



A Narrative Inquiry on the Students' Academic Writing Experience's in Post Pandemic

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Abstract

This study examines the impact of post-pandemic on undergraduate students' academic writing experiences in 2022-2023. It seeks to shed light on the challenges that students face in their academic writing. Narrative research is employed to understand the participants' lived and imagined experiences and the meaning they make of their own experiences through storytelling. The post-pandemic learning environment has changed the way students approach academic writing, with many struggling to adapt to the new online learning format. Solutions and support from parents, study partners, and the community can help overcome these challenges and foster creativity in students.

Keywords: Narrative Inquiry, Writing Experience, Learning.

Abstrak

Studi ini mengkaji dampak pasca pandemi terhadap pengalaman menulis akademik mahasiswa sarjana tahun 2022-2023. Ini berusaha untuk menjelaskan tantangan yang dihadapi siswa dalam penulisan akademik mereka. Penelitian naratif digunakan untuk memahami pengalaman hidup dan imajiner peserta dan makna yang mereka buat dari pengalaman mereka sendiri melalui bercerita. Lingkungan belajar pascapandemi telah mengubah cara siswa mendekati penulisan akademik, dengan banyak yang berjuang untuk beradaptasi dengan format pembelajaran online yang baru. Solusi dan dukungan dari orang tua, mitra belajar, dan masyarakat dapat membantu mengatasi tantangan ini dan menumbuhkan kreativitas pada siswa.

Kata Kunci: Penelitian Naratif, Pengalaman Menulis, Pembelajaran.

Introduction

Writing in English is a prominent factor in students' success (Mahakaew, 2021). In order to effectively communicate using English as an international language, the user needs to utilise both verbal and nonverbal lines. Moreover, learning English as a Foreign Language (EFL) is essential. It is much more challenging for students to master writing skills than speaking skills due to the complexity and challenge as it involves vocabulary and spelling to the capacity to organise and communicate ideas (Garingan, 2019). Even the researchers' teaching experience has proven the challenge of producing successfully written texts that meet acceptable content, organisation, language usage or precision, vocabulary or diction, and mechanics. (Wale & Bogale, 2021). As a result of globalisation and advancements in technology and industry, writing challenges and solutions may become more complex. Significantly since the invasion of Covid-19 altered the gear of the community, the changing system in learning languages for EFL is incontestable.

The conventional face-to-face learning approach moves into a virtual setup from the end of 2019 to the beginning of 2022. Although students may have different lifestyles, research indicates that many can successfully customise their approach to the learning process. The change in learning approach (offline to online learning) for EFL students remains the same; They are still sharing their thoughts in the middle of a study or discussion session, and their encouragement and responsibility for learning in Online Learning remain the same as before, are not frightened to offer an opinion, and have not gained confidence. Instead, the provided technology gives them more access to their material anywhere or anytime (Novita Sari & Nurmaulida, 2023). Despite the difference in environment, students' desire to learn remains consistent between online and face-to-face learning.

Additionally, students can use their internet and devices in both settings. Teachers and students learning academic writing fulfil their expectations and requirements within and outside the classroom (Asaad Hamza Sheerah et al., 2022). Thus, the transition from online to offline learning should

have the same impact on students' linguistic and communicative competence in writing.

During the post-pandemic of Covid-19, several educational institutions began transitioning from online to offline. The post-pandemic era create the needs and conditions for blended learning. In the context of post-pandemic academic writing, many English as a Foreign Language (EFL) students encounter difficulties in improving their writing skills partly because of the utilisation of technology as a learning medium and the learning process itself. Previous research conducted by Indriani (2021) shows some pivotal factors that inhibit online learning linked to the problems in the practice of technology as a learning medium. Students from more remote locations may need help with limited data plans, mobile phones with outdated technology, and unreliable internet connections despite technological advancements that may lead to successful learning. The research outcomes also unveiled the difficulties arising from students' inaccurate interpretations of the topics. The students misinterpreted the response provided by the lecturer during the Q&A session, and the lecturer also encountered difficulties in comprehending the issues. According to research, blended learning, which involves both online and offline work, presents more difficulties for students in the online portion of the learning experience.

Writing in English is a significant factor that is especially important for EFL students. Although the invasion of Covid-19 altered the language learning system, the transition from offline to online learning has remained the same. Students and lecturers in academic writing instruction continue to meet their expectations, and their support for online learning remains unchanged. Despite technological advancements that may facilitate effective learning, EFL students need help improving their post-pandemic writing skills. This study aims to clarify and express the broader perspectives regarding the difficulties and limitations encountered by undergraduate students in the context of academic writing amidst post-pandemic circumstances. This study provides

recommendations and enhancements to improve students' academic writing experience.

