

Exploring University Students' Difficulties in Writing English Academic Essay

Seprianus A. Nenotek¹, Zuvyati A. Tlonaen², Herry A. Manubulu³

¹ Universitas Kristen Artha Wacana; timorarwadi@yahoo.com

² Universitas Kristen Artha Wacana; zuvyatitlonaen@ukaw.ac.id

³ Universitas Kristen Artha Wacana; lia.manubulu02@gmail.com

ARTICLE INFO

Keywords:

Academic writing;
Writing skills;
Difficulty in English Writing skills;
Academic essay

Article history:

Received 2022-01-28

Revised 2022-02-28

Accepted 2022-04-05

ABSTRACT

Academic writing is one of the essential skills in academic writing, and it is vital to support students' self-development through opinion writing, grant essay writing, and others. This study explores students' difficulties in writing English academic essays and the dominant challenges using a mix-method approach. The qualitative is used to collect data, while the quantitative is used to find the difficulty percentage—the data analysis uses indicators from Brown (1999). The sample of this study was 30 students in the fifth semester of the English Education Study Program at Universitas Kristen Artha Wacana. The results showed that students still experienced severe difficulties in four aspects of academic writing; content, organization, discourse, and mechanics. The most dominant difficulties (97%) were found in; 1) thesis statement; 2) related ideas; 3) development of ideas; and 4) use of description/cause and effect, comparison/contrast; 5) practical introduction; 6) topic sentence and 7) reference. Writing essays are challenging for students in the English Education Study program. Further research is recommended to investigate the causal factors and find practical strategies for teaching academic writing courses.

This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Zuvyati A. Tlonaen

Universitas Kristen Artha Wacana; zuvyatitlonaen@ukaw.ac.id

1. INTRODUCTION

Academic writing is one of the courses offered at both university and school levels (Ariyanti, 2016; Bailey, 2015; Mahmoudi & Buğra, 2020; Oshima, & Hogue, 2007) and is considered complicated by most students (Ashraf, Rubab & Ajmal, 2020; Marpaung, 2017; Brown cited in Rachmawati & Susanti, 2016) because of the ability to produce language (Prihatmi, 2017). Academic writing is different from procedural, descriptive, or non-fiction writing, such as novels and short stories called creative writing, and personal writing is categorized as informal writing (Bailey, 2011; Oshima & Hogue, 2007). Academic writing has rules such as writing with a formal, systematic structure and in a formal language

and has logical organization (Bailey, 2015). Bailey (2011) also added that academic writing must be objective and accurate. Thus, students must at least have this ability to achieve formal writing. What makes academic writing is complex that students generally do not know such conventions in writing, causing students to commit plagiarism (Silfiani, Aziz & Daud, 2018; Subasman, 2020) which is defined as “the practice of claiming credit for the words, ideas, and concepts of others” (APA in Razi, 2015). Academic writing becomes challenging not only due to a lack of grasp of academic writing conventions or a lack of writing habits but also due to the cognitive process. As stated by (Kasiri & Fazilatfar, 2016; Choemue & Bram, 2021) that academic writing involves “a cognitive process”. It demands mental processing and the ability to display suitable verbal repertoires. Ertmer & Newby (2013) added that in order to generate an extensive written discourse that is both linguistically accuracy and socially suitable, academic writing demands the ability to combine a wide range of diverse sorts of information. In addition to explaining the complexities of academic writing above, students must write in English, so this will be one of the 'additional' difficulties for students. Therefore, students need extra effort to learn or acquire writing and English language skills.

Numerous previous studies have shown that students face numerous challenges in writing English academic essays. Al-Badi (2015) found that students' difficulties in academic writing were in language use, coherency, cohesion, finding relevant topics and sources, referencing, and citations. These problems occurred because of not knowing academic writing conventions. Similar to Belkhir & Benyelles (2017), they found that students had difficulties in cohesion and coherence, first language transfer, and low writing practice. Toba also found these difficulties, and Pablo & Lasaten (2018)-found that students lack various ideas and transitions to build paragraphs and choose incorrect vocabulary, grammar, and pronouns. It can be said that students almost have errors in all aspects of academic writing, as also found by Al-Mukdad (2019). Even postgraduate students face such difficulties. Imani & Habil (2012) said that grammaticality is one of the common challenges for Non-Native Speaker postgraduate students. Problem with grammaticality was also found by Ariyanti & Fitriana (2017). Arab postgraduate students struggled mainly in their English academic writing (Al-Zubaidi, 2012) due to a lack of English language skills and attitude towards writing, which caused their writing to be unimproved. Also, students can not differentiate the spoken and written language, create outline before making draft, and identify the skill required for good writing (Al Fadda, 2012). Thus, it can be inferred that students in various parts of the world at the school or university level both undergraduate and postgraduate students experienced difficulties in English academic writing.

