

Received: 28 January 2025  
Revised: 23 October 2025  
Accepted: 19 November 2025  
Published: 7 December 2025

## Analyzing Students' Writing Difficulties and Strategies: A Case Study at Muhammadiyah University of Mataram

**Muhammad Nur Sandi**  
(Corresponding Author)

Universitas Muhammadiyah Mataram, Mataram, Indonesia  
Email: [muhammadnursandi796@gmail.com](mailto:muhammadnursandi796@gmail.com)

**Humaira**

Universitas Muhammadiyah Mataram, Mataram, Indonesia  
Email: [humairah2299@gmail.com](mailto:humairah2299@gmail.com)

**Rima Rahmaniah**

Universitas Muhammadiyah Mataram, Mataram, Indonesia  
Email: [rimarahmaniah172@gmail.com](mailto:rimarahmaniah172@gmail.com)

**Ilham**

Universitas Muhammadiyah Mataram, Mataram, Indonesia  
Email: [ilham.ummataram@gmail.com](mailto:ilham.ummataram@gmail.com)

### ABSTRACT

*Writing is a crucial academic ability, but many students find it difficult to master because of its linguistic intricacies and mental requirements. This research adopts a descriptive qualitative method, utilizing an argumentative writing examination and semi-structured discussions to explore the writing challenges encountered by students in the English Department at Muhammadiyah University of Mataram, along with the techniques they employ to conquer these obstacles. The results of the writing test indicated that 60% of the students' faced issues with verb tense precision, while 50% had difficulty forming complex sentences. Moreover, 75% tended to use repetitive language, and 40% chose words that were not suitable for the context. Regarding structure, 65% did not maintain a logical sequence, and 45% failed to utilize transitions appropriately. Mechanical mistakes were prevalent as well, with 70% of students committing punctuation errors and 50% exhibiting inconsistency in capitalization. Data from the interviews revealed that students engaged in brainstorming, worked with peers, and utilized technology like Grammarly to aid their writing. The results underscore the necessity for organized grammar education, the teaching of vocabulary within relevant contexts, and the strategic incorporation of technology in writing instruction. The research indicates that a thorough teaching strategy is vital for aiding students in overcoming their writing challenges and enhancing their overall proficiency in English writing.*

**Keywords:** *writing difficulties, grammar, vocabulary, writing strategies, teacher support*

### INTRODUCTION

Writing is a crucial academic skill because it enables pupils to organize and effectively communicate ideas. However, research consistently shows that students struggle with some important writing components. Prior studies have identified problems such a limited vocabulary (Bulqiyah et al., 2021), poor grammar control (Hidayah et al., 2024) lack of coherence (Khonamri et al., 2021), and anxiety that prevents students from beginning to write (Sabti et

al., 2019). Although these studies describe the difficulties in general terms, few provide concrete examples of how these problems appear in students' actual writing, such as misused tenses, poorly structured complex sentences, or fragmented arguments.

Many students at different educational levels experience difficulties in writing. These difficulties can vary from the inability to generate ideas to the problems of organising a structure (Ilham et al., 2025; Ilham, 2022, 2023, 2024). The proper use of grammar and vocabulary also presents challenges for many students (Ilham et al., 2020). These barriers can negatively impact the quality of students' writing and reduce their confidence in their writing skills. Previous research such as Camacho et al., (2021) has shown that students often feel stuck in the early stages of writing, preventing them from moving forward in the creative process. Furthermore, errors in the mechanical aspects of language use often obscure the clarity of the intended message (Khonamri et al., 2021). Therefore, a deeper understanding of these challenges is essential.

To overcome their writing difficulties, students often use a variety of strategies. A commonly used approach is brainstorming, which helps students generate relevant ideas before they begin writing (Khonamri et al., 2021). In addition, students often use dictionaries or online applications to enrich their vocabulary (Khonamri et al., 2021). Collaborating with colleagues to exchange ideas and receive feedback has also been shown to be an effective strategy (Yusuf et al., 2019). Some students rely on teachers to help them write and revise their work (Graham, 2019). These strategies support students during the writing process and facilitate the development of their writing skills. However, more research is needed to examine their effectiveness. Strategies in different educational contexts.

Factors contributing to students' writing difficulties come from both internal and external sources. Internal factors include low motivation or self-confidence in their writing abilities (Singh, 2019). This often results in anxiety and hesitation, preventing students from initiating the writing process (Budjalemba & Listyani, 2020). On the other hand, external factors, such as inadequate teacher support or inadequate teaching materials, also contribute to these difficulties (Selvaraj & Aziz, 2019). A supportive learning environment is essential to help students overcome writing difficulties. Without a supportive environment, students cannot receive the support they need to improve (Fathia Baresh, 2022). Therefore, understanding internal and external factors is essential to designing more effective teaching strategies.

