WRITING CHALLENGES FACED BY FEMALE STUDENTS 
IN EFL ACADEMIC WRITING CLASSES

THESIS
Submitted in Partial Fulfillment 
of the Requirements for the Degree of 
Sarjana Pendidikan

Erlin Bintangtricahya
112014117

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
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2018
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WRITING CHALLENGES FACED BY FEMALE STUDENTS
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ABSTRACT
Researchers in the past have explored issues of academic writing challenges in various educational context. Nevertheless, previous studies that examine academic writing challenges faced by female students in English as a Foreign Language (EFL) context, with regard to Indonesian university students, have not been discussed sufficiently. This study aims to find out the challenges experienced by female students in Academic Writing classes and described how the students dealt with the challenges. The participants of the study were the third-year female students in two Academic Writing classes at Faculty of Language and Arts, English Department of Universitas Kristen Satya Wacana (ED-UKSW). The data was collected through a close-ended questionnaire in which the participants chose whether they agree or disagree with the statements. Besides, the data were also collected through a semi-structured interview to clarify further about the responses toward the questionnaire and to get more in-depth information about their experiences. The findings specifically revealed two themes. The first theme discussed the three primary challenges were faced by the students in writing English sentences without any grammatical mistakes, challenges in using hedging, and challenges in writing English sentences using formal English language in their academic writing. The second theme discussed three strategies done by the students which were the use of teacher’s feedback, e-reader such as e-journal and e-book, and pre-writing strategies.

Key Word : Writing, Academic Writing Class, Academic Writing Challenges.
INTRODUCTION

Academic writing is one of the four skills that is learned by English as a Foreign Language (EFL) students. In that case, academic writing plays an important role for university students because the assessment is not only based on the information that students present, but also on how that information is presented through writing (Gonye, Mareva, Dudu, & Sibanda, 2012). Moreover, Pineteh (2013) also asserted that academic writing is crucial in socializing students into the discourse of subjects and disciplines in universities.

However, many EFL students struggle when they deal with academic writing. The main reason is that the students’ language competency level (Hung and Young, 2015). Even, students from English-speaking countries also find it difficult to switch from casual English to academic English. Writing in English academically involves “creative inspiration, problem-solving, reflection and revision that results in a completed manuscript” (Defazio, Jones, Tennant, & Hook, 2010, p. 34). That is why EFL students might deem that writing especially academic writing is formidable or even dreaded because writing involves more than sticking to writing conventions.

A similar problem also occurs in the English Language Education Program of Universitas Kristen Satya Wacana (ED-UKSW). Many students consider academic writing as a horrible subject because there are many students that fail in their Academic Writing class and some others get a low grade. This problem might influence students’ motivation to improve their academic writing competence as well.
Therefore, considering the importance of academic writing for university students, I am interested in investigating challenges in writing academically. Specifically, it aims to find out the challenges experienced by female students in the classes and to answer the research questions; [1] “What are writing challenges experienced by female students in Academic Writing classes?” and [2] “how do the students deal with the challenges?”.

As a result, this study is expected to reveal possible challenges faced by students in Academic Writing classes. Moreover, it helps EFL teachers especially Academic Writing teachers to recognize in what aspects the students are still struggling, so that the teacher can look for possible ways to fix it. While for the students, by knowing their weaknesses, they can reflect and find a way to improve their writing skill.

**LITERATURE REVIEW**

This section provides a review of the literature which is relevant to the research aim. This includes a brief overview of the definition of academic writing, factors that cause academic writing problems in EFL contexts and a review of the previous studies.

**Definitions of Academic Writing**

Academic writing is a kind of writing that is required to do in high school and mostly in college classes (Oshima & Houge 2007). It is designed to “convey agreed meaning about complex ideas or concepts for a group of scholarly experts” (University of Southern California, 2017). Therefore, academic writing has a set
of disciplinary rules and practices. Academic writing is different from other kinds
of writing such as creative writing and personal writing that use informal tone. 
Academic writing uses formal tone (Oshima & Houge2007). Morley-Warner
(2009) affirmed in more detail that academic writing is a formal way to write a 
well-structured paper using more formal vocabulary, and sentence structure. It 
means that in academic writing, we are not allowed to use slang or contractions. 
Pineteh (2013, p 13) asserted that academic writing is not simply about “a set of 
conventions or disciplinary rules, but it is also a cultural and social practice”. He 
means that background culture and social relationship are also crucial in one’s 
writing. Based on the literature above, this research, academic writing refers to 
writing in formal way to write a well-structured paper using more formal 
vocabulary, sentence structure, and not allowed to use slang. The background 
culture and social relationship are required to present ideas in writing.

**Components of Academic Writing**

In an academic writing paper, it is important to follow the component of 
academic writing such as hedging, punctuation, and what other people might say 
against our argument or it is usually called as naysayer. Hedging is one of the 
academic writing components that plays an important role in the academic 
writing. Wallwork (2011) asserted that hedging involves anticipating possible 
oppositions of the readers by not saying things too forcefully or directly. 
Additionally, he explained further that the students should be as precise as 
possible to express their opinion in an open-minded way.
In addition, proper use of punctuation in academic writing is also crucial. Wallwork (2011, p.38) affirmed that “Link words and punctuation are used either add or qualify the preceding part of the sentence or to introduce a new idea.” However, he further posited that students should be careful with the use of punctuation. The more commas used in a sentence, the longer the sentence is likely to be.

On the other hand, writing a naysayer is one of the crucial parts of academic writing. Graff and Birkenstain (2010) stated that inserting a naysayer in academic writing text could improve the quality of writing text. They further explained that starting a text was not always using a summary of what others had said, but also thinking about what others might say against our argument.

**Previous Studies Investigating Factors that Cause Academic Writing Problems in EFL Contexts.**

It has been recognized that academic writing is difficult for EFL students. Because of that, they faced so many problems in academic writing. Murray and Moore (2006) affirmed that academic writing is frustrating for anybody that in charged with the responsibility of doing it. It is because EFL students might not be familiar with the criteria of Western academic discourses. Vyncke (2012) proposed a broader factor is that one of the central requirements in Western universities is the Critical Thinking. Pineteh (2013, p.12) stated the similar view that “undergraduate students are expected to possess excellent English language and higher order thinking skills such as logical and critical thinking”. The ability
of critical thinking can be shown in their academic essays in the form of an argument. However, the problem is that students’ lack understanding of what is meant by the concept of argument and analysis (Jones 2007; Wingate 2011, as cited in Vyncke, 2012).

Besides, there are many EFL students who faced grammatical mistakes in their writing. Wallwork’s (2011) found that there were grammatical mistakes done in research writing, with the result that it could confuse for the reader. Rahman and Ali’s (2015) also mentioned in their study that EFL learners faced some difficulties in mastering English tenses properly. They also posited that sometimes EFL learners make mistakes in using verb forms properly.

On the other hands, Verheijen (2015) demonstrated that EFL students might face difficulties in the use of quotation. She explained further that students who do not report or quote correctly can be accused of plagiarism. In the academic context, the word plagiarism can be so scary because it is considered as an academic crime.

