Factors Influencing Students' Performance in Second Language Writing Skills

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Abstract

The ability to articulate ideas, convey information, and engage stakeholders through written mediums has become a vital competency. This study delves into the Factors influencing Engineering students' performance in second language writing skills at two private higher education institutions. The research aims to analyze the issues surrounding students' writing skills comprehensively. To conduct this investigation, a quantitative methodology was employed. A sample of 247 students was randomly selected, and their opinions were gathered through a survey questionnaire. The findings of the research revealed that the majority of the students struggle to master the art of effective writing. The results show that the majority of students exhibited poor writing performance because of the errors that occurred such as: prepositions, articles, spelling, concord, verb tense, word choice, structure, organization, omission, repetition and cohesion. To enhance their writing skills, students need more chances to practice writing in structured ways. Activities that require crafting complete sentences, experimenting with sentence variation, and incorporating fresh vocabulary will help. In addition, constructive feedback is crucial for pinpointing mistakes and offering strategies for improvement, guiding students toward more polished writing. Reading and writing are deeply connected, so teachers shold increase students' exposure to diverse reading materials which will help them better understand grammar, sentence structure, and vocabulary.

Keywords: factors, learning, second language, writing errors, writing skill

1. Introduction

Writing takes both mental and physical effort to be meaningful and communicative. The purpose of writing is to express one's ideas in written form. One of the four skills that a student has to master is writing. However, it is a skill that is more difficult to master than other skills. Writing is both a solitary activity and a difficult talent to master. Almelhi (2021) identified writing as a complex and iterative process requiring extensive cognitive effort, which often includes pre-writing contemplation to develop coherent ideas. This complexity is amplified in second-language writing due to additional linguistic and cultural considerations. Similarly, a study by Tseng and Lin (2022) demonstrated that students face intrinsic challenges in organization, vocabulary, and grammar, reflecting the inherent difficulty of the task. Students pause, ponder, write, rewrite, and so on, both in the initial and final stages of crafting a piece. This slow pace illustrates the number of decisions that must be taken by the writer, as well as the need for introspection in the process.

According Hsieh and Feng (2024) highlighted that L2 writing requires learners to allocate significant cognitive resources to tasks like planning, revising, and vocabulary selection, often making their process more labor-intensive than that of native speakers. They argue that writing in English demands a heightened focus on structural elements like tense usage, sentence organization, and logical flow, which can hinder fluency for learners still grappling with these basics. The cognitive process refers to evoking information or knowledge, whether consciously or unintentionally, purposefully or spontaneously. It also involves a series of activities that include identifying and categorizing. When it comes to writing in English, students from the engineering institutions who were chosen for the study had a lot of

problems.

When learning English as a second language, students encounter several obstacles, particularly with their writing skills. They make errors in aspect of language, including grammar and sentence construction. Some of the grammatical features of the L2 that learners find difficult to pick up include topic harmony, the use of prepositions, articles, connectives, negations, passive and active voice, and the correct tense.

One of the severe causes of students' poor writing skills in teaching English as a second language is the curriculum and syllabus design. Most of these books are written by ELT experts who are interested in teaching and not entertainment, rather than authors who can write novels for children and make them engaging, vibrant, and pleasant. Different students are being used frequently. As a result, the teaching profession is currently facing severe problems. Poor writing skills convey wrong perceptions, and many students react adversely if they discover a spelling or punctuation mistake. For instance, a spelling mistake on a professional site could cause readers to doubt the site's reliability. Effective writing helps us with communication and critical thinking. Further, it allows us to communicate effectively and be understood by others. As a result, it is critical to figure out are causes of their bad performance and how to help them overcome those obstacles. One of the most challenging skills for students to acquire in higher education institutions is the ability to write concise phrases and paragraphs. Students struggle to grasp the craft as they grow older if they do not try to learn how and when to compose when they are at the primary school level. EFL/ESL learners frequently face significant challenges in producing structured, accurate, and fluent academic texts. These challenges often arise due to difficulties in mastering grammatical accuracy, text coherence, and fluency while adhering to the conventions of academic writing (Lee & Evans, 2020; Zhang & Zhang, 2021).

Strong writing skills at workplace have advantageous in several ways. It offers new chances to achieve your goals and enhance your profession. Practical writing skills enable the learners to express themselves, improve clarity and conciseness, and differentiate them from competitors. Using the term "skill" in a scientific sense, writing has been recognized as a skill. Writing serves beyond those purely intellectual. Workplaces need candidates who can write and communicate effectively. Even the digital age has not reduced the need for writing.

Email, chatrooms, memos, and website updates are a few of the various forms of communication that call for good writing. The possibility of a success rate rises as communication is **strengthened**. No matter what job or field students pursue, they eventually need to be proficient in writing. Writing also improves one's ability to think coherently. Writing talent is made up of several minor skills.

The students must follow accepted spelling, grammar, and orthography for academic success. They need to use the correct word forms whenever possible. Employing forms that convey the proper tense, case, or gender may be necessary to help the reader understand the essential sentence components, such as the subject, verb, and object. It could also require arranging words properly when putting them together. Making the key concepts separate from any current promotes or facts and maintaining consistency in writing are vital to understand how the ideas developed.

Word proficiency is essential when writing. In writing, the learner must use the right words and phrases. Understanding phrase structure from the perspective of the sentence requires a certain level of knowledge and skill. Maintaining consistency of ideas and subjects is crucial in writing. A person fluent in grammar can produce any grammatical sentence in a given language. Students would benefit from an understanding of syntactic, robust, concordance, reported speech, mood, and form. To master writing skills, the learner needs to understand English orthography. However, students at higher education institutions should have a level of writing proficiency. However, when a pilot study was conducted to assess engineering students' writing skills, the results did not match what was predicted. The study's specific objectives are listed below:

- To identify the difficulties L2 students face with writing
- To investigate the issues related to grammar.
- To explore the difficulties with the use of cohesive devices.
- To find out the problems associated with sentence structure.
- To distinguish the difficulties with punctuation.

The identification of the root causes of students' writing errors is likely to pave the way for inclusive educational practices. This study is particularly relevant in a multicultural and multilingual setting where the medium of instruction may not be the first language of all students.

2. Literature Review

The challenges EFL/ESL learners face in academic writing are numerous and cover the majority of linguistic domains. The most common challenges in academic writing are encompassing deficiencies in vocabulary, interference from their first language (L1), and confusion about grammatical structures. Issues such as limited lexical knowledge, challenges in cohesion, syntactical interference from L1, and difficulties with punctuation and word order are commonly reported. Furthermore, reading comprehension gaps and repeated expressions exacerbate these difficulties. Recent studies also highlight that instructional strategies significantly influence students' ability to develop academic writing skills (Ma & Wang, 2022; Almelhi, 2021; Tseng & Lin, 2022).

Research by Zhang et al. (2023) suggested that digital environments, including collaborative platforms such as Google Classroom, foster

engagement and improve writing outcomes by offering instant feedback and creating a space for peer interaction. Min (2023) emphasized the significance of feedback in learning writing. Feedback helps students "see and remember their mistakes and figure out how to improve their writing." Feedback was divided into verbal and written forms. Compared to written feedback alone, accuracy was significantly improved over time by oral and written feedback (Wilson, 2023). Writing is a form of communication that uses written symbols to represent a language. Some authors use writing to share their unique perspectives on the world, so it is no surprise that this talent is sought after. Students have many opportunities to express themselves creatively in a second language through writing (Ren & Zhu, 2023). Although all four language skills are necessary for success in life, writing stands out as paramount due to the breadth of its influence.

Writing is a way to communicate with one another. A crucial skill for effective language production is writing. It is considered an essential ability in ESL since most students encounter numerous difficulties when attempting to put their thoughts on paper. When writing in English, learners, especially university students, need clarification because they need an extensive vocabulary and to understand the reading strategies well enough. This skill requires careful consideration from the first steps of the educational deli process in the group if it is to be taught and learned successfully (Suchy, 2023).

Students should put their ideas, knowledge, and experiences down on paper because it helps preserve the written records. Writing generates various thoughts and ideas in students' minds because it combines the process and the product.

Binh and Hang (2023) stated that writing is a set of skills that includes vocabulary, grammar rules, and different ways to organize sentences. To write well, students must look at what they already know and put it in order. One's level of knowledge can be raised from novice to expert through writing. It explains why writing is essential since a person who cannot read or write is called "illiterate" and "ignorant" (Yu, et al., 2023). Students face different writing problems at other points in their academic careers. These difficulties can frequently be divided into cognitive, psychological, linguistic, and educational issues. Reading and writing go hand in hand.

