THE CHALLENGES IN ENGLISH ACADEMIC WRITING
(A CASE STUDY AT THE STUDENTS OF THE FACULTY OF DAKWAH AT THE STATE ISLAMIC UNIVERSITY OF SULTAN MAULANA HASANUDDIN BANTEN)

CHAPTER I

A. Background of Study

In a world where the majority of research results are published in English, it is important that students master the conventions of academic writing in English. This is a process that is best facilitated by an interactive method that accommodates interaction on two levels: teacher/student and student/student (Björk & Räisänen, 2003). The responsibility for the final product is ultimately the student's alone; it is, however, the teacher's task to ensure that the production process is as smooth and efficient as possible (Watson, 1987). As teachers, we must provide students with the knowledge and skills necessary to make wise decisions that lead not only to the achievement of a high grade but facilitate the adaptation of knowledge to new situations and demands (Mattinson, 2012, 24).

Most international students need to write essays and reports for exams and coursework. Yet writing good academic English is one of the most demanding tasks students face. Students often have difficulty writing scientific papers. They do not understand the steps and procedures in making good and correct academic writing.

Writing remains one of the main ways that will be assessed in University, so it is an important skill to master. As a craft, writing is a complex task in itself, but it is made all the more challenging in University due to the specialized nature of academic discourse. Writing is also an iterative process and it is important to provide a handbook to reflect this process, divided into sections and tasks to which students can refer or return as the teachers approach and complete the different stages of the academic writing task. There should be a guideline to provide advice, strategies and writing activities to help students develop their academic writing, and to feel confident in expressing their own voice in their writing (Fitzmaurice & O'Farrel, 2010, 6).

On the international level, academic communication is carried out in English as it is the language of science. The spread, effect, and importance of English on the academic communities and academic communication cannot be ignored (Ammon, 2007; Hamel, 2007). Thus, in countries where English is a second or foreign language a great emphasis is put on English education.

In addition, an increasing number of universities around the world offer undergraduate and graduate programs in English where English is a second or foreign language. A significant number of these students are not only required to write for content classes but also undertake the challenge of producing such long texts as master"s thesis and/or doctoral dissertations. It is also a fact that having a publication in the second/foreign language is a requirement for academic success (Lillis & Curry, 2010)

One reason many individuals find the difficulties of writing, it is because of the necessity of learning a mapping skill in order to use written language. The individual must not only learn to recognize the meaning of words orally but also go through a process of transcribing these sounds. Therefore some of the students of Islamic Guidance and Counselling still faced the mistakes in writing skilss, such as: many students write too short paragraphs of 1-3 sentences, hence, writing too long paragraphs is also a mistake. no structure. absence of the structure can also become a problem, and some of the students also lack of focus in writing.

This research aims at studying the challenges in English Academic Writing for the students of the Faculty of Dakwah of UIN Sultan Maulana Hasanuddin Banten.

B. **Research Questions**
1. What are the challenges that the students face at the Faculty of Dakwah of UIN SMH Banten in English academic writing?
2. What strategies do they utilize to overcome those challenges?
3. What difficulties are usually faced by them in English academic writing?

C. Objectives of the Study

The objectives of this study are:

1. To identify the challenges that the students of the Faculty of Dakwah of UIN SMH Banten in English academic writing.
2. To analyze strategies do they utilize to overcome those challenges.
3. To analyze the difficulties usually faced by the students of UIN SMH Banten in English academic writing.

D. Previous Studies

Internationally, literature on academic writing abounds. Numerous studies have been carried out and papers written in the field of academic writing and the challenges it presents to students. Examples include Ballard and Clanchy (1988, 1991, 1997), Steinman (2003, 2005), Boughey (1998), Canagarajah (2002), Holmes (2004), Dysthe (2001), Connor (1996) and Tshotsho (2006). These studies have encouraged the researchers to investigate university students' academic writing in Zimbabwe, using Great Zimbabwe University as a case study.

Academic writing problems faced by students vary from one country to another (Dysthe, 2001). Literacy is contextual and varies from one culture to another (Street, 2003), hence the researchers desire to investigate university academic writing in Zimbabwe, using GZU as a case study. More so, earlier studies (which are privy to these researchers) on writing in Zimbabwe have tended to focus on composition writing by learners of English as a Second Language (ESL). These include studies by Maposa (1992), Thondlana (1998), Ngwaru (2002) and Moyo (2003). It is the researchers' belief that university students' academic writing in Zimbabwe needs to be interrogated. The researchers were also compelled to carry out this inquiry by the ever-present demands for effective writing in all institutions of learning, not just in Zimbabwe and Southern Africa, but the world over.

Moyo's (2003) study identified categories into which 'O' level students writing weaknesses fall. The researchers were curious to find out if, and to what extent, such weaknesses persist at university level. This is despite the fact that, for the majority of university students in

Zimbabwe, English is used as a second language, but to enter university one should have passed 'O' level English Language. Furthermore, some students would have passed Advanced Level English Language and Communication Skills (General Paper). It is the researchers considered view that the results of this study can be generalized to all universities in Zimbabwe since, to some extent, students at these institutions share the same socio-cultural and educational backgrounds, where, for instance, English is the language of instruction but is a second language.

Therefore, an increasing interest in advanced academic writing has been witnessed. There are studies reporting the difficulties international students at undergraduate and/or graduate levels face while writing papers required for content classes (e.g., Braine, 2002; Braxley, 2005; GurelCennetkusu, 2012). There is also research that pictures the process of acquiring disciplinary discourse by international students for whom English is the second/foreign language (e.g., Fujioka, 2014; Li, 2007; Woodward-Kron, 2008) and challenges of academic writing in English as a foreign language at the graduate level (Buckingham, 2008; Gurel, 2010; Gurel-Cennetkusu, 2011a, 2011b). Moreover, there are those which trace the course of scholarly publication (e.g., Cho, 2009; Huang, 2010; Li, 2006, 2007) and the struggles of multilingual scholars to publish in English to get recognized in their fields (e.g., Bocanegra-Valle, 2014; Curry & Lillis, 2004; Nasiri, 2013).

In her grounded theory study, Braxley (2005) conducted interviews with five Asian graduate students studying at a US university to reveal the problems of academic writing in English as a second language and to determine how these students cope to master the academic genre. Braxley states that the foremost difficulty international students faced is their lack of familiarity with the conventions of academic writing as what they were taught and what was expected from them here at a US university were quite different. Thus, the students were reported to seek help from friends, writing tutors and/or instructors, and academic texts to meet the writing demands of their degree programs.

Li (2007) offers a case study of a non-native English speaker and a graduate student studying in a non-Anglophone context (i.e., China) who attempts to write for publication in English-medium journals. The study explores how the participant engages in dialog with the local research community (his lab-mates and supervisor) and global specialist research community to get his paper published. The study shows that the participant‟s key strategy was his engagement with the published articles in his field. Li (2007) suggests that "a critical awareness for the linguistic and

rhetorical aspects of research writing by utilizing various sources of learning" (p. 73) should be raised for the students who attempt to write for international publication in English.

It is clear from a thorough literature review that there is a need to study comparatively what the students face as a challenge in academic writing in the second/foreign language and how they try to overcome such challenges and what the content course professors and second/foreign language instructors see as challenges and how they approach such challenges. The communication between these two agents (students and professors/instructors) in the process is too important to be ignored as it sheds light on successful practices of academic writing. In addition, it is crucial to use both (qualitative and quantitative) means of data collection to obtain a clearer picture. This study does both the results of which would hopefully help design a curriculum for academic writing needs of the graduate students (Cennetkusu, 2017, 309-323).

