

**WHAT FACTORS AFFECT STUDENTS' DIFFICULTIES IN  
ACADEMIC WRITING: A SURVEY STUDY OF STUDENTS  
PERCEPTION IN ONE OF PRIVATE UNIVERSITY IN  
INDONESIA**

A Thesis

Submitted as Partial Fulfillment of the Requirements  
for Getting *Sarjana Pendidikan* Degree of English Language Education Study  
Program



by

**NABILA NURFADILLAH  
20421021**

**English Language Education Study Program  
Faculty of Teachers Training and Education  
La Tansa Mashiro University  
2024**

**APPROVAL SHEET**

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20421021**



**Approved on 21 August 2024**

**By the Consultant Team**

**Primary Supervisor**

Hikmah Pravitasari, M.Pd.  
NIDN 0419119002

**Co-Supervisor**

Siti Hanna Sumedi, M.Pd.  
NIDN 0406129503


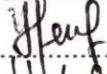

**RATIFICATION SHEET**

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**NABILA NURFADILLAH**  
20421021

Defended before the Board of Examiners on 27 August 2024 and Declared  
Acceptable.

Board of Examiners

Primary Supervisor : Hikmah Pravitasari, M.Pd (.....)   
Examiner 1 : Yesi, M.Pd (.....)   
Examiner 2 : Fheby Indriyanti Nurpratiwi, M.Pd (.....) 

Rangkasbitung, 21 September 2024

Faculty of Teacher Training and Education

La Tansa Mashiro University

Head of Study Program



Hikmah Pravitasari, M.Pd  
NIDN 0419119002

## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that thesis, which I have written, does not contain the work or past of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Rangkasbitung, 27 August 2024

The Writer,



**Nabila Nurfadillah**  
**20421021**

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Rangkasbitung, 27 August 2024

The Writer,

**Nabila Nurfadillah**  
**20421021**

**MOTTO**

*Finish what you have started*

*We are achievers, there is a finish line everything that we do*

- Merry Riana -

## **DEDICATIONS**

Gratefully and thankfully, I dedicate this to:

1. My eternal love, ALLAH SWT, who gives me the breath of life till this time and always protects me with all this greatness.
2. My beloved parents, who have provided a lot of support, love, prayers, and always accompanied me in the process of preparing this thesis.
3. My supervisor, Ms. Hikmah Pravitasari M.Pd and Ms. Siti Hanna Sumedi M.Pd who gives me support, input, and advice also helps me in finishing this thesis.

Thank you very much.

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Rangkasbitung, 27 August 2024

Nabila Nurfadillah

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**ABSTRACT**

This study examined the factors that cause difficulties for university students in academic writing during their study in the English education department. The purpose of this study is to find the factors that affect students in academic writing. This research was conducted using a mixed method by applying online surveys and online interviews. The participants in this study were 65 students from second, third, and fourth academic year at a private university in Indonesia. The findings revealed that three factors affected students' difficulty in academic writing, such as personality factors, sociocultural factors, and linguistic factors. The data was analyzed using descriptive and inferential statistics. The average value of data online questionnaire showed  $\bar{X}= 61.031$  with a value of 67.812. The research results of an online survey found that the biggest factor influencing students in academic writing was personality factors with 38% of students agree and 18% of students strongly agree. Meanwhile, the results of an online interview revealed that linguistic factors had a big affect on students' difficulties in academic writing. Therefore, the results of this study found the most dominant affect factors, namely, personality factors and linguistic factors while sociocultural factors became the least affect factors from the results of online surveys and online interviews. The implication of this study was to provide great benefits for students to understand what should be improved and avoided in their academic writing skills. This study mainly examined the factors that impact students' difficulties in academic writing so that future studies might focus on academic writing strategies that assist students in overcoming these challenges.

*Keywords : Mix Method; University Students; Academic writing; Survey; Interview*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Writing is the most difficult learning skill experienced by university students. Most students had difficulty in writing because they had to go through a process to form a coherent writing in accordance with the writing rules. According to Altunkaya & AyrancÄ (2020) writing is more than just generating ideas to write about, it also involves the skill of combining several writing-related elements. In addition, university students are also required to be able to create ideas and develop their critical thinking skills in the essays they write. In this case, academic writing was a subject for university students as a means to improve their writing skills. But not infrequently in its implementation it often makes students difficult, especially for university students who are non-native English speakers. Sherzodovna (2024) stated that both native and non-native English speakers often struggle with academic writing due to their inability to understand the importance of organizing text in an academic writing format. In the process, university students must had enough ideas, organize the text structure well, and express with a language style that is suitable for academic writing. This was enough to make university students felt challenged when composing it. Therefore, university students often find it difficult to compose academic writing because it was different from other types of writing.

Academic writing was more difficult than other types of writing because the process involves many steps. This was due to the several procedures involved

in academic writing, such as including quotes and sources, describing data, and summarizing the content by highlighting the key findings of the study. According to Starkey (2022), the core principles of academic writing are that specific, concrete, and detailed examples were among the most persuasive form of evidence. Academic writing was difficult because it has its own style. According to Markovic (2022), one of the most prominent features of academic writing is its simplicity, as it always has a very straight forward, clear and concise structure. Therefore, the level of academic writing for university students is different from other types of writing since it requires writers to have strong arguments in their academic essays. There were several factors that occur, and most of them are due to internal and external factors. Internal factors are factors that exist within the individual, such as: self-motivation, lack of knowledge, feeling under pressure, and self-confidence. Meanwhile, the external factors are factors that come from outside, such as: writing aspects, and classroom atmosphere. Likewise, many researchers from around the world are also interested in researching the difficulties that students experience in academic writing.

Several researchers from various countries found to look at the facts of students' difficulties in compiling academic writing. The first study from Noori (2020) conducted at the English Department in one of Afghan universities. This research discovered that most students faced several challenges in Academic Writing in terms of language, structure, and content. The second research by Afsar & Jamal (2022) in the Department of English in one of Pakistani universities. In this research, they found the university students' struggles of

reviewing, summarizing, and synthesizing passages, commenting construction sentences, paraphrasing, cohesion between paragraphs and sentences and also grammatical issues. The third is study from Aldabbus & Almansouri (2022) in Libyan university. The result of this research found the difficulties of university students in academic writing is that they find it hard to choose the appropriate academic words, organize ideas and write coherent paragraphs. And the last research by Sulaiman et al. (2023) about the difficulties university students face in academic writing in one of the Malaysian universities. In this research they found the difficulties university students in academic writing was challenges to organize mechanics of writing, such as spelling error, punctuation error, problems of word choice and capitalization.

From the various phenomena of academic writing difficulties experienced by non-native English university students in various countries, this study will focus on Indonesian university students. Based on the writer's experience as an English education student who had done academic writing, there were several factors that made academic writing difficult. Even though the writer had studied English writing for the previous 3 semesters, the writer still found it difficult to write academically. This happened because the writer felt unfamiliar with the language used in academic writing, so the written language was difficult to understand. Then, in terms of composing the text, the writer also experiences difficulties due to a lack of mastery in language structure, hence the text becomes less cohesive and less comprehensible. Another thing was the difficulty of finding ideas when designing texts and the challenge of finding theories to support the

essay, as well as the hard work of paraphrasing, citing, and other things related to taking sources from outside. Apart from the author's experience, these challenges were also felt by English education students who took academic writing courses. The students felt that there were difficulties in academic writing, especially in finding sources and appropriate references. The difficulties students felt were also often to make mistakes in the use of grammar, a lack of language mastery, and difficulty finding ideas that could be applied in writing texts. In addition, academic writing was challenging because it demands accuracy, concentration, and critical thought to convey the text's subject clearly and consistently. Ningrum et al. (2023) stated that students' difficulties in academic writing were when paraphrasing sentences, ensuring coherence, selecting relevant words and topics, lack of mastery and knowledge of vocabulary and language structure. Therefore, it is important to carry out this research because the researcher intends to find out what factors affect students' difficulties during academic writing.

## **1.2 Identification of the Problem**

Based on the background of the study, the researcher has several reasons for choosing the topic "What factors affect students' difficulties in Academic Writing". This problem is related to university students who have done academic writing. There were several factors that made academic writing difficult:

- a. Students were unable to write a coherent and cohesive writing through the process of academic essay writing in several stages.
- b. Students often make mistakes in the use of grammar, lack of language mastery, and difficulty in finding ideas that could be applied in writing

texts, so that the writing of the text becomes less coherent and comprehensible.

- c. Students felt difficult to find theories that supported the essays they write, hard to paraphrase, citing, and other things related to taking sources from outside. Therefore, the reason academic writing felt difficult was also because it requires precision, focus, and critical thinking in order to effectively and consistently represent the texts' content.

### **1.3 Limitation of the Problem**

In this study, the researcher focused more in-depth on the factors that affect students' difficulties in academic writing. These factors were related to English language education students during their academic writing course. Therefore, in this study the researcher only focus on personality factors, sociocultural factors, and linguistics factors that were widely felt by university students.

### **1.4 Formulation of the Problem**

Based on the explanation above, the researcher has formulated the problem formulation “What are the factors that affect students' difficulties in academic writing?”

### **1.5 Objective of the Study**

Referring to the problem formulation, the objective of this study is to find out the factors that affect university students' difficulties in academic writing.

## 1.6 Significance of the Study

This study provides several benefits in terms of theoretically and practically use, as follows:

1. For the university students

The result of this study provides students with knowledge about the factors that make it difficult when writing academic work. It also allows students to understand what to improve and avoid to improve their writing ability in academic writing.

2. For the lectures of the English Education Department

This research was useful for lecturers who teach academic writing to be able to provide information that can be used as a reference to be able to improve and find relatively suitable teaching methods in learning in academic writing classes.

3. For the further Researchers

This research was useful information and contribution for future researchers who want to conduct more complex research in academic writing. In this study, the researcher were only limited to looking for factors of university students' difficulties in academic writing. Further researchers can conduct research on academic writing strategies to overcome these problems.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Academic Writing in University Students**

Academic writing is a complex subject, especially for EFL (English Foreign Language) students at Indonesian universities. This is because creating academic writing is a complex thing, not only thinking about the content but also the language used. The language used in academic writing is one of the difficult factors faced by students. According to Bailey (2015), academic writing should be clear and simple with correct grammar, spelling and punctuation should be used correctly and acceptably. Most students often make mistakes in word placement and proper word usage during the writing process. In addition, the mismatch of writing with sources and references that can support their academic essay writing often occurs. Fitzmaurice (2021) stated that academic writing emphasizes the importance of building persuasive academic arguments that rely on logical reasoning and strengthening claims with evidence. Therefore, academic writing was quite complex for university students because it has many factors that occur during writing.

Many university students had several factors that affect difficulties in academic writing. Ideas, structure, lack of vocabulary, paraphrasing were some examples of problems in academic writing. According to Paul & Elder (2014), academic English writing was a complex practice for international students as it requires university students to read a lot of materials and to reach a certain level of proficiency in English Language. In practice, university students learn about writing texts in accordance with academic rules that are different from ordinary

text writing, because academic writing uses academic language. This is also revealed by Bailey (2015) that academic writing has rules such as writing with a formal, systematic structure and using formal language and has a logical organization. Ahmed (2022) also stated academic writing is complex, formal, objective, explicit, protected and responsible to a certain extent. The characteristics of academic writing include formal tone, use of third person rather than proper word choice, first person point of view, clear focus on the research problem under study, and proper word choice. Osmond (2016) identifies a specific set of characteristics that are essential for high quality of academic writing. Another factor that is often found is the weak use of language mastery and lack of understanding of the correct language structure. Belkhir & Benyelles (2017) stated that university students have difficulties in cohesion and coherence, first language transfer, low first language transfer writing practice, and low writing practice. Therefore, academic writing of university students are expected to be able to master the language, either in structure or in organization. A lot of reference reading should also be done to help understand academic writing. Motivation and confidence in writing are also the main points to be applied during the academic writing process.

## **2.2 Factors difficulties of Academic Writing**

There were several elements that contribute to university students' difficulty in academic writing. University students often face challenges when it comes to their academic writing, including ideas, organization, lack of vocabulary, and needing to rewrite or paraphrase. Brown (2007) discovered three main factors that influenced students' academic writing as follows:

## 1. The Personality Factors

The personality factors were another term for the elements pertaining to the writer's internal components. According to Brown (2007), students' affective elements can be used to determine their personality traits.

### a. Self-Esteem

Probably the most ubiquitous component of all human conduct is self-esteem. One could easily argue that without a certain level of self-efficacy belief in one's own ability to carry out an activity and self-esteem, self-confidence, self-awareness, one cannot engage in any effective cognitive or affective activity.

### b. Inhibition

The idea of inhibition states that everyone develops a system of defenses to safeguard their egos in their self-perception. It gradually gains the ability to recognize a unique self from others.

### c. Risk tasking

These elements imply that taking calculated risks is a crucial component of learning a second language successfully. Students need to have a small amount of risk-taking ability and be open to testing out their linguistic intuition. Variations in risk-taking appear to have a role in several problems related to second language learning and teaching.

d. Anxiety

The concept of anxiety is crucial to the emotive aspects of learning a second language. Anxiety is difficult to describe in a single phrase, even if we all understand what it is and have been uneasy at some point.

e. Empathy

Empathy is defined as projecting one's own personality onto that of another in order to gain a deeper understanding of them. Greater potential for separation is implied by empathy.

f. Extroversion

Introversion and extroversion may have a significant role in learning a second language. On the other hand, introverts are perceived as reserved, silent, and having a tendency to withdraw. The degree to which an individual has an ingrained desire for ego improvement, self-esteem, and a sense of wholeness from other people rather than from within themselves is known as their level of extroversion.

g. Motivation

The extent to which students are driven to achieve in a task either internally or extrinsically. Activities that are driven solely by the act of performing them are said to be intrinsically motivated. The goal of activities driven by intrinsic motivation is to produce sensations of competence and self-determination, two inwardly satisfying outcomes.

## **2. Sociocultural Factors**

Culture is an attitude to life. It is the framework in which we live, think, feel, and interact with one another. Another way to define culture is as the beliefs, practices, aptitudes, artistic creations, and instruments that distinguish a certain group of people during a specific time period. A dynamic system of explicit and implicit rules, culture is created by groups to ensure their survival. It consists of shared attitudes, values, beliefs, norms, and behaviors that are held differently by individual members of the group. Culture is passed down through generations and is generally stable but has the capacity to change over time.

As Brown (2007) says, culture is very important in foreign language learning. Therefore, the sociocultural factors that will be raised in this study regarding difficulties in academic writing are emphasized in fourth aspects:

- a. The social distance among each student,
- b. The relationship between students and their lectures.
- c. The culture in the language classroom of the students and;
- d. Communicative competence among each student, and communicative competence between students and their lectures.

