

The Analysis of Students' Difficulties in Writing Explanation Text in the Eleventh Grade at SMA Negeri 8 Medan

Trysepta Ulina Siregar, Sahlan Tampubolon, Fenty Debora Napitupulu

Universitas HKBP Nommensen Medan, Indonesia

tryseptaulinasiregar@uhn.ac.id; sahlantampubolon@uhn.ac.id

Submitted:	Revised:	Accepted:	Published:
Sep 7, 2026	Oct 6, 2026	Oct 17, 2026	Oct 22, 2026

Abstract

Difficulties in writing explanation texts may limit students' ability to communicate processes and phenomena clearly. This study identified students' writing difficulties, examined contributing factors, and described strategies used to address them. A descriptive qualitative design involved 30 eleventh-grade students at SMA Negeri 8 Medan. Data were collected through a writing test and an open-ended questionnaire, analyzed descriptively, and triangulated across the two sources. Writing test results identified grammar as the most prominent difficulty (40%), followed by mechanics (36.7%), vocabulary (16.7%), and idea organization (6.6%). Questionnaire responses highlighted difficulty with idea organization (73.3%), revealing a contrast between the test findings and students' reported experiences. Reported contributing factors included limited grammatical and vocabulary knowledge, insufficient writing practice, and low confidence. Students described using dictionaries, Google Translate, artificial intelligence applications, teacher and peer assistance, and writing practice to address these difficulties. The findings indicate that students require support with both linguistic accuracy and text organization. They suggest that instruction should combine explicit grammar and vocabulary support, structured writing exercises, and constructive feedback to address the difficulties identified through performance assessment and students' self-reports.

Keywords: Writing Difficulties; Explanation Texts; Grammar; Idea Organization; Writing Strategies.

INTRODUCTION

Writing is a fundamental skill in English language learning because it enables students to communicate ideas, develop reasoning, and present information in a coherent and systematic manner. Unlike other language skills, writing requires learners to integrate idea development, information organization, vocabulary selection, and grammatical accuracy within an interconnected process (Johnson et al., 2012). Hyland (2019) conceptualizes writing as a communicative activity through which meaning is constructed in consideration of purpose, audience, and context. This complexity presents additional challenges for learners of English as a foreign language, who must develop linguistic competence while learning to express ideas coherently. Graham emphasizes that writing requires the simultaneous coordination of multiple skills, meaning that weaknesses in one component may affect the overall quality of a written text.

One genre taught at the senior high school level is the explanation text, which aims to explain how or why a particular phenomenon occurs (Tarigan et al., 2026). This genre requires students to present factual information through a logical sequence of explanations and clearly established cause-and-effect relationships. Knapp (2021) explain that explanation texts describe the processes, causes, and consequences of natural, social, and scientific phenomena. Students must therefore do more than understand a topic; they must transform relevant information into a logically organized explanation. Derewianka & Jones (2016) highlight that different writing genres have distinct communicative purposes, organizational patterns, and linguistic characteristics. Understanding these conventions provides an essential foundation for producing texts that fulfill their intended communicative functions.

Despite its importance, producing a clear and systematic explanation text remains challenging for many students. Difficulties may arise when learners generate relevant ideas, develop supporting information, arrange explanations logically, and construct grammatically accurate sentences. Asnas & Hidayanti (2024) identify grammar, vocabulary, and text structure as important aspects associated with students' writing difficulties. These problems also extend to coherence and the organization of ideas, which influence the comprehensibility of written work. Wei et al. (2024) highlight the contribution of difficulties in connecting and organizing ideas to weaknesses in students' writing. These findings suggest that writing difficulties should be understood as interconnected problems rather than isolated linguistic errors.

