

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents: (1) research findings and (2) discussion.

4.1. Finding

This study's research findings were the difficulties encountered by the lecturer while teaching essay writing to pre-service teachers at UIN Raden Fatah Palembang, as well as solutions to those difficulties.

4.1.1. Problems faced by the lecturer in teaching essay writing to the pre-service teachers of UIN Raden Fatah Palembang

Based on the findings of a thematic analysis of the data from the interviews, it was found seven topics, each of which is described using the relevant codes. Table 1 lists each of the theme and code.

Table 1: Themes and Codes for Problems That Faced by The Lecturer in Teaching Essay Writing to The Pre-service Teachers.

No	Themes	Codes
1	Lack of facility which is a teaching aid	Internet connection (WiFi) is the facility used to support teaching and learning process, but the internet connection from the study program's WiFi was not very stable in the classroom.
2	Feeling overwhelmed due to the big class	Because of the enormous number of the pre-service teachers in a class with more than 30 pre-service teachers, it was common to feel overwhelmed.

3	Lack of grammar mastery	Most pre-service teachers used and gave examples in the simple past, which were incorrect; when the pre-service teachers try to explain something using statistical data or facts, they had to use the simple present.
4.	Lack of time	3 credits for 150 minutes were insufficient to clarify some concepts, locate themes, provide an outline, and review the outlines. The time was insufficient for checking the pre-service teachers' work.
5.	Difficult to explain the background of the essay in a simple way	<p>a. In 1-2 phrases, it was tough to define and explain the background.</p> <p>b. It was difficult to describe something in a simple manner or in a simple sentence, which caused the pre-service teachers to become confused since they were given too many instances and sentences.</p>
6.	The lecturer's difficulty in determining whose side the pre-service teachers were on	<p>a. The majority of the pre-service teachers did not truly advocate for themselves or their points of view. They first agreed, then they did the reverse.</p> <p>b. The pre-service teachers had difficulty determining which side they are on.</p> <p>c. The pre-service teachers preferred to be in the center of the sides.</p>

	d. The pre-service teachers opinions were not truly based on anything.
	e. The pre-service teachers stood in both lines which are pro and contra
	f. The pre-service teachers had little prior knowledge of the issues.
	g. Some topics did not pique the pre-service teachers' interest.

7. Difficult to explain how to give writers' own arguments	Because most pre-service teachers did not take sides, it appears that they each had their own set of reasoning.
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The following discussion goes into detail about the themes and codes collected in table 1, they are :

4.1.1.1. Lack of facility which is a teaching aid

Based on data gathered through interviews, the researcher discovered that one of the difficulties encountered by the lecturer in teaching essay writing was a lack of facilities, particularly WiFi, offered by the study program. Because the WiFi was not stable enough to be used by pre-service teachers, they had restricted access to a variety of sources to assist them in comprehending what they had to write and what they wanted to write. WiFi was the most critical facility that the pre-service teachers required here. For example, WAR stated, *"During the offline learning at about 3 years ago we can say, so I think that the problem that I faced during teaching was lack of facility. For example, WiFi. So, usually I asked the students to write an essay for some topics and I needed them to write what it was, to provide sources. In order to*

understand what they wanted to write so I think that WiFi was very necessary for the students. Unfortunately, the WiFi connection was not really stable in the classroom. "

(Interview, June 28th, 2021)

Finally, the facility, particularly the WiFi, was critical in assisting the pre-service teachers in developing and comprehending their own essays.

4.1.1.2. Feeling overwhelmed due to the big class

According to the data gathered through interview, the researcher discovered that the lecturer felt overwhelmed when she had to teach a large class. The enormous number of pre-service teachers in one class could overwhelm the lecturer. The majority of the classes had 30 pre-service teachers, and the lecturer believed that those numbers were excessive. Because she believed that the appropriate number of the pre-service teachers in one class should be no more than 15 pre-service teachers. For example, the interviewee stated, *"Okay, what I felt with the large class is of course overwhelmed due to the large amount of students, because in my opinion the best amount of students in a writing class especially not more than 15. What we have in our study program in one class was that more than 30 students sometimes. That's overwhelmed because of the number of students. That's the problems that I have."* (Interview, June 28th, 2021).

In summary, having too many pre-service teachers in a class could make the lecturer felt overwhelmed when it was about to control the pre-service teachers during the teaching and learning process.

