

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Definition of Writing

Writing is a symbol of contact in a written form. Writers arrange their thoughts, views and emotions in a readable manner in text. Apsari (2017) said that writing is an act of communication. It is a way of communicating the knowledge, emotions, experiences, or ideas among oneself and others. According to Shokrpour and Fallahzadeh (2007), writing is a dynamic practice, a social act that represents the communication skills of the writer, which particularly in an EFL context, are difficult to acquire and learn. Nan (2018) confirmed that writing needs more critical thought and more complex grammatical structures. Fair composition, substantive substance, accurate expression, and clear logic are also necessary for writing.

On the other hand, writing will improve pre-service teachers' ability to write and phrase, to use language properly, to express themselves logically, and to compose correctly. All of these points will make it easier for pre-service teachers to communicate their views more accurately and precisely.

##### 2.1.1. Writing Process

In conducting writing, there are several steps such as pre-writing, drafting, revising, and editing in which the activities are reflective and recursive. In the humanistic view, writing is seen as an expressive mode through which pre-service teachers writers use writing as a means of exploring and discovering meaning by themselves and develop their voices. Here, the pre-service teachers are determined to develop their ideas to write freely so that they can show their ideas without interrupting in which a teacher acts as a facilitator whose

task is to stimulate a supportive learning environment, which serves pre-service teachers chance to write about their own opinions and explore their voices rather than acts as an inspector whose task is to identify pre-service teachers' errors (Widodo, 2008). Harmer (2004) stated that the process of writing has four elements, those are :

1) Planning

Writers have to think about three main problems while planning. They have to understand the intent of their writing in the first place, as this will affect not only the type of text they choose to create but also the language they use and the details they want to include, among other things. Secondly, experienced authors think of the audience for which they write, as this will impact not only the type of the writing (how it is set out, how the paragraphs are arranged, etc.) but also the choice of language, if it is formal or informal, for example. Thirdly, the material structure of the piece must be understood by writers-that is, how best to sequence the facts, thoughts, or claims they decided to include.

2) Drafting

A draft is the first version of a piece of writing. This first 'go' to a text is always carried out under the basis that it will be changed later. A variety of drafts may be generated on the way to the final version as the writing process progresses into editing.

3) Editing (reflecting and revising)

Other readers (or editors) who comment and make suggestions also assist with reflecting and revising. The response of another reader to a piece of writing may assist the author to make suitable revisions.

4) Final version

When writers have edited their draft, they create their final version, making the changes they consider to be necessary. This could look drastically different from both the previous design and the first draft because the editing process has changed things. But the writer is now able to submit the written version to its intended audience.

The writing method is not linear, as mentioned above, but rather recursive. This implies that writers plan, draft, and edit, but then re-plan, re-draft, and re-edit frequently. To illustrate the various ways writers might take, they can use the process wheel (see picture 1.1), either heading backward and forward around the rim or moving up and down the spokes of the wheel. The method has only achieved its conclusion when the final version truly is the final version.

**Picture 1.1**

*The Process Wheel*



Besides, there are four steps to help writers in conducting strong papers. Here are four steps: 1) Discover a point clearly stated. 2) Provide your point with factual, informative information. 3) Organize your supporting material and connect it. 4) Review and edit to make your phrases successful and error-free (Albright & Langan, 2019).

### **2.1.2. The Characteristics of Writing**

A good piece of writing has a clearly defined aim and has been written by following to the proper writing criteria. Based on Taylor (2009) stated that four characteristics in writing, they are :

1. Writers' point of view must come into being, not merely as an opinion but as a decision that is justified.
2. Writers must handle the subject matter as comprehensively as possible and as precisely as the subject of the essay demands. The assortment of knowledge and ideas that writers need to find in their reading builds a single vision. They have to read carefully and do their job. The best way to explain the data and ideas in their language find them in their books.
3. For academic readers, writers must appropriately present their work. This means they may have to learn such academic writing conventions that are, at times, very different from those that they might be used to, or those that they may encounter in non-academic contexts.
4. Finally, from the many disparate elements of language and reasoning that go to create it, the text of their essay must forge a coherent unity. It is in many of their text's specifics that their intention is realized. An essay is not merely a medium for thoughts but is a piece of literature itself (whatever the discipline).

