

INDONESIAN EFL STUDENTS' WRITING CHALLENGES: A QUALITATIVE META-ANALYSIS

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ARTICLE INFO

Article history:

Received : Jan 2, 2025

Revised : Apr 24, 2025

Accepted : May 19, 2025

Available online : May 31, 2025

Keywords:

Indonesia, Qualitative Meta-analysis,
Writing Challenges

A B S T R A K

Numerous Indonesian EFL students have difficulty with their writing because the process is complicated. This study aims to determine various writing challenges of Indonesian EFL students over the last ten years. This study used qualitative meta-analysis through journal articles about students' writing challenges from 2014-2024. The primary data comes from Google Scholar because reputable and managed by credible and competent institutions in their respective fields. This study was analyzed using a checklist flow diagram PRISMA, which

consists of identification, screening, and include. The results of keyword searches found articles totalling (n=6.791). Then, the researcher was identified based on the title and abstract, and screening through inclusion and exclusion criteria was conducted by the researchers. The researchers found (n=21) articles to be discussed. The results of this study show several aspects of writing problems, including affective (38.71%), linguistic (45.16%), and cognitive (16.13%). Researchers found grammar dominates in linguistic challenge, writing anxiety dominates in affective challenge, and difficult to developing ideas in cognitive challenge. This study suggests that educators using a textual approach to emphasize the understanding of language, an error analysis learning approach in linguistic. Building a positive atmosphere, providing constructive psychological support in an affective challenge. Emphasize students using writing processes as a cognitive strategy. Another recommendation for policymakers is to ensure that writing a teaching curriculum is more integrated and holistic between cognitive, linguistic, and affective aspects. In conclusion, this study highlights the various Indonesian writing challenges to integrating these aspects into teaching strategies and curriculum design to achieve educational success.

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INTRODUCTION

Writing has become a part of the curriculum of EFL classes in Indonesia today, so writing skills are taught at various levels of education. It cannot be denied that challenges in writing exist at every EFL educational level and background. Mustafa et al., (2016) explained that despite having taught English for more than six years, students in Indonesia have yet to demonstrate satisfactory English language skills after graduation.

EFL students can experience various challenges because they must undergo a complex writing process.

The writing process requires a lot of concentration, conscious effort, and practice in all its steps. There are at least five processes for writing, including pre-writing, drafting, revising, editing, and publishing (Maolida & Mustika, 2018). First, pre-writing is the stage for determining the topic, collecting ideas, conducting research, creating an outline, and brainstorming. Technical preparation is not used in this stage, but requires cognitive abilities and critical thinking. Cognitive abilities are used for observation, connecting ideas, considering the relevance of the information collected, and making initial decisions about the writing outline. Second, drafting is the process where the writer expresses ideas. In this process, the writer only focuses on the idea and does not care about spelling or other mechanics. Therefore, only the appropriate and relevant ideas should be taken to the next step of the writing process. Next, in the revision stage, the writer provides feedback and reconsiders their writing. This step provides an opportunity to see if ideas need to be corrected or developed before being made into a final script. Next, editing is done to correct grammatical errors, punctuation, and spelling. Apart from that, writers or students can proofread for teachers or editors. After everything is finished, the author can publish it to the audience via print or digital media. This complex process must be undertaken to produce quality writing, which makes it less popular. However, writing remains an important skill for academics, and when done correctly, it can become a valuable tool in language development.

In the last ten years, research on EFL students' writing challenges in Indonesia has been carried out by many previous researchers. Toba et al., (2019) investigate students' writing skills, covering abilities, problems, and reasons why they have issues comparing and contrasting essays. This study found some content, text organization, grammar, vocabulary, and mechanics challenges. This study only examined textual writing problems, focusing on students' final writing results. It did not examine other aspects, such as the mental and emotional aspects. In other words, this study only analyzes text by evaluating students' writing results.

A study by Mustafa et al., (2016) investigated Junior High School EFL writing errors. This study found that students at one of the junior high schools produced the most severe errors, categorized into surface strategy and linguistic category taxonomy errors. In the surface strategy, students have writing errors in misspelling words. In the linguistic taxonomy, students found grammatical concepts like verbs, plurals, articles, non-finite

verbs, and prepositions that are difficult. This study investigated writing challenges just on the surface strategy taxonomy and the linguistic category taxonomy, but did not investigate other aspects of writing challenges.

A study by Febriani (2022) investigated writing challenges and their factors. This study revealed that students have a challenge in vocabulary mastery. Students said they were confused about word choice and used formal language. Next, researchers found grammar issues, cohesion, coherence and the development of their ideas. This study also found psychological factors: writing anxiety, motivation, self-esteem, and self-efficacy. Last is the linguistic factor, especially grammatical errors. They argue that they did not master grammar well, which makes it challenging to write essays. This previous study categorized individual studies or just one group, but this study synthesizes various qualitative studies.