## **3. Linguistic Factors**

This factor will first consider contrasts between native and target language and the effect of the first language on a second. Then see how the era of contrastive analysis gave way to an era of error analysis, its guiding concept of inter language, or what is also called students language.

The questions about the effect on acquisition of input, interaction, feedback, awareness, and error treatment will be addressed. These excerpts also capture the transfer of vocabulary and grammatical rules from the native language. Brown (2007) classified four categories to describe the errors in second language learner production data:

- a. Browns' first overview is to identify error by addition, omission, substitution and ordering.
- b. Second category as Brown believes to identify the errors is put in the students' levels of language (phonology, lexicon, grammar and discourse) that should be considered.
- c. Third, Errors can be also analysis by the global errors or local errors. Brown suggests identifying errors by considering the two related dimensions of error, such as domain and extent. Domain and extent should be considered in any error analysis. Domain is the rank of linguistic unit (from phoneme to discourse) that must be taken as context in order for the error to become apparent, and extent is the rank of linguistic unit that would have to be deleted, replaced, supplied, or reordered in order to repair the sentence.

From the factors described by Brown (2007), the biggest factors that affect university students to experience difficulties in academic writing are three factors, namely: Personality Factors (which are related to internal factors of the writer), Sociocultural factors (which are related to social relationships with other people, such as: Friends, teachers, etc.),

Linguistics factors (This factor relates to the mastery of the writer's language structure, writing errors, language use etc.). Therefore, this study will use the theory presented by Brown (2007) which intends to find which factors had a major effect on the academic writing difficulties of university students.

### **2.3 Review of Relevant Studies**

Many previous studies about academic writing had been done in the language learning process. Academic writing is one skill in the learning process that is hard and complicated because writing should involve some process to make a good essay. Many researchers also have studied the difficulties of academic writing.

The first study by Noori (2020) with the title “*An Investigation of Afghan Undergraduate English Major Students’ Academic Writing Difficulties*”. This study aims to look into the difficulties undergraduate English major students face in Academic Writing. The participants of the study were 121 undergraduate degree students from the English Department at one of the universities in Afghanistan. This study used a descriptive quantitative method and the instrument used a survey questionnaire. The research data were analyzed using SPSS. The findings of this study revealed that the students faced several challenges in Academic Writing in terms of language, structure, and content.

The second study by Thao & Quyên (2020) entitled “*Exploring tertiary English-majored students’ Academic writing difficulties*”. This research aims to offer the results of a study on the writing challenges faced by English major students in terms of six academic writing aspects: organization/sequence,

vocabulary/spelling, grammar, supporting arguments, punctuation/capitalization, and unity and coherence. 126 English majors from a university in Vietnamese participated in the study. The participants completed closed-ended survey questions. For analysis of the data, this study uses SPSS in terms of descriptive statistics. The result shows the aspect of unity and coherence academic writing was the least difficult one from which they suffered in academic writing.

The third study written by Afsar & Jamal (2022) entitled “*Undergraduate’ views on the most Difficult Aspects of Academic Writing in the English Language*”. In order to assess students' perceptions of challenging and problematic areas of academic writing skills, and to make recommendations based on those perspectives, a quantitative technique was used in this study. The study population comprised the students at Pakistani universities, and 372 students were selected using purposive sampling to take part in the research. A descriptive survey research approach was used to conduct the study, and the primary data gathering instrument was questionnaires. In this study, for data analysis the researcher used descriptive analysis. According to the study's findings, students had difficulty with grammatical problems, creating sentences, paraphrasing, reviewing, summarizing, and synthesizing passages, as well as commenting and reviewing.

The fourth study written by Sulaiman et al. (2023) entitled “*Undergraduate Students’ self-perceived Difficulties in Academic Writing*”. This study used a quantitative research method. This study is conducted to investigate students' difficulties in academic writing. The participants in this study were 231 undergraduate students of a Malaysian university who have experience in

academic writing. The questionnaire forms were distributed to students using google form for collecting the data. The collected data were analyzed using statistical package for social Sciences (SPSS) ver. 27. The findings of this study show the majority of students experienced academic writing difficulties which are grammar, word choice, punctuations, and capitalizations as difficulties encountered in academic writing.

The fifth study written by Songjin et al. (2023) entitled "*International EFL Learners Perceptions about Factors Leading to English Academic Writing Difficulties in a Private University in Malaysia*". This study conducted an embedded mixed-method design. The qualitative was collected by semi-structured interviews whereas the quantitative method was collected by questionnaire- based survey. The total participants of this study are 348 students. The data were divided into two types of qualitative and quantitative. This study used face interviews to collect the qualitative data and for quantitative data were used to analyze the mean and SD of each difficulty item in English academic writing through SPSS version 25. The findings of this study revealed that the participants faced difficulties in their academic writing in terms of lexico-structural (insufficient English vocabulary, making more spelling and grammar mistakes), logical organization (making coherent and cohesive writing, making outlines and expressing their own ideas clearly), content (writing clear thesis statement and topic sentence, and difficulty in using examples for illustration), and finding-and-citing (finding related sources and making in-text citation). These difficulties were attributed to external factors (few opportunities to practice the English language, L1 influence, medium of instruction, and the status of the English language) and internal

factors, individuals' weak English foundation, low English proficiency and lack of practice in English writings.

The sixth research study by Asnas & Hidayanti (2024) entitled "*Uncovering EFL Students' Frequent Difficulties in Academic Writing and The Coping Strategies: The Case of a College in Indonesia*". This study aims to uncover the frequent difficulties of academic writing and the coping strategies faced by EFL students. This study used a mixed method. The total participants of this study are 55 students from the English Department at a private university in Indonesia to fill out the questionnaire, and 5 participants were interviewed. The quantitative data were analyzed using descriptive statistics, and the qualitative data were analyzed thematically. The results showed that students experienced difficulties in the structure, developing ideas, vocabulary, and grammar, and the most frequent difficulty was grammar. To overcome challenges in the grammar aspects, there were four manual coping strategies that they applied such as reading more articles, looking carefully at the function of conjunction, learning more about spelling, capitalization, and punctuation.

The last research written by Aldayel et al. (2024) entitled "*A Survey-Based Study on the Attitudes of Future English Teachers Towards Video Conferencing in Hybrid Learning*". This study aims to examine the attitudes of future English teachers towards the use of video conferencing platforms in hybrid learning environments. The design of this study is a survey design with the total participants of 55 students. This study collects data through online questionnaires and used descriptive statistics for analysis the data. The results of this study showed the pedagogical advantages of video conferencing tools, including

popular platforms such as Google meet and Zoom Meeting, in facilitating learning activities. In this study, the results revealed that prospective English teachers' behavioral attitudes exhibit a variety of habits, which can positively and negatively affect the online learning process. For the positive impact, the prospective English teachers generally agree that video conferencing has benefits such as increasing motivation, interacting with others, encouraging discussion with peers, and improving communication skills. However, for the negative impact, they still find it difficult to concentrate during the learning process as they are easily distracted by other things such as phone calls and notifications.

Based on the research above, the researcher found similarities and differences between the research conducted in this study and previous studies. The similarities concern the factors that affect students' difficulties in academic writing. For the first difference, was the method used. In previous studies, most of them used quantitative methods while in this study they used mixed methods and only Songjin et al. (2023) and Asnas & Hidayanti (2024) used mixed method analysis. Second, the difference was in data analysis, some previous research used descriptive analysis while in this study researchers used two data analysis. For the data analysis, in this research using Descriptive Qualitative, Descriptive statistics and Inferential Statistics. Third, the difference also exists in the concept of theory used, for this study researcher used the concept of theory from Brown (2007).

## **2.4 Theoretical Framework**

The theoretical framework provides a basic review of the theories that serve as a road map for developing in the study. The below represents the theoretical framework used in this research.

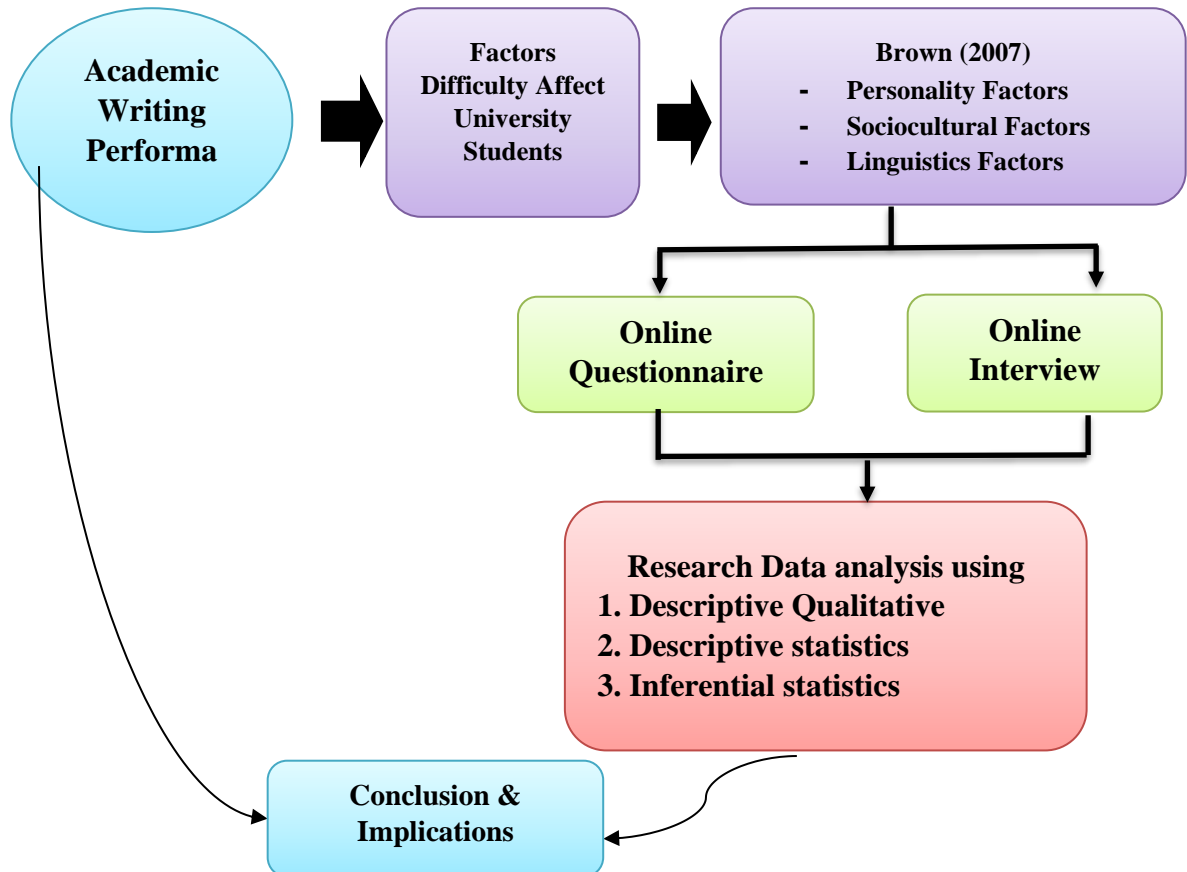


Figure 2.1. Theoretical Framework of the Study

The figure 2.1 above represents the theoretical framework of this research with the concept of academic writing. This study was conducted at one of the private universities in Indonesia. The researcher focused on the factors of difficulty that affect university students in academic writing. This research based on the concept of theory from Brown (2007) positing three main factors that affect university students' difficulty in academic writing, such as Personality Factors, Sociocultural Factors, and Linguistic Factors. In this study, the researcher used an online questionnaire and online interview for data collection and also used descriptive and inferential analysis for analyzing the research data and to describe and conclude the difficulty factors that affect university students in academic writing.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

In this research, the researcher used mix method research. This research has a purpose to find out the factors that contribute to difficulty of university students in academic writing. According to Creswell & Plano (2018), mixed methods research design implicates merging or incorporating qualitative and quantitative research and data in a single study. This research consisted of quantitative and qualitative phases, for quantitative research in this study using survey design and for qualitative research using interviews which were each completed separately before combining quantitative and qualitative findings to gain a more comprehensive understanding of the research questions and phenomena. The results from the quantitative and qualitative phases were combined in one mixed methods study. There were two research variables in this study, namely dependent variable and independent variable. The dependent variable was a variable that depends on other variables, while the independent variable was a variable that does not depend on other variables. In this study, the independent variable is factors (personality, sociocultural, and linguistics factors) and the dependent variable is students' difficulty in academic writing.

#### **3.2 Population and Sample**

The population of this study was taken from students of English Education study program in one of the private universities in Indonesia. According to

Creswell (2012), the population was a group of individuals who had the same characteristic. The research population, also known as target population, refers to an entire group or set of individuals, objects, or events that share certain characteristics. The selection of the number and characteristics possessed by a population is called a sample. This study was taken from students who have taken academic writing courses, starting from the second, third, and fourth academic years. The total number of students from the three batches is 65.

Sample was the process of choosing which group to use for data collection in research. The sample in this study was taken from the entire population consisting of three batches of students. Arikunto (2010) stated that if the population is less than 100 people, then the sample was taken as a whole, but if the population is more than 100 people, 10-15% or 20-25% of the population can be taken. In this study, the sample was taken from the second, third, and fourth academic years. The fourth academic year totaled 30 people, the third academic year totaled 17 people and the second academic year totaled 18 people, so the total number of participants was 65 students with an average age range of 19-23 years. Therefore, because the population in this study was less than 100, the researchers took the entire population as a sample.

### **3.3 Data Collecting Techniques**

#### **3.3.1 Instrument**

In this study, data collection was conducted in two ways, namely: online questionnaires and online interviews. The first was data collection using an online questionnaire, where respondents were given

a questionnaire that must be filled in based on the questions that the researcher has provided. The second stage was an online interview conducted to further explore and deepen respondents' information and understanding of the issues in this study. The use of these two data collection methods can provide strong and valid research results, and the data taken can be more accurate and reliable.

### **1. Online Questionnaire**

Online survey tools or web-based survey tools have become a common data collection instrument in today's networked environment. Researchers in academia and marketing use online survey tools for data collection. The advantages of web technology are particularly useful in designing, developing and obtaining user responses in a simpler way. Cobanoglu et al. (2001) found that compared to mail and fax-based survey methods, web-based survey methods are superior in terms of response speed, cost, response rate and variable cost. Online questionnaire is a technique for collecting the data by giving questions to the respondent to be answered. In this research, researcher used an online questionnaire using Google Form for collecting the data. The format online questionnaire of this research was a closed-ended question. This means that respondents or participants were required to answer questions based on the answers provided by the researcher.