Literature Review

1. Narrative Inquiry

Narratives can be based on reality or imagination and involve characters, settings, plots, conflicts, and resolutions. However, it is essential to note that there are distinctions between the use of narrative in research and fairy tales. When it comes to using stories for language education, it is a more complex matter as the effectiveness of the stories heavily relies on how the stories produce and the knowledge we can gain from them. (Barkhuizen et al., 2014). Narrative inquiry operates on the fundamental assumption that individuals, as human beings, develop understanding and give meaning to lives through the medium called 'story' (Cathi, 2013). This method combines storytelling and research as a data analysis tool and presents research findings (Barkhuizen et al., 2014). Therefore, narrative inquiry is commonly known as '*story-based analysis*.'

The word "narrative inquiry" was initially introduced within educational research in (1990) by Connelly and Clandinin. Narrative inquiry works because individuals make sense of and understand their lives through storytelling (Bruner, 1990). By narrating personal experiences about ourselves and others, individuals gain insight into understanding the relationship between us, who they are, and who we are. Based on Dewey's philosophical tradition that mentions education, experience, and life are interrelated (Dewey, 1938), they established the educational significance of narrative as a research methodology (F. M. Connelly & Clandinin, 1990). The narrative is an appropriate method for describing the phenomena of human experience and its study in various social science disciplines. The entire field of study refers to narratology (Literary theory, history, anthropology, drama, art, film, theology, philosophy, psychology, linguistics, education, and even certain areas of evolutionary biological science are all included). Over the last two decades, it has been known as a developed research method (F. M. Connelly & Clandinin,

1990). One can use the narrative inquiry method to record their emotions and the changing life situations. This method highlights how these situations can impact different areas of their lives over time, as told through a narrative format.

2. Writing

Writing is a challenging task that involves various elements, and the approach taken affects the quality of the final result. It is a process of making meaning through language and other semiotic choices (Fang, 2021), and due to its complex process in producing writing, people commonly use it to measure someone's abilities. Practical writing skills are essential for students' academic success at higher education institutions (Maguire et al., 2013). It holds significant value in students' academic achievement at the higher education level. Writing activities result in creating written outputs while learning EFL as a means for students to acquire the foundational knowledge of their field of study. Furthermore, it is common knowledge that writing in ESL/EFL is a complex process caused by competing demands for attention, such as using the SL writing system (South et al., 2008). Consequently, writing products involves sequential stages, including creating, organising, writing, and polishing to achieve a final product (Oshima & Hogue, 2007).

3. Components of Writing

Planning (Pre-Writing)

Pre-writing is any classroom activity that motivates students to compose. It stimulates thought for initiation in writing. It moves students away from facing a blank page and towards speculative idea generation and information gathering for writing (Seow, 2011). The step begins by selecting and narrowing topics and then generating ideas through brainstorming (Oshima & Hogue, 2007). The planning (pre-writing) process is essential when it comes to writing. It involves brainstorming to identify topics and themes related to the writer's environment, social issues, and current global discussions.

Drafting and Writing

The drafting and writing process can involve various techniques used by different writers. The drafting stage needs writers to focus on the fluency of their writing and is not concerned with

grammatical accuracy or neatness. One aspect of excellent writing is the writer's capacity to visualise their target audience. An awareness of the intended audience may dictate a style. In order to provide direction for their writing, writers should also have a central idea in mind that they want to communicate to the audience (Oshima & Hogue, 2007). It is crucial to acknowledge that writing is an ongoing discovery process. During the writing process, generating new ideas which not included in the brainstorming list or outline is familiar. It is possible to eliminate concepts during any stage of the writing procedure. It is imperative to ensure that any new ideas are pertinent (Seow, 2011). The writer can either draft first and then write or write while outlining during the drafting process.

Revising and Editing

The last stage of the writing process means revising and editing the written work. First, focus on the critical content and organisation issues (revising) (Oshima & Hogue, 2007). It is suggested to review the written content to assess the effectiveness of communicating intended meanings to the reader (Seow, 2011). It is advisable to seek the assistance of a professional during the revision process. They possess the necessary experience, qualifications, and expertise in writing. After revising, modify the grammar and punctuation for more minor errors (editing) (Oshima & Hogue, 2007). At this stage, writers polish their texts in preparation for the instructor's evaluation of the final drafting. They edit themselves or their peers' work for grammar, spelling, punctuation, diction, sentence structure, and reliability of supporting textual materials such as quotations and examples (Seow, 2011).