Likewise, Bulqiyah et al., (2021) analyzed students' perspectives on writing essay challenges. The findings revealed students' determined writing challenges in 3 aspects: affective challenge in students and lecturer attitude. In the cognitive challenge, students struggled to write their viewpoint, transfer language, and the writing process. Meanwhile, they got confused in lexico-grammar, vocabulary, and essay structure in the linguistic challenge. Study by Bulqiyah et al., (2021) differs from that of Febriani (2022). Using a mixed-methods approach, this study investigated students' perspectives on writing essay challenges. Meanwhile, Febriani (2022) investigated students' writing challenges and their factors in narrative inquiry.

Wahyuni and Umam (2022) analyzed students' writing anxiety. This article revealed the levels of anxiety, a common type, and its factors. The result showed that 54% of students have a high level, 44% moderate, and 2% have a low level. Cognitive anxiety was a common type of writing anxiety. Then, the factors causing writing anxiety were linguistic, the teacher's negative feedback, and time pressure. It can be concluded that anxiety, cognition, and linguistics are interrelated and have causal relationships that can lead to students' writing challenges. This study only focused on students' writing anxiety and its factors.

Previous studies have investigated students' writing challenges, but only certain aspects. Despite numerous studies, no comprehensive synthesis has examined various students' writing challenges; it remains separate without synthesizing them. This aggregation provided a general overview of students' writing challenges. To the best of our knowledge, no research has synthesized various students' writing challenges. To fill

this gap, qualitative meta-analysis holistically synthesizes various writing challenges and provides recommendations for educators to design effective strategies. This qualitative approach differs from previous research methods that focused on specific case studies of students' writing issues, whereas this article will identify all the various students' challenges. This study aims to explore and synthesize the challenges faced by Indonesian EFL students in their writing skills through a qualitative meta-analysis. It provides a deep understanding of the students' writing challenges to educators and policymakers to optimize the learning process and provide a practical approach to overcoming the students' EFL writing challenges in Indonesia.

RESEARCH METHODS

Research Design

This study used a qualitative meta-analysis to collect data regarding the various students' writing challenges in Indonesia. Qualitative meta-analysis is a methodology for collecting data from numerous studies regarding the same topic or outcome measure (Park & Gretzel, 2007). The aim is to provide a more comprehensive description of a phenomenon and to discuss the influence of research methods on the findings (Azis & Abduh, 2019). The findings from this study can be categorized as qualitative because of the small sample size and primarily qualitative samples (Abid, 2022). Quantitative meta-analysis combines data then processes it and draw into statistical conclusion (Yusuf, 2023). They both differ in several aspects. Qualitative meta-analysis uses qualitative data in collecting data samples; the data type is textual, and PRISMA is used to analyze the data. This approach emphasizes the thematic synthesis of qualitative data derived from the descriptive findings of various studies. Meanwhile, quantitative meta-analysis uses quantitative samples, where the data type is statistical data, and systematic coding is used to analyze. This approach is appropriate when investigating a variable's influence on a broad scale.

The present study focused on writing challenges researched in previous studies published over the last ten years (2014-2024). The range of years was chosen because it is not too broad, aligns with and focuses on the current education context, encompassing policy, curriculum, and technological developments. The primary data came from journal articles from Google Scholar. Google Scholar was chosen because it is reputable and managed by credible and competent institutions in their respective fields.

Data Collection

The data was collected from Google Scholar over ten years (2014-2024). In this stage, researchers used keywords that match the topic. Researchers conducted several experiments to find keywords pertinent to the topic, and the final keywords were “**ELT or English language teaching AND L2 AND EFL or TEFL AND writing AND challenges or obstacles or problems or difficulties AND Indonesia**”. This keyword was chosen because it showed search results matching the research focus, including sufficient and representative literature.

Inclusion and Exclusion Criteria

The researcher determined the inclusion and exclusion criteria to screen studies irrelevant to the topic. These criteria ensured the search for articles specific to the research objective and topic. The inclusion criteria were drawn up to guarantee that the articles used were of good quality and pertinent to the topic of the students' writing challenges. The selected articles were conducted in Indonesia, published in 2014-2024, in the English language, accessible, and related to EFL students' writing challenges. Then, the articles were used in qualitative or mixed-methods research to get in-depth data on writing challenges. Undergraduate theses, theses, and books were excluded because of limited accessibility, which also applied to paid journals. Proceedings were also excluded because journals are more credible and reputable. Moreover, articles were not published in 2014-2024, and non-English language articles were excluded. Finally, the data collected based on the criteria was analyzed synthetically to identify students' writing challenges. Inclusion and exclusion criteria information is shown in **Table 1**.

