

## Understanding of the Challenges of the Writing Work in Academia World: What Publication Say

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### ABSTRACT

This article discussed various types of academic or intellectual papers from academic assignments and projects. Understanding the various writing types in academic work is very important because it serves to communicate the knowledge gained through a series of searches that involve research activities in various disciplines. The researchers have obtained literature related publications, and review them with descriptive design analysis to obtain data findings that answer the topic of discussion. The researchers involve a coding system, in-depth interpretation, and data conclusion taking elements of high validity and reliability of this study's findings. Finally, summarize the findings of this study; this thesis's result can be summed up with some significant pings, among others, that academically speaking, challenges in writing were not new.. The difficulty of writing scholarly was a problem for non-academic students [the English speaker] and other nationalities. For this reason, this analysis merely offers an interpretation of that in a traditional academic language.

**Keywords:** *Understanding Academic Writing, Academia Works, Publication Review*

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## INTRODUCTION

Academic writing is a writing system that is usually used in education or formal languages (Bailey, 2011; Wingate, 2015). Writing in the academic world uses clear language, of course, different from language outside of academics. The form is concise, focused, structured, and supported by valid and reliable scientific evidence or study evidence. The purpose of ordinary academic writing is to help students or readers understand scientists and academics' communication environment. These writing styles often have a formal tone and style but are not complicated and do not require long sentences and complex vocabulary. Academic writing is different from writing in a business setting or general context writing. Because academic language has various types and models, it requires a proper understanding, especially for the academic community and other formal contexts. We want to discuss various types of academic

writing by reviewing scientific literature from many publications that discuss themes relevant to this study.

According to Tusting et al., (2019) academic texts or writings are very important, especially in academia. Because the academic text is a separate dimension when compared to other texts. This means that academic tech language is essential for understanding academic literature, which usually requires a slightly different approach so that readers are very targeted and specific. Besides, academic writing is also closely related to the development of science and technological innovation, which is very helpful for human progress so that its existence is important as an understanding, explanation, discussion and needs to be controlled. In other words, academic writing is also critical, especially for those who are involved in academia. As conducting teaching, researching, and writing scientific reports are a means of communicating their duties and jobs to keep reading while creating the latest academic texts continuously.

As a language of scientific communication, academic writing must be treated as a formal written language, for example, the language used in the world of research which must always be a formality and formal because written works are always the basis for conveying thoughts and opinions and criticism that must be done utilizing formality among professionals, such as academics and scientists outside of academics. (White et al., 2009; Macrina, 2014; Selgelid, 2006). Since they all live and work separately, they need a highly formalized written language called academic writing. Students must have academic writing skills at the school and university level, which is necessary so that the academic community can communicate their scientific ideas by writing them in an academic written language. It is essential to familiarize writing academic writing to become a part of beneficial activities to both the author and the intellectual development of knowledge and expertise in specific knowledge.

Talk about academic writing; there are at least many basic ways to improve academic writing style, for example, by using an active voice. Coffin et al., (2005) stated that many things could be prepared in teaching academic writing, for example, the use of speech in the active voice. Because writing with many voice active sentence patterns is a way of writing with a few words but writing thoughts that are more concise and effective to create a more communicative, easy-to-read narrative that is more interesting, write by making sentences that will help avoid grammatical errors. Such as writing prepositions, using punctuation marks, using foreign language terms, and using capital letters. Bailey, (2011) suggests that international students often face writing errors, so they should be introduced to reading books such as academic writing guidelines.

### **Highlights of scholarly writing**

Scholarly writing in English is direct, implying that it has one essential issue or topic with each part adding to the primary line of the contention, without mutilation or reiteration. Its motivation is to educate as opposed to engaging. What is more, it is likewise in standard composed language. There are ten primary qualities of scholarly composing that are frequently talked about. Literary composition somewhat: unpredictable, formal, level headed, express, supported, and mindful. He utilizes language exactly and precisely. It is likewise efficient and arranged. (Cotterall, 2011).

The writer's observations since postgraduate where every time they are given a task that involves academic writing, the author has felt how writing in an academic style is relatively more challenging than non-academic language. (Gilquin & Paquot,

2008; Coffin et al., 2005; Biber & Gray, 2010). Academic writing is lexically dense compared to extracurricular writing - they have a more proportionate lexical compound than grammar.

