to learn more about the participants' perspectives without running into some of the issues that could arise with a questionnaire. This one-on-one interview was performed with five individuals who were chosen at random. Three main themes are used to present the interview's findings. Mind mapping, translating into English from Indonesian, and persistent practice are the three strategic findings.

1. Mind Mapping

A mind map is an outline in which big categories radiate from a center image and minor categories are represented as branches of larger branches, according to Budd (2004). A network of interconnected and related concepts makes up mind maps. But in mind mapping, every thought can be linked to another (Davies, 2010). Based on interviews with several students, they contend that starting a mind map is the method they employ to get beyond writing challenges in English texts, as seen in the following extract.

First I choose a writing topic, then I write down the points that I will develop in the form of mind mapping. After the mind mapping is complete, I will develop it into an article based on mind mapping. (Excerpt 1)

As seen in Excerpt 1, after reflecting on the teacher's topic, the student drafts a mind-mapping framework. This is done in order to capture the essential points of your essay. Then an English paragraph is produced from the points. This finding strengthens the argument that utilizing mind mapping to learn writing might be a strategy that pupils use to get around writing challenges in English (Al-Zyoud, et.al, 2016; Bukhari, 2016; Putra, 2012; and Vijayavalsalan, 2016). Al-Zyoud et al. (2017) advise including the mind mapping approach in Jordan's English as a Foreign Language (EFL) curriculum since it helps students improve their writing capabilities. Similar to this, Bukhari (2016) claimed that the EFL learners' writings were improved by the hierarchical

structure of the Mind mapping techniques employed in the pre-writing phase. Furthermore, according to Putra (2012), students who were taught writing using a mind-mapping strategy outperformed classmates who attended conventional sessions. The thought mapping technique, as well as Vijayavalsalan's (2016) addition that planning an essay before writing it helped students write essays more effectively for their schoolwork, made essay writing more interesting and fun.

2. *Translating Text into English from Indonesian*

There are others who believe that while producing English texts, it is preferable to first create texts in Indonesian and then translate those components into English, as demonstrated in this extract.

I look for concepts or subjects that fit the teacher's assigned readings. Then I translated it into English after writing the text in Indonesian. (Excerpt 2)

The processes used by the students in the aforementioned quote to make it easier for them to write English texts are deciding on the idea or subject of the writing, followed by the creation of Indonesian text that is then translated into English. This is done so that as soon as he has an idea, it is quickly expressed in Indonesian, with the translation coming later. This finding is in line with the findings of Boonyarattanasoontorn (2017) showed that participants frequently used resourcing strategies when translating texts from Indonesian to English, and Martinez et al (2008) research where writing activities that capitalize on bilingual students' experience translating and interpreting give these students a chance to develop their writing skills and metalinguistic awareness.

3. *Keep Practice*

English writing proficiency doesn't appear out of thin air. Continue making an effort to write in English every day. Doing it regularly can help you develop writing skills and become accustomed to the process. Writing in English will be challenging at first, but with daily practice, it will get easier. You are aware that you are not required to compose long pieces every day. Learning can also involve translating a few words from Indonesian into English or rewriting song lyrics in English, as seen in the extract below.

I frequently practice writing to overcome a variety of writing challenges, such as writing about everyday activities, activity schedules, or other experiences. Because we require a dictionary every time we practice, it can help us with vocabulary development in addition to writing skills. (Excerpt 3)

It is clear from this that regular writing practice will have a positive impact on our lives in many ways, including writing. As may be seen in the following excerpt, writing exercises can also assist boost self-esteem and offer fresh information.

I frequently practice writing, though not every day. I do this to broaden my knowledge and boost my confidence so that when a teacher asks us to write a text in the future, we are prepared. (Excerpt 4).

This finding is in line with previous findings (Al-Gharabally, 2015; Haide, 2012; and Yoandita, 2019). Learners may also be urged to keep an English notebook or diary, according to Al-Gharabally (2015). Write a few phrases every day to start, then develop the habit of writing more. Furthermore, according to Haider (2012), learners should be encouraged to write down some of the ideas they can quickly communicate vocally because they seem to have a lot to say. Similar to this, Yoandita (2019) proposed that Teachers are also obliged to provide examples and

practice descriptive text to the students in order for them to attain the aim of education, especially in the topic of English.

