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The Analyzing Difficulties Faced By Students' English Department In Writing English Scientific Article Research

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Abstrak

Penelitian ini bertujuan untuk lebih memahami kesulitan yang dialami siswa bahasa Inggris saat menulis dan menyelesaikan makalah penelitian. Penelitian ini menggunakan desain penelitian kualitatif deskriptif. Variabel internal dan eksternal yang berkontribusi terhadap kesulitan yang dialami oleh siswa bahasa Inggris dalam menulis dan menyelesaikan makalah penelitian mereka ditemukan melalui pemeriksaan tanggapan kuesioner. Pada faktor internal, pelajar bahasa Inggris menghadapi berbagai masalah penulisan akademis, termasuk kemampuan bahasa yang buruk, kesulitan dalam menetapkan tujuan dan manajemen waktu, serta hambatan menulis. Penundaan adalah penghalang penyelesaian proyek tepat waktu, dan mengumpulkan pemikiran serta meminta dukungan dari instruktur atau rekan menambah kesulitan. Sebagian besar siswa juga kesulitan menemukan judul topik penelitian yang sesuai dengan terjemahan. Temuan-temuan ini menggambarkan beragamnya karakter permasalahan penulisan akademis, yang menekankan perlunya bantuan khusus. Di sisi lain, pengaruh faktor eksternal mempunyai pengaruh yang cukup besar terhadap kemampuan menulis ilmiah siswa bahasa Inggris. Kesulitan yang dihadapi adalah mengkomunikasikan konsep-konsep ilmiah secara efektif, menavigasi struktur linguistik yang canggih, dan menghadapi tekanan tenggat waktu. Terdapat kesulitan dalam menemukan kosa kata bahasa Inggris yang tepat, terbatasnya kesempatan berlatih, dan sedikitnya paparan terhadap gaya penulisan yang bervariasi. Kesulitan dalam menggabungkan kutipan dan referensi ilmiah dalam tulisan bahasa Inggris menjadi sorotan. Kesulitan-kesulitan ini menyoroti perlunya memberikan bimbingan dan intervensi yang terfokus untuk membantu siswa meningkatkan keterampilan menulis ilmiah mereka.

Kata Kunci: *Penelitian artikel, Pelajar Bahasa Inggris, Artikel Bahasa Inggris, Penelitian, Penulisan*

Abstract

This research aims to better understand the difficulties that English students have while writing and completing research papers. This study employs a descriptive qualitative research design. Internal and external variables contributing to the difficulties experienced by English students in writing and completing their research papers have been found via the examination of questionnaire responses. In internal factors, English students confront a variety of academic writing issues, including poor language skills, difficulty with goal-setting and time management, and writer's block. Procrastination is a barrier to timely project completion, and collecting thoughts and requesting support from instructors or peers adds to the difficulty. A significant proportion of students also struggle to come up with appropriate research topic titles connected to translation. These findings illustrate the varied character of academic writing issues, emphasizing the need for specialized assistance. On the other side, External factors influence have a considerable impact on English students' scientific writing abilities. The difficulties include effectively communicating scientific concepts, navigating sophisticated linguistic structures, and dealing with deadline pressure. There are difficulties in locating appropriate English vocabulary, limited practice chances, and little exposure to varied writing styles. The difficulty of incorporating scholarly citations and references in English writing is highlighted. These difficulties highlight the need to provide focused guidance and intervention to help students improve their scientific writing skills.

Keywords: Article research, English student, English article, Research, Writing

INTRODUCTION

Writing in the academic world is not easy for individuals, whether they are students or lecturers (Boote, Beile, 2005). A student is undoubtedly familiar with various scholarly writing activities such as essays, mini-research, scientific articles, and the culmination of it all, your thesis. These academic tasks are an integral part of university life, and the process of producing scholarly texts requires strong writing skills. Writing skills are crucial in research activities because they are the primary means for authors to communicate their findings. Moreover, knowledge is developed through written work, and the exchange of ideas among researchers is facilitated.

Different forms of academic writing, including essays, reports, and notably, scientific articles, play a pivotal role in assessing one's writing proficiency. Scientific articles, specifically, represent a subset of published works that bear significant importance in evaluating writing skills. These documents showcase the results of research or experiments, whether previously conducted or breaking new ground. Additionally, they contribute to addressing unanswered research queries from prior studies. Typically, researchers publish their scientific article findings in reputable scholarly journals or publications (Fernandez Carro, 2021).

