

STUDENTS' VOICES ON ACADEMIC WRITING ACTIVITIES AT TERTIARY LEVEL

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ABSTRACT

Academic writing activities play an important role for students at the tertiary level. Because students are required to be mastered to write academically. The aim of this research was to know-how is the teaching of writing for academic purposes, to know how students perceive the teaching of writing for academic purposes, and to know how a teacher perceives the teaching of writing for academic purposes. Case study was used as the research design in the paradigm of the qualitative and 20 students (in the 5th semester) and 1 teacher from Bogor Ibn Khaldun University were invited as a research participant. Observation, interview, photovoice, voice recorder, and documents were used as a research instrument to get the data. The result of this study showed the teacher taught the materials before each student was required to write an essay. The teacher provided feedback and comment on their essay in the process of writing an essay. Students did the revising process to make their essays better. The students also had a positive perception of the teaching of writing for academic purposes. There were three aspects that students perceive on the teaching writing for academic purposes those were the teaching practice, teachers' feedback, and students' problems or challenges. Besides, the teacher perceives there were some problems encountered in the teaching of writing for academic purposes. The problems encountered were students' level proficiency, students' motivation, technical problems in the classroom, the production of the students' essay, and the support from the leader.

Keywords: *Students' perception, Academic Writing, Academic Writing Activities*

INTRODUCTION

The English language generally has four language skills there are listening, speaking, reading, and writing. this paper focuses on writing skills. Writing skill is one of the important skills that have to be mastered by language learners including students at the tertiary level because in Indonesia writing is the basic goals in an educational syllabus. According to Depdiknas (2006), teaching generally aimed to help students learn all of the language skills, which is listening, speaking, reading, and writing; this

evident from the Content Standard for the teaching of English at the tertiary level of education. According to Linse & Nunan (as cited in Marzelia et.al, 2014) stated that writing is the combination between process and product. The process is when collecting ideas that can create a product that can be read by readers. In addition, Marzelia et al (2014) in their research implied that writing is not only the activity of setting down some words or sentences into the writing language but also the activity of arranging words into well-organized writing.

However, a lot of students complained that writing is one of the difficult skills. Cahyono (2009) claimed that many students in Indonesia think writing is the most difficult skill. In writing students have to be able to mix their idea and have enough capability in vocabulary and grammar. Writing is one of the language skills that are more complex and difficult than the others because students have to master grammar and vocabulary. Besides, Astika and Sulisty (2018) in their research they found that some students found it difficult to express their idea in writing, create words, sentences, and a good paragraph. In addition, students feel afraid of making mistakes in the writing process. In university-level writing is one of the important skills that have to be mastered. At the English Education major in Ibn Khaldun university provides four writing courses that must be studied there are; writing for general communication I, writing for general communication II, writing in a professional context, writing for academic purposes. four writing courses are important and related to each course because with these four writing courses students able to write academic writing for instance essays, paper proposals, research, paper and so on. Writing is the most difficult language skill not only for students but also for the teacher, it is happening because of their lack of writing skills because in writing skills choosing and combining vocabularies and tenses are important to make a meaningful text that can be read with other people. As Sebranek, et al. (2009) suggested, the writing process consists of five stages: prewriting (planning), writing

(writing the first draft), revising, editing, and publishing stages.

As Wolsey, et al. (2012) in their research claimed that academic writing is a window into what students can do in the larger domain of academic discourse within disciplinary communities. At the tertiary level, students who take the major of English education they required to take academic writing. Schleppegrell and O'Hallaron (2011) claimed that students are requested to use academic language which requires advanced proficiency in complex language across subject areas. Many tertiary students still struggle with their academic writing even students of English education have learned English for almost 13 years. Besides, Bailey, Burkett, & Freeman (2010) argued that more academic content becomes abstract and complex, the more the language structures become sophisticated and challenging.

For students who take the academic writing class, they not only write everything on their minds but in academic writing, they required their critical thinking on what they write. At an advance level, writing an extended text does not only involves the language system but also requires the cognitive system for memory and also thinking (Kellog2008, as cited in Pratiwi, 2013). On the other hand, the writing process in academic writing is not simple. Academic writing is one of the subjects that complicated because of its process not as simple as writing a story. For instance, a college student should prepare their academic writing in order to get the convenience in their writing process. The writing process in academic writing is a key concept in the teaching of writing and an

important research concept in the field of composition studies. As Sebranek, et al. (2009) suggested, the writing process consists of five stages: prewriting (planning), writing (writing the first draft), revising, editing, and publishing stages (post writing). In addition, the writing process as a private activity may be broadly seen as comprising four main stages: planning, drafting, revising, and editing (Seow, 2002).