4. Peer Review

Peer review, also known as peer editing, peer evaluation, or peer response, is a crucial activity that writing teachers commonly utilize in both first- and second-language (L1) writing classrooms. It provides students with exercise with a variety of skills crucial for the development of language and writing capacity, including constructive interaction with peers, increased visibility to ideas, and new perspectives (Hansen & Liu, 2005; Mangelsdorf, 1992). As can be seen in the excerpt below, one of the writing tactics employed by students is peer review.

I frequently conduct peer reviews. because if a friend proofreads our writing, we'll be able to see what needs to be changed or added. Consequently, the combined knowledge of the two individuals leads to more precise results. (Excerpt 5)

As was mentioned above, one of the strategies used by students to overcome challenges in writing English texts is peer review. There are numerous earlier studies pertaining to this (Baker, 2016; Loretto, et al, 2016; Lundstrom & Baker, 2009; and Yalch, et al, 2009). Similar to Baker (2016), these techniques encourage students to revise their drafts extensively before submitting the final product, force them to start writing earlier in the semester, and enable them to provide formative comments to their peers. According to Loretto, et al. (2016), additional opportunities for students to provide and receive feedback on academic writing would be beneficial because the advantages of reviewing have been grossly undervalued in previous studies. Peer reviewers at lower skill levels gained more than peer reviewers at higher proficiency levels, according to Lundstrom & Baker (2009), and gains on global rather than local components of writing were seen to be slightly greater. According to Yalch et al. (2009), this effect held even after adjusting for grades on earlier written tasks and the impact of peer feedback on students' written work. The more critical students were of their peers' writing, the higher their marks on their own writing were.

CONCLUSION AND SUGGESTIONS

Students encounter a variety of challenges when producing English texts in class, including linguistic and psychological difficulties. Students do not encounter problems in the area of cognitive difficulties, though. When it comes to linguistic difficulties, students have the most trouble with grammar, vocabulary, language use, and sentence construction. When it comes to psychological issues, there are challenges with the lack of teacher explanation and feedback. Students use a number of highly helpful tools, including mind mapping, translating texts from Indonesian to English, keeping practice, and peer review, to address writing-related issues. All of these strategies are believed by students to be able to help them write and they also get a lot of other knowledge when applying these strategies in learning. This study was conducted on the eleventh-grade students and for further researchers it is hoped that the same topic can be conducted to the higher level of students. And the further researcher can dig into more information about the factors that caused the occurrence of those issues in writing.

REFERENCES

Ahmed, A. H. (2010). Students' problems with cohesion and coherence in EFL essay writing in Egypt: Different perspectives. *Literacy Information and Computer Education Journal*, 1(4), 211–221. <https://doi.org/10.20533/licej.2040.2589.2010.0030>