## **2. Online Interview**

Interviews were important in research because it was allow researchers to gather in-depth and direct information from participants. The main focus of the interviewer was usually to obtain information from a sufficiently large and representative sample. Fraenkel and Wallen (2009) stated that interviews were an important way for researchers to check the accuracy to verify or refute participants' impressions. Interviews in research represent one of the stages that must be passed by researchers to obtain data in research conducted directly or through the media. According to Salmons (2012), online interviews can be defined as any dialogue or observation carried out with the aid of digital technology for the purpose of data collection. In this study, the researcher has conducted an online interview using a Zoom meeting application. The type of this online interview used semi-structured interview. Dawson (2002) stated that in semi-structured interviews the participant was free to talk about what they seem important, with little directional influence from the researcher. In this online interview, the researcher not limit the respondent's answers, they can answer anything based on the questions that the researcher has prepared before, thus the research can still be structured and find appropriate answers. Interviews were conducted with students in their second, third

and fourth academic years were taken 4 participants each to be interviewed. The total number of participants from the three batches was 12 participants. For the research code of ethics, the data and names of the participants interviewed in this research written with pseudonym-names.

### **3.3.2 Validity**

The accuracy of a method in measuring what it is supposed to measure is referred to as validity. According to Creswell (2018), validity refers to a study's ability to measure whether the questionnaire and the score accurately reflect the questions that should be asked based on content or skill. In this research, the researcher used a validity test for measuring whether or not it is valid from the results of questionnaire data. To measure the validity, the researcher used a Likert scale. According to Simms et al. (2019), Likert Scale as a technique for the measurement attitude, opinion, and perception of respondents toward the subject. Respondents indicate degree of agreement and disagreement with a variety of statements about some attitude, object, person or event. On this scale, the respondent will be guided to choose answers by *Strongly disagree, Disagree, Neutral, Agree, and Strongly Agree* in every question of questionnaires. It was the easiest form of questionnaire for the respondent in terms of responding. Here, the five choices options format according to Simms et al. (2019), summarized the Likert Scale response labels used as shown in the table.

**Table 3.1. Linked Scoring by Simms et al. (2019)**

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
1	2	3	4	5

According to Ghozali (2018), the validity test was used to determine the validity of a questionnaire. A questionnaire was said to be valid when the questions on the questionnaire were able to reveal something that would be measured by the questionnaire. Therefore, Microsoft Office Excel 2019 version was used for calculating the research survey data to gain the validity test in this research.

### **3.3.3 Reliability**

Reliability is described as an essential fountain of evidence when establishing the validity of the inferences one predicates on scores from measures and tests. According to Ghozali & Ratmono (2018), reliability is a tool to measure a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable or reliable if someone's answer to a statement is consistent or stable over time. To measure reliability in this research, the researcher used a measuring using Cronbach's Alpha coefficient. To determine the dependability coefficient for the research usual scale, the researcher employed the Alpha Formula. According to Sugiyono (2019), the research instrument is said to be reliable if the Cronbach Alpha value was  $>0.60$ , but if the value of an instrument  $<0.60$  it is declared unreliable. The Cronbach's Alpha test was used to determine the reliability of alternative solutions

with more than two variables. The test result was compared to the lowest permissible reliability coefficient value. To assess the Alpha Cronbach coefficient, the researcher used Microsoft Office Excel 2018 version. From the calculation of statistics by applying Microsoft Excel, Cronbach's coefficient was calculated. The internal consistency of the 18 items questionnaire in this research was estimated around 0.80. According to George & Malley (2003), the degree of Cronbach's alpha coefficient was follow:

**Table 3.4. Internal Consistency of Cronbach's Alpha Coefficient  
by George & Malley (2003)**

<b>Cronbach's Alpha</b>	<b>Internal Consistency</b>
<.50	Unacceptable
>0.50	Poor
>.60	Questionable
>.70	Acceptable
>.80	Good
>.90	Excellent
>.95	Too high

As explained above, according to George & Malley (2003), the internal consistency around >.80 was Good. It can conclude that the questionnaire was reliable and applicable for the participants in this research.

### **3.4 Data Analysis Techniques**

In this study, data analysis would be carried out using qualitative and quantitative data. For the data qualitative, the data analysis in this research would use descriptive qualitative. For the quantitative data analysis, two methods would be used, namely descriptive statistics and inferential statistics. The data was analyzed using descriptive analysis that focused on describing the visible features of the overall data collected. Then inferential statistics focus on making predictions or generalizations of most data based on existing sample data. Therefore, the use of these two data analyses can provide a detailed and accurate picture of the results of existing research data.

#### **3.4.1 Descriptive Qualitative**

Descriptive qualitative analysis collects and analyzes verbal data to characterize and interpret data results using characteristics, models, or descriptions of phenomena. According to Sugiyono (2019), descriptive qualitative method is a research technique based on post positivism which is used to research on natural object conditions where researchers function as the main data collection instrument. In this study, descriptive qualitative was used to analyze data obtained from online interview. After the data was collected, the data presented without any manipulation or other treatment. The researcher used this analysis to describe the results of students' perceptions about the factors that affect students' difficulties in academic writing in a more specific, transparent, and in-depth.

### **3.4.2 Descriptive Statistics**

In this research the researcher used descriptive statistics which aim to explain how the data is presented in a meaningful and easy-to-understand way, which in turn allows a simpler interpretation of the data set in question. Descriptive statistics is a special method that was basically used to calculate, describe, and summarize the collected research data in a logical, meaningful, and efficient way. Therefore, descriptive statistics also assist the researcher in describing, demonstrating, or summarizing data points so as to develop patterns that meet all data conditions. According to Lodico et al. (2013 p.49), descriptive statistics can be used to summarize data using graphical or mathematical procedures. In this study, data was collected through questionnaires and interviews. After the data was collected, the data was processed to obtain the results. After that, descriptive statistics were used to describe, organize, or present the results of data from research on what factors affect students in academic writing. The use of descriptive statistics focuses only on describing and analyzing the main features of the dataset and its characteristics without making generalizations or conclusions for the larger population.

### **3.4.3 Inferential statistics**

Inferential statistics is a way to make inferences about a population based on a sample. According to Ali & Bhaskar (2016), in inferential statistics, data are analyzed from a sample to make

inferences in the larger collection of the population. Inferential statistics are one of the most useful tools for making precise predictions about how a set of data will scale when applied to a larger population of subjects. Inferential statistics can help set benchmarks define a general idea of where certain parameters will apply when scaled to a larger data set, such as the mean of a larger set. In this research, the researcher used multiple regression models to analyze the data. Multiple regressions was a statistical technique that can be used to analyze the relationship between a single dependent variable and several independent variables. According to Lodico et al. (2013 p.294), multiple regression used to see if the independent variable predicts changes in the dependent variable when other variable was held constant, a significant *R* value means that the independent variable can predict differences in the dependent variable. In this study, inferential statistics were used to predict which independent variable has a greater influence on the dependent variable. From Brown (2007) theory, it has previously been explained that the factors that affect students in academic writing include: Personality factor, sociocultural factor and linguistic factor, among which the factors effect difficulties of university students in academic writing, the researcher draws conclusions about more general conditions from the outcome data by using inferential statistics. Normal and linear tests are performed before conducting further analysis to ensure that the data meets certain assumptions.

## 1. Normality Test

The normality test was used to test whether the variable normally distributed or not. According to Sujianto (2009), the normality distribution test is a test to measure whether our data has a normal distribution. The main reason for conducting a normality test was so that researchers can find out whether the population or data involved in the study is normally distributed or not. To determine the normality test, the researcher used the *Shapiro-Wilk* test using SPSS and Microsoft excel 2019.

## 2. Linearity Test

Linearity test was used to test whether all linear regression models between a dependent variable and an independent variable are related to a straight line to the right or bottom right. According to Ghozali (2018), linearity test is used to see whether the model specifications used are correct or not. If the significance value  $> 0.05$ , it can be concluded that the two variables have a linear relationship but if the significance value  $< 0.05$ , it can be concluded that the two variables are said to have no linear relationship. This test was used as a prerequisite in Pearson correlation or linear regression analysis. According to Sugiyono (2019), there are several levels of correlation between variables based on the coefficient interval, namely:

**Table 3.5 Interval of Correlation Coefficient Between Variables  
Based on Sugiyono (2019)**

Correlation Categories	
0,00-0,199	Very Low
0,20 - 0, 399	Low
0,40-0,599	Medium
0,60-0,799	Strong
0,80-1.00	Very Strong

Testing the significance of the correlation of an independent variable with the dependent variable, can be done by comparing the calculated  $r$  value in the correlation test with the  $r$  table determined through the table of  $r$  product moment values. The correlation test was used to determine how strong the relationship between the independent variable and the dependent variable. It was known that if the correlation coefficient is significant, then the coefficient can be used to calculate the coefficient of determination, which was the coefficient that can be used to measure the effect of the independent variable on the dependent variable.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### 4.1 Research Finding

This research was a mixed method design. The data collection was done by survey and interview. The data results from this study analyzed using descriptive statistics and inferential statistics using Microsoft Excel. In this research, data was collected from 65 participants filling out questionnaires, and 12 participants for interviews. The results of the overall data were presented in three sections, namely: the findings of overall respondent results, the finding of an online questionnaire and the finding of an online interview. These sections were explained in depth and detail about the results of the data obtained from this research.

##### 4.1.1 The Results of Respondents' Overall Information

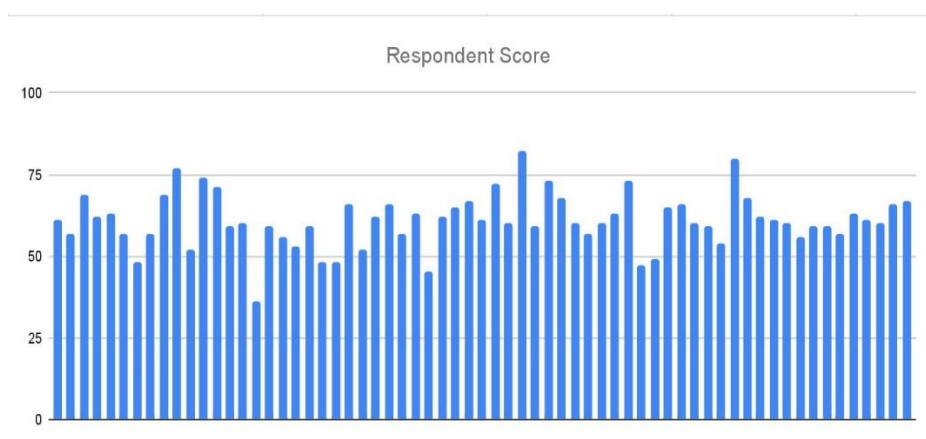
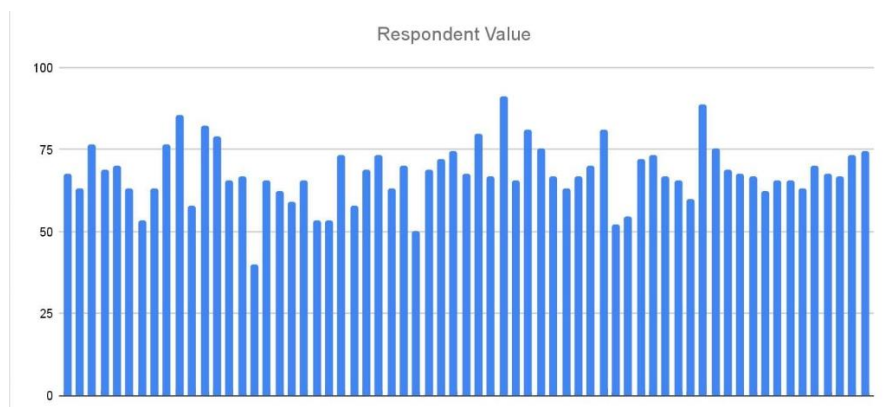


Figure 4.1 Chart or Respondent Score



**Figure 4.2 Chart or Respondent Value**

From the data above, it can be seen the result of highest and the lowest score and values from the data of 65 respondents. The highest score was achieved by respondent number 35 with a score value of 91% and the lowest score was achieved by respondent number 16 with a score value of 40%. Therefore, from the results of the graph above, it can be concluded that these three factors (Personality factors, sociocultural factors, and linguistics factors) had significant affect on students in academic writing.

**Table 4.1 The Result of Data Statistics**

Aspect	Score	Value
Mean	61.031	67,812
Median	60	66,67
Mode	60	66,67
SD	8,263	9,181
Variance	68.28	75,87
Range	46	51,11
Minimum	36	40,00
Maximum	82	91.11

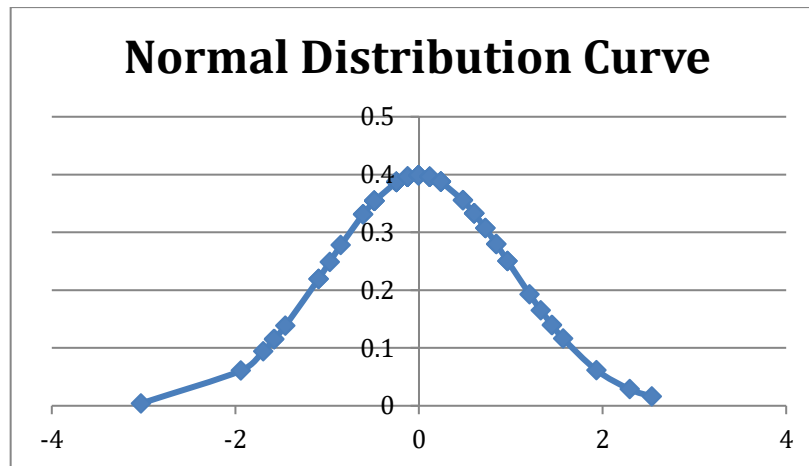
From the data above Table 4.1 a total of 65 respondents filled out a questionnaire about what factors affect students' difficulty in academic writing. Table 4.1 was presented with an overview of the scores and values derived

from the responses of the 65 participants. The average score of 65 participants was 61.031 from 18 questions that had been answered in the distributed questionnaire, followed by the average score value 67.46. The lowest score obtained by one of the 65 respondents was 36 and the highest score of the 65 participants was 82. From the data above it can also be seen that the median score of the data was 60, with median score value 66,67 followed by the mode score of the 65 respondents was 59 with a mode value 65,56. Then it was known from the results of the score and values above that there was a score variant of 65,28 and a value of variant of 75,87 with the standard deviation score of 8,263 with a value of 9,181. Therefore the highest statistical data result was 82 with a value of 91,11 and the lowest score was 36 with value of 40,00. The results of the statistical tables used to provide more detailed information regarding the scores obtained from the questionnaire survey data have been illustrated in the graph above. According to Singh & Jasbir (2023), statistics plays a significant role in data analysis that is used in decision making to analyze quantitative data and get conclusions that help in estimating data results accurately. From the results, it can be seen that this indicates a significant affect in students' academic writing difficulties.