Another problem faced by EFL students in an Academic Writing class is the differences of background culture particularly between Indonesian culture and Western culture. Mohamed and Zouaoui’s (2014) viewed that students find difficulties from the linguistic term because the language that they used in daily conversation is not as the same as writing. Additionally, Adiningrum (2011) believed that Indonesia has unique cultural features that play an important role in its student’s academic performance in higher education’s institutions in Western countries. She also asserted that Indonesian culture tends to disrespect the
ownership of other people's works or idea. Mustafa (2016) also mentioned in his research that Indonesian students seem not to give too much concern for the other people's idea (Mustafa, 2016).

Previous studies in the same area have been done. First, in South Africa there is a study by Pineteh (2013) reported the investigation of challenges in academic writing for undergraduate students at Cape Peninsula University of Technology (CPUT), South Africa. He surveyed 20 participants including second-year students, first-year student reflections and discussions with four Communication lecturers. The result revealed that "academic writing challenges of students were consequences of students' linguistic and general literacy backgrounds, their attitudes toward academic writing and the privileging of middle class literacy practices in South African higher education" (Pineteh, 2013, p. 12).

While in India, a related study was undertaken by Kuang Ching Hei (2013). It highlighted the challenges in writing academically. Interestingly, his study only surveyed one experienced writer through her experiences of writing two academic papers within a year. The result showed writing as a process filled with "loneliness, temper outbursts, relationship issues, stress as well as health hazards" (Hei, 2013, p. 79).

Another study by Komba (2015) which was conducted in Tanzania studied the challenges of writing thesis and dissertation among postgraduate students. It was quite different because he focused on the challenges in writing thesis and dissertation which are more specific from academic writing. The research sample
consisted of 103 research reports, including 39 theses and 64 dissertations from three universities in Tanzania. The result indicated that more than 50% of the participants faced various challenges in writing their theses and dissertations, including inappropriateness in presenting different chapters of the reports and lack of academic writing skills.

A more recent study was carried out by Hung and Young (2015) in Taiwan. They reported a study that investigated students’ difficulties in National Tsing Hua University. Furthermore, they explored the use of e-readers to facilitate EFL students’ process-based academic writing. The study was conducted in Technical and Scientific English Writing graduate level class in northern Taiwan University. More specifically, they evaluated students’ perceptions, writing outcome and portfolio. The result showed that e-reader could be a tool for reciprocal peer review that helped academic writing. E-readers could affect the process of reading, annotation, and information retrieval with unique functions.

To sum up, the following may be said about previous studies mentioned above. First, all the above-mentioned studies posited that academic writing is challenging for undergraduate and even postgraduate students. Second, some studies helped determining the objective of the present study which was not only focused on the challenges of academic writing, but also some strategies to address these challenges (Pineteh, 2013) such as the use of e-reader as a tool for reciprocal peer review that aided academic writing (Hung & Young, 2015).

Given the situation that highlighted the gap in the literature in regard to the academic challenges for EFL students from various countries, previous studies
that has Indonesia as their context of the study is still limited in number. Besides, the use of female students only as the research participants is also still rare. Thus, this study fills the gap by taking Indonesia as the context of study and also focusing on female students.

**Strategies to Deal with Students’ Writing Challenges**

Many previous studies point out strategies that might help students in dealing with academic writing challenges. First, Richards and Miller (2005) posited in the result of their study that the use of invention such as prewriting strategies might be useful in controlling students’ writing. It can help students organize and structure their thinking, by write ideas down on paper or making concept map are the example of invention strategies.

Second, Yoon and Hirvela (2004) found that the use of corpus in L2 writing could bring positive impact to students. It is because the use of corpus would help students acquire patterns of words. Thus, it could enhance their writing skill.

Third, the use of e-readers can be beneficial for students’ academic writing progress. E-reader is an electronic device that provides reading content, such as e-book, e-journal, newspapers and other documents (Rouse, 2011). Hung and Young (2015, p.250) indicated in their study that “e-readers affected the process of reading, annotation, and information retrieval with the unique functions”. It means that e-reader may consider as a mutual peer review that helps students in Academic Writing class.
Last, Kasper and Petrello (1998) as cited in Cole and Feng (2015), stated that the teacher’s feedback plays an important role in decreasing writing anxiety by students. Another opinion comes from Taufiqulloh, Yuvita, and Yuliarto (2016) said that the use of teacher’s feedback was effective to teach essay writing. It is because from the feedback students can realize their mistakes, so that they will not repeat the same mistakes.

THE STUDY

This section presents the design of the study, the context of the study, participants, the research instruments, and how the data were analyzed. The study aimed to find out challenges experienced by EFL female students in Academic Writing classes at English Department of UKSW (ED-UKSW). Besides, this study would also aim to explore the action taken by students in dealing with the challenges. In order to achieve its purpose, the study would be approached qualitatively. A qualitative approach has some characteristics. First, a qualitative approach will study things in a natural setting (Denzin & Lincoln, 2005, as cited in Creswell, 2007). Secondly, the data on this study was constructed, so it briefly means that each participant would have his/her own interpretations of different experiences (Vanderstoep& Johnston 2009). Thirdly, in qualitative research, the research process was emergent (Creswell, 2007).

Based on the selected approach, this research conducted in a natural setting, which means that the data would be collected in the field where participants are experiencing the challenges of academic writing. Second, the data on this research would rely on different arguments or interpretations from each
participant about challenges in Academic Writing classes. Third, this research process would be emergent. It means that in this research, the initial plan for research could not be prescribed. This could make all phases of the process changed especially when the researchers entered the field to get and collected the data.

The Context of the Study

The research was conducted in Academic Writing classes at the English Department of Universitas Kristen Satya Wacana (ED-UKSW). The class is aimed to help equipping students to get knowledge and skill in writing academic paper (Murtisari, 2015). In ED-UKSW, academic writing is crucial, because students who don’t pass the Academic Writing classes are not allowed to enroll in the research design course. The class would be selected because of some reasons. First, in the academic writing course, students learn to write academically. That is why it is different from other kinds of writing courses that they have learned before, such as Creative Writing, Argumentative Writing, and Procedural Writing. Due to time limitation, I conducted the research only in two classes out of four Academic Writing classes. These two Academic Writing classes were randomly selected. From these two classes, there were 33 female students. This number is adequate enough to represent the whole female students from all of Academic Writing classes.
The Research Participants

The participants of this research were 33 female students of the third-year students from two Academic Writing classes at ED-UKSW. The reason why I chose the female students instead of male students because I have not found previous studies that only used female students as the participants. The third year students were chosen because it would be their first time learning academic writing, so challenges in Academic Writing classes could possibly occur.

Data Collection Instrument

To collect the research data, I used two main research instruments. First, I am going to use close ended questionnaire. Close ended questionnaire is a set of fixed alternatives that can be in form of questions or list of statements, where the respondents have to choose. (Gray, Williamson, Karp, &Dalphin, 2007). They further explained that by using close ended questionnaire, the participants tend to answer easily because it facilitates a simple answer. In that case, the data can be easily coded and recorded by researcher. The questionnaire would be adapted and developed from Oshima & Houge (2007); Hui (2013); Wallwork (2011); Pineteh (2013); Verheijen (2015); and Birkenstain (2010); and Mustafa (2016).