4. Academic Writing

Academic writing is common in educational institutions and extends beyond the classroom settings. It refers to the various methods employed to codify, produce, evaluate, transmit, renovate, teach, and gain knowledge and ideology in academic fields (Fang, 2021). It is a productive and essential skill among the four skills (listening, speaking, writing, and reading) to be acquired. Academic writing is the most challenging and intricate type for ESL/EFL learners to master. As a result, higher education settings often require academic writing because of the specific format and

structure it demands. The dissimilarities of the subject matter are partially defined by its particular target audience, tone (manner of expression), and purpose (Oshima & Hogue, 2007). Consequently, academic writing plays a crucial role in academic education and disciplinary practices (Fang, 2021).

5. Academic Writing Experience

Experience is a category of thought, a minimal unit of analysis that consists of people (their intellectual, affective, and practical characteristics), their material and social environment, their transactional relations (mutual effects), and their emotion (Wolff-Michael Roth). Thus, academic writing experience may entail knowledge of writing in an academic context involving one's emotions, transactional relations, and material and social environment to be shared and clarified to comprehend learning-enhancing requirements.

6. Online Learning

"Online learning" encompasses various instructions delivered through digital devices to facilitate learning. This type of instruction is also called e-learning, digital learning, or computer-based learning (Clark & Mayer, 2016). The process of online learning entails the use of electronic devices like hardware and software. These devices connect to the internet, which enables users to access information, communicate with others and enjoy entertainment from any part of the world. The domain of online learning relates to machine learning and involves a significant category of learning techniques designed to learn models systematically from data. Online learning offers advantages over traditional batch learning, enabling the learner to efficiently and quickly update the model with new training data (Hoi et al., 2021). As mentioned earlier, the definition comprises three distinct components about what, how, and why of online learning.

- a) what; the displayed material consists of words in spoken or written form or visuals such as illustrations, diagrams, photos, animation, or video
- b) how; the medium is a computer-based device, such as a desktop, laptop, tablet, smartphone, or virtual reality
- c) why; the objective of instruction is to bring about specific alterations in the learner's knowledge.

7. Blended Learning

Blended learning is familiar in some fields, as the notion has existed for decades. Blended learning is described by (Osguthorpe & Graham, 2003) as; *“Blended learning integrates face-to-face and remote delivery systems... Blended learning environments attempt to maximise the benefits of both face-to-face and online instruction, which is more than simply displaying a website page on the classroom screen.”*

Blended learning combines teaching methods for the traditional classroom and online learning in studying the same course. It is a “thoughtful combination of online and face-to-face learning experiences.” Blended learning teaching and learning techniques give opportunities through face-to-face and technology-mediated learning. During the technology-mediated components of these learning experiences, students are not obliged to be in the exact physical location but may connect via online communities (Cleveland-Innes & Wilton, 2018).

8. Online to Offline Transition

According to scholars such as Hargreaves (2020), transitory online education will return to the traditional campus-based or hybrid approach. In the meantime, Rashid and Yadav (2020) argue that online instruction should remain an integral component of future instruction, even if universities return to offline instruction. In Indonesia, Joko Widodo, the president of Indonesia, withdrew the implementation of *pemberlakuan pembatasan kegiatan masyarakat* (PPKM) nationwide.

Relevant Study

The study titled “Academic Writing: Challenges and Potential Solutions” by Manal AlMarwani (2020), is a research conducted to uncover the challenges encountered in academic writing. The study aims to identify the needs in literature and the practical needs of postgraduate TESOL students within the study context. Despite the technological advancements for students, they encounter challenges in academic writing. The challenges students encounter in academic writing surround a range of factors, including language skills, academic writing skills, and source managing skills. The postgraduate TESOL students of Taibah

University were interviewed and uncovered that they could face the challenges by comprehending the influence of digital tools in promoting self-directed learning and analytical thinking to improve their academic writing. After all, receiving feedback from lecturers and supervisors is still crucial in supporting their writing.