Although numerous studies have explored students' writing difficulties, there remain gaps in the research that require further study. Most previous studies have focused primarily on identifying difficulties without examining in depth the strategies students use to overcome them. However, understanding these strategies is essential for designing more effective interventions (Selvaraj & Aziz, 2019). Furthermore, different educational contexts can influence the types of difficulties students encounter and the strategies they use (Strobl et al., 2019). Therefore, more research is needed to understand this issue comprehensively. This will help improve the quality of writing instruction at all levels of education.

This research is also relevant in contemporary educational contexts, where writing skills are becoming increasingly important. Selvaraj & Aziz, (2019) state that in the era of globalisation and technological advancement, writing skills are essential skills that every individual must possess. Therefore, educators need to understand better students' writing difficulties (Fathia Baresh, 2022). With this understanding, teachers can develop more appropriate teaching methods that help students improve their writing skills. This research is also essential to support more effective and proper curricula that meet the needs of students. The results of this study should contribute significantly to advancing educational practices. Thus, this study is very important to address current academic challenges.

The main issue tackled in this research is that numerous EFL students at the university level still find it hard to create written texts that are coherent, correct, and well-structured,

despite receiving continuous instruction. Ongoing challenges related to grammar, word choice, organization of ideas, and technical accuracy obstruct students from clearly articulating their arguments. Moreover, the methods they use—like brainstorming, working with peers, and using digital resources—haven't been thoroughly assessed regarding how they relate to these issues. Previous studies rarely investigate specific instances of students' writing challenges or measure how well the strategies they implement facilitate improvement, particularly among English Department students at Muhammadiyah University of Mataram.

This research aims to identify the main difficulties that students encounter in the writing process. The anticipated results are expected to aid educators in developing more precise teaching methods, help students identify and address their writing deficiencies, and enhance curriculum development by supplying data on students' actual educational needs. Additionally, this research contributes theoretically by adding to the existing literature on EFL writing instruction through a context-specific examination that enhances the understanding of how learners manage the writing process within Indonesian higher education. In addition, this research aims to enrich the literature on writing teaching, especially in the Indonesian educational context.

## **METHOD**

This research utilized a descriptive qualitative approach to investigate the writing challenges faced by students in the English Department and the methods they employed to cope with these issues. The study took place over a period of six weeks during the second semester of the 2023/2024 academic year. A total of twenty students were chosen through purposive sampling based on three specific criteria: (1) students who had consistently shown difficulties in academic writing classes, indicated by low scores or recommendations from instructors; (2) students who had taken at least one course focused on writing, ensuring they were familiar with related tasks in academia; and (3) students who agreed to participate in both the writing assessment and follow-up interviews. A sample size of twenty participants was considered sufficient, as qualitative research emphasizes in-depth exploration rather than statistical validity, and similar studies often utilize between 10–20 participants to achieve thematic saturation.

The collected data for this research included two main sources: written essays produced by students and transcripts from semi-structured interviews. The writing task required students to generate a 250–300-word argumentative piece on a specific topic. The essays were assessed using an analytic scoring rubric that evaluated five key areas: grammatical accuracy, vocabulary usage and appropriateness, coherence and structure, mechanical correctness, and task completion. Each category received a score from 1 to 5, enabling a thorough identification of errors and weaknesses in writing. The interview data offered further understanding of the students' perspectives on their challenges and the techniques they employed when writing.

Data gathering was carried out in two phases. During the first phase, students undertook the argumentative writing test under supervised classroom conditions within a 60-minute period. The second phase involved conducting individual semi-structured interviews to delve deeper into the students' experiences. Questions during the interviews included: "What parts of writing do you find most challenging?", "What strategies do you typically employ before or during writing?", "How do you go about revising your work?", and "What type of support do you believe you need from your instructors?" Each interview lasted about 15 to 20 minutes and was recorded with the participants' approval.

The analysis of data was performed using a thematic method. The written work was coded for grammatical, lexical, organizational, and mechanical issues based on the analytic rubric. The interview transcripts were reviewed several times, coded, and organized into themes that reflected the difficulties and strategies of the students. To ensure reliability, a second

researcher independently coded 25% of the data, achieving an intercoder agreement of 87%, which is above the generally accepted standard of 80% for qualitative research reliability. Any discrepancies were discussed until an agreement was achieved. The combination of writing assessments and interviews enhanced the validity of the results.