### **2.2. Essay Writing**

Essay is a type of writing that allows the authors to state their own argument. Usually, it is written to attempt to persuade the reader to use selected research facts. Essays are papers on particular subjects containing a mixture of fact and opinion, set out in logical sequences

and using acceptable language strategies (Eunson, 2014). Although an essay is difficult, it is really helpful and important. Shiach (2009) said that, in both cases, essay-writing is crucial: tests and continuous review. A skill for essay writing is important for the achievement of high grades in most subjects. At all levels, essay-writing abilities are an essential element of becoming a successful pre-service teachers.

Furthermore, Hounsell (1997) stated that, in higher education, essay-writing occupies this central position because it serves two basic purposes: it is both an evaluation tool and a platform for learning. Essay writing is a learning activity that makes especially exacting demands of the pre-service teachers. In the context of a formal, organized statement, the pre-service teachers must not only apprehend and make sense of a subject but go further and express what he or she knows.

### **2.2.1. Kinds of Essay Writing**

In essay writing, there are some kinds of writing based on the purpose. Essay writing can be used to inform, to persuade, to entertain, and others. Kane (2005) described that kinds of writing divided into four, those are :

#### **1. Exposition.**

Exposition is created logically. Organizes around cause/effect, less/more, true/false, positive/negative, assertion/denial, and general/particular. Its movement is signaled by connectors such as *however, and so, not only, besides, but, in fact, for example, more important, etc* (Kane, 2005). Ibnian (2011) mentioned that an expository essay, also called an analytical or knowledge essay, is the kind that discusses and analyzes a particular topic. It needs pre-service teachers to analyze the idea, examine the facts, explain the idea, and make a case about the idea

#### **2. Description.**

Description deals with perceptions—most commonly with visual perceptions. Its key challenge is to organize. The patterns of description are *above/below*, *before/behind*, *right/left*, and *so on*. A descriptive essay describes an object, an individual, a place, an experience, an emotion, a situation, etc (Kane, 2005).

### 3. Narration.

A narrative is a sequence of linked events—a story. Its problem is twofold: to organize events in a series of times and to expose their meaning. A narrative essay is a kind of essay that tells a story. Generally, a narrative essay is conversational in nature, and talks of a personal experience. This essay could tell you about a single, life-shaping occurrence, or just a regular experience (Kane, 2005)

### 4. Persuasion.

Persuasion tries to influence the way readers think or believe. It is typically a matter of contentious issues and sometimes appeals to reason in the form of reasoning, facts, or logical proof. Another type of persuasion is satire, which ridicules folly or evil, sometimes subtly, sometimes dramatically, sometimes ridiculously. In the end, persuasion can be in the form of eloquence, appealing to values and noble sentiments (Kane, 2005). Besides, Ibnian (2011) said that an argumentative essay is one that seeks to inform the reader of the point of view of the writer. The writer is attempting to persuade the reader of the value of his/her view.

## 2.2.2. Main Components of An Essay

There are three parts to the academic essay. First of all, the introduction, it delivers an assumption in the pattern of a thesis statement. Second is the body, which offers the proof used to prove and inform the reader of the issue. Third is the conclusion, in which the authors outline the content and results of their essays. According to Ibnian (2011), the main components of an essay are:

### 1. The Introduction

The purpose of the introduction is to introduce the reader to the essay. It tells the reader what the essay is all about and why he or she should read it. From the reading of the introduction, the reader should be able to decide the thesis statement of the essay and the key points that will be discussed, and the order in which they will be discussed.

### 2. The Body

The body is where the supporting points and information are stored. Through body paragraphs, the reader is given more detailed details and can form an opinion. Paragraphs must be logically organized and must be seamless. System of thoughts. Each paragraph should include a theme sentence showing the main thrust of the paragraph.

### 3. The Conclusion

The conclusion performs two basic functions: (a) it summarizes what has been said in the body of the essay without repeating it. (b) provides the reader with the relevant final thought about what the writer wants him/her to do, say, believe, or understand.

