



An Investigation into the Challenges and Strategies Utilization in Academic Writing: A Case Study of Indonesian Postgraduate Students

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Abstract

This study explores into the challenges encountered by postgraduate students in the realm of academic writing, along with the strategies they employ to tackle these hurdles and the resources aiding their writing process. Employing narrative inquiry as the research design, the study aimed to facilitate a comprehensive exploration of these issues. The participants consisted of ten postgraduate students enrolled at a private university in Indonesia. The research methodology involved conducting interviews with these students to uncover the strategies and tools utilized by English Master's degree students to achieve success in academic writing. Primary difficulties identified included challenges in organizing coherent content, sourcing relevant references to bolster arguments, navigating spatial constraints when expressing ideas, and accurately interpreting data. The findings revealed that digital resources, such as scholarly websites and databases, emerged as the primary sources for accessing journals and articles. In contrast, printed materials played a diminished role due to their outdated nature. The study underscores the importance of understanding these inherent challenges in writing and leveraging available strategies and resources to enhance writing skills, thereby enabling postgraduate students to produce high-quality research papers.

Keywords: Academic Writing, Resources, Strategies, English Master Degrees' Students

INTRODUCTION

Developing a well-structured methodology for writing is seen as a fundamental strategy among successful graduate students (Bloom, 1997; Mandelbaum & Fuller, 2021). This methodology involves identifying consecutive phases encompassing research, outlining, drafting, revision, and editing. Students advocate cultivating disciplined habits, such as dedicating specific time intervals for writing activities similar to professional

commitments, to promote consistency and momentum (Tremblay-Wragg et al., 2021). Using a writing notebook or journal to record ideas and plan drafting schedules systematically helps to enhance organizational coherence throughout the writing process. Adhering to established routines, especially starting the drafting process early on, allows for sufficient time intervals for careful review and constructive feedback from academic mentors or advisors (Walter & Stouck, 2020). By following such structured approaches, scholars maximize their scholarly productivity and effectiveness.

Conducting a thorough investigation is an essential elemental component of academic endeavors striving for scholarly excellence. In the pursuit of knowledge and understanding, students diligently and meticulously explore the vast expanse of library databases, employing their keen analytical skills to discern and identify scholarly sources that are both pivotal and germane to their specific academic inquiries (Mustafa et al., 2013). With unwavering dedication, students immerse themselves in the process of extensive perusal, delving deep into the information available to cultivate a profound and intricate understanding of their chosen subjects. This rigorous and painstaking exploration is an indispensable prerequisite that precedes the commencement of the drafting process. In the realm of academic writing, the utilization of reference management software, such as *Zotero* or *Mendeley*, plays a crucial role in systematizing and organizing the multitude of source materials that have been carefully gathered (Fifitnova et al., 2023; Khabib, 2022). By harnessing the power of these technological tools, students can streamline and simplify the often complex and intricate procedures associated with proper citation. In tuThislitates and expedites the referencing process, ensuring that all sources are appropriately acknowledged and credited.

Moreover, the significance and value of intensive research cannot be overstated, as it serves as the bedrock upon which cogent arguments are constructed and nuanced source analysis is facilitated (Torrance et al., 1994). Through this rigorous and meticulous investigation, scholars and researchers can unearth valuable insights and perspectives, which subsequently contribute to the development of scholarly discourse. The information gleaned from interviews, in particular, provides an additional layer of depth and understanding, further bolstering the research findings and lending credibility to the arguments. Ultimately, this concerted and holistic approach to research enhances the overall depth and quality of scholarly discourse and fosters and encourages critical engagement with the subject. By undertaking extensive research, scholars can delve into the intricacies and complexities of their chosen fields, allowing for a more comprehensive and well-rounded understanding of the subject matter. This, in turn, enables scholars to make meaningful contributions to their respective academic disciplines, pushing the boundaries of knowledge and advancing the collective understanding of the world.