Shahsavar and Kourepaz (2020) indicate that a considerable number of English as a Foreign Language (EFL) students encounter difficulties in developing effective writing skills. The main challenges include a lack of understanding in integrating a critical perspective into their literature reviews, time constraints in completing theses and publishing articles, and the deliberate neglect of responsibilities by certain supervisors and professors who fail to provide students with the necessary information for writing literature reviews. Heriyudanta (2021) mentioned many students in various universities in Indonesia face difficulties in writing academic papers. Many tend to copy other people's writings without understanding or developing them. This condition is evident from the limited publication of students' writings in mass media and journals, as well as difficulties in writing academic research, final projects, or theses.

The research of Sukandi (2019) on thesis writing among EFL students reveals five key points. Firstly, students face various challenges during composition. Secondly, their difficulties depend on the chosen research method. Thirdly, EFL students encounter distinct challenges in different thesis chapters. Additionally, advisors and examiners in the EFL context should approach assessments with consideration. Lastly, the research emphasizes focusing on the thesis-writing process rather than just the final result. Lestari (2020) found that students confront a variety of problems when writing their theses, most notably low English ability, as well as concerns such as time management, research methods, attitude, and topic selection. Additional challenges include a limited academic vocabulary, difficulties grasping the theory, and trouble distinguishing important concepts. The restriction in English language abilities, particularly in scientific writing and reading, is the underlying difficulty in academic writing.

According to Fauzan, Hasanah, and Hadijah (2022), students struggled with paragraph development due to lack of understanding, vocabulary mastery, and limited ideas. Issues included overly specific topic sentences, weak supporting sentences, inconsistent discussions, and disharmony in sentences, influenced by their native language and knowledge. Another research of Sulaiman and Muhajir (2019) mentioned that students faced challenges in developing paragraphs due to a lack of understanding, vocabulary mastery, and limited ideas. They also encountered difficulties with organization, vocabulary, grammar, and mechanics, resulting in issues such as disrupted sentence flow, redundancy, singular-plural errors, missing articles, incorrect word forms, inappropriate word choices, and punctuation errors. Meanwhile, Fitria (2022) explored the difficulties faced by EFL students in writing and completing their theses. Internal factors like title selection, boredom, pessimism, and understanding the thesis structure are significant. External factors include

communication issues, reference problems, technical issues, and financial concerns. The study found that students' environment and extracurricular activities did not impact thesis completion.

According to Tambengi (2017) The study identifies seven primary factors that impact students' challenges with thesis research: choosing a thesis topic, lacking background knowledge, nervousness when speaking with advisors, restricted access to lecturers, restricted access to pertinent books, desire for friendship and growth, and excitement for creative work. Three students from Universitas Negeri Gorontalo's English Department Study program were interviewed, and the two biggest obstacles were time limits and relationship problems. The most prevalent obstacle was the restricted availability of books and journals. Irwandi and Asianti (2017) Mentioned that The research reveals four internal problems affecting eighth-semester English Education Program students in writing a thesis: title selection, organization confusion, finding appropriate theories, and choosing the appropriate methodology. External factors include a lack of sufficient college library books for thesis writing assistance.

Various earlier studies have explored challenges faced by students when composing an English thesis at specific universities or higher education institutions. While sharing a similar focus, this research diverges by examining students at universities and higher institutions in Indonesia. The researcher will elaborate on the study, specifically addressing the obstacles encountered by students when writing English scientific articles, differentiating it from previous studies that primarily focused on the thesis writing process while on this research focused on the article research. This Research problem of this research are How internal and external factors influence difficulties in writing research articles

So, the purpose of this study is to identify and determine what factors influence students' difficulties in writing scientific articles in English and analyze the extent to which these factors can affect students' difficulties in writing scientific articles in English so that researchers can provide a deeper understanding of the concrete obstacles faced by students majoring in English in writing scientific articles in English, and provide constructive views to improve the quality of learning and teaching in the field of writing scientific articles in English.