Linguistic competence is particularly important in explanation writing because students are expected to describe phenomena objectively and systematically (Hadiani, 2019). The appropriate use of the simple present tense, passive voice, relevant terminology, and causal and temporal conjunctions contributes to the accuracy and clarity of explanations. Brown & Abeywickrama (2019) identify content, organization, vocabulary, grammar, and mechanics as essential components of writing assessment. Similarly, Weigle (2002) emphasizes content development, organization, language use, and mechanics as important dimensions in evaluating written performance. Weaknesses in these areas may result in incomplete explanations, unclear relationships between ideas, or difficulties in conveying intended meanings. Consequently, an adequate analysis of explanation writing must consider content, structure, and language use as interrelated dimensions.

Beyond linguistic competence, writing performance is influenced by students' ability to plan, compose, and refine their texts (Chien, 2012). MacArthur et al. (2017) describe writing as a process involving planning, drafting, revising, and editing. These stages allow students to develop ideas progressively while improving the accuracy and clarity of their work. Nevertheless, limited vocabulary, inadequate syntactic knowledge, and low learning motivation may interfere with this process. Liunokas (2020) associates students' writing difficulties with restricted vocabulary, insufficient grammatical mastery, and limited motivation to learn English. This suggests that writing difficulties involve not only the ability to construct sentences but also students' readiness to participate actively in the learning process.

Previous studies have provided valuable insights into students' difficulties in producing explanation texts. Wahyuningsih et al. (2022) found that students experienced problems with the passive voice and simple present tense, as well as with developing and organizing ideas. These findings demonstrate that linguistic knowledge and the ability to structure information are important dimensions of explanation writing. Also identified difficulties in understanding the generic structure of explanation texts and using causal conjunctions appropriately. Meanwhile, Dina (2019) investigated students' ability to write explanation texts and identified weaknesses in language use and idea organization. Collectively, these studies establish a foundation for further investigations into students' writing difficulties within specific educational contexts.

Nevertheless, a research gap remains in the scope of analysis and the contexts examined by previous studies. Some investigations have addressed general English writing, whereas others have focused on particular aspects of explanation text production. Lestari (2020), for instance, examined students' difficulties in English writing more broadly, including grammar, vocabulary, spelling, and punctuation. Kemalsyah et al. (2022), in contrast, investigated factors affecting writing skills, including motivation, interest, self-confidence, instructional strategies, and the learning environment. These differences in research focus indicate the need for an integrated investigation that considers linguistic difficulties, idea development and organization, text structure, and internal and external influencing factors within a single research context. Specifically, the experiences of eleventh-grade students at SMAN 8 Medan warrant investigation to establish a more focused understanding of the challenges they encounter.

This study adopts the position that identifying writing difficulties should be accompanied by an examination of their underlying causes and potential instructional responses. Difficulties in generating ideas, for example, do not necessarily indicate limited language proficiency because they may also stem from insufficient topic knowledge or inadequate support during the writing process (Fareed et al., 2016). Banjarnahor et al. (2023) demonstrate that sequences of pictures can assist students in generating and organizing ideas during writing activities. This finding highlights the importance of instructional strategies that respond to learners' needs. Furthermore, Graham et al. (2013) emphasize the importance of teacher support and feedback in improving writing performance. Accordingly, examining students' difficulties should provide a basis for selecting relevant instructional strategies rather than merely documenting the errors present in their work.

The novelty of this study lies in its integrated examination of students' difficulties in writing explanation texts, the factors contributing to those difficulties, and potential strategies for addressing them within the specific context of eleventh-grade students at SMAN 8 Medan. Unlike studies that concentrate primarily on writing proficiency or individual linguistic components, this investigation considers idea generation, information organization, grammar, vocabulary, mechanics, and understanding of explanation text structure and characteristics. It also examines internal factors, including motivation, interest, self-confidence, and foundational English proficiency, alongside external factors such as teaching strategies, instructional media, and the classroom environment. As a pedagogical foundation for addressing these challenges, process-oriented writing can incorporate

planning, drafting, revising, and editing to support the gradual development of students' writing skills (Harmer, 2015). This integrated approach is intended to provide a more comprehensive and context-sensitive understanding of students' difficulties.