“EFL Students’ Challenges of Online Courses at Van Lang University During the COVID-19 Pandemic” by Pham et al., (2022) is the second previously published study. The problem of this study was the challenges encountered by EFL students, specifically EFL students at Van Lang University during the current global pandemic, as well as the facilities and solutions available to address problems when taking online courses. This study investigates EFL students’ difficulties at Van Lang University while studying online. 100 second-year, third-year, and fourth-year students at the Faculty of Foreign Languages of Van Lang University (VLU) participated in questionnaire surveys and semi-structured interviews using quantitative and qualitative research techniques. Consequently, the research reveals that students had difficulty employing computer skills and desired training to enhance their abilities. Using quantitative and qualitative methodologies, the researchers investigated numerous technological, physical, and mental obstacles, learning environments and the four language skills most EFL students encountered while taking online courses. The study shows that most students learning English as a foreign language face distractions, such as external noises, unstable internet connections, and negative impacts from spending too much time on screens.

The study “Academic Procrastination and Online Learning During the COVID-19 Pandemic” by Melgaard et al., (2021) is also relevant because it focuses more on the online learning situation. The study aims to investigate the various influences on academic procrastinators. They utilise both quantitative and qualitative methods, emphasising the qualitative aspect. Their research reveals that non-procrastinators report obtaining results that are roughly comparable to their previous academic performance, while procrastinators report no decline in their academic performance. Procrastinators who desire to study have difficulties structuring their

routines and report spending less time on their studies due to changes in the study environment. Also, procrastinators rely on social pressure, prefer to study efficiently on campus and have difficulty initiating self-study at home. Accordingly, procrastinators and non-procrastinators report low engagement and participation in online classes relative to physical classes. Participants report a variety of obstacles, ranging from one-sided and monotonous communication to their hesitation to ask questions online.

Method

1. Research Type and Design

According to Connelly and Clandinin (1990), narrative inquiry is a research approach that seeks to understand the human experience of the world. The narratives discussed in studies can arise from various sources, including stories shared with the researcher, stories collaboratively constructed between the researcher and the participant, and stories designed as performances to communicate specific messages or points (Riessman, 2008). In the Language Teaching and Learning (LTL) field, narrative research focuses on the narratives shared by teachers and learners regarding their personal experiences and imaginative scenarios (Barkhuizen et al., 2014). Teachers commonly share insights regarding their professional growth and practice, while students often recount their language learning journeys and utilisation of linguistic skills. These concepts suggest that the narrative inquiry approach aims to understand individuals' thinking and experiences on events and their underlying values. Therefore, narrative inquiry was employed in this study as a methodology for understanding and interpreting the participants' experiences. While recognising the subjective nature of the inquiry, the analysis delves into the complex meanings conveyed through the stories and presents a comprehensive picture of the data.

Based on the background of this research, this study examines a limited set of narrative data from undergraduate students regarding their academic writing experiences during post-pandemic in 2022-2023. At the same time, the sub-focus of this research uses a narrative inquiry approach to analyse the challenges and constraints of academic writing experiences in the University in the

Academic Year 2019-2021. This research will use (Ary et al., 2010) to narrate texts in students' academic writing experiences. The writer formulates the problem of the research as follows;

1. What challenges and constraints do college students face when transitioning from online to offline in learning academic writing?
2. What suggestions and improvements can be made to enhance the students' experience?

In data collection and analysis, narrative research encompasses various methodologies, depending on the researcher's perspective. Essentially, narrative research attempts to comprehend the participant's lived and imagined experiences on how people envision themselves spending their future lives, but from the research participant's point of view. After reviewing the explanation mentioned earlier, one can infer that narrative research primarily identifies the meaning our study participants create of their own lived experiences through the stories they tell us as researchers.

Participants

The present study involved a purposive sampling of ten students carefully selected to participate. The researchers obtained data by analysing the researcher's network and preliminary observational activities. During the selection process of respondents, the researcher inquired about their proficiency in transitioning from online to offline learning, their major of study, writing experience, level of education, and voluntary interest in participating in the research. This research's participants are ten students in English Education Department. Participants gave pseudonyms to protect their identities:

The study participants are students majoring in English Education. Specifically, they are fourth to eighth-semester students who have written both in-class and out-of-class papers at university. The study focuses on their experiences transitioning from online to offline learning.

Documents

In addition to the accounts the participants gave, the researcher also included their university assignments and other relevant materials based on their experiences outside of school as supporting

documents for the primary data gathered from the interviews and questionnaires.