4.1.1.3. Lack of grammar mastery

Based on the interview data, the researcher discovered another issue that the lecturer encountered when teaching essay writing to pre-service teachers. The problems arose as a result of the pre-service instructors' lack of grammar proficiency. The pre-service instructors appeared perplexed by the usage of the simple present tense

and the use of the past tense. They frequently utilize the past tense in their writings, which was improper since when pre-service teachers wish to debate about a topic and provide statistical data or facts, they must do so in the present tense. For example, WAR stated, "*So ya, the kind of grammatical errors usually made were the use of simple present, usually they gave the examples by using simple past. They tend to use past tense I think. But it's inappropriate. When you are arguing something you can use the simple present because you want to show statistical data or facts.*" (Interview, June 28th, 2021).

Finally, the lack of grammar mastery that the pre-service teachers possessed was the source of the challenges that the lecturer encountered while teaching essay writing to the pre-service teachers at UIN Raden Fatah Palembang.

4.1.1.4. Lack of time

Based on the findings of the interview, the researcher determined that the duration of the essay writing class was 150 minutes for 3 credit hours. The time was insufficient for an essay writing class because the lecturer could only explain to the pre-service teachers what they needed in their essays, then explain about grammar, diction, and mechanics, and last, the lecturer could explain to them how to make their paragraphs more coherent. Meanwhile, there was not enough time to go over and double-check the pre-service teachers' essays. For example, WAR stated, "*oke for essay writing class we have 3 credit hours, it means that 150 minutes for a writing class. I don't think this is enough. First point forming them what the substances of their essay were, what they needed to have in their essay, and then informing them about the grammar, the diction, the mechanical, and the last one was informing them how to make their paragraph more coherent, for example informing them how to use transition signals or connectors. Transition signals, it took a lot of times. I usually just*

share them some files, some pdf documents with the examples how to use the transition signals or the connectors. Just the examples, so they can use that in their writing. I think that 3 credit hours is not enough, I usually take more times to review the students ya.” (Interview, June 28th, 2021).

Finally, the lack of time in teaching essay writing became another issue that the lecturer experienced, especially since the lecturer had to explain a lot about the materials. Not only about the essay forms, but also about sentence structures such as grammar and others.

4.1.1.5. Difficult to explain the background of the essay in a simple way

According to the data gathered through interview, the researcher discovered that the lecturer struggled to convey the background of the essay to pre-service teachers in easy ways or with simple language. She was in a situation where she would explain things more and more, which confused the pre-service teachers since they were given too many instances and sentences. For example, WAR stated, *"the problems that I have is that in expressing them, I attempted to be as basic as possible using simple language. It is difficult for me to explain things in one to two sentences. In my opinion, if we try to describe it completely in 1-2 phrases. Sorry for the difficulty in describing using simple sentences or expressions. I am not sure what to say. I am not sure why. I sometimes have to explain it again and again. I believe that will be tedious for the students, ya. That is all there is to it, therefore I do my best to explain the context in 1-2 sentences.*” (Interview, June 28th, 2021)

Furthermore, the respondent stated, *"yeah in a basic way. I occasionally give too many examples, and I also provide too many sentences. I can tell by their expressions. The more I explain, the more difficult it is for them to comprehend. I'm not sure why.*” (Interview, June 28th, 2021).

In conclusion, the lecturer found it was difficult to deliver and explain the background of the essay in a simple manner because the more she described it, the more difficult the pre-service teacher felt to follow her explanation.

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

Based on the interview results, the lecturer found it difficult to explain whose side the pre-service teachers should take. The majority of the pre-service teachers were not on their side. They appeared to be unsure of which side they were on; sometimes they agreed, sometimes they did not. The lecturer was troubled by this circumstance because she felt it was difficult for her to ensure that the pre-service teachers were on their side. So she had to explain more and always persuade the pre-service instructors to take one side or the other.

For example, the WAR stated that *"we have pro and con right in some ideas for example in terms of online learning. Some agree, some disagree. The problem that I have was that the students who didn't really stand on their opinions. Firstly, they said they agreed, but when they tried to write they actually disagree, I don't know which part. What I gave to the class was that you had to be really convinced whether you agreed or disagreed. But then before that they needed to have the background knowledge of the ideas of the topics. So that they could decide whether to be the pro or the con, whether to agree or disagree with the issue. For example, in the idea online learning, they had to be really convinced what is online learning, the characteristics of online learning, and then after that they had to be able to decide whether they agree. Because if they agree, they can really rebut the people who disagree."* (Interview, 28th June 2021).