Yangin (2023) found that 85 per cent of college students' education was gained through personal reading. Students have said that it is even harder to get kids to read in the modern world, where TV, videos, movies, and video games are so popular that the wanting-to-read culture has almost died out. Mekala et al. (2016) identified errors and categorized them into the following five groups: errors in grammar, syntax, lexicon, semantics, and substance (spelling and mechanics combined). Similarly, Khoshsima & Banerjee (2017) examined the compositions of eighty Taiwanese EFL learners. One-tenth of all mistakes dealt with improper use of articles. Prepositional and verbal usage errors were the second most common. In addition, Govindarajoo et al. (2022) found eight significant grammatical errors such as errors in nouns, pronouns, adjectives, articles, verbs, modal verbs, prepositions, and spelling. Moreover, Rawand. (2022) found five main categories of errors made by Vietnamese students in their writing. These writing errors include leaving out the subject, repeating the subject, choosing an inappropriate subject, failing to connect the subject logically to the predicate, and misusing the subject and passive conjugations.

3. Methodology

3.1 Research Approach

This study employed a quantitative research approach. This approach enabled a comprehensive exploration of factors influencing engineering students' second-language writing skills. Quantitative data provided measurable insights into writing proficiency and challenges.

3.2 Research Location

The research was conducted at two private higher education institutions in India. These institutions were selected to represent engineering students from varied backgrounds, ensuring diverse perspectives on second-language writing challenges.

3.3 Source of Data

The primary source of data consisted of first and second-year engineering students from the two institutions. These students were ideal participants as they actively engage with second-language writing in their academic curriculum, offering relevant and timely insights into their experiences and difficulties.

3.4 Data Collection Tool

The primary tool for data collection was a survey questionnaire. This instrument was designed to gather detailed responses about students' writing practices, challenges, and perceptions. The questionnaire included 21 structured questions, capturing quantitative data while allowing space for qualitative elaboration where needed.

3.5 Sample Size

The study's sample included 247 students, ensuring sufficient representation to draw statistically significant conclusions. The sample size was considered appropriate for achieving the study's objectives and providing a reliable basis for analysis.

3.6 Sampling Technique

A simple random sampling technique was employed to select participants. This method ensured that every student within the defined population had an equal chance of being included in the study, thereby minimizing selection bias and enhancing the generalizability of the findings.

3.7 Data Analysis Methods

The collected data were analyzed using a combination of descriptive and inferential statistical methods, facilitated by SPSS (Statistical Package for the Social Sciences) version 26. Descriptive analysis provided a clear summary of participants' responses, while inferential analysis enabled the identification of patterns and relationships. The qualitative data were thematically analyzed to uncover deeper insights into students' writing difficulties. Additionally, the results were presented in tables and figures for clarity and easy interpretation.

4. Results and Discussion

The collected data was systematically analyzed using SPSS version 26 and Excel software and displayed in a form of tables and figures. 21 questions were used to gather data to assess the major factors that affect students' writing skills at two private education institutions.

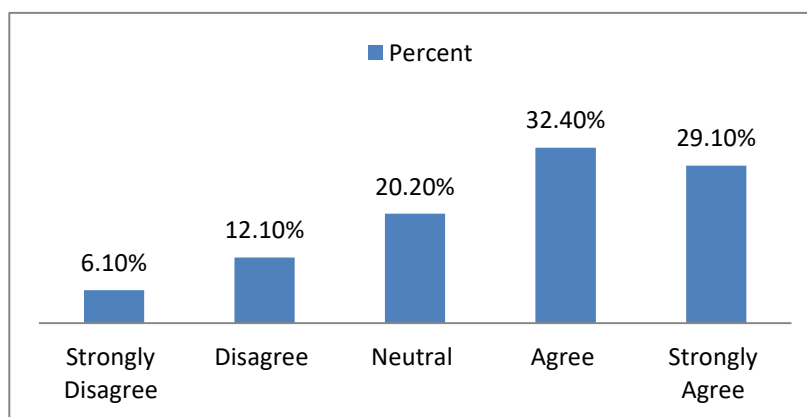1. I struggle with using tenses correctly throughout my writing.

Figure 1. Respondents' Confidence in Using Tenses Correctly in Writing

Figure 1 shows the responses obtained on the frequency about which the respondents struggled to use tenses correctly in their writing ranging from complete confidence to difficulty with this grammatical feature. 6.1% strongly disagree that they have a problem using the tenses. In addition, 12.1% of the respondents disagreed with the statement meaning that they may sometimes find it a challenge, tense usage was not majorly a struggle. They may sometimes feel their difficulty, but they believe their general mastery of the tenses is enough to see them through to effectively communicate their ideas in writing. 20.2% of respondents are neutrals. They neither agree nor disagree with the statement. The largest proportion, 32.4%, of the responses agree with the statement, which means they do find the usage of tenses problematic. This shows that the usage of tenses is a common problem for many students, and it lowers their confidence in writing. They found themselves often confused about which tense they should use or how they could be consistent in their texts. 29.1% of respondents strongly agree with this statement, meaning that nearly one-third of all those surveyed had major problems associated with tense use. This suggests that the problem is pervasive and represents an area in which many students might need special help or other resources. Overall, one can deduce from these data that the use of tenses is a significant problem for many students. Similarly, Maiguero and Mohammad (2022) discovered that the students' use of verb tenses in English was completely improper. Furthermore, the results demonstrated that all three tenses were problematic for students, resulting in a variety of verb tense errors such as replacements, additions, and morpheme omissions.
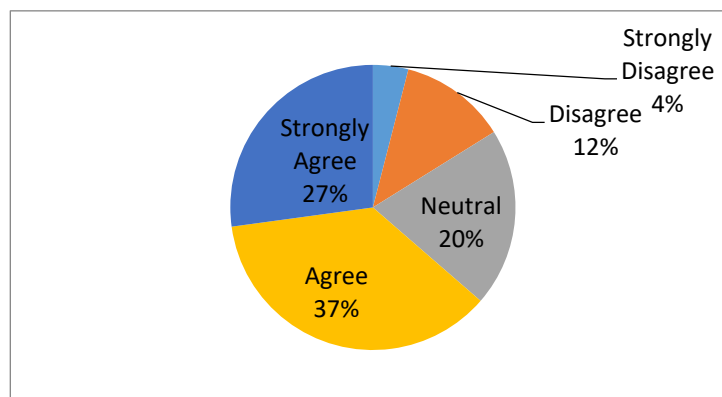
2. I frequently write incomplete sentences.

Figure 2. Respondents' Self-Reported Frequency of Writing Incomplete Sentences

Figure 2 reveals the data regarding the students' experiences in writing incomplete sentences. 4.0% of the respondents strongly disagree with the statement, "I frequently write incomplete sentences," thereby indicating that they are fairly certain that incomplete sentences are not

a frequent problem in their writing. Essentially, this group conceptualizes their writing as relatively complete and well-structured, and they are careful in writing or not often confronted with this problem. 12.1% of respondents disagree with the statement. This means that they realize the possibility of incomplete sentences, though they are not all that common. Whereas they may be aware of the places where their sentences may fall short. Generally speaking, they do not consider incomplete sentences to be a large problem in their writing. 20.2% of the respondents took a neutral position. This group seems undecided or indifferent on how often they write incomplete sentences. they are aware of it but do not feel strongly or remember enough to pick a side, so they are led to a neutral opinion. This may be because their writing experiences widely or there is a lack of self-awareness over this particular matter. 36.4 % of respondents agreed with the statement, indicating that they do feel incomplete sentences are a common problem with their writing. That means many students experience extreme difficulty in the completeness of the sentences and realize it is a common problem associated with their written communication. Their agreement indicated a great concern about the inability to construct fully formed sentences. Further, 27.1% of respondents strongly agreed and were concerned about frequently using incomplete sentences. This set of individuals strongly believes that incomplete sentences are a serious and perpetual issue with the way one writes. This underscores a challenge they feel they face, which calls for improvement in their writing skills or deeply felt awareness of their frequent grammatical shortcomings. In summary, the result shows a number of the respondents acknowledge frequent issues in the construction of complete sentences. According to Yuliarsih and Amalia (2022), the study's findings indicated that students frequently make fragment issues in the writing, and particularly, they omit verbs, dependent clauses and subjects of the sentences.