## RESULTS AND DISCUSSION

### Results

#### Challenges Faced by Students in Writing

##### Analysis of Student's Challenges Based on Writing Test Results

Analysis of the writing test revealed some of the main difficulties students faced as shown in the table below.

**Table. 1** Result of Written Test

Type of Error	Number of Students	Percentage (%)	
Difficulties in the Use of Grammar	Tense misuse	12	60%
	Incorrect complex sentences	10	50%
Difficulties in Vocabulary Use	Lack of vocabulary	15	75%
	Inappropriate word usage	8	40%
Difficulty in Idea Organization	Lack of logical flow in ideas	13	65%
	Insufficient use of transitions	9	45%
Mechanical Errors	Errors in punctuation	14	70%
	Errors in capitalization	10	50%

#### 1. Difficulties in the Use of Grammar

Many students struggled with correctly constructing complex sentences, especially regarding verb tenses and clause formation.

Example: *"People should stop smoking because it is bad for their health."*

These errors show a fundamental grasp of verb tenses and how to organize clauses. A better way to express this is "People should give up smoking as it poses risks to their health." Such grammatical issues reduce clarity and undermine the overall point.

#### 2. Difficulties in Vocabulary Use

Students exhibited a narrow selection of vocabulary. Three quarters of them utilized the same terms repeatedly, and 40 percent incorporated phrases that did not suit the situation.

Example: *Frequent mention of the term "smoking."*

A deficiency in vocabulary diversity renders the writing dull, and incorrect word selections (for instance, using "big law" instead of "strict regulation") indicate a weak grasp of scholarly language.

#### 3. Difficulty in Idea Organization

Organizational issues were frequent, as 65% of students found it difficult to keep their ideas coherent, and 45% did not utilize transitions properly.

Example: *A paragraph included several disconnected points without any linking words, leading to sudden changes in topic.*

These challenges indicate that students struggle to comprehend how to order their arguments and connect their ideas smoothly. The lack of transitions like "Additionally," "Nevertheless," or "Conversely" causes the paragraph to seem disjointed and restricts the elaboration of each point.

#### 4. Mechanical Errors

Mechanical errors were common. Punctuation errors were found in 70% of the papers, while capitalization issues were noted in 50%.

Example: Omitted commas in series and unwarranted capitalization of ordinary nouns. Mistakes in punctuation lead to confusion and interrupt the clarity of the content, whereas uneven capitalization undermines the formal nature of the writing. These mechanical issues diminish readability and lower the overall standard of the students' work.

### **Findings of Student Difficulties from Interviews**

Interviews revealed that the biggest difficulty students faced was the lack of ability to start writing. One student stated, *"I am often confused about where to start. I have many ideas, but it is difficult to write them down in sentence form."* Other students revealed that they felt obstructed by the fear of making mistakes, especially in the use of grammar and vocabulary. *"I am afraid that my writing will be wrong, so sometimes I don't even write,"* said one student. This lack of confidence exacerbates the anxiety that students experience when faced with writing tasks. In addition, some students also reported that they felt they did not get enough support from their teachers in correcting their mistakes, which further compounded their difficulties in writing.

## **Strategies Employed by Students to Overcome Writing Difficulties**

### **Strategies Identified Through Interviews**

As revealed in the interviews, students employ various strategies to address their writing difficulties.

#### **1. Brainstorming Strategy**

One strategy that students often use to start writing is brainstorming. In this process, students write down all the ideas that come to mind without having to immediately think about structure or grammar. One student explained, *"I usually write down all the ideas that come to mind first, then organize them into sentences."* Another student added, *"When I brainstorm, I can see all my ideas clearly and decide which ones are the best to use."* This strategy helped them organize their ideas more systematically, making the paragraph drafting stage easier. One student also stated, *"Sometimes I just write random words or phrases during brainstorming, and later I connect them to make a clear outline."* With this approach, brainstorming allows students to explore ideas without the pressure to produce perfect writing right away while providing an initial structure for their writing.

#### **2. The Use of Dictionaries**

To improve vocabulary, many students rely on dictionaries as a primary source. One student shared her experience: *"I often use a dictionary to look up words I don't know."* Dictionaries help students find words that fit the context of their writing, allowing for more varied and accurate vocabulary use. Another student said, *"Sometimes, I check a dictionary to find synonyms so I don't repeat the same words too much in my essay."* This shows students' awareness of the importance of diction variation in creating more interesting and effective writing. Another student also stated, *"When I don't understand a word in English, I translate it using a dictionary to make sure I'm using it correctly."* By utilizing dictionaries and online application, students can improve their weaknesses in vocabulary and improve the overall quality of their writing.