E. Theoretical Concepts

Academic writing is, essentially, the writing you have to do for your university courses. Your instructors may have different names for academic writing assignments (essay, paper, research paper, term paper, argumentative paper/essay, analysis paper/essay, informative essay, position paper), but all of these assignments have the same goal and principles. (Whitaker, 2009, 2)

Academic writing constitutes a hierarchy of overlapping processes or levels. At the bottom level, students put pen to paper or their fingers to the keyboard. The second stage incorporates the thinking that enables the text to be written and revised. At the third stage, one must consider the social context of the paper, i.e. its target group, purpose, and suitability for publication (Hedge, 1993). At the bottom, keyboarding stage, it is useful for students to keep track of the changes they make and versions they produce. Earlier versions may not only contain important information but also mistakes and problems from which the student can learn. At the second, writing and thinking level, students should be encouraged to make notes on what they are writing and thinking about during the writing process (Cotton & Gresty, 2006). In this way, they become conscious of the reasons for and nature of the decisions they make and can trace progression in their thinking and writing. Such notes are also helpful when discussing with their peer(s). (Mattinson, 2012, 24).

Because there are probably as many definitions of writing as there are authors on the subject, perhaps this complex activity may best be conceptualized, firstly by briefly differentiating it from speech, secondly, by viewing it as a process, thirdly, in terms of the skills which it (writing) entails, fourthly, as an aspect of academic socialization, and finally, as an aspect of academic literacy. While in speech, meaning can easily be enhanced by paralinguistic features like facial expressions, gestures, body movement, proximity and other supra segmental features like voice, pitch and volume, tone, intonation, stress and pause (Palmer in Matthews et al., 1985) writing lacks these elements. For this reason, writing has to be well punctuated and more cohesive if it is to achieve its purpose. Hilton and Hyder (1992: 7) rightly observed:

"Writing requires greater precision and care than speech, as it is a more formal activity producing a permanent record. When we speak we gauge our listener's response and clarify any points, which haven't been comprehended. As no such interaction takes place in a piece of writing, our communication skills have to be unambiguous."

Hilton and Hyder (1992) go on to advocate clarity, conciseness, exactitude and appropriateness, if effectiveness is to be achieved in writing. Hardaway and Hardaway (1978: 9) sum this up thus: "Because writing is permanent, it should be better organized and easier to understand than speech." In his view of writing as a process, Nunan (1991) asserts that competent writers do not produce final texts at their first attempt, but that writing is a long and often painful process, in which the final text emerges through successive drafts. This is unlike the product view of writing in which emphasis is on correction and comments on finished products by teachers of writing (Dysthe, 2001: 1). Effective writing, therefore, has to go through a series of stages, until a final, meaningful product, is produced. Tyner (1985), Collins and Kessien (2001), and Hedge (1983) agree that writing should go through processes of pre-writing (such as brainstorming), drafting, revising and proofreading. We find the latter two stages very important as they, among other things, ensure a fluent, linguistically competent piece of writing.

Academic writing differs from other types of writing such as journalistic or creative writing. In most forms of academic writing a detached and objective approach is required. An academic argument appeals to logic and provides evidence in support of an intellectual position. It is important to present your arguments in logical order and to arrive at conclusions. However, academic writing can take many forms. You may be asked to write an essay, a report, a review or a

reflective article. Different styles adhere to each of these types of academic writing, so always check with your lecturer. In academic writing, writers always interact with each others' texts and so there will be frequent references to the ideas, thinking or research of other authors writing in this field. Also, in academic writing it is important that when a claim is made it is backed up by reasons based on some form of evidence; it is expected that the author takes a critical approach to the material being explored (Crème & Lea, 2003 & Borg, 2008).

F. Research Methods

This study uses a mixed-method study using both quantitative and qualitative means of data collection. Data from a comprehensive survey -which was adopted and modified from Dong''s (1998) Thesis/Dissertation Writing Scale and Questionnaire- for graduate students, constitutes the quantitative part of this study. A descriptive statistical analysis is applied to the survey questions. The qualitative part of the study is comprised of multiple case studies that are analyzed to create a cross-case analysis. In addition, written documents such as graduate program manuals, course syllabi, writing samples from the students and online resources such as manuals and writing samples from the most prominent universities' writing departments and/or writing centers are collected and qualitatively analyzed. Data coming from the interviews, written documents, and online resources complement the data coming from surveys and thus provide a more complete and detailed picture.

This research conducted at the Facuty of Dakwah at the State Islamic Universities of Sultan Maulana Hasanuddin Banten. Literature studies, interviews, and documentations will be used as the technique of collecting data in this research.

G. Discussion Plans

To simplify and clarify the discussion, this research report will be divided into five (5) chapters and each chapter is divided into several sub-chapters. The first chapter is an introduction containing problem background, problem formulation, research objectives, research significance, conceptual framework, literature review, research methods, and research discussions.

Chapter two discussed about theories of academic writing.

Chapter three discussed about the methodology of the research

Chapter four explained the results and analysis of the strategies utilized for overcome the challenges.

Chapter four is closing consisting of conclusion and suggestions.

CHAPTER II
THEORETICAL FRAMEWORK

2.1. The Purposes of writing

There are many ways to teach writing to English Language Learners, such as the learners prewrite, analyze, write, revise and rewrite. These process consists of more tha just picking up a pencil and writing a paragraph or an essay from beginning to end. Writing is a process becuse it goes through many stages. It starts with understanding what is expected of the students in writing assignment. Next it involves thinking about what you are going to write and planning how the students are going to organize it. The final steps involve writing, checking the work, and rewriting. Being a good writers means the the students continuallly change, add to, and improve what the students have already written.

At American collages and universities, students are asked to write for several different purposes, some common purposes are: (Boardmand, 2002)

- To compare or contrast two topics
- To argue for a solution to a problem
- To describe a project
- To summarize information
- To report on a laboratory experiments or research

Student are asked to writer for these purposes in a variety of academic situations, such as in composition classes and for tests, term papers, laboratory reports, and project reports.

In all these writing situations, students have to use a certain format and style of writing. Ever student is expected to write clearly and to use correct grammar, spelling, and punctuation. Most American colleges and universities use two formats for academic writing: the paragraph and the essay. The paragraph format is used to answer test question and to write laboratory reports. The essay format is made up of several paragraphs and is used to write compositions, term papers, and research papers.

The style of writing is also important. Student in the United States are expected to write in a somewhat formal style. This means that their language should be clear and direct and that they should not use slang. In addition, it is important to note that students in the Unites States are often expected to use their own ideas in their writing. American professors generally want their students to use original examples and arguments rather than just repeat the information they have found in their research.

Students at American universities often have very little time to do their writing. For example, some test may require students to write several paragraphs to answer one question in a short period of time. When your time is limited, it becomes even more important not to waste any of it wondering how to say what you want to say. In addition, the organizational format used when writing in American English is often quite different from the way writing is organized in other languages. For these reasons, this book focuses on how American academic writing is organized. You will write and rewrite many paragraph and essays. Keep in mind that the best way to improve is to practice!

Since the ultimate purpose of writing is communication, all writers need to be aware of their audience, the people who will read what they write. For textbook authors, the audience is the student. For businesspeople, the audience may be a colleague or an employer (in the case of memos and reports) or a potential customer (in the case of letters and advertisements). For novelists, the audience is the general public.