In other words, in academic writing, the complexity and meaning are so complete that a limited group can only be understood. According to Hyland, (2002) problems of authority and invisibility make academic writing the hallmark of writers. Through academic writing, the characteristics of the writer will easily understand what and who wrote it. Meanwhile, when viewed from the purpose of writing, scientific writing aims to convey specific thoughts in certain fields within the scope of academia of scientists in a way that requires academic writing to have no difficulty understanding the content and academic context, which is often very challenging to audiences. As a result, every academic writing is always identified as complex. It must also be understood that academic writing has its characteristics, namely being instrumental, being trusted writing, always formal and to the point, consistent in format, and always having reliable citations. These include the characteristics and complexity of academic writing.

Apart from complexity, academic writing is also bound by the principle of formality, which refers to the author's alignments with standard academic writing language rules. For those who live in academic circles, language and academic writing are not a severe problem. This is because the environment will shape the author's language with content formality. The question arises, why is the principle of formality a particular concern in writing the scholar method? Formality in the world of scholarly communication is essential because it concerns academic documents' principles, which are required to be objective in writing. Its objectivity must be conveyed in a way to the point with maximum accuracy. This is the primary goal of any academic writing, more in the context of higher education academics. (Mendis, 2010).

For academic writing to enter the formality principle, every writer must learn to increase formality by not including contraction or word abbreviations, including slang expressions, multiply passive voices, involve proofreading. Abidin, (2018) in a study of the language style used by the characters in Frozen Movie, said that there are several degrees of language formality in close relationships, casual atmosphere, consultative style, formal tone, and frozen context language. The question is whether the academic language must be in the precision pattern? Of course, the answer is that formality in academic writing must be absolute precision as legitimate because the academic writing language mode is a communication model formed by context, study topic, role and culture, and target audience Scott & Hoffmeister, (2018).

According to Mitchell, (2017) writing in academic innovation must be feminism, presence, and objectivity in writing. He confirmed that being objective shows that writers should care about facts and not be influenced by personal feelings or biases. Part of being objective is being fair in the writer's job. Try to consider both sides of the argument and avoid making value judgments using beautiful or terrible words. Writing in an objective or impersonal way allows the writer to sound more convincing or persuasive to an academic audience. The remainder of this guide provides strategies for writing objectively. The use of phrases such as personal words can give the impression of bias in academic writing. So it is a good idea to use one or more of the following strategies when making the following big decisions: By admitting and asking for compensation so as not to appear biased. Submit content that is in the pros and cons categories. It is better if linguists and academic studies assist the author. Eliminating the author's determinant principle, researching something different from

the author's line of mind, and each writer is accompanied by a rubric and evaluation system and determining decisions and always sticking to them.

The luminosity factor is also an essential element in academic studies. The academic writing system has explicit content in every piece of writing. According to Biber & Gray, (2010) challenging academic writing stereotypes are complexity, elaboration, and explicitness. So that brilliance is also a severe matter for writers in any language that the authors explain to the audience with various academic writings what the content is. This cohesion can be conveyed explicitly by involving words that connect the descriptions of the content of each different academic paper.

The accuracy factor in writing academic context is also significant. This is how every writer needs to develop an element of accuracy in academic writing. Accuracy in academic studies is when there is an explicit agreement with the authenticity of a fact. It has three critical components: the accuracy of the writing, which refers to the correct quotation of complex issues, and the suitability of academic world studies' discussion and topic. Any academic writing needs accuracy and focuses on the language theme of a problem Stone & May, (2002). Why is the accuracy factor important in writing in an academic study environment? Of course, this is important in the symptom and culture of written communication in any academic organization. Because often confusion will make academic writing inefficient, productivity let alone reputation. The world of academic scientists is always efficient. So communicating in written language shows a lot about the researcher's ability.

According to Feinberg & Shapiro, (2003) every writer must have real thoughts that require paragraph formatting and language structure, and practical and selective word choices to describe the topic productively. Being a writer, anyone needs a working accuracy by familiarizing themselves with style and applying these elements to writing, revision stages, editing processes, and recording academic written documents. Indeed, the level of writing accuracy can be improved. The writer's self-track record is an indicator. Fix mistakes in writing and remember a sound writing system. Take some time and think while writing! When writing is too hasty, he does not have time to think about the elements of accuracy and efficiency; that is when mistakes often occur. (Bitchener & Knoch, 2010; Aslan et al., 2020).