Using robust strategies for creating an outline is a fundamental practice in producing logical and well-structured academic compositions. Students at the undergraduate level construct outlines, which involve the organization of headings, subheadings, and topic sentences (Lavelle & Bushrow, 2007). This process provides a necessary framework before proceeding to the drafting phase. Adhering to this procedural practice offers a meticulous plan that supports the sequential development of arguments and highlights the important thematic elements. Additionally, the iterative nature of outlining aligns with the iterative nature of research, allowing for the refinement and expansion of conceptual understanding

(Mandelbaum & Fuller, 2021). Empirical investigations confirm the crucial role of outlining in promoting coherence within scholarly discussions. This is evident through interviews where participants acknowledge the facilitative impact of detailed outlines in preventing confusion during the drafting process.

Thus, because of the higher level of responsibility and independence required of t, postgraduate students shifting academic research may encounter a varvariousiculties (Yang et al., 2020). Postgraduate students need enough direction and assistance to transition from creative writing to research writing. This may entail possibilities for peer collaboration, access to resources and training, and mentoring from seasoned researchers (Masterman & Shuyska, 2012). Moreover, to help them overcome their academic duties, postgraduate students should be encouraged to establish their research techniques and methods (David, 2015). To facilitate this, Yang et al. (2020) stated that they should be provided with the necessary guidance and techniques to assist them develop the abilities and knowledge required to conduct and carry out research activities successfully.

Additionally, since they can aid in the development of postgraduate students' research skills and confidence, activities like peer-to-peer mentoring and cooperation should be promoted for them. In light of the initial challenges faced by postgraduate students in crafting academic writing, like finding resources and techniques (Singh, 2019), further research has shown that the advanced form of grammar is a significant challenge for postgraduate students, in addition to factors including lack of English competence, difficulties expressing ideas, disordered structure, and plagiarism in writing text (Yuvayapan & Bilginer, 2020). This suggests that the vast majority of graduate students need better grammar proficiency.

Furthermore, Wu and Buripakdi (2022) researched the thesis-writing process at a university in northern Thailand for English Foreign Language (EFL) postgraduate students. The results imply that writing an EFL postgraduate thesis is more than simply writing; it also serves as a platform for the students to forge their intellectual identities and exercise their work. Wu and Buripakdi's survey also showed that postgraduate students had access to various tools, such as online writing forums, tutorials, and support services. According to the study's findings, postgraduate students should be urged to use the resources at their disposal to negotiate the challenges of EFL students writing a thesis successfully. Similarly, Liu et al. (2022) and Almatarneh et al. (2018) researched to learn more about the students' experiences with writing in a foreign language. The researchers established a substantial parallel between the students' motivation and attentiveness levels and their academic writing performances, as well as a significant impact of the student's experience with academic writing fluency on their writing performance. Most students then faced various challenges during their academic writing experiences, including a lack of vocabulary, difficulty articulating ideas, and grammatical errors.

Meanwhile, Ansari and Sahara (2020) highlighted how academic writing ability in a foreign language context is affected by predictions. The study offered proof of the eight techniques' significant predictive impacts on the qEFL's academic writing quality capacity of pupils to apply the knowledge to academic writing is the main emphasis of this study. Keyvandarian and Afzali (2019) have also investigated the issues and students' perspectives when writing MA theses. The research also found linguistic and discursive challenges when the students created their academic writing products. The students also needed the right

attitude about their proposal, yet there was agreement between their concepts and the actual issues.

Despite the importance of academic writing for postgraduate students, more study has yet to be done on the challenges these students face while attempting to produce academic writing. More research is needed to investigate the applications and techniques available to graduate students to assist them in overcoming the challenges of academic writing. Further, it is necessary to investigate how higher education institutions may support postgraduate students in receiving the guidance and assistance they require to be successful as researchers. By concentrating on these three key concerns, the researcher aims to complete the holes left by the earlier studies: (1) What do postgraduate students face the main challenges in crafting academic writing? (2) What strategies are available to postgraduate students to help them overcome the challenges of academic writing? Moreover, (3) what resources do postgraduate students use to facilitate their academic writing?

METHOD

In this study, the researchers employed a qualitative methodology. The study utilised narrative inquiry as a research design aimed at facilitating the researcher's in-depth exploration of information (Ahmadi, 2014; Sudarwati et al., 2022; Wirza, 2018). This research measures how postgraduate students felt about the English Language Teaching (ELT) program during the second semester of the academic year at a private university in Indonesia. To this end, the researcher established a WhatsApp call inviting students to participate in an in-depth interview. Participants are the students who have written and published academic writing products and those who have never written an academic writing product before and are just starting to write in postgraduate programs. In order to maintain confidentiality and privacy, the researcher has also changed the researcher's official name. Hence, to achieve that, the researcher gave all of the participants' names a pseudonym. The three letters of the subject's acronym were arranged randomly to create a unique identification that the researcher awarded to the subject. This was done to ensure the research subject's identity could not be easily ascertained.