Table 1. Some statements of possible challenges in Academic Writing classes.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Adapted From</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I find it difficult to write formal English language in my academic writing.</td>
<td>Oshima&amp;Houge (2007)</td>
</tr>
<tr>
<td>2.</td>
<td>I find it difficult to express my opinion because I’m still lack of English proficiency.</td>
<td>Hui (2013)</td>
</tr>
<tr>
<td>3.</td>
<td>I find it difficult to write English sentences without any grammatical mistakes.</td>
<td>Wallwork (2011)</td>
</tr>
<tr>
<td>4.</td>
<td>I find it difficult to write English sentences using</td>
<td>Pineteh (2013)</td>
</tr>
</tbody>
</table>
In addition, semi-structured interview would be used for this research. Semi-structured interview provides questions that are equal for all respondents, that is why it is a popular form of interview (Gray, et al. 2007). The interview was conducted for female students who have at least 10 out of 16 challenges taken from the result of the questionnaire. These female students were chosen by the data analysis from the questionnaire. The language used in the interview section was Bahasa Indonesia, because it would make interviewees easy to express their thought using mother tongue. The interview section was used to clarify further about their responses from the questionnaire and to get deeper information about their experiences.

Data Collection Procedures

I did some steps to collect the research data. First, I made an appointment with the two academic writing lecturers on 15 January, 2018. I also told them the purpose of my research. After I got the permission, I distributed the questionnaire to female students in one of the two Academic Writing classes first which was on 17 January, 2018, and another Academic Writing class on 22 February, 2018. Before I distributed the questionnaire, I explained to all of the participants about the questions. The aim of the explanation was to see whether the participants understand the questions or had difficulties in filling out the questionnaires. After that, the questionnaires would be distributed. After the questionnaires are
completed, I analyzed the data and found 10 students who faced many difficulties in academic writing.

Afterwards, one-on-one interview was conducted to the 6 selected female students. I made an appointment to each participant in order to decide the proper time to conduct the interview. During the interview, I recorded and wrote some important points in notes. I also asked some follow-up questions if it was necessary.

**Data Analysis Procedures**

To analyze the data from the questionnaire, I did some steps. First, I read carefully and input the data to Ms. Word. Second, I categorized the data into two groups consisting of the challenges and the strategies. Third, I looked for 10 students that faced many challenges to do interview later on.

Then, to analyze the data from the interview, I transcribed and coded the data first. Next, the result of the data analysis both from the questionnaire and from the interview section were displayed in figures and description.

**FINDINGS AND DISCUSSION**

This section presents the result of the data analysis. More specifically, in order to answer two research questions, the discussion section is divided into two themes. The first theme addressed was about “The main challenges faced by female students in Academic Writing classes.” Under the first theme, there are three sub-themes explaining the most three challenges they faced in Academic
Writing classes. While the second theme is about “Students’ strategies in dealing with academic writing challenges”, it discusses three common strategies they made.

The Main Challenges Faced by Female Students in Academic Writing classes.

Based on the result of the questionnaire, each participant showed various responses toward the possible challenges.

Table 2. Academic writing challenges taken from the result of questionnaire.

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I find it difficult to write English sentences without any grammatical mistakes.</td>
<td>88%</td>
<td>12%</td>
</tr>
<tr>
<td>2</td>
<td>I find it difficult to not saying things too forcefully or directly in order to anticipate possible oppositions by the readers.</td>
<td>82%</td>
<td>18%</td>
</tr>
<tr>
<td>3</td>
<td>I find it difficult to write English sentences using formal English language in my academic writing.</td>
<td>73%</td>
<td>27%</td>
</tr>
<tr>
<td>4</td>
<td>I find it difficult to write English sentences using academic vocabulary.</td>
<td>73%</td>
<td>27%</td>
</tr>
<tr>
<td>5</td>
<td>I find it difficult to write clear and brief sentences.</td>
<td>67%</td>
<td>33%</td>
</tr>
<tr>
<td>6</td>
<td>I find it difficult to follow correct writing format (e.g. APA) in my academic writing.</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>7</td>
<td>I find it difficult to write out text references correctly.</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>8</td>
<td>I find it difficult to express my opinion because I’m still lack of English proficiency.</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>9</td>
<td>I find it difficult to write a proper quotation in my writing.</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>10</td>
<td>I find it difficult in finding references from previous studies.</td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>11</td>
<td>I find it difficult to paraphrase other people’s words and ideas in my writing.</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>12</td>
<td>I find it difficult to write a naysayer (sentences about what others might say against your argument) in my writing.</td>
<td>42%</td>
<td>58%</td>
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<td>15</td>
<td>I find it difficult to introduce quotations using proper introductory phrases (e.g. X stated in her study that...)</td>
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<td>16</td>
<td>I find it difficult to use a proper punctuation (comma, colon, and semicolon) in my writing.</td>
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I continue this section by discussing three primary challenges, including excerpts of students’ feeling toward those challenges taken from the interview section. First, most of them said that they had difficulties in writing English sentences without any grammatical mistakes. Second, many of them found difficulties in not saying things too forcefully or directly in their writing. Third, some of them found difficulties in writing academic and formal English language in their academic writing.

**Challenges in Writing Sentences without any Grammatical Mistakes**

The challenges in writing English sentences without any grammatical mistakes was the most problem faced by female students in their Academic Writing classes. Most of the respondents were unsure about their grammatical abilities. Some students confused about the use a proper tense, some others they forgot and lacked of English tenses mastery.

*(Excerpt 1)*

Sometimes, I am still in doubt of what grammar I should use in writing particular sentences (S1/interview/translated by the researcher).

I often forget the grammar I have learnt before. For example, I was unsure about verb forms that are used in particular sentences, whether it was correct or not (S2/interview/translated by the researcher).
It is noteworthy that proper use of grammar cohesion is the main challenges faced by female students in Academic Writing classes. This is consistent with Wallwork’s (2011) findings that there were grammatical mistakes done in research writing, which resulted in confusion for the readers. It also in line with Rahman and Ali’s (2015) belief that EFL learners faced some difficulties in mastering English tenses properly. They also posit that sometimes EFL learners make mistakes in using verb forms properly.

**Challenges in the Use of Hedging**

Another primary challenge is the use of hedging in academic writing. Most of the participants felt that they had limited words or limited vocabulary acquisition.

*(Excerpt 2)*

At that time, I was still lacking of vocabulary acquisition, so it was difficult for me to write sentences using appropriate words without make it seems too forcefully or directly (S5/interview/translated by the researcher)

Other participants asserted that they faced problem in the use of hedging because they didn’t think in an open-minded way, so that they were stuck with their own opinion.

*(Excerpt 3)*

When I focus on one thing, I just kept focusing on that thing, then I didn’t have time to think another one (S2/interview/translated by the researcher).

Because I wrote it only based on my experiences. So I couldn’t think that other people might have a different opinion from me (S4/interview/translated by the researcher).
The finding is in line with Wallwork’s (2011) statement that the students should be as precise as possible to express their opinion in an open-minded way. However, EFL students found difficulties in hedging due to lack of English proficiency and vocabulary competency (Clyne, 1987, as cited in Hyland, 2000).

**Challenges in the Use of Formal Language**

The result of the questionnaire also reveals that most of the participants found difficulties in the use of formal English language. It is because the formal language form is not used in daily activities, so that they are not used to it.

*(Excerpt 4)*

At that time, I didn’t get used to write using formal language as the language that is used in journal. *(S6/interview/translated by the researcher)*

I had difficulties in writing sentences using formal English language. It was because I still lack of vocabulary acquisition *(S4/interview/translated by the researcher)*

The other participants said that before they took the Academic Writing class, they haven’t been engaged in academic writing discourse so that they were not familiar with formal English language form.

