

THE STUDENTS' DIFFICULTIES IN WRITING RESEARCH ARTICLE

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Abstract

The focus of this study is to investigate the difficulties students face in writing research article involving the areas of introductory, methodology, finding & discussion, and other elements. Also, this study explored the factors that caused the students' difficulties in writing research article. The method design used in this study was a mixed method according to (Sugiyono, 2016). The researchers used 40 samples of students in the fourth semester of the English Department at Islamic State University. The instruments were questionnaires, students' article documents, and interviews. The data was collected through g-form and distributed papers for the questionnaire. Documents of the article were collected to the g-drive, and face-to-face interviews were conducted. The data analyzed through describing the score from questionnaire and matching it to the article's students document to investigate the difficulties. Interviews were provided to explore the factors and the unsure data from the questionnaire if there was. The findings showed that students had difficulties in writing articles mostly in finding the relevant theories to support research in citing with APA style (57.5%), presenting data findings in statistical tools (57.5%), literature review (55%), and analyzing data (50%). Furthermore, the factors that caused the difficulties in writing the research article were psychological factors (self-control, time management, healthy mindset, worry, procrastination, poor learning, and motivation), socio-cultural factors involving the relationship between the team and lecturer, environmental conditions, and facility, and linguistic factors included the knowledge of tenses and word-choices)

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INTRODUCTION

Basically, writing is the process of stating ideas and associating with other people through written form (Dewi & Siregar, 2022). Writing course particularly requires students to produce words through the concepts of their minds. Students should determine earnestly their writing to *what* and *who* they address. Eventually, academic writing, such as research articles is a brilliant way to improve students' writing capability. It is because writing a research article not only affects the productivity of words, but also sharpens students' critical thinking of an issue. For this case, academic writing in university seemed to be a tool for students to examine the extent of their writing abilities through stimulating the complexity of an idea. Academic writing is viewed as the formal style of writing used by college students, lecturers, and researchers including the specific rules. The specific rules include the domination of academic words, the various thinking sentences, and reasonable arguments (Aldabbus & Almansouri, 2022). Also, the university frequently establishes academic writing as the students' assessing through various kind of written forms and research actions that will not be easy to be fulfilled (AlMarwani, 2020). Students should organize many aspects of academic writing starting from introduction, literature review, method, finding & discussion, and conclusion. The external aspect outside structure arrangements, such as the deeper knowledge of research, rewriting and summarizing the information, and validating the sources are also needed in this case (Abdulkareem, 2013).

The various kinds of academic writing are essays, reports, and most importantly research article. The fact that research article is the part of publication writing which has the significant role to examine the writing ability. Since 2013, Indonesian article publications have increased significantly from 5.118 articles to 50.145 articles and positioned first in Southeast Asia and top 5 in Asia as the country with have most reputable research article indexed internationally in 2022 (Scimago, 2022). The previous information highlights that the research article indicates the country's contribution to the findings they obtained through research. In spite of the fact that Indonesia has received a good reputation in research article publication, it does not hesitate that most of the academicians in Indonesian universities face some obstacles to reaching achievement. There is writing a research article for students. Unfortunately, writing a research article has the challenge itself for students to develop their writing ability and critical thinking to the research they deliver. For this reason, the researchers conclude that writing a research article is crucial to academic achievement. However, there will be various difficulties students find in completing the task.

The process through which your thoughts are organized and conveyed, called as writing (Hadiani, 2017). As a result, writing is viewed as a discovery process in which students struggle to find their path while striving to think, produce, and put their thoughts together. Writing is a crucial communication instrument in written form (Hidayati, 2018). Meanwhile, writing is defined as a fundamental ability (Graham, 2019). According to Brown as mentioned in Irwandi (2019), writing has many kinds of purposes. The purposes can be for academic form (academic writing), opportunity for job and business cases, and personal purposes. Writing abilities are classified into eight features (Ur, 1996). There are consistent, explicit, density, detachment of reader's response, structure organization, intensity of reception, basic, and literate skills.

A research article is the complex task students should fulfill as the requirement of university policy to increase their ability (Harris, 2019). Furthermore, research articles on the concept of Indonesian education as Presidents Jokowi stated to strengthen the students' thinking in resolving and responding the social issue around society (Siregar & Rakhmani, 2016). According to (Rakotsoane, 2019) in their article "Structure and Parts of an Article" describe that Research papers are broadly divided into several structures. There is abstract, keywords, introduction, methods, findings, discussion, and conclusion. The first element is abstract. An abstract is generally known as a summary of the article. This part of the article usually contains about 150-250 words in one paragraph including the following focus aspects of the article, such as the main problem, the methods, the results, and the focus of the findings in article. The second aspect is keywords. Keywords always positioned after the abstract; it is commonly contained of six until eight keywords. Keywords should be in terms or phrases which must represent important notions and a shared grasp of the subject.