Accordingly, this study aims to identify the difficulties experienced by eleventh-grade students at SMAN 8 Medan when writing explanation texts, analyze the factors contributing to these difficulties, and identify strategies that may help students overcome them. The findings are expected to provide a comprehensive account of students' learning needs and inform teachers' decisions when designing more targeted writing instruction. By considering the relationships between linguistic difficulties, idea development, and learning conditions, this study seeks to support instructional practices that respond more directly to the challenges students experience when producing explanation texts.

METHODS

This study employed a descriptive qualitative research design to investigate eleventh-grade students' difficulties in writing explanation texts at SMA Negeri 8 Medan. The qualitative approach was selected to obtain an in-depth understanding of the difficulties evident in students' written work, the factors contributing to those difficulties, and the strategies used to address them. Creswell & Poth (2018) explain that qualitative research seeks to understand the meanings individuals or groups attribute to social or human problems.

The participants consisted of 30 students from one eleventh-grade class at SMA Negeri 8 Medan. They were selected through purposive sampling based on three criteria: enrollment in the eleventh grade, prior instruction in explanation texts as part of the English curriculum, and willingness to participate. This sampling technique was intended to obtain information relevant to the research objectives (Ahmed, 2024). The study focused on students' difficulties in producing explanation texts, the factors underlying those difficulties, and strategies for overcoming them.

Data were collected through a writing test, an open-ended questionnaire, documentation, and a writing assessment rubric. In the writing test, students were asked to produce an explanation text on a given topic, such as how rain occurs, the water cycle, or global warming, within 45–60 minutes. The assessment indicators comprised content,

organization, vocabulary, language use or grammar, and mechanics, using a rubric adapted from Brown & Abeywickrama (2019). The analysis also considered idea development, the logical organization of information, and students' understanding of the generic structure of explanation texts (Rizki et al., 2022). The open-ended questionnaire explored students' experiences, perceived causes of writing difficulties, coping strategies, and expectations regarding instructional support. Supporting documents included students' written work, attendance records, learning materials, and the English syllabus. Data collection proceeded through administration of the writing test, distribution of the questionnaire, and examination of relevant documents. The thesis does not report separate formal tests of instrument validity or reliability; therefore, the credibility of the findings was strengthened through triangulation.

Data analysis followed the qualitative model proposed by Miles et al. (2014), comprising data condensation, data display, and conclusion drawing and verification. Students' written texts were examined and classified according to the identified difficulty indicators, while questionnaire responses were grouped into themes concerning contributing factors and coping strategies. The findings were presented descriptively through narrative explanations and tables, with supporting documents used to contextualize and corroborate the results. Credibility was further enhanced through source triangulation, involving comparisons among information from students, the English teacher, and relevant documents, and methodological triangulation using the writing test, open-ended questionnaire, and documentation (Riazi & Farsani, 2024). Finally, conclusions were drawn from consistent patterns across the data to address the three research questions concerning students' writing difficulties, their contributing factors, and strategies for overcoming them.

RESULTS

Types of Students' Difficulties in Writing Explanation Texts

The writing test results revealed that students in class XI-4 at SMAN 8 Medan experienced several difficulties in writing explanation texts, including grammatical difficulties, mechanical difficulties, vocabulary difficulties, and difficulties in organizing ideas. Based on data from 30 students, grammar was the most dominant category, with a frequency of 12 students (40%). Mechanics ranked second, affecting 11 students (36.7%). Five students

(16.7%) experienced vocabulary difficulties, while two students (6.6%) had difficulties organizing their ideas. No writing fluency difficulties were identified in the data classification.