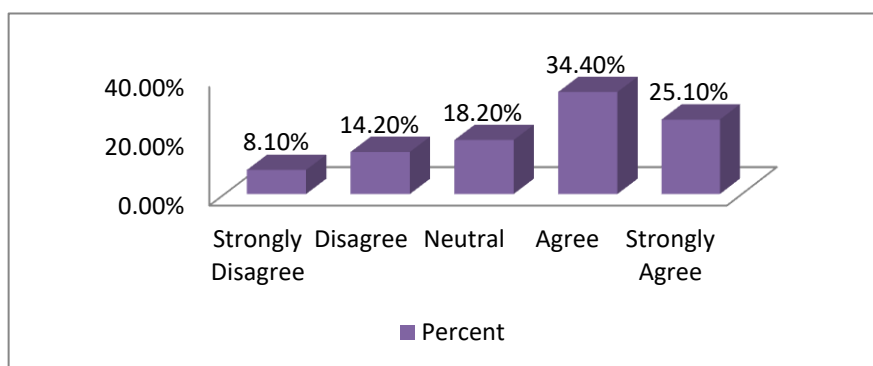3. I often omit or misuse determiners in my writing.

Figure 3. Frequency of Errors Related to Determiners in Respondent Writing

Figure 3 reveals views on how common the problem is regarding the omission or misuse of determiners. 8.1% of respondents strongly disagree with the statement, which means they rarely experience problems. This means such students are immensely comfortable and confident with the use of determiners which are important for clarity in writing. 14.2% of the respondents disagreed with the statement, showing that they might occasionally face a problem with determiners, they do not think it is a serious issue. Probably, this group has a problem once in a while but overall believes that their level of mastery of determiners does not affect their writing process. 18.2% of respondents are undecided on whether they have a good or bad experience with using correct determiners. This suggests that the respondents do not feel strongly toward the issues surrounding their competency with determiners, or find that their struggles are circumstantial rather than consistent. It could also denote that they were unsure about the contribution that determiners made to the clarity of meaning in their writing. On the other hand, 34.4% of respondents agreed, indicating to what extent the problem is with many students on the task of dropping or abusing determiners. This group of students is finding the subject of determiners hard, and most have constant problems, therefore, when writing essays. Agreed would indicate the constant problem within general determiners. 25.1% of the respondents strongly agree, proving that most students experience grave difficulty with the use of determiners. This is a problem for the majority of students, showing that using or leaving the wrong determiners is a common fault and often prevents them from being clear and precise in their writing. The data suggests that difficulties with determiners are common and the majority of students need further support or practice to be able to use them correctly. According to Khatter's (2019) investigation, punctuation errors were the most common errors made by the participants. According to this study, students often make errors with spelling, prepositional, article, verb tense, and word form errors, in that order. The results indicated that students find writing in English as a foreign language to be quite difficult.

4. I frequently write sentences with poor or incorrect structure.

Table 1. Frequency of Writing Sentences with Inappropriate or Incorrect Structure

	Percent
Strongly Disagree	12 (4.9%)
Disagree	31 (12.6%)
Neutral	61 (24.7%)
Agree	95 (38.4%)
Strongly Agree	48 (19.4%)

Table 1 provides data on the frequency with which respondents write sentences of inappropriate or wrong structure. This self-reported

measure gives indications into the awareness of the quality of writing and difficulties in the construction of a person while writing correct sentences. 4.9% of the respondents strongly disagree, meaning they hardly do or maybe never do write sentences that are poorly or inadequately structured. This group probably feels sure of its writing and thinks that, in general, its sentence structures are good and effective. 12.6% of the respondents disagree with the statement, implying that they sometimes have issues with the formation of sentences, it is not a frequent occurrence. Such persons agree that they have some degree of writing sentences correctly without errors, but they similarly agree that structural inaccuracies come up occasionally. The neutral category includes 24.7% of the respondents who neither agree nor disagree with the statement. Such a stance can reflect uncertainty or no strong feelings concerning their sentence structure. They might not be clear on the frequency with which they get sentenced structurally wrong or may not actively monitor the aspect. 38.4% of the respondents agree with the statement, in so many words, that it often describes the sentences they write those either poorly or incorrectly structured. The group admits to sentence structure as among the chronic problems in writing. Their agreement spells a common problem: not being able to construct clear, well-organized, and grammatically correct sentences. 19.4% of the respondents strongly agree that they often write sentences that have poor or no structure at all. This subgroup of respondents includes students who are poor at constructing a sentence and realize their failure. The data indicates that a large number of students acknowledge that they face frequent difficulties in constructing sentences with poor or incorrect structure.

5. I often use pronouns in ways that create confusion in my writing.
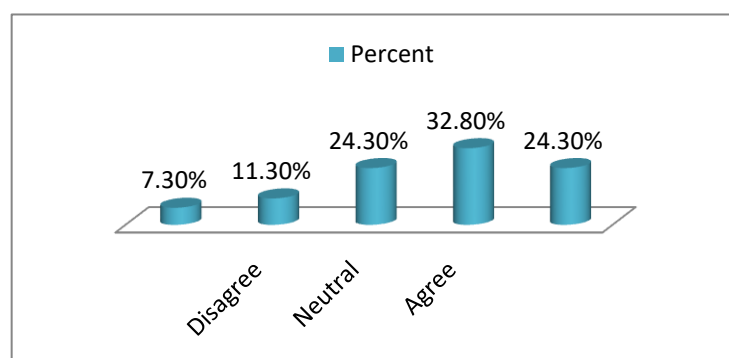

Figure 4. Respondents' Experiences with Confusing or Misused Pronouns in Writing

Figure 4 indicates the respondents' experiences with using pronouns that confuses and show varying difficulties with this part of writing. 7.3% of the respondents strongly disagree, meaning that few of them often have problems with pronouns confusing in their writing. It means that a small group of those who responded must be fairly confident about how they use pronouns and the capacity to ensure that the text is clear.11.3% of the respondents disagree with this statement, indicating that they do have problems with pronouns from time to time, such problems are not common. This group might sometimes get confused by pronouns but usually can write clearly and often avoid major confusion in using pronouns. A larger number of the respondents, 24.3%, of the respondents remain neutral on this issue, meaning they are not strong regarding their use of pronouns or may find their experience of the confusion from pronouns not strong. This emanates from not knowing the impact of their pronoun use or mixed experiences where the confusion caused by pronouns may not be an issue at all times. In contrast, 32.8% of the respondents agree with the statement, indicating that they often make mistakes in using pronouns. 24.3% of the respondents strongly agree with the statement, meaning that most of the respondents have problems with pronouns. This indicates that it is a serious problem for students, and it may indicate a need for further attention and improvement in the understanding and correct application of pronouns.

6. I frequently make errors in subject-verb agreement in my writing.
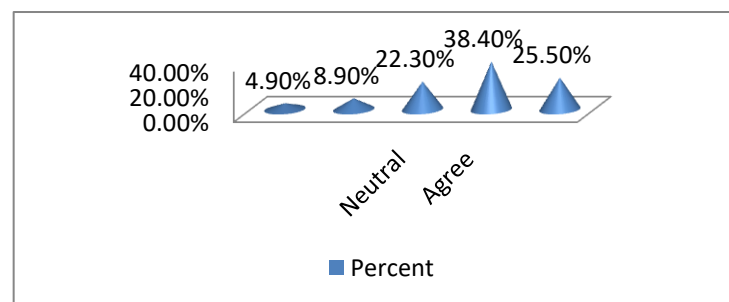

Figure 5. Frequency of Subject-Verb Agreement Errors in Respondent Writing

Figure 5 suggests errors of the verb about the subject, and it tells how frequently the respondents miss a basic agreement of the parts of a phrase in grammar. 4.9% of the respondents strongly disagree with the statement, which means that those respondents seldom, if ever,

make mistakes related to subject-verb agreement. This would show great confidence in the sizeable matching of the respondents and verbs in number and person while writing, thereby indicating grammatically correct writing. The next lowest percentage can be seen with 8.9% of respondents who disagree with the statement, suggesting that even though they do occasionally make mistakes related to subject-verb agreement, this does not happen often and, for sure, does not become a problem. Probably, in this group, subject-verb agreement problems do occur but are not rated as a major problem to the writing. 22.3% of the respondents are neutral and show that their subject-verb agreement errors experiences are neither here nor there, or are not exceptional to the point that a strong attitude has been developed. This would have its basis in occasional errors, unexceptional in that they do not significantly affect the other aspects of their writing or mean that they are unclear concerning the extent to which they experience subject-verb agreement problems. On the other hand, 38.4% of the respondents agreed with the statement; therefore, they often make mistakes in the subject-verb agreement. With such a percentage, the extent to which subject-verb agreement creates a mess in the work of many is revealed as pretty. The respondents may feel confused about how to keep their verbs consistent with their respondents in number and person and be clear and correct in their text. 25.5% of the respondents strongly agree with these statements, showing that a significant percentage of the same have problems associated with the subject-verb agreement. This percentage shows that these respondents make mistakes in terms of grammatical accuracy, the fact that indicates that subject-verb agreement errors are one of the most challenging problems and areas where most students may require further help or training. Overall, the result shows that the majority of the students make errors in subject-verb agreement in their writing. Similarly, Fareed et al. (2016) claimed that students make errors with pronouns, tenses, articles, prepositions, subject-verb agreement, and fundamental sentence construction. Engaging in reading activities and grammar-related tasks might enhance one's reading comprehension.