In addition, the instructor was dealing with additional issues. The first issue was that pre-service teachers did not want to stand on one side; instead, they preferred to stand on both sides or in the middle. Second, because the pre-service teachers did not have a lot of prior understanding about the topics, it was difficult for them to stand on one side. The final point is that some pre-service teachers were uninterested in certain topics. WAR stated, *"ya I think I had the problems with that. As I told you before, the students didn't really stand on their opinions, they stood in both lines sometimes and secondly they didn't have a lot of prior knowledge about the topics, and last of course they weren't really interested in that topics in certain topics. For example from the topics of social media, some students were really eager with that topics but some students didn't really understand what social media was and then how to use them. They couldn't stand in which side and then they are confused what they have to write in the topics of social media for examples."* (Interview, 28th June 2021).

In summary, the lecturer found it difficult to ensure that the pre-service teachers stood on one side, and she found it difficult to explain which side the pre-service teachers should be on since sometimes the pre-service teachers would agree on an issue, but quickly changed their minds. The lecturer then believed that the pre-service teachers tend to be on both sides; the pre-service teachers did not have a lot of information linked to the themes, and some of them were not interested in the lecturer's topics.

4.1.1.7. Difficult to explain how to give writers' own arguments

According to the interview data, the lecturer found it difficult to explain how to deliver writers' own arguments in the last portion and the last paragraph because the pre-service teachers did not support them and were uninterested in the themes presented. For example, WAR stated, *"it is very problematic, again maybe because*

they didn't really stand in that side ya whether you disagree about your own arguments. Sometimes I can see that some students didn't have their own arguments about something, maybe because of their lack of interest in their topics, so that's it. Personally I told them that they needed to grow their interest in that topic, please find the sources to help you in understanding the topics so you can write the essays well."

Finally, the lecturer's difficulty stems from a lack of motivation and pre-service instructors who did not advocate for themselves. So she found it challenging to explain and enlighten the pre-service teachers about how to effectively make and present the writers' own ideas in the final paragraph.

4.1.2. How to solve the problems faced by the lecturer in teaching essay writing to the pre-service teachers of UIN Raden Fatah Palembang

Based on the findings of a thematic analysis of the data from the interviews. Formulated in the form of seven themes regarding how to handle problems as defined by the relevant codes. Table 1 lists each of these theme and code.

Table 2: Themes and Codes for Solving The Problems That Faced by The Lecturer in Teaching Essay Writing to The Pre-Service Teachers.

No	Theme	Code
1	The use of internet data to substitute the internet connection (WiFi) which is unstable.	a. The lecturer instructed the pre-service teachers to use their personal internet access. b. Some pre-service teachers provided internet data and distributed it to the entire class.
2	Grouping the pre-service teachers to reduce the	The feeling of being overwhelmed arose as a result of the pre-service teachers' efforts and

overwhelmed feeling due to the large class	motivation, as the lecturer divided the pre-service teachers into groups.
3. The use of technology for fixing the grammatical errors	<p>a. Pre-service teachers used their cellphones, laptops, iPads, or any other device that has an office on it.</p> <p>b. The lecturer explained how to use the tenses correctly in several sections.</p>
4. Finding other times to review	Due to time constraints, the lecturer should review the essays at other times outside of the teaching and learning process.
5. Providing the power point presentations	The lecturer created power point slides to help her in explaining the background of the argumentative essay to the pre-service teachers in order to solve the challenges.
6. Explaining to the pre-service teachers and grouping them	<p>a. Explained to pre-service teachers that they must stand on one side of the side</p> <p>b. Made sure the pre-service teachers just stood on one side</p> <p>c. Grouped the pre-service teachers, so they worked in a group</p> <p>d. Provided some interesting materials such as videos and articles.</p>
7. Motivating the pre-service teachers to give their own	The instructor attempted to persuade the pre-service teachers to write an effective argumentative essay based on its

arguments in the last characteristics includes giving writers' own paragraph opinion in the last paragraph.