2. Data Collection Techniques

Based on the objective of the interview, Kvale and Brinkmann, as referenced by Gary Barkhuizen (2014), identified three distinct interview types: oral history, short story, and life story. There are three types of interviews: structured, unstructured, and semi-structured. The researcher conducts a semi-structured interview using an interview guide during this investigation. The guide provides comprehensive instructions, but the researcher can follow them more relaxed. The interview guide focuses mainly on the investigated subjects, but improvements possibly made following the interview. The interviewer should aim to stimulate the participant's viewpoint while maintaining self-regulation. Appropriate measures must be taken by the researcher to effectively achieve the study objectives and thoroughly investigate the research issue.

The study centred on the writing experiences of the participants, particularly given their status as university-level students. For data collection purposes, the participants were allowed to recount their experiences in either Indonesian or English. The researcher employed an in-depth narrative interview approach to elicit detailed information on the students' speaking experiences, with each interview lasting between 45 to 60 minutes. Following data collection, the researcher transcribed the interview transcripts and engaged in extensive reading of the transcription to facilitate the narrative analysis process. The researcher used the narrative analysis developed by Creswell (2012) to analyse the data. The description of the narrative construction of students in narrative research is obtained according to their responses when answering questions. The researcher included the participants in this process by returning both the transcriptions of the stories and the analysis to get their feedback and comments to ensure the trustworthiness and verification of the narrative interview data and minimise interpretation in the final report.

3. Research Instruments

The study employs an instrument that surveys undergraduate students about their

academic writing experiences in the 2022-2023 post-pandemic period. Additionally, the research utilises a narrative inquiry approach to examine the difficulties and limitations of academic writing experiences in the university for students in the 2019-2021 academic year. The researcher conducted this study remotely, utilising online conferences and telephone communication to engage with participants according to their schedules. In this study, the researcher conducted indirect interviews with the sample for seven days to gather the necessary data.

4. Data Analysis Techniques

Creswell (2012) outlines a six-step narrative inquiry analysis process. The following items are as follows:

- a) Identify a phenomenon to investigate that relates to an educational challenge. During this step, the researcher must determine whether the study problem or question is most suitable for narrative research methodology. Narrative research is particularly well-suited for recording an individual's intricate narratives and life experiences of a limited sample of individuals.
- b) Select one or more individuals who possess narratives or life experiences and spend a substantial amount of time engaging with them in order to collect their stories using various forms of information. The participants for this study were chosen by the researcher using purposive sampling. The selection criteria were their experience in the transition from online to offline learning, their major field of study, their experience in writing, their degree of education, and their voluntary willingness to participate in the research.
- c) Gather the participants' narratives and consider how data can be collected and recorded. (Riessman, 2008) illustrates various methodologies via which researchers may transcribe interviews to construct diverse narrative forms. The researcher obtained narratives from participants through a questionnaire,

- interview, and the collection of participants' writing.
- d) Gather contextual information on the narratives. During this step, the researchers conducted a thorough data examination, utilising the narrative analysis method to recount the narratives effectively. Initially, the researcher examines the raw data, wherein they identify significant elements, subsequently arranging and organising them. Then, the researcher ultimately constructs a narrative that effectively portrays the individual's experiences.
 - e) The researcher analyses the story by taking an active role in facilitating retelling narratives. Restorying refers to the systematic practice of rearranging narratives into a more general framework. The proposed framework involves collecting narratives, analysing essential story components such as time, place, plot, and scene, and reorganising within a chronological sequence (Ollerenshaw & Creswell, 2002). The researcher utilises the WhatsApp platform as a means of communication to effectively inform and engage in discussions regarding study issues, hence ensuring consistent and reliable contact. The participants can express their viewpoints, provided they align with the study's objectives. To mitigate any biases, the researcher additionally seeks clarification and confirmation of the gathered information and data about historical contexts, including the temporal and spatial dimensions.
 - f) Compose a story about the participant's experience by actively collaborating with and involving them in the research process (Clandinin & Connelly, 2000). During this procedure, the involved parties negotiate to determine the interpretation of the narratives, thereby incorporating a validation check into the analysis (Creswell & Miller, 2000). Readers can benefit from identifying and analysing recurring themes within a narrative. Including a section that discusses the significance of narrative research is also essential.

Results and Discussion

1. The Transition from Online to Offline in Academic

The post-pandemic era in learning has brought about significant changes for students. For those who experienced face-to-face learning before the pandemic, transitioning to offline learning was a welcome change. However, the shift was challenging for those who had online learning since the beginning of their college. Blended learning has become a popular choice for universities, with some implementing an 80% online and 20% offline rule while others do the opposite. Students who engage in blended learning must follow the regulations set by their lecturer or University.