Table 1. Summary of Students' Difficulties in Writing Explanation Texts Based on the Writing Test and Questionnaire

Type of Difficulty	Writing Test, f (%)	Questionnaire, f (%)
Grammar	12 (40.0%)	3 (10.0%)
Mechanics	11 (36.7%)	-
Vocabulary	5 (16.7%)	0 (0.0%)
Idea organization	2 (6.6%)	22 (73.3%)
Writing fluency	0 (0.0%)	-
Generic text structure	-	5 (16.6%)
Total	30 (100%)	30 (100%)

Compiled by the researcher (2026)

Table 1. Summary of Students' Difficulties in Writing Explanation Texts Based on the Writing Test and Questionnaire shows that grammar difficulties were primarily associated with the use of verb forms, the simple present tense, subject-verb agreement, and sentence structure. Several students reported that they still struggled to construct grammatically accurate English sentences. In addition, the research findings classified difficulties distinguishing between the general statement and sequenced explanation sections of an explanation text under mechanics. Regarding vocabulary, students experienced limitations in selecting appropriate words, including technical or scientific terms relevant to the topic. Meanwhile, difficulties in idea organization were reflected in students' struggles to arrange explanations in a logical and clear sequence.

These findings indicate that students' difficulties in writing explanation texts were not limited to the application of English grammatical rules but also involved understanding text structure and selecting appropriate vocabulary. Nevertheless, grammar remained the most dominant difficulty identified in the writing test, accounting for 40% of the reported cases.

Types of Difficulties Based on the Questionnaire

The questionnaire results provided insight into students' writing difficulties from their own perspectives. Of the 30 responses analyzed, difficulties in organizing ideas were the most dominant category, with 22 responses (73.3%). Five students (16.6%) reported difficulties understanding the generic structure of explanation texts, while three students

(10%) reported grammatical difficulties. According to the available summary table, no responses were categorized as vocabulary difficulties.

The students' open-ended responses further illustrated that organizing ideas was a major challenge when they attempted to construct explanations in a coherent sequence. Student LH, for example, stated that they sometimes did not know how to arrange different ideas clearly. Student BA experienced difficulties determining which information should be presented first in the general statement and which information should be explained sequentially. Meanwhile, student NS explained that information needed to be organized logically so that each stage of a process was connected and easy to understand. Responses from other students, including FS, DL, MM, and ET, also indicated difficulties determining how to begin a text and sequencing their ideas.

In addition to idea organization, understanding text structure posed difficulties for some students. Students HN and RS stated that they did not fully understand the structure of explanation texts, partly because the instructional explanations had not been sufficiently clear or because they had missed some of the explanations. In contrast, some students reported that they understood the basic structure consisting of the general statement and sequenced explanation but still needed more practice applying it in their writing. Thus, understanding the components of a text does not necessarily mean that students can use them effectively in written production.

Overall, the questionnaire findings indicate that students primarily experienced difficulties developing and sequencing ideas, followed by difficulties understanding text structure. These findings differ from the writing test results, in which grammar was the most dominant category. This difference suggests that the writing test and questionnaire capture complementary aspects of writing difficulties: errors identified in the written product and challenges perceived by students during the writing process.

Factors Contributing to Students' Writing Difficulties

Based on the questionnaire responses, students' difficulties in writing explanation texts were associated with both linguistic and non-linguistic factors. Linguistic factors included limited grammatical and vocabulary knowledge, whereas non-linguistic factors involved insufficient writing practice, low confidence, and reliance on translation tools or artificial intelligence (AI).

In terms of grammar, several students acknowledged that they still made errors involving tense usage, sentence structure, verb forms, and subject-verb agreement. Student LH, for instance, stated that they sometimes made mistakes when using tenses and constructing sentences. Student BA also reported difficulties using the simple present tense and passive voice, which are relevant to explaining processes or phenomena. These responses indicate that students may require further reinforcement of the grammatical rules used in explanation writing.

Limited vocabulary also emerged in the students' responses. Students ZS, ET, MM, DL, and FS reported that they did not always know the appropriate English words to express their ideas. Some students also experienced difficulties selecting technical terms suitable for the topic being explained. Such limitations may make it more challenging for students to communicate information accurately and connect one sentence to another.