#### **4.1.2 Normality Test**

The normality test was a test of the normality distribution research data. The normality test is carried out as one of the requirements for regression analysis, useful for observing the collected data had a normal distribution. In

this study the normality test was carried out using graphical analysis and statistical analysis.



**Figure 4.3 Histogram Graph of Normality**

The Figure 4.3 above shows a histogram graph which was declared normal because the histogram graph formed a bell and did not lean to the right or left. According to Lodico et al. (2010 p.63) one of the characteristics of a normal curve is that the percentage of scores is always between the average and a certain distance above and below the mean. From the results of the histogram graph above, it forms a bell (bell shaped), meaning that the distribution of this research data was normal.

**Table 4.2 The Result of Normality Test**

<b>NO</b>	<b>Variable</b>	<b>Statistics</b>	<b>Asymp. sig</b>	<b>Sig</b>	<b>Description</b>
1	Factors difficulty in academic writing	0.976	0.23	0.05	0.23 > 0.05 (Normal)

The results of the normality test with *shapiro wilk* in table 4.2 showed that the data on these variables had a normal distribution. The *shapiro wilk* results had significance of  $0.23 > 0.05$ . These results indicate that the variables in this study were normally distributed.

#### 4.1.3 Linearity Test

The linearity test aimed to determine if the two or more variables tested had a linear relationship or not significantly. Data can be said to be linear if it had a linearity significance level higher than 0.05 ( $p > 0.05$ ).

**Table 4.3 The Result of Linearity Test**

NO	Variable	F-count	F table	Description
1	Factors difficulty in academic writing	1.00	0.05	$1.00 > 0.05$ (Linear)

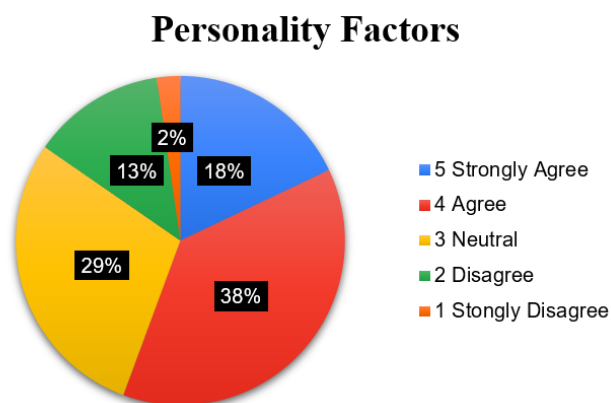
From the table above it can be summarized that the linearity test results show that the F-count obtained from the linearity test of 1.00 was higher than the F-table of 0.05. Therefore, it can be said that the data was linear. From these results, it was proven that there was a significant correlation by getting a value of 1.00, which means that there was a very strong relationship that affected the independent and dependent variables.

#### 4.1.4 Findings of Online Questionnaire Data

This chapter aims to answer the research questions about what factors affect students' difficulty in academic writing. The online questionnaire was distributed closed by applying a likert scale of 1-5. This research was based on theory Brown (2007) about factors of students' difficulty in academic writing.

According to Brown (2007), there were three factors that affect students' difficulties in academic writing, namely personal factors, sociocultural factors and linguistic factors. The survey comprised 18 questions which categorized into three factors that affect students' difficulty in academic writing. The data was collected on July 6, 2024. The following data were processed using a Likert scale by assigning a code to each choice of questions asked.

#### a. Personality Factors

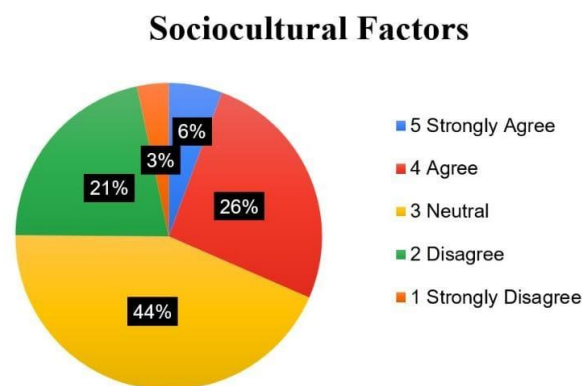


**Figure 4.4 Personality Factors Chart**

From the chart above, it can be seen 5 different colors that have been coded using a Likert scale starting from number 1 which means the level of affect was lowest, and the number 5 which means the affect was highest. From the data above, it can be seen that the color received the highest number of choices was blue with code number 4 which means agree was 38%, and the second was yellow with code number 3, which means neutral got 29%. Meanwhile, the color of orange got 2% with the code number 1, which means strongly disagree and the other color of

green got 13% with the code number 2, which means disagree and the color of blue got 18% with the code number 5, which means strongly agree. Therefore, from the results of the data explanation above, it can be concluded that the research successfully found that personality factors had a considerable affect on students' difficulties in academic writing with 38% of the highest survey results. From the data analysis result, it was found that the motivation aspect had the highest affect with a score of 492 or about 35% of the Personality Factors. Further explanation of the data results can be seen in appendix 2 and 3.

#### b. Sociocultural Factors

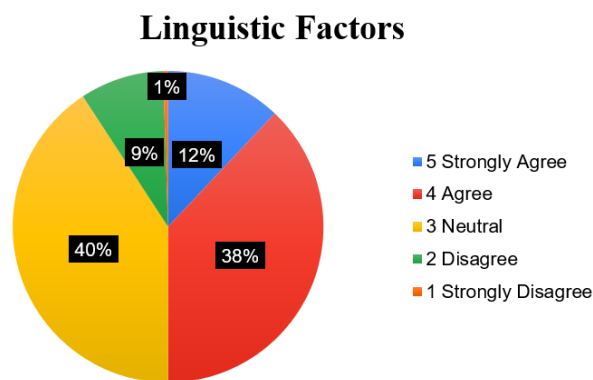


**Figure 4.5 Sociocultural Factors Chart**

From the chart above, it can be seen that the highest score obtained was the color of yellow choice with a total of 44 % with code number 3 means neutral. The second color red got 26 % with code number 4 means agree. Meanwhile, the lowest score was 3 % with code number 1 means strongly disagree, the color of blue total 6% with code number 5 means

strongly agree and the last color of green a total of 21 % with code number 2 means disagree. Therefore, from the results of the data exposure above, it can be concluded that this study succeeded in finding that sociocultural factors were not very visible to had a large affect because most of the responses were neutral with 44%, which explained that respondents expressed their choices not leaning towards agreeing or disagreeing. From the data analysis results, it was found that the aspect of the social distance among each student had the highest impact with a score of 433 or about 36% of the sociocultural factor. Further explanation of the data results can be seen in appendix 2 and 3.

### c. Linguistic Factors



**Figure 4.6 Linguistic Factors Chart**

From the chart above, it can be seen that the one with the most number of choices was yellow, a total of 40% with code number 3 means neutral choices, the second was color of red a total of 38% with code number 4 means agree choices. Meanwhile, the lowest score that got of the color orange 1% with code number 1 means strongly disagree, and

the total of 12 % that got by blue with code number 5 means strongly agree and the last color of green got a total of 9 % with code number 2 means disagree choices. Therefore, the survey results showed that there were two answers found on linguistic factors. Score 38% of the respondents agreed that linguistic factors were a factor affecting academic writing difficulties and 41% of the respondents considered it neutral. From the data results, it was found that the aspect of the errors is put in the students' levels of language had the highest affect with a score of 474 or about 35% of the linguistic factors. Further explanation of the data results can be seen in appendix 2 and 3.

#### **4.1.5 The Explanation of the Highest and Lowest Effect Review**

The questionnaire findings showed that "Personality Factors" was the element with the highest score that 38% of students agree and 18% of students strongly agree that personality factors can affect students' difficulty in academic writing. The second highest score was on "Linguistic Factors," with 38% of students agree and 12% of students strongly agree that linguistic factors affect students' difficulties in academic writing. "Sociocultural Factors" was the last factor with the lowest score, scoring 26% of the points. The findings provide valuable insight into the factors that affect students' difficulty in academic writing.

#### 4.1.6 Finding of Online Interview

In this chapter, the researcher conducted a semi-structured interview approach as the main qualitative method to collect the data. According to Ruslin et al. (2022) semi-structured interviews are more powerful than other types of interviews as they allow the researcher to obtain in-depth information and evidence from the interviewee while keeping the research focus in mind. Therefore, semi-structured interviews are very useful in this research to facilitate the analysis of research data from respondents. In this research, the structured interview method guided from theory by Brown (2007) explored three factors that affect students in academic writing, namely personality factors, sociocultural factors and linguistic factors. This stage of the interview was conducted with 12 participants from three batches in the faculty of English education, namely the second, the third and the fourth year of study to determine the factors that had an affect on students' difficulties in academic writing.

The following data provided more detailed information regarding the result of online interviews.

**Table 4.4 The Result of Data Interview**

Aspects	Question		
	Number	Yes	No
Personality Factors	1	9	3
	2	8	4
	3	10	2
Sociocultural Factors	4	3	9
	5	3	9
	6	11	1

Aspects		Question	
Linguistic Factors	Number	Yes	No
	7	9	3
	8	12	0
	9	11	1

The preceding data table 4.2 was presented and discussed in detail as follow:

### 1. Personality Factors

The first factor was the personality factor shown by respondents who stated the personality that affects students' difficulties in academic writing based on their perceptions. This factor includes self-esteem, anxiety, and also mood and motivation felt by students in academic writing.

#### a. Self Esteem

The results showed that some students faced difficulties in academic writing. The first difficulty was compiling ideas for writing. The lack of knowledge and mastery of the material made it difficult for students to organize the ideas in their minds to be applied in academic writing. The following evidence was collected from participant interviews who stated that self-esteem affects difficulties in academic writing.

Student 1 reported that:

*Yes, because sometimes when I want to write I often forget what the idea is.*

Student 3 said:

*Yes, I know the idea of what I want to write about, but it's difficult to apply it so that the idea can be conveyed in my writing.*

Student 6 & 7 reported that:

*Yes, I feel confused when looking for ideas when I write. I think deciding on an idea is a difficult thing.*

Student 8 said:

*Yes, I have difficulty in organizing ideas especially to apply it in English writing.*

Student 9 said:

*Yes, sometimes I have difficulty getting the ideas.*

Student 10 said:

*Yes, sometimes I find difficulty in deciding ideas when writing in academic text.*

Student 12 said:

*Yes, I feel it is difficult to find the idea because I have to find the inspiration to get the idea.*

There was also one student who answered that he had difficulty composing ideas in writing because of his lack of vocabulary.

Student 5 said:

*Yes, because of my lack of vocabulary, it was difficult to formulate ideas in my writing.*

It can be concluded that 9 out of 12 student participants felt that self-esteem affects them in academic writing, one of which was in organizing writing ideas. Most students find it difficult when trying to organize the writing ideas they will make. Therefore, sometimes they were confused to be able to design what they think into a writing that was formed in academic writing. Not only that, one student also stated that the lack of vocabulary mastered was one of the drivers of difficulty in applying ideas in the form of academic writing.

## **b. Anxiety**

The second aspect was anxiety. The results showed that students had difficulty in academic writing because of the anxiety in writing that they experience. Therefore, this affected students to felt difficulty in concentrated and lack confidence in their academic writing. The following evidence collected from participant interviews stated that anxiety affects academic writing difficulties.

Student 2 reported that:

*Yes, I lack of concentration because usually I used spoken language so I didn't know how to arrange my academic writing and I feel unconfident with it.*

Student 4 & 11 said:

*Yes, I sometimes find it difficult to concentrate and often lose focus but I feel confident in my writing.*

Student 5 said:

*Yes, because I am still not confident in my writing because I still make many mistakes in writing.*

Student 6 said:

*Yes, it's because sometimes I have pressure to write and also got writer's block.*

Student 8 said:

*Yes, I feel unconfident about my academic writing, because I still lack a lot of knowledge and find it difficult to concentrate on composing academic writing texts.*

There were also two students who said that the atmosphere of the place when writing is one of the reasons for her difficulty in academic writing.

Student 3 said:

*Yes, I find it difficult to concentrate because I have to be in a quiet place to concentrate.*

Student 7 said:

*Yes, I find it difficult to concentrate on writing. Especially when the classroom environment is noisy, it makes it difficult for me to concentrate on writing.*

It can be concluded that 8 out of 12 student participants felt anxiety when doing academic writing, especially in concentration and lack of confidence in their writing. In this case, most students find it difficult to concentrate, lack knowledge about grammar and felt insecure about their writing because they still made many mistakes, which put pressure on students in academic writing. Not only that, the atmosphere of the place is also a reason for students' difficulty in academic writing.

### **c. Mood and Motivation**

The third indicator in personality factors was mood and motivation. The results showed that mood and motivation affected students in academic writing. Mood swings and low motivation experienced by students affected their academic writing. The following was evidence from interviews with participants who stated that mood & motivation affect difficulties in academic writing.

Student 3 stated that:

*Yes, I think mood and motivation affect my academic writing, because when I'm in a bad mood, my academic writing assignments cannot be completed.*

Student 4 said:

*Yes, of course mood and motivation are very affect my academic writing. Because I will have difficulty in academic writing if I am not in a good mood.*

Student 5 said:

*Yes, it's very influential because my mood determines how I write.*

Student 6 said:

*Yes of course, because not every time I can write it. So, mood and motivation can affect my academic writing.*

Student 7 said:

*Yes, my mood affects my writing because when I'm in a good mood, it's easy to find ideas for writing.*

Student 8 & 9 said:

*Yes, my mood greatly affects my academic writing. Because when I'm in a bad mood it makes me difficult to concentrate.*

Student 10 said:

*Yes, of course, because if I am in a good mood and motivated to write, this will improve my academic writing skills.*

Student 11 & 12 said:

*Yes, of course mood and motivation will affect my academic writing. When I'm not in a good mood and there's no self-motivation, it is difficult for me to find ideas for writing.*

It was concluded that out of the 12 participants interviewed, 10 students agreed that mood and motivation greatly affect their academic writing. Most of the students said that the results of their writing would depend on the mood and motivation they felt at that time. If they felt happy, then the results of their writing will be good, and vice versa. In addition, a bad mood and low self-motivation made

it difficult for students to concentrate, difficult to find writing ideas, and also the absence of goals to complete academic writing tasks. Therefore, this finding showed that mood and motivation were one of the reasons why students find academic writing difficult.