Meanwhile, introduction is a gate to open the issue that provides background knowledge or the essential context for the issue to be addressed. The next part is methods that explain how the author approached the issue or problem in a methodical manner and it also possible to include how the author arranged the content. In addition, the findings section asserts the research results. This section is also provided the any supporting elements of statistics through the level of accuracy shown and validated. The deeper explanation is integrated in the discussion section. The researcher needs to relate the findings to the research problem and discuss it as the major product of scientific findings. The last section is the conclusion. Summarizing of whole discussion should be stated in this section. Moreover, the research requires adding the research shortcomings and the suggestion to other researcher in developing the research.

As one of the academic writing, research article has its own difficulties to be written. Students mostly admit that research writing is the hardest part they encounter to complete the degree's final task. Recognizing the various kinds of difficulties in research article can increase the students' confidence and preparation in conducting the research paper by preventing them in several problems of writing a research article (Villanueva, 2018). The primary difficulties the students faced often exploring and collecting the data of resources involving the research, starting the research statement, the coherency aspect in the content of the research, and citing the references correctly (Litmoren, 2015).

Some previous studies presented some areas of difficulties students dealt with. The familiar part of the difficulties found in the significance sections of research elements. The result from prior studies stated that students had to face the problem difficulties in composing the introduction, literature review,

methodology, findings, and discussion (Harris, 2019; Kheryadi, 2018; Safitri et al., 2021; Sariyanto et al., 2015). Students proved that conducting and writing a research article should focus on the aim and how far a case to be targeted, namely the “research gap”(Sitompul & Anditasari, 2022). Relating to that, a scholar investigates the students’ difficulties in linguistic problem stated that determining the research gap and prior research are the crucial part to hook up the supporting theories and cases found (Kheryadi, 2018). Meanwhile, the other difficulties aspect in writing research article stated that reducing plagiarism (involving the paraphrasing technique), lack knowledge how to cite and poor of references are tough part in writing research articles (Razi, 2015).

Moreover, the research held by Sitompul and Anditasari (2022) released the finding that master students’ challenge in writing academic research separated in three aspects of content-organizing; there are introduction, method, and finding & discussion. The final statement stated that discussion is most highly difficult students face in writing research articles. The particular section in the difficulties while students emerged to analyze, modify, and summarize data collection. It is also supported by the range of 75% students strongly agree with this kind of difficulty. Students in this case did not master in constructing the important result to provide the significant implication. However, the research also defined that student had the most frequent difficulties in formulating their research question and research gap. The large number of students agreement, which is up to 50% proved that students in any level of education, even master students need to specifically decide deeper path their research intended for. For method difficulties, the data collection procedure process was the highest cases found in the research.

Besides in content-organization difficulties, other aspects of difficulties, such as summarizing ability, originality work, word academic choices, rewriting ideas with own words, arranging the research, relating paragraphs, citing ability, starting to write, making strong conclusion, forming a good abstract, etc. were also detected in research writing difficulties through the research conducted by (Aldabbus & Almansouri, 2022). The dominant difficulties students encountered were paraphrasing, citing, poor of references, and summarizing ability. Another supporting research also revealed the various areas of difficulties in writing research paper categorized in nine components. There are references issues, applying research instruments, background knowledge of elements in research paper, process of guiding with supervisor, data collecting process, research introduction, interpreting data, English grammar capability, and self-confidence issue (Safitri et al., 2021).

The Factors Cause Writing Difficulties in Research Article

The areas of factors that cause writing difficulties in research articles can be divided in three: psychological factors, socio-cultural factors, and linguistics factors. Psychology studies a person's ideas, feelings, and behaviors. According to Brown and as referenced in (Dwihandini et al., 2013), the influencing elements that will become psychological factors impacting undergraduate students to develop effective thesis writing include motivation, self-esteem, and anxiety. Another issue in psychological factors cited in (Rizwan & Naas, 2022a) by psychologist Williams J. Lamberg is a lack of self-management skills, a lack of a writing strategy, and no set procedures for working through a writing assignment from beginning to end, failure to understand and follow directions, writing papers that are poorly organized and occasionally fail to select a topic, their papers lack introductions, and they have issues understanding.

Society and culture have an impact on every aspect of our lives. Society is influenced by culture. Culture, in turn, shapes society. People's feelings, attitudes, customs, thoughts, beliefs, connections, and behaviors contribute to social and cultural values. Culture, as mentioned by (Brown, 2007) is crucial. According to (Dwihandini et al., 2013) the sociocultural factors that will be raised in this study regarding difficulties in writing a thesis will be emphasized in three aspects: studying related courses, relationships, and communication among fellow students, relationships and communication with lecturers, and relationships and communication with supervisors.