The question here is: who is the audience for students? In most cases, the audience is the teacher of professor, although, for certain reports or projects, the audience may be a classmate or

classmates. However, the purpose of writing is still the same: to communicate a message. The businessperson and the student may utilize different style and content in their writing, but they both need to be aware of their audience, and they both must work to make their message as clear as possible. Problem of clarity, organization, and even punctuation are the same for both writers.

Therefore, as you complete your writing assignments, keep in mind the classmate or teacher to whom you are writing, nut remember that what you learn about academic writing will help you with any type of writing in English that you do in the future.

2.2. types of Paragraphs

A paragraph is a group of sentences that works together to develop a main idea. Paragraphs are organized differently depending on their purpose. There are three main types of paragraphs in English: narrative, descriptive, and expository.

2.2.1. Narrative Paragraphs

A narrative paragraph tell a story. Look at this model. This is a story about one trip, and what happened before, during, and after it. You can, of course, tell stories of shorter or greater length. The most important feature of a narrative paragraph is that it tells a story.

Descriptive Paragraphs

The second kind of paragraph is a descriptive paragraph. This kind of paragraph is used to describe what something looks like. For example, ypu might need to describe a city for an essay about life abroad, the equipment in an experiment for a laboratory report, or a person's appearance for an essay about that person. Look at these two models. Each gives the reader a clear mental picture of what is being describe. This is the goal of a descriptive paragraph.

2.2. Expository Paragraphs

The goal of expository writing is to explain something to the reader. You can explain something in many ways. Some of these are:

1.   by comparing two things or people (e.g., buildings, political leaders, economic theories)

2.   by showing the steps in a process (e.g., how to increase profits, how to evaluate a painting)

3.   by analyzing something

•   dividing something into its parts (e.g., different theories of learning, different kinds of goverments)

•   analyzing a problem (e.g., global warming, nuclear power, high divorce rates)

4.   by persuading

•   trying to make others do something (e.g., stop smoking, sign a petition, join an organization)

2.2.2. The Writing Process

Good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied. Writing is a continuous process of thinking and organizing, rethinking and reorganizing. Good writers go through six basic steps. Each step can be repeated as many times as necessary. This chapter discusses the first four steps. Chapter 3 describes the last two steps.

Step 1: Assessing the Assignment

Every college or university class is going to have writing assignments with different purposes, so the first step in the writing process is to understand exactly what the professor wants on a particular assignment. The most important piece of information for you to know is the topic (or range of topics) and purpose of the assignment.

Another important point is to know the sources of information that you may use. In other words, where should the information in your writing assignment come from? In advanced writing classes and many content-based classes, you will be expected to do research. For other classes, you will use your own background knowledge. This can include your feelings and opinions about topics. (For the writing assignments in this book, you shouldn't do research. The source of information should be your own ideas, knowledge, and thoughts). Finally, you need to be clear on the length of the paper, its due date, and its format.

Let's say that are taking an early childhood education class. It's the first day of Let's class and day at school." What do you need to know? Here are some questions students say you I your professor wants you to write "a short paragraph describing your first might ask and answers the professor might give.

• What is the purpose of this assignment? _To think about and explore your own experience of school at an early age so that you will remember how it feels for young children on their first day of school._

• Should I do research? _No, this is about your memory of your experience._

• How short is short? _One page; ten to fifteen sentences._

• When must I turn in this paragraph? _Next class._

• Can I write it by hand, or does it need to be typed? _Typed._

Step 2: Generating Ideas*

The purpose of this step is to think about a certain topic and generate as many ideas as possible. (Even when you get information from other sources, you still need to take this step to figure out what kind of information you need to look for). There are many ways to do this; two of the most effective are brainstorming and freewriting.

2.3. Brainstorming

Brainstorming can be done individually or in groups. The purpose of brainstorming is to think about and write down a lot of ideas without worrying about what they are, how they are ordered, or even whether you will use them. If a small group is formed, one person may be made the recorder of the group. As all the members of the group come up with ideas about what they can write for the assignment, the recorder takes notes to share with the group later. Each student can also take his or her own notes. It is important to note all the ideas. This is not the time to evaluate how good or bad they are.

2.4. Freewriting

Freewriting is similar to brainstorming. You start with a word or a phrase and write down anything you can think of that is related to the topic. Unlike brainstorming, you don't just list a lot of points; instead, ypu try to write sentences in which one word leads to the next. When you get stuck, you just pick up on one of the previous words and continue writing about that. You don't have to worry about grammar, punctuation, or spelling because no one will see you freewriting but you. The most important aspect of freewriting is not to allow ypurself to stop. If you practice freewriting, you will find that some words tend to be repeated and that ideas occur to you just form writing those words. Just let your ideas and imagination flow.

2.5. Tree Diagram

Some people prefer a more visual kind of outline format called a tree diagram. You start with the main idea an then Look at this example of a tree diagram that make branches to points that support your idea. Look at this example of a tree diagram that also organizes the information about the first day of school.

2.6. Basic Organization of the paragraph

Paragraphs have a very specific organizational pattern. By this, we mean that all paragraphs are put together in a similar way and use the same three basic parts: topic sentence, body, and concluding-sentence. When you follow this pattern, your paragraph will be easy for your reader to understand. Look at this model paragraph.

Paragraph Cheklist

It is always a good idea to set your paragraph aside for a while after you have written it, and then go back and reread it. Use this Paragraph Checklist as a guide for what to look for when you reread your paragraph. Check off the items that are true for your paragraph.

This paragraph begins with a sentence that introduces the topic and main idea of the paragraph. It is called the topic sentence. The middle part of the paragraph is called the body, and it consists of sentences that explain, or support, the topic sentence. These sentences are called supporting sentences. The last sentence is called the concluding sentence, which ends the paragraph by reminding the reader of the main point of the paragraph.

Paragraphs can stand alone or they can be parts of longer pieces of writing, such as essays. When they stand alone, they almost always consist of these three parts, but when they are part of a longer piece of writing, there can be many variations in their style. These variations will be discussed in Chapter 10. However, basic academic writing in the United States is linear in structure; that is, it has a beginning, a middle, and an end, and it continues directly from one part to the next. Once you have mastered this organizational pattern, you will be able to use it in all types of writing in English.

The Topic Sentence

A topic sentence is the most important sentence in a paragraph because it a contains the main idea of the paragraph. A good topic sentence has two parts: the topic and the controlling idea. The topic is the subject of your paragraph. It is what writing about. The controlling idea timits the topic of your paragraph to the aspect of that topic that you want to explore in your paragraph. Look at these examples: you are

1. New York isa fun place to be on New Year's Eve.
2. New York hasgreat entertainment.
3. New York isthe world's most famous city.

Each of these topic sentences has the same topic, New York, but a different controlling idea. Each one would introduce a distinct paragraph with different ideas and information. The possibilities for writing about New York are practically endless, so this one topic could have many controlling ideas. Therefore, you could write many different paragraphs about New York are practically endless, so this one topic could have many controlling ideas. Therefore, you could write many different paragraphs about New York.

It is important to keep in mind that most academic writing is done to persuade the reader that a point of view is reasonable. Therefore, another important part of writing topic sentences is to write a sentence that has clear point of view. This usually means that the topic sentence contains the opinion or attitude of the writer. A statement of fact is not an effective topic sentence because there is nothing more that can be said about it and, therefore, nothing to write in your paragraph. Look at these these sentences:

4. Twenty-five people attended the company's Halloween party.

5. The company's Halloween party was a bore, as usual.

Sentence (4) is not an effective topic sentence because it is a fact. It is difficult to write more about facts because they are either true or false. However, since sentence (5) is an opinion, there is a lot the writer could say to convince the reader that the party was a bore. Therefore, it is an acceptable topic sentence.