The benefit of this scientific article research is to generate new information or knowledge and disseminate the findings through the publication of scientific articles. These articles serve to communicate progress in science and medicine, support the practice of various specialties, and contribute to the academic community. Additionally, scientific articles published in international and independent science journals are recognized as demonstrating the real value of the scientist and their work. The process of scientific research

and the publication of articles play a crucial role in advancing various fields, including physical and rehabilitation medicine, and contribute to the expansion of research and clinical trials. Furthermore, scientific articles also serve the purpose of challenging and refining existing definitions and norms within the scientific community, such as the definition of authorship in research integrity guidelines (Corter, 2103).

LITERATURE REVIEW

One of the most significant causes of student concern is written work (Jordan, 1997). According to Jordan (1981) Students seem to encounter more challenges with academic style, grammar, and vocabulary compared to the students. The prevalence of academic writing style, in particular, deserves attention. Spelling is less of a concern for staff than it is for students, but, understandably, handwriting presents more difficulties for staff than for students.

Weir (1988) carried out a comprehensive survey involving both staff and students to explore the writing challenges faced by international students in greater detail. He found that content holds more significance for subject tutors than mechanical accuracy features. The primary concerns are the relevance and sufficiency of the subject content, the clarity of the message, and the organization and development of written work. These aspects emerge as the most crucial criteria in the assessments of written work by subject tutors.

Richards and Skelton (1991) conducted additional research on the academic writing of international students at Aston University, focusing on the critical approach employed by both British and overseas postgraduate students in their written coursework. Meanwhile, Jenkins, Jordan, and Weiland (1993) surveyed the role of writing in graduate engineering programs across six engineering faculties in American universities with a significant number of non-native speaker (NNS) students. A section of the questionnaire directed at faculty staff inquired whether they applied the same evaluation standards to the writing of native speakers (NS) and NNS graduate students. Thirty-six percent acknowledged using different standards, with some commenting, "I try to, but it's impossible." The subsequent table outlines the key features that received more lenient evaluation standards in American engineering research.

This opinion supported by Brown (2001) that writing is a thinking process. Writing can be planned and given with an unlimited number of revisions before its release. Moreover, Harmer (2008) states that writing encourages students to focus on accurate language use. It is because students consider the language when they engage in the writing process. Writing is not only essential for student learning but also plays a significant role in the

intellectual activities of various disciplines and within the broader context of higher education. Despite its profound importance, writing is often devalued in higher education, reduced to seemingly basic skills assumed to have been mastered in earlier stages of education. However, there is a growing acknowledgment among teachers, administrators, and policymakers in many countries that writing is a crucial tool for both learning and teaching, challenging the misconception that it is merely a transcribing skill (Russell, 2013).

The term "article research" typically refers to the process of conducting a study and presenting its findings in a written format. It involves defining a research question, gathering and analyzing data, and drawing conclusions. The search results provide examples of research articles in different fields, such as literature, social sciences, and agriculture, each presenting a specific research study and its results (Voicheca, 2011).

Acquiring writing skills poses a considerable challenge for Indonesian learners studying English as a Foreign Language (EFL), with Richard and Renandya (2002) highlighting writing as the most difficult skill for second-language and foreign-language learners. This study aims to investigate the common academic obstacles encountered by recent graduates in the initial phases of composing research projects in English. These students confront various difficulties when engaging in research writing in EFL. English is not only a subject in universities but also a language used for assignments and exams, particularly for English majors. The culmination of their academic journey often involves producing a thesis and a subsequent research article, both of which must be written in English. Sheakh (2012) points out that "Research articles follow a particular format; there are title, abstract, introduction, review of the literature, method, result, discussion, and the last is a conclusion." In the process of creating research papers, each of the eight most significant phases has its own set of challenges. Students encounter challenges when writing a research article.

Academic writing has a strong conceptual and empirical appeal in higher education research because developing this skill is challenging for English and non-Englishspeaking graduate students (Sadeghi and Shirzad Khajepasha, 2015). According to Bakhou and Bouhania (2020) indicate that the process of thesis writing is a formidable and daunting academic undertaking for Algerian EFF Master students due primarily to sociocultural challenges and then linguistic difficulties. These latter ones included students' lack of some academic writing skills and their limited knowledge about thesis writing and research whereas the identified sociocultural challenges included lack of supervisor and family support, lack of cooperation of the research sample, and insufficient academic preparation. Pedagogical implications for stakeholders and suggestions for future researchers were

presented in the end of the current study. Although many studies have emphasized the characteristics of good writing theses, they lack particular debate on Higher students' difficulties in writing their article research to fill some assignments every course in the college review section. To fill the gap, this study tries to identify the difficulties Higher students' face in writing their assignments in the article research section.