Most students fail because they do not become familiar with the scoring rubric (Trinh, 2020). A scoring rubric is used as a tool for a teacher to evaluate the performance of his or her students (Hima & Saputro, 2017). It has some benefits such as support for learning, skill development, having good thinking, etc. (Andrade in Mahmoudi & Buğra, 2020). Writing rubric might help them prepare their writing when working on their task to get a good score in the writing course. There are various forms of assessment in academic writing. The assessment generally focuses on content, organization, grammar, and mechanics (Hafidz, 2021; Styati & Irawati, 2020). It depends on which aspects teachers want to assess. Brown in Brown (2001) proposed six aspects of assessing students' writing; 1) content, 2) organization, 3) discourse, 4) syntax, 5) vocabulary, 6) mechanics. Brown's assessment was used in this research to explore students' complexities in academic writing. This research only focused on four aspects; the content, organization, discourse, and mechanics. It is necessary to explain scoring rubrics for writing to the students at the beginning of the course so that students can recognize the aspects of writing to be assessed by teachers.

Students of the English Education study program, Universitas Kristen Artha Wacana, also experienced difficulties writing academic essays. Only a few students were able to complete academic writing courses. The lecturers have conveyed things relating to academic writing and given writing exercises, but the students still cannot execute their writing tasks well. During the class, the students committed to plagiarism to complete their tasks to get a good score on their writing tasks. However, plagiarism did not make their writing better, and of course, it was out of the instructions given by the

lecturer, and the things discussed were definitely out of topic. Therefore, this study aimed to explore the difficulties experienced by students of English Education study programs in writing English academic essays. Previous researchers have already done this kind of research. However, the previous studies mainly used qualitative methods and were limited to describing what aspects of writing found by the students were difficult, so the findings or research results were more of a description of the complicated aspects of writing. This study used a mixed method. This study explored the aspects considered problematic by looking at the number of students who encountered difficulties in the writing aspects proposed by James Brown and determined which difficulties are the most dominant.

The importance of doing this research is to map the difficulties faced by students in writing English academic essays so that lecturers can find practical solutions, such as designing academic writing learning strategies and also preparing study materials that focus more not only on the structure of the essays but also on aspects of academic writing, especially on aspects that have more dominant difficulties aiming at minimizing the difficulties they experience in writing so that they can execute their tasks well so they can pass the course with good scores.

2. METHODS

This study used a mix-method. Students' essays, written in English, were documented and analyzed to discover the difficulties in writing English academic essays and determine the dominant difficulties. The quantitative method was used only to find out the percentage of the problematic aspects students experienced in writing English academic essays. The dominant difficulties were also obtained (total error/total number of students \times 100). The data were analyzed qualitatively. The population of this study was 70 fifth semester students (class A and B) of the English Education Study Program, Universitas Kristen Artha Wacana, the academic year 2018/2019. However, only 30 students from class B were taken as samples for this research. The samples were selected by using the purposive sampling technique. Compared with class A, it was found that 30 students from class B; 1) wrote their essays off-topic and 2) made common errors in academic writing conventions. The documents obtained were 30 student essays. Students were instructed to compare *studying in the library with using the internet*. Before writing the essay, students were asked to analyze their topic and make underlying question(s), the thesis, and the argumentation to support the thesis. They were also asked to outline. Teachers rechecked and gave feedback on the topic analysis and the outline. Students revised and then started to write their complete essays. The instrument used was the rubric for academic writing from James Dean Brown (1991) cited in Brown (2001). Brown's six general categories for evaluating writing consist of 1) content; a) thesis statement, b) related ideas, c) development of ideas through personal experience, illustration, facts, and opinions; 2) organization; a) effectiveness of introduction, b) logical sequence of ideas, c) conclusion, d) appropriate length; 3) discourse; a) topic sentences, b) paragraph unity, c) transition, d) discourse markers, e) cohesion, f) rhetorical conventions, g) references; 4) syntax; 5) vocabulary; 6) mechanics; a) spelling, c) punctuation, d) citation of references. This study explored only four aspects: content, organization, discourse, and mechanics. Researchers analyzed students' essays, took notes, categorized, made percentages, and interpreted the results after gathering the data.