There is much research to investigate about teaching writing. The researcher has found two relevant studies related to this research. The first previous study had been conducted by Ismail (2012) from the Faculty of Education at United Arab Emirates University with the title "*Exploring Students' Perceptions of ESL Writing*". The design of this research was quantitative and qualitative, the data collections were a questionnaire and focus group interview. He was found that students have positive views toward the Academic Writing Course (AWC) in particular and ESL writing in general.

The second previous study was conducted by Pratiwi (2013), with the title "*The Academic Writing Students' Perception Toward Prewriting Activities: A Qualitative Study on Academic Writing Classes*". Qualitative was conducted in this study, a semi-structured interview was used to get participants' opinions about brainstorming and outlining in an academic writing class. The result of this study showed that most of the participants shared the perceptions that brainstorming and outlining were helpful and necessary to be conducted in the prewriting stage. Nevertheless, there were a small

number of students who did not need prewriting activities because of their preferences and writing habits. Consequently, from two previous studies, the researcher is going to find out students' voices on academic writing activities at the tertiary level. It is important to limit the problems of this research in order to make it stay focus and have clear aims. In this study, the authors focus on the teaching of writing for academic purpose and how the students and lecturer perceive the academic writing activities. According to the background of the problem that has been explained above, the author framed the problems in following questions as follow:

- 1) How is the teaching of writing for academic purpose?
- 2) How do students perceive the teaching of writing for academic purpose?
- 3) How do teacher perceive the teaching of writing for academic purpose?

METHOD

This research is under the paradigm of the qualitative method, a case study was employed as the research design of this study. Cresswell (2012) explained that qualitative research is an approach for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. Based on L. R. Gay (2012, p. 443) case study research is a qualitative research approach in which researchers focus on a unit of study known as a bounded system (e.g individual teachers, a classroom, or a school). Besides, L. R. Gay (2012, p. 443) argued that a case study research

method is appropriate when the researcher wants to answer by using a descriptive form or explanatory question. As a result, the data and the result will be conducted by description form, not in the statistic form. Therefore, the researcher plans to apply qualitative in order to investigate more about students' voices on academic writing activities at the tertiary level.

Participants were very important in this study. The participants of this study were a teacher and one class that consist of 20 students at the tertiary level at Ibn Khaldun University in English Education Major, and the students were 5th semester of class B at ibn Khaldun university. The teacher has been teaching for about 13 years. During the research process, the researcher observed the academic writing class and collected the students' voices on academic writing activities in the classroom.

A class of academic writing consisting of 20 students was selected as the research participants in this study. Only one class was selected as researchers' limitation of time and the availability of the time schedule or allotment of the subject was.

Five types of instruments were used in this study namely observation guideline, interview guideline, photovoice, voice recording and documents.

FINDINGS AND DISCUSSIONS

Observation of Teaching Writing for Academic Purpose

There were sixteen meetings of Writing for Academic Purpose class, but six meetings were conducted by the researcher in this study. Six meetings were conducted by the

researcher to gain information about the first research question that is how teaching writing for academic purposes is. This section will describe the activity of The Writing for Academic Purpose class. The teaching academic writing activities observed by the researcher were about; teaching activities, lesson structure, teaching scenario, teaching materials and resources, teachers' use of language. The result of the observation can be described as follows:

Teaching Activities

The first point of teaching academic writing activities is teaching activities. In this study, three kinds of teaching writing activities were conducted. Whole activities, pair and group activities, and individual activities were conducted in this writing for academic purpose class. Each activity can be explained as follows. *Firstly*, whole teaching (TTA 1) was conducted in the first until the third observation. A whole activity means that the teacher took a full role in this class. In the whole activity, the teacher provided some materials for students before they requested to begin to write an outline and essay. First, the teacher provided the material about the APA referencing system. The teacher explained the steps to write the citation and references. Second, the teacher explained how to create an outline and explained the structure of the essay. Last but not least, teachers navigating students in finding references to support students' essays. These activities are important for the beginner to guide them in writing an essay. *Secondly*, in the middle of the meeting pair and group activity (TTA 2) was conducted in this class. In selecting the topic,

creating an outline and creating an essay, students are requested to share and exchange their ideas with their friends. Therefore, each student able to know the lack of their essay or its topic. This activity was helpful to develop their mind besides they need teacher guidance.