Academic writers are responsible for showing readers an understanding of the source of the text. Responsible for providing evidence and justification for each claim that is described. So for that, we need a way of citing text evidence. Hinds et al., (1987) said that an effective way is to get used to writing reminders in questions about the sources used to answer and prove every claim in the text. If the writer can justify a particular question, make sure the main idea answers the question again. Provide supporting evidence of each claim in the text. To be able to quote explicitly, paraphrasing is good enough or use quotations from transparent sources. There is usually some evidence often used in the academic world, such as proof of contextual support from other texts, direct quotations from literary sources, or formal scientific sources.

Likewise, the author's responsibility, especially in academic studies, is to edit and proofread each text before it is communicated. Smith & Williams-Jones, (2012). Authorship and responsibility in health sciences research: a review of procedures for fairly allocating authorship in multi-author studies. Usually, the system liaises with other professionals such as excellent professional editors, photographers, and artists for each art content design.

### **Improve the style of academic writing**

There are many basic ways to improve writing style in academic projects. For example, using a more active voice. This style can easily be found in well-known publication articles in the world of Publication, primarily academic papers. It is true that not all domestic publications have begun to get used to a more active voice. Other ways, for example, using punctuation, varying the pattern and structure of the sentence so that it is not seen that the same sentence is repeated. Other than that, the pattern and style if it shorter though complex. Using lots of active pattern verbs so that the word pattern works will expand the word chunk in academic scholarly writing, avoid plagiarism though sometimes it is inevitable. The world of writing today is undoubtedly very different from the past. Currently, various applications can be used to minimize plagiarism indications.

Ramzan et al., (2012) said that awareness about plagiarism amongst university students in Pakistan is decreasing. They said that to minimizing plagiarism, current writers could be helped by applications such as paraphrasing and plagiarism director, which help academics in higher education.

### **Academic writing's core characteristics**

Unlike non-academic writing, Björk et al., (2003) academic writing has characteristics such as a formal tone - this tone is apt to continue to be used in academic or scholastic writing. Indeed, academic language is not easy to read because it is indeed unhappy or has an informal conversational tone. Writing in the academic language is undoubtedly different from slang, and the words are very standard and have a place in the writing of ordinary works such as novels and other literary works. To be precise, academic language cannot be related to the tone of everyday conversations. It is essential to note that choosing the right language for academic writing conveys the author's meaning. Another understanding, for example, regular academic writing has a language perspective whose composing is usually arranged according to standard grammar because the focus is on those students with a high academic weight, such as teachers, not for market languages. On the other hand, academic language focuses on research - Since most scientific writing includes detailing the research results, it will generally aim at the specific exploratory question that is being studied. (Zwiers, 2013; Bandaranaike, 2018).

Another characteristic of academic writing is its reporting organization system. According to Hyland, (2002) academic writing must be consistently coordinated clearly and straightforwardly so that the study topic can describe each important and priority area. Like a reading source quote, most scientific writing incorporates at least a few secondary research sources. They make sure to reference all sources appropriately and include a reference index. Likewise, academic writing's general objective is to persuade, analyze, synthesize, apply language, and communicate new ideas and thoughts for specific and limited circles.

Why do many people say that academic writing is often difficult to do? Academics require that the writing style is difficult to understand. This is for various reasons which only academics themselves understand. In many ways, Jacob & Furgerson, (2012) are enthusiastic about their study activities to deliver successful presentations to other audiences about their work. Often their enthusiasm is sometimes not proven in their writing. It is often also heard why students have difficulty writing final works at the end of their academic years? There are many reasons why students complain about the activeness of writing academically. Students often struggle to

organize things by using writing mechanisms but still, they prefer to avoid academic writing work. Even if required, they would be confused and inefficient in using the correct writing patterns and words to express their ideas and views. They must strive to build their minds smoothly. Many students also think that the most challenging skill is writing even though they are part of the academic community.

As mentioned earlier, this study aims to understand the challenges faced in the world of academic writing. Because writing academia demands high impact results, academics always struggle to manage and are required to use writing mechanisms by the academic field's demands, which is different from non-academic writing. Often academic supervisors and professionals in academic writing admit students and writers are slow and inefficient in picking up the right words to express ideas. There are many reasons students avoid writing in this world. Academic writers must struggle to organize and use writing mechanisms so that they meet professional challenges and demands. They must strive to develop their ideas smoothly. It is on this basis that academic writing is critical to be a good reader. Academic writing is a critical job skill and is continuously supported by new findings and methods. Because academic writing is the primary basis on which a person's work, learning, and intelligence will be assessed both during college and in the workplace and society. Any work that leads to ways and experiences of academic writing that equip academics with communication and thinking skills should take precedence. It is the same as Khan et al., (2018) hope, who writes easy instructions for academic writers and all of their challenges.