## **2. Sociocultural Factors**

The second factor was the sociocultural factor indicated by respondents stating how the social environment affected students' difficulties in academic writing based on their perceptions. This factor included students' relationships with friends, students' relationships with lecturers and also the language culture in the classroom that affected students in academic writing.

### **a. The Social Distance among Each Student**

Firstly, the indicator in sociocultural factors was the social distance among students. This was concerned with the relationship that the students felt with communication between their friends. Based on student perceptions, it was known that sociocultural factors also had an effect in students' academic writing. Although the resulting affect was not too significant. As for the results of the study, it was found that there were some students who had difficulty in discussing with friends.

Student 5 stated that:

*Yes, it was quite difficult for me when doing academic writing group assignment because I found it hard to find friends to discuss with.*

Student 6 stated that:

*Yes, I find it difficult to find friends to discuss because there are limited friends who understand academic writing.*

Student 7 stated that:

*Yes, I have difficulty discussing with my friends during academic writing, but only with some close friends I can manage it. It also depends on who I discuss with.*

It can be concluded that out of 12 respondents, there were 3 students who answered that they had difficulty discussing with friends when doing academic writing. The difficulty felt by the first person was due to the difficulty of finding friends who could be discussed with, the second person stated the lack of students who understood academic writing, and the third person stated that the difficulty of discussing with friends depended on the person being discussed with.

#### **b. The Relationship between Students and Their Lectures**

The second indicator in sociocultural factors was the relationship between students and their lecturers. This stage reported that students had difficulty in discussing with the lecturer during academic writing class. In this research, the results found that there were three students who had difficulty discussing with their lecturers during academic writing class.

Student 3 & 8 stated that:

*Yes, I was afraid to ask the lecturer because of the many writing mistakes I had made, and I was also afraid that my questions would be misunderstood, it made difficult for me to discuss with my lecturer.*

Student 9 said:

*Yes, I think so. This may be due to my lack of communication with the lecturer, because it may be the time or atmosphere of the class that makes it difficult to be comfortable discussing with my lecturer.*

It can be concluded that out of 12 respondents, there were 3 students who answered that they had difficulty discussing with the lecturers. Two participants stated that the things that prevented them from discussing with lecturers were the fear of asking questions, and also the fear that the questions asked could not be understood properly. In addition, there was one student who said that it was difficult to discuss with the lecturer, because the possibility of a less conducive class made it difficult for him to choose a comfortable time to discuss with the lecturer during academic writing lessons.

### **c. The Culture in the Language Classroom of the Students**

The last Indicator of sociocultural factors was the culture in the language classroom of the student. This stage reported that students had difficulty with the academic learning format that had been taught in class. In this research, it was found that there were 10 students who had difficulty learning the academic writing format in the class.

Student 1 & 3 stated that:

*Yes, I think academic writing is difficult. There may be some difficulties in academic writing because it has techniques that must be done unlike ordinary writing.*

Student 2 said:

*Yes, it's complicated because I need getting more into the academic writing materials and practice to understand it.*

Student 4 said:

*Yes, it's quite complicated. I need to be able to properly understand the academic writing format.*

Student 5, 6 & 11 said:

*Yes, it was very difficult for me because academic writing has a format and writing rules that must be followed.*

Student 7 said:

*I found it complicated, because I didn't know how to write in academic writing.*

Student 9 said:

*Yes, because my lack of vocabulary and lack of knowledge of the tenses used makes it difficult for me to write.*

Student 10 said:

*Yes, sometimes when I do academic writing I find difficulties with the format, but I always try my best.*

Student 12 said:

*Yes, I think it's complicated because there are many aspects that should I used in academic writing.*

It can be concluded that out of the 12 participants interviewed, there were 11 participants who stated that they agreed that the academic writing format at university level was difficult. The students stated that they experienced difficulties due to the academic format because of the many aspects that must be followed in contrast to

ordinary writing. Most students felt confused to organize academic writing texts due to their lack of vocabulary and grammar knowledge. Therefore, the format of academic writing makes students had to be careful and understand the writing structure well to be able to do academic writing.

### **3. Linguistic Factors**

The third factor is the linguistic factor indicated by respondents who stated that the level of students' ability to understand linguistic theories also affects students' difficulties in academic writing based on their perceptions. This factor included linguistic errors that were likely to occur to students in academic writing, namely (a) errors by addition, omission, substitution and ordering, and (b) the errors were put in the students' levels of language and (c) extent error.

#### **a. Errors by addition, omission, substitution and ordering**

The first indicator of the linguistic factor was errors by addition, omission, substitution and ordering. This stage reported about students' difficulties in analyzing addition, omission, substitution, and sequencing errors or it can be concluded as the paraphrase stage that students did during the academic writing process. In this research, it was found that there were 9 students who had difficulty in paraphrased sentences during the academic writing process.

Student 2 stated that:

*Yes, paraphrasing is not my passion. I will get confused if the sentences are too complicated and too hard to paraphrased.*

Student 3 said

*Yes, I find it difficult to paraphrase because of the lack of unknown vocabulary.*

Student 6 said:

*Yes, it's really difficult for me, because most of the time I can't find words that can be arranged properly in paraphrasing.*

Student 7 said:

*Yes, it's very difficult. I find it difficult to be able to paraphrase to avoid plagiarism.*

Student 10 said:

*Yes, I also found it difficult to paraphrase, so I was determined to keep trying until I finally did.*

Student 12 said:

*Sometimes yes, because I still lack knowledge of vocabulary in paraphrasing.*

There were three students who felt that they also had difficulty in paraphrasing sentences and needed a tool or website that could help them paraphrase sentences.

Student 8 said:

*Yes, I find it difficult to paraphrase by myself so I still need help from the tool or website.*

Student 5 said

*Maybe yes, if I paraphrase myself. But I don't find it difficult to paraphrase sentences because there are websites that make it easy.*

Student 11 said:

*Yes, I have difficulty when I paraphrase by myself, so I still need a help with website or application.*

The interview results stated that students experienced many difficulties when trying to paraphrase such as: still lacking knowledge of grammar, lack of vocabulary, and difficulty in constructing the right sentence. However, some of them tried to find websites or applications for paraphrasing to help them in paraphrasing sentences.

#### **b. The errors is put in the students' levels of language**

The second indicator of linguistic factors was the errors put in the students' levels of language. This stage reported about the extent of understanding the difficulties and also the mistakes that students made in analyzing writing errors during the academic writing process. In this study, it was found that there were 12 participants, which means that all students who became respondents experienced difficulties and also made mistakes in academic writing.

Student 1 & 9 stated that:

*Yes, I have some grammatical errors in my writing, because I still lack knowledge about grammar.*

Student 2 & 8 said:

*Yes, I frequently make grammatical errors, particularly when using vocabulary that are not familiar.*

Student 3, 6, 10 & 11 said:

*Yes, I still make many grammatical errors, especially in the tenses used.*

Student 4 & 5 said:

*Yes, I often make grammar mistakes. Especially in making the text coherent.*

Student 7 said:

*Yes, because the grammar that I know is still lacking, especially in the use of conjunctions in the sentences used.*

Student 12 said:

*Yes, I often make grammar errors, so I still need a help like website or application*

It can be concluded that all participants interviewed in this study experienced grammatical errors. This problem was caused by students' lack of knowledge, understanding of grammar and this made students had difficulty in applying it. In this problem, most students had a lot of difficulties especially in the tenses used, grammar in conjunction & coherent, lack of vocabulary. To overcome these difficulties, the students used tools or websites to help them.

### **c. Extent Error**

The last indicator of linguistic factors was the extent of error. This stage reported about the extent of students' difficulty in determining linguistic units that should be deleted, replaced, supplied, or rearranged to improve sentences during the academic writing process. In this study, it was found that there were 11 students who were experienced difficulties and also made mistakes in academic writing.

Student 2 said:

*Yes, I often have difficulties in organizing academic writing. Mainly due to my lack of vocabulary, feeling confused by connecting sentences to one another, and also the frequent repetition of sentences.*

Student 3 said:

*Yes, I still often get confused and have difficulty in organizing the grammar that should be used. Especially in organizing which words I should use, delete, or replace in order to make my academic writing more effective.*

Student 4 said:

*Yes, I still often find it difficult to formulate appropriate grammar. Especially the difficulty in consistency in the arrangement of one sentence with another, the use of tenses that were often wrong, and also there were mistakes in composing the meaning between paragraphs to make academic writing convey properly.*

Student 5 said:

*Yes, I often find it difficult. Especially in selecting, arranging and using suitable words that should be used in academic writing.*

Student 6 said:

*Yes, I often still feel confused and have difficulties, especially in sentence structure and the use of tenses that must be used in academic writing.*

Student 7 said:

*Yes, often. Due to my lack of grammar knowledge, it is difficult for me to match which grammar is correct in the drafting of academic texts.*

Student 8 said:

*Yes, I often feel confusion and difficulty when organizing which grammar to use, especially in choosing the tenses that should be used in my academic writing.*

Student 9 said:

*Yes, I found it difficult. Especially because I didn't know all the knowledge about grammar, it made me confused in constructing sentences in the text with appropriate language in academic writing.*

Student 10 said:

*Yes, I find it difficult, because my lack of grammar knowledge makes me feel confused in organizing which sentences should be arranged, reduced or added during academic writing.*

Student 11 said:

*Yes, I often feel hesitant in composing sentences in academic writing, especially in the grammar that I have to choose when composing academic texts.*

Student 12 said:

*Yes, I felt confused and had difficulty in composing the correct academic text especially because of my lack of vocabulary and grammar.*

From the interview results, it can be concluded that 11 participants in this interview agreed that they still felt lacking in vocabulary, difficulty and confusion in choosing grammar, using relevant tenses, connecting sentences, and also composing paragraphs properly. Therefore, the students' paragraph writing became a complete and meaningful academic text. Therefore, these errors were the cause of students' difficulties in academic writing.

## **4.2 Discussion**

In this study, the reasons behind English education students' experiences of difficulty in academic writing had been explored. Several factors contributing to difficulties that students felt in academic writing had been identified, as elaborated by Brown (2007) who categorized factors affect students' difficulty in academic writing into three factors, namely: personality factor, sociocultural factor, and linguistic factor. In the results of data analysis in this study, the results

between questionnaires and interviews were collaborated to see survey statistics and a more in-depth description of each factor affecting students' academic writing.

The online survey on academic writing difficulties faced by English education study program students revealed that personality factors (see figure 4.4) play a significant role in relation to these factors as the main cause of academic writing, with the highest score that 38% of students agree and 18% of students strongly agree. The importance of personality factors as factors affect students' difficulties in academic writing was also emphasized by respondents in the interviews. The personality factor had the second highest score supporting that this factor affects students' difficulties in academic writing. From the interview results, it was found that personality factors affect students' difficulties in academic writing because of the difficulty in finding ideas for writing, difficulty in concentration and lack of confidence in their writing and also because the impact of mood changes and low internal motivation are the causes of students' difficulties in academic writing. This problem was also supported by previous research Aldabbus & Almansouri (2022) revealed that students' difficulties in academic writing were in organizing writing ideas. Another study also added by Budjalemba & Listyani (2020), the students' difficulties in academic writing occur due to internal factors such as self-motivation, self-confidence, lack of knowledge and feeling under pressure. From all these things, it can be concluded that personality factors had an effect on students' difficulties in academic writing.

The second was linguistic factors which also had an effect on students' difficulties in academic writing from the online survey results (see Figure 4.6). 38% agree and 12% strongly agree of students who took part in the survey agreed that this aspect significantly affect to students' difficulties in academic writing. Findings from interviews also showed that the majority of students agreed that linguistic factors were the biggest factors that affect students in academic writing. From the results of online interviews, it showed students' difficulties in academic writing since students experienced difficulties while trying to paraphrase such as: still lacking knowledge of grammar, lack of vocabulary. The students also have difficulties in constructing correct sentences, choosing conjunctions, tenses, and arranging paragraphs to make the text coherent, therefore it forms a complete and meaningful academic text. The results of this problem were also supported by previous research, Hussein (2022) revealed that students' difficulties in academic writing were in vocabulary, grammar, language exposure and reading references. Not only that, according to Aldabbus & Almansouri (2022), it revealed that students' difficulties in academic writing in choosing the appropriate academic words, writing coherent paragraphs, lack of writing process, and lack of finding resources. These problems revealed that linguistic factors had an influence on students' difficulties in academic writing.

In addition, sociocultural factors (see Figure 4.5) had the least effect on students' difficulty in academic writing. In an online questionnaire, this factor only received the approval of 26% of students that sociocultural factors became one of the causes of the lowest difficulty of students in academic writing. The

results of the interview also showed that table 4.4 sociocultural factors had the lowest approval scores among other factors. The difficulties that students felt in academic writing were the difficulty of finding friends to discuss because of the limited friends who understand about academic writing, the difficulty of discussing with lecturers because of the fear of asking questions, and the difficulty in understanding the format of writing in academic writing taught at the university. The results of this problem were also supported by previous researchers Budjalemba & Listyani (2020) revealed that student difficulties in academic writing also occur in external factors, namely; consisted of the lecturer's teaching style, classroom atmosphere, materials, and writing aspects. Not only that, according to Akhtar et al. (2019), showed that lecture's teaching methods and students' attitude towards English are factors in students' difficulties in academic writing. Therefore, the results of the online survey and online interviews showed that sociocultural factors had an effect on students' difficulties in academic writing, but in this study, sociocultural factors had a low effect on students' difficulties in academic writing.

In conclusion, the results from the online survey and online interviews show that there was a slight difference in the number of scores that had a significant effect on the difficulties of students in academic writing. Based on the online survey, personality factors had the greatest affect, differing only 6% from linguistic factors. Based on the results of the online interview, there are differences with the online questionnaire. Respondents interviewed reported that linguistic factors became the biggest main factor affecting students in academic

writing, and in the second largest position was affected by personality factors. However, the sociocultural factors continued to receive the lowest agreement score in both the online survey and the online interview, indicating that it had least influence on students' academic writing.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Conclusion**

The aim of this study was to find out what factors affect students' difficulty in academic writing. From the results of the data analysis, it was found that there were two factors that had a significant affect on students' difficulties in academic writing. Based on data obtained from online survey, "personality factor" was the biggest factor that affected students' difficulties in academic writing. In this case, the difficulties that occur include, difficulties in formulating ideas, anxiety, lack of confidence, mood swings and low motivation. In addition, in the online interview, the most affecting factor on students' academic writing difficulties was "linguistic factors". In this matter, student difficulties often occur because students find a lack of mastery in understanding the format of academic writing, lack of vocabulary mastered, and also errors in grammar such as in tenses, word substitutions, and conjunctions that cause student academic writing to become inappropriate and incoherent. Furthermore, the last factor that affects students' difficulties in academic writing was "sociocultural factors". In this problem, students' difficulties occur due to struggle in finding friends to discuss with, fear of asking questions and discussing with lecturers, and also difficulties with the academic writing format learned at university. Accordingly, this study revealed that "personality factors" and "linguistic factors" were factors that had a major effect to students' difficulties in academic writing. Therefore, this study has fulfilled the aim to discover the factors that affect students' difficulty in academic writing.