Last but not least, individual activities (TTA 3) were conducted in this meeting. One of the individual activities were students were requested to open the links of journals given by the teacher in navigating process to find some references. In addition, students are requested to create an outline first. Then, after they had finished their outline, they had to continue to create an essay. In creating an outline and its essay students are requested to submit their essay. Then, after submitting their essay, the teacher would give the comment and revised to their essay in order to make their essay better. To sum up, giving the materials and explaining about an essay is helpful for students in creating an essay. Before students had to begin creating an outline and its essay, students knew how to create it and what they should put in their outline. Besides, the revising process was needed to develop students' essays and made students' essays better.

Lesson Structures

The second point of teaching academic writing activities is about lesson structure (LS). In each meeting, there was three lesson structure that conducted in academic writing class those were pre-teaching, while teaching, and post-teaching. Each lesson structure can be explained as follows. In pre-

teaching (LS 1), the teacher informed students about the material that would be discussed in each meeting, prepared the material, and gave some resources to support the academic writing teaching and learning. For instance, the teacher gave an E-Book about APA Referencing System before the class was begun. This book is helpful for beginners because this book explains about the APA Referencing, how to write the citation and references from one until eight authors.

Besides, in while teaching (LS 2) the teaching and learning was conducted such as giving the materials submitting students essay, revising students essay and so on. For instance, the teacher explained the materials before students required to create an essay. Students were guided by the teacher in creating an essay. They learn about how to write the citation and references according to APA referencing style, teacher-guided the process navigating to find references, the teacher explained about the outline and its essay. These activities were helpful to guide students in writing an essay. Besides, while teaching (LS 2) submitting and revising students' essay were conducted in academic writing teaching and learning. For instance, teacher revising their outline, introductory paragraph, and body paragraph.

In addition, in each post teaching (LS 3) reflecting and giving the assignment always be conducted in this part. Before the teacher ends the class, the teacher always asked about the material that students had learned for each meeting. For instance, one of the lesson structures can be drawn by the table below:

No.	Object Observation	Activities	Coding	Remark
2.	Lesson structure (LS)	Pre teaching	LS 1	Teacher gave an E-book of APA Referencing system before beginning the class
		While teaching	LS 2	Teacher explained what is an APA referencing system, how to write citation and references according to APA referencing.
		Post teaching	LS 3	Teacher did the reflection in the end of the class

Table 4. 1 The Result of Observation Guideline

Teaching Scenario

The next result of the observation is about teaching scenario (TS). Four kinds of teaching scenarios were conducted in each meeting those were; presenting tasks (TS 1), teacher prompts (TS 2), Teacher Respond (TS 3), and managing error (TS 4). The summary of teaching scenario in each meeting can be explained as follow. *The first* teaching scenario is about presenting tasks (TS 1). Presenting tasks on this point means that the way teachers in giving the task for students. In presenting tasks, the teacher gave the task to students. For instance, in the second meeting of observation students are requested to select the topic for their essay. Besides, in the process navigating to finding references each student was required to find at least 15 references for the journal or the E-Book. The task presented by the teacher was quite clear. Each student did all the tasks from the teacher such as finding the references and creating an outline and its essay.

The second teaching scenario is about teacher prompt (TS 2). Teacher prompts show about teacher guide or teacher stimulation in the process of writing. In each

meeting, students were guided by the teacher in writing an essay. Not only guiding but also stimulating was conducted in each meeting. The teacher stimulated students by asking some questions. For instance, the teacher asked questions about the materials such as “*which one is the most important, title or topic?*”.

The third teaching scenario is about teacher response (TS 3). In each meeting, of course, there were some questions from students. Students always asked something that they had not understood or something that they did not know. in each meeting, the teacher always answered the questions from students. For instance, students asked about how to write the citation or references from the internet. And the teacher answered this question clearly.

The fourth teaching scenario is about managing error (TS 4). In managing errors, the teacher guided students to correct students' errors in writing an essay. Because writing an essay is not easy. In writing an essay, students are required to write it academically. Therefore, in academic writing teaching and learning teacher revised students' essays in order to their essay develop and better.

Dealing with managing errors, the teacher did it in the process of revising students' essays.

