NAVIGATING ACADEMIC WRITING: EFL STUDENTS TEACHERS' CHALLENGES AND SOLUTIONS

RESEARCH ARTICLE

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Abstract

At the university level, mastering academic writing skills is a significant concern for students. However, in EFL contexts, academic writing is considered a challenging skill. The purposes of this research were to investigate challenges faced by EFL student teachers and how they overcome those challenges. The theoretical framework of cultural capital was used to guide the research. The research employed qualitative research design with a case study approach. Purposive sampling was used to select the participants. There were 8 participants voluntarily agreed to participate in this research. In collecting the data, the researchers used semi-structured in-depth interviews and document analysis. Thematic analysis was used to analyze the data. The results of the research revealed 1) six major themes of challenges including mechanics of writing, socio-cultural, psychological aspects, critical thinking skills, unity, and literature review writing. 2) the EFL student teachers used strategies to overcome their academic writing challenges that classified into metacognitive strategies, cognitive strategies, and social strategies.

Keywords: Academic writing, EFL student teacher, students' challenges, students' strategies.

Introduction

Writing is one of the important skills to be mastered by the students. One type of writing is academic writing. Academic writing is learned by students particularly in higher educational institutions. Sulaiman (2022) stated some educational institutions have a dedicated center for students to approach and seek assistance in their writing skills and have it as a requirement to learn academic writing skills as part of their degree program. Academic writing is considered to play a critical role which indicates the students' successful experience in learning. Alharbi (2019) stated academic writing is essential for learners to master English and learn other subjects where English is the primary language of instruction.

Academic writing has become a crucial issue due to a policy made by the Indonesia Ministry of Education and Culture through the Directorate of Higher Education requiring undergraduate/bachelor university students to write research articles as one of their requirements to complete their study at their home university. In consequence of the policy, enhancing students' academic writing is a big concern for higher educational institutions where students need to strengthen their academic writing skills. However, academic writing is considered a difficult and challenging skill. Writing is not a simple language skill to learn and do because it requires writer's ability to comprehend the language and writing techniques. For instance, Bracewell (2020) describes that writing is the most demanding and complex skill which needs a writer's ability to comprehend the language and writing techniques. In EFL contexts, many EFL students tend to face some challenges in composing English academic writing.

The issues of English academic writing challenges have become the focus of several previous studies. For instance, Abrar et al. (2023) on their qualitative study examining the cultural adjustment experiences of international students in writing dissertation at one university in the United Kingdom. In addition, Mumtaz (2021) investigated the academic writing challenges of foreign language learners in Pakistan to strengthen their academic writing skill by knowing the deficient areas and employing an appropriate writing approach to enable the students to write effectively for communication purposes. Similarly, Alasbali et al. (2023) provide an overview of English academic writing challenges among Saudi Higher Education students and to investigate how students' learning environments and pedagogical approaches to teaching affect it. Moreover, Muryani et al. (2024) employed a qualitative study to explore the main challenges faced by Indonesian postgraduate students in composing academic writing and the strategies used to help them overcome the challenges of academic writing, along with the resources that Indonesian postgraduate students used to facilitate their academic writing. The other study that focuses on academic writing skill was conducted by Abrar et al., (2023). The purposes of the study were to comprehensively investigate the experiences in writing undergraduate theses, the challenges faced, and strategies to alleviate the encountered challenges of EFL student teachers at one higher education institution in Jambi.

Even though several studies have been done related to academic writing in English, studies on particularly English education student teachers at non-native English-speaking universities in Indonesia are still rare. A similar case related to academic writing challenges also occurs at one university's teacher training program in Jambi, Indonesia. The students considered academic writing classes as difficult subject which results in them to not get good results. This case might affect their achievement in academic writing. Therefore, this research aimed to investigate EFL student teachers' academic writing challenges and to explain how the EFL student teachers overcome their academic writing challenges. Through this research, the researchers hope the result will be useful to address the cases that related to academic writing challenges.