The answer is maybe writing requires good grammar mastery. International students have to memorize many grammars in a structure that is also foreign to them. The point is all to them very foreign and very different from writing in their academics. It is a massive challenge if they learn grammar with a native English teacher at the beginning. So a good writing activity is overcoming problems by raising fundamental problems. Bickford, (2015) said now increasing student responsibility in revision efforts in doing academic work in writing by provide persuasive arguments and compile authentic evidence. They must have the key to effectively communicating thoughts. For example, by following the right rules, it does not matter if the arrangements are satisfactory. Follow a simple design and practice developing a paper with simple, clear sentences and coherent paragraphs with regularity with no pressure.

It has become a trend in academia that studying and following experts' direction through their work in their respective professional fields is very important. So what is essential for our study is that there are not many reviews that discuss and take experts' experiences to be published and applied. For academics to learn from each other, it is an obligation to learn from each other and support each other and efforts to find sustainable problem solutions with problems along with challenges that trigger prior learning, the process of transforming skills and professionalism of academics, and changing identity and increasing skills must be fostered as a transformation process sustainable in an academic context. That is the reason the results of this study are very contributive and up to date.

## **METHOD**

"Understanding of the Academic Writing Challenge in Academic Scholarly work: What Publications Say." is the topic of our study, which aims to find a new understanding of how opinions or evidence of field studies about students' challenges in carrying out study assignments in their academic years. For this reason, we have

reviewed ten international publications and many pieces of literature that discuss various kinds of academic writing and views on why writing skills are critical but are thought to be very difficult to learn for academic assignments. To obtain the answers, we have examined them through a system of in-depth analysis, coding, and concluding. With the help of Google searching and typing keywords, we finally got very valid and reliable data on findings in answering the problems and hypotheses of this study. All data collection processes, data analysis, and reporting follow the direction of Ridder, (2014).

## **RESULT AND DISCUSSION**

Ebadi & Rahimi, (2017) conducted an investigation into the effect of special online assessments on students' scientific writing skills in English as a foreign language through coordinated online student meetings via Google Docs. The study also explores the effects of the short and long-range online meeting interventions on structuring execution in new settings that are thought to be more difficult. These findings indicate an increase in scholarly academic writing across all four task completion zones; awareness and unification, vocabulary, linguistic range, and accuracy in arranging the first and second tasks. Nonetheless, the students showed some problems moving parts of their assignments to make writing skills test set. Academic topic exams are used to dissect meeting information, displaying students' good acuity on the effect that online meetings increase academic writing skills.

Ebadi & Rahimi, (2017) report the aftereffects of successive illustrative blended techniques to investigate the effect of online companion altering on English foreign language students' academic writing abilities. The examination received a semi trial plan, with two new classes, each with ten English language students and an English student course at a language foundation in Sanandaj, Iran. The outcomes demonstrated that peer-editing both through utilizing Google Docs and in the up close and personal study hall fundamentally built up the students' academic writing abilities and that the last beat the last both in the short and long haul. The topical examination used to break down the personal information featured the students' positive insights towards online friend altering academic writing and composing abilities.

El Tantawi et al., (2018) utilize gamification in mandatory dentistry courses related to improving academic writing skills in a scholastic manner. Fulfillment of understudies by playing games are all associated with higher rates of progress in academic writing skills. However, student satisfaction was not too noticeable, and their desire to use gamification was ignored in later courses. Percent change recorded as hard copy score decreases on compliance score with the game angle controlling the text and seeing the increase recorded as a hard copy is also evaluated. This exam is very long and was completed in January 2015 and is available for first-year dentistry students. The results prove that gamification has no impact on improving students' writing skills in English as a foreign language.

Yu, (2021) said that the contextual study he conducted was aimed at analyzing postgraduate students' practice regarding academic writing, sources of information, and problems and difficulties in providing input about friends' academic writing at a university held in Macau. The majority of criticism focuses on the etymological, substance, and association of theory and helps students meet the institutional preconditions that make up the theory. Yu's study also found that students gave peer input based on the type of problem that made it difficult for students to bother and test. The problems stem from the absence of explicit information about the type of

proposition—the interest in the etymological abilities, the interest in the value and correctness of their input. And the impact of the analysis on sentiments and feelings of academic writing ability.