Teaching Materials and Resources

The next result of the observation is about teaching materials and resources (MR). Teaching materials and resources were used to support and develop teaching and learning academic writing. There were three kinds of teaching materials and resources (MR) that use in this writing for academic purpose class those were; The board as a resource (MR 1), the learners as a resource (MR 2), and the use of another resource (MR 3). In the teaching and learning writing for academic purposes. Firstly, the board was used as a material in each meeting (MR 1). Board was useful for the teacher to write and explain the materials. Secondly, students' essay was used as the learners' as resources (MR 2). Because their topic and essay came from students' minds. Therefore, students' essay was used as learners as resources. In addition, there was the use of other resources (MR 3). For instance, the teacher used an E-Book of APA Referencing, links of the journal, example of essay outline, laptop, and projector as materials.

Teachers' Use of Language

The next result of the observation is about teachers' use of language (TUL). The teacher's use of language in each meeting was divided into three those were the use of questions (TUL 1), the use of instruction (TUL 2), and the feedback teacher (TUL 3). In the use of questions (TUL 1), the teacher often asked students about their process in writing an essay, reflection before the end of the

class, students' improvement, their challenges and problems in writing academically. For instance, some questions used such as; "*what we have learned today?*", "*how is your reflection?*", "*Which one is important? Topic or title?*". The use of questions in teaching writing academic purpose was clear enough and easy to understand.

Besides, in the use of instructions (TUL 2) students gave the instructions in each meeting clearly and students were understood enough. For instance, on the fifth meeting of observation teacher gave the instructions that students were requested to find at least 15 references include journals or books. Besides, students were requested to submit their body paragraphs. Afterward, at the next meeting, all students had done their homework. It means that on the use of instructions, the teacher instructed students clearly and all students understood. For instance, the direct sentence that used such as the example below:

*T: What you have to do next week?
Next week, you have to choose selected topic, try to find the references through the links of journals that related with your topic, then make the outline.*

T: Please find at least 15 references related to your topic

T: Please submit your essay outline

T: Please submit your introductory paragraph on the next meeting

T: Please submit your body paragraph

In addition, teachers' feedback (TUL 3) is one kind of teacher language. The oral and written feedback was used by the teacher in giving feedback for their essay. It means that while the teacher gave the feedback orally, the teacher

explained and revised the student's essay. Not only oral feedback but also written feedback were used to support the feedback in order students understood with the comment that had given by the teacher. Not only comment but also compliment was used in giving feedback. For instance, the direct sentence that used such as the example below:

T: Ok very good

T: It is good, but you have to add this

Students' Perceptions toward Teaching of Writing for Academic Purpose

In this part, the writer interpreted the result of the interview. The result of the interview was students' voices toward 3 interview guidelines that the writer asked to them. The writer interviewed 5 students who were from girls those were ARA, DM, FYS, APM, and DF. The interviewer interviewed the respondents on 24 of February 2020.

The writer used the interview to answer the second research question to find out how do students perceive the teaching of writing for the academic purpose of writing for academic purpose class. From three points of interview guidelines, the researcher would find three points those were the students' perception of the teaching practice, the students' perception of the teachers' feedback, and the students' perception of the problem encountered. The result of the interview will be presented based on each respondent below.

Students' Perception on The Teaching Practice

The first point of interview guidelines was about students' perceptions toward the teaching practice of academic writing. From five respondents, three of them were ARA, DM, and FYS claimed the process of academic writing is difficult to pass it. ARA argued that academic writing difficult to pass because in the writing process, they should relate one paragraph with their topic. On the other hand, APM claimed that the process of academic writing activity is not too difficult because she gets used to writing. Besides, DF argued that academic writing is something interesting because it was the first time, she wrote an essay.

Then, the researcher asked about what are the activities that they had learned for one semester. 5 respondents answered that before they write an essay, they learned about how to write citations and references based on APA, the teacher gave the materials about the outline and essay, and teacher navigated to find the references through the links of journals. The researcher got 1 question to be asked about the teaching practice.

I: From the material that had given by teacher, does it make it easier and help you to write an essay?