Table 1. Students with Writing and Publication Experiences

No	Pseudonym	Gender	Semester	Writing Experiences	Publication number
1	Suzan	Female	2	2 Years	1
2	Jenny	Female	2	2 Years	2
3	Jonny	Male	2	2 Years	2
4	Miko	Male	2	2 Years	2
5	Fatimah	Female	2	2 Years	1
6	Cindy	Female	2	1 Year	0
7	Ammar	Male	2	1 Year	0
8	Ohm	Male	2	1 Year	0
9	Erik	Male	2	1 Year	0
10	Albert	Male	2	1 Year	0

A sequence of inquiries about the students' experiences and suggestions for improvement made up the research. The survey's results were examined to learn how the students felt about the academic writing process and to find the most effective resources. In order to gain a thorough understanding of postgraduate students' experiences and perspectives on strategies and resources used to overcome challenges in academic writing, the researcher's role during data collection would be to use semi-structured interviews and observation (Creswell, 2006). Through this qualitative approach, the researcher was endowed with an all-encompassing understanding of the techniques and instruments employed by individuals pursuing higher education. An ELT program needs semi-structured interviews. Semi-structured interviews allow the interviewer to go deeper into a subject and elicit additional data (Romadhon & Heriyawati, 2023). Between January and March 2023, the researcher conducted the interviews, using a combination of Indonesian and English to prevent misunderstandings and guarantee the talk stayed on topic. In order to make the interviews available to participants in various places and time zones, they were done through a WhatsApp call (Kaufmann & Peil, 2020).

In data analysis, scholars use thematic analysis, as proposed by Clarke and Braun (2015). To begin with, scholars engage in the phase of familiarization, wherein they strive to comprehend and delve into the collected data. Subsequently, scholars proceed to identify codes for each unit of data. Following the identification of codes, themes are determined, wherein scholars group the emerging codes from the data and merge them into overarching themes. Finally, expressing the analytical findings in narrative writing constitutes the concluding phase of the process.

Table 3. The Sample of Data Analysis

Data	Codes	Sub-themes	Theme
"My biggest obstacle is not transferring my ideas into the text."	Writing Challenges	Difficulty	Creative expression
"it's not easy for me to find the resource because I have to find the proper sources for my article"	Resource	Findings Resources	Resource used
"not confident with my idea, explore my idea, my scope is unlimited."	- Self-doubt - Exploration - Open-mindedness	- Overcoming self-doubt - Exploring without boundaries	Embracing uncertainty and taking risks

In addition, the researcher also carried out an empirical investigation of scholarly articles, books, and other sources to ensure the facts were reliable. They requested help from subject-matter experts, looked up data from credible sources, and used internet media, including *Sinta Kemdikbud*, *Academia*, and Google Scholar. The quality and trustworthiness of the data were further ensured by the researcher's use of strict qualitative research

techniques such as triangulation, peer review, member verification, and data saturation. In addition, the researcher carefully examined the data to ensure it was accurate, pertinent to the research question, and devoid of bias and mistakes.

FINDING AND DISCUSSION

In this finding, the researcher classifies the findings and analysis into findings major themes in the result and discussion sections. The researcher then discovered many focal issues for participant responses connected within the major subject; this became a sub-theme of the main theme.

Challenges in Academic Writing

The researcher identified a range of difficulties encountered by students during the academic writing process, such as structuring content, selecting relatable and relevant sources, analyzing data, and effectively conveying ideas.

Structuring Content

The researcher found that most of the students' challenges in academic writing involved structuring content. Most of the students need help with crafting the sentences and avoiding grammatical errors. This aligns with Orfan and Noori (2022), which found that students need help with grammatical matters in their academic writing. Furthermore, Ohm argued that he should make sure that his sentences are clear and understandable for the reader (from the interview). Likewise, Erik feels unconfident in academic writing; it is about selecting the diction.