English has become a crucial language for research and publication on a global scale. The difficulty of writing an article, which is their first experience as a student, is a barrier for students learning English as a second language. According to Payne and Turner (1999) and Strickland et al. (2002), as stated by Rizwan and Naas (2022a), children with writing issues have difficulty writing to

communicate their views. They may struggle to compose words, apply punctuation in sentences, use grammatically correct vocabulary, and order paragraphs. Meanwhile, Ibrahim (2015) discusses many challenges that hinder students' capacity to write well in thesis writing, such as sentence construction issues and word choice concerns (diction).

Some previous studies have discovered the almost similar cases emphasizing the students' barriers in writing a research work. The results of some studies revealed various findings on students' difficulties. The first result of the study showed that difficulties for students in a private university majoring in communication came from three areas: academic, external, and personal difficulties (Campillan, 2019). Another research revealed that difficulties in writing the research article are determining the topic, research gap, previous study, time management, and the anxiety of review process and unaccepted journal (Wakerkwa et al., 2019). On the other hand, the difficulties also found in writing a research proposal by bachelor degree's students conducted by (Suyadi et al., 2020) asserted that major difficulties are faced due to the factor of psychological, socio-cultural, linguistic, and cognitive problems. Those findings are still in line with the research conducted by Rizwan and Naas (2022) revealed that psychological factors with a 3.55 average dominantly contributed to the highest difficulty in writing a thesis.

Additionally, the research also indicated the difficulties faced by undergraduates in thesis writing at English Education major at Muhammadiyah University of Bengkulu including the lack of capability in adapting English skills, self-management, research methodology, students' attitude, the idea of the topic, building a good relation to the instructors they obtained, the originality works, personalities issue, demotivation, and the limited ability of the instructor to engage a large percentage of guidance students (Lestari, 2020). The previous studies showed that students in English, library, and information management encountered difficulties in writing research papers or thesis in the introduction section topic determination, the methodology, and students also had difficulty how to appeal the data and the findings they acquired (Hashmi, 2022; Trinh Thi Mong Ngoc & Trinh Boi Ngoc, 2021).

Moreover, the researchers also discovered the research from (Altikriti, 2022), asserted based on the findings that bachelor students in Jordanian faced challenges in writing a thesis including the students' attitude towards the ignorance of the writing process in research format, the lack of methodology, how to cite in each format style, and paraphrasing knowledge. At last, the research declared that graduate students in Malang University dealt with three dominant difficulties; they introduction section, method choices, and organizing the findings & discussion (Sitompul & Anditasari, 2022).

The researchers summarize based on the discussion above that difficulties can be explored in writing research article through the organizing content of research format, students' internal & external factors, and language capability. Accordingly, the researchers have strong interest to conduct research that relates to students' difficulties in writing research article. Most of the previous studies only identified the difficulties in one side-view of the factor and used one single instrument, generally a questionnaire or interview. In addition, the kind of previous study dominantly used the sample of master students in no specific English programs.

Thus, the researchers through this present research attempt to explore the students' difficulties in writing a research article focusing on two areas. Firstly, the three major content-organizing difficulties involving introductory, methodology, and finding & discussion (Sitompul & Anditasari, 2022). Also, the other elements of difficulties adapted in research conducted by (Aldabbus & Almansouri, 2022). This research also emerges to investigate the various factors why the difficulties occur in themselves. The part of factors researchers investigated are psychological, socio-cultural, and linguistic factor (Rizwan & Naas, 2022b; Suyadi et al., 2020). This study aims to raise students' barriers to academic writing while conducting research and collaborating with more than one instrument to ensure validation findings. There are the following research problems that researchers intended for:

1. What are the difficulties faced by students in writing a research article?
2. What are the factors that cause the students' difficulties in writing a research article?

RESEARCH METHOD

In this study, the researcher used a mixed-method design. The mixed method or well known as the “combination method” is the method that combines the quantitative and qualitative approaches. This method is used to obtain the data results more comprehensive, valid, reliable, and objective. The mixed method has a function to gain understanding which is better, than just using one method only (Sugiyono, 2016). For this reason, the researchers utilized this design of mixed method because the researcher attempted to ensure the suitability of the results in the aspect of statistical in quantitative and responses to respondents. The quantitative methods applied in investigating the students’ difficulties through questionnaire response scores and qualitative could be viewed in the interview instrument. The samples of this study were fourth-semester students of the English Education Department at the State University in Medan. The researcher focused on 40 students in the fourth semester who were randomly selected from each class. The reason why the researcher chose fourth-semester students as the participants of this study was because students had experience for writing research articles in previous courses. The samples were 19-21 years old.