R: Yes, it does. It is very helpful to write an essay

It means that the material that had given by the teacher was very helpful for them to write an essay. Because of the material, they know how to write the citation and references, know about the outlining and so on. From the process of writing an essay, the answer to three

respondents was different. The researcher asked *which one is the most difficult process? Outlining, write the introductory paragraph or body paragraph?*

ARA: Introductory paragraph, because I have to make the reader interest with my essay, then I have to open it interesting as possible

DM: Body paragraph, because in body paragraph I should cite the references and relate the citation with my own words

FYS: Outlining, because before write an essay we should write an outline. and I still confuse how to improve my essay

APM: On my opinion, write body paragraph is most difficult because we have to know what we should to write related with our topic and not out of the topic

DF: Introductory paragraph, because in introductory paragraph we should open our essay

However, with the process encountered by students. Students trusted that with studying academic writing it can ease them to write the final project. Because they hope that after learning the process of academic writing, it will be helpful for them.

Students' Perception on The Teachers' Feedback

The second point of interview guidelines was about students' perception on the teachers' feedback. In teaching writing for academic purposes, teachers' feedback was important for students. Students commented that teachers always give feedback for their essays because with the feedback from the teacher it can develop their essay and motivate them to make an essay. However,

FYS claimed that with much feedback sometimes it can make her bored and felt down. But she motivated herself to lose negative feelings. Besides, four respondents, those were DM, ARA, DF, and APM argued that the feedback from the teacher motivated them to write and made them curious to continue their essay.

In giving feedback, the teacher gave oral and written feedback. Both of them surely help students to develop their essays. DM, DF, FYS argued that not only oral feedback but also written feedback were important for them because it makes easier when they should revise their essay. On the other hand, ARA and APM claimed that oral feedback was most clear than written. Because sometimes she didn't understand the written feedback.

ARA: Orally, because sometimes I don't understand about the meaning of teachers' writing

DM: Both of them, because I can see written feedback if I forget the oral feedback

FYS: Oral and written feedback, because it is the most clear

APM: Orally, because I always write the feedback from Mrs. L because teachers' writing was not easy to understand

DF: Oral and Written feedback can easily to understand, because Mrs. L explained the feedback slowly and clearly

Besides, students understand the teachers' feedback. Because in giving oral and written feedback, the teacher gave feedback clearly and easy to understand to improve their essay. The researcher asked *do you understand with teachers' feedback?* One of them

answered “*not 100% but, the teachers' feedback clear enough*”

Students' Perception on Problem Encountered

The third point of interview guidelines was about students' perception on the problems encountered. The problems among others were almost similar. Five respondents of this research answered that there are some problems encountered by them those were; find the topic for their essay, find the references, write the citation, and improve the topic.

- a. Find the topic was the problem encountered by students. Because to choose the selected topic, they should the topic according to their passion.

finding the topic is one of the problems because we should choose the topic related to our passion and also find the references.

- b. Find the references was the problem encountered by all students because in this academic writing class they should find at least 15 references from journals and books.

- c. Write the citation was the challenges for students, because there are many kinds of how to write the citation according to APA Referencing system

write the citation is difficult because there are many steps to write the citation

- d. Improve the topic in their essay is one of the problems and challenges. Because in each topic sentence, they should improve their topic with the citation to support their essay then write their opinion to their essay

However, by the problems encountered by students, they motivate to write more. Occasionally, they felt challenged to write an essay. On the other hand, one respondent answered differently about the problems that motivate them. FYS claimed that with the problems encountered by her, sometimes made it lazy to write an essay. Nevertheless, because writing an essay is one the final project of writing for academic purposes. Therefore, they had to fix it and submit their essay on the final exam.

DISCUSSION

This part would answer the research question from chapter 1. Three research questions would be answered in this part. Which were: how is the teaching of writing for academic purpose, how do students perceive the teaching of writing for academic purpose, and how do teacher perceive the teaching of writing for academic purpose.

The Teaching of Writing for Academic Purpose

Based on the instruments used to answer the first question, which was observation and photovoice, it showed that there were some steps of the teaching of writing for academic purposes and it was supported by the result of the observation and photovoice.

The result of the observation, it showed that the teacher taught the materials before each student was required to write an essay. And the materials that taught in each academic writing activities those were explained how to write citation and references based on APA referencing system, explained how to create an essay outline and the

structures of essay, and navigated to find the references through the links of the journal. These activities suited to the preparation before students were required to write academically. Ntereke and Ramoroka (2015) claimed in their research that the academic writing activities engaged by students included paraphrasing and summarizing, paragraph writing, integrating sources, writing a reference list, identifying features of academic writing like hedging, topic analysis and writing an outline.