Table 1. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Literature Type	<ul style="list-style-type: none">- Journal (research article)- Focus on EFL students' writing challenges- The study was conducted in Indonesia- Full text- Qualitative method or mix method	<ul style="list-style-type: none">- Did not discuss EFL writing challenges- Book/Undergraduate Thesis/Thesis/Dissertation- Conference proceedings- The study was not conducted in Indonesia- Paywall Journal- Not accessible- Used a quantitative method (quantitative did not get in-depth data)
Language	English Language	Non-English language
Timeline	2014-2024	2014-2024

Data Analysis

This study was analyzed using qualitative meta-analysis steps and a checklist diagram on PRISMA based on students' writing challenges. The PRISMA 2020 guidelines help systematic review researchers by clearly, transparently, and sufficiently detailing their findings to allow for reproducibility (Rethlefsen & Page, 2022). The aim is to highlight data or help extract more accurate and good-quality data from all the data produced (Ahn & Kang, 2018). The PRISMA flow diagram consists of identification, screening, and include (Rethlefsen & Page, 2022).

This present study used thematic analysis to categorize the findings. Thematic analysis is the process of identifying themes of qualitative data and utilizing these themes to address the research or provide insights into an issue (Maguire & Delahunt, 2014). This method involves several steps. First, become familiar with the data to identify potential themes. Then, in the coding step, label data segments that correspond to writing challenges. Next, in the search for themes step, group codes to form broader themes that represent significant patterns. Following this, review the themes to ensure they are coherent and related to the writing challenge topic. Next, define the themes by naming them (linguistic, affective, cognitive). The final step is reporting.

The PRISMA identification stage included results retrieved from the Google Scholar database. In the screening stage, the titles and abstracts were examined to ensure relevance to the topic of students' writing challenges. At the same time, duplicate data were removed and assessments were based on inclusion and exclusion criteria. Articles that meet the criteria were recorded in the include step.

The researchers found ($n=6.791$) data from the keywords searched in 10 years (2014-2024). Afterwards, articles were classified per year to identify. This process is shown in **Figure 1**.

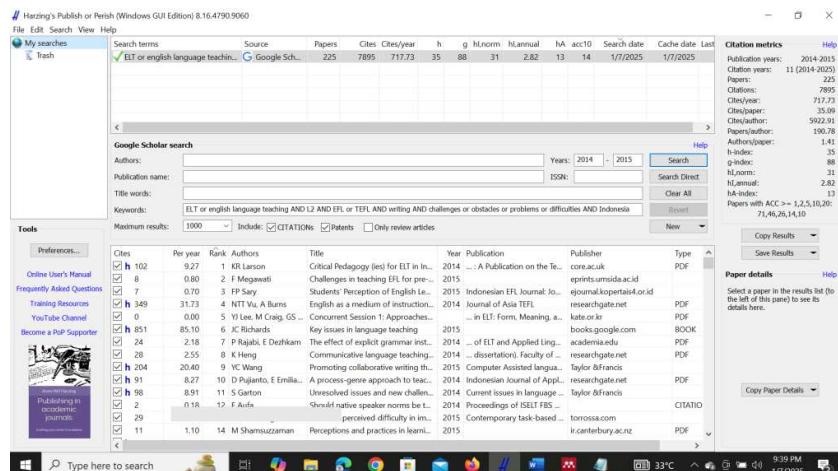


Figure 1. Keywords and identification result

The grouping data were transferred to Mendeley for the identification process to find titles and abstracts that match the article topic. The title and abstract should be based on the keywords "**ELT or English language teaching AND L2 AND EFL or TEFL AND writing AND challenges or obstacles or problems or difficulties AND Indonesia.**" This keyword got more specific and appropriate results for the research. More details are shown in **Table 2**.

Table 2. Identification results from year to year

Year	Identification	
	Outcomes	Result
2014-2015	225	3
2015-2016	333	3
2016-2017	391	5
2017-2018	426	3
2018-2019	590	9
2019-2020	853	14
2020-2021	993	18
2021-2022	992	17
2022-2023	991	23
2023-2024	997	20
TOTAL	6.791	115

In **Table 2**, the data collected from the keyword ($n = 6.791$) was identified based on the title and abstract that discuss the writing challenges. The researcher found a type of data identification totalling ($n = 115$) papers, consisting of ($n = 73$) journal articles, ($n = 36$) Undergraduate Thesis/theses/dissertations, and ($n = 6$) Proceedings. There were ($n = 6.676$) articles that were not related to the criteria and were not focused on the students' writing challenges topic. Furthermore, the identification results were collected for the screening steps. More details are shown in **Table 3**.