The instruments used in this study were questionnaires, interviews, and students’ article documents. The first instrument used was a closed questionnaire containing statements and scores using 3 alternative answers for each statement. The Likert scale model was modified as three answer choices using a score between 3 to 1. Consequently, respondents only need to submit a mark (√) on the answers that are available and according to the respondent's requirements. The score for each alternative answer is as follows: (A) agree (score 3), (N) neutral (score 2), and (D) disagree (score 1). After that, the second instrument is students’ articles as documents. In this case, the researcher asked for students’ documents in the form of their article results. Then the research analyzes the document with indicators of student problems that the researchers has made. The last instrument means face-to-face semi-structured interviews using 10 fourth-semester students in the English Education Department, who are selected by researchers. Semi-structured interviews mean interviews where respondents are required to answer questions prepared by the interviewer. The interview used to investigate the students’ factor regarding to difficulties in writing article.

The procedure for conducting this research is divided into three sections: questionnaire, document, and interview. To begin with, researchers prepared instruments to collect data. Second, the researcher collected the required data by using closed questionnaires, students’ articles documents, and interviews. The first instrument was a closed questionnaire, students responded to 20 statements from 4 aspects of the writing problems, and questionnaires were distributed through *Google Forms*. The researchers provided a reason column for the answer that the learners chose between agree, neutral, and disagree. In the *Google Forms*, it is conveyed that the survey will occur automatically. Therefore, the researcher has obtained the percentage results of the answers that agree, neutral, and disagree concerning the difficulties of students in writing articles by using an online questionnaire (*Google Forms*). In addition, the researcher must classify what things were answered as “agree”, “neutral”, and “disagree”. After that, the researchers explain the result descriptively. Then, the researcher makes a percentage table derived from the results of the following students' questionnaire answers by describing the mean, median, mode, standard derivation, percentage results of agree, neutral, and disagree through narration using language that is easily understood by readers.

After the learners finished answering the survey, the researcher asked the students’ writing article to be interviewed as the third research instrument. Researcher analyzed the data from the completed questionnaires and then the researcher also synchronized the answers of the students' questionnaires with the students' article considering the aspect of introductory, methodology, findings and discussion and other elements. The last procedure for collecting data is semi-structured interviews. For conducting interviews, researchers need the guide of interview refers to (Jacob & Furgerson, 2015). The students were interviewed for 15 minutes for each. The interviews were provided to explore students’ factors in those difficulties they chose from the questionnaire. Gleshen and Peshkin (1992, cited in Alwasilah, 2017) stated that one hour can be used as a benchmark in conducting interviews. While waiting for the respondent's readiness to be interviewed, the researcher listened to several interviews that had been conducted by several respondents and made transcripts. The researchers must listen and listen to what

students said during the interview. the researcher carried out this activity until all respondents were successfully interviewed. after completing the transcript of the interview data, the researcher began to understand the dialogue in the interview. the researcher categorized the difficulties of students in writing articles according to the interview data obtained. therefore, the researcher described the results of the interview descriptively. Triangulation techniques was used to test the credibility of the data is done by checking the data to the same source with different techniques (Sugiyono, 2016). Further, the data obtained by questionnaire, then checked by document and interview in order to get the relevant data source.

FINDINGS AND DISCUSSION

Students Difficulties in Writing Research Articles

The four difficulties areas students faced in writing research article

The researchers used four aspects to describe the students' difficulties in writing research article. There were introductory, methodology, finding & discussion, and other element difficulties. The use of questionnaires to observe students' responses according to agree, neutral, and disagree. The researchers provided scores of each response with agree (3), neutral (2), and disagree (1). Table 1 below reveals the students' responses of the questionnaire in introductory difficulties.

Table 1. Students' difficulties based on questionnaire results in introductory section

No.	Introductory Difficulties	A (%)	N (%)	D (%)	Mean	Median	Mode	Std. Derivation
1.	It is difficult to determine the topic research.	37.5	37.5	25	2.13	2	2	.791
2.	It is difficult to formulate the research problem.	35	40	25	2.10	2	2	.778
3.	It is difficult to relate the previous studies in my research.	27.5	52.5	20	2.08	2	2	.694
4.	It is difficult to identify the research gap in my research.	37.5	50	12.5	2.25	2	2	.670
5.	It is difficult to find the relevant theories to support my research in literature review.	55	30	15	2.40	3	3	.744

For more details, in the introduction difficulties section it is known that the most felt difficulty by students is finding relevant theoretical studies to strengthen their research. The percentage figure is quite large, namely 55%, which means that more than half of the respondents in the study seem to have significant difficulties expanding their field of research work by connecting through relevant theories. The median and mode also showed a score of 3 with the highest average score of 2.40. This difficulty was followed by other difficulties involving problem in deciding a research topic (37.5% agree), creating the research gap (37.5% agree), relating the previous studies (27.5% agree), and designing the research problem (35% agree). The article document from one of the respondents supported this issue of literature review was the most difficult problem in writing. The researcher found 28 errors in providing relevant theories in literature review. The error found that one of the students did not use literature review in her article; for this case, it belonged to **respondent 9**:

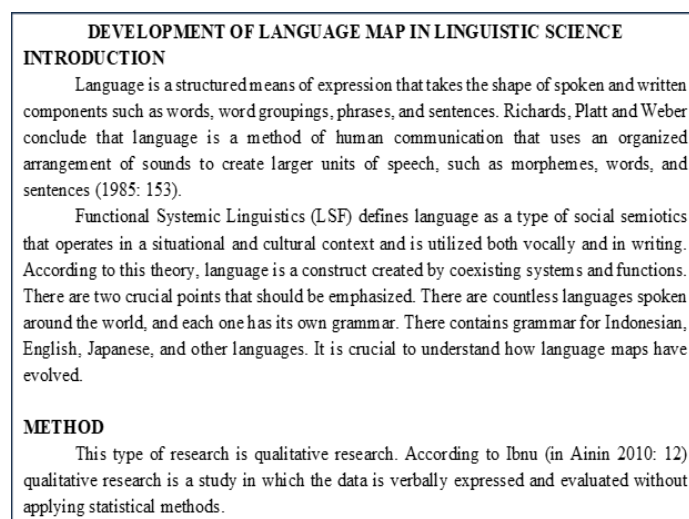


Figure 1. Student's article sample of introductory section

This document was taken from the **respondent 9**. Based on the document above the researchers could not identify the literature review part and also the theory provided in the introduction (if literature review combined with introduction) was still less and not supporting the research of the article. In addition, students needed to develop the introductory paragraph related to the development of theory in their research article. Besides, the methodology difficulties also found that stated in table 2 below.

Table 2. Students' difficulties based on questionnaire results in methodology section

No.	Methodology Difficulties	A (%)	N (%)	D (%)	Mean	Median	Mode	Std. Derivation
1.	It is difficult to design the appropriate method for conducting my research.	32.5	60	7.5	2.25	2	2	.588
2.	It is difficult to select the sample for representing my research.	30	42.5	27.5	2.03	2	2	.768
3.	It is difficult to utilize the effective instruments in my research.	27.5	57.5	15	2.13	2	2	.648
4.	It is difficult to manage in collecting data procedure.	37.5	45	17.5	2.20	2	2	.723
5.	It is difficult to analyze the data using appropriate formulas and aspects to construct the finding.	50	27.5	22.5	2.28	2.50	3	.816

Moreover, the issue of methodology difficulties stated that students mostly found difficulty in analyzing data. It also gave the understanding that they did not understand how to use appropriate formulas and considering aspect to form their strong results. The mean difference in the difficulty in data analysis is only 3 points different from the difficulty in designing the research method, namely 2.28. For the median and mode, they were 2.50 and 3 respectively, which meant that the scale of the tendency agrees. The percentage of agree for this issue reached 50% which were half of the respondents had lack of knowledge in analyzing their research data. It was followed by the problems in collecting data process (37.5% agree), designing the research (32.5% agree), determining of sample used (30% agree), and the instruments to apply in the research (27.5% agree). It also supported by the article documents from the respondents. The researcher found 21 errors from respondents to state their data

analysis in methodology section of the article. The sample document below was taken from respondent 5.

RESEARCH METHOD

The method is used in this research is the researcher uses a qualitative approach. As stated by Stauss and Corbin, qualitative research is a type of research that produces findings that cannot be obtained using statistical procedures. Based on the above understanding, it can be seen that qualitative research is research which is natural and the resulting data is in the form of descriptive and this study uses qualitative methods. This research focuses to know how language systematics and language is sound in X class. This research will be conducted in 2***, December. The sample that took part in this study was 10 people and consisted of men and women. This study was conducted by communicating or explaining in advance what the purpose of the study was and what they needed to do for it. Friends who will be asked are called out one by one, up to a maximum often. The researcher asked and interviewed them and they answered the questions posed by them researcher as best they could. In addition to interviews and giving statements to the sample, researchers also made observations when they were giving answers related to this research interview..... (Analysis method???)

Figure 2. Student’s article sample of methodology section

Based on the document sample above, the researchers did not identify which data analysis of the research that the students used for her research writing. The only researchers found was the research design, sample, instruments, and procedure of collecting data. However, the data analysis was not identified for this case. The additional of analysis method was important to support the research in validating data. Therefore, students needed to improve the methodology section in their research article. Another part was the difficulties in the finding and discussion section (Table 3 below).