*(Excerpt 5)*

At that time, I found difficulties and made mistakes in writing using formal language because before I took academic writing class I had never been given formal vocabularies. So when I took academic writing class for the first time, I had difficulty in using formal English language. *(S5/interview/translated by the researcher)*

This finding reinforce Oshima and Houge’s (2007) statement that academic writing was different from other kinds of writing such as creative writing and personal writing that used informal tone. It is also consistent with Mohamed and
Zouaoui’s (2014) viewed that students found difficulties from linguistic term because the language that they used in daily conversation is not as the same as in writing. Furthermore, it is also in line with the result of their study, that before students enter university, they lack in writing acquisition because they had generally written very little in the form of essay or papers in English.

**Students’ Strategies in Dealing with Academic Writing Challenges.**

According to the participants’ experiences extracted from the interview data, there were strategies that might help them solve challenges faced in Academic Writing classes. Most of them used similar strategies, but in this research, the three most common strategies that they used in Academic Writing classes will be discussed.

First, almost all of the participants said that teacher’s feedback played an important role in their writing. It was one of the effective techniques in developing their writing skills, especially regarding grammatical errors. The students could learn from the given feedback, so that they would not repeat the same mistakes in the future.

*(Excerpt 6)*

I always learn from Miss Yustin’s feedback. Her feedback was really detailed. She underlined each mistake that I made. It really helps me a lot now. (S5/interview/ translated by the researcher)

Second, half of the participants mentioned that reading e-books and other references such as e-journal could help them find appropriate quotations to
support their writing. They felt that the more they read, the less difficulties faced in writing academic paper.

(Excerpt 7)

I used my own strategy if I have difficulties finding a proper quotation. It could be browsing many quotes online and also reading some references (S1/ interview/ translated by the researcher)

I should try to find other references. Having more than one reference is better than only one. So I tried to find more on the internet, because it is easier (S5/interview / translated by the researcher)

Third, some of the participants asserted that prewriting strategies such as writing an outline and collecting quotations from previous studies could also be helpful. They mentioned that writing an outline or collecting quotations from previous studies before they started writing might help them control their writing.

(Excerpt 8)

I started making an outline before writing the journal. As I could tell that on introduction I will discuss what kind of topic, what the main point is, and also the ending of the journal. (S2/ interview/ translated by the researcher)

I reopened a list of quotations that I collected from previous studies. So at the beginning of the course, I was collecting several quotes taken from previous studies (S4/ interview/ translated by the researcher)

It is noteworthy that the idea of teacher’s feedback plays an important role in decreasing students writing anxiety (Kasper & Petrello, 1998, as cited in Cole & Feng, 2015). This is consistent with the result of Taufiquolloh, et al (2016) pertaining the use of teacher’s feedback which is effective to teach essay writing. Besides, this finding is also in line with Hung and Young’s (2015, p.250) statement in their study that “e-readers affected the process of reading, annotation,
and information retrieval with the unique functions”. It means that e-readers may be considered as a mutual peer review that helps students in academic writing class. Another finding accords with the result of Richards and Millers’s (2005) study that the use of invention such as prewriting strategies might be useful in controlling students’ writing. It can help students organize and structure their thinking, by writing ideas down on paper or making a concept map are the example of invention strategies.

CONCLUSION

This study attempted to explore writing challenges faced by female students in their Academic Writing classes. In essence, the findings would seem to indicate that the appropriate use of grammar, the use of hedging, and the use of formal language were primary writing challenges that students’ faced. Besides, the findings of this research also revealed the students’ strategies dealing with the challenges. Most of the participants felt that teacher’s feedback, the use of e-readers both e-book and e-journal, and prewriting activities were the most effective strategies they had experienced.

The result of this study is expected to help teachers find a solution in minimizing the obstacle faced by students in Academic Writing class later on. Probably, in the future the academic writing lecturers can give students feedback in more detail and elaborate, since the teacher’s feedback becomes the most helpful strategy that is used by the students. While for the students, hopefully this
research can help them apply some strategies to overcome their problems in academic writing in the future.

Finally, I encourage future research to explore writing challenges in other EFL writing courses such as argumentative writing and creative writing. This will be better if the participants are repeaters who can not meet the passing grade and some students who pass the course. In addition, the researcher can compare the obstacle found, and also many strategies they use to overcome those problems.
REFERENCES


ACKNOWLEDGEMENTS

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Dear Respondents,

My name is Erlin Bintangtricahya. Now I am conducting a research for my thesis entitled “Writing Challenges faced by Female Students in EFL Academic Writing Classes”. Accordingly, in this opportunity, I would like to ask your assistance by answering these questions. I use these questions in order to obtain information concerning challenges that you faced in your Academic Writing class in the previous semesters. It is not a test, so there are no right or wrong answers in this questionnaire. Therefore, you are free to respond to how you really feel.

Instruction:
1. Read these statements and express your degree of agreement/disagreement by ticking (√) in the chosen column.
2. Note that SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

<table>
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<th>No.</th>
<th>Statements</th>
<th>SA</th>
<th>A</th>
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<td>I find it difficult to write a proper quotation in my writing.</td>
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<td>I find it difficult to write out text references correctly.</td>
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<td>7.</td>
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<td>8.</td>
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<td>9.</td>
<td>I find it difficult to follow correct writing format (e.g. APA) in my academic writing.</td>
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<td>10.</td>
<td>I find it difficult to report findings of previous studies.</td>
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<td>13.</td>
<td>I find it difficult to write a naysayer (sentences about what others might say against your argument) in my writing.</td>
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<td>14.</td>
<td>I find it difficult to not saying things too forcefully or directly in order to anticipate possible oppositions by the readers.</td>
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15. I find it difficult to use a proper punctuation (comma, colon, and semicolon) in my writing.

16. I find it difficult to write clear and brief sentences.

 Consent form:
If I need more information on your questionnaire, can I contact you for an interview?
Yes / No (please circle one).
If you say yes, please complete these following information:

Name/NIM : ____________________________________________________
WA / Line : ____________________________________________________
Email : _____________________________________________________
APPENDIX B (Interview Transcript)

STUDENT 1

Q : Kamu disini agree bahwa kamu kesulitan dlm menulis Inggris dengan baik dan benar? Kenapa? Apa alasannya?
A : Karena kadang aku ngrasa ragu2 kalo mau nulis ini pake grammar apa gitu. soalnya aku kadang suka salah pake tenses juga.

Q : Next, kamu agree kalo kamu kesulitan dalam menulis academic vocabulary. Menurut kamu academic vocabulary itu yg gimana sih?
A : Kalo menurut aku academic vocabulary itu vocab yg udah tinggi lebih tinggi dari intermediate gitu.

Q : Disini kamu agree kalo km kesulitan dlm menulis formal English, kemudian kamu beri strongly agree kalo kamu kesulitan dalam menulis academic vocabulary. Kenapa km lebih strongly agree di academic vocabulary?
A : Karena academic vocabulary itu bahasanya pake bahasa pendidikan pake bahasa pendidikan gitu jadi lebih susah.