Table 3. Type of result data in identification stage

No.	Items	Amount
1	Journal	73
2	Book	0
3	Undergraduate Thesis/Thesis/Dissertation	36
4	Proceeding	6
5	The research not retrieved	6.676
	Total	6.791

At the screening step, the data only focused on identification results ($n = 115$) and then screened to find eligible data. This process went through inclusion and exclusion criteria determined by researchers. The results were from ($n = 115$) data, screened through

inclusion and exclusion criteria, and were ($n = 21$) articles. In conclusion, the eligible data were ($n = 21$) articles to be discussed.

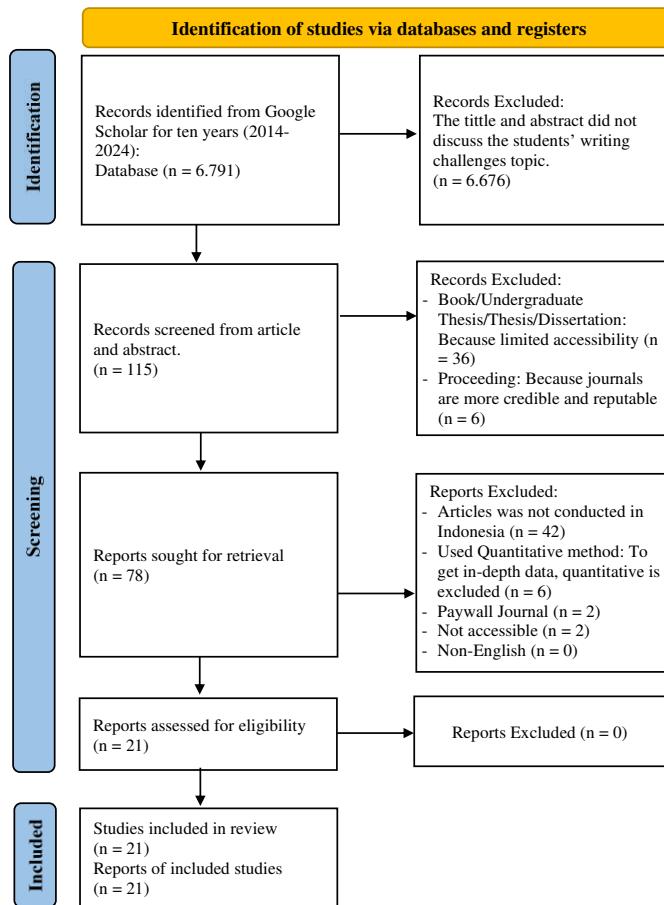


Figure 2. PRISMA 2020 (J. McKenzie et al., 2017)

Ethical Consideration

This qualitative meta-analysis study follows research ethics with transparency and accuracy regarding the analyzed articles. The researchers uphold academic integrity by citing the analyzed articles to honor the authors. The inclusion and exclusion criteria established by the researchers were determined objectively to avoid data bias. The analysis was conducted while maintaining the context of the studied research, and the researcher is committed to reporting the findings transparently.

RESULT AND DISCUSSION

Result

The results of the students' challenges research in the article published from 2014 to 2024 show some of the main issues. Most of them experience three challenges: affective, linguistic, and cognitive. **Figure 3** displays a graph of the results of synthesizing the

eligible students' writing challenges data. The results showed that there were several writing problems among students, including affective (38.71%), linguistic (45.16%), and cognitive (16.13%). The main challenge that students most often experience is linguistics due to a lack of in-depth understanding of linguistics.

The final results of data identification and screening of (n = 21) studies were found. (n = 7) articles focus on affective problems. Furthermore, the researchers found (n = 8) articles that discussed linguistic issues. (n = 4) Articles discuss three aspects of writing challenges (affective, linguistic, and cognitive). (n = 1) Journal that discusses affective and cognitive factors. Last, (n = 1) article that discusses cognitive and linguistic problems. A more detailed explanation and findings related to the research objective, methodology, populations, and findings can be seen in **Table 4**.

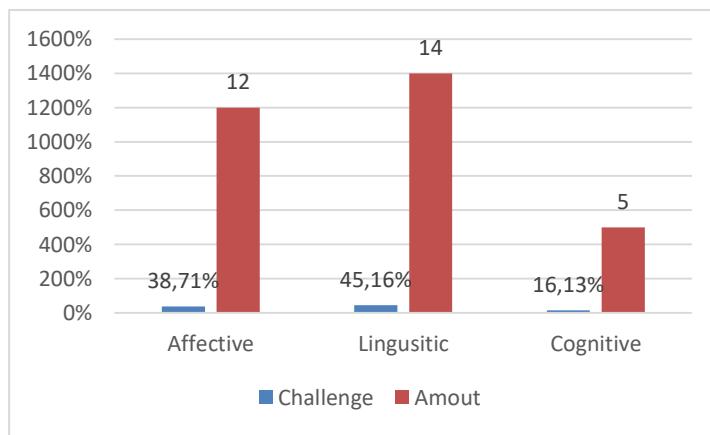


Figure 3. Percentage of articles for each students' writing challenges

Discussion

Figure 3 shows the results of various students' writing challenges, covering three aspects: linguistic, affective, and cognitive. Each aspect is explained below.