#### **3. Collaboration with Peers**

Collaboration with peers is also one of the important strategies students use to improve the quality of their writing. One student explained, *"I usually ask my friends to read my writing and give suggestions."* Feedback from friends helped them recognize mistakes that they had not noticed before, such as grammatical errors or argument structure. Another student mentioned, *"When I'm not sure about my ideas, I discuss them with my friends. They help me see if my arguments make sense."* This discussion process not only helps students correct mistakes but also provides new perspectives that can enrich their writing. One student also added, *"Sometimes my friends point out that I'm missing important details, and they suggest ways to*

*improve my essay.*" With this collaboration, students can utilize the power of the collective to improve their writing, both in terms of content and structure.

### **Effectiveness of Strategies Based on Test Results**

These strategies, especially brainstorming and peer collaboration, proved effective in improving students' performance on written tests. Students who used the brainstorming technique seemed to be able to organize their ideas better, so their writing became more structured and coherent. The use of dictionaries and online applications also helped students enrich their vocabulary, although some students still faced challenges in using the right words. Collaboration with friends in providing feedback was found to help students identify and correct grammatical and mechanical errors, thus improving the overall quality of their writing. Moreover, the collaborative process fostered increased confidence and engagement, further enhancing their writing skills.

## **Influence of Internal and External Factors on Writing Proficiency**

### **The Influence of Internal Factors on Students' Writing Ability**

Internal factors such as motivation and self-confidence have a significant influence on students' writing ability. One student stated, *"I often feel unsure about my writing, especially when it comes to using complex grammar. I am afraid of being wrong, so sometimes I put off writing."* This anxiety slows down the writing process, as students are afraid of making mistakes in the use of sentence structure or the use of incorrect vocabulary. On the other hand, some students revealed that low motivation made them less interested in writing, as expressed by one student, *"Writing feels very difficult and boring to me. I only write when I have to."* This lack of motivation hinders students from practising writing skills independently, which results in a lack of development.

However, students who had higher self-confidence showed a more positive manner in facing writing challenges. *"I know my writing is not perfect, but I believe if I keep practising, I can improve it,"* said an optimistic student. This confidence encourages students to be more active in honing their writing skills, despite facing various difficulties.

### **The Influence of External Factors**

External factors such as support from teachers and the availability of learning materials also influence students' writing skills. Students who get adequate guidance from teachers find it easier to identify their mistakes and improve their writing. *"I feel more confident if the teacher gives me direct feedback on what is wrong in my writing,"* said one student. However, some students felt that the guidance they received was insufficient, especially in terms of explaining grammar and more complex sentence structures. In addition, students also felt that the learning materials they received were not always relevant or in-depth enough to help them develop their writing skills further. This causes students to struggle in developing ideas and good writing structures, which ultimately hinders their development in writing.

## **Discussion**

### **Writing Difficulties Encountered by Students**

This study indicates that the difficulties students face in writing are complex, stemming from issues related to language skills, lack of motivation, and inadequate teaching resources. These elements interact in ways that significantly impact the quality of student writing.

### **Language Issues and Their Psychological Origins**

The grammatical and vocabulary challenges identified in the writing assessments, including errors in tense, mistakes with complex sentences, and overused words align with the research by Hidayah et al. (2024), which found that Indonesian EFL learners often have difficulties with tenses and sentence complexity. This current study adds that these language challenges are heavily influenced by students' fear of making errors. Data from interviews reveal that students

tend to steer clear of complex sentence structures due to a lack of confidence; this observation is echoed by (Sabti et al., 2019), who noted that anxiety and low self-esteem are significant barriers to starting and expanding their writing. Therefore, a lack of motivation and anxiety are closely linked to language mistakes; they compel students to depend on simpler and more repetitive writing styles, resulting in the grammatical and vocabulary challenges noted.