Q : Disini kamu agree kalo kamu masih bingung dalam introduce quotation menggunakan introductory phrases yang baik dan benar, kenapa?
A : Iya itu aku suka bingung kalo dosen bilang klo uda pake according gaboleh pake stated atau said lagi kan, nah itu kadang aku masih suka suka pake itu pake itu pake itu padahal kan gaboleh.

Q : Disini kamu juga agree kalau kamu susah dalam summarize dr kutipan orang lain. Itu kenapa?
A : Sebenarnya susah atau enggaknya tu tergantung artikelnya sih kak,jadi kalo klo udah memahami artikelnya dan itu ga mudeng, aku cuma ambil kata kuncinya doang. Kadang klo journal akademik itu kadang aku cuma ambil kata kuncinya doang. Kadang klo journal akademik itu pake bahasa pendidikan tinggi sekali jadi susah memahaminya.

Q : Next, disini kamu strongly agree kalo km kesulitan untuk tidak menulis yg terlalu memaksakan atau directly di academic writing. Kenapa?
STUDENT 2

Q : kamu agree kalau kamu mengalami kesulitan dalam menulis bhs Inggris yg formal. Kamu pernah mengalami hal itu selama ambil aca writing dulu?  
A : banyak kak aku kan belum terbiasa apalagi kelas academic writing kan bahasanya harus formal dan akademis, sementara aku sendiri masuk fbs tu bukan karena kehendaku sendiri, tp keninginan ortu.

Q : Next, km juga agree klo km kesulitan dlm mengekspresikan opini km,karena kamu masih merasa kurang dalam proficiency bahasa inggrismu. Kenapa?  
A :iya kak, soalnya aku sendiri tipe orang yang suka memendam sendiri gitu lo, kadang juga aku klo baca journal tu setuju2 aja gitu jadi suka bingung ngembangin opini2 gitu.

Q : Trus disini kamu juga menyetujui kalo kamu mempunyai kesulitan dalam menulis tanpa ada grammatical mistakes.  
A :iya kak, jadi tu tiap kali mau nulis aku buka buku grammar dulu gt kak,

Q : Oh buku grammar yang gimana?  
A :Jadi aku tu beli buku panduan kecil yang bisa aku bawa kemana-mana gitu, jd klo aku mo nulis tu ak mesti buka itu dulu yg bagian grammar itu aku hafalin dulu. Soalnya aku udah lupa-lupa ingat, kaya bentuk verbnya itu udah sesuai apa belum. Orang gitu aja pas dikoreksi masih banyak yang salah. Dulu aku juga disurah sama Ma’am Anne buat tukeran sama temen-temen gitu, jd ntar kita koreksi punya temen, dan sebaliknya.

Q : Oh gitu, tapi kamu dpt banyak masukan dari temenmu ga?  
A : Lumayan sih kak, trus Ma’am Anne juga nyediain kakak tingkat 2012 kak amel sama kak sapa lagi itu satunya, itu jadi kita bisa konsul ke mereka juga, 1 orang dikasih waktu 10 menit itu. Trus mereka juga bantuin kita.

Q : Kamu merasa kakak angkatan itu membantu ga?  
A : iya sih kak soalnya aku juga ada kalimat yang aku sendiri bingung mengungkapkannya, trus aku tanyain ke mereka, lalu mereka ngasih saran oh jadi gini aja blabla.. trus mereka juga bantuin koreksi grammarnya.

Q : disini kamu juga menyetujui kalo kamu susah dalam mengutip dengan baik dan benar, itu kenapa? Ada alasannya ga?  
A : sebenernya nyarinya yang sesuai itu lo kak yang susah.

Q : oh berarti kamu ini, difficult in finding references itu ya maksudnya?  
A : oh iya mungkin.

Q : kalo yg write quotation itu kamu ada kesulitan ga?  
A : klo masukin ke sentence nya itu lo kak, harusnya kan aku awalnya harus nulis apa dulu, trus ak mo masukin quotation ini buat pendukungnya, nah itu lo kak yang susah.

Q : oh itu berarti hampir sama dengan yang ini ya, yg difficulties to introduce quotation using a proper introductory phrases, disini km juga agree ya?
A : iya gitu kak, aku tu pngen pke yg beda cuma “according”gitu tp kok susah ya biar jadi apropriate. Di buku panduan itu ada kak, Cuma ya itu2 aja.

Q : oke, lalu kamu juga menyetujui klo kamu kesulitan dalam mengikuti format APA.
A : iya kak, itu susah makanya tiap kali aku mo nulis references yg APA misalnya, tu aku harus buka buku panduan. Kan ga semuanya aku pke journal, ada yg dari buku juga jadi aku suka bingung gitu kak. Agak takut juga ntar klo nulisnya salah dibilang plagiarism. Waktu itu mam anne juga nyaranin klo bisa kita nemuin buku aslinya dulu aj, kaya buku di perpus gt kak. Tp klo aku gapernah nyari di perpus gitu sih kak, paling aku pke artikel yg dari mam anne sama nyari2 di google schoolar gitu,

Q : trus ini km juga ada kesulitan ga dlm report/ summarise/parafrase previous studies?
A : klo summarize masih mnding kak, yang susah itu parafrasenya suka bingung ngrubah bahasa nya apalagi menggunakan bhsa akademik.

Q : trus klo naysayer ini km pilih disagree, berarti uda gaada mslh ya?
A : iya sih kak, aku mikirnya klo ak ngomong gini, mereka pasti bakal mikir kebalikannya gini itu.

Q : trus disini km agree klo km kesulitan dalam menulis too forcefully and directly, untuk mengantisipasi kebalikan dr opini kita. Kenapa?
A : iya kak aku tu klo uda fokus ke satu hal, aku mesti bakal mikir itu terus ga kepikiran hal-hal yang lain.

Q : klo dalam penggunaan punctiation km gmn?
A : klo kemaren sih aku paling cuma pke koma sama tanda kutip aja sih kak, kya titik 2, titik koma, itu aku gapake karena ak sndiri jg masi bingung sama kegunaannya. Kadang aku juga kadang gasadar ngetik tu pke koma, trus koma lagi. Trus waktu aku baca lagi kok kayanya kepanjangan gitu.

Q : trus yang terahir kamu agree klo km kesulitan dalam menulis kalimat2 dgn singkat jelas dan padat itu kenapa?
A : iya kak, kadang ak klo nulis tu masih suka muter2 gt, kadang ada yang aku ulangi lagi pke beda kata cuma intinya sama. Trus waktu itu mam anne njangan kasih feedback buat aku lebih diringkas lagi, gitu.

Q : okay, trus, dari sekian banyak kesulitanmu ini masih ada strategi lain ga yang kamu gunain?
A: paling ini sih kak, kaya buat outline gitu belum nulis. Jadi kaya di introduction nanti bakal bahas apa aja, di inti juga mau ngomong gimana. Trus aku juga mnta tolong temenku yg pinter bahasa inggris buat ngoreksi outline ku, soalnya aku orangnya gapedean. Itu aja sih kak, yg penting buku panduan kaya buku grammar itu. Kadang aku juga pake kamus online, yang bisa indonesia inggris, trus eng-eng itu. Aku kan punya sodara yg uda tua itu kan pinter bahasa inggris kak, kadang sbelum ak kupulin ke bu ane ak print dulu trus ak minta tolong buat koreksiin grammarku. Itu aja sih kak.
STUDENT 3

Q : disini kamu ada 3 disagree yg pertama km disagree klo km mengalami challenges dlm menulis references ya?
A : iya sih kak, soalnya dosennya sendiri uda ngasi pattern, jadi kita tinggal ngikutin aja.