7. I often use incorrect or missing prepositions in my writing.

Table 2. Frequency of Preposition Errors in Respondent Writing

	Percent
Strongly Disagree	25 (10.1%)
Disagree	33 (13.4%)
Neutral	47 (19.0%)
Agree	85 (34.4%)
Strongly Agree	57 (23.1%)

Table 2 shows the respondents' self-evaluation of using prepositions in writing. 10.1% of the respondents strongly disagree with the statement "I often use incorrect or missing prepositions in my writing," indicating that they feel confident with regard to their usage of prepositions. This shows that they rarely make such errors. In addition, 13.4%, of the respondents disagree with the statement. That means that they normally believe that the missing or incorrect use of prepositions is not a big problem in their writing. They are the students who probably make some mistakes but find them infrequent or small enough not to worry about. 19.0% of the respondents marked "Neutral," which might show an undecided position regarding their prepositional errors. They may neither strongly agree nor strongly disagree that they make mistakes in their writing. Such could be a function of recognition of the problem without strong feelings as to its degree or seriousness. In contrast, 34.4% of the respondents agreed with the statement, recognizing that they do commit mistakes in prepositions. It shows that a   number of students are conscious of the fact that their prepositions either go wrong or are inadequately used. This result points out that errors in prepositions to be of universal problems among most of the respondents. Further, 23.1% of the respondents strongly agreed with this, which implies an intense degree of concern about their prepositional usage. This suggests that the majority of the students face grammatical challenges and recognize difficulties in mastering prepositional usage. According to Seitova's (2016) investigation into common English language faults, the most often made mistakes were incorrect word choice, preposition, subject-verb agreement, omission or abuse of articles, spelling, and overuse of the like+Ving form.

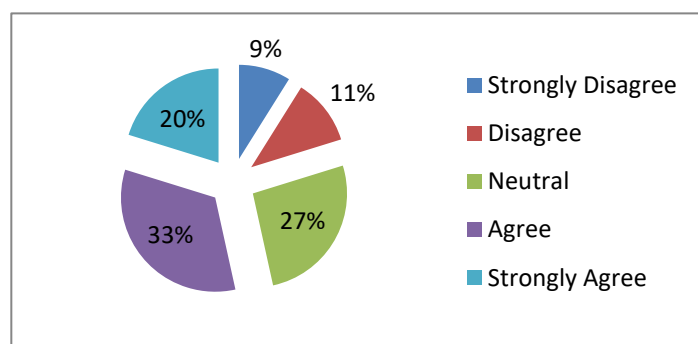8. I sometimes choose words that do not accurately convey my intended meaning.

Figure 6. Respondents' Perceptions of Word Choice Accuracy in Writing

Figure 6 provides information on the perception of the respondents with regard to their ability to choose words that give their intended meaning. 8.9% of the respondents strongly agree with the statement "I sometimes choose words which do not accurately convey my intended meaning," showing confidence in the choice of words and the belief that they usually succeed in putting forth ideas without

misrepresentation. Also, 11.3% of the respondents disagree, meaning that they realize the possibility of word choice problems. They think that it rarely occurs. This group acknowledges that the word choice may sometimes fail but not in their communication frequently. 26.3%. of the respondents have selected a neutral stance. This suggests that these students are not sure how often their word choice fails to express what they mean. They may be aware of the problem occurring from time to time, but at the same time, don't feel one way or another strongly about the degree or effect of the problem in their writing. 33.2% of the respondents agree that they do have problems with word choice, which is quite common. These respondents confirm the fact that often a person fails to choose words that express their thoughts completely, implying one of the most frequently challenging issues in their communicative practice. This result shows remarkable awareness of failures in effective word choice. Also, 20% of the respondents strongly agree with this statement, which reflects a level of concern over the ability to choose words that express the intended meaning. The members of this group have a strong feeling that their problems in choosing words are serious and frequent, reflecting substantial self-awareness of the difficulties in effective communication. Overall, data shows a large number of students find themselves frequently challenged in choose words that do not accurately convey their intended meaning. Foster (2015) supported the idea that students' obstacle to writing instruction for schoolchildren is poor word choice. Using diction words in context can be quite difficult for many students (Fareed et al., 2016). According to them, insufficient diction words arise from a lack of sufficient reading. This is because writing and reading go together. if students do not read books or other reading materials, they lack writing inspiration and vocabulary.

9. I often use repetitive sentence structures that lack variety.

Table 3. Respondents' Perceptions of Repetitive Sentence Structures in Writing

	Percent
Strongly Disagree	18 (7.3%)
Disagree	25 (10.1%)
Neutral	55 (22.3%)
Agree	85 (34.4%)
Strongly Agree	64 (25.9%)

Table 3 represents the perception of the respondents to the use of repetitive sentence structures in writing. Few, 18 (7.3%) strongly disagree with "I often use repetitive sentence structures that lack variety," indicating that they feel confident in their abilities to vary structures of sentences and believe that repetitive patterns are not a frequent issue in their writing. Another 25 respondents, or 10.1 % disagree with this statement. In other words, even though they sometimes recognize the potential for repetitive sentence structures, they don't feel that this is a major or common problem with their writing. This group recognizes the possibility but, they do not see sentence variety as a major problem. 22.3 % of the respondents remain neutral. This implies that the learners may not know the real level that their writing and may be affected by the repetitive sentence structure. They may know that they have writing problems but not have a clear sense of the frequency of occurrence or impact on their writing style. 34.4% of the respondents agree with the statement. This indicates that they recognize a tendency towards repetitive sentence structures in their writing and view this as a frequent problem. This group does acknowledge that their writing often lacks a range in the construction of sentences, showing self-awareness of their stylistic limitations. 25.9 % of the respondents strongly agree that they repeat their sentence structures. This result shows that repetitive patterns are major concerns and frequently occur in their writing. This highlights student is challenged with the lack of variety in their sentence constructions. In summary, the data shows a variety of perceptions about sentence variety in writing.

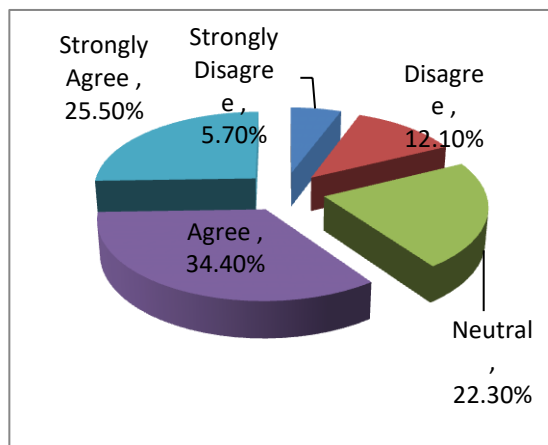10. I often place words or phrases in incorrect positions within my sentences.

Figure 7. Respondents' Opinions on Misplacement of Words or Phrases in Writing

Figure 7 shows the respondents' opinions regarding the tendency to misplaced words or phrases within sentences. 5.7% of the students feel they seldom or never do this. This could mean this group of students feels confident in their sentences, or they are not conscious of their writing being a problem. In addition, a larger group of respondents, 12.1%, disagree with the statement. This finding suggests that these

particular students feel they rarely structure sentences incorrectly. This indicates that they can place words and phrases correctly within sentences. It shows their level of confidence in their grammatical accuracy. 22.3% of the respondents remained neutral. This group may be ignorant about their accuracy in constructing sentences. They may feel their performance in this regard is inconsistent or situation-dependent, or they might be unaware of their tendencies concerning sentence structure errors. In contrast, 34.4% of the respondents agree with the statement, and 25.5 of the respondents strongly agree that they often misplace the words or phrases inside their sentences. This means nearly 60% of the students confess to regularly misplacing the words or their phrases in a sentence, proving the fact that most of the students are aware of their problems or shortcomings in writing. According to Sundari et al. (2021), students make mistakes when composing narrated paragraphs and omission is the most common error. They make other errors such as addition, misplaced words, and reordering. Additionally, it was demonstrated by Imaniar (2018) that when writing descriptive paragraphs, Indonesian junior high students tended to make omission errors. Writing coherent sentences in the target language proved to be a challenge for numerous EFL learners. Many EFL students had trouble with addition, deletion, misplaced words, and disorders in their sentences (Seensangworn & Chaya, 2017).