Literature Review

Cultural Capital Theory

In this study, Bourdieu's (1986) theory of cultural capital was used as the theoretical framework. This theory comes in three forms (embodied, objectified, and institutionalized). First, Bourdieu (1986)

argued that cultural capital is embodied in behaviors, interactions, expressions and in the command of valued cultural knowledge. In the context of this research, the participants were supposed to have skills in academic writing that they obtained from previous classes related to academic writing such as Writing for Academic Purposes and Research Methodology. Those classes were supposed to facilitate them to have skills in academic writing in English. As a result, they might not face challenges to be able to write academically in English.

Second, Bourdieu (1986) argued that in an objectified form, cultural capital is related to things or objects that have meaning. In the context of this research, the participants were supposed to have targeted academic writing skills as they provided with syllabi, books, lecturers, writing methods, and texts as writing sample for becoming successful in Writing for Academic Purposes and Research Methodology class during their college. These "objectified" things are intended to help them have basic skills in academic writing in English. Third, Bourdieu (1986) argued that in an institutionalized form, cultural capital is related to qualifications in the forms of credentials, which are obtained through training in a specific period. In the context of this research, students' academic writing success might be influenced by their ability to receive and internalized academic writing skill. In addition, student success cannot be disconnected from many aspects around them including their beliefs, values, norms, English proficiency, academic ability, curriculum, teaching methods, teachers, facilities of the program, and others. The participants were supposed to have qualified abilities in academic writing because they had acquired knowledge and qualified credentials from the specific writing classes they had taken before. In short, through cultural capital theory, the researcher would like to see how writing courses, institution, and educational system are embodied, objectified, and institutionalized in order to help EFL student teachers succeed in composing academic writing.

Academic Writing

Academic writing is a type of writing with "formal" writing style used in school and college classes (Oshima & Hogue, 2007, p. 3). Academic writing refers to all of the writing which was produce to discuss an academic issue (Badreddine, 2019). The purpose of academic writing is related to the reasons for the writer's that are to report on research conducted by the writer, to answer to a question being asked, to discuss a topic, and to integrate research conducted by other writers (Bailey, 2011). In general, academic writing is different from creative writing and personal writing which are informal writing styles. The use of slang and incomplete sentences is considered allowed, while academic writing should use academic vocabulary and complete sentences. Academic writing refers to a particular type of writing, for example essays, articles, thesis, and dissertation which academic use to explain the academic issue, structurally different from other types of writing, and related to the academic world such as university and/or college students, tutors, and researchers (Abrar et al., 2023).

Language Learning Strategies

Learning strategies are essential as a solution to overcome problems or challenges in learning. O'Malley and Chamot (1990) classified three major types of language learning strategies namely; 1) metacognitive strategies, which are related to planning, monitoring, and evaluating activities, 2) cognitive strategies, which involve a form of manipulation of the actual learning material by

reorganizing and grouping, elaborating or connecting a new idea to another, and connecting new ideas with existing knowledge, and 3) social strategies, which enable the students to used social interactions to help them improve understanding, solve problems and achieve learning objectives.

EFL Academic Writing Challenges

As it has been mentioned, academic writing is logical, and well-structured article and/or text in a specific academic field that has long been regarded as a difficult skill (Budjalemba & Listyani, 2020; Dang et al., 2020; Ghanbari & Salari, 2022; Lestari, 2020; Toan et al., 2020; Abrar et al, 2023) for writers especially non-native English speaker. The research articles from relevant previous studies indicated there are many academic writing challenges faced by EFL students. The challenges include mechanics of writing, socio-culture, and psychological. The following is a literature review of academic writing challenges. The first pattern of EFL academic writing challenges is mechanics of writing. Mechanics of writing related essential components of scholarly writing. Simply put, mechanics of writing refers to the basic rules of the written language, including spelling, punctuation, capitalization, grammar, and words used in writing. Mechanics of writing aimed to make the writing systematic and grammatically correct. On the other hand, inadequate mechanics of writing generate several issues. Derakhshan & Shirejini (2020) has conducted research related to the issue. The result of the research revealed that 120 Iranian EFL students' considered grammar, punctuation, and spelling as sources of writing difficulties. Specifically, the participants believed that teachers should teach about mechanics of writing consist of grammar, punctuation, and spelling through embedding them in an appropriate context and exemplify good punctuation use for students. Similarly, Alharbi (2019) on his study found out that there are some of the challenging issues related to the mechanics of writing. A large number of participants had weaknesses in spelling and grammar in both pre- and post-survey. The participants also indicated that they had difficulties in capitalization and punctuation.