4.1.2.1. The use of internet data to substitute the unstable internet connection (WiFi)

According to the findings of the interview, the researcher discovered that the WiFi offered in the classroom was unstable, limiting the pre-service teachers' ability to explore further and accessed a variety of sources. In order to tackle the challenges, the lecturer instructed the pre-service teachers to use their own data to determine the sources. Other pre-service teachers contributed online data and distributed it to the entire class. WAR stated that *"The students usually use their own internet data or some classes provided internet data for each of them ya. They (what we call), they shared their internet data to be provided for the whole students in the class."* (Interview, June 28th, 2021).

In summary, the pre-service teachers used their own internet connection to research themes or data for their essays. Some pre-service teachers additionally supplied data connection that could be shared with the others.

4.1.2.2. Grouping the pre-service teachers to reduce the overwhelmed feeling due to the large class

The speaker was overwhelmed by the enormous number of pre-service teachers in one lesson. She separated the children into groups in order for the pre-service teachers to work in groups. It would make it easier for the lecturer to control the pre-service teachers. For example, WAR stated, *" I think that my way of controlling the students is quite successful, I tried to group them and then I tried to see group by group*

ya or students by students, about what they have reached from their group discussion. I think that's quite work." (Interview, June 28th, 2021).

Finally, by grouping the pre-service teachers, the lecturer alleviates the feeling of overwhelm created by a huge number of them.

4.1.2.3. The use of technology for fixing the grammatical errors

Based on the interview data, the researcher discovered that in order to correct grammatical faults made by pre-service teachers, the lecturers employ technology such as phones, laptops, ipads, or anything else that provides office space. As a result, pre-service teachers can notice and correct their errors directly. For example, WAR stated, *"yes of course, grammar ya. So during the writing session I asked them to bring their gadget, laptop, or ipad, anything that has Microsoft office in it. Usually I informed the students that when you write something and your Microsoft office inform you that there's something wrong, red lines, blue lines, or green lines, it means you need to fix it. There must be something wrong with your writing. Whether it is a grammar mistakes, probably spacing, or a mechanical mistakes or something like that."* (Interview, June 28th, 2021).

In brief, the lecturer invited the pre-service teachers to use some equipment that was offered in the office to address the challenges.

4.1.2.4. Finding other times to review

It is impossible to provide and explain all of the content in 150 minutes for an essay writing lesson. The lecturer sought additional moments outside of the teaching and learning process to solve this. She instructed the pre-service teachers to deliver their essays by email, Whatsapp, or direct message, and she would then examine their work outside of class. WAR stated, *"ya, I think that's difficult. I usually used the times in the classroom for explaining some points, and then finding the topics for them,*

giving them outlines, reviewing their outlines. That's the only thing that is enough in the classroom and then after that the review of their argumentative essay is usually done outside the class." (Interview, 28th June 2021)

Furthermore, *she said that, "Ya that's it. I need to find some times. Some other times outside teaching and learning hours to provide the review."* (Interview, June 28th, 2021). Then, WAR added that, *"ya they sent their essay via whatsapp, via direct messages to me, or to my email."* (Interview, June 28th, 2021).

To summarize, the lecturer must set aside time outside of teaching and learning to assess the pre-service teachers' writings.

4.1.2.5. Providing the power point presentations

Based on the interview, the researcher discovered that the lecturer has difficulty explaining background in a straightforward manner or in a basic statement that consists of one to two sentences. In this case, the instructor offered power point presentations to stop the lecturer from talking too much and saying something off-topic. WAR stated, *"I tried to solve it by providing power point presentation ya, just the points that I wanted to discuss it. Not more than the points, just the points and made it simple for them."* (Interview, June 28th, 2021).

In summary, power point presentation is utilized to assist the lecturer in conveying the context of the essay. As a result, pre-service teachers will have an easy time understanding it.

4.1.2.6. Explaining, grouping and providing some interesting materials to the pre-service teachers

It was difficult for the speaker to clarify to the pre-service teachers which side they were on. In order to solve the problems, the lecturer attempted to provide

additional explanation to pre-service teachers if they needed to stand on one side. They are unable to stand in the center of the sides. For instance, WAR mentioned that, *"again, explanation again ya. I tried to make sure which part are you. If you agree, please be sure that you agree. Please stand by your opinion until the end of your essays until you finish writing your essays."* The interviewee went on to say, *"making sure they stand in their opinions, they understand in their topics about what they have to write and then I try to influence them on the topics ya. Please be interested in that topic, because this topic is interesting."* (Interview, June 28th, 2021).