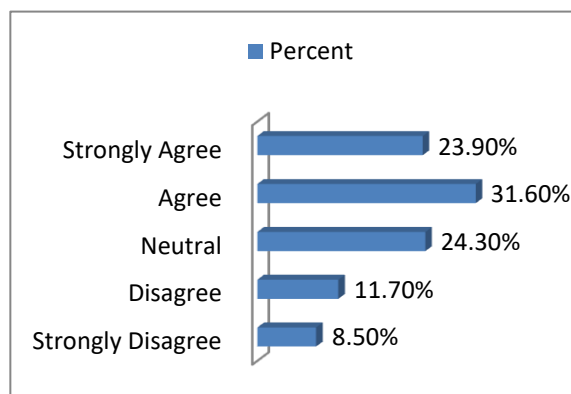11. I frequently misuse the passive voice in my writing.

Figure 8. Frequency of Passive Voice Misapplication in Respondent Writing

Figure 8 shows the students' responses to the statement "I frequently misuse the passive voice in my writing" about their use of the passive voice. 8.5% of the respondents strongly disagree with the statement, which means that they are confident using the passive voice correctly or do not think they misuse the passive voice. This group thinks their passive voice use is correct. 11.7% of the respondents disagree with the statement. This means that they feel they misuse the passive voice hardly ever. This category of respondents may admit to having some little problems, but They believe their use of the passive voice is contained and serves a functional purpose. However, 24.3 % of the respondents are neutral, indicating that they are unsure regarding their use of passive voice. That means such respondents may not have a good idea of how often they misuse the passive voice or how bad it really is. 31.6% of the respondents agree, and 23.9% of the respondents strongly agree that they often misuse the passive voice. The fact that so many respondents agree indicates an awareness of problems in passive use within their writing and suggests the pervasiveness of a widely shared problem in this sample. The fact that this group recognizes passive voice misuse indicates a need for focused improvement in writing skills relative to that grammatical component. Similarly, Park and Choi (2023) identified that non-native speakers have difficulty with passive structures due to interference from their first language, particularly in languages that do not have a direct equivalent to the passive voice. These findings underscore the ongoing challenges in teaching non-native speakers the nuanced application of passive constructions in English. In addition, a study by Nguyen and Lee (2023) revealed that learners often opt for active voice as a simpler and more straightforward choice, which sometimes leads to less varied and sophisticated writing structures. This avoidance of passive constructions reflects a broader trend where learners, particularly those in academic contexts, feel more comfortable with active sentence structures, often at the expense of the more complex passive forms, which could impact the overall quality and depth of their writing.

12. I frequently use incorrect verb forms in my writing.

Table 4. Respondents' Agreement with Frequent Use of Incorrect Verb Forms in Writing

	Percent
Strongly Disagree	19 (7.7%)
Disagree	27 (10.9%)
Neutral	57 (23.1%)
Agree	86 (34.8%)
Strongly Agree	58 (23.5%)

Table 4 reveals respondents' agreement with the statement "I frequently use incorrect verb forms in my writing" 7.7% of the respondents strongly disagree with this statement, suggesting that they are confident in their ability to correctly use verb forms and rarely, if ever, make mistakes in this respect. Such respondents must feel that they have a strong command of verb forms. 10.9 % of the respondents disagree with

the statement, meaning although they might realize and confess to the commission of occasional mistakes. They consider their use of verb forms correct. These respondents are relatively confident about grammatical correctness regarding verb forms. 23.1 % of the respondents selected neutral. This group of respondents are uncertain about the accuracy of their verb forms. They may have no idea of whether they often use the wrong verb forms. In this group of respondents, there is no strong opinion or awareness on their part with regard to their use of verb forms. In contrast 34.8%. of the respondents agree with the statement, and 23.5% strongly agree that they frequently misuse verb forms. This points to students' problems with verb form usage and most of the respondents see themselves as having difficulties in this part of their writing. It is an awareness that shows one common area of potential improvement in writing skills related to the forms of verbs. This aligns with previous research by Jackson et al. (2021), who found that non-native speakers often lack the necessary grammatical awareness to use tenses accurately, particularly when attempting to produce coherent and precise academic texts. The learners' frequent use of wrong verb forms certainly has a negative impact on the work they produce. Studies by Kumar and Lee (2023) showed that learners often encounter difficulties with English verb tenses because they differ significantly from those in many other languages, especially in terms of aspect. For instance, learners from languages that do not mark aspect on verbs, and they struggle to accurately express time relations in English.

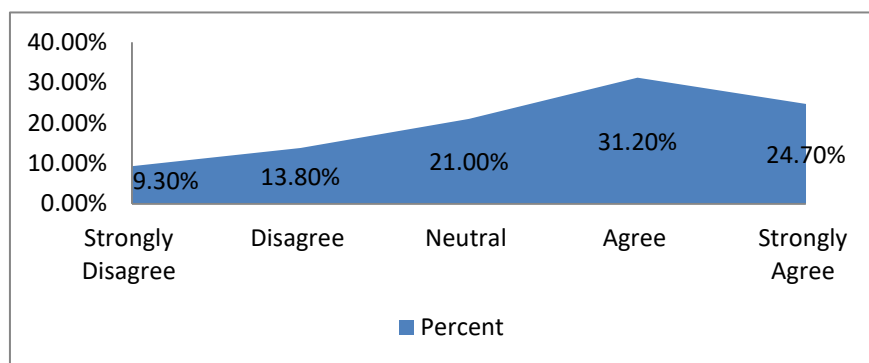13. I often make spelling errors in my writing.

Figure 9. Respondents' Self-Reported Frequency of Spelling Errors in Writing

Figure 9 indicates the respondents' responses to the statement "I often make spelling errors in my writing". 9.3% of the respondents strongly disagree with the statement, indicating that these respondents believed they rarely or never made spelling errors. This group probably considers their spelling skills to be good, and they have confidence in their written work. Another13.8% of the respondents disagree, with the statement. This means that they may admit to misspelling some words, they feel it is a rare case. However, 21.0% of the respondents are neutral with the statement. They either may not know or remember the frequency of spelling their words correctly or feel their performance varies in different contexts. In contrast, 31.2% of the respondents agreed, while 24.7% of the respondents strongly agreed that they made a lot of spelling mistakes. This suggests that a significant number of respondents recognize their problems with spelling, which in turn implies that spelling mistakes are common. According to Paramitha and Syahrul (2021), the majority of students find studying English to be challenging. Students frequently make mistakes when writing in English. Students frequently make mistakes when writing, particularly with spelling. According to Benard (2014), students' worry about improving their writing skills might also be attributed to poor spelling. Possessing strong spelling skills will help students learn how to write more effectively. Students who have trouble spelling will find it difficult to improve their writing skills. Students often spell words based on how they pronounce them, which might result in incorrect spelling (Afrin, 2016).

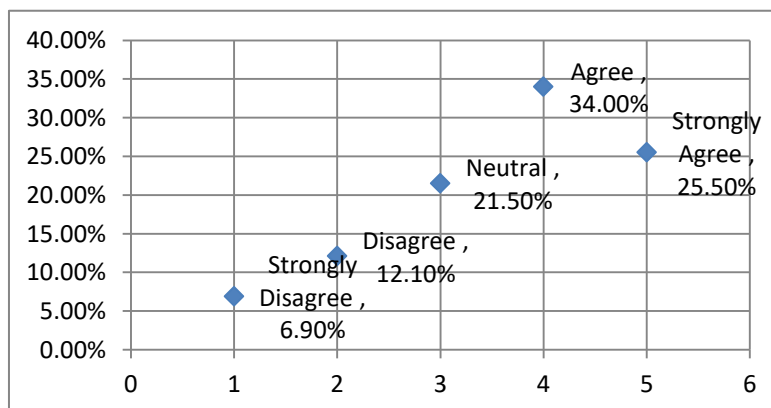14. I often misuse commas when separating clauses in my sentences.