- Alexander, P. A., & Jetton, T. L. (1996). The role of importance and interest in the processing of text. *Educational Psychology Review*, 8(1), 89-121. DOI: <https://doi.org/10.1007/BF01761832>
- Alisha, F., Safitri, N., & Santoso, I. (2019). Students' difficulties in writing EFL. *Professional Journal of English Education*, 2(1), 20-25.
- Al-Gharabally, M. (2015). The writing difficulties faced by L2 learners and how to minimize them. *International Journal of English Language and Linguistics Research*, 3(5), 42-49.
- AlHassan, L., & Wood, D. (2015). The effectiveness of focused instruction of formulaic sequences in augmenting L2 learners' academic writing skills: A quantitative research study. *Journal of English for Academic Purposes*, 17, 51-62.
- Al-Issa, A. (2017). English as a medium of instruction and the endangerment of Arabic literacy: The case of the United Arab Emirates. *Arab World English Journal (AWEJ)*, 8(3), 3-17
- Al-Jaro, M. S., Al-Quiadhi, A. M., & Ramadhan, K. Y. (2016). The Effect of Prewriting Techniques on Yemeni EFL Tertiary Learners' Writing Skills. *Academic Journal*, 112-126.
- Anwar Siddiqui, M. (2015). Evaluating capitalization errors in Saudi female students' EFL writing at Bisha University. *Arab World English Journal (AWEJ)*, 6(1), 232-250.
- Alsalamy, A. I. (2022). Challenges of Short Sentence Writing Encountered by First-Year Saudi EFL Undergraduate Students. *Arab World English Journal (AWEJ)*, Vol.13.
- Al-samdani, H.A. (2010). The Relationship between Saudi EFL Students' Writing Competence, L1 Writing Proficiency, and Self-regulation. *European Journal of Social Sciences*, 16(1), 53-63.
- Al-Zyoud, A. A., Al Jamal, D., & Baniabdelrahman, A. (2017). Mind mapping and students' writing performance. *Arab World English Journal (AWEJ) Volume*, 8.
- Ariyanti, A., & Fitriana, R. (2017). EFL students' difficulties and needs in essay writing. Advances in Social Science, Education and Humanities Research. *International Conference on Teacher Training and Education 2017 (ICTTE 2017)*, Surakarta, Indonesia. <https://doi.org/10.2991/ictte-17.2017.4>
- Ashrafzadeh, A., & Nimehchisalem, V. (2015). Vocabulary Knowledge: Malaysian Tertiary Level Learners' Major Problem in Summary Writing. *Journal of Language Teaching & Research*, 6(2).
- Bader, M., Burner, T., Iversen, S.H., & Varga, Z. (2019) Student perspectives on formative feedback as part of writing portfolios, *Assessment & Evaluation in Higher Education*, 44:7, 1017-1028, DOI: [10.1080/02602938.2018.1564811](https://doi.org/10.1080/02602938.2018.1564811)
- Baker, K. M. (2016). Peer review as a strategy for improving students' writing process. *Active Learning in Higher Education*, 17(3), 179-192.
- Boonyarattanasoontorn, P. (2017). An investigation of Thai students' English language writing difficulties and their use of writing strategies. *Journal of Advanced Research in Social Sciences and Humanities*, 2(2), 111-118.
- Brian Tomlinson, 2005. "English as a Foreign Language" in Eli Hinkel "Handbook of Research in Second Language Teaching and learning". London: Lawrence Erlbaum Associate, Publisher.
- Bryne, D. (1988). *Teaching Writing Skill*. London: Longman Group Limited
- Budd, J. W. (2004). Mind maps as classroom exercises. *Journal of Economic Education*, 35(1), 35-46.
- Bukhari, S. S. F. (2016). Mind mapping technique to enhance EFL writing skill. *International journal of linguistics and communication*, 4(1), 58-77.
- Bulqiyah, S., Mahbub, M., & Nugraheni, D. A. (2021). Investigating Writing Difficulties in Essay Writing: Tertiary Students' Perspectives. *English Language Teaching Educational Journal*, 4(1), 61-73.
- Casanave, C., & Hubbard, P. (1992). The writing assignments and writing problems of doctoral students: Faculty perceptions, pedagogical issues, and needed research. *English for Specific Purposes*, 11(1), 33-49. [https://doi.org/10.1016/0889-4906\(92\)90005-U](https://doi.org/10.1016/0889-4906(92)90005-U)