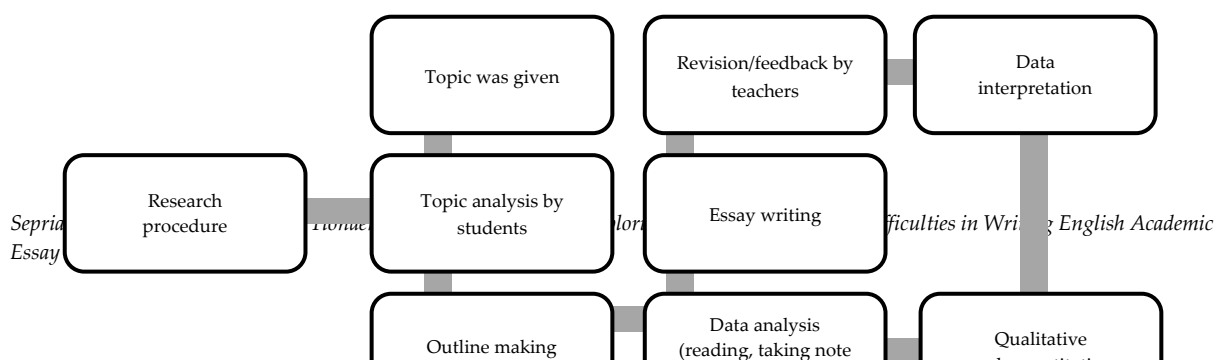


Figure 1. Research design

3. FINDINGS

The samples were 30 students from class B. There were 30 essays taken as samples. The data had shown that the students have difficulty in all aspects of essay writing, namely content, organization, discourse, and mechanics. The data were analyzed by exploring aspects of writing, taking notes of errors, making the percentage of how many students made errors in the four aspects, and determining the dominant difficulties.

The result of data analysis showed that twenty-nine students experienced difficulties in all aspects of content, namely thesis statement (97%), related ideas (97%), development of ideas through personal experience, illustration, facts, opinion (97%), and use description/cause-effect, comparison/contrast (97%). Students also made errors in organizing their writing. There were twenty-nine (97%) students were challenging in writing an introduction, 29 students (97%) made errors in constructing their ideas logically, and 27 (90%) made errors in the concluding paragraph. Only 12 (40%) students did not achieve the determined length of the essay (did not follow the instruction of the lecturer), and 29 (97%) students were out of focus. In the discourse part, 97% of students were difficult in writing topic sentences, paragraph unity (67%), transitions (67%), discourse markers (67%), cohesion 47%, rhetorical convention 87%, and references 10%. In the mechanics, students were difficulty with spelling (6%), punctuation (27%), and citation of references (97%) (see table 1).

Table 1. Students' complexity in writing an academic essay

No	Indicator	Total of students making errors	Percentage of error
Content			
1	Thesis statement	29	97%
2	Related Ideas	29	97%
3	Development of ideas through personal experience, illustration, facts, opinion	29	97%
4	Use of description/cause effect, comparison/contrast	29	97%
Organization			
1	Effectiveness of introduction	29	97%
2	Logical sequence of Ideas	29	97%
3	conclusion	27	90%
4	Appropriate length	12	40%
5	Consistent focus	29	97%
Discourse			
1	Topic sentence	29	97%
2	Paragraph unity	20	67%
3	Transition	20	67%
4	Discourse markers	17	47%

5	Cohesion	17	47%
6	Rhetorical Convention	26	87%
7	Reference	3	10%
Mechanic			
1	Spelling	2	6%
2	Punctuation	8	27%
3	Citation of references	29	97%

Sources: Brown's rubric of essay writing

Table 2. The dominant complexities

No	Indicator	Total of students making errors	Percentage of error
Content			
1	Thesis statement	29	97%
2	Related Ideas	29	97%
3	Development of ideas through personal experience, illustration, facts, opinion	29	97%
4	Use of description/cause effect, comparison/contrast	29	97%
Organization			
1	Effectiveness of introduction	29	97%
2	Logical sequence of Ideas	29	97%
3	Consistent focus	29	97%
Discourse			
1	Topic sentence	29	97%
Mechanic			
1	Citation of references	29	97%

4. DISCUSSION

This study aimed to discover the complexities that students deal with in writing academic essays and the dominant complexities that occur in their essays. Therefore, this study investigated students' complexities in writing academic essays and the dominant complexities they made in their essay writing. After analyzing the data using Brown's (1991) rubric of essay writing, it was found that students encountered difficulties in writing academic essays and made some errors in the aspect of content, organization, discourse, and mechanics. Those errors were considered as the complexities that the students dealt with. This result has proven that students have not mastered the rules in academic writing, so they make errors in their writing. This section began with the aspect of content to mechanics.