## **2.3. The Concepts of Argumentative Essay**

Sari and Kaba (2019), the argumentative essay is a theoretical essay that addresses a problem or a contentious topic in society. In writing an argumentative article, the writer must express his or her strong opinion with the relevant idea in order to persuade the reader. Pros and cons on the topics being discussed are also included. Misbah and Kurniawan (2018), arguments include people to convince, discuss, argue, consult, and settle disagreements. Arguments for a positive standpoint are created to explain and endorse theories based on the viewpoints, while arguments for a negative standpoint are created to dispute or deny it. As a result, by beginning a debate, it should be clear which side has been selected.

Overall, people use arguments to persuade, debate, contend, consult, and resolve disputes. By starting a discussion, it should be obvious which side has been chosen. Arguments for a positive point of view are developed to justify and support hypotheses.

### **2.3.1. The Elements of Argumentative Essay**

To support the thesis statement and analyze different points of view, the argumentative essay requires well-researched, accurate, complete, and current information. Based on Oshima and Hogue (2006), here are five elements of argumentative essay, those are :

#### 1. An explanation of an issue

The model's introduction paragraph offers an explanation of the issue, which is required in an argumentative essay. However, the writers can start an argumentative essay with a more appealing beginning, such as stunning statistics or a dramatic story. If the writers produce a compelling opening, the writers may need to address the topic in a second opening paragraph and construct their thesis statement at the end of this (second) paragraph (Oshima & Hogue, 2006).

#### 2. A clear thesis statement

In an argumentative essay, the thesis sentence clearly outlines which side the writers support. The opposing viewpoint is frequently mentioned in a thesis statement. It is important to note that the writer's point of view is stated in the main (independent) sentence, while the opposing viewpoint is usually stated in a subordinate sentence (Oshima & Hogue, 2006).

#### 3. A summary of the opposing arguments

To introduce contrasting points of view, use terms like the ones below. *Some people feel that... , many think that... , it may be true that..., etc* (Oshima & Hogue, 2006).



#### 4. Rebuttal to the opposing arguments

To rebut means to point out flaws in the opposing side's arguments in order to demonstrate that they are not valid. The writers do this to ensure that readers understand that the writers have studied all sides of the issue. Readers are more likely to listen to our point of view if the writers demonstrate that the writers are reasonable and open-minded (Oshima & Hogue, 2006).

#### 5. Writers own arguments

Relate the opposing viewpoint to writers' own arguments using contrast transition signals, such as :

*However, although/even though, in spite of the fact that/ despite the fact that, while/whereas* (Oshima & Hogue, 2006).

### **2.4. Teaching Essay Writing**

Teaching means involving pre-service teachers during the learning process. Lecturers share their expertise and experience in order to lead pre-service teachers on the journey of exploration to the point of comprehension. Sequeira (2012) argued that teachers seem to believe that teaching is all about teachers and their role. The most important things of the educational process are the pre-service teachers and what they learn.

Nor (2018) confirmed that there are some factors for teaching English as a foreign language to pre-service teachers, such as reinforcement, language acquisition, learning style, and most importantly, writing skills in their own right. Cheung (2016) mentioned that to teach writing effectively, teachers must also be explicitly informed of the skills and processes involved. This view regards writing as a skill, a qualification to be obtained through practice and hard work, rather than an inherent capacity or subconscious habit. Supiani (2017) said that micro and macro components are used in teaching writing to be understood by teachers and taught to pre-service teachers. Lecturers need to clarify and practice particular writing

forms at the word or phrase level to pre-service teachers in micro terms (handwriting or typing, spelling, punctuation). While teachers of the macro aspect pay much more for content and organization.

In this scenario, teachers advise pre-service teachers to express themselves by using their language, express the goals of writing, and identify a targeted audience. Teachers must incorporate daily writing into their professional practices to teach writing well (Whitney, 2020).