The challenges in grammar and language features are discouraging. It's hard to find the right references and even harder to arrange the sentences in a way that makes sense. I often feel unconfident in writing, and I constantly second-guess myself. It's a struggle to ensure that I'm using the right words and that my grammar is correct. It's much work, and it can be not very encouraging. (Erik)

According to the statement above, Erik is attempting to find relevant references to support his crafting of sentences, which can be included in the referencing. However, in this case, he emphasises word choice problems. The subject attempted to make educated guesses to determine the most appropriate words to use in the composition of his paper. Erik's statement aligns with Miko's, which states that vocabulary is also one of the biggest challenges to better writing (from the interview).

Furthermore, Jonny needs help deciding how to craft his writing. He argues that utilizing a top-down or bottom-up approach is necessary to improve the quality of his writing product.

I'm trying to figure out whether I should approach my writing using the top-down or bottom-up because it is very important for me to ensure the quality of my academic writing. I start from the big picture and work my way down to the details, or start with the details and build up to the bigger picture. (Jonny)

In this case, Jonny tried to express his ideas in words, hoping to capture the essence of his thoughts. He wanted to find the right words to convey the emotion and meaning behind

his ideas, and he worked hard to make sure his message was clear and concise. He was determined to make sure his words were as powerful and meaningful as the ideas he was trying to express.

Selecting Relatable and Relevant Sources

The researcher also found that most of the students experienced difficulty finding relevant sources. Furthermore, the subjects argued that this part was more challenging than other aspects. For example, Ohm argued that finding supporting references was essential for students as this part was crucial for early researchers. Additionally, Suzan stated that finding relevant and relatable resources was time-consuming.

I'm having difficulty deciding which references to use, and I'm having much difficulty understanding the language features. It's hard to get everything correct, and I'm feeling overwhelmed. (Suzan)

As evidenced by the statement, language issues pose a challenge to students, in addition to considering the times. This is in line with Jenny's statement that "finding the right resources can be a challenge, and I need to make sure that the sources are reliable and relevant to the topic (from the interview)." In this case, Jenny explains that locating appropriate resources can be difficult but that it is essential to ensure the sources are trustworthy and pertinent to the subject matter.

On the other hand, Miko expressed that one of the difficulties he faces when searching for resources is staying up-to-date with the most recent advancements in education, which is made more difficult by his limited expertise. Besides, Ammar argued that finding the gaps and previous studies from the sources is one of the challenges:

I need help with the idea, gaps, and previous studies for my research. To find the novelty gaps, I need to understand the existing literature on the topic and identify any gaps or areas that still need to be covered. I also need to consider the potential implications of my research and how it could contribute to the existing body of knowledge. Additionally, I need to think about how my research could be used to solve a problem or address an issue. Finally, I need to consider the feasibility of my research and whether I have the resources and time to complete it. (Ammar)

The data presented above suggests that Ammar needs help deciding on the idea, gaps, and previous studies for his research writing, indicating a lack of understanding and analysis of the references. He needs to take ample time to comprehend and identify the gaps in the previous studies.

Effectively Conveying Ideas

The other challenge that the researcher found was effectively conveying ideas. Most of the subjects argued that it takes work to transfer their ideas into a written product. They need to limit their ideas so that they can write academically within a proper scope. Further, Albert emphasized the importance of ensuring that his ideas have limitations so as not to become too widely spread:

I'm unsure about my idea, so I want to explore it further. There's no limit to what I can do with it, so I will take my time and think it through. I will brainstorm different ways to develop it, research what others have done in the same field, and determine what I can do to make it unique. I will also talk to people with experience in this area and get their input. By taking the time to understand my idea and how it can be developed, I'm confident I can make it special. (Albert)

Albert further elucidated that he employs various brainstorming methods to cultivate his ideas. He expressed his assurance that he could create something remarkable. Albert also plans to use his research to create a plan of action, breaking down the steps needs to take to make his idea a reality. He would then use his plan to guide his progress and the feedback he receives from others to refine his idea and make it even better. With his research, plan of action and the help of others, Albert is confident that he can make his idea a success.

Analyzing Data

Analyzing data can be challenging for students, as evidenced by the researcher's findings. Some subjects struggled to analyse data from their academic writing, particularly in crafting findings and discussions. For example, Jenny expressed difficulty ensuring the accuracy and value of the data she presented in her analysis. She noted that it can be difficult to determine if the data is valid and relevant to her research. In this case, she attempted to emulate the data analysis from other research to ensure her findings' accuracy.