The second pattern of EFL academic writing challenges is socio-cultural. This challenge refers to the effect of socio-cultural differences towards students' academic writing. Synthesizing from previous studies, socio-cultural challenges could be coming from learning environment and cultural background. In qualitative study of Mukminin et al. (2015) reported that the participants faced academic writing challenges because the lecturers who taught in writing class did not create an interesting class due to monotonous teaching methods. Additionally, some other participants reported that they had no strongly cultural background knowledge in English academic writing leading them to face a problem to write paragraphs. Moreover, the study conducted by Ma (2020) reported that participants face challenges because their home countries have different kinds of learning systems with the country where they are currently attending school. In short, learning environment has a special role towards the learning process and differences in cultural background consider influencing students' academic writing success.

The third pattern of EFL academic writing challenges is psychological. In the learning process, the aspect of psychology is important to support the learning outcome. However, the challenges might appear because of psychological issues. Dantas-Lunn & Ferreira (2019) on their study explained that the lack of students' readiness for written performance might explain why difficulties can propagate to the writing stage and mechanics of writing. In addition, the study conducted by Abrar et al. (2023) identified psychological issues was one of the challenges and the most prevalent is lack of motivation.

Motivation is one of the factors that will boost students' willingness in completing their writing and the deficiency in this aspect will be very detrimental to the progression of the writing.

EFL Academic Writing Strategies

In overcoming their academic writing challenges, EFL students used academic writing strategies. One of the strategies used is feedback. Feedback is a response that contains the impression of the communicant to the communicator in the form of verbal or nonverbal. Ravichandran et al. (2017) revealed that feedback is important for academic experience, particularly in writing. In addition, feedback can come from lecturers, writing centers, and friends. Some literature found that peer feedback strategies as an effective learning activity in higher education for the sake of improving student' argumentative essay writing skills (Latifi et al., 2020; Latifi & Noroozi, 2021; Valero et al., 2020). This supported peer feedback guided students to engage in the learning process by allowing them to review the quality of peers' writings, discover gaps, and recommend suggestions for improvements based on the given criteria.

In addition to receiving feedback, students also need help from the surrounding learning environment such as seeking helps. Almatarneh et al. (2018) in their finding of the study, indicated that seeking help from others such as peers, seniors, lecturers, and writing centers is the best strategy for addressing the problems in academic writing. In the same line, Abrar et al. (2023) stated help from others is a strategy that the students have to face their encountered challenges whilst the process of writing. The finding of their study revealed the students got much support from their supervisors because they had effective consultation with their supervisors and ask their supervisors' help whenever they face challenges. Another strategy is attending writing workshop. Several previous studies (Almatarneh et al., 2018; Mohamed & Zouaoui, 2014; Cennetkusu, 2017) revealed that participating in campus activities such as educational forums and workshops is a strategy to overcome academic writing challenges while helping to improve academic writing skills. It is because adequate time for conferencing in the writing workshop is essential for writing development.

Methodology

Research design and approach of the study

The researchers used a qualitative research design with a case study approach. The major aim of qualitative research is to learn about a topic or issue from participants who were recruited in a natural setting (Creswell, 2009), which means the collected data were collected at the site where the participants experience the challenges. While a case study is a study in which researchers investigate a case in overtime and collect detailed and in-depth information using data collection procedures over a certain period through multiple sources of information related to the context of the EFL student teachers' academic writing challenges and the strategies to overcome the challenges.

Research site and participants

The research was conducted in one university in Jambi. This site support obtaining findings in accordance with the research problem and purpose of the research. For the details of participants, the

participants are the third-year EFL student teachers who fit the following criteria, namely they must successfully pass the Writing for Academic Purposes class and Research Methodology class and are currently writing a thesis as a requirement for completing their studies. Thus, purposive sampling was used to determine the research samples. The names of people, places, and research site were concealed through the use of pseudonyms in order to protect the rights of participants. At the beginning, the researchers planned to recruit 10-15 participants, however, only 8 participants voluntarily agreed to participate. To support the collected data, the researchers used a demographic background profile survey to gain the data about participants' background including gender, writing preference, GPA, score in Writing for Academic Purposes class and Research Methodology class. The following is a demographic background profile of participants.