Beyond linguistic factors, insufficient practice and low confidence were also evident in the responses. Some students stated that they only practised writing when assigned schoolwork, while others rarely wrote English texts outside the classroom. These conditions were associated with difficulties determining how to begin a text and organizing paragraphs coherently. Several students also reported asking teachers or classmates for assistance when they encountered writing problems.

Another finding concerned students' reliance on translation tools and AI to overcome writing difficulties. Students MPr and EA, for example, reported using AI or translation tools when writing and acknowledged that they were not yet able to write independently. These responses suggest that digital tools were viewed as a means of addressing language-related challenges. However, for some students, their use also coincided with difficulties understanding text structure and producing written work independently.

Students' Strategies for Overcoming Writing Difficulties

The questionnaire findings revealed that students employed various strategies to overcome their difficulties in writing explanation texts. These strategies included using dictionaries, consulting teachers or classmates, reviewing their writing, reading model texts, practising writing, and using translation tools and AI.

Using dictionaries was one of the strategies mentioned by students when they struggled to find appropriate vocabulary or understand word usage. Several students, including LH, BA, DL, and KA, reported using dictionaries or asking teachers for

explanations. Students MH and RS also mentioned consulting teachers or using dictionaries when facing difficulties. These strategies indicate that students sought additional resources and assistance to address aspects of language that they had not yet mastered.

Students also expressed a need for more examples of explanation texts and additional writing practice. Students VB, MR, and MI considered model texts helpful for understanding text structure and the sequence of explanations. Students BA, NS, and MA also expected clearer examples, more writing exercises, and feedback from teachers. Some students reported reviewing their writing and using teachers' comments to correct errors in subsequent assignments. These strategies were associated with efforts to improve their understanding of text structure and their accuracy in language use.

On the other hand, some students used AI or translation tools as their primary writing assistance. MPr and EA specifically stated that they relied on these tools and were not yet able to write independently. This finding illustrates variation in students' approaches, ranging from strategies that encourage active learning, such as seeking feedback and practising writing, to the use of digital tools to assist with text production.

Overall, students employed a range of strategies to address their writing difficulties. However, their responses also indicated a need for sustained writing practice, accessible model texts, clearer instructional explanations, and teacher feedback. Such support is particularly important for helping students develop and sequence ideas, understand the structure of explanation texts, and use grammar and vocabulary accurately.

DISCUSSION

The findings indicate that eleventh-grade students at SMA Negeri 8 Medan experienced difficulties in writing explanation texts, particularly in grammar, vocabulary, idea organization, and writing mechanics. The writing test identified grammar as the most prominent difficulty, especially in sentence construction, subject–verb agreement, verb forms, and tense usage. Errors involving vocabulary, capitalization, punctuation, and spelling further suggest that students continued to experience challenges in expressing ideas accurately according to English-language conventions. These findings indicate that successful explanation-text writing requires more than subject knowledge; it also involves coordinating linguistic resources and organizing information effectively. Hyland (2019) explains that second-language writing is a complex activity involving idea development,

lexical selection, information organization, and linguistic control. In explanation texts, grammatical accuracy is particularly important because writers must present processes or causal relationships clearly and logically (Crossley et al., 2007). Grammatical errors should therefore not be viewed solely as formal inaccuracies, as they may also weaken the clarity and effectiveness of the explanation communicated to readers (Appelman & Schmierbach, 2018).

These findings correspond with the writing assessment components discussed by Brown & Abeywickrama (2019), namely content, organization, vocabulary, language use, and mechanics. The rubric adapted from their framework enabled the students' difficulties to be examined across multiple dimensions of writing. Although all these dimensions contribute to text quality, grammar emerged as the most frequent problem in the students' actual written work. This suggests that language use requires particular attention in writing instruction without neglecting content development, idea organization, and mechanics. The findings also support Lestari (2020), who reported difficulties involving spelling, grammar, vocabulary, and punctuation. This similarity suggests that linguistic accuracy and mechanics remain important challenges in English writing instruction. However, the present study offers a more specific context by examining explanation texts produced by eleventh-grade students, whereas Rahmawati investigated English writing more broadly. This distinction matters because different genres have different communicative purposes and organizational demands.