Another common way to write a topic sentence is to divide a topic into different parts. Look at these three sentences:

6. Ramadan has (three important days within the month of fasting.

7. There are three main kinds of holidays.

8. Planning a good Fourth of July party requires five specific steps.

3.1 Academic writing

Academic writing is an activity that needs knowledge and process thinking since the written start to write.The definition is related with Chris Sowton's book, academic writing is more objective and complex. It is complex because academic writing has formal structure and must use more references when write it.The other definition, academic writing is a knowledge and cognitive activity, since it is a product of the mind. Moreover, according to Li-hua Chou, the academic writing has many challenges from the difficulties of written or from themselves (Chou, 2011). It can conclude that academic writing is process of writing that

need knowledge, information, and experience started to write because use more objective and many references to avoid the challenges of academic writing.

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

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

3.2. Challenges in English academic writing

The sentence "challenges in English academic writing" contains two terms, "challenges" and" English academic writing". The definition of challenges is something that challenging and anxiety someone when do anything. The definition of English academic writing is written of English in academic. For ESL or EFL writing in learning context especially in academic is a complex (Al-Khairy, 2013).

Writing English academic writing is not just the format academically but also critically. Critical thinking is one of requirement make English academic writing is good and perfect. Ismail stated that English writing allows chances for the writer to think critically and gives the motivation to learn and started to write. In the academic writing, the challenges just not come from the thinking process but also from the prior knowledge and how to develop an idea in the paper. Ideas and prior knowledge are related because to expressing ideas clearly and logically must have prior knowledge. Challenges in academic writing can be considered in two types: discursive (language-related) and non-discursive (non-language related) (Photongsunan, S., 2016).

The discursive is the challenges from language-related like the grammar, the structure, the sentences, and the tenses. While from the non-discursive is the challenges from non-language related like critical thinking process, develop ideas, and connecting the sentence with the previous study.

3.3..**Students' ways to face the challenges**

The sentence "students' ways to face the challenges" contains two terms, "students' ways" and" challenges". The definition of student's ways is the approach or the strategy to avoid something challenging. While the definition of challenges is something that anxiety someone when do something. Students' ways when face the challenges can from their self or other people. The strategy just not when face the challenges but also when process writing or preparation before write. Good writers follow to writing process, especially in preparation, correction, and revision.When the writer startsto write, they must follow the writing process. Writing process is make the writer easier when start to write and develop their ideas. Itissupported by Joseph Mallia, before start to write English academic writing firstly must type of English academic writing and understanding title of English academic writing that want to write.

Writing process is one of strategy that makes the writer follow the process and the idea. The strategy can from themselves and expert when the writer read books, journals, and researches. The challenges can solve with the strategy. The other strategies are the students do peer discussion with their friend, do writing process, do checking or do correction the written, and focus on the paper especially in the structure, idea, and grammar (Keumala, Meta, 2019). The strategies are can use when face the challenges of English academic writing. The students can do discussion and sharing with other friends that have understanding with the topic or the ideas. Before the students submit or finish their paper better they check it.

CHAPTER III
RESEARCH METHOD

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

A. Research Design

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

B. Research Setting

This study was conducted for 15 respondents of Islamic Guidance and Counselling students at Islamic State University Sultan Maulana Hasanuddin Banten. And also from those respodents selected 5 students to being interviewed by the researcher. As the students were not at

the campus for the times during the Pandemi of Covid 19, the researcher gives online questionnaire for those 10 students to answer several questions given by the reseracher.

C. Data collection technique

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

E.Research instrument

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

1.Questionnaire

The questionnaire is developed based on the theories and previous studies of some ideas related with the challenges of English academic writing faced Indonesian EFL teacher training students. The questionnaire designed with dichotomous question containsrating scales. The instrument of questionnaire use Google form with consistsof 18 statements. The first, second, third, fourth, fifth, sixth, and seventh statement state about the challenges from the written. The eighth, ninth, tenth, eleventh, and twelfth statement state about the challenges from the develop idea. The thirteenth and fourteenth statement state about the

challenges from the grammar. The fifteenth, sixteenth, and seventeenth statement state about the challenges from the vocabulary. The last statement state about the challenges from thinking process. The questionnaire validates first before shared to the respondent. The respondent answer with choose one of the rating scale (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = stronglyagree).

2.Interview guideline

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

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

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

F.Data analysis technique

After all the data collected, the researcher did some techniques to analyze the data based on the information from the questionnaire and the interview. Based on Creswell's book, there are some steps in analyzing data in qualitative, they are organizing and analyzing the data, preparing text for coding, coding data, and working with the coded data.36In this study, for analyzing the data, the researcher didthe same steps.For analyzing data from questionnaire, after get the data from the participants, firstly the researcher finds the keywordfrom the answer. Secondly, the researcher lists the keyword and the total of the participants that choose the keyword and lastly, the researcher summarizedand establishedthe result of the topic.

For analyzing data from interview, after get the record of interview from the participants, firstly the researcher make transcription from the record. Secondly, the researcher finds the keyword or code from the transcription that related with the topic. Thirdly, the researcher lists the keyword and the total of the participants that choose the keyword and lastly, the researcher summarizedand establishedthe result of the topic. For check the validity of the result, the researcher can use two forms of validity from data methods as define the study and the generalizability of the gotten results. (Anderson, Gary and Arsenault, Nancy, 1998)

G.Checking validity of findings

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

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and the discussion of this study about students' challenges in English academic writing and also their strategies to face their challenges. In this chapter presents the findings to answer the research questions. The data was from interviewing 5 college students who is learning in academic writing and the students who have been write academic writing and also ordering questionnaires to 10 college students of Islamic Guidance and Counselling major.

A.Research Findings

This study aims to explore the challenges in English academic writing faced by Indonesian EFLstudents and also to describe the students' ways to face the challenges in English academic writing. The data was collecting in several days, to find out the role. This study was collecting the data from the students that comes from 5 different classes in one major. The detail explanation of each finding follows.

1. Challenges in English academic writing To find out the challenges in English academic writing, the researcher has distributed a questionnaire to 15 students especially in 7thsemester of 5 different classes in one major. The students' questionnaire data has been tabulated by categorizing into kinds of challenges faced by Indonesian EFL tudents. The

kinds of the challenges are challenges in written features, challenges In developing idea, challenges with grammar, challenges in selecting and using vocabulary, and challenges in thinking process.In the online questionnaire there were 10 students participated. They were students from 7thsemester Islamic Guidance and Counselling students in have been writing English academic writing. The questionnaire distributed by online questionnaire. The online questionnaire.

a.Challenges in writing parts of English academic writing

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

1. Difficulties in finding thoughts and ideas to be developed.

    The result of the questionnaire that shows difficulties in writing introduction part of English academic writing by students can be seen on this figure 1.1.

I have difficulty in finding thoughts and ideas to bedeveloped. / Saya kesulitan menemukan pemikiran dan ide-ide untuk dikembangkan.