RESEARCH METHOD

This investigation adopts a descriptive qualitative research design, aligning with Creswell's (2012) assertion that qualitative research serves as a vehicle for systematically exploring and comprehending the semantic dimensions of individuals or groups associated with a given social human problem. The overarching aim of qualitative research is to delineate the holistic intricacies of a subject matter through the lens of human perspectives. This methodology delves into the intricate realm of ideas, perceptions, opinions, or beliefs inherent to the subjects under scrutiny, acknowledging the inherent qualitative nature of these phenomena, and rendering them impervious to numerical measurement.

The research process involves developing questions and processes, obtaining data from participants, evaluating the data inductively, building from particulars to general themes, and creating interpretations of data significance. The writing format of the final written report is adaptable. O'Leary (2014) A questionnaire is a tool used in research to acquire primary data, allowing researchers to obtain particular data relevant to their study topics. Cohen (2013) questionnaire is a systematic sequence of questions meant to elicit responses about respondents' attitudes, actions, or qualities. Meanwhile, according to Cresswell (2012) A questionnaire is a research instrument that is used to collect data from respondents via a survey, which involves the transfer of information from respondents to the researcher. The questionnaire employs an online form created with Google Forms. The investigation is about the external and internal elements that influence English major students' writing and completion of their article research assignments. The subject of this research involves 20 English major students in higher institutions in Medan.

This research uses step analysis to analyze the data, they are Defining the Question or Objective, Collecting the Data, Cleaning and Preparing the Data, Exploring and Analyzing the Data, and Interpret and Draw Conclusions. Qualitative data can be presented in narrative form or through tables. This organization and arrangement of the data reveal relationships and patterns, making it easier to comprehend. The conclusion stage focuses on interpreting the collected data to find answers to previously identified issues.

FINDINGS AND DISCUSSION

Findings

The primary aim of this study is to investigate the difficulties faced by English students in the process of writing and completing their research articles. From the analysis of the questionnaire results, the research has uncovered several key findings, which can be summarized as follows:

Table 1. Internal Factors

	Questions	Responses	
		Yes	No
1	Struggling with determining the title of a research study related to translation.	12 (60%)	8 (40%)
2	Facing challenges due to limited English language proficiency.	15 (75%)	5 (25%)
3	Experiencing a lack of confidence in the process of writing academic articles in English.	12 (60%)	8 (40%)
4	Dealing with anxiety or stress while engaged in writing academic articles in English.	14 (70%)	6 (30%)
5	Struggling to organize thoughts and ideas when involved in writing academic articles in English.	14 (70%)	6 (30%)
6	Finding it challenging due to perfectionism and self-doubt, which hinders progress in writing academic articles in English.	12 (60%)	8 (40%)
7	Experiencing lower motivation to engage in writing academic articles in English, perceiving it as less relevant to academic goals.	8 (40%)	12 (60%)
8	Having trouble setting realistic goals and managing time effectively when writing academic articles in English.	13 (65%)	7 (35%)
9	Facing issues with procrastination and time management, which impede the ability to complete academic writing projects in English on time.	14 (70%)	6 (30%)

10	Lacking effective strategies to overcome writer's block and maintain focus when writing academic articles in English.	15 (75%)	5 (25%)
11	Encountering difficulty in seeking help from instructors, peers, or writing tutors when facing challenges in writing academic articles in English.	11 (55%)	9 (45%)
12	Lacking a sense of ownership and pride in academic writing in English, affecting motivation and efforts.	9 (45%)	11 (55%)
13	Struggling to understand the target audience for academic writing in English and adapt writing style accordingly.	10 (50%)	10 (50%)
14	Having limited exposure to various genres and styles of academic writing in English, restricting the ability to find a suitable writing style for work.	14 (70%)	6 (30%)
15	Encountering difficulty in critical thinking and analysis skills, which are crucial for producing high-quality academic articles in English.	12 (60%)	8 (40%)

The presented data illuminates responses to a range of internal factors influencing difficulties in writing academic articles in English. A thorough analysis of the findings reveals the following patterns: Struggling with Determining Research Study Title (Q1): A considerable 60% of respondents (12 students) acknowledge difficulty in determining the research study title, while 40% (8 students) report no such struggle. Facing Challenges Due to Limited English Proficiency (Q2): The majority, accounting for 75% (15 students), indicates challenges related to limited English proficiency, contrasting with 25% (5 students) who report no difficulties.