The findings are also consistent with Wahyuningsih et al. (2022), who identified difficulties involving grammar, idea development, and explanation-text structure, and Dina (2019), who reported challenges in concept organization and vocabulary acquisition. Collectively, these studies suggest that writing difficulties are multidimensional: students must develop relevant ideas, arrange them systematically, and express them through appropriate linguistic forms. In the present study, the questionnaire revealed that students perceived idea organization as one of the most challenging aspects of writing explanation texts. Their difficulties included sequencing process stages, connecting information, and understanding the relationship between the general statement and the explanatory details. The difference between the writing-test and questionnaire findings is significant because grammar was the most prominent problem in students' actual writing, whereas idea organization was a major difficulty in their own perceptions. This distinction suggests that problems observable in written products do not always correspond directly to the difficulties

students consciously recognize. Writing assessment should therefore consider evidence from students' texts alongside their perspectives on the writing process.

The challenge of organizing ideas can be understood in relation to the characteristics of explanation texts, which require phenomena and processes to be presented in a logical sequence. Knapp (2021) emphasize the relationship between genre purpose, textual organization, and language use. When students do not fully understand how a general statement connects to an explanation of a phenomenon's stages or causes, their writing may lack logical continuity. In addition to structural challenges, students in the present study identified limited vocabulary and grammatical knowledge, insufficient writing practice, difficulties in developing ideas, and inadequate understanding of text structure as factors associated with their writing problems. Kemalsyah et al. (2022) explains that writing performance may be influenced by internal and external factors, including motivation, self-confidence, teaching strategies, learning resources, and classroom atmosphere. The present findings reinforce the relevance of linguistic competence and writing experience as factors perceived by students to be important. Nevertheless, these factors should be interpreted as students' reported perceptions rather than established causal relationships.

Theoretically, this study contributes to the understanding of explanation-text writing difficulties by demonstrating the importance of distinguishing problems identified in written products from those perceived by students. The combination of a writing test and a questionnaire provides complementary perspectives. The writing test reveals errors in the students' actual texts, while the questionnaire offers insight into the obstacles they recognize and the strategies they use to address them. Practically, the findings suggest that writing instruction should integrate grammar and vocabulary development with activities that support idea generation and sequencing. Teachers could use model texts, process-sequencing exercises, and sentence-revision activities to help students understand the relationship between textual structure and language choices. Students also reported using writing practice, grammar review, vocabulary learning, model-text reading, dictionaries or translation tools, and assistance from teachers or classmates. These strategies align with Harmer (2015) emphasis on practice, revision, and feedback in writing development. Progressive practice accompanied by focused feedback can help students identify recurring errors and improve their writing. Students' expressed need for additional examples, writing opportunities, and feedback further supports an instructional approach that moves from model-text analysis to independent composition and revision.

Despite providing insight into students' difficulties, this study has several limitations. It involved only 30 eleventh-grade students from one school, SMA Negeri 8 Medan. Its findings therefore reflect the participants' particular context and cannot automatically be generalized to all secondary-school students. The descriptive qualitative design was intended to explore and describe writing difficulties rather than test causal relationships between particular factors and writing ability (Rafi & Moghees, 2023). In addition, questionnaire responses depended on students' ability to recognize and report their own difficulties. Although the writing test and questionnaire provided complementary perspectives, these instruments may not have captured every factor affecting the writing process. Future research could involve participants from a wider range of schools, conduct in-depth interviews, or observe writing processes directly to develop a more comprehensive understanding. Further studies could also evaluate specific instructional strategies to determine whether structured practice and focused feedback effectively reduce the most frequent errors. Overall, this study demonstrates that explanation-text writing difficulties should be understood through the interaction of linguistic accuracy, idea organization, genre knowledge, and students' learning experiences. Grammar was the most prominent problem in the writing test, whereas idea organization was a major difficulty perceived by students. This distinction underscores the importance of considering both written performance and students' perceptions when designing instruction that responds to their learning needs.