## 5.2 Recommendation

These recommendations are directed to the English education students, the lecturer and for future researchers.

### a. For the English Education Students

1. Students should not feel afraid when trying to write academically, if there is something that is not understood, it is better to ask friends or lecturers to get a deeper understanding.
2. Students should get used to practicing writing again by not worrying about making grammar mistakes. Students can try to draft the writing ideas that they think of into writing and then discuss it with the lecturer to be given good feedback.
3. Students must be confident with their writing because they are actually in the learning stage, even if there are mistakes made, they can further improve the process and the writing made. Stay consistent and practice writing in order to better understanding in academic writing.
4. Students can learn more about grammar to improve their ability and understanding of grammar so that students do not get confused in applying it. Learning about grammar can also be learned on many platforms, this helps students to increase their knowledge about grammar.
5. Students can also find a comfortable place or by doing something that can make them comfortable when they are about to start writing so that

their thoughts are not distracted by other things that can interfere with students during the academic writing process.

**b. For the Lecturer**

1. Lecturers can provide exercises that focus on improving students' grammar in English. Therefore, students can improve how to compose academic writing texts without being confused about which grammar is suitable for use in the sentences they compose
2. Lecturers can help students to start discussing what difficulties they experience so that the difficulties felt by students when compiling academic writing can be overcome properly.
3. Lecturers can advise students to use new vocabulary that is suitable for use in academic writing in order to make students familiar with some replacement sentences that can be used in academic writing.
4. Lecturers can create learning methods that focus on the design of improving students' imagination, language, and confidence in academic writing. In this case, lecturers can provide tasks that can explore thinking, develop ideas, and think critically in academic writing.

**c. For the Future Researchers**

This study is only limited to find what factors affect students' difficulties in academic writing. Therefore, as a suggestion for further research, researchers can find ways or solutions to deal with the problems that occur. Since this study conducted mixed research, it is suggested that future research can take different approaches in order to go deeper to solve this problem and find solutions.

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## APPENDICES

### Appendix 1. Blueprint Online Questionnaire

#### Blueprint Online Questionnaire

Title	:	What Factors Affect Students' Difficulties in Academic Writing: A Survey Study of Students Perception in One of Private University in Indonesia
Purpose	:	To find out What are the factors affect students' difficulties in academic writing

#### Blueprint

Theory	Factors	Indicators	Number of Questionnaire	Total
Brown (2007)	Personality Factors	a. Self Esteem	1,2	2
		b. Anxiety	3,4	2
		c. Motivation	5,6	2
	Sociocultural Factors	a. The social distance among each student	7,8	2
		b. The relationship between students and their lectures.	9,10	2
		c. The culture in the language classroom of the student	11,12	2
	Linguistic Factors	a.Errors by addition, omission, substitution and ordering	13,14	2
		b. The errors is put in the students' levels of language (phonology, lexicon, grammar and discourse)	15,16	2
		c. Extent Error is the rank of a linguistic unit that would have to be deleted, replaced, supplied, or reordered in order to repair the sentence	17,18	2
Total				18

FACTORS	STATEMENTS	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
<b>Personality Factors</b>	1. I feel difficult to find ideas/topics when write in academic writing					
	2. I feel difficulty finding relevant references during academic writing					
	3. I easily feel stressed and have difficulty concentrating during academic writing					
	4. I feel unconfident with my academic writing because I feel my writing is not good.					
	5. I feel it is difficult to find motivation to write during academic writing.					
	6. When I try to write in academic writing, I need to be in a calm and good mood.					
<b>Sociocultural Factors</b>	7. I feel difficulty finding friends to practice and discuss academic writing because of feelings hesitate and fear					
	8. I feel afraid to ask for help from other friends during my academic writing process because of fear of disturbing them.					
	9. I find it difficult to discuss with the lecturer during academic writing					
	10. I feel the lecturer's explanation of academic writing is difficult to understand					
	11. I feel lack of understanding of academic writing formats at university					
	12. I find the academic writing format learned difficult and complicated.					
<b>Linguistic Factors</b>	13. I feel Difficult in paraphrasing sentence from sources to academic writing texts					
	14. I feel it is difficult to use appropriate substitute words to avoid redundancy or repeated words in academic writing texts.					
	15 . I have difficulty determining the correct use of grammar in academic writing, so I often make mistakes.					

<b>FACTORS</b>	<b>STATEMENTS</b>	<b>Strongly Disagree</b> <b>1</b>	<b>Disagree</b> <b>2</b>	<b>Neutral</b> <b>3</b>	<b>Agree</b> <b>4</b>	<b>Strongly Agree</b> <b>5</b>
<b>Linguistics Factors</b>	16. I often make mistakes in organizing the right words due to my lack of vocabulary, which makes it difficult to form academic writing texts.					
	17. I don't understand which grammatical usage should be deleted, replaced, completed and rearranged in academic writing.					
	18. I am not familiar with determining sentence order in a paragraph that needs to be deleted, replaced, supplied, and rearranged in academic writing.					

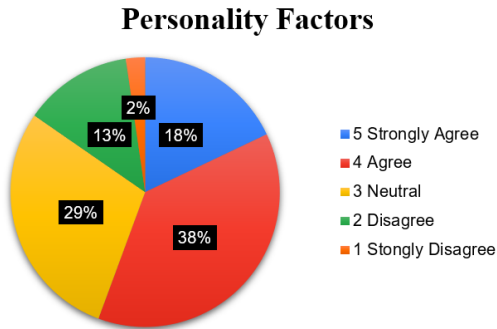
## Appendix 2. Response from Online Survey Data

Students	Semester	Personality Factors						Sociocultural Factors						Linguistics Factors						Score	Value	
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6			
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42	8	5	5	3	4	4	5	3	3	2	2	3	3	3	3	3	4	3	2	3	60	67
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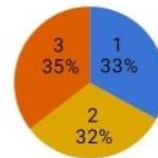
Students	Semester	Personality Factors						Sociocultural Factors						Linguistic Factors						Score	Value
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45	8	3	4	2	4	2	4	3	2	3	2	2	2	2	2	2	4	2	2	47	52
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56	8	4	4	4	4	3	4	3	3	3	2	3	3	3	3	4	3	4	3	60	67
57	8	3	4	3	3	2	5	4	4	2	2	2	3	2	3	4	4	3	3	56	62
58	8	3	3	3	4	4	4	3	3	3	4	3	3	3	3	4	3	3	3	59	66
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64	8	4	4	4	5	4	3	5	4	5	4	3	4	3	3	2	3	3	3	66	73
65	8	4	4	4	4	3	4	3	2	3	2	4	4	4	3	5	5	4	5	67	74
	<b>Aspects</b>	<b>(1)</b>		<b>(2)</b>		<b>(3)</b>		<b>(1)</b>		<b>(2)</b>		<b>(3)</b>		<b>(1)</b>		<b>(2)</b>		<b>(3)</b>			
	<b>Total Score</b>	<b>457</b>		<b>439</b>		<b>492</b>		<b>433</b>		<b>366</b>		<b>406</b>		<b>459</b>		<b>474</b>		<b>441</b>			

### Appendix 3. Chart of Online Survey Data

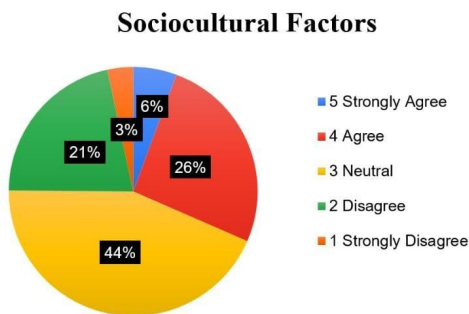
#### a. Personality Factors



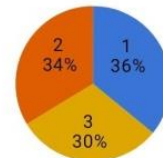
#### Personality Factors (Aspects)



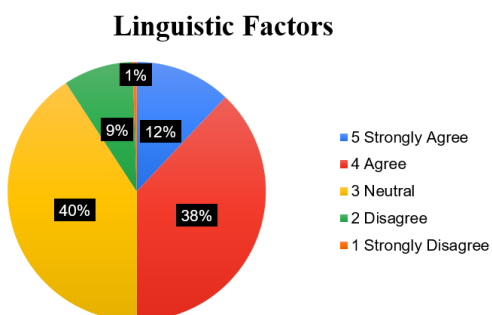
#### b. Sociocultural Factors



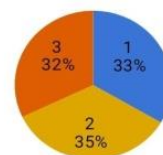
#### Sociocultural Factors (Aspects)



#### c. Linguistic Factors



#### Linguistic Factors (Aspects)



#### Appendix 4. Blueprint Online Interview

##### Blueprint of Interview

##### Factors Difficulty Affecting University Students in Academic Writing

Title	:	What Factors Affect Students Difficulties In Academic Writing : A Survey Study Of Students Perception In One Of Private University In Indonesia
Purpose	:	To find out What are the factors affect students difficulties in academic writing

##### Blueprint

Brown (2007)			
Aspect	Indicators	Question Items	Item Number
Personality Factors	Self esteem	Do you have any difficulties in deciding ideas during academic writing? To what extent?	1
	Anxiety	Do you often feel difficulty concentrating or unconfident when writing in academic writing? Why?	2
	Motivation	Do you think mood and motivation affect academic writing? Why?	3
Sociocultural Factors	The social distance among each student	Do you find it difficult to discuss with your friends during academic writing? why?	4
	The social distance between university students and their lectures	Do you find it difficult to discuss with your lectures during academic writing? why?	5
	The culture in the language classroom of the student	Do you find the academic writing format you learned difficult and complicated? Why?	6
Linguistics Factors	Errors by addition, omission, substitution and ordering	Do you have any difficulties in paraphrasing sentences from the sources to your academic writing? To what extent?	7
	The errors is put in the students' levels of language (phonology, lexicon, grammar and discourse)	Do you often make grammatical errors when writing academic texts? What are the most common errors? why?	8
	Domain Error (error to become apparent, and extent is the rank of linguistic unit that would have to be deleted, replaced, supplied, or reordered in order to repair the sentence)	Do you find it difficult when choosing which grammatical/language units should be deleted, replaced, supplied, and rearranged in academic writing?	9

**Appendix 5. Response from Online Interview Data**

NO	Name	Response from interview data											
		Question											
		1			2			3			4		
		Yes	No	Reason	Yes	No	Reason	Yes	No	Reason	Yes	No	Reason
1	Student 1	✓		Yes, because sometimes when I want to write I often forget what the idea is.		✓	No, I don't find it too difficult to concentrate once I have found an idea to write about		✓	Not really, for me the mood doesn't really affect my writing.		✓	Nothing difficult for me to discuss with my friends.
2	Student 2		✓	I don't think so, if I have the theme / ideas of what I want to write, I can do it.	✓		Yes, I lack of concentrating because usually I used informal so I didn't know how to good write in formal, and I feel unconfident with it.		✓	No, I don't think mood or motivation will affect me. Besides, if I have an urgent task I will still trying to write before the deadline.		✓	No, I can share my thoughts with my friends and get along with them.
3	Student 3	✓		Yes, I know the idea of what I want to write about, but it's difficult to apply it so that the idea can be conveyed on my writing.	✓		Yes, I find it difficult to concentrate because I have to be in a quiet place to concentrate.	✓		Yes, I think mood and motivation affect my academic writing so that my assignments can be completed.		✓	Not really, I think it's not too difficult for me to find ideas, it's just difficult to apply them to my writing.
4	Student 4		✓	Not really, I think it's not too difficult for me to find ideas, it's just difficult to apply them to my writing.	✓		Yes, I sometimes find it difficult to concentrate and often lose focus but I feel confident in my writing.	✓		Yes, for me mood and motivation affect my academic writing.		✓	Not really, there are some friends I can discuss with

Response from interview data														
Question														
5			6			7			8			9		
Yes	No	Reason	Yes	No	Reason	Yes	No	Reason	Yes	No	Reason	Yes	No	Reason
	✓	No. I did not find it difficult to discuss my lectures. My lectures always guide me well.	✓		Yes, I think academic writing is difficult. There may be some difficulties in academic writing because it has techniques that must be done unlike ordinary writing.		✓	Not really difficult because I can paraphrase some citations that I got for my writing text.	✓		Yes, I have some grammatical errors in my writing, because I still lack of knowledge about grammatical.		✓	it's not really difficult for me if I know what grammar I use.
	✓	No, I can discuss it and asking so many questions if the lecture is opened up	✓		Yes, it's complicated because I need getting more into the material and practice to understand it.		✓	Yes, paraphrasing is not my passion. I will get confused if the sentences are too complicated and too hard to paraphrased.	✓		Maybe yes, since I lack knowledge of vocabulary		✓	Yes, I often have difficulties because lack of vocabulary, feeling confused by connecting sentences.
✓		Yes, because I often feel afraid when I want to discuss with the lecturer.	✓		Yes, I found it quite difficult with the academic writing format.		✓	Yes, I find it difficult to paraphrase because of the lack of known vocab.	✓		Yes, I still make many grammatical errors, especially in the tenses used.		✓	Yes, I still often get difficulty in organizing words I should use, delete, or replace to make my academic writing more effective.
	✓	No, I don't have difficulty in discussing it with my lecturer.	✓		Yes, it's quite complicated. I need to be able to properly understand the academic writing format		✓	Not really, I can do it.	✓		Yes, I often make grammar mistakes. Especially in making the text coherent.		✓	Yes, I still often find it difficult to formulate suitable grammar