#### **2.4.1. Problems Commonly Occur in Teaching Essay Writing.**

Teaching essay writing is not easy. This is why there are lots of issues occur during the process of teaching and learning essay writing. Jabbarov and Jabbarova (2019) mentioned that one of the most complicated kinds of writing is an essay. Not only among pre-service teachers but even among lecturers, writing an essay creates some difficulties. In teaching essay writing, there are some problems faced by the lecturer, as follow :

##### **1. Teaching aids**

Teaching aids are the facility that can be used during the class. Teaching aids are really helpful for the lecturer in delivering the materials to their pre-service teachers. Kapur (2018) found that teaching aid is an educational tool (book, chalkboard, picture), an object (such as a globe, map or, specimen), or a device (such as a DVD or computer) used by a teacher to enhance or animate classroom instruction. Teaching aids are educational resources and instruments that enable the teacher to carry out the teaching process. Fidelia (2015) confirmed that media teaching aids may refer to all types of information carriers that may be used to capture, archive, maintain, distribute or collect information for learning and teaching purposes. Teaching aids are needed for lecturers to support them in teaching essay writing.

Furthermore, internet has rapidly grown as a teaching aid. Patnaik (2014) mentioned that, since the advent of the 21<sup>st</sup> century, one of the most important research fields has been the use of the internet as a teaching aid. Omar et al (2018), the introduction of Wi-Fi technology on campus is the most recent example of Internet technology evolution. The advancement of Wi-Fi technology has had an impact on the evolution of the country's educational system. Wi-Fi has progressed to the point where it is now an essential component of the lives of pre-service teachers..

Meanwhile, there are some problems faced by the lecturer and the pre-service teachers from the internet as a teaching aid. Based on Muliarsi (2010), pre-service teachers were never involved in such classes that used the internet to teach and learn English. Some professors and pre-service teachers were familiar with the internet and used it just to get information about their idol, communicate, and send e-mail. Others have heard of the internet but had no idea how to use it. Using the internet to educate and study English was not an easy task. Especially in Indonesia, where not all English universities had internet access to their computer laboratories, despite the fact that internet use was already ubiquitous. Some of the professors and pre-service teachers needed to go to an internet café to connect to the internet.

Another problem mentioned by Husniyah (2019), slow internet access in the school area where pre-service teachers were required to work on their chores or projects, for example, was an issue in the classroom.

## 2. Big class

Ariyanti (2016) argued that it is clear that getting a big class to teach is a barrier that teachers sometimes face. Hayes (1997) described that feeling discomfort occurred during teaching in a large number of pre-service teachers. Many teachers are concerned about the physical limitations imposed by large numbers of pre-service teachers. They

feel powerless to help the pre-service teachers interaction, so there is no place to switch about. Some teachers often find that teaching in large classes is physically very tired.

### 3. English competence

In writing an essay, there are several aspects that writers should consider, particularly in terms of grammar and vocabulary. Most pre-service teachers find it is hard to write an essay because they do not master grammar skills and just have less vocabulary. For example, Ariyanti (2016) investigated the challenges faced by pre-service teachers in English writing. It is true that having mistakes in terms of grammar was faced by Indonesian pre-service teachers since English is still regarded as a foreign language in Indonesia.

Siahaan (2013) investigated what difficulties pre-service teachers faced when writing a descriptive text. As a result, she found that pre-service teachers made a lot of grammatical mistakes that make it so hard for them to compose paragraphs. Also, not just grammatical errors, but also pre-service teachers' failures. Difference of the schematic structure of the descriptive text that is indicated details relevant to the classification in the identification part. Megaiab (2014) found that the worst area in writing for Indonesian learners of English as a foreign language was grammatical. Learners had trouble coping with the syntax of English.

### 4. Allocated time

Teaching essay writing takes a lot of efforts for the lecturers. Especially when they need to check their pre-service teachers' essays one by one. The problem is that the lecturer only has limited time to do so. Almubark (2016) mentioned that the lecturer had no time allocated to teach writing in the classroom. This barrier results in less attention being paid to the challenges of pre-service teachers because there is an overload of pre-service teachers in the classroom where each pre-service teacher has various kinds of

problems in writing essays. However, in teaching writing, the lecturer is willing to provide intensive guidance as well as thorough description to the pre-service teachers, but Ariyanti and Fitriana (2017) admitted that lack of time and a large number of pre-service teachers are becoming major challenges in teaching essay writing to the pre-service teachers.

##### 5. Background of the argumentative essay

Background information is information that is provided to the reader in order for them to understand the overarching topic of the text or the point that the writer is aiming to make. Background information is frequently supplied following the hook, or opening line, used to pique the reader's interest. When delivering the material, the lecturer must keep it simple, short and clear to make the pre-service teachers easy in understanding the explanation. Based on The National Archives (2013) explained that the message must be succinct, clear, and thorough. Make certain that the audience understands the entire message, especially since the speaker may only has one chance to convey it.