Figure 10. Respondents' Self-Reported Misuse of Commas in Sentence Clause Separation

Figure 10 represents the self-reported rate that respondents misuse commas when their sentences separate clauses. 6.9% of the respondents strongly disagreed with the statement that they often misuse commas. That means this group was confident about using commas, believing they applied this punctuation correctly in their writing. Actually, from these data, it can be deduced that a small number of students consider their comma usage precise and free from errors. In addition, 12.1% of the respondents disagree with the statement. These respondents realize that they may misapply a comma here or there, but it is not a frequent problem with them. This implies that they have a fair grasp of the rules on commas, though they realize there is room for improvement. In contrast, 21.5% of the respondents are neutral to the misuse of their commas. This group neither agree nor disagree, which could indicate uncertainty towards their use of commas. They seem not to hold a clear perception that their use of commas is wrong or right. The greatest percentage, 34.0%, of the respondents agree with this statement, indicating that they often misuse commas. This shows that most of the students realize they have a consistent problem with the use of their commas and feel it affects their writing. 25.5% of the respondents strongly agree that they frequently misuse commas. This subgroup includes a large number of students who are conscious of their problems with the placement of commas. This indicates that they face a lot of difficulties in applying the rules regarding commas appropriately, which seriously affects the quality of their writing. In general, the data suggests that the majority of the students face problems in their punctuation practice. In general, nearly 60% of all the surveyed struggle with the misuse of commas. According to Trexie and Esperval (2023), commas, periods, semicolons, colons, apostrophes, and inverted commas were the most frequently made punctuation mistakes. The comma was determined to have the highest number of errors, whereas the colon, inverted commas, and apostrophe had the lowest.

15. I often struggle with the correct punctuation in compound and complex sentences.
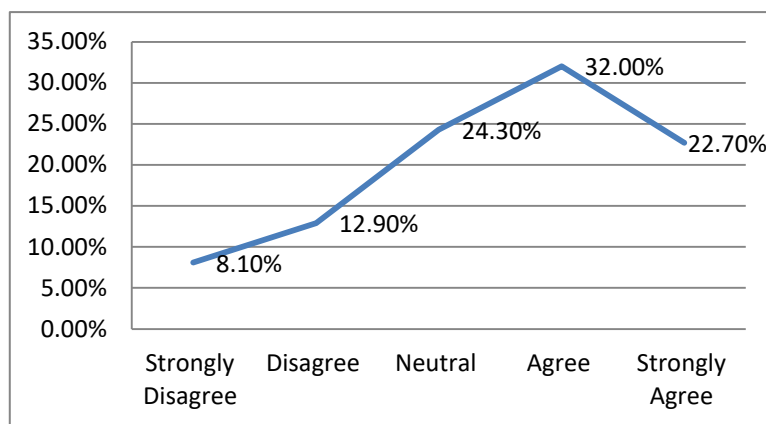

Figure 11. Respondents' Self-Reported Issues with Punctuation in Compound and Complex Sentences

Figure 11 shows the respondents' self-reports, indicating trouble with the punctuation of compound and complex sentences. 8.1% of the respondents strongly disagreed with the statement that they struggled with the correct punctuation of compound and complex sentences. This indicates that they have confidence in the domain of punctuation within these sentence structures: They feel confident about their punctuation skills concerning that kind of sentence and believe they manage that part of writing quite effectively. Another 12.9% of the respondents disagree with the statement. they are conscious that sometimes they have problems, but they do not feel that punctuation in compound and complex is a significant problem. This could mean that they understand punctuation but have occasional problems. 24.3% of the respondents are neutral on the issue. The response here could indicate that they do not clearly understand their personal punctuation ability in compound and complex sentences. This group may not be exactly sure whether their punctuation is often a problem or if they can deal with it competently. In contrast, 32.0% of the respondents agreed with the statement that they struggle a lot with the punctuation in compound and complex sentences. Respondents of this category admitted that they often have problems applying correct rules of punctuation. This result indicates that most students are aware of their problems in using punctuation. 22.7% of the respondents strongly agreed that they have difficulties in this respect with these sentence types. Overall, most students agree that it is a serious problem for them to use correct punctuation marks in compound and complex sentences. According to Audrey et al. (2023), students struggle with the punctuation. They make mistakes while using the punctuation marks, are unsure of how to use certain punctuation marks such the comma, colon, quotation marks, and exclamation marks, and there aren't enough activities or instructional resources available.

16. I often use limited or inappropriate vocabulary in my writing.
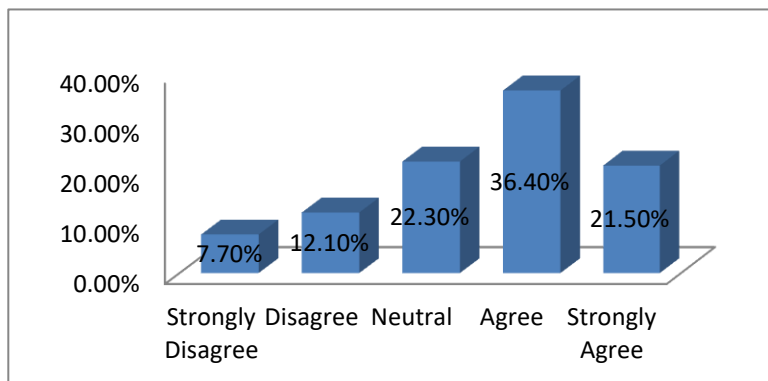
Figure 12. Respondents' Self-Reported Issues with Inappropriate Vocabulary in Writing

Figure 12 provides information concerning the respondents' inappropriate vocabulary in their writing. 7.7% of the respondents strongly disagree with the statement. This indicates that they hardly use vocabulary that is limited and inappropriate. In other words, this group is quite confident in their choice of words and believes that most of the time, the words they use are appropriate and varied. In addition, 12.1% of the respondents disagree with the statement. This shows that they recognize some limitations in their word choice, but it is not a major problem in their writing. 22.3% of the respondents are neutral regarding their vocabulary usage. This group of respondents are unsure about the appropriateness of their vocabulary use. The largest percentage, 36.4%, of the respondents agree with the statement, meaning that they often use limited or inappropriate vocabulary. Regarding to this question, many learners point this out to be a challenge in most of their essays. 21.5% of the respondents strongly agree that they often use limited or inappropriate vocabulary. Their feeling is that selecting the right words is hard and that vocabulary problems are a major issue in their writing. This result shows a level of awareness and frustration about their problems in vocabulary. Overall, this data shows that many students limit or use inappropriate vocabulary in their writing. This points that most students have a common challenge in writing. Tran (2023), grammatical inaccuracies and vocabulary limitations are common barriers for L2 writers, often compounded by the influence of L1 structures). Al Fadda (2012) noted that L2 students struggle with vocabulary and written word recognition, grammatical improvement, sentence construction, and content paraphrase. Students have difficulty learning how to write because they lack vocabulary (Misbah et al., 2017). As the foundation of all successful writing techniques, vocabulary is the essential component in sentence construction (Asep, 2014). Students virtually always convey their thoughts, opinions, and feelings to others around them through spoken and written words. A strong vocabulary base can facilitate pupils' speech

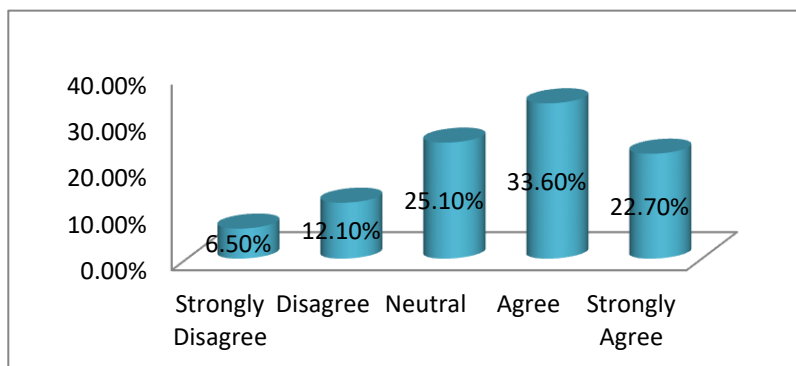17. I struggle to link ideas cohesively from one sentence to the next.

Figure 13. Respondents' Opinions on Linking Ideas Cohesively Across Sentences

Figure 13 reveals students' opinions on the statement "I struggle to link ideas cohesively from one sentence to the next." 6.5% of the respondents strongly disagree, meaning that they believe they have the ability to write cohesively. Another 12.1% of the respondents disagree, showing that although there might be some issues with their writing, these problems are not of any significant magnitude. This suggests that a minority of participants have a confident grasp on cohesive writing. On the other hand, 33.6% of the respondents agreed with the statement, showing that about a third find it laborious to create smooth transitions between sentences. This suggests that several students have trouble with coherence in writing, which might distort the clarity and effectiveness of communication. This points out an important concern that a large percentage of the respondents have problems on their writing skills concerning cohesion. 22.7% of the respondents strongly agree with the statement. This means they struggle to fasten ideas together cohesively; therefore, such individuals are facing problems in logical and seamless flows of writing. This reflects that it is a potentially serious barrier to effective written communication for these respondents. In contrast, 25.1% of the respondents are neutral on the issue. This probably shows hesitation towards their ability to link ideas. The data overall shows a large number of students face difficulties in their writing skills. This suggests that some go through writing

cohesively with appreciable difficulties, indicating a possible area for writing instruction and support. Faradhibah and Nur (2017) fiound out the students' difficulties in maintaining their coherence and cohesion in writing process.