The speaker also attempted to divide them into groups so that they would have to work in their own groups, as well as present additional engaging things such as articles and videos. For example, WAR stated, *"by grouping or group work, providing some interesting materials for example videos or articles ya that provide pro and contra or sometimes debates. I remembered that long time ago, I provided video on people debating, on debating contest on some issues so I tried to provide them. Some students seemed interested in that topics."* (Interview, June 28th, 2021).

Finally, to tackle the challenges, the speaker employed methods such as explaining, grouping the pre-service instructors, and presenting some fascinating resources.

4.1.2.7 Motivating the pre-service teachers to give their own arguments in the last paragraph

In order to answer the challenges, the professor provided motivation. She attempted to persuade the pre-service teachers to write a decent persuasive essay despite their lack of enthusiasm in the subject. She attempted to persuade and urge the pre-service teachers to write the essay correctly in order to ensure a decent grade in this topic. For example, WAR stated, *"ya, I think that I need to see them one by one,*

some of them confessed that they really or they were not interested in some topics ya. What can I do is try to motivate them because they needed to write the good argumentative essay. Just for your score at least, that's what I told them. For your score to be saved 3 credits hours. It will be bad for your GPA."

In a nutshell, motivation is a technique for persuading pre-service teachers to present their own views in an argumentative essay. As a result, the essay will be perfectly acceptable as an argumentative essay. Because one of the distinguishing features of an argumentative essay is that the writers must present their own reasons in the conclusion section.

4.2. Discussion

The researcher discovered many challenges encountered by the lecturer in teaching essay writing to pre-service teachers based on the results of data analysis utilizing thematic analysis. The ways to solve the problems were also provided here.

The first issue was a lack of internet connection (WiFi) capability as a teaching aid. According to Muliastari (2010), pre-service teachers were never participating in such classes that used the internet to teach and study English. Some teachers and pre-service teachers were familiar with the internet and just utilized it to research their idol, communicate, and send e-mail. Others had heard of the internet but didn't know how to use it. It was not easy to use the internet to teach and study English. Especially in Indonesia, where, despite the fact that internet use was already widespread, not all English colleges had internet connectivity to their computer laboratories. Some instructors and pre-service teachers required to visit an internet café to connect to the internet. In here, WiFi was the teaching aid used by the lecturer in teaching and learning process. During the class the lecturer asked the pre-service teachers to access some information related to the material from the internet using WiFi but the WiFi internet connection was not really helpful neither

for the lecturer nor for the pre-service teachers. Husniyah (2019) stated that slow internet access in the school area where pre-service teachers were needed to work on their duties or projects, for example, was a concern in the classroom.

To face the problems, the lecturer advised the pre-service teachers to use their own internet data or to share their data connection with the class so that everyone could get a connection. According to Husniyah (2019), teachers and pre-service teachers can agree on how to manage with a slow internet connection in the classroom. For example, rather than traditional face-to-face sessions in class, assigning tasks as homework so that pre-service teachers can do them when they have a more consistent connection outside of the classroom. Pre-service teachers can also provide their own mobile hotspot as an alternative solution to the problem.

The second issue was that the lecturer was overwhelmed by the enormous number of pre-service teachers. According to Hayes (1997), a substantial majority of pre-service teachers experienced discomfort while being taught. Many teachers are concerned about the physical constraints caused by big groups of pre-service teachers. They believe they have no control over the pre-service teachers interaction, hence there is no room for change. Teaching in large classes can be physically exhausting for some teachers.

Furthermore, in order to solve this difficulty, the lecturer divided the pre-service teachers into groups so that she might easily control them. Haddad (2006), a group exercise can be done in class or as an out-of-class task, and it is an excellent way to keep pre-service teachers involved in active learning in a large class. Collaborative or cooperative learning is a process in which pre-service teachers work together to debate or solve problems. Pre-service teachers working in pairs or larger groups in a large class can help and learn from one another. While listening to their teacher speak, they are not bored. Group exercises allow pre-service teachers to engage and collaborate with one another, which is a vital first

step toward developing a sense of community. According to Catalano (2010), while working in groups, pre-service teachers should be able to broaden their conceptual knowledge of the curriculum. Pre-service teachers in groups were able to ask their classmates questions and explain things in ways that the teacher could not.