In writing an academic essay, students must make a claim, support it, and have a clear argument assembled with facts to make the content more trustworthy. It should be evident in the content of the essays written by the students (Booth, Colomb & Williams, 2008). Brown's rubric mentioned that content consists of thesis statements, related ideas, developing ideas through personal experience, illustration, fact, and opinion, using the description of cause/effect, comparison/contrast (Brown, 2001). The students found difficulties in all content items (97%), and only one out of 30 students could present good writing compared to 29 other students. The students have problems with topic analysis, and if it happened, they could not make underlying questions the focus to be answered in their essays. Wijaya (2020) stated that the thesis statement answers the topic questions. Before writing their task, they were asked to analyze the topic by making underlying questions and possible answers to the questions. Most

of the students failed in topic analysis. Unable to formulate a question will cause a vague thesis statement. The thesis statement is the focus that must be supported by clear arguments (Rao, Chanock & Krishnan, 2007). In addition, it was found that students wrote off-topic. The problem with the thesis statement will affect the claims.

Argumentation consists of claims supported by data (Bermani, Safnil, & Arono, 2017) coming from personal experience, illustration, fact, opinion, cause/effect, comparison, and contract. Students were unskilled and had yet to develop ideas. Therefore, the ideas were unclear and sometimes were understandable. The essay looked messy in the content. A few students successfully analyzed the topics; however, they were lost in claims causing out of topics. Aspect of content was the aspect that became the most difficult part, because 97% students experienced problem in all items in the content. Therefore, it could be concluded that the content part was very difficult compared to the other aspects.

Aspects of the organization consist of 1) effectiveness of introduction, 2) logical sequence of ideas, 3) conclusion, appropriate length, and 4) consistent focus (Brown Cited in Brown, 2001). An organization in writing is also called essay structure, such as introduction, body, and conclusion, paragraph structure, and use of coherence and cohesive devices (Ruegg & Sugiyama, 2013). It was found that some jumpiness occurred in students' writing in terms of organizing ideas from introductory paragraph to conclusion. For example, '*studying using the internet is more effective than studying in the library*. After this sentence, no explanation or reason for studying with the internet is more effective than studying in the library. Otherwise, they wrote the comparison between the internet and library and got lost in their writing. Most students wrote their essay content in the introductory paragraph or simply began so that they missed the thesis statement that should be stated in the introduction. 27 (90%) students did not include conclusions in their essays. They closed their writing the contents without a concluding paragraph. Rao, Chanock & Krishnan (2007) illustrated the human body to describe the body of the writing. It consists of three parts; the head is the introduction, the body is the content, and the leg is the conclusion. Therefore, if the students exclude one of the body parts, then the essay would not be constructed entirely because the conclusion should summarize the essay, provide an answer to the underlying questions, and discuss the topic further follow up (Eripuddin, 2016; Suseno & Nurharjanti, 2015), it can not be removed from the essay. It was also found that twelve students (40%) did not follow the instruction to write the essay with only 500-700 words. Of the 12 students, nine students wrote beyond 700 words and the rest under 400 words. From the aspect of the organization, it can be seen that three aspects were dominant; the effectiveness of introduction 97%, logical sequence of ideas 97 %, and consistent focus 97%. The organization might be the second aspect of difficulty the students experienced.

Turning to the discourse aspect, discourse can take the shape of a whole composition, paragraph, sentence, or words that convey a whole notion Kridalaksana (cited in Merrita, 2020). Brown (cited in Brown & Lee, 2015; Brown, 2001) proposed seven aspects: 1) topic sentence, 2) paragraphs unity, 3) transitions, 4) discourse markers, 5) cohesion, 6) rhetorical convention, and 7) reference. Students made errors in all aspects of the discourse. A *topic sentence* is a sentence that states the main idea of a paragraph. It was found that students did not have a topic sentence in their paragraphs. Perhaps, it happened because students 1) did not know what should be discussed in the essays. They failed to understand the topic of the essay and were unable to elaborate the basic knowledge about the topic; 2) did not provide a clear argument; 3) still missed the topic sentence. 90% students made mistake in this item. The problem with topic sentences was one of the frequent errors in discourse (97%). In terms of transition, 67% students did not use transition such as '*however*', '*therefore*,' etc. when sentences need such transition to link ideas. Most students use connectors such as '*and*,' '*but*,' and '*or*' to link simple sentences in stating arguments. In writing academic essays, students are expected to use a range of linking words and cohesive devices to link the ideas (Khadafi, Riza, & Sesmiyanti, 2021) to avoid misinterpretation by readers (Ariyanti, 2021) or vague ideas. Most of the students struggled to link ideas so that the ideas and information were organized adequately. Therefore, students need cognitive competence in order to process broad knowledge. Ertmer & Newby (2013) stated that constructing