Q : Trus disagree yang kedua ini, berarti kamu gaada kesulitan dalam me-report findings dari previous study ya?
A : iya, soalnya aku selalu dapat report findings dari ide yang aku inginkan.

Q :oke, trus untuk yang disagree ke 3 ini km juga gaada masalah dalam penggunaan punctuation. Kamu berarti dah paham perbedaannya?
A : udah sih kak.

Q : oke good, sekarang untuk yang kamu setuju. Yang pertama kamu mengalami kesulitan dalam menulis formal English, knp begitu?
A : Sebenernya alesannya tu karena apa ya, aku waktu masuk di faculty ini mikirnya aku bakal belajar banyak bahasa Inggris, tapi ternyata kita lebih banyak diajarkan cara mengajar dan hal itu tu ga membantu kita dalam menulis hal-hal seperti formal writing spt ini sih.

Q : ada strategy yang kamu gunain untuk mengatasi itu ga?
A : aku pake thesaurus sih kak, yang aplikasi di hp itu, sama dictionary juga.

Q : trus yang selanjutnya kamu juga menyetujui kalo kamu mengalami kesulitan dalam menulis writing tanpa adanya grammatical mistakes. Pernah ada pengalaman dalam hal itu ga, misal pernah dikomen guru soal penggunaan grammar?
A : pernah sih kak, tapi secara general bukan individual, kaya “ternyata grammar kalian tu ga spt yang saya pikir ya, masih sangat ga memenuhi itu”

Q : trus kamu ada strategi ngga dalam menangani kesulitan di grammar?
A : um, klo waktu itu gaada yang spesifik sih kak, kadang tu aku minta bantuan kakak tingkat 2010 uda lulus si, itu buat koreksi writing aku.

Q : trus kamu ada strategi ngga dalam menangani kesulitan di proper quotation?
A : bukannya susah sih kak, cuman kadang dosen tu suka bilang, “ini tu gacocok buat mendukung opini kamu”, mungkin karna kita mengartikan sumber quotation itu salah, jadi yang aku kiranya support ternyata egak.

Q : trus selanjutnya kamu kesulitan dalam menulis a proper quotation. Benarkah?
A : bukannya susah sih kak, cuma kadang dosen tu suka bilang, “ini tu gacocok buat mendukung opini kamu”, mungkin karna kita mengartikan sumber quotation itu salah, jadi yang aku kiranya support ternyata egak.

Q : trus selanjutnya kamu kesulitan dalam menemukan references dari previous study, entah dalam bentuk buku, maupun journal.
A : sebenernya ga terlalu susah sih kak, ya Cuma karena itu harus banyak baca aja, susah menerjemahkannya kak, bahasanya tu terlalu akademis dan gapernah aku temuin kaya “ini apa” gitu. Jadi aku buka thesaurus dulu jadi ini to artinya, jadi harus satu-satu gitu.

Q : ada strategy lain ga yang kamu lakuin untuk mengatasi ini?
Q : oke, next, kamu juga kesulitan dalam introduce quotation, kesulitannya gimana?
A : iya kak, jadi terkadang tu aku suka bingung bedain yang mana yg real opini dia, dan yang mana dia ambil dari opini org lain. Trus kadang aku juga bingung yang ini tu opini dia, atau findingsnya dia, atau apa gitu..

Q : oke next, kamu kesulitan dalam follow correct writing format yaitu APA, kesulitannya dimananya? Trus ada strateginya ga?
A : iya kak, itu harus banyak baca aja sih ya. Klo strateginya sih pkyonya guideline APA tu harus selalu ada disampingku aja sih.

Q : lalu, kamu juga kesulitan dalam parafrase dan summarize tu dalam hal apa?
A : ya itu tadi aku kan cari sinonim, tp ternyata sinonimnya itu gacocok dipake buat konteks yang ini gitu. Trus juga kadang susah memahami artikel yg dari previous study nya juga.

Q : oh gitu, lalu kamu ada strateginya ga biar lain kali kamu bisa parafrase/summarize dgn baik dan benar.
A : baca ulang-ulang terus sih kak artikel/journalnya smpe aku bener2 paham.

Q : okay, selanjutnya kamu juga kesulitan dalam membuat naysayer. Kenapa?
A : iya susah, karena aku harus berfikir kebalikan dari opini aku, trus dalam menulis kata2nya juga kadang kurang tepat gitu.

Q : trus yang ini, dalam menulis terlau memaksa dan directly. Itu kamu ada kesulitan dalam mengatasi hal itu ga?
A : um, ga sih kak, aku tinggal mikir kalo ga semua orang berfikir kalo yha gitu, aku mikirnya gitu sih kak.

Q : oh gitu, bisa kasih contohnya ga?
A : um misalnya “most of people.... but,...” jadi gasemua gitu soalnya ada “but” nya.

Q : oke, trus disini kamu menyetujui kalo kamu kesulitan dalam menulis tulisan yang singkat, jelas dan padat. Kenapa?
A : kadang aku emang berbelit-belit emg kaya gitu sih, sebenarnya dulu pernah waktu kelas aca writing sama Maam Anne beliau pernah bilang “ini terlalu berbelit-belit orang intinya Cuma blabla.”

Q : oke, trus kamu punya strategi ga biar lain kali kamu ga berbelit-belit lagi klo nulis?
A : um, sejauh ini sih karena vocabulary ku sudah semakin banyak, jadi uda bisa langsung brief gitu.

Q : okay, lalu dari semua kesulitanmu ini kamu ada strategi lain ga yang kamu lakuin?
A : oh paling ini sih kak, dulu waktu ambil academic writing tu pernah Maam anne undang kakak angkatan juga, trus dari situ mereka ngoreksi punyaku. Trus di dalam kelas gitu juga ada peer teaching, jadi kita kirim tulisan kita ke 4 temen kita tu kritik mengoreksi tulisan temen kita.

Q : okay, jadi tadi ada apa aja? Dictionary, trus bikin notes, thesaurus, sama feedback dari dosen, temen, dan kakak angkatan.
A : Yup betul.
STUDENT 4

Q : oke nana, disini kamu ada 5 disagreement, berarti km ada gaada kesulitan dalam hal2 itu ya? misalnya disini dlm introduce quotation, sama dalam mengikuti format APA, itu uda gaada masalah ya?
A : iya kak, klo introduce quotation gitu kan ada ada formatnya kak, trus yg APA uda ada formatnya.

Q : oh berarti kamu mengikuti guideline yang ada gitu ya. Lalu disini ada juga parafrase tulisan orang lain, kamu uda gaada masalah dlm itu juga?
A : menurutku itu ga begitu susah kak, soalnya kita Cuma nyari similiar words nya aja/sinonim katanya.

Q : gimana kalau naysayer? Disini kamu pilih disagree. Sama penggunaan punctuation juga dah gaada masalah ya?
A : iya kak, klo naysayer ga bgitu susah sih, soalnya uda keliatan. Jadi tinggal nyari dari previous study aja yang bisa buat against opini aku. Kalo punctuation, paling yang sering aku pake cuma koma sih kak, kaya titik dua, trus titik koma itu jarang kepake.