Table 1. *Demographic background profile of participants*

No	Name	Gender	GPA	WAP / RM scores	Writing preference
1.	Amara	Female	3.51	B / A-	No
2.	Makkari	Female	3.60	C+ / B+	Yes
3.	Chiquitita	Female	3.70	B / A	No
4.	Reina	Female	3.58	C+ / B+	Yes
5.	Mark	Male	3.62	B- / B+	Yes
6.	Ibnu	Male	3.58	B / B+	No
7.	Yumi	Female	3.68	B / A	No
8.	Mr. X	Male	3.45	C+ / B+	Yes

The participants possessed a variety of characteristics regarding their backgrounds. Three participants were male (Mark, Ibnu, and Mr. X) and five were female (Amara, Makkari, Chiquitita, Reina, Yumi). All participants in this research obtained a GPA (Grade Point Average) above 3.00 with the lowest GPA is 3.45 and the highest is 3.70. Moreover, 4 of participants stated 'Yes' for writing preference while 4 others participants stated 'No'.

Data collection and analysis

To collect the data, the researchers used two research instruments. The first instrument was semi-structured in-depth interviews. In this kind of interview, the interviewer allows the interviewees to give answers or information according to how they feel or experience by using open-ended questions. There are some topics being asked, namely the questions about writing, academic writing, academic writing challenges, and academic writing strategies. In total, there are fifteen questions as interview protocol. For questions about writing, the researchers ask the participants to share their preference in writing and ask them to tell their experience in writing skill. For questions about academic writing, the researchers ask the participants to share their academic writing background knowledge such what they know about academic writing, their experiences in learning academic writing and their general impression. For questions about academic writing challenges, the researchers ask the participants to tell their academic writing challenges and give some specific examples. Then, for the questions about academic writing strategies, the researchers ask the participants to share the

academic writing strategies used by them. The second instrument was documents. During the process of research, the researchers used students' writing in the form of research proposal as complementary data as well as to see the suitability of the information obtained from the interview session. The aspects that were analyzed from students' writing are content, organization, vocabulary, grammar, and mechanics (Jacob et al. in Abbas, 2015).

The researchers used thematic analysis to analyze the data collected from the interview session. According to Braun and Clarke (2006), thematic analysis is a technical analysis that analyzes data collection and then categorizes them into themes. The interview data were transcribed individually by the researchers and the transcripts were reread line-by-line to find the emerging themes in the data. After found out the emerging themes, the researchers removed or reduced overlapping and repetitive ones and then named the themes. Furthermore, to ensure the quality of the research, the researchers used member checking as trustworthiness procedure. Member checking will be done to ensure the obtained data have been accurate from both sides of the researchers and participants. The researchers showed the interview transcripts data and findings from the analysis of students' portfolios to each participant for verification.

Results

Challenges in composing academic writing

This section focused on the findings of participants' perspective towards their academic writing challenges. There were sixth major themes of challenges including mechanics of writing (lack of grammar mastery, insufficient vocabulary, misspelling, and incorrect punctuation) , socio-cultural (teacher's role, lack of background knowledge, and language difference), psychological aspects (lack of motivation, procrastination, and self-doubt), critical thinking skills (developing idea, and finding idea), unity (coherence and cohesion), and writing literature review (finding references). The following table summarized the themes and sub-themes of EFL student teachers' challenges in academic writing.

Table 2. *EFL student teachers academic writing challenges*

No	Themes	Sub-themes(s)
1	Mechanics of Writing	Lack of Grammar Mastery
		Insufficient Vocabulary
		Misspelling
		Incorrect Punctuation
2	Socio-Cultural	Teachers' Role
		Lack of Academic Writing Background Knowledge
		Language Difference
3	Psychological Aspects	Lack of Motivation
		Procrastination
		Self-doubt
4	Critical Thinking Skills	Developing idea
		Finding Idea
5	Unity	Coherence and Cohesion
6	Writing Literature Review	Finding Reference

Mechanics of writing challenges: Lack of grammar mastery, a*s* a non-native English speaker, EFL students admitted that English grammar is difficult for them. Hence, grammatical aspect becomes a common challenges faced by EFL student when they write in English. The finding of this research revealed that to write English academic writing in proper English grammar is challenging for EFL student because they lack grammar mastery.