Table 3. Students' difficulties based on questionnaire results in findings and discussions section

No.	Findings and Discussion Difficulties	A (%)	N (%)	D (%)	Mean	Median	Mode	Std. Derivation
1.	It is difficult to deliver the data findings in statistical media, such as tables, graphs, or charts.	57.5	25	17.5	2.40	3	3	.778
2.	It is difficult to emphasize the significant findings.	30	57.5	12.5	2.18	2	2	.636
3.	It is difficult to analyze data based on data findings.	25	52.5	22.5	2.03	2	2	.698
4.	It is difficult to compare the findings and previous research’s finding.	25	42.5	32.5	1.93	2	2	.764
5.	It is difficult to conclude and evaluate the findings into an innovation result.	25	50	25	2	2	2	.716

In the finding & discussion difficulties, the results indicated that students mostly had difficulties in presenting the data research utilizing the statistical media, such as tables, graphs, or charts. It is very important how students can innovatively create their findings or results of their article through this tool for making clearer and neater the aspects readers view when they read the article. In this occasion, the percentage of agreement reached 57.5% and also this difficulty was one of the highest difficult like previous statement stated. Median and modus for this case was three and the mean was 2.40. The other problems followed by this issue were students had problems in emphasizing the significant findings (30% agree), constructing the discussion through findings, comparing the findings with previous studies, and reviewing the conclusion of findings into an innovative result of article (25% agree for each of them). For this difficulty, the writers found 29 errors in stating the findings with poor of presenting statistical elements, such as table, charts, or picture. The researchers also found a student did not use the

statistical elements at all even though it should be needed in their presenting of result and discussion. The sample documents can be viewed from **respondent 17** below.

RESULT AND DISCUSSION

Before conducting interviews and giving several statements to 10 students, the researcher gave directions in advance regarding the interview process to be carried out. The researcher called the interview participants one by one to be interviewed and the participants had to answer from the heart and honestly without looking at any source. This process lasts until the tenth student.

Based on the interviews and observations made, the writer can describe the systematics of language and language is sound in class X, both boys and girls and they are the same age. In this research, the researcher obtained and found out the results of language systematics and language is found in X.

Language is systematics, the interview participants gave answers very well and in accordance with their grammar theory. There are 2 people who don't understand about language systematics, but the rest are good and understand. For language is sound, few of them are able to give the best answer, it can be said that only 4 people can answer and give the best example out of 10 people. They don't know the intonation when reading "what car do you want?". Many of them were stuck while reading this sentence. They read it from low to high pitch. Even though we should read interrogative sentences that use 5W+1H, we have to start from a high tone to a low tone. From the results of this interview, the researchers concluded that their language systematics was good, but they did not understand language is sound. The interview participants used the wrong tone when reading the sentence that the researcher put forward. This should be evaluated immediately, because speaking is important in language.

Figure 3. Student's article sample of finding and discussion section

The document above from respondent 17 indicated student had limited ability in organizing the finding of her research well. Student as respondent 17 should add the detailed information of the interview through describing it into the table such as classification to make easier the understanding for the readers. Furthermore, the respondent 9 seemed did not understand how to figure it her findings in the research because the simplicity of findings did not represent the whole research. Finally, the last aspect of difficulties can be seen outside of the organizational structure researchers named as 'other difficulties area' (Table 4 below).

Table 4. Students' difficulties based on questionnaire results in other elements section

No.	Other Elements Difficulties	A (%)	N (%)	D (%)	Mean	Median	Mode	Std. Derivation
1.	It is difficult to summarize my whole article research.	37.5	47.5	15	2.23	2	2	.698
2.	It is difficult to create a good abstract.	27.5	60	12.5	2.15	2	2	.622
3.	It is difficult to cite all sources correctly using APA style.	57.5	32.5	10	2.48	3	3	.679
4.	It is difficult to enrich the references.	30	42.5	27.5	2.03	2	2	.768
5.	It is difficult to paraphrase and maximize the originality.	37.5	25	37.5	2	2	1	.877

The last stages of difficulties in writing research article for this study was other elements difficulties. This difficulty allowed the students to respond their agreement of writing research article outside of the research elements studies. From this aspect, the researchers found that students admitted they found most difficulties in using APA styles for citing the expert's view into the sentence. APA style or American Psychological Association is one of the formal formats to cite the sources the writers add to enrich their writing references. The students or writers need to do this to avoid copyright issue in writing. The percentage of this issue was 57.5% with the highest mean that other aspects was 2.48. For median and modus, the score was 3. The percentage of this issue followed by the difficulties in

summarizing (37.5% agree), authenticity work (37.5% agree) enriching the references (30% agree), and forming a good abstract (27.5%). From this difficulty, the researchers found 45 errors in not citing based on the APA styles format. Several students still had a mistake in quoting the opinion of experts. This could be viewed in the bodynote and bibliography. The sample document below from **respondent 13** proved relating to this difficulty of citing in APA style.