In here, the lecturers found it difficult to explain it in a simple sentence. A simple sentence, according to Khodijah (2015), consists of a single subject-verb combination. The subject of the sentence describes who or what did something. The verb describes an action or a state of being. Because of the difficulty faced by the lecturers to deliver the background in a simple way, they tend to explain it more and more.

According to Leong and Ahmadi (2017) Many people find it challenging to express themselves verbally. They are often having difficulty successfully expressing themselves in a foreign language. They stop communicating because they are confronted with psychological difficulties or are unable to find appropriate words and expressions.

6. The lecturer's difficulty in determining whose side the pre-service teachers were on

The writers must stand in one point, after that they must present the refutation or provide the rebuttal of the counterargument to strengthen their point. Based on Oktavia (2016), an alternative standpoint (AS) is a provided position that is fundamentally opposed to the writer's stated viewpoint. This alternate viewpoint can be developed as a counterargument (CA), which is a criticism or objection that can be used to attack another person's viewpoint. To defend a writer's point of view, he must produce rebuttal (RB) in opposition to counterarguments. The problem that faced by the pre-service teachers is they tend to stand in one point without rebut another point, it seems like they stand on both sides of the arguments. This situation made the teacher found it difficult to ensure the pre-service teachers which side they were. Oktavia et al (2014) mentioned that only two pre-service teachers (pre-service teachers 11 and 12) provided response for counterarguments out of ten who took a definite stance on the matter and proposed alternate viewpoints. It suggests that the other eight pre-service teachers simply presented counterarguments that most likely weakened their case without seeking to refute this counterargument in order to strengthen their case.

#### 7. The difficulty of the speaker in explaining the writers' own ideas in an argumentative essay

In the conclusion, it must include writer's own argument. Duigu (2002), the conclusion does not have to be lengthy. It can even be as small as one sentence. A decent conclusion will not be simply a repetition of the essay's major topic statement or your proposition statement from the start, as this is difficult to read and does not display your English skills. Nonetheless, it should include a summary of the essay's central argument or point. Include a comment on the issues of your findings as well.

In here the lecturer felt difficulty to explain the material related to the writer's own arguments in the conclusion. Because most of the pre-service teachers did not provide it.

They just provide the repetition of the sentence without giving their own arguments. Sukma (2019) mentioned that it was discovered that several pre-service teachers did not simply summarize the essential elements when writing a closing paragraph. In addition, there are no ideas for revisions or opinions in their articles. The majority of pre-service teachers write a summary of their main ideas, which is simply a repetition of the sentence they wrote in the body paragraph. Pre-service teachers do not go over the main aspects of the essay and refer to the scientific statement that was made.

## **2. 5. Some Ways to Solve Those Problems**

As mentioned above, there are some problems faced by lecturers in teaching essay writing. Here are some ways related to the problems that can be used to help the lecturers solving those problems. These are :

### **1. Teaching aids**

Using the appropriate teaching aids can be used to reduce the problems. Kapur (2018) described that the teacher or facilitator has access to a wide variety of teaching aids. A teaching aid is any content that a teacher uses to complement classroom instruction and pique the attention of pre-service teachers. With technical innovation and development, new and unconventional teaching aids, such as computers and interactive whiteboards, are now accessible to both teachers and pre-service teachers. Projectors, televisions, radios, tablets, android phones, and other electronic devices. The Interactive Whiteboard has largely replaced the chalkboard as a powerful teaching method. Computers and the internet constitute a vital electronic resource. Books, objects, tools, and studies The computer allows for the development of websites, project discussions, and online discussion forums.

Furthermore, in dealing with slow or unstable internet connection, Husniyah (2019) stated that teachers and pre-service teachers agree on how to deal with a slow internet connection in the classroom. For example, instead of typical face-to-face meetings in class, assigning things as homework so that pre-service teachers can do them when they have a more steady connection outside of the classroom. Pre-service teachers can also provide their own mobile hotspot as a second option to deal with the problem.