In addition, writing an essay, students are required to implement the discipline in their essay. For instance, they required to put the citation after they cite from the source then write the references based on APA referencing style. This finding was supported by the statement of Wolsey., et al (2012) in their research claimed that academic writing is a window into what students can do in the larger domain of academic discourse within disciplinary communities.

The types of academic writing that were learned in this academic writing course was created an essay. According to Bailey (2011), types of academic writing are notes, reports, project, essay, dissertation/thesis, and paper. It means that essay is one of the types of academic writing. It also supported by De Poel and Gasiroek's (2012) research. De Poel and Gasiroek revealed that the categorizes of writing for academic purpose as a prominent component of academic discourse which may take several different forms, including essay, project, lecture notes, and theses.

Furthermore, after provided the materials as students'

preparations there were some steps in creating an essay. Before creating an essay, students were required to create an essay outline. The essay outline was used as a prewriting in this writing for an academic purpose course. An essay outline was used by students to help and guide them in writing an essay. Because of the students as a beginner in writing an essay, therefore they need guidance to write an essay. According to Shaw (As cited in Pratiwi 2013) outlining is organizing several related ideas in a logical order that can fulfill the aims of composing.

Furthermore, there were the structures of essays that students required to write those were introductory paragraphs, body paragraphs, and concluding paragraphs. As stated by Jolyon and Dodgson (2011) a structure of academic writing should be included in academic writing for instance; introduction, body, and also the conclusion. In addition, each structure of the essay was revised by the teacher. Revising or giving comments and feedback is important in the academic writing class because students need guidance to make their essays better. According to Evan & Morrison (2011) found that students needed assistance with academic writing.

the result of the observation from the teaching of writing for academic purpose those were planning (prewriting), drafting, revising was conducted in this teaching of writing for academic purpose course. This finding was supported by Seow (2002) that the writing process as a private activity may be broadly seen as comprising four main stages: planning, drafting, revising, and editing.

Students' Perception Towards The Teaching of Writing For Academic Purpose

Based on the instruments used to answer the second research question, which was the interview and voice recorder, it showed that the teaching of writing for the academic purpose had positive perceptions from students. And it was supported by the result of the interview and voice recorder.

From the result of the interview R01, R02, and R03 said that writing academically was difficult and more complex because they had to follow some steps of writing academically and implement the discipline in their essays. Besides, R04 claimed that writing academically was not too difficult because she used to write. On the other hand, R05 argued that writing academically was something interest because there were some challenges found in this class. Moreover, the data findings were supported by Freeman (2010) revealed that the more academic content becomes abstract and complex, the more the language structures become sophisticated and challenging.

Furthermore, each respondent pointed out that the academic writing class was beneficial for them especially for their study. The materials given by the teacher were important and helpful for them in writing an essay. For instance, write the citation and references, find the journals, the steps on how to write an essay outline and so on.

In the process of writing, teachers' feedback was conducted in this activity. Each respondent claimed that teachers' feedback was

very helpful and motivate students to write. Because of teachers' feedback can develop students' essays. As Sebranek, et al. (2009) suggested, the writing process consists of five stages: prewriting (planning), writing (writing the first draft), revising, editing, and publishing stages. It means that revising was the kind of feedback used in this academic writing class. According to Kroll (as cited in Ariyanti, 2016) feedback provided by the teacher to students to make sure they develop. Without feedback in any writing course, the classroom is of no reasoned use for the students.

The problems and challenges encountered by students were the findings of the interview. The problems faced by each student almost similar those were finding the references, writing the citation and references, putting their ideas and so on. Nevertheless, to put their ideas into their writing and relate it with the citation was the most common problems encountered by students. The data findings also supported by Cahyono (2009) claimed that many students in Indonesia think writing is the most difficult skill. In writing students have to be able to mix their idea and have enough capability in vocabulary and grammar.

CONCLUSION

The teacher taught the materials before each student was required to write an essay. The materials that taught in each academic writing activities those were explained how to write citation and references based on APA referencing system, explained how to create an essay outline and the structures of essay, and navigated to find the references through the links of the journal. The

teacher provided feedback and comment on their essay in the process of writing an essay. Students did the revising process to make their essay better.

The teaching of writing for academic purposes had positive perceptions of students. The materials of teaching writing for academic writing were helpful and guide them to write an essay. Although there were some problems encountered by students.

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