### **Strategies for Overcoming Writing Difficulties**

The challenges students faced in logically organizing their thoughts and effectively utilizing transitions highlight larger issues in the development of early writing skills. This observation is consistent with the findings of (Bulqiyah et al., 2021), which indicated that students frequently struggle with generating and structuring their ideas in the initial phases of writing. Additionally, interviews revealed that numerous students lacked adequate support concerning paragraph organization, reinforcing the points made by (Strobl et al., 2019), who pointed out the importance of teachers in offering clear guidance and constructive feedback. Common mistakes involving mechanics—like improper punctuation and capitalization—were also prevalent. These results align with the observations of (Yusuf et al., 2019), who stated that insufficient instructional assistance directly leads to errors in superficial writing. In this research, mechanical errors hindered clarity and flow, indicating that issues with organization and mechanics stem from a lack of educational support rather than simple carelessness.

### **Challenges in Strategy Implementation and the Role of Internal and External Factors**

Students shared that they utilized brainstorming, dictionaries, and working with peers to aid their writing process. Brainstorming was beneficial for them to create and organize their thoughts prior to writing, a point similarly mentioned by (Huyen & Lam, 2024), who noted that this method helps improve the organization of writing and lessens confusion during the early stages of a project. The use of dictionaries facilitated the development of vocabulary, aligning with the insights (Shadiev & Yang, 2020), who highlighted the importance of digital resources in vocabulary acquisition. Nevertheless, several students still faced challenges with word usage in context, indicating that merely expanding vocabulary does not guarantee proper usage.

Collaboration with peers was essential as it offered critiques on grammar, punctuation, and overall clarity, reflecting the observations of (Phi & Pham, 2021) who pointed out that peer feedback fosters writing improvement through shared learning experiences. Techniques supported by technology, including tools like Grammarly and Duolingo, also aided in pinpointing mistakes and enhancing vocabulary, in agreement with (Sianipar & Hutasukhut, 2024). However, in spite of employing these techniques, numerous errors remained, suggesting that these methods alone cannot make up for significant deficiencies in teaching and student confidence.

While learners adopted various useful approaches, the success of these methods was restricted by both internal and external influences. According to (Tamirat Taye, 2024), a lack of motivation diminishes students' desire to engage in writing practice, which delays the enhancement of their skills. This observation was supported by interview responses, where students admitted to shying away from writing assignments due to their fear of making errors. From an external perspective, inadequate teacher assistance and poorly detailed instructional materials impeded progress, echoing the issues highlighted (Yusuf et al., 2019) and (Strobl et al., 2019). Collectively, these insights illustrate that students' strategies cannot thrive without ongoing motivation and well-structured teaching support.

### **Contribution of the Present Study**

This research adds to the current body of knowledge by illustrating how language mistakes, psychological elements, and teaching conditions work together to influence students' writing abilities. Unlike earlier research that looked at grammar, vocabulary, or anxiety in isolation, this study offers a comprehensive understanding of how these factors interact and strengthen each other. It also provides insights specific to Indonesian EFL university students

by integrating writing assessments and interviews to highlight the gap between students' perceived difficulties and the real challenges they face in writing.

## CONCLUSION

This research concludes that learners encounter significant obstacles in academic writing, especially regarding grammar, vocabulary, organizing ideas, and mechanical correctness. These problems are exacerbated by personal factors like anxiety, low self-esteem, and lack of motivation, along with external issues such as inadequate teacher support and poor-quality learning resources. While students use techniques such as brainstorming, collaborating with peers, and utilizing digital tools, these approaches prove to be only somewhat effective without ongoing teaching assistance. The results have significant theoretical implications, showing that difficulties in writing stem from the interrelation of linguistic, emotional, and teaching factors, thus supporting comprehensive models of writing development. From a teaching perspective, the study highlights the necessity for clear instruction in grammar and vocabulary, structured support for organizing thoughts, regular feedback, emotional support to alleviate anxiety, and meaningful use of technology. This study aids in enhancing writing teaching methods by offering a unified approach to meet students' language and psychological needs and by pinpointing specific areas that require intervention. Future studies should focus on exploring classroom interventions that merge teaching, motivational, and tech support, analyze long-term development through extended studies, compare various teaching models, and investigate how teachers' feedback practices affect writing results across different groups of learners.