Lack of Confidence in Writing Academic Articles (Q3): Sixty percent (12 students) express a lack of confidence in writing academic articles, whereas 40% (8 students) feel confident in their abilities. Dealing with Anxiety or Stress (Q4): A substantial 70% (14 students) experience anxiety or stress, while 30% (6 students) do not face such issues. Struggling to

Organize Thoughts (Q5): The data indicates that 70% (14 students) find it challenging to organize their thoughts, and 30% (6 students) do not encounter this particular challenge.

Challenges Due to Perfectionism and Self-Doubt (Q6): Sixty percent (12 students) struggle with perfectionism and self-doubt, while 40% (8 students) do not face these internal barriers. Lower Motivation Perceiving Less Relevance (Q7): A notable 60% (12 students) do not perceive lower motivation due to less relevance, while 40% (8 students) report lower motivation in their academic writing endeavors.

Trouble Setting Realistic Goals (Q8): A significant 65% (13 students) face challenges in setting realistic goals, contrasting with 35% (7 students) who do not encounter such difficulties. Issues with Procrastination and Time Management (Q9): The majority, at 70% (14 students), encounters problems with procrastination and time management, while 30% (6 students) do not face these challenges.

Lack of Strategies for Overcoming Writer's Block (Q10): A substantial 75% (15 students) lack effective strategies for overcoming writer's block, while 25% (5 students) have strategies in place. Difficulty in Seeking Help (Q11): More than half, specifically 55% (11 students), face challenges seeking help, whereas 45% (9 students) do not encounter such obstacles. Lack of Ownership and Pride (Q12): Forty-five percent (9 students) lack a sense of ownership, while 55% (11 students) take pride in their academic writing.

Struggling to Understand the Target Audience (Q13): An even split is observed, with 50% (10 students) facing challenges in understanding the target audience, and an equal 50% (10 students) not encountering this difficulty. Limited Exposure to Various Writing Styles (Q14): The majority, constituting 70% (14 students), has limited exposure to various writing styles, while 30% (6 students) have diverse exposure. Difficulty in Critical Thinking and Analysis (Q15): Sixty percent (12 students) experience difficulty in critical thinking and analysis, contrasting with 40% (8 students) who do not encounter such challenges.

Considering everything, this detailed analysis provides valuable insights into the prevalence of various challenges faced by respondents, offering a comprehensive understanding of internal factors impacting academic writing in English. These findings can inform targeted interventions and support mechanisms to address specific challenges and enhance students' academic writing capabilities..

Table 2. External Factors

	Questions	Responses	
	External Factors	Yes	No
1	Finding appropriate English vocabulary for scientific terms can be challenging.	16 (80%)	4 (20%)
2	Understanding the complex grammatical structures required for scientific writing is often difficult.	17 (85%)	3 (15%)
3	Expressing scientific concepts clearly and accurately in English poses a challenge.	18 (90%)	2 (10%)
4	Accessing reliable resources for scientific writing in English, such as dictionaries or grammar guides, is limited.	16 (80%)	4(20%)
5	Opportunities to practice writing scientific articles in English are scarce	11 (55%)	9 (45%)
6	Adequate feedback regarding scientific writing in English from instructors or peers is lacking.	13(65%)	7 (35%)
7	Feeling overwhelmed by the complexity of scientific concepts and having difficulty translating them into English is common.	11 (55%)	9 (45%)
8	Unfamiliarity with the conventions and style of scientific writing in English is a hurdle.	7 (35%)	13 (65%)
9	Maintaining a consistent academic tone and writing style throughout scientific writing in English is challenging.	13 (65%)	7 (35%)
10	Difficulty using academic quotations and references correctly in scientific writing in English is a common issue.	9 (45%)	11 (55%)

11	Limited exposure to scientific writing in English in the academic field makes it difficult to understand applicable expectations and standards.	16 (80%)	4 (20%)
12	Pressure from tight deadlines makes it difficult to produce high-quality scientific writing in English.	17 (85%)	3 (15%)
13	Finding a suitable scientific journal in English for publishing work can be challenging.	9 (45%)	11 (55%)
14	Concerns about the potential for plagiarism in scientific writing in English are present.	15 (75%)	5 (25%)
15	Lack of support from the academic institution or research group regarding scientific writing in English is an obstacle.	10 (50%)	10 (50%)