Ondrusek, (2012) surveyed perusing content about advanced education logical composing abilities. The outcomes show that this issue's investigation applies in controls outside of the library and data science. Repeating topics from the exploration identify with: What is implied by logical composition; its significance for postgraduate understudy schooling; obstructions that prevent logical composing endeavors; composing appraisals in advanced education programs; and vital answers for composing improvement. Twelve center capabilities of logical composing were assembled from articles. The ends drawn from past examination on postgraduate composing are applied to instructors' conditions in library and data science graduate projects.

Lee & Tajino (2008) discussed students' perceptions of writing challenges accepted in an academic environment. This study found that academic writing skills appeared to be a very dominant academic component, but academics were challenging to be trained, especially for L2-speaking international students. It is claimed that the notion of student challenges is an obligatory option for becoming standard L2 teachers. Several benefits have been generated for improving teachers in academic writing. They aim to anticipate this problem by applying data obtained from 90 first-year university students in Japan. The results show that students tend to understand that academic writing is cumbersome and foreign. More specifically, participants found academic writing skills related to writing from the academic field more challenging than content grammar variables. Furthermore, it was found that the majority of students recognized the high level of difficulty with learning to write. The paper concludes with a discussion of some of the implications for increasing teacher capacity.

Zhang, (2016) reflects writing in English as an academic language and a second/unknown dialect (ESL / EFL) taught in three countries. China needs to evaluate and obtain, from, effective meetings of, for example, Singapore and many foundations in the US and Canada. It concludes with the suggestion that professionalizing L2 writing (even in school settings) is a mission for each individual who is in this endeavor. He said a legitimate instructor management program to prepare L2Writing educators should be set up to make this happen. This paper is subject to a meeting of instructors in China, Singapore, New Zealand, and the United States. It also addresses issues facing EFL writing and writing instructor training in China. New Zealand has yet to formalize an ESOL set up educator readiness program, where English-as-an-L2 drafting instructor training for essential and elective schools is still not a necessity at most educator teaching foundations.

Toroyan, (2009) describes an increasing set of work ideas to empower students and teachers to tackle academic writing and other academic papers. It refers to final hypothetical turns in Writing in Discipline (WiD), Genre Studies, and Academic Literacy. It illustrates how a table of terms is made ready to establish strict rules for surveying and viewing academic papers on the GSE. In the main event, this system is applied to altered parts of the book, with particular attention to the early segments, using a typology of "sketch, individual, revelation." The terms in the overall veiled highlight table are then used to survey the course's draft assignments. The paper concludes with some student reactions, and the consequences for its more comprehensive application on the academic writing side are thought out.



Wingate & Tribble, (2012) investigate two compelling methods for dealing with undeniably high-level scholastic training courses, Scholarly Reasons English (EAP), which is used worldwide, and Academic Literature, which have become a compelling model in the UK. Kingdom. The audit was motivated by a fear that Academic Literacy was fundamentally revolving around 'non-indigenous' circumstances. Another problem is that the EAP need not be focused on English speakers' unfamiliar needs and therefore fails to influence regular courses. The motivation behind this essay is to examine, in a broader sense, two ways of thinking and to see the standard rules that can be used to better build a support system in studies of all UK foundations.

Ghufron & Saleh, (2016) examined the teaching material model for academic writing classes that involved masterminding Academic Writing with Zeroing on Assessment Document. The structured model follows the English Education Study Program's Curriculum, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, East Java, Indonesia. This model was developed to improve students who reported it as a type of resin mold. Imaginative work involves evaluating needs, assessing reports, conceptualizing schedules, modeling current events, and changing events. The criterion assessment general review findings indicate that overlords should be set on making smart diary reports, as this will be their last task. Instructional products for different structures focus on inspection.

This study's core findings include that the majority of the publications we studied revealed that the effort to exercise and transfer understanding of academic writing was significant from the experts to the writing community. For example, a particular online assessment study on students' scientific writing skills in English as a foreign language is essential. Another finding is that through online tutoring, changing the academic writing skills of English foreign language students will be very interesting at this time. Other examples include identifying problems and difficulties being targeted in providing input on academic papers from friends at the university held in Macau. Also good to be tested in Indonesia with the ability to compose logic. Another study, for example, through the study of students' perceptions about writing challenges, will provide critical input in the academic environment. Writing in English as an academic language and in a second language is very useful. Because there are many publications in English that are taught in many countries are useful. So, studying a teaching material model for an academic writing class that involves masterminding academic writing has been the study's aim.