Response from interview data													
NO	Name	Question											
		1			2			3			4		
		yes	No	Reason	Yes	No	Reason	Yes	No	Reason	Yes	No	Reason
1	Student 5	✓		Yes, because of my lack of vocabulary, it was difficult to formulate ideas in my writing.	✓		Yes, because I am still not confident in my writing because I still make many mistakes in writing.	✓		Yes, it's very influential because my mood determines how I write.		✓	Not really, it's depending on who I'm discussing with
2	Student 6	✓		Yes, sometimes it's difficult. I should search for the topic that I want to write about because not everything I can explain in my writing text.	✓		Yes, it's because sometimes I have pressure to write and also got writer's block.	✓		Yes of course, because not every time I can write it. So mood and motivation can affect my academic writing.	✓		Yes, because I don't have friend to discussed with so it's difficult for me to discuss with them
3	Student 7	✓		Yes, I feel confused when looking for ideas when I write. I think deciding on an idea is a difficult thing.	✓		Yes, I find it difficult to concentrate on writing. Especially when the classroom environment is noisy, it makes it difficult for me to concentrate on writing.	✓		Yes, my mood affects my writing because when I'm in a good mood, it's easy to find ideas for writing.	✓		Yes, I find it difficult to find friends to discuss with because there are also limited friends who understand academic writing.
4	Student 8	✓		Yes, I have difficulty in organizing ideas especially to apply it in English writing.	✓		Yes, I feel unconfident about my academic writing, because I still lack a lot of knowledge and find it difficult to concentrate on composing academic writing texts.	✓		Yes, mood really affects my writing because it makes it difficult for me to concentrate.		✓	Not really, because I can actually understand what I don't understand better by discussing with my friends

Response from interview data														
Question														
5			6			7			8			9		
Yes	No	Reason	Yes	No	Reason	Yes	No	Reason	Yes	No	Reason	Yes	No	Reason
	✓	No. I did not find it difficult to discuss my lectures. My lectures always guide me well.	✓		Yes, I think academic writing is difficult. There may be some difficulties in academic writing because it has techniques that must be done unlike ordinary writing.		✓	Not really difficult because I can paraphrase some citations that I got for my writing text.	✓		Yes, I have some grammatical errors in my writing, because I still lack of knowledge about grammatical.	✓		Yes but it's not really difficult for me if I know what grammar I use.
	✓	No, I don't have difficulty with my lecturer	✓		I found it complicated, because I didn't know how to write in academic writing.	✓		Yes, it's really difficult for me, because most of the time I can't find words that can be arranged properly..	✓		Yes, I often make grammatical errors. Especially in the tenses I used	✓		Yes, I still often find it difficult and confusing because I still don't understand which grammar to use.
	✓	No, because I think the lecturer has explained clearly and can be invited to communicate well.	✓		Yes, because I found it difficult to write the introduction and it affected the rest of the writing.	✓		Yes, it's very difficult. I find it difficult to be able to paraphrase to avoid plagiarism.	✓		Yes, because the grammar that I know is still lacking, especially in the use of conjunctions in the sentences used.	✓		Yes, often. Because of my lack of grammar knowledge, it makes it difficult for me to match which grammar is correct in the text.
✓		yes, because I was afraid to ask the lecturer so it made it difficult for me to discuss.		✓	Not really, I can understand the format, but I have trouble applying it.	✓		Yes, I find it difficult to paraphrase by myself so I still need help from the tool/website	✓		Yes, I often make mistakes in grammar, especially in the vocabulary used	✓		Yes, I often feel confusion and difficulty.

		Response from interview data											
NO	Name	Question											
		1			2			3			4		
		Yes	No	Reason	Yes	No	Reason	Yes	No	Reason	Yes	No	Reason
1	Student 9	✓		. Yes, sometimes I have difficulty getting the ideas.	✓		Yes, sometimes I feel not confident because I lack vocabulary, and I feel not confident when writing.	✓		. Yes, it's true. I think when my mood is not good it's can affect my academic writing		✓	No, I think my friend can invite them to discussion together
2	Student 10	✓		Yes, sometimes I find difficulty in deciding ideas when writing in academic text.		✓	No, I have no difficulty with that.	✓		Yes of course, because mood and motivation is the one reason I can improve my writing.	✓		Yes, but it's depends with who I discuss with
3	Student 11		✓	Actually, not really because sometimes it is hard but sometimes I easy for me.	✓		Yes, sometimes I feel difficult to concentrate and confident with my academic writing because I feel hard when I write it..		1	Yes, because I think mood can affect my academic writing		✓	No, I have no difficulty with my friends.
4	Student 12	✓		Yes, I feel it is difficult to find the idea because I have to find out the inspiration to got idea.		✓	No, I can concentrate anywhere and I feel confident with my writing if I have found my ideas to write.		1	Yes, because I think mood can affect my academic text.		✓	No, it's depends to who I discussed with

Response from interview data														
Question														
5			6			7			8			9		
Yes	No	Reason	Yes	No	Reason	Yes	No	Reason	Yes	No	Reason	Yes	No	Reason
	✓	. Yes, I think so. This may be due to my lack of communication with the lecturer, because it may be the time or atmosphere of the class that makes it difficult to be comfortable discussing with my lecturer.	✓		yes, because my lack of vocabulary and lack of knowledge of the tenses used makes it difficult for me to write.		✓	No, because I can do it.	✓		Yes, because I often make mistakes in grammar due to my lack of understanding of grammar.	✓		Yes, it's difficult because I don't know all the knowledge about grammar, so it makes it difficult for me to formulate a suitable grammar.
	✓	No, I don't find the difficulties in discuss with my lecturer	✓		Yes, sometimes when I learn academic writing I find the difficulties, but I always trying my best.	✓		Yes but not really, because I can try to learned and do that.	✓		Yes, sometimes I make grammatical errors when I write in academic text, especially in tenses I used.	✓		Yes, sometimes I feel hesitation when I'm trying to rearranged the grammar in my academic writing text.
	✓	No, I have no difficult to discuss with my lecturer	✓		Yes, it's difficult because there are formats or rules that used to do, so it's hard for me..	✓		Yes, I have difficulty when I paraphrase by myself, so I still need a help with website or application.	✓		Yes, I often make grammatical errors when writing academic text especially in tenses I used.	✓		Yes, it is still difficult to rearrange the grammar I should use.
	✓	No, I can directly discuss with my lecturer	✓		Yes, I think it's complicated because there are aspects that should I used.	✓		Sometimes yes, because I still lack knowledge of vocabulary	✓		Yes, I often make grammar errors, so I still need a help like website or application.	✓		Yes I feel difficult because I lack of knowledge in vocabulary, so I feel confused to rearranged the grammar well

## Appendix 6 Interview Transcript 1

### INTERVIEW TRANSCRIPT

#### Interview Students' Difficulty in Academic Writing

Date : 6 July 2024  
 Time : 19.00-19.30  
 Place : Online by Zoom Meeting  
 Interviewer : Student 1

**Note:**

Researcher ( R)

Students 1 ( S)

R	:	Can we start? Question no 1, Do you have any difficulties in deciding ideas during academic writing? To what extent?
S	:	Yes, because sometimes when I want to write I often forget what the idea is.
R	:	Move to question no 2, Do you often feel difficulty concentrating or unconfident when writing in academic writing? Why?
S	:	No, I don't find it too difficult to concentrate once I have found an idea to write about
R	:	Next question, Do you think mood and motivation affect academic writing? Why?
S	:	Not really, for me the mood doesn't really affect my writing.
R	:	Do you find it difficult to discuss with your friends during academic writing? why?
S	:	Nothing difficult for me to discuss with my friends.
R	:	Do you find it difficult to discuss with your lectures during academic writing? why?
S	:	No. I did not find it difficult to discuss my lectures. My lectures always guide me well.
R	:	Do you find the academic writing format you learned difficult and complicated? Why?
S	:	Yes, I think academic writing is difficult. There may be some difficulties in academic writing because it has techniques that must be done unlike ordinary writing.
R	:	Do you have any difficulties in paraphrasing sentences from the sources to your academic writing? To what extent?
S	:	Not really difficult because I can paraphrase some citation that I got for my writing text.
R	:	Do you often make grammatical errors when writing academic texts? What are the most common errors? why?
S	:	Yes, I have some grammatical error in my writing, because I still lack knowledge about grammar.
R	:	The last question, Do you find it difficult when choosing which grammatical/language units should be deleted, replaced, supplied, and rearranged in academic writing?
S	:	Not really difficult for me if I know what grammar I used.

## Appendix 7 Interview Transcript 2

### INTERVIEW TRANSCRIPT

#### Interview Students' Difficulty in Academic Writing

Date : 6 July 2024  
 Time : 19.30-20.00  
 Place : Online by Zoom Meeting  
 Interviewer : Student 2

#### Note:

Researcher ( R)

Students 2 ( S)

R	:	Can we start? Question no 1, Do you have any difficulties in deciding ideas during academic writing? To what extent?
S	:	I don't think so, if I have the theme / ideas of what I want to write, I can do it.
R	:	Move to question no 2, Do you often feel difficulty concentrating or unconfident when writing in academic writing? Why?
S	:	Yes, I lack of concentrating because usually I used informal so I didn't know how to good write in formal, and I feel unconfident with it.
R	:	Next question, Do you think mood and motivation affect academic writing? Why?
S	:	No, I don't think mood or motivation will affect me. Besides, if I have an urgent task I will still try to write before the deadline.
R	:	Do you find it difficult to discuss with your friends during academic writing? why?
S	:	No, I can sharing my thoughts with my friends and get along with them.
R	:	Do you find it difficult to discuss with your lectures during academic writing? why?
S	:	No, I can discuss it and asking so many questions if the lecture is opened up
R	:	Do you find the academic writing format you learned difficult and complicated? Why?
S	:	Yes, it's complicated because I need to get more into the material and practice to understand it.
R	:	Do you have any difficulties in paraphrasing sentences from the sources to your academic writing? To what extent?
S	:	Yes, paraphrasing is not my passion. I will get confused if the sentences are too complicated and too hard to paraphrase.
R	:	Do you often make grammatical errors when writing academic texts? What are the most common errors? why?
S	:	Yes, because of my lack of vocabulary, it makes it difficult for me to formulate a suitable grammar.
R	:	The last question, Do you find it difficult when choosing which grammatical/language units should be deleted, replaced, supplied, and rearranged in academic writing?
S	:	Yes, I often have difficulties in organizing academic writing. Mainly due to my lack of vocabulary, feeling confused by connecting sentences to one another, and also the frequent repetition of sentences.

### Appendix 8 Interview Transcript 3

#### INTERVIEW TRANSCRIPT

##### Interview Students' Difficulty in Academic Writing

Date : 6 July 2024  
 Time : 20.00-20.30  
 Place : Online by Zoom Meeting  
 Interviewer : Student 3

**Note:**

Researcher ( R)

Students 3 (S)

R	:	Can we start? Question no 1, Do you have any difficulties in deciding ideas during academic writing? To what extent?
S	:	Yes, I know the idea of what I want to write about, but it's difficult to apply it so that the idea can be conveyed on my writing.
R	:	Move to question no 2, Do you often feel difficulty concentrating or unconfident when writing in academic writing? Why?
S	:	Yes, I find it difficult to concentrate because I have to be in a quiet place to concentrate.
R	:	Next question, Do you think mood and motivation affect academic writing? Why?
S	:	Yes, I think mood and motivation affect my academic writing so that my assignments can be completed.
R	:	Do you find it difficult to discuss with your friends during academic writing? why?
S	:	No, I don't have any difficulties when discussing with my friends.
R	:	Do you find it difficult to discuss with your lectures during academic writing? why?
S	:	Yes, because I often feel afraid when I want to discuss with the lecturer.
R	:	Do you find the academic writing format you learned difficult and complicated? Why?
S	:	Yes, I found it quite difficult with the academic writing format.
R	:	Do you have any difficulties in paraphrasing sentences from the sources to your academic writing? To what extent?
S	:	Yes, I find it difficult to paraphrase because of the lack of known vocab.
R	:	Do you often make grammatical errors when writing academic texts? What are the most common errors? why?
S	:	Yes, I still make many grammatical errors, especially in the tenses used.
R	:	The last question, Do you find it difficult when choosing which grammatical/language units should be deleted, replaced, supplied, and rearranged in academic writing?
S	:	Yes, I still often get confused and have difficulty in organizing the grammar that should be used. Especially in organizing which words I should use, delete, or replace in order to make my academic writing more effective.

## Appendix 9 Interview Transcript 4

### INTERVIEW TRANSCRIPT

#### Interview Students' Difficulty in Academic Writing

Date : 6 July 2024  
 Time : 20.30-21.00  
 Place : Online by Zoom Meeting  
 Interviewer : Student 4

#### Note:

Researcher (R)

Students 4 (S)

R	:	Can we start? Question no 1, Do you have any difficulties in deciding ideas during academic writing? To what extent?
S	:	Not really, I think it's not too difficult for me to find ideas, it's just difficult to apply them to my writing.
R	:	Move to question no 2, Do you often feel difficulty concentrating or unconfident when writing in academic writing? Why?
S	:	Yes, I sometimes find it difficult to concentrate and often lose focus but I feel confident in my writing.
R	:	Next question, Do you think mood and motivation affect academic writing? Why?
S	:	Yes, for me mood and motivation affect my academic writing.
R	:	Do you find it difficult to discuss with your friends during academic writing? why?
S	:	Not really, there are some friends I can discuss with
R	:	Do you find it difficult to discuss with your lectures during academic writing? why?
S	:	No, I don't have difficulty in discussed with my lecturer.
R	:	Do you find the academic writing format you learned difficult and complicated? Why?
S	:	Yes, it's quite complicated. I need to be able to properly understand the academic writing format.
R	:	Do you have any difficulties in paraphrasing sentences from the sources to your academic writing? To what extent?
S	:	Not really, I can do it.
R	:	Do you often make grammatical errors when writing academic texts? What are the most common errors? why?
S	:	Yes, I often make grammar mistakes. Especially in making the text coherent.
R	:	The last question, Do you find it difficult when choosing which grammatical/language units should be deleted, replaced, supplied, and rearranged in academic writing?
S	:	Yes, I still often find it difficult to formulate appropriate grammar. Especially the difficulty in consistency in the arrangement of one sentence with another, the use of tenses that were often wrong, and also there were mistakes in composing the meaning between paragraphs to make academic writing convey properly.