Students' writing challenges in the linguistic aspect

As analyzed from the data, the researcher found that many variants of linguistic problems. Thirteen studies show that grammar dominates the students' writing challenge. This challenge is caused by language interference or the linguistic habit of the first language into the second language. Interference affects the habit of using sentence structures and grammar of the first language used in the second language. Grammar becomes a potential interference when the transfer process into English. Therefore, language interference makes it difficult for students to learn a second language.

Studies by Febriani (2022), Bulqiyah, et.al (2021), Toba et al., (2019), Helmiyadi (2018), and Mustafa et al., (2016) found that linguistics is a significant factor in writing

challenges in understanding grammar structure. Students confirm that they have difficulty expressing their ideas clearly due to their grammar ability. They understand grammar concepts but struggle with their application, which is caused by grammar interference while transferring to the target text. This grammar interference, related to a previous study conducted by Mustafa et al., (2016) used error analysis to revealed the related issue of language interference. The issue occurs when students translate sentences directly into the second language without knowing how the target language typically structures its writing. The errors are caused by literal translation, translating word by word.

Similar to the studies conducted by Mandarani (2020), Hendrawan (2018), and Puspita (2021), this issue indicates that most interference came from morphological and grammatical aspects. Many students were unaware of textual translation, which resulted in inappropriate grammar in the target language. These studies reinforce the finding that many students have low language competence, causing grammatical interference. This finding is significant in indicating weak mastery of the linguistic and its application in writing. This finding shows that writing requires an emphasis on a practical approach rather than a textual approach.

Students' writing challenges in affective aspects

The affective aspect is one of the various students' writing challenges, with a percentage of 38.71%. There were twelve related articles on the affective aspect. It was found that there were seven articles discussing writing anxiety as a writing challenge. The levels experienced by students vary from moderate to high. This issue occurred due to a lack of linguistic ability. They did not think in English directly because of a lack of vocabulary mastery and structure.

A previous study conducted by Wahyu & Umam (2022) revealed the level of writing anxiety and its causes. Most students indicate a high level of writing anxiety. Language difficulty being a common cause, makes it difficult for them to express their idea clearly. Studies conducted by Rudiyanto (2017), Yanti & Hidayati (2021), and Nugraheni (2023) showed that writing anxiety has a high percentage caused by linguistic difficulties dealing with grammar, vocabulary, and structure. These studies reinforce the finding that many students have high writing anxiety because of their linguistic ability. This finding shows that writing anxiety is closely related to linguistics and confirms that

limited linguistic abilities will not only impact writing performance but will also affect students' psychology, causing them writing anxiety.

Students have a positive attitude; they were excited and struggled in learning writing (Rosdiana, 2019). However, some articles are not in line with these findings, such as studies conducted by Bulqiyah et.al (2021), Setyowati & Sukmawan (2016), and Qamariyah (2017) showing that students predominantly have a negative attitude towards writing, and they do not practice academic writing and avoid writing assignments; they consider writing difficult and stressful. This discrepancy can occur due to differences in context, study background, and level of education, thus affecting the results of the writing challenge.

Students' writing challenges in cognitive aspects

The last writing challenge analyzed was related to cognitive factors, where the students believed that the complexity of the writing process depends on individual cognitive ability. From the data analysis, the cognitive challenge had a percentage of 16.13%. The pre-writing process requires critical thinking to explore and develop ideas. Cognitive issues occur during this process, and students rarely use the steps in the writing process. The paragraph's structure is still disorganized due to problems of coherence and cohesion. Through this, it was confirmed that the challenge may disrupt the overall writing process.

The findings are in line with previous studies investigated by Bulqiyah et.al (2021), showing that students have difficulty finding ideas, language transfer, and difficulty in the writing process. The students confirm that they do not fully understand the writing process. Furthermore, due to its complexity, they do not always carry out the writing process. This study reinforces the finding that many students have not fully used the writing process and have difficulty developing their ideas.

Meanwhile, the study conducted by Adelita et.al (2023) contradicts Bulqiyah et.al (2021); the result was no significant cognitive problems, and the majority of students chose neutral and disagreed with the cognitive challenges area when writing. This discrepancy can occur due to differences in context. The cognitive context referred to by Bulqiyah et.al (2021) refers to ideas, language transfer, and difficulties in the writing process. Meanwhile, the cognitive context referred to by Adelita et.al (2023) refers to capitalisation, punctuation, spelling, and paragraphing. This context mismatch underlies the differences in findings of cognitive challenges.