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Figure 4. Student's article sample of other elements section

Based on the document sample above, there were many errors from respondent 13 who did not use the correct of APA style. For example, there was not italic style of the book title "*Psycholinguistics*", and "*An Introduction to Qualitative Research*". The student also did not notice the writers can be written et.al after first writer if they had 2 or more writers. The citing of bibliography of website and journal should be totally revised. ISSN was not the criteria of APA style. Those errors were very crucial for students to respectively appreciate the other people's work. Meanwhile, the students also need to know the newer edition of APA style format for the last edition, for example the 7th edition (Back name of writer: Year of Publication Work). Several students who still use the old format of APA style. The example below.

Language is a sign system that is used as a symbol to represent human thoughts, concepts, and experiences. Language is related to cognitive and intellectual abilities and the way humans conceptualize the world. Language is the basis of which (Mithen, 1996: 44). The symbol is a tool for building knowledge and a means of expression that is the earliest and most basic in humans (Cooper, 1978:7-8). All human language rests on symbolism (Benveniste (1971:73); note the expression *animal symbolicum*, "an animal that creates symbols."

Figure 5. Student's article sample of other elements section

Based on the findings above, it can be concluded that students had the most crucial problems in citing resources based on APA styles (57.5%), delivering the data findings neatly and clearly with statistical format (57.5%), finding relevant theories to support the research (55%), and analyzing the data with appropriate formulas (50%). It also pointed out that students were not familiar to APA style citing and they were not able to utilize several tools of organizing data.

Each table above showed that students who faced difficulties in writing research articles generally not seem like serious difficulties. It can be viewed that at least four of each aspect researchers provided were chosen dominantly in neutral aspect. Relating to that, the mean, median and mode from the data also indicated the range score of 2 which showed a "neutral" score. Neutral responses implied students had not strongly agreed of several statements of writing difficulties in a research article. The highest frequencies of agree were found in the finding & discussion difficulties and other elements difficulties. They were the problem in presenting findings in appropriate statistical elements and the use of APA format in citing the sentences from experts with a percentage of 57.5%. Other than that, there were dominantly neutral responses. Meanwhile, the highest percentage of disagree responses was the

paraphrasing and originality issue. There 37.5% of students did not agree that the authenticity of their works was not a major problem in writing research articles.

The Factors Causes the Students' Difficulties in Writing a Research Article

To investigate this issue, the researchers used the interview instruments. The researchers selected 10 from 40 samples for this session as the respondents to explore the factors why they had difficulties in current aspects researchers provided in questionnaire responses. The interviews lasted for 15 minutes. Researchers made sure respondents were free of pressure and allowed to answer in Bahasa if they did not understand. The focus factors of this research were psychological factors, sociocultural factors, and linguistic factors.

Table 5. The Students' Factors Causes the Students' Difficulties in Writing a Research Article

No.	Factor Areas
1.	Psychological Factors <ul style="list-style-type: none">• I do not know how to start my research article in the first part of my article.• I feel not sure to determine my topic research.• When I feel stuck, I often procrastinate myself for a long time and end with unfinished. It happens when I cannot find the relevant theories to support my research.• I got difficulty in setting time for arranging each part of my article.• I am lack of understanding to several parts of article. For this case, I hard to learn APA styles and link my research to another previous research.,• I feel overthinking for the result in each part of the article when I finished. Therefore, I always check and re-check and finally get stuck. After that, I feel burn out.
2.	Socio-cultural Factors <ul style="list-style-type: none">• I get trust issue with my team mates because of their works performance.• I get distractions with my environmental study.• In working and discussing together with my team, we always find contrary ideas of understanding our article plan.• I often hard to understand the suggestion from a lecturer. I tried so hard to find some resources in university libraries.
3.	Linguistic Factors <ul style="list-style-type: none">• I am confused about switching tenses from present to past tense in appropriate time signal• I struggle to word choice

Table 5 has revealed that most students had difficulties in writing research because the factors came from their psychological factors. That is because the variants answer from the respondents was more than two other factors. The result of Table 5 can be categorized into three aspects and their explanations:

1. Students' psychological factors cause writing difficulties in writing research article

In this case, psychological factors have the important role in successful the writing process, especially in writing article. The psychological factors are the internal factors including the mindset of optimistic, such as solid motivation. They have been neglected often by the writers (students). The result stated students mostly faced barriers in writing articles because of the difficulties they faced in themselves. Time management, self-control, procrastination, healthy mindset, worried, lack of motivation and learning are the majors found in the interviews.

2. Students' socio-cultural factors cause writing difficulties in writing research article

Socio-cultural factors are the external factors that come from the outside of writers. It is important to notice several aspects of them to avoid any distractions so that they can waste our productivity. The dominant factor in this study found of this study were the team works, the distracting of environmental situation, lack of providing facilities in research resources, trust issues with friends' work, and the communication between the lecturers and students in guiding.