CONCLUSION

This study concludes that eleventh-grade students at SMA Negeri 8 Medan experienced difficulties in writing explanation texts in terms of both linguistic accuracy and idea organization. The writing test identified grammar as the most prominent problem, particularly in sentence construction, subject–verb agreement, verb forms, and tense usage. Other difficulties involved vocabulary, spelling, capitalization, punctuation, and the organization of ideas. In contrast, the questionnaire revealed that students perceived idea organization as their main challenge, especially when sequencing processes, connecting information, and understanding the overall structure of an explanation text. These difficulties were associated with limited grammatical and lexical knowledge, insufficient understanding of text structure, and inadequate writing practice.

These findings address the research objectives by identifying the difficulties evident in students' written work, the obstacles they perceived, and the strategies they used to overcome them. Students reported using writing practice, grammar review, vocabulary learning, model-text reading, dictionaries, and assistance from teachers or peers to improve their writing. The difference between test results and students' perceptions constitutes an important contribution of this study, demonstrating that observable writing problems do not always correspond to the difficulties students consciously recognize. Practically, the findings provide a basis for teachers to integrate grammar instruction, vocabulary development, idea outlining, and guided writing practice with focused feedback. Students should also develop consistent writing habits, use outlines to structure their ideas, and review their work critically. Future research should include participants from a wider range of schools and larger samples, employ more diverse data-collection methods, and investigate the effectiveness of specific instructional strategies for improving explanation-text writing. Such research could provide a stronger basis for developing teaching approaches that address both the linguistic and organizational needs of students.

REFERENCES

- Ahmed, S. K. (2024). How to choose a sampling technique and determine sample size for research: A simplified guide for researchers. *Oral Oncology Reports*, 12, Article 100662. <https://doi.org/10.1016/j.oor.2024.100662>
- Appelman, A., & Schmierbach, M. (2018). Make no mistake? Exploring cognitive and perceptual effects of grammatical errors in news articles. *Journalism & Mass Communication Quarterly*, 95(4), 930–947. <https://doi.org/10.1177/1077699017736040>
- Asnas, S. A. M., & Hidayanti, I. (2024). Uncovering EFL students' frequent difficulties in academic writing and the coping strategies: The case of a college in Indonesia. *Journal on English as a Foreign Language*, 14(1), 124–151. <https://doi.org/10.23971/jefl.v14i1.7472>
- Banjarnahor, R. U., Manurung, L. W., & Sidabutar, U. (2023). The implementation of visual-picture sequences on the improve students' writing ability in grade XI of SMA Negeri 1 Baktiraja, Humbang Hasundutan. *Innovative: Journal of Social Science Research*, 3(2), 1215–1225. <https://j-innovative.org/index.php/Innovative/article/view/420>
- Brown, H. D., & Abeywickrama, P. (2019). *Language assessment: Principles and classroom practices* (3rd ed.). Pearson Education.
- Chien, S.-C. (2012). Students' use of writing strategies and their English writing achievements in Taiwan. *Asia Pacific Journal of Education*, 32(1), 93–112. <https://doi.org/10.1080/02188791.2012.655240>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