knowledge is the ability to process information or various knowledge. Students of higher universities are expected to have this ability. 29 (97%) students could not process the information in their writing, so the jumpiness occurred in their essays. One student was good at constructing her idea using a range of linking words, and the paragraphs were well-organized. Three or 10% of students were confused with references. The term "reference" refers to the use of pronouns and other words to refer to something in the text (Al-Khalidy, 2018; Putri, Anwar & Ansoriyah, 2020), which is classified as grammatical cohesion (Salkie cited in Al-Khalidy, 2018). It was found in their writing that problems with missing anaphora such as "*hope, the Internet can increase my study habit.*" It should be '*I hope (that) internet can increase my study habit*' so '*my* replace subject *I* as its function as 'object pronoun'. Discourse aspect might be the third of students' complexities as out of 7 items, the most dominant aspect that the students experienced difficulty is topic sentence 97 %.

The last aspect was the mechanics. Generally, mechanics refers to spelling, punctuation, and capitalization (Yuliah, Widiastuti, & Meida, 2019). According to James Brown, cited in Brown (2001) and Brown & Lee (2015), the mechanics consist of 1) spelling, 2) punctuation, and 3) citation of references. Mechanics is simple yet plays a vital role in writing. What seems simple is always ignored by a few students. However, in this study, students (6%) misspelled because of a typo. It can be seen from the similar words that were spelled correctly. Only two students misspelled English words. One student made only one error in spelling. He wrote '*compre*' for '*compare*.' There were three errors in another student's essay. She misspelled '*mi argumentation*' for '*my argumentation*,' '*I believe that study use internet is the effective one.*' To improve the quality of writing, students have to avoid misspellings (Starkey cited in Anamaryanti, Syarif, & Rozimela, 2015) to make the reader understand the intended words. In addition to mechanic problems, eight students (27%) made punctuation errors. Perhaps it happened because students still did not know the rules for correct punctuation or forgot to place the punctuation in the text. In contrast, punctuation is used in writings to help readers understand what they are reading (Francis et al., 2019). In fact, besides grammar and spelling, punctuation also become the main issues in essay writing (Ariyanti & Fitriana, 2017; Klimova, 2012). Punctuation error is more found rather than an error in spelling and capitalization. Last, the problem with citation of the references was found and became the dominant problem (97%). Citation is when a writer acknowledges the efforts of other writers in his or her writing (Rezeki, 2018). Twenty-nine students were difficulty citing the references using APA style. 27 of 29 students had no citation on their text, while two students had citations; however, they made errors in-text citation such as 1) mentioning the author's complete name "(Sigit Ariwibowo, 2009)"; 2) full name with the complete and initial name "(Ariwibowo, S)"; 3) punctuation in the citation "(Ariwibowo: 2009)". Also, they used brackets when they started the sentence with, for instance, "according to (Ariwibowo, 2009)". While if following the APA guideline for in-text citation, the writer only writes the author's surname, use a comma for its punctuation, author name and year is placed in parentheses, if it is mentioned following quotation. Otherwise, if it is before the quotation, then the date is placed in parentheses (American Psychological Association, 2020).

The results have shown that the students made errors in writing academic essays, and students made errors in all aspects of essay writing, starting from the content to the mechanics. Of the 30 students in one class, only one student could write her essay correctly and follow the rules of academic writing, while there were still 29 students who were utterly unable to write and did not achieve academic writing standards. It is a serious issue and must be addressed immediately; otherwise, it would impact students' final grades. They would not achieve a passing score of 60-100. After accumulating in one semester, the final score of the 29 students ranged from 30 to 57. In short, they failed in academic writing (C, D, and E), while the student who wrote well achieved 97.8 in her final grade. It is the responsibility of teachers or lecturers who run the writing course to look back at the obstacles causing why students are still challenging academic writing. After figuring out the causes, it is necessary to find practical strategies to help students in writing so that students can easily understand the rules in academic writing, so that when they are given writing tasks, at least these problems can be minimized.