Ibnu: I face challenges in grammar because English grammar is difficult. That's why I need grammar checker to check my grammar.
Chiquitita: I also lack in grammar which makes me difficult to specify the correct grammar… when I have to write a text which requires me to use specific tenses, sometimes I don't get it right.
Mr. X: Because English is my second language, it allows me to make grammatical errors when writing in English…I often make mistakes in using verbs.

The findings above indicated that grammar is a big challenge for EFL student teachers which lead them to rely on a grammar checker to check the correct grammar, challenging in using tenses, part of speech, and error in verb tenses. This kind of challenges might have demotivated them to produce a good piece of English academic writing.

Socio-cultural challenges: Teacher's role, hallenges in academic writing can comes from various aspects. One of them is from socio-cultural that related to the lack of teachers' role. The finding of this study revealed that the contribution and role of the teachers turned out to affect how students create a good piece of academic writing.

Yumi: I feel that I don't have any feedback from my lecturers. I always wonder whether my writing was correct or not. If there are mistakes, I have no idea what the mistake is, which part the mistake is, or how I can fix the mistake.
Mark: I didn't enjoy the style of how my lecturer teaches in writing class. It's overly nerve-wracking. It makes me not really get the points of what does my lecturer teach…and also there's too much assignment… my lecturer gives us assignment every week. That's exhausting for me.

The findings above indicated that the role of teachers in learning process should be improved. The participants expressed that they really need kind of feedback from their lecturers. However, during the writing steps, participants did not get enough feedback from their lecturers. Also, the participants expressed that they had a hard time understanding the material because the lecturer did not create interesting writing classes. Although their institution has facilitated them with academic writing classes, it was not enough for EFL student teachers to internalize English academic writing competence due to challenges that comes from lack of teachers' role.

Psychological aspect challenges: Lack of motivation, lack of motivation is a condition where student lack of the stimulation to learn which is characterized by a sense of laziness, uninterest, and displeasure. In the context of composing academic writing, motivation is certainly needed which will support the achievement of good results and produce good writing. The findings of this research revealed that the participants face challenges because they lacked motivation to write.

Reina: Sometimes, I feel like I have no desire to write because in order to write academically you have to more focus and do so many stages of writing. It is not as simple as the general writing.

Ibnu: I am a competitive person. That's why I really like face-to-face learning. In online learning I cannot compete with the other students and it causes my enthusiasm for learning has decreased so I lose my motivation to write.

The findings above indicated that lack of motivation could affect EFL student teachers face challenges in composing academic writing. For instance, the participants have no desire to write because academic writing requires high concentration which is different from writing in general. Lack of motivation can come from internal factor such as loss of desire to write. Also, from external factor such as not enough support from the surrounding environment. It can be concluded that the students need to get the support and stimulation from others so that it will rise their motivation in producing a good piece of writing.

Critical thinking skill challenges: Developing idea, critical thinking skills are related to finding and expressing the idea. Everyone certainly has a lot of ideas in their minds, but not everyone is able to convey their ideas well. The inability to find, design, or develop ideas can cause difficulties in writing. The finding of this study revealed that students face academic writing challenges related to critical thinking skills namely developing ideas.

Chiquitita: I have rich in ideas, but when I put into writing, I feel that what I want to convey is not conveyed to the reader.

Mr. X: I have a lot of ideas, but I think I cannot write them down in my paper properly. So, because I cannot maximize my writing, my writing may not be interesting for readers.

The findings above indicated that their challenges in composing academic writing is developing ideas clearly, although, they have some ideas, they cannot develop, organize, and convey ideas well. The participants expressed they are rich in ideas, however, they are not confident with the ideas they put in their writing can be conveyed well to the readers or in interesting to the readers. They were confused about how to develop their ideas into writing.

Unity challenges: Coherence and cohesion, the unitary aspect of writing is related to coherence and cohesion. Academic writing must write in coherence and cohesive way which is the sentences and paragraphs must be flow smoothly and logically. The findings of this research revealed that participants' inability writes coherently and cohesively caused them to face challenges in academic writing.