18. I often have difficulty organizing ideas coherently at the essay level.

Table 5. Respondents' Perceptions of Their Ability to Organize Ideas Coherently in Essays

	Percent
Strongly Disagree	22 (8.9%)
Disagree	31 (12.6%)
Neutral	60 (24.3%)
Agree	85 (34.4%)
Strongly Agree	49 (19.8%)

Table 5 reflects data regarding participants' perceptions of their ability to organize ideas coherently at the essay level showing quite a range of experiences. a small percentage, 8.9% of the respondents strongly disagree with the statement, indicating that they strongly believe in their capability to effectively structure an essay. This group views the strength of their ability to structure essays as one of their strengths, reflecting good essay organization skills. Another 12.6% of the respondents disagree with the statement by implying that even though they may experience a few problems, they do not consider such issues as critical problems. However, 24.3% of the respondents are neutral about their organizational difficulties. They are uncertain towards their ability to write organized essays. 34.4% of the respondents agreed with the statement, showing that most of the time they face a challenge in arranging their ideas logically at the essay level. This shows that it is a common problem among the participants, leading to essay structure as one of the prominent challenges to a lot of students. 19.8% of the respondents strongly agree, showing that organizing ideas at the essay level is a struggle that is serious and quite prevalent with this learning disability. This result calls attention to a worse degree of challenge and indicates that essay organization serves as a great difficulty to their effective writing. Overall, a large number of the respondents have stated that there are complications and they need targeted interventions to eliminate those difficulties. According to Saprina et al. (2021), students continue to struggle with structuring paragraphs, coming up with a thesis statement, writing coherently, and putting ideas together in meaningful ways. In addition, the findings of this study encourage students to write effectively and give teachers additional information about how to teach writing skills.

19. I frequently use transitional words and cohesive devices incorrectly or insufficiently.
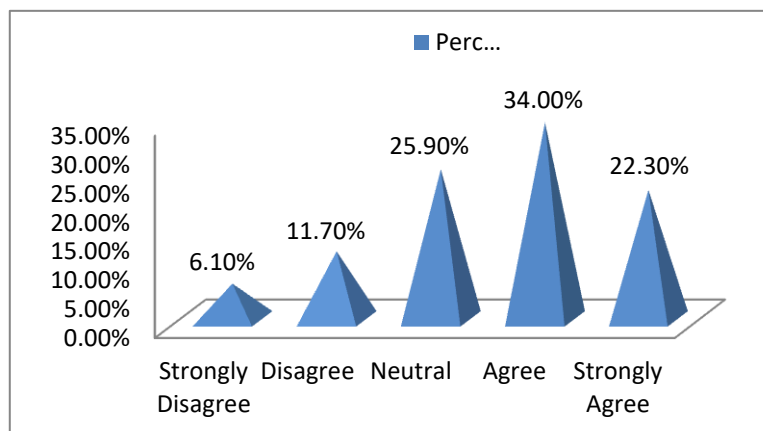

Figure 14. Respondents' Perceptions of the Correct Use of Transitional Words and Cohesion Devices

Figure 14 participants' opinions on the correct use of transitional words and cohesive devices for their effectiveness in writing. 6.1% of the respondents strongly disagree with the statement, meaning that they feel confident about their ability to use the elements effectively. It indicates that this group finds its use of transitional words and cohesive devices in line with their expectations, as well as quite effective, thereby testifying to quite a reach and a good command of these writing instruments. Another 11.7% of the respondents disagree with the statement, indicating that, while they may have issues of their own, they do not find these problems to be major or frequent in nature. 25.9% of the respondents are neutral about their use of transitional words and cohesive devices. These respondents' use of transitions might be inconsistent or situationally. In contrast, 34.0% of the respondents agree with the statement, indicating that they have frequent problems with using transition words and cohesive devices correctly or sufficiently. This shows that it is a common struggle for many of the participants to have issues with ensuring their writing is well-connected and cohesive. This would indicate a common need for better strategies or support in effectively employing these important writing tools. 22.3% of the respondents strongly agree, which means they have an intense and frequent struggle with transitional and cohesive devices. This is a great proportion of students who have big problems sticking to or connecting ideas in their writing, something that may affect the clarity and flow of the essays. The overall data suggests that large number of students struggle with these aspects, and shows a need for targeted writing support and resources. Moreover, a cohesive device is one that connects each paragraph to the next. Cohesion is crucial to discourse analysis because it produces coherence, yet many students find it difficult to identify cohesive devices in texts (Adiantika 2015). Dastjerdi and Samian (2011) believed that students' errors in the use of

cohesive devices might be attributed to inadequate practice and a shortage of exposure to genuine examples in the target language.

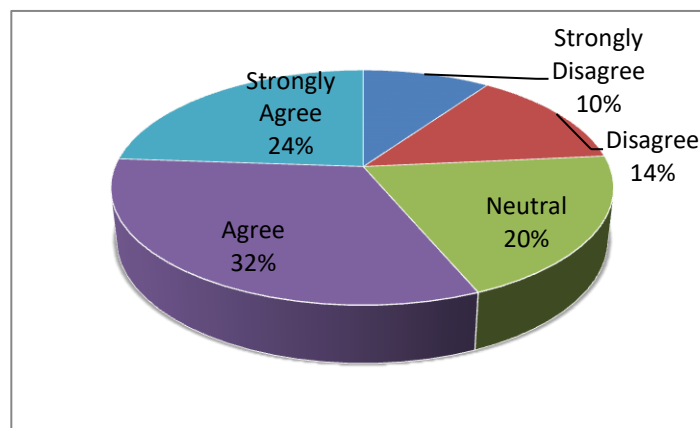20. I often misuse collocations in my writing.

Figure 15. Respondents' Self-Reported Experiences with Collocation Usage in Writing

Figure 15 depicts the participants' perception of their use of collocations in writing reveal a range of experiences concerning this specific aspect of language use.   9.7% of the respondents strongly disagree with the statement, meaning that they are satisfied with the state of their knowledge and they use collocations accordingly. These respondents must be perceiving that they are using collocations correctly and appropriately. These students seem to have a good sense of how words normally combine in writing. Another 13.8% of the respondents disagree with this statement, indicating that they have no problem with collocations. However, 20.2% of the respondents are neutral about their misuse of collocations. In contrast, 32.4% of the respondents agree with the statement, meaning that quite often they experience problems with the misuse of collocations in writing. It shows that they usually misuse of collocations in their writing. This might reflect some general problem that is likely to influence the fluency and naturalness of their written language.   23.9% of the respondents strongly agree that this is a serious and frequent struggle in using collocations correctly. This result reveals that such respondents face serious challenges to ensure that their word choices are appropriate and conventional. In sum, the data points out that the majority of students face difficulty in their usage of collocations. Furthermore, El-Dakhs (2015) stated that Pakistani ESL learners have difficulty using English appropriately due to a lack of knowledge on collocation in teaching and learning.

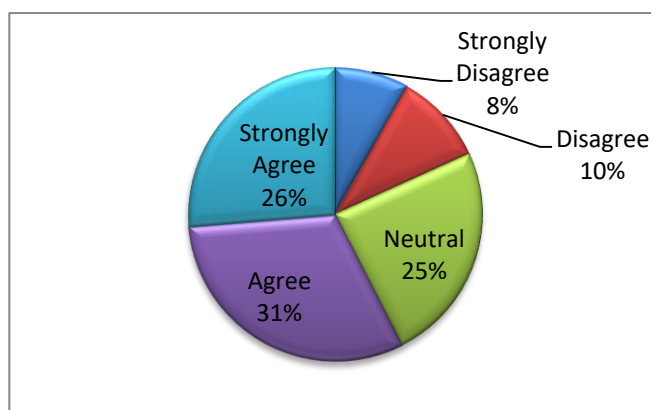21. I often struggle with writing complex sentences that are grammatically correct.