## REFERENCES

- Budjalemba, A. S., & Listyani, L. (2020). Factors contributing to students difficulties in academic writing class: Students perceptions. *UC Journal: ELT, Linguistics and Literature Journal*, 1(2), 135–149. <https://doi.org/10.24071/uc.v1i2.2966>
- Bulqiyah, S., Arif, M., & Ayu, D. (2021). *Investigating writing difficulties in essay writing: Tertiary students' perspectives*. 4(1), 61–73.
- Camacho, A., Alves, R. A., & Boscolo, P. (2021). Writing motivation in school: A Systematic review of empirical research in the early twenty-first century. *Educational Psychology Review*, 33(1). <https://doi.org/10.1007/s10648-020-09530-4>
- Fathia Baresh, E. (2022). Developing Libyan undergraduates' writing skills through reflective journaling: A critical literature review. *Journal of English Language Teaching and Learning*, 3(1), 27–35. <https://doi.org/10.33365/jeltl.v3i1.1835>
- Graham, S. (2019). Changing how writing is taught. *Review of Research in Education*, 43(1), 277–303. <https://doi.org/10.3102/0091732X18821125>
- Hidayah, B., Bochari, S., & Jamiluddin, H. (2024). *Analysis of sentence types in affecting college students' writing skill*. 6(2), 136–150.
- Huyen, N. T. D., & Lam, P. T. (2024). University English majors' perceptions of using collaborative brainstorming to facilitate their argumentative essay writing. *The University of Danang - Journal of Science and Technology*, 92–96. <https://doi.org/10.31130/ud-jst.2024.167e>
- Ilham, I. (2022). Implementing project-based learning for efl students' writing achievement at tertiary level. *English Review: Journal of English Education*, 10(3), 1003–1012. <https://doi.org/10.25134/erjee.v10i3.6470>
- Ilham, I. (2023). Need analysis for developing paragraph writing materials based on problem-based learning model for Indonesian efl learners. *English Review: Journal of English Education*, 11(3), 833–842. <https://doi.org/10.25134/erjee.v11i3.8326>
- Ilham, I. (2024). Needs analysis of project-based learning model in writing paragraphs from efl students' perspectives. *Journal of Languages and Language Teaching*, 12(1), 282.

- <https://doi.org/10.33394/jollt.v12i1.9215>
- Ilham, I., Musthafa, B., & Yusuf, F. N. (2020). University students needs of writing course materials: A case of Indonesia. *English Review: Journal of English Education*, 8(2), 31. <https://doi.org/10.25134/erjee.v8i2.2988>
- Ilham, Irwandi, Zakiyah, Q. A., & Saniyatil, W. (2025). Project-based learning model with blended learning in academic writing : A need analysis. *JOLLT Journal of Languages and Language Teaching*, 13(1), 306–317.
- Khonamri, F., Hashemi, E., Pavlikova, M., & Petrasova, B. (2021). Coherence problems of efl students' writing in light of the Gricean maxims. *Journal of Education Culture and Society*, 12(2), 294–313. <https://doi.org/10.15503/jecs2021.2.294.313>
- Phi, V., & Pham, H. (2021). *The effects of collaborative writing on students' writing fluency : An efficient framework for collaborative writing*. <https://doi.org/10.1177/2158244021998363>
- Sabti, A. A., Md Rashid, S., Nimehchisalem, V., & Darmi, R. (2019). The Impact of writing anxiety, writing achievement motivation, and writing self-efficacy on writing performance: A correlational study of Iraqi tertiary efl learners. *SAGE Open*, 9(4). <https://doi.org/10.1177/2158244019894289>
- Selvaraj, M., & Aziz, A. A. (2019). Systematic review: Approaches in Teaching writing skill in esl classrooms. *International Journal of Academic Research in Progressive Education and Development*, 8(4). <https://doi.org/10.6007/ijarped/v8-i4/6564>
- Shadiev, R., & Yang, M. (2020). Review of studies on technology-enhanced language learning and teaching. *Sustainability*, 12(2), 524. <https://doi.org/10.3390/su12020524>.
- Sianipar, R. T., & Hutasuhut, M. L. (2024). *Journal of English language teaching exploring technologies and challenges in English writing classes in a rural area by millennial lecturers*. 6(1), 199–210.
- Singh, M. K. M. (2019). International graduate students' academic writing practices in malaysia: Challenges and solutions. *Journal of International Students*, 5(1), 12–22.
- Strobl, C., Ailhaud, E., Benetos, K., Devitt, A., Kruse, O., Proske, A., & Rapp, C. (2019). Digital support for academic writing: A review of technologies and pedagogies. *Computers & Education*, 131, 33–48.
- Tamirat Taye, M. M. (2024). *Identifying and analyzing common English writing challenges among regular undergraduate students*. <https://doi.org/10.1016/j.heliyon.2024.e36876>
- Yusuf, Q., Jusoh, Z., & Yusuf, Y. Q. (2019). Cooperative learning strategies to enhance writing skills among second language learners. *International Journal of Instruction*, 12(1), 1399-1412. <https://doi.org/10.29333/iji.2019.12189a>