The analysis and discussion offer several implications for educator and policymaker. Teachers must be aware of the students' writing challenges in the linguistic, affective, and cognitive aspects. Teachers implement strategies and approaches to encourage students to understand language use and context. Language interference, lack of language proficiency and its application is not enough if they only use a textual approach to emphasize the understanding of language use. Teachers can also use an error analysis learning approach to understand students' errors and provide feedback.

Teachers also need to be aware of students' emotions by building a positive atmosphere and providing constructive psychological support when they experience difficulties. Teachers need to emphasize that students use steps in the writing process, such as pre-writing, drafting, revising, editing, and publication, as a cognitive strategy. This strategy encourages students to become familiar with the writing process and enables them to express their ideas clearly. Another recommendation for policymakers is to emphasize materials that compare the structure of the first language and English, contextual tasks, and curriculum of instructional strategies that build self-confidence. Then, a writing teaching curriculum that is more integrated and holistic between cognitive, linguistic, and affective aspects.

This qualitative meta-analysis study has research limitations. Firstly, the data was collected from the Google Scholar database. Relevant articles from other databases were not analyzed. This study presents a general understanding of various levels of education, so it is unclear whether every student has the same dominant writing problems at each level of education. This study also focuses on writing problems in formal education, so informal education has not been researched. These limitations are highlighted for future research to collect a broader database, focused on each level of education, and analyze informal education.

Table 4. Data Extraction of Indonesian EFL Students' Writing Challenges (2014-2024)

No.	Title	Author	Method	Population	Research Objective	Findings
1	EFL Indonesian Students' Attitude toward Writing in English	Setyowati and Sukmawan (2016)	Quantitative (Questionnaire, interview, and self reflection essay)	Fifty sevens undergraduate s of English Education Department STKIP PGRI Pasuruan	This paper's objective to describe the EFL students' writing attitude	Students have a moderate attitude and think writing could be stressful and difficult. Many who have a good attitude think that writing is

No.	Title	Author	Method	Population	Research Objective	Findings
2	English Writing Anxiety Towards Indonesian EFL Learners: a Descriptive Study English	Rudiyanto (2017)	Descriptive design (explanatory sequential mixed method approach)	Thirty-nine learners from Indonesian State Senior High School were separated into ten male and twenty-three female students.	This paper investigates Indonesian learners' anxiety related to writing in English.	interesting and challenging Studies revealed that learners had a moderate level of somatic anxiety, while female learners experienced relatively higher levels of anxiety than male learners
3	Errors in Final Report Abstracts: A Case in English Report Writing Course at a Secretarial Academy	Hendrawan (2018)	This article conducted under the umbrella of qualitative research method particularly a case study	Ninety-five female students in the fourth semester at the Bandung Academy of Secretary	The study's objective is to look at the frequent errors performed in English report abstracts.	First, several kinds of challenges are highlighted, such as tense, missing words, passive and active voices, subject and verb agreement, mistakes in spelling, sentence loops, capitalization, unnecessary words, punctuation, and improper word usage. Second, most errors belong to grammatical categories. Third, problems are classified as lexical taxonomies. Fourth, interlanguage, interlanguage, and negligence
4	Grammatical Error of EFL Senior High School Learners in	Mandarani (2020)	This study was conducted using library research based on	Four studies published or released over the last five years are used as primary	This paper aims to determine the most frequently language	Most frequently, errors resulted from interference in the grammar

No.	Title	Author	Method	Population	Research Objective	Findings
	Writing: A Review of Language Interference Studies		previous studies written by researchers with the same topic about language interference as the aim.	sources.	interference that students experience in writing, with a focus on grammatical context, the aspects that influence it, and the interference process itself.	caused by incorrect verb usage and the omission of the copula "be" during sentence construction
5	An Investigation into The Grammatical Errors of Students' Writing	Hidayat, et.al (2020)	qualitative descriptive research method	The participants were 10th-grade high school students with average English language proficiency.	This study aimed to identify common writing errors made by pupils by examining written features.	The top three mistakes found were prepositions, articles, and tenses in a specific order. The following errors were found: irregular verbs, concord, possessive case, and singular/plural
6	Students' Grammatical Errors in Essay Writing: A Pedagogical Grammar Reflection	Fitrawati and Safitri (2021)	Descriptive study	Thirty second-year students in Universitas Negeri Padang's English Department who took an essay writing course.	The grammar errors made by undergraduate EFL students in their writings were shown in this study, along with the educational implications that they may determine.	The essays written by the students identified 136 grammatical issues. Verb usage was the most frequent (48%)
7	Error Analysis of Inflectional Affixation in Academic Writing of	Florianus and Syamsi (2021)	Descriptive qualitative methodology (error analysis)	Eight first-year Sampoerna University of Indonesia	The main objective of this study is to present a thorough explanation of	Students still struggle with past participles, plurals, and subject-verb agreement.