15 jawaban

|	1	2	3	4	5
	(Very Disagre	(Disagree)	(Neutral)	(Agree)	(Very Agree)
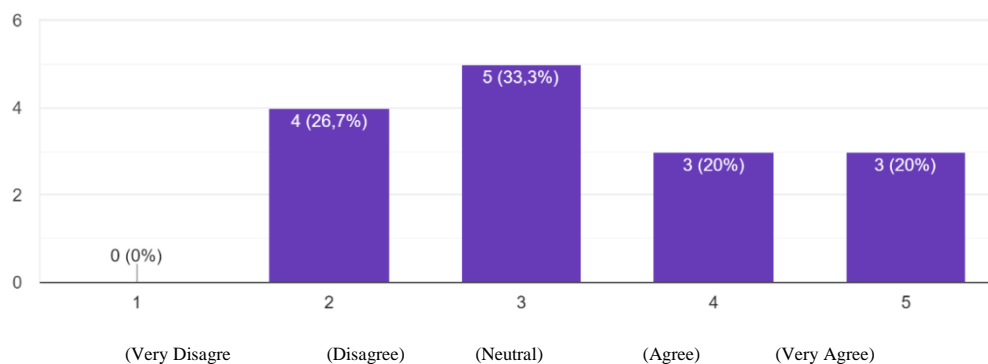
Based on the figure 1.1 above, 4 students (26,7%) disagree and 5 students (33,3%) neutral that they have difficulties in finding thoughts of English academic writing. The other students (20%) are agree with the idea that they have difficulties in writing introduction part of English academic writing.

2. Difficulties to get thoughts and ideas in figure 1.2 showed the result of the questionnaire about the difficulties in writing literature review part of English academic writing by students.

I have difficulty to get my thoughts and ideas down on paper. / Saya kesulitan menyampaikan pemikiran dan ide-ide saya di atas kertas.
15 jawaban
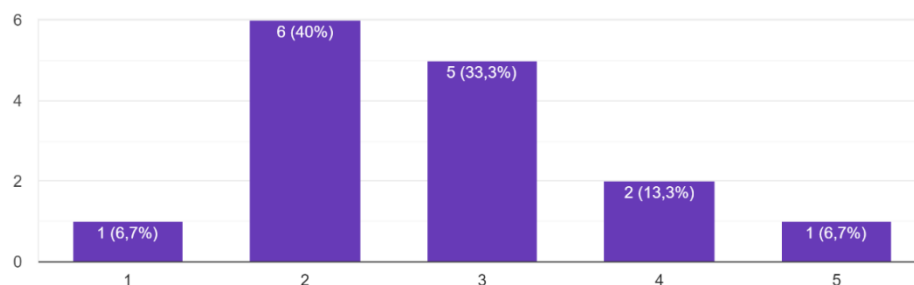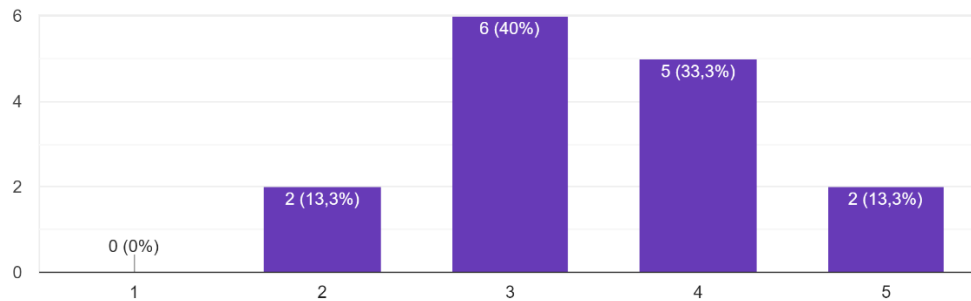

Based on the figure 1.2 above, 6 students (26,7%) disagree and 5 students (33,3%) neutral that they have difficulties in finding thoughts of English academic writing. The other students (20%) are agree with the idea that they have difficulties in writing introduction part of English academic writing.

3. Incorporate quotations into sentences properly showed by the figure 1.3 below.

I do not know how to incorporate quotations into sentences properly. / Saya tidak tahu bagaimana cara memasukkan kutipan dalam kalimat.

15 jawaban
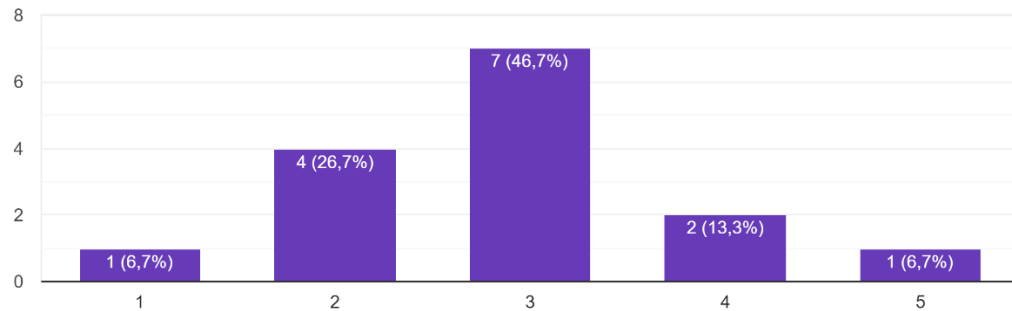
Based on the figure 1.3 above, 4 students (26,7%) disagree and 7 students (46,7%) neutral that they have difficulties in finding thoughts of English academic writing. The other students are agree with the idea that they do noy know how to incorporate quotation into sentences.

4. The students take thoughts and ideas from the articles, and website without mention the author.

I often take thoughts and ideas from articles, books, and websites without mention the author. / Saya sering mengambil pemikiran dan ide-ide dari... buku dan website tanpa menyebutkan penulisnya.

15 jawaban
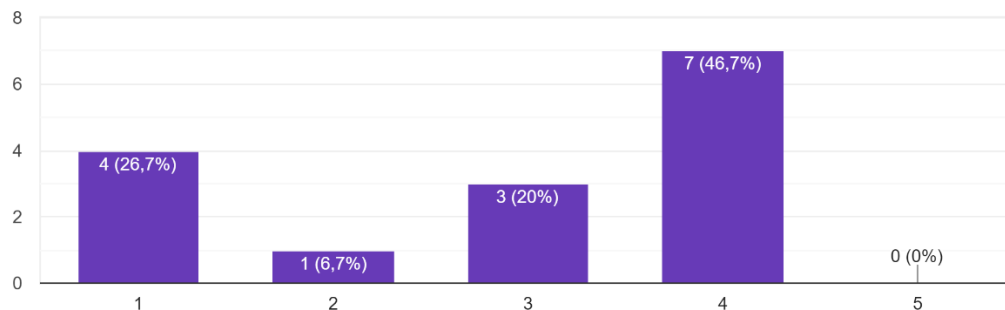
Based on the figure 1.4 above,7 students (46,7%) agree and 3 students (20%) neutral that they Take thoughts and ideas from the articels without mention the authors.

5. The students have difficulties in paraphrasing thoughts and ideas taken from the articles, books and website as shown in the diagram 1.5 below.

I have difficulty in paraphrasing thoughts and ideas I take from articles, books, and websites. / Saya kesulitan dalam memparafrase pemikiran dan ide-ide yang saya ambil dari artikel, buku dan website.
15 jawaban
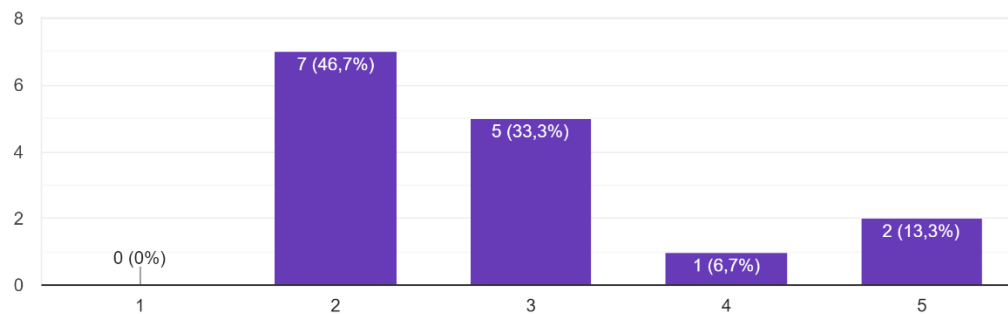
Based on the figure 1.5 above, 7 students (46,7%) disagree and 5 students (33,3%) neutral that they have difficulties in paraphrasing thoughts and ideas from the articles, books and websites.