- Ceylan, N. O. (2019). Student perceptions of difficulties in second language writing. *Journal of Language and Linguistic Studies*, 15(1), 151-157.
- Coulmas, F., 2003. *Writing Systems: An Introduction to Their Linguistic Analysis*. Cambridge University Press, Cambridge.
- Cooley, L., & Lewkowicz, J. (1995). The writing needs of postgraduate students at the University of Hong Kong: A project report. *Hong Kong Papers in Linguistics and Language Teaching*, 18, 121–123.
- Cooley, L., & Lewkowicz, J. (1997). Developing awareness of the rhetorical and linguistic conventions of writing a thesis in English: Addressing the needs of EFL/ESL postgraduate students. In A. Duszak (Ed.), *Culture and styles of academic discourse* (pp. 113–129). Mouton de Gruyter.
- Cresswell, A. (2000). Self-Monitoring in Student Writing: Developing Learner Responsibility. *ELT Journal*, 54(3), 235-244.
- Creswell, J.W., & Creswell, J.D. (2017). *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- Davies, M. (2011). Concept mapping, mind mapping and argument mapping: what are the differences and do they matter?. *Higher education*, 62(3), 279-301.
- Diamond, K. E., Gerde, H. K., & Powell, D. R. (2008). Development in early literacy skills during the pre-kindergarten year in Head Start: Relations between growth in children's writing and understanding of letters. *Early Childhood Research Quarterly*, 23(4), 467–478. <https://doi.org/10.1016/j.ecresq.2008.05.002>.
- Duha, M. (2022). Students' Difficulties in Writing Descriptive Text. *FAGURU: Jurnal Ilmiah Mahasiswa Keguruan*, 1(2), 13-25.
- Durga, S. S., & Rao, C. S. (2018). Developing students' writing skills in English. *Journal for Research Scholars and Professionals of English Language Teaching*, 2(6), 1–69.
- Ellen Lavelle & Kathy Bushrow (2007) Writing Approaches of Graduate Students, *Educational Psychology: An International Journal of Experimental Educational Psychology*, 27:6, 807-822, DOI: 10.1080/01443410701366001
- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: Problems, factors, and suggestions. *Journal of Education and Social Sciences*, 4(2), 81-92.
- Fithriani, R. (2017). *Indonesian Students' Perceptions of Written Feedback in Second Language Writing*. (Doctoral Dissertation). University of New Mexico. Retrieved from https://digitalrepository.unm.edu/educ_llss_etds/87
- Farooq, M. S., Uzair-Ul-Hassan, M., & Wahid, S. (2020). Opinion of second language learners about writing difficulties in English language. *South Asian Studies*, 27(1).
- Ghabool, N., Mariadass, M. E., & Kashef, S. H. (2012). Investigating Malaysian ESL students' writing problems on conventions, punctuation, and language use at secondary school level. *Journal of Studies in Education*, 2(3), 130-143.
- Haider, G. (2012). An insight into difficulties faced by Pakistani student writers: Implications for teaching of writing. *Journal of Educational and Social Research*, 2(3), 17-17.
- Hajeid, M. R. (2018). Developing students essay writing. *Canadian Center of Science and Education*, 11(12), 101–105. <https://doi.org/10.5539/elt.v11n12p101>
- Hama, F. M. (2021). An investigation into the difficulties of using transitional words in Kurdish EFL students' writing at the university level. *UKH Journal of Social Sciences*, 5(1), 107-117.
- Hansen, J., & Liu, J. (2005). Guiding principles for effective peer response. *ELT Journal*, 59, 31–38.
- Ismayanti, E., & Kholiq, A. (2020). An Analysis of Students' Difficulties in Writing Descriptive Text. *E-link Journal*, 7(1), 10-20.
- Jabali, O. (2018). Students' attitudes towards EFL university writing: A case study at An-Najah National University, Palestine. *Heliyon*, 4, 1–25. <https://doi.org/10.1016/j.heliyon.2018.e00896>
- Jacobs, H. L., Zinkraf, S.A., Wormuth, D.R., Hartfiel, V.F., & Hughey, J.B. (1981). *Testing ESL*

composition: A practical approach. Rowley, Mass.: Newbury House.