In this discussion section, we will discuss this study's findings to understand writing work challenges in the academic world. Our data sources are ten published papers that have discussed what Publication says. In this section of the discussion, we will discuss this study's findings, which aims to understand writing challenges in the academic world. Our data source is ten published papers that discuss what the Publication says. Analyzing the data through the review and coding process of the ten publications we studied, most of the papers revealed that academic writing work is indeed very challenging. For example, Ebadi & Rahimi, (2017) investigated the effect of special online tests on students' writing skills in English as a foreign language by holding online student meetings through Google Docs.

Further research examines the impact of short- and long-term online meeting approaches on structuring adoption in new environments that are perceived as more challenging. This is also recognized by Fernsten & Reda, (2011) where they help students meet academic writing challenges in higher education teaching. In this case, the study of the difficulty of writing practice in academic language does occur in

students with non-native speaker backgrounds, but native speakers of the national language also experience it. For example, Ädel & Erman, (2012) study "Recurrent word combinations in academic writing by native and non-native speakers of English: A lexical bundles approach" in English for specific purposes.

Lee & Tajino, (2008) research shows that academic writing competence seems to be a very dominant aspect of writing, but academics find it difficult to put it into practice, especially for international students who speak L2. Likewise, Zhang, (2016) study represents writing in English as a scientific language and as a second language taught in three countries. China assesses and receives successful teaching, for example, from Singapore and some schools in the United States and Canada. It concludes with the idea that L2 should be professionalized in writing. This is further understood by Cheng, Myles & Curtis's (2004) 's findings that target offering language assistance to non-native English-speaking postgraduate students at Canadian universities. Likewise, Zhao & Mawhinney, (2015) distinguish native Mandarin speakers and native English speakers with students' knowledge literacy difficulties.

What makes this study's results interesting is the effort to get input from the findings of the studies of experts from many postgraduate contexts. So with these findings, the country will have the opportunity to understand the different ways and strategies, and approaches in dealing with how the academic work works and can be successful. For example, this study views the importance of sharing experiences and sharedness to transfer skills and knowledge for scientists with different and advanced contexts. Our study did not examine new primary data but secondary data from experts in the field-tested for credibility and accuracy.

With the data in the results section that we produced from the effort to review ten world publications, there are shortcomings and limitations. For example, with very little exposure to power, it is fragile that we can prove how the experts admit that academic writing skills are indeed challenging and challenging not only for international students but also for national students; or native best English or another language. This limitation occurs because the data is very little, namely only ten studies. Then the method of choice of the source of choice with simple free choices so there is a tendency for the data we deliberately choose. Collecting data should be more extensive so that the data can be full of reliability as written by Causevic et al., (2011) in their study of factors limiting industrial adoption of test-driven development: A systematic review.

This academic writing research contributes to the improvement of writing methods, a model with method improvement which is expected to be done to improve the methods and approaches to writing models proposed by publications and the academic world. Moreover, this can prove that this contribution will make academic writing methods better in precision, accuracy, and efficiency. So, contributions to knowledge are improvements or revisions that need to be made so that more academics in Indonesia can benefit from this study's contribution. with the aim of the novelty or originality of academic writing research following what is said by experts and seniors in the relevant field. This study's limitation may be that there are data collection and sampling where we depend on the secondary data, which is sometimes done with a lack of in-depth accuracy and efficiency. Our findings are so qualitative that they are thought to be highly subjective and speculative. This has become a common understanding where qualitative studies are often trapped in highly subjective data, and a lot of the data is presented with the results of the author's

interpretation so that sometimes he needs more data to see the level of validity and reliability of the data and methods.

## CONCLUSION

The researchers can summarize this study's conclusion with some crucial points, among others, that difficulties in writing academically are not new; everywhere is the same. The difficulty of writing scholarly is not only a challenge by non-academic students [speaker of English but also by other nationalities. For this reason, this study merely provides an understanding that in a typical academic language, It requires extra and hard work so that difficulties can be minimized, especially for those who are not native speakers of the language in a country where academic writing activities take place. Thus, this study's findings will be useful for teachers and academics who pay attention to writing skills in academic style or scientific language discussed in universities.

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## AUTHOR CONTRIBUTION STATEMENT

The author had participated in the research and approved the final version of the manuscript.

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