6. The students have a frequent problem in use correct of tenses as shown in the diagram 1.6 below.

I have a frequent problem in use correct of tenses. / Saya memiliki masalah yang sering terjadi dalam menggunakan tenses yang benar.

15 jawaban

Based on the figure 1.6 above, 6 students (40%) neutral and 5 students (33,3%) agree that they have difficulties in paraphrasing thoughts and ideas from the articles, books and websites.

7. The students have a poor grammar can be showed in the diagram below

Having poor grammar make me writing not so good. /Memiliki grammar atau tata bahasa yang buruk membuat saya menulis dengan tidak begitu baik.

15 jawaban
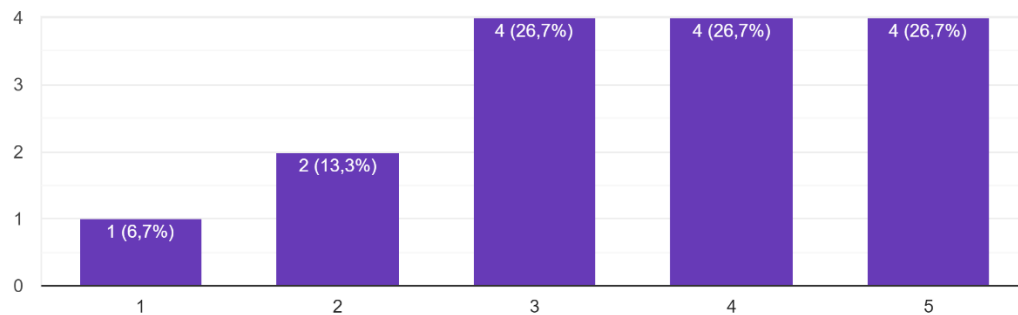
Based on the figure 1.7 above, 3 students (26,7%) neutral and 4 students (26,7%) agree and 4 students (26,7%) very agree, that they have poor grammar in writing.

8. The students often get difficulties in using passive voice, it can be seen in diagram 1.8 below;

I often get difficulty in using passive voice. / Saya sering mendapat kesulitan menggunakan passive voice.

15 jawaban
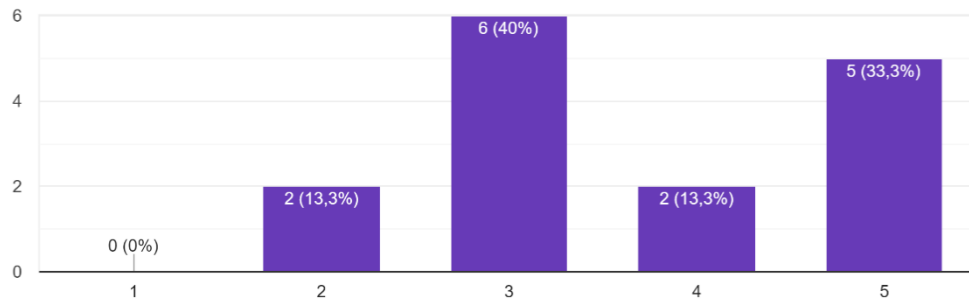
Based on the diagram 1.8 above it can be seen that 6 students (40%) neutral im using passive voice, and 5 students (33,3%) very agree in this statement.

9. The students feels they need a long time to put the correcttenses in apporpriate event. The results can be seen in the diagram 1.9 below.

Grammar makes me take a long time to put the correct tenses which appropriate to the event. / Tata bahasa membuat saya butuh waktu lama untuk ...tenses yang tepat yang sesuai dengan peristiwa.

15 jawaban
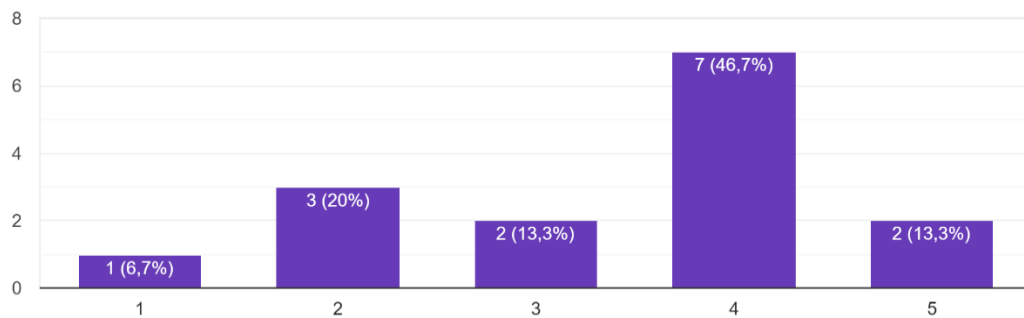
Based on the diagram 1.9 above there are 7 students (46,7%) that agree with the statement that Grammar make the students need a long time to put the correct tenses.

10. The students are not familiar with the punctuation, it can be seen in the diagram 1.10 below;

I am not familiar with punctuation rules. / Saya tidak terbiasa dengan aturan tanda baca.

15 jawaban
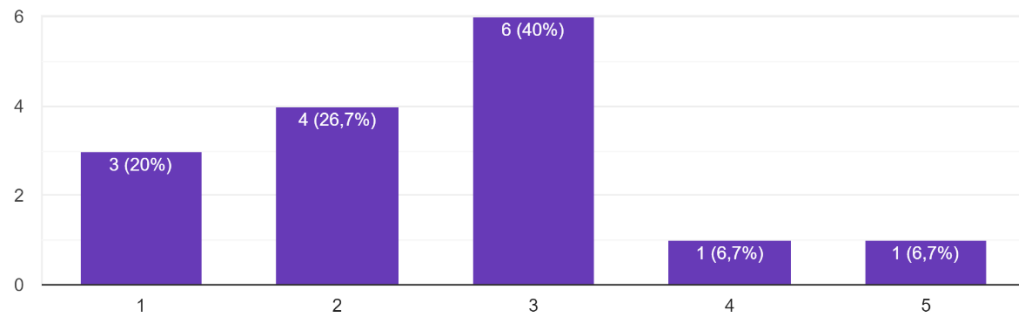
From the diagram above there are 6 students (40%) that neutral in this statatement, 4 students that disagree (26,7%), means that the punctuation is not a big difficulties that they face in learning English reading.

11. The students feel confusing in writing when they lack of vocabularies, it can be seen in this 1.12 diagram below;

Lack of vocabularies make me get confusing in writing. / Kurangnya kosa kata membuat saya bingung dalam menulis.

15 jawaban
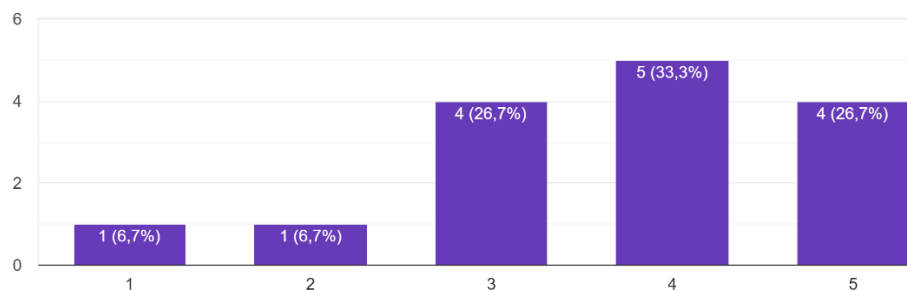
The students are agreee in this statements for about 33,3% , means they are 5 students that choose this statement, and 4 students (26,7%) that choose neutral and very agree in this statement, it means that thet feel confusing in writing when they lack of vocabularies.