Strategies to Solve Academic Writing's Challenge

In order to address the challenges faced by students in academic writing, the researcher identified four sub-themes: finding resources, engaging in peer discussion, enhancing competency, and utilizing technology.

Finding Resources

Some students have argued that proper referencing is the best way to address the challenges of academic writing. For example, Ohm has suggested finding similar resources to support their articles. Furthermore, Miko has stated in an interview that they "mostly read a lot of references, then try to understand the previous study and can use it to support the articles." Thus, Miko has explained that finding references can help expand his academic writing. Especially in the previous study. Jenny proceeded to explain that in order to make the structure of the article more formal and understandable, she was using resources to reconstruct it:

To solve this problem, I will look at the other article about the pattern. I analyzed the research about its pattern and writing style. After analyzing the research, the pattern is quite simple. It involves repeating the same words or phrases in a sentence or paragraph. This repetition can emphasize a point, create a rhythm, or draw attention to a particular idea. It can also create a sense of unity and cohesion within a piece of writing. By using this pattern, writers can create a more engaging and memorable piece of writing. It can also help make the writing more interesting and easier to understand. (Miko)

Based on the data above, Jenny can employ references in varying ways to evaluate her writing skills. For example, she can search for synonyms to utilize in her work to make it

more fascinating and diverse. In order to acquire ideas on how to apply the pattern attempting to employ to her work, she can also search for samples of how other authors have used it. She can also utilize references to aid her in developing the rhythm of her sentences and paragraphs and give her writing a feeling of coherence and unity. By employing references, Jenny may obtain a deeper knowledge of the pattern she is trying to utilize and apply it more successfully in her work.

Peer Discussion

After a deeper investigation, the researcher found a method to address the challenges of academic writing. According to the interview data, peer discussion is an effective method for learners to overcome difficulties with academic writing. This method can be the most effective strategy that the subjects use in crafting the written product. For instance, Cindy mentioned that she frequently asked her friends to critique the subject matter and style of her writing. This is consistent with Jonny's strategy, which urged his friends to offer constructive criticism and improvements. Ammar also expanded his thinking through peer conversation, making writing the piece simpler. Also, Ammar discovered that peer review made it simpler to edit his article.

Albert argued that engaging in peer discussion might strengthen his enthusiasm, motivate and support him in further investigating an idea. He said that he occasionally embarks on trips or spends time with his colleagues to attend motivational videos, and he believes that getting constructive criticism would improve the quality of his ideas and writing. Erik said that in order to improve his reading and writing, he engages in group work. In light of this, peer discussion significantly improves students' capacity to generate academic writing.

Improving Ability

In the third, the subjects mostly try to improve their ability, especially in intensive reading and writing. In this case, the researcher found that three of the 10 participants chose to improve their abilities as the best way to improve the quality of their academic writing. For instance, Erik argued that "he always learns how to construct the writing in structural grammar." (from interview). He assumes that he still needs to learn and improve his writing skills to become a good academic writer. Despite learning about writing structure, he also learned about reading intensity. He thinks that if he masters his reading ability, he can *improve his writing quality*.

In addition, Albert has the same perspective as Erik in that he tries to improve his writing quality instead. Albert assumes that he still practices to improve his writing ability so that he not only focuses on how to enhance the content and context but also how to improve the quality of the written products. He avoids ambiguity in his writing so that his product can be a reference for others.

Using Technology

Using technology to overcome the difficulties associated with academic writing was the third sub-theme to be discovered. As it was discovered, most participants had written academically before. The development of writing tools like Grammarly and Google Translate (Almatarneh et al., 2018) and search engines like Google Scholar and Zotero were considered tools to help students find references.

*I frequently use a spelling and grammatical dictionary to solve difficulties in academic writing. I attempted again to utilize tools like Google Translate, Grammarly, and others to assist me in building sentences while writing my articles. Next, I utilise the Zotero tool to make it easier for me to arrange my writing. Zotero frequently comes in handy when it comes to making and discovering references.
(Suzan)*

More than just Fatimah uses the tool to assist her academic writing; Suzan did the same thing, explaining that "Google Translate and Grammarly empower it in overcoming language feature concerns." Suzan's writing product is undoubtedly more focused and enthusiastic as a result. Likewise, Miko uses social media platforms and online news sources to locate the most recent issues in the field. He uses news websites, Instagram, Facebook, and other platforms to develop his ideas when compiling academic writing.