## 2. Big Class

Dividing the pre-service teachers into some groups can reduce feeling overwhelmed in teaching a large class. According to Haddad (2006), a group exercise can be done in class or as an out-of-class task, and it's a great method to keep pre-service teachers engaged in active learning in a large class. Pre-service teachers collaborate to discuss or solve problems, a practice known as collaborative or cooperative learning. Pre-service teachers working in pairs or bigger groups in a large class can assist and learn from one another. They are not bored while listening to their teacher speak. Group exercises allow pre-service teachers to interact and collaborate with one another, which is an important first step toward developing a feeling of community.

## 3. English competence

Feedback on pre-service teachers' writing is seen as an important component of the academic counseling process. Even if an adviser is eager or capable of providing grammar review, he or she may not have enough time during a pre-service teacher consultation session to provide detailed grammatical feedback to pre-service teachers, especially if other writing concerns need to be addressed. As a result, many pre-service teachers, both native and non-native English speakers, are frequently in desperate need of



more grammatical editing and proofreading assistance than the university is willing or able to provide. (Cavaleri & Dianati, 2016).

Two solutions are provided to solve this problem such as online grammar checker or offline grammar checker providing by Microsoft word. One of the most famous online grammar checker is *Grammarly*. According to Fitria (2021), *Grammarly* is a free online grammar checking program that has won several awards. *Grammarly* is the most popular and commonly used English grammar check program in the world. *Grammarly* is a Google Chrome extension that detects grammar and spelling errors, incorrect sentence construction, and plagiarism. Because they allow pre-service teachers/learners to perform a job and subsequently fix errors, these can be useful aids for rule learning and error correction. *Grammarly* is the most powerful tool available to users for checking for faults in written work. *Grammarly* detects and corrects prepositional errors, irregular verb conjugations, incorrect noun use, and misspelled words.

Another way is by using offline grammar checker. In here the pre-service teachers can use Microsoft Office Word, which also worked as a grammar checker. Alkamillah (2013), Microsoft Office Word was created to assist writers in easily checking their written work. The basic goal of this program was to check all possible surface errors on the written text, however the quality of the editing is dependent on the nature of the modifications made by the writer.

#### 4. Allocated time

To use the time effectively in teaching essay writing, lecturers cannot devote more time to writing exercises in class because they must cover a variety of other topics and have larger classrooms (Almubark, 2016). However, OECD (2015) mentioned that planning or preparing lessons takes an average of seven hours among non-teaching tasks, ranging from 5 hours in Finland, Israel, Italy, the Netherlands, and Poland to 10 hours in

Croatia. On average, teachers spend 5 hours marking pre-service teacher work, whereas in Portugal (10 hours) and Singapore, teachers spend nearly twice as long (9 hours).

#### 5. Background of the argumentative essay

Lecturer tends to deliver much explanation. Creating such a media in explaining the background of the argumentative essay can be used by the lecturer to solve the problem. Pertiwi (2013), the lecturer can employ multimedia to make learning more entertaining and enjoyable. In this scenario, one type of multimedia that can be used in language education that is easily accessible to lecturers is Microsoft Power Point. Power Point, which is supported by colorful images, texts, and sounds, can be used by lecturers to either capture pre-service teachers' attention or improve their understanding of learning content.

#### 6. The lecturer's difficulty in determining whose side the pre-service teachers were on

Explanation can be used to make sure that the pre-service teachers were stand in one point of the argument. Explanation is an activity that someone gives to make something clear or easy to understand. By giving the explanation, the lecturer hopes that the pre-service teachers would realize that in writing an argumentative essay they need to stand in one point and rebut another point, and that explanation will be remembered as a long term memory for the pre-service teachers. Tharby (2018), as a result, teacher explanations serve two crucial functions. For starters, they should be designed in such a way that they do not overburden working memory. Second, they should assist pre-service teachers in transferring new information, concepts, and procedures from working to long-term memory.

Another way is by grouping the pre-service teachers. Based on Catalano (2010), pre-service teachers should be able to expand their conceptual knowledge of the curriculum while working in groups. When pre-service teachers were grouped in groups,

they were able to ask their classmates questions and clarify topics in ways that the teacher could not. This ability to place knowledge in their own language aided not only the pre-service teacher discussing the task, but also the pre-service teacher who did not understand the topic in the first place.