3. Students' linguistic factors cause writing difficulties in writing research article

Linguistic factors are the cognitive factors of students' basic writing knowledge in producing a sentence perfectly structured and grammar. This is very crucial for students to consider correctly their words to interpret their understanding and opinion. Students in this study that they had factored in tenses and word choices to state their minds and elaborate the opinions in the research article. One of them emphasized, "I am confused about switching tenses from present to past tense in appropriate time signal".

Students agreed that they faced the most difficulties in citing all resources with APA styles (57.5%), delivering the data findings in statistical media, such as tables, graphs, or charts (57.5%), finding relevant theories to support their research (55%), and analyzing the data using appropriate formulas and aspects to construct the finding (50%). The previous research also discovered that students encountered the problems in recognizing the basic theory to strengthen the research with the average score 4.11. It also emphasized that students had difficulty in utilizing the statistical tool for data analysis and appropriate style of citing with 4.04 and 4 average score (Trinh Thi Mong Ngoc & Trinh Boi Ngoc, 2021).

Another research was in line with this study that students in writing research papers did not have clear understanding to cite with appropriate style. They were still confused to distinguish the style of MLA, APA, and AND Chicago Styles. The number of students who did not understand the style of citing was 32 from 45 students. It implied that 71.1% of students needed to be educated about citing a resource appropriately. Students also dealt with the findings section problem. The findings were the complicated issue students leaned in writing research article involving the way of analyzing the data and emphasizing the opinion. However, 42% of students could able to master making relevant theories for literature review to support their research (Altikriti, 2022). In addition, the graduated students in Malang Universities revealed that most of them had challenges in writing article showed that they had most difficulties in writing research articles in data collecting and analysis procedures with average of 4.41, organizing data (4.17), formulating research questions (4.07), deciding the background of the research (4.05), and identifying the benefit of the research (4) based on (Sitompul & Anditasari, 2022). Other research also stated that difficulty in writing research articles were found in wider the field of research background, choosing appropriate academic words, organizing content, and coherent aspects in each paragraph ((Aldabbus & Almansouri, 2022).

Meanwhile, the researcher obtained the results that students' difficulties in writing research articles appeared in psychological factors (self-control, time management, healthy mindset, worry, procrastination, poor learning, and motivation), sociocultural factors involving the relationship between the team and lecturer, environment condition, and facility, and linguistic factors included the knowledge of tenses and word-choices). Also, students' factors investigated from research stated that factors that affected students' difficulties in writing research articles came from four areas. There were psychological factors involving motivation (33,3%), self-management (91.7%), kind of research (58.3%), planning (58.3%), and critics viewing (25%). Socio-cultural were less focus on studying subjects (58.3%), transferring knowledge to others (58.3%), bad harmony (41.7%), and setting time together (16.7%). In linguistic factors, they were paraphrasing issue (75%) with grammar and sentence structure, and word choice (83.3%). Finally, the cognitive areas included punctuation, capitalization, spelling, organizing content, and references (Suyadi et al., 2020). Similar research also revealed students had the highest factors of difficulty in writing a research article in psychological factors were self-esteem (35.14%), socio-cultural factors students-lecturer relationship (34.32%), and linguistic factors diction (34.62%) according to (Rizwan & Naas, 2022b).

CONCLUSION

In summary, research article is an academic writing that states the innovation research stating the researchers' opinion to build an innovation finding. Thus, it is not easy to student for writing this type of academic writing. The result of the study revealed that students' difficulties in research article for this study had four highest difficulties students agreed. There were finding the relevant theories to support research in literature review (55%), analyzing data (50%), presenting data finding in statistical tools (57.5%), and citing with APA style (57.5%). Moreover, this study also found that students' factors caused the students difficulties in writing research article were psychological factors, socio-cultural

factors, and linguistic factors. In psychological factors, students had dominantly any kinds of factors, there were time management, self-control, procrastination, healthy mindset, worried, lack of motivation and learning. For socio-cultural factors, they were team works, the distraction of environmental situation, lack of providing facilities in research resources, trust issue with friend's work, and the communication between the lecturers and students in guiding. For linguistic factors included the word choice and grammatical.

It is crucial for lecturers to know the students' difficulties in writing research article. For this reason, it can help the lecturers to provide and review their teaching method in teaching research article. Furthermore, the factors investigated were also crucial to avoid the students' mistake twice, especially in psychological factors to build their strong mindset that research article is not hard as they thought. It also can be an anticipation for universities to regulate a new program to make easier the research course considering the difficulties from this study. The research of strategy used for improving students' ability in writing research article is offered to be interesting further research. The researchers can explore and compare which strategy will be effective to reduce the students' difficulty in writing research article.

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