No.	Title	Author	Method	Population	Research Objective	Findings
	Freshman Students				morphological issues in students' writing and their causes.	Additionally, it discovered that interlingual factors negative transfer from their first language
8	Error Analysis of Indonesian Grammatical Interference in Students' English Composition	Puspita (2021)	Elicitation technique and documentation	Sixty sevens Second Grade Students of Plantation Management Study Program in State Polytechnic of Agriculture, Samarinda	The study's main objective is to find the most frequent kind of language interference and the factors that caused to it in students' English composition.	This study reveal that morphological and syntactical issues were the most significant grammatical interference categories
9	Investigating writing difficulties in essay writing: Tertiary students' perspectives	Bulqiyah, et.al (2021)	The semi-structured interview and web-based questionnaire findings were investigated independently using a mixed method in explanatory research.	Twentyone undergraduate program of English Education Department, at one of a private university in Jember. Six of them were invited to the interview section	This study's primary aim is to determine how college students perceive the challenges of essay writing.	Results from the attitudes of both students and lecturers during instruction and learning are the main category of the problems. Linguistic issues with vocabulary, lexicography, and essay structure. The cognitive issues are the challenges with writing perspective, language transfer, and the writing process
10	A Study of Learners' Writing Anxiety in EFL Context	Prasetyanin grum, et.al (2021)	Two closed-ended questionnaires, followed by the Causes of	Fifteen students of English Education Department at Hamzanwadi	This paper wants to investigate the factors of students' writing	The highest level of writing anxiety was avoidance behaviour.

No.	Title	Author	Method	Population	Research Objective	Findings
			Writing Anxiety Inventory (CWAII) and Cheng's Second Language Writing Anxiety Inventor (SLWAI).	University NTB are in the second semester	anxiety and to identify what writing anxiety is in writing.	Students had a high frequency of writing assignments, low self-confidence in writing, time pressure, and problems with topic choice
11	Students' Writing Anxiety and Its Implication to Local Context	Yanti and Hidayati (2021)	The study was qualitative in nature and conducted using the scoping approach, a technique for collecting literature on a specific topic.	The available research is the studies published over five years from 2017 to 2021. The subjects in this research are English department students.	The main objective of this study is to identify the trends while providing some implications for the local and national context.	Pupils have moderate to high anxiety levels; metacognitive and affective are the frequent strategies used by students
12	Investigating EFL students' linguistic problems using Grammarly as automated writing evaluation feedback	Tambunan, et.al (2022)	The present study used an ex post facto method. By finding difficulties in the target language, the data was applied to investigate the students' writing profiles.	At Indonesia university, fifty-four fourth-semester English department students take an academic writing course.	This study aims to employ an AWE platform, Grammarly, to investigate the Indonesian EFL students' writing profiles in spelling, grammar, punctuation, enhancement suggestion, sentence structure, and style check	This paper's results shed light on the linguistic problems that Grammarly detects in students' critical book reviews, critical article reviews, and mini-research assignments
13	Cohesive Devices Used in Argumentative Essays by Undergraduate EFL	Rokhaniyah, et.al (2022)	The method of this research is qualitative. Argumentative essays were the target of	A total of fifty-five learners from Ponorogo University's program in International Relations	Investigating how EFL students use cohesive devices in argumentative essays, the frequency of	One hundred sixty-eight errors were identified in the grammatical cohesiveness used by EFL

No.	Title	Author	Method	Population	Research Objective	Findings
	Learners		discussion in this study.		cohesive device problems in their work, and the potential causes of why EFL students use cohesive devices are the goals of this study.	learners. Cohesive item use was heavily relied on. The average number of intralingual errors was 96.9%, and the percentage of interlingual transfer errors was 3.03%
14	The academic Writing Challenges Faced by Indonesian Undergraduate EFL Learners at University of Islam Malang	Asnas (2022)	Descriptive qualitative research design	The populations are Fifty-five sixth-semester English education students at the University of Islam Malang. Out of the fifty-five students, five were interviewed.	This study's focus was on identifying the difficulties students have when writing academically and how they can overcome them.	The students used seven ways to get past their difficulties: brainstorming, reading many articles, using online tools, getting feedback, practising writing, using a dictionary, and self-editing their work
15	Investigating Academic Writing in EFL Contexts: Students' Voices on Complexities and Coping Strategies	Asnas, et.al (2022)	The present research used a qualitative approach. The interview was an instrument. An interview was carried out to get students' views on the challenges	Four female English education department undergraduate students in their 8th semesters at a private Indonesian university	This study aimed to explore learners' views on the issues that cause difficulties and the coping mechanisms they employ to deal with academic writing difficulties.	Twelve complexities were found to be involved: low student motivation, a lack of feedback from lecturers, a lack of translation, a lack of references, a lack of time, a lack of research background, low student confidence, a lack of writing experience, a lack of reading proficiency, a