Resources Media to Support Academic Writing

The researcher uncovered a variation of informant responses in this study on their experiences in academic writing. Finding sources for theory and previous studies, in particular, The researcher classifies the data into two sub-themes: online and offline sources.
Online Sources

The source that participants used the most was exploring through internet media. Based on data obtained by the researcher through an interview. Most participants used the journal's website and application media to discover articles supporting their writing activity. For example, Cindy, who posts a journal on a website while producing academic writing, Cindy searches several open sources, including Google Scholar, to identify the journal that she used to strengthen her writing. Cindy admitted that she sometimes has trouble finding journals using Google Scholar. It periodically discovers articles that need to be validated or even indexed. Likewise, Cindy and Fatima access this Google-created website to obtain the previous study. She also searches Google Scholar for articles to cite in her writing. She argued that she could access the articles that were free and simple to download. She believes that using Google Scholar is quite beneficial for her.

Instead, several respondents used alternative tools to identify and cite sources for their academic writing. Miko is one of them, as he mentioned using Publish or Perish in addition to Google Scholar to discover articles:

*I'm used to searching on Google Scholar, Publish, or Perish (write the keyword). To learn about reputable journals, I looked at the citations. I have used Publish or Perish since studying in the Management Master's program. My lecturer told me to use it to support my writing production. Despite the easiest, using publish or perish sometimes makes me feel difficult and confused due to the lack of information on the articles. Sometimes, I found the articles without any indexing.
(Miko)*

Based on the information above, Miko argued that Publish or Perish has disadvantages in addition to making it simpler for him to discover the articles he needs. Miko claims that he had to explore more sources because there was insufficient information or reliable journals to support his writing. Furthermore, Ammar claimed that besides searching

for articles on websites and browsing for books on the same websites to use as references. He generally began his academic writing using this technique. He frequently accesses websites such as ResearchGate, Academia.edu, and Google Scholar.

I'm using a website journal. Moreover, using books as the basic theory, not updating theory. For website journals, sometimes I open like Google Scholar, Research Gate, Academic.Edu, and so on. However, the challenge I got when I searched the journal was that the journal was not all free and open. I have to find another journal on similar topics. Then, for the basic theory, I prefer to use a book to ensure the theory is reliable or valid. (Miko)

As shown by the data above, Ammar noted that he had several difficulties utilizing the internet website, such as account holders and inaccessible journals. Ammar commonly uses other websites to search for comparable and trustworthy publications to get around this.

Offline Sources

Researchers have found that some respondents used print media instead of the internet network while utilizing online sources. The researcher noted that the participants used books as data sources when writing their articles. Ohm argues that he utilizes books in his article as a secondary source. Oh, he used the textbook he had at the undergraduate level. He predominately utilized books as theoretical references. It agrees with Ammar's notions that books should instead be used for the fundamental concepts.

Despite the ease of accessing offline sources, Suzan implies that obtaining books as references has weaknesses: "I never knew about the criterion of respectable books as references (from the interview)." In this circumstance, Suzan contends that ideas offered in printed materials are occasionally outdated. It parallels Ohm's dispute with Suzan; however, he focuses more on the comprehensive reading. Ohm said that he had trouble understanding and identifying the implied context.

Discussion

In this discussion section, the researcher will show the students' experiences as they compose academic writing. This section will present the discussion from two perspectives: challenging and strategic in academic writing.

Challenging in Academic Writing

All participants experienced difficulties with writing when engaging in academic writing. In this instance, the researcher found various challenges that students encountered when writing, including structural factors, difficulties in finding references, problems in directing ideas, and difficulty in processing the data they obtained. To solve all the challenges, intensive reading should be the best way to help students improve their challenges in academic writing (Alsied & Ibrahim, 2018). Furthermore, participating in study groups and peer discussions can help students expand their ideas and improve the quality of their writing (Rifai & Mohammad, 2021).