While some students find their lives becoming more lively in the post-pandemic era, others struggle to meet new people and find friends with similar interests. The competitive class situation can also make some students feel insecure and anxious. The emotional toll of adapting once again to the new lifestyle and routine of offline learning is evident for students who had online learning in the 2020-2021 school year. However, for those who experienced face-to-face learning in the 2019 school year, the post-pandemic era brings back excitement for returning to the University.

Students find both online and offline learning advantageous and disadvantageous. Online learning provides space for solitude and rest but can also invite procrastination and burnout. On the other hand, offline learning allows for social interactions and knowledge sharing but can be challenging due to the foreign environment, complicated interactions, and fear of missing out. Overall, the post-pandemic era in learning has brought about a mix of emotions and experiences for students. While some find it challenging, others find it a welcome change. It all depends on their individual preferences and experiences.

2. Experiences in Writing Academic

Experience in writing before college varied among students, either as a hobby or an obligation. The first writing class typically begins in the second semester, followed by learning paragraph writing in the third semester. Universities offer several academic writing classes in their program, with

some students completing all of them while others are still in progress. Writing experiences in University are not limited to academic classes, as students also engage in article publishing, seminar articles, and clubs.

Regarding post-pandemic learning in academic writing, students have different situations. Individual writing is more effective than group work, as face-to-face writing in class only creates tension due to the lecturers' scrutiny. Although some students experience blended learning, lecturers must provide quick feedback to avoid miscommunications. Students must comprehend the components and processes of academic writing, finding inspiration from various sources such as the internet, their environment, AI, and books. During the writing process, students write their main idea in paragraphs before compiling sources and drafting. Sources of their writing come from Google Scholar, journal websites, libraries, AI, and SINTA. Some students receive assistance in the revision process from lecturers, friends, or AI, varying from peer-reviewed with friends, peer-reviewed with lecturers, or peer-reviewed with AI before getting feedback from the lecturer. Students focus on revising grammar, punctuation, spelling, readability, and correctness.

Factors negatively impacting writing experiences include a lack of motivation, writing block, procrastination, or burnout. On the other hand, factors positively impacting writing experiences include a supportive environment from people like friends and parents and their interest in the topic.

3. Overcoming Challenges in Writing During Post Pandemic

Based on the previously mentioned challenges, the obstacles were overcome by finding solutions or letting them flow. Those who let it flow did not find the hurdles a burden; it was a normal consequence of writing while adapting. Most students fixed their problems by meeting people, while others found solutions independently. Anxiety was overcome by calming down or finding another environment. Thinking that everything will be all right was necessary, while seeking fresh air and

distancing oneself from the causes of anxiety was the solution for others. Lack of motivation was overcome by taking a break from the keyboard, hanging out with friends, eating some food, or engaging in other activities. Procrastination was dealt with by implementing the Pomodoro method, deciding on time management, and seeking advice and support from those closest. Writing block was overcome by socializing with friends and sharing thoughts, surfing the internet while eating, visiting the library, reading e-books and journals on writing topics, and engaging in hobbies. Burnout was mostly overcome by spending time with friends, while sleep was the solution for some.

Conclusion

The ongoing pandemic has brought about a multitude of changes and challenges in the realm of learning and writing for students. Despite the obstacles faced by EFL students, the transition to online learning has been relatively smooth. However, it is imperative that post-pandemic writing skills are improved to ensure academic success. This study sheds light on the difficulties faced by undergraduate students and proposes recommendations to enhance their academic writing experience. By persevering in their efforts, both students and lecturers can ensure that EFL students receive the support they require to develop their writing skills and attain academic excellence.

In light of the post-pandemic era, it is evident that significant changes have transpired in terms of learning and writing for students. The shift from online to offline learning has yielded mixed experiences, with some students embracing the change while others are finding it arduous. Similarly, writing academic papers has also varied amongst students, with some considering it a passion and others regarding it as a duty. Despite the challenges, students have discovered ways to surmount them, whether by devising solutions independently or seeking guidance and assistance from their peers, family members, or other sources. Ultimately, individual preferences and experiences determine the most effective approaches for

students to achieve success in their academic pursuits.

This study is expected to make a significant contribution to the field of academic writing, particularly in the post-pandemic era. The findings of this research will benefit English lecturers, students, and other scholars in diverse ways. The practical implications of this study will aid lecturers and students in understanding the challenges and constraints encountered while producing academic work, and it will offer valuable insights for future research on a similar topic. In summary, this research aims to make a meaningful impact and promote superior writing practices among students..

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