No.	Title	Author	Method	Population	Research Objective	Findings
16	Difficulties and Strategies in Producing English Writing Text: What do EFL Students' Perceive?	Adelita, et.al (2023)	Qualitative case study design (questionnaire and an interview)	Twenty-nine eleventh-graders	This article focuses on exploring how EFL students perceive their challenges with writing in English and how they overcome them.	lack of critical thinking skills, not enough writing preparation, and a lack of a supportive writing learning environment Students encountered linguistic (vocabulary, grammar, language use, sentence construction) and psychological problems (lack of teacher instruction and feedback). There were no challenges with cognitive appearance
17	Investigating the Essay Writing Challenges Experienced by Students at Bima Sarana Informatika a University	Bakhtiar (2023)	Qualitative (close-ended questionnaire)	Bina Sarana Informatika University	This paper's objective to identify and evaluate the students' issues in writing essays	Based on this study, students stated that lexical issues are the most frequent challenges they face when writing essays, while grammatical mistakes are the least frequent. In conclusion, students' failure to use the right words and diction based on the situation
18	Mapping Undergraduate EFL Students'	Nugraheni (2023)	Qualitative (Questionnaire and semi-structured)	Twenty five fourth semester learners of	This paper aims to explore the students'	Students had the highest levels of cognitive

No.	Title	Author	Method	Population	Research Objective	Findings
	Writing Anxiety: Trajectories From Responses, Reasons, and Strategies		interview)	English Department at a private university	writing anxiety, reasons and their strategies	anxiety out of all anxiety kinds. Linguistic obstacles, lack of writing ability and practice, test anxiety, limited time, and negative evaluation are the causes of anxiety
19	The Students' Writing Anxiety at the Fourth Semester Students in Academic Writing	Paramarti, et.al (2023)	Descriptive qualitative research design	Students taking an academic writing course during their fourth semester at Universitas Muhammadiyah Purworejo	This research aimed to identify the level of writing anxiety among students, what causes it, and how to manage writing anxiety	The students had a significant level of writing anxiety (67.23) because of the high frequency of assignments. (31%). Students overcame their writing anxiety by communicating with teachers, asking friends for help, and reviewing journal references
20	"From Time to Time, I Feel Pressured" : EFL Graduate Student Psychological Feelings in Writing Research Papers for Publication	Pramudita (2024)	Qualitative approach (Narrative Inquiry)	Graduate students studying in English Education Department at one of universities in Central Java	This study focuses on the difficulties experienced by graduates in English Education Department when writing articles for submission.	Students have psychological factors, such as boredom when identifying gaps in previous studies, anxiety because they view a difference in the learning cultures of undergraduate and graduate

No.	Title	Author	Method	Population	Research Objective	Findings
21	Exploring Students' Challenges and Academic Writing: A Qualitative Study on the Talent Scouting Program	Zaki et.al (2024)	Descriptive qualitative research (questionnaire and interviews)	Twenty five talents scouting program batch 2022 of UIN Salatiga	This research focused to understand the students' challenges and strategies when they are joining academic writing class	programs, stress because they must balance their academic and teaching responsibilities , and fear of not finishing the paper and publishing it in order to earn a grade. The research finds that the students face challenges, including a lack of vocabulary, grammar mastery, choosing correct words, motivation, and presenting clear ideas. Writing weaknesses and a hostile environment are also part of the issues.

CONCLUSION

This article aims to synthesize students' writing challenges from 2014-2024. The focus of this research is to determine various students' writing challenges. The results showed that there were several writing problems among students, including affective (38.71%), linguistic (45.16%), and cognitive (16.13%). Researchers found grammar dominates in linguistic challenge, writing anxiety dominates in affective challenge, and difficult to developing ideas in cognitive challenge. The analysis and discussion results suggest that educators to use a textual approach to emphasize the understanding of language use and an error analysis learning approach to understand students' errors and provide feedback. In affective, teachers have to building a positive atmosphere and providing constructive psychological support when they experience difficulties. Teachers also need to emphasize students using writing processes as a cognitive strategy. Another

recommendation for policymakers is to ensure to make the writing teaching curriculum is more integrated and holistic between cognitive, linguistic, and affective aspects.

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