Mr. X: I think I have a problem connecting one paragraph to another. Let's say my ideas are jumping around here and there. It was difficult for me to write in cohesive and coherent way.

Reina: I often write out of the track. I can't write in coherence and cohesive way.

The findings above indicated that this kind of challenge makes students difficult to maintain continuity of ideas in sentences and paragraphs so that their writing becomes incoherent and lack of logical sequences.

Writing literature review challenges: Finding references, literature review is one of the important elements in academic writing which shows the knowledge of academic literature on a particular topic. Literature review contains a collection of reference sources that are related to the topic. The finding of this study revealed that the participants experience challenges in writing literature review aspect which were characterized by difficulty in finding references.

> **Yumi:** One of my challenges is finding valid references. You know…in university level, we must as much as possible take references from scientific journals. However, in fact, I often find the references from such untrusted websites.

One characteristics of acadmic writing is accurate. It means that in academic writing, the references shown must be truly accurate and come from reliable sources because valid refernces can make readers easier to distinguish between facts and opinions. The findings above indicated that this kind of challenges might causes students to take a long time to find and ensure the reliable reference because definitely they will be more careful in citing references. Viewed from the technological developments, currently finding references will be easier but not necessarily the truth of the refrences is perfectly reliable, considering that most information is disseminated by untrusted platforms such as personal blogs due to the freedom to access the internet.

Strategies in overcoming academic writing challenges

This section focused on the findings of participants' perspective towards their strategies to overcome the challenges they faced. The researchers classified the strategies based on Writing Strategies by O'Malley and Chamot (1990); 1) Metacognitive strategies, 2) Cognitive strategies, and 3) Social strategies. The key points of three classified strategies can be seen in the following table.

Table 3. *EFL Student Teachers Academic Writing Strategies*

No	Type of Strategies	Key Point(s)
1	Metacognitive Strategies	Technology
		Writing Model
		Self-editing and Revision
		Self-management
2	Cognitive Strategies	Brainstorming and Making Outline
3	Social Strategies	Peers Discuss and Support
		Asking for Help

Metacognitive strategies: technology, the first strategy emerged from the study was metacognitive strategies. Metacognitve strategies are related to planning, monitoring, and evaluating. In the context of academic writing, planning is a various ways or plans that students prepare before writing. Monitoring is the act of checking writing performanc while in the writing process. while evaluating can be said to be an action to re-check and evaluate the product of writing. Participants in this research reported that they used technology to overcome their challenges in academic writing,

especially those related to challenges in mechanics of writing and as an effort to improve their English language skills.

> **Chiquitita:** When writing, I use technology tools. I used Google Translate to check the vocabulary. Grammarly to check my grammar. Also, I found the references in Google Scholar.

Findings of this research indicated that the advancement of technology helped EFL student teachers when they had challenges in academic writing. All participants reported they use a grammar checker to check and correct grammatical errors in their writing, Google Translate to check the vocabulary and translating into English. It can be concluded that the participants used a variety of technology as a metacognitive strategy.

Cognitive strategies: brainstorming and making outline, the second strategy emerged from the study was cognitive strategies. Cognitive strategies refer to students' internal organized abilities that are useful to help achieve objectives. This strategy includes mental activities relatd to perception, thought, memory and information processing that allow generating new knowledge, solving problems, completing tasks, etc. The key point found in this research were brainstorming and making outlines.

> **Amara:** I followed the stages of writing such as making an outline and brainstorming first. By doing that, it becomes easier to predict what will be written in a paragraph of my writing.

Brainstorming and outlining are early stages of writing that help writers know exactly what they are going to write in their writings. Brainstorming allows the writer to think randomly about ideas and information regarding to the topic while outlining refers to the stage where the writer organizes and focuses the ideas and information into a more structurd framework. Findings of this research indicated that participants applied cognitive strategies signified that they follow the early stages of writing and tended to be more independent in finding strategies to keep their ideas organized.

Social strategies: peer discuss and support, the third strategy emerged from the study was social strategies. This strategy refers to the ways or tips that students do to achieve learning objectives or overcome learning problems by collaborating, interacting, and asking for help from others such as peers, teachers, or taking advantage of the surrounding environment that can support learning. One of the interesting findings related to social strategies was using peers for discussion and support.