Q : oke, kalo gitu kita sekarang masuk yang agree. Yang pertama dalam penggunaan formal English language dan academic language. Itu kesulitannya gimana?
A : susahnya tu karena bahasa formal/ akademik tu bahasa yang ga kita gunain sehari-hari, apalagi kosakata bahasa Inggrisku ga begitu banyak. Jadi dikit2 harus cek kamus. Sama banyak2in baca references gitu. Trus kadang aku juga pake bantuan google translate gitu kalo ada kalimat dalam references yang aku gapaham.

Q : next, didini kamu juga agree klo kamu kesulitan dalam mengekspresikan opinimu karena kamu merasa kamu masih kurang English proficiency. Kenapa begitu?
A : iya kak, dulu waktu kelas academic writing juga pernah, argumen yang aku bikin tu ga mendukung opiniku. Sama tiap mau ngomong apa gitu bingung mau mengekspresikannya pake kata apa.

Q : trus apa strategimu?
A : waktu itu ada kakak angkatan yang dateng ke kelas trus bantuin koreksiin tulisan kita, tp lebih ke grammarnya sih, bukan konten nya. Dan itu cukup membantuku.

Q : Next, itu ada kesulitan juga dalam menulis a proper quotation. Contohnya gimana?
A : kaya yang tadi, pernah aku dapat references dari schoolar trus aku masukin, eh ternyata itu malah against, malah ga support opini ku.

Q : ada strateginya ga untuk masalah itu?
A : jadi aku buka kumpulan quotation yang aku bikin di awal2. Jadi di awal tu kita disuruh ngumpulin beberapa quotes dr previous studies gitu.

Q : oh ya paham, kemudian disini km agree klo km ksulitan dlm menulis references dgn baik dan benar. Trus ada strateginya ga?
A : iya, kadang suka kebalik-balik, atau mana yang judul harus di tulis miring mana yang enggak gitu. Klo strateginya aku slalu buka guideline.
Q: oke, next km juga kesulitan dlm menemukan references dr previous studies.
A: iya, nyari journal gitu yang susah. Tapi bu anita ngebantu kasih link buat nyari2 jurnal gitu atau klo ga, aku nyari dr referencesnya journal yang aku baca.

Q: oh gitu, oke. Selanjutnya kamu yg kesulitan dalam mereport findings nih, kenapa begitu?
A: iya itu kadang aku suka salah mengartikan kalimat dr journalnya.

Q: oke, report sudah, sekang summarize. Kenapa kamu kesulitan dalam summerize other people work?
A: ya hampir sama kaya yang report tadi kadang suka misunderstanding, sama susah dalam nyari inti-intinya itu.

Q: oke, trus ada strateginya ga dalam ngatasin itu?
A: gaada strategi yg spesifik sih kak, paling dari dosen diajarin kaya cara nyari inti2 poinnya gitu.

Q: okay, trus km agree klo km kesulitan untuk tidak menulis hal-hal terlalu memaksa dan directly, untuk mencegah adanya perbedaan pendapat dr kita.
A: iya kak, soalnya aku nulis based on my experiences aja sih kak. Jadi ga kepikiran klo orang lain bakal punya pendapat yang beda. Trus klo untuk strateginya, paling aku banyakin baca2 references aja.

Q: Trus yang terahir kamu kesulitan dalam menulis secara singkat jels dan padat. Klo dlm academic writing kan kita gaboleh nulis terlalu berbelit, belit kan, nah itu knp susah?
A: karena ini sih kak, limit words nya, Misalnya kita ditargetkan untuk nulis min brp words gitu, sedangkan mentoknya kita tu tetep belum memenuhi limit wordsnya itu, jd otomatis kalimatnya. aku tambah2in aku panjang2in gitu biar bisa lolos ketentuan jumlah wordsnya.

Q: oh gitu, oke. Trus kamu ada strareginya ga, biar lain kali ga ngulang gitu lagi?
A: klo aku ya itu tadi kak, baca-baca journal dan references aja.

Q: Oke, trimakasih atas waktunya.
STUDENT 5

Q : Oke Inka, dari no 1 disini kamu agree kalo kamu kesulitan dalam mengekpresikan opini kamu karena kamu merasa kurang ahli dalam berbahasa Inggris?
A : Iya, kaya kosakatannya, vocabnya gitu masih kurang sih kak. Dalam bermain kata, dalam penulisan formal itu masih susah banget.

Q : Oke selanjutnya, kamu kesulitan dalam menulis menggunakan bahasa Inggris tanpa adanya kesalahan dalam grammar. Itu kenapa? contohnya dalam apa?
A : kalo nulis aca writing biar meyakinkan kan bermainnya di grammar, nah itu tu bikin susah disitu.

Q : Oke, kemudian kamu ada strategi ga?
A : Kemarin kan aku dpt miss yustin, miss yustin kalo benerin itu rinci banget gitu lo kak, jadi bener-bener satu-satu digarisin, jadi aku belajar dari feedback2 yang beliau kasih, dan itu sangat membantuku.

Q : Oke, next kamu juga menjumpai kesulitan dalam penggunaan bahasa akademik/akademis. Benarkah begitu? Kenapa?
A : Soalnya sebelum aku ambil academic writing kan belum terlalu diajarin banget vocab yang formal, sedangkan di academic writing aku harus nulis menggunakan kata-kata yang akademis, nah itu susah.

Q : Oke, ada strategi untuk mengatasi hal itu?
A : Paling pake guidelines dari dosen sih kak, jadi itu tuntunan buat kita bisa nulis lbih akademis gitu.

Q : Kalo dictionary atau thesaurus gitu suka pake juga ga?
A : Jarang sih kak, plg klo menjumpai kata yang dah sering aku pake.

Q : okey, selanjutnya kamu menjumpai kesulitan dalam menulis quotation yang baik dan benar. Itu kenapa?
A : biasanya kan kita nulis dulu pendapat kita lalu kita dukung pake quotation, kadang itu tu susah nyari quotation yang relate sama pendapat kita. Pernah juga dulu dapet feed back dari dosen kalo quotation yang aku pake ga relevan, trus suruh cari yang lain, gitu.

Q : oh gitu, lalu ada strateginya?
A : Strateginya aku cari banyak2 quote di google, sama baca2 referensi.

Q : trus yang selanjutnya kamu juga kesulitan dalam menulis text references dengan benar. Benarkah?
A : Iya, itu kan tata caranya banyak banget to kak, kadang waktu kita dapet source di internet yang pas malah gaada penulisnya atau gaada penerbit, dsb. Sedangkan di peraturan formatnya kan harus ada, nah kita kadang bingungnya disitu kak.

Q : Oke, selanjutnya kamu juga kesulitan dalam menemukan references/ findings dari previous studies. Kenapa begitu?
A: Iya kaya tadi itu kak, trus juga sulitnya tu dalam menemukan references yang pas buat dukung opiniuku. Kan miss yustin minta yang dari tahun ini sampai tahun ini, kadang pas kita dah nemuin yang relevan tapi tahunnya tu kelamaan gitu lo kak.

Q: Kemudian selanjutnya kamu juga menjumpai kesulitan dalam introduce quotation, using appropriate introductory phrases. Itu kenapa?
A: Itu sebenernya sulit, tapi untung kita dihias guidline kaya macam2 introductory phrases itu, jadi ga begitu sulit.