This study has shown that English students have difficulty in all aspects of academic writing, as previous studies have shown. Previous research found that students generally experience content, organization, mechanics, and language use difficulties. Those studies used the qualitative method to find out the answers. The contributing factors were that students do not understand the rules in academic writing and lack knowledge of English, and their attitude to writing. The present study found that the student's difficulties in the aspect of content, which consists of 4 indicators, namely thesis statement, related ideas development of ideas through personal experience, illustration, facts, opinion, and use description/cause-effect, comparison/contrast. The organization consists of 5 indicators: discourse consisting of topic sentences, paragraph unity, transition, discourse markers, cohesion, rhetorical conventions, and references, and the last is mechanics, which consists of 3 indicators, namely spelling, punctuation, and citation references. This study also determined which aspect is the most dominant. The difficulties were shown by the highest percentage of each indicator in each aspect. This research shows that the most challenging aspect is content because each indicator reaches 97%. In the organizational aspect, indicators on effectiveness of introduction, Logical sequence of ideas, and Consistent focus reached 97%, in the discourse aspect, the topic sentence indicator reached 97%, and in the mechanics, the citation of references indicator reached 97%. In addition to the dominant aspect, this study uses a mix-method approach where the quantitative method supports qualitative, namely to find percentages so that this study can determine the level of difficulty and the most dominant. In collecting data and research procedures and data interpretation, this study uses qualitative. Thus, this study has similarities and differences with previous studies.

5. CONCLUSION

This study has proved that academic writing is highly complicated. It was found that the content aspect was challenging because four indicators in the content reached 97% error. In the challenging section, the organization was in the second position, and three indicators showed 97%. The difficulty in concluding was relatively serious (27 students), and the appropriate length was a bit complicated, yet more than half of the students wrote the conclusion part. The discourse aspect also shows a high difficulty level, but only one most dominant indicator is the topic sentence. The rhetorical indicator is considered difficult because 26 students had difficulty with this indicator. In the mechanical aspect, punctuation and spelling are pretty straightforward. Not more than eight students failed on these indicators. Citation of references is the most difficult in the mechanics. Therefore, It is necessary to think about practical ways or strategies to teach academic writing so that students can quickly learn or understand the rules of academic writing. Also, find out the factors that cause academic writing difficult for university students should be considered. In addition, it is also possible to create learning that focuses on students' self-evaluation of their writing. It is not only the teacher or lecturers who evaluate their essays, but also students can evaluate their essays. Therefore, it is crucial for the teacher or lecturer who runs an academic writing course to determine the practical strategy for learning academic writing. It is the recommendation for further research. After knowing students' difficulties in academic writing, researchers felt that it was time to help students improve their English academic writing. Our responsibility is to find out problems and provide students with solutions to achieve the expected learning process.

Acknowledgments: The research team would like to thank Dr. Ir. Ayub Urbanus Imanuel Meko, M.Si., as Rector of Universitas Kristen Artha Wacana, sponsored the research team in the University Top Research Scheme.

Conflicts of Interest: Declare conflicts of interest or state, "The authors declare no conflict of interest."

REFERENCES

- Al-Badi, I. A. H. (2015). Academic Writing Difficulties of ESL Learners. In *The 2015 WEI International Academic Conference Proceedings* (pp. 66–78). Barcelona, Spain.