Table 2 presents a detailed overview of students' responses regarding external factors influencing challenges in writing academic articles in English. The data sheds light on various aspects affecting students' proficiency and confidence in scientific writing. Vocabulary Challenges (Q1): A significant majority of 80% (16 students) find it challenging to locate appropriate English vocabulary, while a smaller portion of 20% (4 students) does not encounter this difficulty. Grammatical Complexity (Q2): The majority of 85% (17 students) struggle with the complex grammatical structures required, with a minority of 15% (3 students) finding it manageable.

Expressing Scientific Concepts (Q3): A substantial 90% (18 students) face challenges in expressing concepts clearly and accurately, while only 10% (2 students) do not encounter this challenge. Limited Resources (Q4): The data indicates that 80% (16 students) have limited access to reliable resources for scientific writing, while 20% (4 students) report sufficient access. Limited Practice Opportunities (Q5): The majority, comprising 55% (11 students), have scarce opportunities to practice writing scientific articles, while 45% (9 students) report adequate practice opportunities. Feedback Lack (Q6): The analysis reveals

that 65% (13 students) lack adequate feedback from instructors or peers, while 35% (7 students) receive sufficient feedback.

Overwhelmed by Complexity (Q7): More than half, specifically 55% (11 students), feel overwhelmed by the complexity of scientific concepts in English, whereas 45% (9 students) do not experience this overwhelm. Unfamiliarity with Conventions (Q8): A notable 35% (7 students) are unfamiliar with conventions and style in scientific writing, contrasting with 65% (13 students) who are familiar. Maintaining Academic Tone (Q9): The data suggests that 65% (13 students) find maintaining a consistent academic tone challenging, while 35% (7 students) do not find it challenging. Quotations and References (Q10): Nearly half, at 45% (9 students), struggle with using academic quotations and references correctly, while 55% (11 students) do not encounter this struggle.

Limited Exposure (Q11): A substantial 80% (16 students) have limited exposure to scientific writing in English, while a minority of 20% (4 students) have diverse exposure. Deadline Pressure (Q12): The majority, comprising 85% (17 students), find it difficult to produce high-quality scientific writing due to tight deadlines, while 15% (3 students) do not face this challenge. Journal Selection (Q13): The data indicates that 45% (9 students) find it challenging to find a suitable scientific journal in English, while 55% (11 students) do not find this challenging. Plagiarism Concerns (Q14): A significant 75% (15 students) express concerns about potential plagiarism, while 25% (5 students) do not share this concern. Institutional Support Lack (Q15): An equal split is observed, with 50% (10 students) facing obstacles due to a lack of support from the academic institution or research group, and the remaining 50% (10 students) receiving support.

Taking everything into account, the comprehensive analysis provides valuable insights into external factors impacting students' scientific writing experiences, highlighting the need for targeted support and resources in areas such as vocabulary, grammatical complexity, and concept expression. Limited exposure to diverse writing styles and the pressure of tight deadlines emerge as notable challenges, suggesting potential areas for intervention and improvement.

Discussion

A research article represents a significant milestone for students pursuing a bachelor's degree in various fields of study. At universities and higher institutions, students are typically required to undertake this research project in alignment with the topic of their respective scientific disciplines. This holds for students majoring in English, encompassing literature or education, where the research article must be composed in English. Similarly,

for students studying abroad, the expectation is that their research articles be written in English. Undoubtedly, crafting a research article in English poses unique challenges, even for those proficient in the language. This difficulty is further compounded when the research itself is complex, a challenge that transcends linguistic barriers. Following a comprehensive study, which involved the distribution of questionnaires, the researcher has identified various internal and external factors contributing to students' struggles in the process of researching, writing, and completing their research articles.