## Appendix 10 Interview Transcript 5

### INTERVIEW TRANSCRIPT

#### Interview Students' Difficulty in Academic Writing

Date : 6 July 2024  
 Time : 21.00-21.30  
 Place : Online by Zoom Meeting  
 Interviewer : Student 5

**Note:**

Researcher ( R)

Students 5 (S)

R	:	Can we start? Question no 1, Do you have any difficulties in deciding ideas during academic writing? To what extent?
S	:	Yes, because of my lack of vocabulary, it was difficult to formulate ideas in my writing.
R	:	Move to question no 2, Do you often feel difficulty concentrating or unconfident when writing in academic writing? Why?
S	:	Yes, because I am still not confident in my writing because I still make many mistakes in writing.
R	:	Next question, Do you think mood and motivation affect academic writing? Why?
S	:	Yes, it's very influential because my mood determines how I write.
R	:	Do you find it difficult to discuss with your friends during academic writing? why?
S	:	Not really, it's depending on who I'm discussing with
R	:	Do you find it difficult to discuss with your lectures during academic writing? why?
S	:	No, I don't have difficulty discussing it with my lecturer.
R	:	Do you find the academic writing format you learned difficult and complicated? Why?
S	:	Yes, it was very difficult for me because academic writing has a format and writing rules that must be followed.
R	:	Do you have any difficulties in paraphrasing sentences from the sources to your academic writing? To what extent?
S	:	Maybe yes if I paraphrase myself, but I don't find it difficult to paraphrase sentences because there are websites that make it easy.
R	:	Do you often make grammatical errors when writing academic texts? What are the most common errors? why?
S	:	Yes, because I find it difficult to write. Especially the tenses used.
R	:	Do you find it difficult when choosing which grammatical/language units should be deleted, replaced, supplied, and rearranged in academic writing?
S	:	Yes, I often find it difficult. Especially in selecting, arranging and using suitable words that should be used in academic writing.

## Appendix 11 Interview Transcript 6

### INTERVIEW TRANSCRIPT

#### Interview Students' Difficulty in Academic Writing

Date : 7 July 2024  
 Time : 19.00-19.30  
 Place : Online by Zoom Meeting  
 Interviewer : Student 6

#### Note:

Researcher ( R)

Students 6(S)

R	:	Can we start? Question no 1, Do you have any difficulties in deciding ideas during academic writing? To what extent?
S	:	Yes, sometimes it's difficult. I should search for the topic that I want to write about because not everything I can explain in my writing text.
R	:	Move to question no 2, Do you often feel difficulty concentrating or unconfident when writing in academic writing? Why?
S	:	Yes, it's because sometimes I have pressure to write and also got writer block.
R	:	Next question, Do you think mood and motivation affect academic writing? Why?
S	:	Yes of course, because not every time I can write it. So mood and motivation can affect my academic writing.
R	:	Do you find it difficult to discuss with your friends during academic writing? why?
S	:	Yes, because I don't have friend to discussed with so it's difficult for me to discuss with them
R	:	Do you find it difficult to discuss with your lectures during academic writing? why?
S	:	No, I don't have difficulty with my lecturer
R	:	Do you find the academic writing format you learned difficult and complicated? Why?
S	:	I found it complicated, because I didn't know how to good write well in academic writing.
R	:	Do you have any difficulties in paraphrasing sentences from the sources to your academic writing? To what extent?
S	:	Yes, it's really difficult for me, because most of the time I can't find words that can be arranged properly.
R	:	Do you often make grammatical errors when writing academic texts? What are the most common errors? why?
S	:	Yes, I often make grammatical errors. Especially in the tenses I used.
R	:	The last question, Do you find it difficult when choosing which grammatical/language units should be deleted, replaced, supplied, and rearranged in academic writing?
S	:	Yes, I often still feel confused and have difficulties, especially in sentence structure and the use of tenses that must be used in academic writing.

## Appendix 12 Interview Transcript 7

### INTERVIEW TRANSCRIPT

#### Interview Students' Difficulty in Academic Writing

Date : 7 July 2024  
 Time : 19.30-20.00  
 Place : Online by Zoom Meeting  
 Interviewer : Student 7

#### Note:

Researcher ( R)

Students 7 (S)

R	:	Can we start? Question no 1, Do you have any difficulties in deciding ideas during academic writing? To what extent?
S	:	Yes, I feel confused when looking for ideas when I write. I think deciding on an idea is a difficult thing.
R	:	Move to question no 2, Do you often feel difficulty concentrating or unconfident when writing in academic writing? Why?
S	:	Yes, I find it difficult to concentrate on writing. Especially when the classroom environment is noisy, it makes it difficult for me to concentrate on writing.
R	:	Next question, Do you think mood and motivation affect academic writing? Why?
S	:	Yes, my mood affects my writing because when I'm in a good mood, it's easy to find ideas for writing.
R	:	Do you find it difficult to discuss with your friends during academic writing? why?
S	:	Yes, I find it difficult to find friends to discuss with because there are also limited friends who understand academic writing.
R	:	Do you find it difficult to discuss with your lectures during academic writing? why?
S	:	No, because I think the lecturer has explained clearly and can be invited to communicate well.
R	:	Do you find the academic writing format you learned difficult and complicated? Why?
S	:	Yes, because I found it difficult to write the introduction and it affected the rest of the writing.
R	:	Do you have any difficulties in paraphrasing sentences from the sources to your academic writing? To what extent?
S	:	Yes, it's very difficult. I find it difficult to be able to paraphrase to avoid plagiarism.
R	:	Do you often make grammatical errors when writing academic texts? What are the most common errors? why?
S	:	Yes, because the grammar that I know is still lacking, especially in the use of conjunctions in the sentences used.
R	:	The last question, Do you find it difficult when choosing which grammatical/language units should be deleted, replaced, supplied, and rearranged in academic writing?
S	:	Yes, often. Due to my lack of grammar knowledge, it is difficult for me to match which grammar is correct in the drafting of academic texts.

## Appendix 13 Interview Transcript 8

### INTERVIEW TRANSCRIPT

#### Interview Students' Difficulty in Academic Writing

Date : 7 July 2024  
 Time : 20.00-20.30  
 Place : Online by Zoom Meeting  
 Interviewer : Student 8

**Note:**

Researcher ( R)

Students 8 (S)

R	:	Can we start? Question no 1, Do you have any difficulties in deciding ideas during academic writing? To what extent?
S	:	Yes, I have difficulty in organizing ideas especially to apply it in English writing.
R	:	Move to question no 2, Do you often feel difficulty concentrating or unconfident when writing in academic writing? Why?
S	:	Yes, I feel unconfident about my academic writing, because I still lack a lot of knowledge and find it difficult to concentrate on composing academic writing texts.
R	:	Next question, Do you think mood and motivation affect academic writing? Why?
S	:	Yes, mood really affects my writing because it makes it difficult for me to concentrate.
R	:	Do you find it difficult to discuss with your friends during academic writing? why?
S	:	Not really, because I can actually understand what I don't understand better by discussing with my friends
R	:	Do you find it difficult to discuss with your lectures during academic writing? why?
S	:	yes, because I was afraid to ask the lecturer so it made it difficult for me to discuss.
R	:	Do you find the academic writing format you learned difficult and complicated? Why?
S	:	Not really, I can understand the format, but I have trouble applying it.
R	:	Do you have any difficulties in paraphrasing sentences from the sources to your academic writing? To what extent?
S	:	Yes, I find it difficult to paraphrase by myself so I still need help from the tool/website.
R	:	Do you often make grammatical errors when writing academic texts? What are the most common errors? why?
S	:	Yes, I often make mistakes in grammar especially in the vocabulary used.
R	:	The last question, Do you find it difficult when choosing which grammatical/language units should be deleted, replaced, supplied, and rearranged in academic writing?
S	:	Yes, I often feel confusion and difficulty when organizing which grammar to use, especially in choosing the tenses that should be used in my academic writing.

## Appendix 14 Interview Transcript 9

### INTERVIEW TRANSCRIPT

#### Interview Students' Difficulty in Academic Writing

Date : 7 July 2024  
 Time : 20.30-21.00  
 Place : Online by Zoom Meeting  
 Interviewer : Student 9

**Note:**

Researcher ( R)

Students 9 (S)

R	:	Can we start? Question no 1, Do you have any difficulties in deciding ideas during academic writing? To what extent?
S	:	Yes, sometimes I have difficult for getting the ideas.
R	:	Move to question no 2, Do you often feel difficulty concentrating or unconfident when writing in academic writing? Why?
S	:	Yes, sometimes I feel not confident because I lack of vocabulary, and I feel not confident when writing.
R	:	Next question, Do you think mood and motivation affect academic writing? Why?
S	:	Ye, it's true. I think when my mood not good it's can affect my academic writing.
R	:	Do you find it difficult to discuss with your friends during academic writing? why?
S	:	No, I think my friend can invite them to discuss it together.
R	:	Do you find it difficult to discuss with your lectures during academic writing? why?
S	:	Yes, I think so. This may be due to my lack of communication with the lecturer, because it may be the time or atmosphere of the class that makes it difficult to be comfortable discussing with my lecturer.
R	:	Do you find the academic writing format you learned difficult and complicated? Why?
S	:	yes, because my lack of vocabulary and lack of knowledge of the tenses used makes it difficult for me to write.
R	:	Do you have any difficulties in paraphrasing sentences from the sources to your academic writing? To what extent?
S	:	No, because I can do it.
R	:	Do you often make grammatical errors when writing academic texts? What are the most common errors? why?
S	:	Yes, because I often make mistakes in grammar due to my lack of understanding of grammar.
R	:	The last question, Do you find it difficult when choosing which grammatical/language units should be deleted, replaced, supplied, and rearranged in academic writing?
S	:	Yes, I found it difficult. Especially because I didn't know all the knowledge about grammar, it made me confused in constructing sentences in the text with appropriate language in academic writing.

## Appendix 15 Interview Transcript 10

### INTERVIEW TRANSCRIPT

#### Interview Students' Difficulty in Academic Writing

Date : 8 July 2024  
 Time : 16.00-16.30  
 Place : Online by Zoom Meeting  
 Interviewer : Student 10

#### Note:

Researcher ( R)

Students 10 (S)

R	:	Can we start? Question no 1, Do you have any difficulties in deciding ideas during academic writing? To what extent?
S	:	Yes, sometimes I find difficulty in deciding idea when writing in academic text.
R	:	Move to question no 2, Do you often feel difficulty concentrating or unconfident when writing in academic writing? Why?
S	:	No, I have no difficulty with that.
R	:	Next question, Do you think mood and motivation affect academic writing? Why?
S	:	Yes of course, because mood and motivation is the one reason can improve my writing.
R	:	Do you find it difficult to discuss with your friends during academic writing? why?
S	:	Yes, but it's depends with I'm discuss with
R	:	Do you find it difficult to discuss with your lectures during academic writing? why?
S	:	No, I don't find the difficulties in discuss with my lecturer
R	:	Do you find the academic writing format you learned difficult and complicated? Why?
S	:	Yes, sometimes when I learned academic writing I find the difficulties, but I always trying my best.
R	:	Do you have any difficulties in paraphrasing sentences from the sources to your academic writing? To what extent?
S	:	Yes but not really, because I can trying to learned and do that.
R	:	Do you often make grammatical errors when writing academic texts? What are the most common errors? why?
S	:	Yes, sometimes I makes grammatical errors when I write in academic text, especially in tenses I used.
R	:	The last question, Do you find it difficult when choosing which grammatical/language units should be deleted, replaced, supplied, and rearranged in academic writing?
S	:	Yes, I find it difficult, because my lack of grammar knowledge makes me feel confused in organizing which sentences should be arranged, reduced or added during academic writing..

## Appendix 16 Interview Transcript 11

### INTERVIEW TRANSCRIPT

#### Interview Students' Difficulty in Academic Writing

Date : 8 July 2024  
 Time : 16.30-17.00  
 Place : Online by Zoom Meeting  
 Interviewer : Student 11

#### Note:

Researcher ( R )

Students 11 ( S )

R	:	Can we start? Question no 1, Do you have any difficulties in deciding ideas during academic writing? To what extent?
S	:	Actually, not really because sometimes is hard but sometimes I easy for me.
R	:	Move to question no 2, Do you often feel difficulty concentrating or unconfident when writing in academic writing? Why?
S	:	Yes, I sometimes find it difficult to concentrate and often lose focus but I feel confident in my writing.
R	:	Next question, Do you think mood and motivation affect academic writing? Why?
S	:	Yes, of course mood and motivation will affect my academic writing. When I'm not in a good mood and there's no self-motivation, it is difficult for me to find ideas for writing.
R	:	Do you find it difficult to discuss with your friends during academic writing? why?
S	:	No, I have no difficult with my friends.
R	:	Do you find it difficult to discuss with your lectures during academic writing? why?
S	:	No, I have no difficult to discuss with my lecturer
R	:	Do you find the academic writing format you learned difficult and complicated? Why?
S	:	Yes, it's difficult because there are have format or rules that used to do, so it's hard for me.
R	:	Do you have any difficulties in paraphrasing sentences from the sources to your academic writing? To what extent?
S	:	Yes, I have difficult when I paraphrase by myself, so I still need a help with website or application.
R	:	Do you often make grammatical errors when writing academic texts? What are the most common errors? why?
S	:	Yes, I often makes grammatical errors when writing academic text especially in tenses I used.
R	:	The last question, Do you find it difficult when choosing which grammatical/language units should be deleted, replaced, supplied, and rearranged in academic writing?
S	:	Yes, I often feel hesitant in composing sentences in academic writing, especially in the grammar that I have to choose when composing academic texts.

## Appendix 17 Interview Transcript 12

### INTERVIEW TRANSCRIPT

#### Interview Students' Difficulty in Academic Writing

Date : 8 July 2024  
 Time : 17.00-17.30  
 Place : Online by Zoom Meeting  
 Interviewer : Student 12

#### Note:

Researcher ( R)

Students 12 (S)

R	:	Can we start? Question no 1, Do you have any difficulties in deciding ideas during academic writing? To what extent?
S	:	Yes, I feel it is difficult to find the idea because I have to find the inspiration to got idea.
R	:	Move to question no 2, Do you often feel difficulty concentrating or unconfident when writing in academic writing? Why?
S	:	No, I can concentrate anywhere and I feel confident with my writing if I have found my ideas to write.
R	:	Next question, Do you think mood and motivation affect academic writing? Why?
S	:	Yes, because I think mood can affect my academic text.
R	:	Okay we move to question no 4, Do you find it difficult to discuss with your friends during academic writing? why?
S	:	No, it's depends to who I discussed with
R	:	Do you find it difficult to discuss with your lectures during academic writing? why?
S	:	No, because I can directly discuss with my lecturer
R	:	Do you find the academic writing format you learned difficult and complicated? Why?
S	:	Yes, I think it's complicated because there are aspects that I should use.
R	:	Do you have any difficulties in paraphrasing sentences from the sources to your academic writing? To what extent?
S	:	Sometimes yes, because I still lack knowledge of vocabulary.
R	:	Do you often make grammatical errors when writing academic texts? What are the most common errors? why?
S	:	Yes, I often make grammar errors, so I still need help with websites or applications.
R	:	The last question, Do you find it difficult when choosing which grammatical/language units should be deleted, replaced, supplied, and rearranged in academic writing?
S	:	Yes, I felt confused and had difficulty in composing the correct academic text especially because of my lack of vocabulary and grammar