- Al-Khalidy, H. (2018). Discourse Analysis of References in the Speech of Amir of Qatar Sheik Tamim Bin Hamad Al -Thani in the 72 Session of the United Nations General Assembly. *International Journal of Linguistics*, 10(6), 291–301. <https://doi.org/10.5296/ijl.v10i6.14158>
- Al-Mukdad, S. (2019). Investigating English Academic Writing Problems Encountered by Arab International University Students. *Theory and Practice in Language Studies*, 9(3), 300–306. <https://doi.org/10.17507/tpls.0903.07>
- Al-Zubaidi, K. O. (2012). The Academic Writing of Arab Postgraduate Students: Discussing the Main Language Issues. *Procedia-Social and Behavioral Sciences*, 66, 46–52. <https://doi.org/10.1016/j.sbspro.2012.11.246>
- Al Fadda, H. (2012). Difficulties in Academic Writing: From the Perspective of King Saud University Postgraduate Students. *English Language Teaching*, 5(3), 123–130. <https://doi.org/10.5539/elt.v5n3p123>
- American Psychological Association. (2020). Parenthetical Versus Narrative In-Text Citations. Retrieved November 19, 2021, from <https://apastyle.apa.org/style-grammar-guidelines/citations/basic-principles/parenthetical-versus-narrative>
- Anamaryanti., Syarif, H., & Rozimela, Y. (2015). Students' Ability and Problems in Writing Review Textat Grade XII SMAN 4 Kerinci. *Komposisi: Jurnal Pendidikan Bahasa, Sastra, dan Seni*, 16(1), 1–16.
- Ariyanti. (2016). The Teaching of EFL Writing in Indonesia. *Dinamika Ilmu*, 16(2), 2442–9651. <https://doi.org/10.21093/di.v16i2.274>
- Ariyanti. (2021). EFL Students' Use of Transition Signals in Essay Writing. *Indonesian Journal of EFL and Linguistics*, 6(1), 285–294. <https://doi.org/doi:http://dx.doi.org/10.21462/ijefl.v6i1.390>
- Ariyanti, A., & Fitriana, R. (2017). EFL Students' Difficulties and Needs in Essay Writing. In *Proceedings of the International Conference on Teacher Training and Education 2017 (ICTTE 2017)* (pp. 32–42). Atlantis Press. <https://doi.org/10.2991/ictte-17.2017.4>
- Ashraf, M., Rubab, I., & Ajmal, M. (2020). Investigating the Problems of Organization and Vocabulary in Academic Writing Encountered by Students at Postgraduate Level. *International Journal of Advanced Science and Technology*, 29(8), 2766–2779. Retrieved from <http://sersc.org/journals/index.php/IJAST/article/view/24709>
- Bailey, S. (2011). *Academic Writing: A Handbook for International Students* (3rd ed.). New York: Routledge.
- Bailey, S. (2015). *Academic Writing: A Handbook for International Students* (4th ed.). New York: Routledge.
- Belkhir, A., & Benyelles, R. (2017). Identifying EFL Learners Essay Writing Difficulties and Sources: A Move towards Solution The Case of Second Year EFL Learners at Tlemcen University. *International Journal of Learning, Teaching & Educational Research*, 16(6), 80–88.
- Bermani, R. A., Safnil, & Arono. (2017). An Analysis of Argument Structure of Research Article of English Postgraduate. *Journal of Applied Linguistics and Literature*, 2(2), 47–64. <https://doi.org/10.33369/joall.v2i2.5954>
- Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The Craft of Research* (3rd ed.). United States of America: The University of Chicago Press.
- Brown, H. D., & Lee, H. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (4th ed.). United States of America: Pearson Education, Inc.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd ed.). White Plains, NY: Longman.
- Brown, J. D. (1991). Do English and ESL Faculties Rate Writing Samples Differently? *Tesol Quarterly*, 25(4), 587–603. <https://doi.org/10.2307/3587078>
- Choemue, S., & Bram, B. (2021). And Discourse Markers in Academic EFL, Non-Academic Writings of Thai Learners. *Studies in English Language and Education*, 8(3), 1209–1226. <https://doi.org/10.24815/siele.v8i3.20122>
- Eripuddin. (2016). An Analysis of Students' Essay at English Department of University Pasir Pengaraian. *Jurnal Ilmiah Edu Research*, 5(1), 1–4.
- Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, Cognitivism, Constructivism: Comparing Critical