12. The students have difficulties in choosing the correct words with the right meaning can be seen in the 1.13 diagram below;

I have difficulty in choosing the correct word with the right meaning. / Saya kesulitan dalam memilih kata yang tepat dengan arti yang benar.
15 jawaban
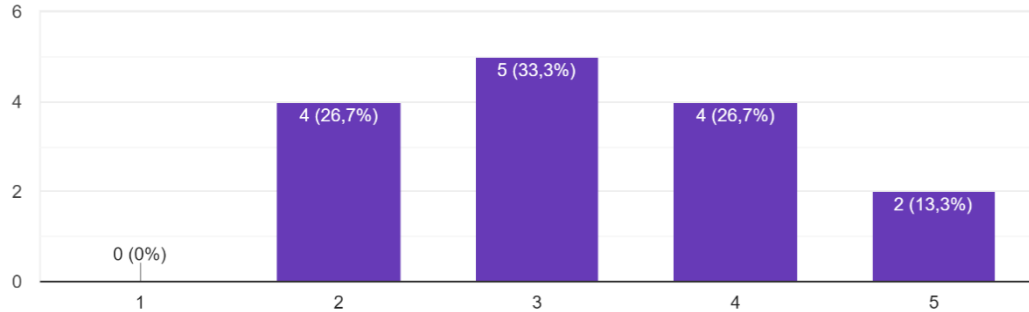
From the diagram above there are 5 students (33,3%) that choose neutral and there are 4 students (26,7%) that choose disagree and agree statement. It means that there are some of the students feel difficulties in choosing the correct words.

13. The students feels difficulties in making the paragraphs become coherent and cohesive, can be seen in the daigram 1.14 below;

I have difficulty in making my paragraphs coherent and cohesive. / Saya kesulitan dalam membuat paragraf saya saling berhubungan dan berpadu.
15 jawaban
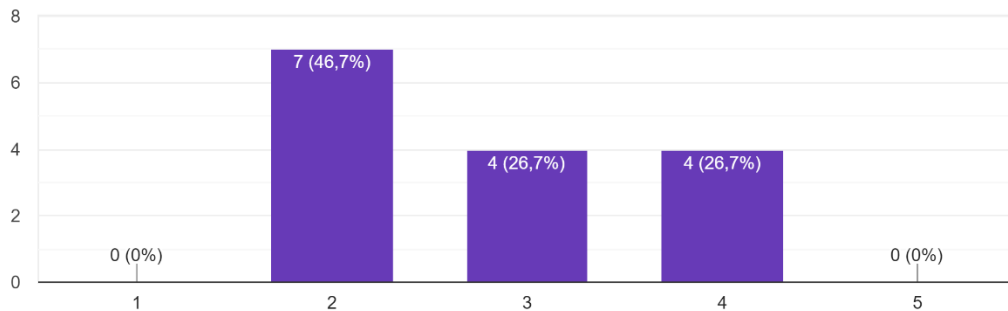
From the diagram above, 7 students (46,7%) choose disagree, and 4 students (26,7%) choose neutral and agree. It means that making paragprahs becomes coherent and cohesion is only faced by several students from the overwhole students.

14. The students feels take a long time when using the new vocabularies. It can be seen in this 1.15 diagram;

Using new vocabularies take long time. / Menggunakan kosa kata baru butuh waktu lama.
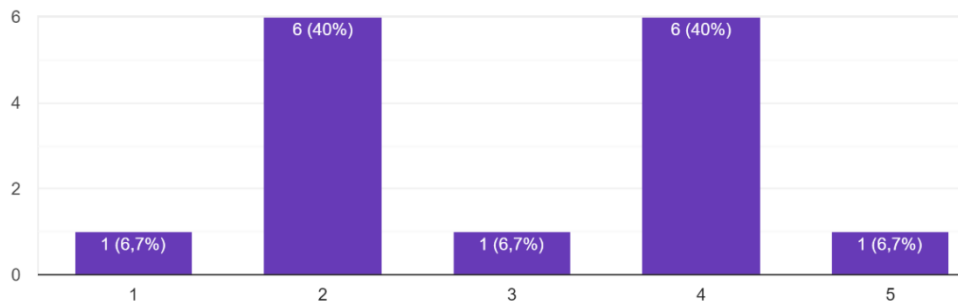15 jawaban
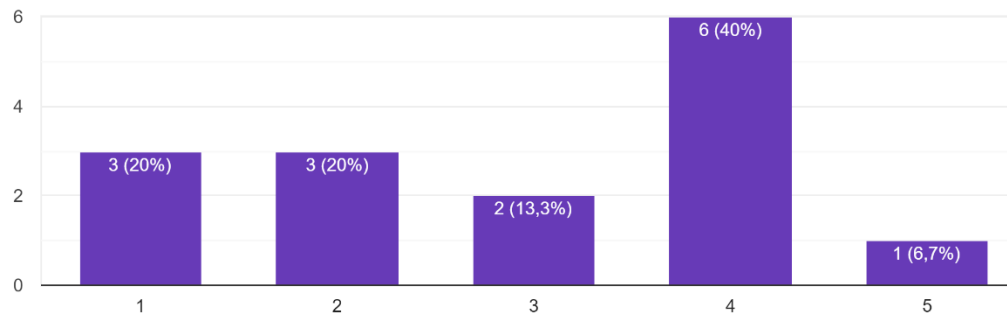
From the Diagram above, the students Agree that they need several times in using and understanding the new vocabularies.

15. The students faced the diffulties when combining the sentences on their writing.

I have difficulty when combining sentences in my writing./ Saya kesulitan saat menggabungkan kalimat dalam tulisan saya.
15 jawaban

From the diagram 1.16 bove it can be seen that there are same respondents on choosing the optional scale, they are 6 students (40%) chose neutral and 6 students (40%) chose Agree.

16. The students often get difficulties in writing techniques (brainstorming), the results can be seen in diagram 1.17 below;