- Keumala, M., Firdani, F., Ismail, N. M., Ramadhani, H., & Idami, Z. (2019). Strategies Fashioned by EFL Students in Enduring Academic Writing. *Proceedings of EEIC*, 2, 42-49.
- Kim, Y. S. G., Yang, D., Reyes, M., & Connor, C. (2021). Writing instruction improves students' writing skills differentially depending on focal instruction and children: A meta-analysis for primary grade students. *Educational Research Review*, 34, 100408
- Kurniati, E. Y., & Rahman, B. I. (2021). Errors in EFL Students' Reflective Journal Writing on Online Blogging: A Review. *Journal of Community Research and Service*, 5(2), 62-70. <https://doi.org/10.24114/jcrs.v5i2.28219>
- Krapp, A. (1999). Interest, motivation and learning: An educational-psychological perspective. *European Journal of Psychology of Education*, 14(1), 23-40. doi:<http://dx.doi.org/10.1007/BF03173109>
- Kroll, B. (1990). *Second language writing (Cambridge applied linguistics): Research insights for the classroom*. Cambridge, UK: Cambridge University Press
- Lai Ping Florence Ma (2020): Writing in English as an additional language: challenges encountered by doctoral students, *Higher Education Research & Development*, <https://doi.org/10.1080/07294360.2020.1809354>
- Latif, M. M. A. (2012). Sources of L2 writing apprehension: A study of Egyptian University Students. *Journal of Research in Reading*, 00(00), 1-19. <https://doi.org/10.1111/j.1467-9817.2012.01549.x>
- Lin, L. H., & Morrison, B. (2021). Challenges in academic writing: Perspectives of Engineering faculty and L2 postgraduate research students. *English for Specific Purposes*, 63, 59-70.
- Loretto, A., DeMartino, S., & Godley, A. (2016). Secondary students' perceptions of peer review of writing. *Research in the Teaching of English*, 134-161.
- Lundstrom, K., & Baker, W. (2009). To give is better than to receive: The benefits of peer review to the reviewer's own writing. *Journal of second language writing*, 18(1), 30-43.
- Mäkipää, T. (2021). Students' and teachers' perceptions of self-assessment and teacher feedback in foreign language teaching in general upper secondary education – A case study in Finland, *Cogent Education*, 8:1, DOI: [10.1080/2331186X.2021.1978622](https://doi.org/10.1080/2331186X.2021.1978622)
- Maamuujav, U & Olson, C & Chung, H. (2021). Syntactic and lexical features of adolescent L2 students' academic writing, *Journal of Second Language Writing*, 53. <https://doi.org/10.1016/j.jslw.2021.100822>
- Maduwu, B. (2016). Pentingnya pembelajaran bahasa Inggris di sekolah. *Warta Dharmawangsa*, (50).
- Mangelsdorf, K. (1992). Peer reviews in the ESL composition classroom: What do the students think? *ELT Journal*, 46, 274-284
- Martínez, R. A., Orellana, M. F., Pacheco, M., & Carbone, P. (2008). Found in translation: Connecting translating experiences to academic writing. *Language Arts*, 85(6), 421-431.
- Meslissorgou, M. N., & Frantzi, K. T. (2015). Testing writing in EFL exams: The learners' viewpoint as valuable feedback for improvement. *Procedia - Social and Behavioral Sciences*, 199, 0-37. <https://doi.org/10.1016/j.sbspro.2015.07.483>
- McGrath, D., & Liardét, C. (2022). A corpus-assisted analysis of grammatical metaphors in successful student writing. *Journal of English for Academic Purposes*, 56, 101090.
- Nasser, S. M. (2018). Iraqi EFL students' difficulties in writing composition: An experimental study (University of Baghdad). *International Journal of English Linguistics*, 9(1), 178-184.
- Naghdi-pour, B. (2016). English writing instruction in Iran: Implications for second language writing curriculum and pedagogy. *Journal of Second Language Writing*, 32, 81-87. <https://doi.org/10.1016/j.jslw.2016.05.001>
- Nazim, M., & Ahmad, J. (2012). Developing writing skills: A practical remedy of common writing problems among students of writing skills courses at preparatory year, Najran University KSA. *Language in India*, 12(3).
- Novita, R. (2014). An Analysis of grammatical errors in the 1st year students' writings at the