> **Makkari:** I often discuss to get feedback that can help me overcome my academic writing challenges, but only discuss with my friends.
> **Amara:** When I saw my friends, who have done completed their writing, my motivation to write raises. My motivation can rise because of external pressure from the surrounding environment.

The participants perceived that their institution contributed no support to help them out of academic writing challenges. Hence, they preferred to discuss with their classmates, support each other and learn together to overcome their academic writing challenges Findings of this research indicated that the participants tried to find out the ways to overcome their academic writing challenges by using their social interactions. This kind of strategy helped them in developing and completing their academic papers.

Discussion

Challenges encountered by efl student teachers in composing academic writing

Based on the perspective of Bourdieu (1986) in his cultural capital theory, the success of students' academic writing might be influenced by their ability to receive and internalize competence in academic writing in English. This ability is obtained through training (teaching and learning processes) during taken academic writing classes. In this study, all of the participants had taken academic writing classes such as Writing for Academic Purposes and Research Methodology class, however, the finding of this study indicated although academic writing culture and socialization through academic writing classes had been provided by institution for the participants, they were still challenged to produce English academic writing because it was not enough for them to be able to internalize academic writing culture in English due to different language rules, and just perceived it through academic writing classes. Moreover, the students' writing ability is also influenced by many aspects, not only from the cognitve aspect. The finding of this study confirmed that there are many aspects influenceed student's ability to write English academic writing including linguistics aspects, writing skills and experiences, social environment, teaching method, teachers' role, and psychological aspects of students themselves.

Based on the data obtained, EFL student teachers faced several challenges in composing English academic writing. Using Bourdieu's (1986) cultural capital theory as a lens, the findings in this study indicated that there were sixth major themes of challenges emerged including mechanics of writing, socio-cultural, psychological aspects, critical thinking skills, unity, and writing literature review.
The findings of this research revealed that the most common challenge in mechanics of writing aspects is lack of grammar mastery. The finding of this research has similarity with the results finding of Ahmed (2019) which showed that the majority of the participants in his study state that grammar is one of the most common aspects of difficulties in writing skills. Most of the participants in his study thought that grammar is a big challenge for them because of their low understanding and practice of grammar rules and the difference between English grammar rules and students' mother tongue grammar. Moreover, it is also turned out to support Muryani et al. (2024) research findings, which found that most of the students need help with grammatical matters in their academic writing This finding confirms others research (Abrar et al., 2023; Abrar et al., 2023) that foreign language students lack of competence in technical writing, and one of them is grammar. The data showed that a lack of grammar proficiency can be a serious challenge to produce a good piece of writing. This gives people proper perspectives on how EFL student teachers perform very poorly in their grammatical aspects.

Based on the findings of this study, socio-cultural aspects can be a factor causing these challenges, which mainly comes from the lack of lecturers' role. It is turned out to supports Mukminin et al. research result in (2015), In their research, the participants reported that they were not taught well because of the monotonous teaching method and boring class. The finding of this research, also in line with the research results of Fajaryani et al.'s (2021) that reported participants expected the lecturers to give written feedback because it might be help them to improve their writing skills.

Furthermore, the findings of this research revealed that psychological aspects provide influence for students when writing English academic writing. Lack of motivation is a major challenge from the psychological aspect found in this research. Motivation is one of the most integral aspects of writing,

as it is one of the factors that will boost students' willingness in completing their writing. The finding confirms Moses and Mohamad's (2019) study, which claimed that if students are not motivated, they might not be interested to proceed with their learning process. Paralelly, this research turned out to supports Abrar et al. (2023) research result. In their research the participant expressed that they experienced insufficiency of motivation when writing their theses.