However, according to the researcher's data, most participants need help to organize their papers, obtain their articles, and find appropriate, trustworthy references. Most of them think they cannot discern suitable diction and lack an understanding of grammar. Because of that, the students greatly influence the calibre of their writing. It may be their toughest challenge (Durga & Rao, 2018). Then, the data also showed that deciding on the

proper diction is also becoming the main challenge in academic writing, and transferring ideas is another obstacle that impacts the students. Most students try to catch ideas that help them write academic writing in the writing activity.

According to the data interviews, most of the students have two types of problems related to transferring ideas, i.e., they are still confused about finding the proper ideas that can be transferred into the written products, and they also cannot find the best vocabulary to translate their ideas into written papers. In this case, the students' minds were stuck because they needed more references and a higher understanding of intensive reading. Looking at the previous research, [Mahmud \(2019\)](#) found that having enough vocabulary can be the best way to express their ideas. Furthermore, some students argued that they could stem their ideas to be more widely accepted and break the limitations. In this case, crafting an outline before starting to write the articles can be essential to avoid widely held ideas.

Strategist in Academic Writing

Academic writing must be distinct from strategy and methods. In this discussion, the researcher includes the two findings about strategies in writing and resourcing in academic writing. Furthermore, using the proper strategy and method can help them carry out their written product easily. Based on data from previous interviews, respondents used several strategies to overcome barriers in their academic writing, such as using technology and media, inviting friends to discuss, and improving their writing skills.

Furthermore, technology use in English writing is not a recent development ([Elfiyanto & Fukazawa, 2021](#); [Esfandiari et al., 2022](#); [Purnawarman et al., 2016](#)). Likewise, involving technology is one of the methods that many respondents use. They use technology as a tool to facilitate their writing projects. Based on interview data, technology is used to search for references and correct their writing in structural terms. The authentication of articles frequently makes use of technology to discover references. Most responders primarily utilize Google Scholar, Zotero, Mendeley, ERIC, DOAJ, and other websites and applications for their search logs. It is in line with [Mali \(2022\)](#), which states that using an application or website to find references is useful in improving students' academic writing. Peer discussion is another way the respondents solve their problems in academic writing. Peer discussion could be the best way to improve the students' writing quality and expand their articles through peer discussion ([Crossley, 2020](#)). In this discussion, the researcher found that most students ask their friends to give them suggestions and ideas for improving their academic writing.

Resourcing

Quoting references is one of the most important things in academic writing. Finding good and quality references is one of the most important things students should do in academic writing. In this discussion, interview data shows whether there are two types of references commonly used by students in academic writing: online and offline references. Online references refer to websites and applications for academic writing, such as Google Scholar, Medley, DOAJ, etc. Respondents argue that using online resources is very helpful in finding reputable and quality journals. However, the data interview said that online resources also have barriers, such as paid journals and gaps in access ([Umamah & Cahyono, 2022](#)). The second source is offline sources, which refer to printed sources such as books. Some respondents use the book as a second source. They only use offline sources if basic

theory is needed. However, offline resource use tends to be less flexible and lasting. The data and the listed sources are less up-to-date. Only a few students use offline resources.

CONCLUSION

The investigation examined the main obstacles postgraduate students face in academic writing, the methods developed to overcome these challenges, and the resources that aid the writing process. The primary difficulties identified by conducting interviews with students included organizing cohesive content, finding relevant references to support arguments, dealing with spatial limitations when expressing ideas, and accurately analyzing data. However, students employed various strategies, such as using online databases and search engines to expand their knowledge base, engaging in peer discussions for constructive feedback, and utilizing technology-based writing tools. Notably, digital resources like scholarly websites and databases were found to be the main sources for accessing journals and articles. At the same time, printed materials played a less significant role due to their outdated nature. By understanding the inherent challenges of academic writing and utilizing available strategies and resources, postgraduate students can enhance their writing skills and produce high-quality research papers. While this study provides valuable insights, future investigations could expand their scope by increasing the sample size and using survey methods to capture a wider range of postgraduate perspectives. Additionally, it would be beneficial to identify challenges and strategies specific to different disciplinary domains, such as STEM or humanities, to gain more nuanced insights. Exploring the effectiveness of structured writing skills workshops and training programs could provide valuable guidance to strengthen the academic abilities of postgraduate students.

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