Figure 16. Respondents' Self-Reported Challenges with Writing Complex Sentences

Figure 16 shows about participants' experiences with writing complex grammatically correct sentences. 8.1% of the respondents strongly disagree with the statement, indicating that they feel quite adept at constructing grammatically correct complex sentences. This include those few students who have mastered the grammar and sentence structure in such a manner that complex constructions are no problem at all. Another 10.1% of the responses were disagreeing with the statement. This group of students does acknowledge there is some possibility that they can make mistakes but holds a general belief in the satisfactory relative writing abilities of complex sentences, and they are proficiency in using complex sentence structures. 24.3% of the respondents are neutral about their struggles with complex sentences. In contrast, 31.2% of the respondents agree with the statement that they often experience difficulties in writing complex sentences, which are problems with grammar and sentence complexity. These problems are found in constructing grammatically correct complex sentences, and this significantly affects the effectiveness and clarity of their writing. 26.3% of the respondents strongly agree with this statement, reflecting struggle to get complicated sentences correct. This shows that these individuals have significant trouble in

tracking along with sentence structure and grammar when dealing with complex sentences. Overall, a large number of students show considerable difficulties; therefore, focused support is needed in increasing sentence complexity and grammatical accuracy. Lee (2022) confirmed that limited exposure to complex sentence patterns hampers students' ability to use them effectively in academic writing. This lack of familiarity often stems from insufficient instructional focus on sentence complexity. In addition, difficulties are compounded by challenges in mastering academic vocabulary, which is essential for constructing more sophisticated sentence structures. Cho et al. (2023) found that insufficient training in academic language, including terminology necessary for complex sentence construction, significantly impacts students' writing proficiency. According to Lamessa et al. (2024) stated, "the capacity to generate ideas and edit one's written language for grammatical, stylistic, organizational, and other aspects is essential to the development of writing as a skill" (p. 7).

5. Conclusion

Writing skill is one of the language skills that helps learners develop effective written communication skills. An understanding of the specific difficulties faced by L2 learners in writing could aid educators in refining their teaching strategies to better address the challenges. The study identifies critical challenges in students' writing skills, focusing on grammar, vocabulary, cohesion, and sentence construction. Tense misuse emerges as a significant issue, with 61.5% of respondents admitting to struggles in maintaining consistency, which disrupts clarity and coherence. These findings echo earlier research emphasizing tense errors as a major obstacle in effective communication. Similarly, incomplete sentence construction is a recurring problem, with 63.5% of participants frequently writing fragments or omitting crucial elements. This lack of sentence formation proficiency reflects insufficient practice or awareness, requiring targeted interventions to improve writing accuracy.

Errors in determiners, subject-verb agreement, and prepositions further compound the challenges, with over half of respondents reporting frequent struggles. These issues reveal gaps in foundational grammar knowledge, often leading to unclear or imprecise writing. Past studies corroborate these findings, suggesting that systematic grammar instruction and practical exercises could help address these weaknesses. Additionally, repetitive sentence structures are a common concern, with many students relying on limited patterns, affecting the stylistic quality and readability of their writing. A minority of respondents, however, demonstrated confidence in maintaining variety, highlighting diverse skill levels within the sample.

Vocabulary limitations present another significant barrier, as over half of the respondents admitted to using inappropriate or limited word choices. These struggles hinder effective expression, particularly for second-language learners facing interference from their native languages. A robust vocabulary is foundational to writing success, enabling precise and nuanced expression of ideas. Similarly, many students face challenges in maintaining cohesion and organizing essays, with issues such as insufficient use of cohesive devices and poor logical flow. These shortcomings disrupt the clarity of their communication, emphasizing the need for instruction on transitions and essay structuring.

Misplaced words, misuse of passive voice, and errors in spelling and punctuation also emerge as prevalent issues. Approximately 60% of participants report difficulties with misplaced words and incorrect punctuation, such as commas. These errors reflect inconsistent writing habits and limited self-assessment skills, which can be addressed through increased reading exposure, grammar exercises, and personalized feedback. Furthermore, frequent spelling mistakes suggest a need for enhanced attention to orthography and phonetic nuances, critical for improving overall writing competence.

The use of collocations and complex sentence structures poses additional challenges. Many respondents struggle with understanding and applying collocations, affecting the naturalness and fluency of their writing. Similarly, over half of the participants report difficulties in constructing grammatically accurate complex sentences. These issues stem from limited exposure to advanced grammar and sentence structures, underscoring the importance of focused teaching to build these skills. Addressing these weaknesses could significantly enhance students' academic writing abilities.

Besides, findings from the study are expected to contribute to improve pedagogical approaches that are sensitive to the linguistic backgrounds of students, potentially influencing curriculum development at both local and broader educational levels. Identifying factors that affect L2 writing proficiency can guide targeted interventions that support students to enhance their writing skills.

6. Recommendation

Based on the objectives and the results of the study, the following recommendation are suggested:

1. Focused Grammar Instruction: With widespread issues like tense confusion, subject-verb agreement errors, and poor sentence construction, it's essential to provide focused grammar lessons. Teachers should offer more in-depth guidance on using tenses correctly, structuring sentences, and mastering determiners and prepositions. Additionally, students should engage in targeted grammar exercises designed to address these common pitfalls, helping them improve their writing accuracy.

2. Increased Writing Practice and Feedback: To overcome challenges like incomplete sentences and repetitive structures, students need more chances to practice writing in structured ways. Activities that require crafting complete sentences, experimenting with sentence variation, and incorporating fresh vocabulary will help. Constructive feedback is crucial for pinpointing mistakes and offering strategies for improvement, guiding students toward more polished writing.

3. Vocabulary Building Initiatives: Since many students struggle with selecting the right words, particularly in a second-language context, vocabulary enrichment should be a key focus. Teachers can implement exercises that build word knowledge, such as reading

comprehension activities, context-based word use, and vocabulary expansion tasks. Encouraging students to maintain their own vocabulary lists and read regularly will boost their lexical range and help them express ideas more precisely.

4. Improving Writing Cohesion and Structure: A significant number of students have difficulty organizing their thoughts and linking ideas smoothly in their writing. To address this, teaching students how to use cohesive devices like conjunctions, transitional phrases, and sentence connectors is vital. Additionally, offering workshops on essay structure covering everything that will help students craft more coherent and structured pieces.

5. Focusing on Spelling and Punctuation: Frequent errors in spelling and punctuation, particularly with commas and other marks, indicate that students need more focused practice in these areas. Teachers should include exercises that highlight punctuation use in various contexts, such as in complex and compound sentences. Daily spelling drills, peer editing sessions, and quizzes can also reinforce accurate spelling and punctuation skills.

6. Teaching Complex Sentence Structures and Collocations: Many students struggle with writing complex sentences and correctly using collocations. To help them overcome these difficulties, it's important to provide explicit instruction on sentence structures, including complex sentences, conjunctions, and relative clauses. Practicing these skills in writing exercises will help students gain fluency and confidence, leading to more sophisticated writing.

7. Encouraging Peer Review and Collaborative Writing: Introducing peer review sessions will help students see their writing from different perspectives and learn from each other's strengths and weaknesses. Collaborative writing tasks will also foster an environment where students can share ideas, improve their word choice, and diversify their sentence structures through teamwork.

8. Personalized Learning Paths: Since every student faces unique challenges, offering personalized learning support will ensure more effective improvement. This could include one-on-one tutoring, extra resources for students with specific needs, and customized writing workshops that cater to individual weaknesses and learning styles.

9. Expanding Reading Habits: Reading and writing are deeply connected, so increasing students' exposure to diverse reading materials will help them better understand grammar, sentence structure, and vocabulary. Encouraging a wide range of reading, from academic texts to novels and articles, will not only enhance their language skills but also provide them with concrete examples of strong writing to emulate.

Author's Contribution

Swathi M. significantly contributed to enhancing the clarity and coherence of the manuscript by providing insightful feedback on the overall structure, flow, and language. She played an essential role in ensuring that complex ideas were effectively communicated, helping to improve the readability and impact of the paper. Dr. M. Ramesh was instrumental in the editing and revision of the paper. Dr. S. Muralikrishnan provided valuable suggestions for improving the overall presentation and clarity of the text, making sure the manuscript adhered to the highest academic standards. Ramesh Pettela provided valuable input in the editing and revision stages. Dr. G. Arun was responsible for the thorough proofreading of the manuscript. Dr. T. Sathyaseelan conceptualized and developed the literature review, formulated the research objectives, designed the research methodology, analyzed and interpreted the data, presented the key arguments, and authored the manuscript. All authors actively engaged in discussions regarding the research findings, contributed to the interpretation of results, and reviewed and approved the final manuscript.

Informed consent

Obtained.

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The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

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The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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