Additionally, the findings of this research revealed some new aspect of challenges faced by EFL student teachers such as critical thinking skills, unity, and writing literature review. In the aspect of critical thinking skills, participants had difficulties to develop their ideas. The finding of this research turned out to supports Saprina et al. (2020) research result which revealed that there were some difficulties in developing idea encountered by students such as they cannot combine ideas into sentences and they cannot develop their ideas. In the aspect of unity, participants have difficulties to write in coherence and cohesive way that makes them experience challenges to produce English academic writing. According to Fajaryani et al. (2021), students need to know how to organize about the topic into a well-structured whole and they must also be able to connect ideas in logically connected paragraphs with sufficient supporting detail. Moreover, in the aspect of writing literature review, participant face challenges in finding valid references from reliable sources because in order to write English academic writing, students have to take references from scientific journals. The finding of this research turned out to supports Muryani et al. (2024) research result. In their research, revealed that most of the students experienced difficulty finding relevant resources because selecting relatable and relevant source was more challenging than other aspects, they need to make sure that the sources are up-to-date with the most recent advancement in education.

Strategies used by efl student teachers to overcome the challenges in composing academic writing

In order to encountered the academic writing challenges, the findings of this research revealed that students used several strategies to help them overcome their challenges. In particular, the researcher classified the writing strategies into three classifications: metacognitive strategies, cognitive strategies, and social strategies. Related to metacognitive strategies, all of the participants mentioned that they use technology as a metacognitive strategy to overcome their challenges in English academic writing. The finding of this research turned out to supports Mukminin et al. research results in (2015). In their research, the participants reported that the advancement of technology helped them when they had problem in academic writing. Moreover, it is also in line with the research results from Nurharjanto and Widyantaro (2020), they revealed that the use of technology provides a significant and positive relationship with students' writing ability. Additionally, Nurharjanto & Widyantaro, (2020) added technology is a familiar thing for students nowadays. Thus, if students carefully use technology, students can boost their learning and might help them gathering information about learning materials.

Furthermore, the findings of this research revealed that a cognitive strategy used by students was brainstorming and making an outline. It turned out to support Fajaryani et al.'s (2021) study, which found that students applied brainstorming about the topic before they wrote an argumentative essay. It is also in line with the research result of Raoofi et al. (2014) study which found out the students use a kind of outlining activity when they start writing an essay and it helps them to write in

systematically as well as indicated that the students follow the stages of writing. Abrar et al. (2023) also found out that drafting/outlining is a kind of self-management strategy that is good and helpful start before writing. It could be an effective ways for the writers to ensure that the ideas come across in clear, coherent, and logical structure. Additionally, this strategy aids the writer save their time in writing process.

Social strategies are the third classifications of writing strategies which enable the students to learn with others by making use of strategies such as asking questions, cooperating with others, and empathizing with others. The finding of this study suggested that participants tended to solve their own academic writing challenges by employed social strategies in the form of peers discuss and support. The finding of this research support some research and literature (Muryani et al., 2024; Fajaryani et al., 2021; Mukminin et al., 2015) study that found peer discussion is an effective method for learners to overcome difficulties with academic writing because it might strengthen the enthusiasm, motivation and support the students investigate an idea. In addition, the findings of this study also confirm a study by Masriani et al. (2018) which indicated that the students needed peers to correct their writing, to discuss the ideas, and to help each other in solving writing challenges.

Conclusion and Implications

The results indicated that using the cultural capital framework as a lens and guide of the study confirmed and supported the assumptions that students' academic writing success is influenced by their own abilities on receive and internalize competence and also influenced by many aspects around them. Hence, it can be concluded that the result of this study is consistent with cultural capital framework. Furthermore, the results of the study pointed out that there were six major themes of challenges faced by EFL student teachers in composing English academic writing, each of them consists of sub-theme namely challenges in mechanics of writing (lack of grammar mastery), socio-cultural (teacher's role), psychological aspects (lack of motivation), thinking skills (developing and finding ideas), unity (coherence and cohesion), and writing literature review (finding references). The results of the study also pointed out that EFL student teachers used some potential strategies to overcome their academic writing challenges. Those strategies are classified into metacognitive strategies (using technology), cognitive strategies (brainstorming and making outline), and social strategies (peers discuss and support).

Based on the conclusion above, this research suggesting that students supposed to be more responsive to their own challenges, do more exercise to increase their potency in composing academic writing and try to solve their challenges when they face it. Then, lecturers who teach writing subject can implement the strategies found in this study to help their students. Lastly, the future researcher, may use other research method such as quantitative method to reveal the different findings which the research findings can be generalized.

Disclosure statement

No potential conflict of interest was reported by the authors.

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