- English Department, Andalas University. *Vivid Journal*, 3(2), 1–15.
- Nurkamto, J., Djatmika, D., & Prihandoko, L. A. (2022). Students' problems Of Academic Writing Competencies, Challenges In Online Thesis Supervision, And The Solutions: Thesis Supervisors' perspectives. *TEFLIN Journal*, 33(1), 123-147.
- Okasha, M. A., & Hamdi, S. A. (2014). Using strategic writing techniques for promoting EFL writing skills and attitudes. *Journal of Language Teaching and Research*, 5(3), 674–681. doi:10.4304/jltr.5.3.674-681.
- Ozdemir, E., & Aydın, S. (2015). The effects of wikis on motivation in EFL writing. *Procedia Social and Behavioral Sciences*, 191, 2359–2363. doi:10.1016/j.sbspro.2015.04.241
- Pablo, J. C. I., & Lasaten, R. C. S. (2018). Writing difficulties and quality of academic essays of senior high school students. *Asia Pacific Journal of Multidisciplinary Research*, 6(4), 46-57.
- Putra, P. P. (2012). The use of mind mapping strategy in the teaching of writing at SMAN 3 Bengkulu, Indonesia. *International Journal of Humanities and Social Sciences*, 2(21), 60-68.
- Randaccio, M. (2013). *Writing skills: theory and practice*. Quaderni CIRD, no. 7, 1-24.
- Renninger, K. A., & Hidi, S. (2011). Revisiting the conceptualization, measurement, and generation of interest. *Educational Psychologist*, 46, 168-184. doi:<http://dx.doi.org/10.1080/00461520.2011.587723>
- Saldaña, J. (2012). *The coding manual for qualitative researchers*. Sage.
- Shweba, A. A. A., & Mujiyanto, Y. (2017). Errors of spelling, capitalization, and punctuation marks in writing encountered by first-year college students in Al-Merghib University Libya. *English Education Journal*, 7(2), 93-103
- Thi-Huyen Nguyen, Wu-Yuin Hwang, Xuan-Lam Pham & Thao Pham (2020): Self- experienced storytelling in an authentic context to facilitate EFL writing, *Computer Assisted Language Learning*, <https://doi.org/10.1080/09588221.2020.1744665>
- Telaumbanua, T. (2020). Students' Difficulties in Writing Narrative Text at the Ninth Grade Students of SMP Swasta Kristen BNKP Teluk dalam. *Jurnal Education and Development*, 8(1), 464-464.
- Toba, R., Noor, W. N., & Sanu, L. O. (2019). The current issues of Indonesian EFL students' writing skills: Ability, problem, and reason in writing comparison and contrast essay. *Dinamika Ilmu*, 19(1), 57–73. <https://doi.org/10.21093/di.v19i1.1506>
- Uba, S. Y., & Souidi, N. M. (2020). Students' Writing Difficulties in English for Business Classes in Dhofar University, Oman. *International Journal of Higher Education*, 9(3), 86- 97.
- U. Salma, "Problems and Practical Needs of Writing Skill in EFL Context: An Analysis of Iranian Students of Aligarh Muslim University," *J. Humanit. Soc. Sci.*, vol. 20, no. 11, 2015.
- Vijayavalsalan, B. (2016). Mind mapping as a strategy for enhancing essay writing skills. *The New Educational Review*, 45(1), 137-150.
- Watcharapunyawong, S., & Usaha, S. (2013). Thai EFL Students' Writing Errors in Different Text Types: The Interference of the First Language. *English Language Teaching*, 6(1), 67-78.
- Yalch, M. M., Vitale, E. M., & Kevin Ford, J. (2019). Benefits of peer review on students' writing. *Psychology Learning & Teaching*, 18(3), 317-325.
- Yoandita, P. E. (2019). An Analysis of Students' Ability and Difficulties in Writing Descriptive Text. *Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching)*, 7(1).
- Zhan, H. (2015). Frequent errors in Chinese EFL learners' topic-based writings. *Canadian Center of Science and Education*, 8(5), 72–81. <https://doi.org/10.5539/elt.v8n5p72>
- Zemach, D. E., & Rumisek, L. A. (2003). *College Writing from Paragraph to Essay*. Macmillan.
- Zhang, C., & Quinn, M.F. (2020). Preschool Children Interest in Early Writing Activities and Perception of Writing Experience. *The Elementary School Journal*, 121 (1).