- Features From An Instructional Design Perspective. *Performance Improvement Quarterly*, 26(2), 43–71. <https://doi.org/10.1002/piq.21143>
- Francis, T., Slippe, D. P., Adentwi-Hayford, D., & Danquah, M. B. (2019). An Analysis of Mechanics in Written Essays of Ghanaian ESL Students: A Focus on the Problems of Punctuation Marks. *International Journal of Humanities and Social Science*, 7(11), 47–51. <https://doi.org/10.24940/thejihss/2019/v7/i11/HS1911-027>
- Hafidz, M. (2021). The Graphic Organizer's Effect on the Students' Writing Achievement in Argumentative Paragraph. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 6(1), 11–17. <https://doi.org/10.26905/enjourme.v6i1.5701>
- Hima, A. N., & Saputro, T. H. (2017). Developing Scoring Rubric: Do the Students Need It? *ELT-Echo*, 2(2), 101–113. <https://doi.org/10.24235/eltecho.v%vi%i.2170>
- Imani, A., & Habil, H. (2012). NNS Postgraduate Students' Academic Writing: Problem-solving Strategies and Grammatical Features. *Procedia - Social and Behavioral Sciences*, 66(2012), 460–471. <https://doi.org/10.1016/j.sbspro.2012.11.290>
- Kasiri, F., & Fazilatfar, A. (2016). L2, The Impact of Task Complexity on Cognitive Processes of Writers and Writing Quality: The Case of Writing Expertise, L1 Retrieval, and Lexical. *Procedia - Social and Behavioral Sciences*, 232(2016), 561 – 568. <https://doi.org/10.1016/j.sbspro.2016.10.077>
- Khadafi, M., Riza, A., & Sesmiyanti. (2021). An Analysis of Linking Words on Students' Thesis of The 59 th Graduation at English Education Study Program of STKIP PGRI Sumatera Barat. *Jurnal Horizon Pendidikan*, 1(1), 83–90. <https://doi.org/10.22202/horizon.2021.v1i1.4699>
- Klimova, B. (2012). The Importance of Writing. *Paripex-Indian Journal of Research*, 2(1), 9–11. <https://doi.org/10.15373/22501991/JAN2013/4>
- Mahmoudi, F., & Buğra, C. (2020). The effects of Using Rubrics and Face to Face Feedback in Teaching Writing Skill in Higher Education. *International Online Journal of Education and Teaching (IOJET)*, 7(1), 150–158. Retrieved from <http://iojet.org/index.php/IOJET/article/view/693>
- Marpaung, T. (2017). Using Collaborative Sensory Detail Chart Toincrease Number of Content Words of Students' Descriptive Writing. In *Proceedings of the 15th ASIA TEFL and 64th TEFLIN International Conference* (pp. 341–350). Yogyakarta, Indonesia: Universitas Negeri Yogyakarta Press.
- Merrita, D. (2020). Discourse Structure in Students' Scientific Writings. *Jurnal Bahasa Asing*, 1(1), 34–44.
- Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing*. White Plains, NY: Pearson Education, Inc.
- Pablo, J. C. I., & Lasaten, R. C. S. (2018). Writing Difficulties and Quality of Academic Essays of Senior High School Students. *Asia Pacific Journal of Multidisciplinary Research*, 6(4), 46–57.
- Prihatmi, T. (2017). No Title. In *Seminar Nasional Inovasi Dan Aplikasi Teknologi Di Industri 2017* (pp. C54-1-C54-3). Malang, Indonesia.
- Putri, R. A., Anwar, M., & Ansoriyah, S. (2020). Penyebab Kesalahan Kohesi Leksikal dan Gramatikal dalam Karangan Eksposisi Siswa. *Deiksis*, 12(2), 206–219. <https://doi.org/10.30998/deiksis.v12i02.4204>
- Rachmawati, S. M., & Susanti, Y. (2016). The use of Transitions in The Students Argumentative Essay. *Journal of English Teaching and Research*, 1(2), 103–112.
- Rao, V., Chanock, K., & Krishnan, L. (2007). *A visual Guide to Essay Writing: How to Develop and Communicate Academic Argument*. Sydney: Association for Academic Language & Learning (AALL).
- Razi, S. (2015). Development of a Rubric to Assess Academic Writing Incorporating Plagiarism Detectors. *SAGE Open*, 1–13. <https://doi.org/10.1177/2158244015590162>
- Rezeki, Y. (2018). Analysis of EFL Students' Citation Practices and Problems in Academic Writing. *International Journal of Educational Best Practices (IJEBCP)*, 2(1), 62–72. <https://doi.org/10.31258/ijebp.v2n1.p62-72>
- Ruegg, R., & Sugiyama, Y. (2013). Organization of Ideas in Writing: What Are Raters Sensitive To?

- Language Testing in Asia*, 3(8), 1–13. <https://doi.org/https://doi.org/10.1186/2229-0443-3-8>
- Silfiani., Aziz, Z. A., & Daud, B. (2018). Plagiarism in English Academic Writing: Students' Perceptions. *English Education Journal (EEJ)*, 9(1), 102–123.
- Styati, E. W., & Irawati, L. (2020). The Effect of Graphic Organizers on ELT Students' Writing Quality. *Indonesian Journal of EFL and Linguistics*, 5(2), 279–293. <https://doi.org/10.21462/ijefl.v5i2.283>
- Subasman, I. (2020). *Academic Writing: Buku Pendamping Pelatihan 20 Hari Menulis 5 Paragraf Ilmiah*. Jawa Barat: Perkumpulan Pusat Studi Pengembangan Mutu Pendidikan.
- Suseno, B., & Nurharjanti, M. (2015). Paragraph Writing as A Sensibility-Based Productive Skill. *Ahmad Dahlan Journal of English Studies (ADJES)*, 2(3), 9–22. <https://doi.org/10.26555/adjes.v2i1.1724>
- Toba, R., Noor, W. N., & Sanu, L. . (2019). The Current Issues of Indonesian EFL Students' Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay. *Dinamika Ilmu*, 19(1), 57–73. <https://doi.org/10.21093/di.v19i1.1506>
- Trinh, L. (2020). The Effectiveness of Using Scoring Rubrics in Academic Writing to English Majored Students. *Vietnam Journal of Education*, 4(4), 76–82.
- Yuliah, S., Widiastuti, A., & Meida, G. R. (2019). The Grammatical and Mechanical Errors of Students in Essay Writing. *Journal of Applied English*, 5(2), 1–15. <https://doi.org/10.35313/inggris.v5i2.1763>