Q: Okay, selanjutnya kamu agree klo kamu kesulitan dalam menulis menggunakan format APA. Itu susahnya kenapa?
A: Iya sama kaya tadi kak, seumpama kita mau nulis references tapi salah satu dari sumber datanya kurang susah. Sama miss yustin kan ga ngebolehin pake yang otomatis dari word itu, harus manual satu-satu jadi susah.

Q: Oh gitu, lalu strategi kamu apa?
A: Tetep pake guideline, sama pay attention di feedbacknya miss Yustin.

Q: Oke, selanjutnya kamu kesulitan dalam memparafrase dan summarise findings dari previous studies, kenapa?
A: Takut dibilang plagiarism kak kalau banyak kata-kata yang mirip, sedangkan kalau kata-katanya beda semua ntar dikira out of context.

Q: Oh gitu, lalu ada starteginya ga?
A: Kadang aku pahami dulu, lalu aku cari sinonimnya di thesaurus yang ada di word, baru habis itu aku tulis lagi.

Q: Oke, yang selanjutnya kamu kesulitan untuk tidak menulis yang terlalu memaksa atau directly, untuk mengantisipasi adanya perbedaan pendapat. Itu kenapa?
A: Iya, soalnya ya itu tadi aku masih limit of words. Jadi untuk bikin kalimat memilih kata-kata biar tidak begitu memaksa itu susah.

Q: Kemudian ada strateginya ga?
A: Paling dari feedback miss yustin sih kak.

Q: Oh gitu, oke. Kemudian untuk penggunaan punctuation itu kamu juga masih menjumpai kesulitan?
A: Kadang pemengalan itu kan feeling kita, misalnya feeling kita tu ini harus koma tapi ternyata ga boleh, itu lo kak. Jadi karena itu aku belajar dari feedback nya miss yustin itu kak. Trus kalo aku udah nulis, suka aku baca sekali lagi, enaknya berhenti dimana gitu.

Q: Okay, yang terakhir, kamu masih kesulitan dalam menulis kalimat yang singkat jelas dan padat. Itu kenapa?

Q: Itu ada strateginya ga, untuk kedepannya biar ga mengulangi lagi itu?
A: Paling aku inget2 lagi dari apa yang udah aku pelajari dulu itu gitu kak, dibaca-baca lagi klo uda selesai nulis, dirasa-rasain lagi.
Q : Okay, kemudian dari semua strategi yang kamu gunakan ini, apa aja strategi yang menurutmu paling membantu?
A : Klo menurutku, feedback secara detail dari dosen, kalo uda selesai nulis dibaca lagi, dirasain lagi kira2 kata-katanya membingunkan ga, gitu. Trus penggunaan guideline, trus harus rajin browsing jangan nyari references dari 1 sumber aja, jadi harus rajin-rajin browsing references gitu kak.

Q : Okay, sudah itu saja? Ada lagi?
A : itu aja kak

Q : Oke, trimakasih atas waktunya.
STUDENT 6

Q : Oke Jessyka, disini kamu ada 11 pernyataan agree dan 5 pernyataan disagree. Kita akan mulai dari yang agree dulu. Yang pertama kamu agree kalau kamu kesuilan dalam menulis menggunakan Bahasa Inggris yang formal. Benar begitu?
A : Iya soalnya ga terbiasa menggunakan bahasa yang formal kaya yang di journal gitu.

Q : Lalu, ada strategi untuk kamu bisa menggunakan bahasa yang formal?
A : Waktu itu dosen ya Pak wawan, beliau menyarankan untuk menggunakan kamus merriam-webster, disana kita bisa nemojin sinonimnya yang lebih sopan atau formal gitu.

Q : Oke, kemudian kamu setuju kalau kamu menjumpai kesulitan dalam mengekspresikan opinimu karena kamu merasa kamu masih belum mahir berbahasa Inggris. Kenapa begitu?
A : Karena menuutuk vocabnya yang lebih rumit, aku takut kalo kata-kata buana ga berbobot ga seperti yang di journal itu.

Q : Oke begitu, lalu ada strateginya?
A : Tetep sama, pake kamus itu sama konsultasi dengan pak wawan.

Q : Oke, next,disini kamu agree kalo kamu masih susah menulis bahasa Inggris dengan grammar yang sempurna. Bisa beri alasannya atau contohnya?
A : Iya itu pasti, gabisa perfect kalau nulis grammar. Selain aku adalah EFL students, aku juga kurang menguasai semua macam tenses, paling Cuma 5 tenses dasar aja. Jadi aku biasanya ngecek sentence atau tulisan itu dari aplikasi Grammarly.

Q : Oke, kemudian selanjutnya kamu setuju kalo kamu masih kesuilan dalam menulis quotation yang tepat atau pantas. Benar begitu? Kemudian apa strateginya?
A : Iya, biasanya opini aku sama penulis itu beda, jadi harus disamain. Untuk strateginya paling aku baca-baca references aja sih kak.

Q : Oke, yang selanjutnya kamu setuju kalo kamu masih kesuilan dalam menulis text references correctly. Itu kenapa?
A : Iya aku bingungnya, antara judul journal sama nama apa itu suka kebalik-balik antara mana yang harus ditulis duluan, sama yang volume sama issue ato apa itu suka kebalik-balik juga.

Q : Oke, kemudian kamu juga agree kalo kamu kesuilan dalam menemukan references terutama yang relevan. Kenapa begitu? Lalu apa strateginya?
A : Iya, karena kadang pendapat aku beda sama authornya. Untuk stateginya aku harus rajin-rajin membaca references.

Q : Oke, lalu kamu juga kesulitan dalam menulis dengan format APA. Kenapa begitu?
A : Ya itu tadi kak, suka kebalik-balik gitu. Tapi untungnya Pak Wawan ngebolehin pake settingan APA yang di MS. Word itu lo kak, jadi aku bisa ngecek2 dari situ gitu.

Q : Oke, berarti itu bisa juga jadi strateginya ya. Next, kamu masih kesulitan dalam me-report findings. Kenapa begitu?
A : Aku susahnya tu paling dalam nggabungin semua pendapat-pendapat penulis jadi satu.

Q : Oke, kalau parafrase dan summarize disini kamu disagree. Berarti udah gaada kesulitan ya?
A : Iya.

Q : Oke, kemudian yang terahir kamu kesulitan dalam menulis dengan singkat tapi jelas dan padat. Kenapa begitu?
A : Iya kak, kadang aku suka bikin kalimat tu kepanjangan bahkan sampe 2 baris gitu baru titik. Trus sama pak wawan disuruh dipersingkat lagi, gaboleh kaya gitu.

Q : Oke, lalu ada strateginya ga?
A : Klo aku sih sering konsultasi sama dosen aja sih kak, sama belajar dari feedback dosen.

Q : Okay, jadi dari semua kesulitanmu tadi, ada strategi mulai dari yang sangat membantu kamu sampai yang cukup membantu?
A : yang paling membantu itu kamus kaya Merriam-Webster tadi, trus yang kedua itu aplikasi grammarly tadi. Trus yang ketiga feedback dari dosen, trus yang terahir itu ada APA yang di Ms. Word tadi. Sometimes aku juga suka tanya temenku sih kak, soalnya kan aku ambil grammarnya di semester berikutnya, gitu.

Q : Oke, udah itu aja?
A : Iya kak, itu aja.

Q : Oke, trimakasih ya atas waktunya.