In this research, there are several internal factors of EFL students' difficulties in writing and finishing an article research. They are: 1) 60% of students struggle with determining the title of a research study related to translation. 2) 75 % of students face challenges due to limited English language proficiency. 3) 60 % of students experience a lack of confidence in the process of writing academic articles in English. 4) 70% of students deal with anxiety or stress while engaged in writing academic articles in English. 5) 70% of students struggle to organize thoughts and ideas when involved in writing academic articles in English. 6) 60% of students find it challenging due to perfectionism and self-doubt, which hinders progress in writing academic articles in English. 7) 40% of students experience lower motivation to engage in writing academic articles in English, perceiving it as less relevant to academic goals. 8) 65 % of students have trouble setting realistic goals and managing time effectively when writing academic articles in English. 9) 70 % of students have issues with procrastination and time management, which impede their ability to complete academic writing projects in English on time. 10) 75 % of students are lacking effective strategies to overcome writer's block and maintain focus when writing academic articles in English. 11) 55 % of students encounter difficulty in seeking help from instructors, peers, or writing tutors when facing challenges in writing academic articles in English. 12) 55 % of students do not have a sense of ownership and pride in academic writing in English, affecting motivation and efforts.. 13) 50 % of students struggle to understand the target audience for academic writing in English and adapt their writing style accordingly. 14) 70% of students have limited exposure to various genres and styles of academic writing in English, restricting the ability to find a suitable writing style for work. 15) 60% of students encounter difficulty in critical thinking and analysis skills, which are crucial for producing high-quality academic articles in English.

There are also several external factors of students' difficulties in writing and finishing an article research. They are: 1) 80% of students Find appropriate English vocabulary for scientific terms can be challenging. 2) 85% of students understand the complex grammatical structures required for scientific writing is often difficult. 3) 90% of students Expressing

scientific concepts clearly and accurately in English poses a challenge. 4) 80% of students Accessing reliable resources for scientific writing in English, such as dictionaries or grammar guides, is limited. 5) 55% of students have opportunities to practice writing scientific articles in English are scarce. 6) 65% of students adequate feedback regarding scientific writing in English from instructors or peers is lacking. 7) 55% of students feel overwhelmed by the complexity of scientific concepts and having difficulty translating them into English is common. 8) 35% of students are unfamiliarity with the conventions and style of scientific writing in English is a hurdle. 9) 65% of students maintain a consistent academic tone and writing style throughout scientific writing in English is challenging. 10) 45% of students state that have difficulty using academic quotations and references correctly in scientific writing in English is a common issue. 11) 80% of students state that have limited exposure to scientific writing in English in the academic field makes it difficult to understand applicable expectations and standards. 12) 85% students get Pressure from tight deadlines makes it difficult to produce high-quality scientific writing in English. 13) 45% students find a suitable scientific journal in English for publishing work can be challenging. 14) 75% of students Concerns about the potential for plagiarism in scientific writing in English are present. 15) 50% of students have Lack of support from the academic institution or research group regarding scientific writing in English is an obstacle.

Conducting a research article in English has become an essential task for students pursuing majors related to the English language, encompassing both literature and education. Crafting a research article in English poses distinct challenges compared to writing an article in Indonesian. The intricacies of translating ideas into English sentences necessitate proficient grammar skills. The revision process is inherently more time-consuming, as errors may surface not only in the substantive content of the article, such as methods and instruments but also in terms of grammar and tenses. This shift from thesis writing to research article creation underscores the nuanced demands and intricacies associated with academic writing in English.

CONCLUSION

Writing a research article in English has become a requisite component of the academic journey for students specializing in fields related to the English language, encompassing both education and literature. The challenges inherent in composing an article in English are undoubtedly more pronounced compared to the relative ease of crafting one in Indonesian. From this research can be concluded that there are several internal factors of students' difficulties in completing an assignment of article research.

Internal factors affecting English students in academic writing involve challenges such as difficulty in determining a research study title, limited English language proficiency, anxiety or stress during writing, struggles in organizing thoughts, procrastination, lack of effective strategies to overcome writer's block, and limited exposure to diverse writing styles. These factors collectively contribute to difficulties in the academic writing process. Meanwhile, External factors impacting scientific writing in English encompass challenges related to finding an appropriate vocabulary for scientific terms, grappling with complex grammatical structures, and expressing scientific concepts accurately. Additionally, limitations in accessing reliable resources and exposure to scientific writing contribute to difficulties in meeting expectations and standards. The presence of tight deadlines adds further pressure, complicating the production of high-quality scientific writing in English. Preparing to write a research article in English is crucial, as it sets the foundation for the entire process. Without careful preparation, students may face difficulties later on.

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