- Crossley, S. A., Louwerse, M. M., McCarthy, P. M., & McNamara, D. S. (2007). A linguistic analysis of simplified and authentic texts. *The Modern Language Journal*, 91(1), 15–30. <https://doi.org/10.1111/j.1540-4781.2007.00507.x>
- Derewianka, B., & Jones, P. (2016). *Teaching language in context*. Oxford University Press.
- Dina, M. (2019). Students' ability, problems and causes of problem in writing explanation text at the first grade of SMAN 1 Batusangkar. *Curricula: Journal of Teaching and Learning*, 4(1), 8. <https://doi.org/10.22216/jcc.2019.v4i1.3893>
- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: Problems, factors and suggestions. *Journal of Education & Social Sciences*, 4(2), 83–94. <https://doi.org/10.20547/jess0421604201>
- Graham, S., MacArthur, C. A., & Fitzgerald, J. (Eds.). (2013). *Best practices in writing instruction* (2nd ed.). The Guilford Press. <https://lib.asu.edu/shelf-life/best-practices-writing-instruction>
- Hadiani, D. (2019). An analysis of students' writing skills: Focus on grammatical and discourse competence. *LLT Journal: A Journal on Language and Language Teaching*, 22(2), 198–208. <https://doi.org/10.24071/llt.v22i2.1803>
- Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Pearson Education Limited.
- Hyland, K. (2019). *Second language writing* (2nd ed.). Cambridge University Press. <https://ueaeprints.uea.ac.uk/id/eprint/69309/>
- Johnson, M. D., Mercado, L., & Acevedo, A. (2012). The effect of planning sub-processes on L2 writing fluency, grammatical complexity, and lexical complexity. *Journal of Second Language Writing*, 21(3), 264–282. <https://doi.org/10.1016/j.jslw.2012.05.011>
- Kemalsyah, M., Solehuddin, M., Hariyadi, A., Jenuri, & Suwarma, D. M. (2022). An analysis of factors that affect EFL students' writing skill. *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*, 14(2), 869–876. <https://doi.org/10.37680/qalamuna.v14i2.3692>
- Knapp, P., & Watkins, M. (2021). *Genre, text, grammar: Technologies for teaching and assessing writing*. UNSW Press.
- Lestari, D. M. (2020). An analysis of the students' difficulties in writing undergraduate thesis at English Education Study Program of Muhammadiyah University of Bengkulu. *Premise: Journal of English Education*, 9(1), 17. <https://doi.org/10.24127/pj.v9i1.2588>
- Liunokas, Y. (2020). The ability of Indonesian EFL university students in writing an explanation text. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(2), 611–622. <https://doi.org/10.24256/ideas.v8i2.1692>
- MacArthur, C. A., Graham, S., & Fitzgerald, J. (Eds.). (2017). *Handbook of writing research* (2nd ed.). The Guilford Press.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Rafi, M. S., & Moghees, A. (2023). Writing challenges, causes, and strategies to facilitate the doctoral dissertation-writing process: A qualitative analysis. *International Social Science Journal*, 73(247), 139–156. <https://doi.org/10.1111/issj.12367>
- Riazi, A. M., & Farsani, M. A. (2024). Mixed-methods research in applied linguistics: Charting the progress through the second decade of the twenty-first century. *Language Teaching*, 57(2), 143–182. <https://doi.org/10.1017/S0261444823000332>

- Rizki, M., Hidayat, D. N., Husna, N., & Alek, A. (2022). Discourse analysis of grammatical cohesion devices in student explanation texts. *Eduvelop: Journal of English Education and Development*, 6(1), 1–12. <https://doi.org/10.31605/eduvelop.v6i1.1545>
- Tarigan, R. E., Emilia, E., & Nurlaelawati, I. (2026). A genre-based approach to teaching writing explanation text to senior high school students. *International Journal of English Language and Pedagogy*, 4(1), 12–22. <https://jurnal.ut.ac.id/index.php/ijelp/article/view/14859>
- Wahyuningsih, D., Wirawan, F., Rahma Willis, R., & Ratna Sari, Y. (2022). Analysis of the students' difficulties in writing explanation text. *Ensiklopedia of Journal*, 4(3), 198–208. <https://doi.org/10.33559/eoj.v4i3.207>
- Wei, Y., Sulaiman, N. A., & Ismail, H. H. (2024). Academic English writing challenges in a blended EFL and ESL learning environment: Insights from Chinese international high school students. *International Journal of Learning, Teaching and Educational Research*, 23(2), 275–293. <https://doi.org/10.26803/ijlter.23.2.13>
- Weigle, S. C. (2002). *Assessing writing*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511732997>