I often get difficulty in writing techniques (brainstorming). / Saya sering mendapat kesulitan dalam teknik menulis (brainstorming).
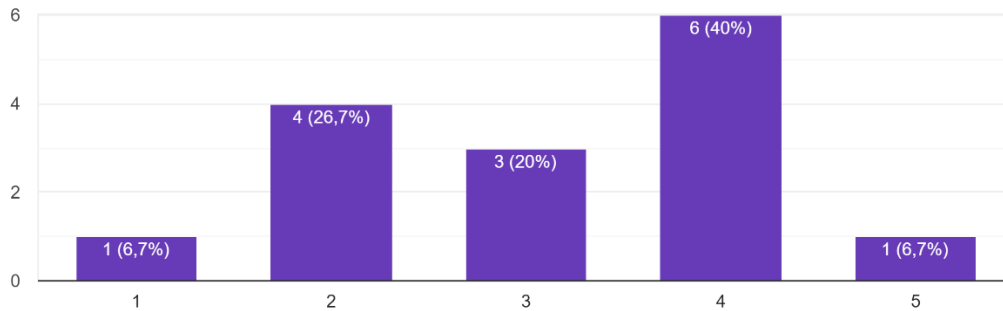15 jawaban
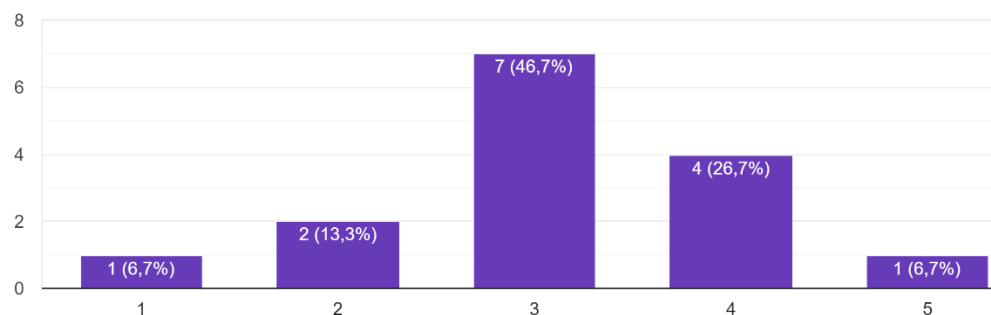
From the diagram 1.17 above there are 7 students that chose neutral, 4 students that chose agree.

17. The students have poorly writing to organize and sometimes fail to select a topic. It can be seen the results in the diagram belo;

I have poorly writing to organize, sometimes fail to select a topic. / Saya memiliki penulisan yang buruk untuk diatur, terkadang gagal memilih topic.
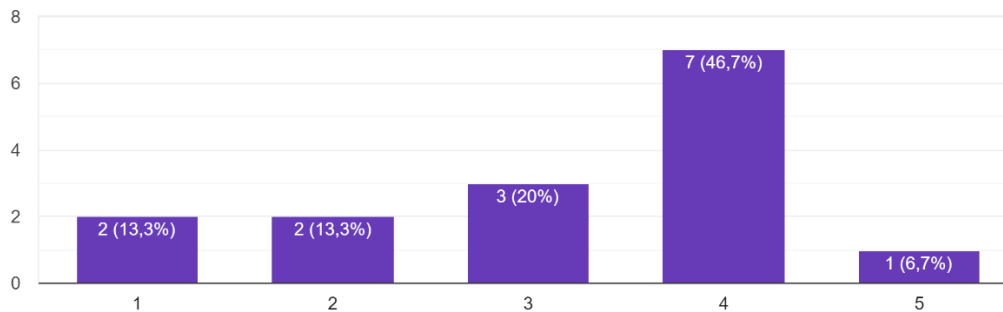
15 jawaban

From the diagram 1.18 above can be seen that 6 students (40%) agree that they have poorly wrting organization.

18. The students making an outline writing.

I do not outline writing. / Saya membuat outline atau garis besar sebelum menulis.
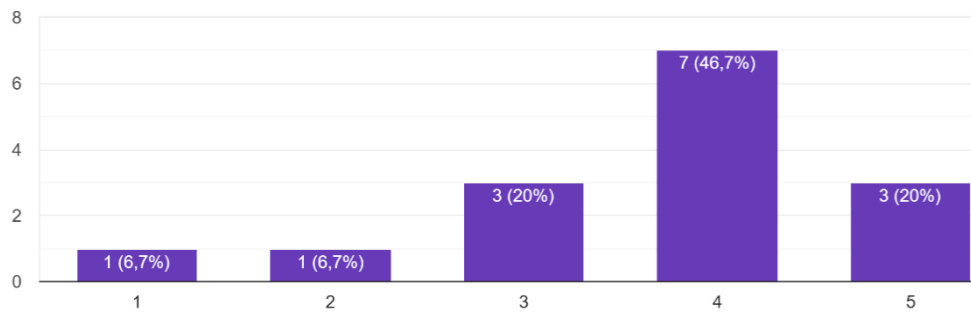
15 jawaban

From the diagram 1.19 above most of the students (46,7%) agree that making an outline writing is essential things before writing.

19. The students making an mapping mind on their writing.

I do not make mind mapping in writing. / Saya membuat pemetaan pikiran secara tertulis.
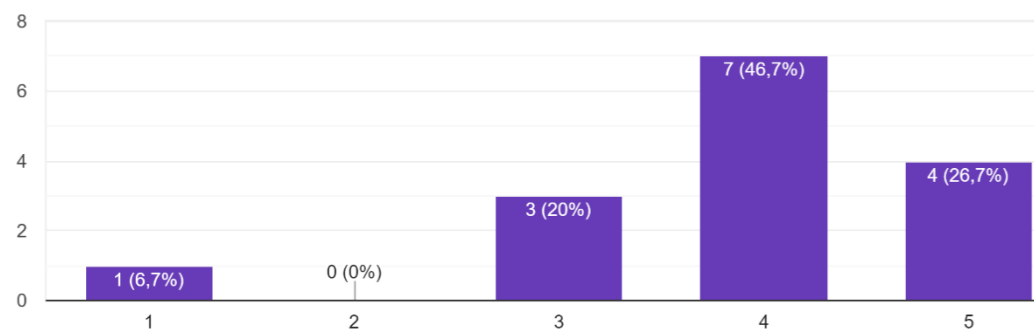
15 jawaban

From the diagram 1.20 above can be seen that the students mostly (46,7%) making a mind mapping on their writing.

20. The students making a draft before they write, it can be seen in this diagram below;

I do not make a draft before I start writing. / Saya membuat konsep sebelum memulai menulis.

15 jawaban

From the diagram 1.20 above it can be seen that the students mostly agree (46,7%) that they have to make a draft before doing the writing.

CHAPTER V
CONCLUSION AND SUGGESTIONS

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

A. Conclusion

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

1. Structure

2. Develop idea

3. Choosing vocabulary

From challenges in structure such as writing part of English academic writing like introduction, literature review, method, result, conclusion, and abstract and using appropriate academic style in writing English academic.
From challenges in develop idea such as synthesizing information and ideas when get it, expressing the ideas logically and clearly when write English academic writing and also synthesizing information and ideas when get it.

From challenges in choosing vocabulary such as summarizing and paraphrasing statements and sentence from the expert and the previous study, and referring source based on the topic. While for the last research question about students' ways to face the challenges in English academic writing, the researcher concludes that there are found many various strategies used by the students to help them in writing English academic papers and the lecturers to know the strategies of their students. Based on the data from interview guideline, most students choose to.

The strategies can be used by the students to overcome writing difficulties are:

1. Brainstorming topics to write about.
2. creating a plan for writing.
3. orally rehearsing sentences and then writing them down.
4. stretching out sounds in words for spelling.
5. rereading and editing writing.
6. looking for places to add more interesting vocabulary.
7. making a final copy that incorporates editing and revisions.

From the questionnaire given, the difficulties faced by the students in learning writing are: poor vocabulary, awkward phrasing and unconventional grammar, inappropriate use of colloquial language, difficulty with sentence structure and word order, trouble reading back what is written, difficulty with word sounds, spelling, and meanings

B. Suggestions

For the students especially Indonesian EFL teacher training students, after

knowing the challenges in English academic writing from the result of this research, they can be more responsive with the challenges especially with their own challenges and can use the strategies to avoid the challenges in English academic writing.

The same suggestions also can use by the lecturers, especially those who teach Writing especially in academic writing subject, they can implement those strategies to help the students solving and also avoiding their challenges in English academic writing. For further researcher, this research only investigated the challenges in English academic writing in a small area of English Education Department students in the seventh semester, that being teacher training students.

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

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