The last way is by providing an interesting materials to the pre-service teachers. Wahyuni (2013) stated that one of the most essential aspects impacting the teaching and learning process is the material. The material given must be realistic, interesting, and suitable to the pre-service teachers' level of skill, requirements, and ability. The resources used by the teacher should also increase the pre-service teachers' motivation.

#### 7. The difficulty of the speaker in explaining the writers' own ideas in an argumentative essay

Motivation is something that can be used by the teacher to persuade the pre-service teachers. According to Tohidi and Jabbari (2011), motivation was inspired by the Latin term "Move," which signifies "moving" for the first time and is an English word. Motivation is a factor that causes people to behave in particular ways, and from the perspective of management, the goal of establishing motivation in employees is to have conduct that offers the greatest benefits as a result.

To alleviate the lecturer's challenge of explaining to the pre-service teachers the writers' own arguments, the lecturer can motivate the pre-service teachers. The lecturer can encourage pre-service teachers to write their own arguments in the conclusion to meet the standards of a strong argumentative essay. Redondo and Martin (2015) explained that motivation will be defined as what drives pre-service teachers to commit their time freely to a particular activity. It motivates pre-service teachers not just to start the activity, but also to work on it throughout their life.

## 2.6. Previous Related Studies

Several previous studies relevant to this thesis have been conducted. The first research was conducted by Nurita (2010) entitled “*Teachers’ Difficulties in Teaching Narrative Essay at The First Year of SMAN 1 Tempuling Indragiri Hilir*”. The purpose of this study was to identify the challenges faced by the teacher in teaching writing the narrative paragraph and to determine the major factors that affect the pre-service teachers in writing the narrative paragraph. The subjects in this research were English teachers at SMAN 1 Tempuling. She used observation technique to collect the data when reviewing the information she used descriptive qualitative data. From the observation, the findings have shown that the teachers' problems in teaching narrative essays at SMAN 1 Tempuling can be classified as too high with a percentage of 76.6% since some social factors that affect teaching narrative writing essays, such as equipment, environment, classroom culture, and pre-service teachers attitudes so that teachers find challenges teaching narrative writing. In this research, a similarity with present study is the concern of the problems in teaching essay writing. On the other hand, the differences are data analysis and data collection.

The next study was conducted by Hidayati (2018) entitled “*Teaching Writing to EFL Learners: An Investigation of Challenges Confronted by Indonesian Teachers*”. The focus of this paper was to recognize the challenges posed by Indonesian teachers in teaching English writing skills and to explore potential ways to solve, or at least reduce the issues. The respondents were 10 Indonesian EFL teachers from different parts of East Java. When gathering the data, formal interviews were used, the data were analyzed descriptively. The observations have shown that internal and external factors relate to the obstacles faced by teachers. Internal factors involve linguistic skill, interference with the mother tongue, motivation, and reading patterns of the pre-service teachers while external factors include the class status, the aids provided for writing teaching, and the time availability. The

similarities with present study are the purpose of study and data collection. The differences are between the respondents, data analysis and the subject of the analysis.

The last study was conducted by Arianti and Fitriana (2017) entitled "*EFL Students' Difficulties and Needs in Essay Writing*". The purpose of this study was to find out students' difficulties in writing English composition, errors were commonly appeared in their essay, and lecturer's challenges in teaching essay writing. The participants of this study were 33 students of English department at Widya Gama Mahakam University and a lecturer who teaches essay writing. In collecting the data, they were examining students' essay and administering open-ended questionnaires to the students. On the other hands, they used semi-structured interview to the lecturer. To analyze the data they used qualitative data analysis. The findings of this study showed that students have significant grammatical, cohesive and coherent difficulties. In addition, minor aspects were also disclosed with regard to students with written consent, including paragraph organization, diction and vocabulary misspelling. On the interview side, it revealed that the lecturer acknowledged that limited time and a large number of students in one class had become his major obstacles to improving the content of the student essay. The similarities with present study are one of data collections in terms of semi-structured interview and one of the participants of the study which is a writing lecturer. Then, the differences are the objectives of the study, the title, and one of data collections from Ariyanti and Fitriana (2017) in terms of open-ended questionnaires.