The third issue was grammatical problems. They did not have a firm grasp on grammar. Megaiab (2014) discovered that the most difficult aspect of writing for Indonesian learners of English as a second language was grammatical. Learners struggled to understand English syntax.

However, the lecturer attempted to resolve this by utilizing various technology that could assist her in correcting the grammatical faults. The technology utilized must be available in the office so that pre-service teachers might observe and correct their mistakes. 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.

The fourth issue was a time constraint. Almubark (2016) justified the lack of time in teaching essay writing, stating that the lecturer had no time assigned to teach writing in the classroom. Because of the overflow of pre-service teachers in the classroom, less attention is devoted to the challenges of pre-service teachers, resulting in less attention being paid to the challenges of pre-service teachers.

On the other hand, in order to deal with this, the lecturer attempted to find additional times outside of teaching and learning time to review the pre-service teachers' writings. Based on OECD (2015), non-teaching responsibilities such as lesson planning or preparation require an average of seven hours, ranging from 5 hours in Finland, Israel, Italy, the Netherlands, and Poland to 10 hours in Croatia. Teachers spend an average of 5

hours marking pre-service teacher work, but teachers in Portugal (10 hours) and Singapore spend nearly twice as long (9 hours).

The following issue was that the lecturer found it difficult to communicate the background of the essay to the pre-service teachers in a simple sentence. Based on Khodijah (2015) a simple sentence consists of a single subject-verb pair. The subject of the sentence describes who or what accomplished something. The verb expresses the activity or state of being. The speaker prefers to discuss more and more while providing the background of the essay to the pre-service teachers; she has difficulty explaining the subject in a simple sentence. Many people, according to Leong and Ahmadi (2017), find it difficult to express oneself vocally. They frequently struggle to express themselves effectively in a foreign language. They cease talking because they are experiencing psychological challenges or are unable to find suitable words and expressions.

To solve this, the lecturer offered power point presentations as well as videos relating to the materials. Pertiwi (2013), the lecturer can use multimedia to make learning more interesting and amusing. In this case, Microsoft Power Point is a sort of multimedia that may be used in language teaching and is easily accessible to lecturers. Lecturers can use Power Point, which is backed by bright visuals, texts, and noises, to either attract pre-service teachers' attention or increase their knowledge of learning content.

The sixth issue was that the lecturer had difficulties getting the pre-service teachers stand to one side. The pre-service teachers' dilemma was that they tend to stand on one point without refuting another; it appeared that they are on both sides of the arguments. This made it difficult for the teacher to determine which side the pre-service teachers were on. According to Oktavia (2016), an alternative viewpoint (AS) is a position that is fundamentally opposed to the writer's stated viewpoint. This alternative viewpoint can be created as a counterargument (CA), which is a criticism or objection that can be used to

oppose the viewpoint of another person. To defend his point of view, a writer must provide rebuttal (RB) in response to counterarguments. Furthermore, Oktavia et al. (2014), only two pre-service teachers (pre-service teachers 11 and 12) responded to counterarguments out of ten who took a definite stand on the topic and gave different opinions. It implies that the other eight pre-service teachers just gave counterarguments that most likely harmed their case, rather than attempting to dispute this counterargument in order to enhance their case.

In solving this problem, the lecturer provided some explanation. Tharby (2018) mentioned that the lecturer explanations serve two important purposes. For starters, they should be built in such a way that they do not place an unfair demand on working memory. Second, they should help pre-service teachers move new knowledge, concepts, and procedures from working memory to long-term memory. Another option was to organize the pre-service teachers into groups. According to Catalano (2010), while working in groups, pre-service teachers should be able to broaden their conceptual knowledge of the curriculum. Pre-service teachers in groups were able to ask their classmates questions and explain things in ways that the teacher could not. This ability to place knowledge in their own language assisted not just the student explaining the assignment providing pre-service teachers with intriguing content. According to Wahyuni (2013), one of the most important factors influencing the teaching and learning process is the material. The material provided must be realistic, fascinating, and appropriate for the pre-service teachers' skill, requirements, and ability. The resources employed by the teacher should also improve the motivation of the pre-service teachers.

The last issue was that the lecturer found it difficult to convey to the pre-service teachers how to present writers' own viewpoints. According to Sukma (2019), it was revealed that numerous pre-service teachers did not simply summarize the important

components when writing a closing paragraph. Furthermore, there were no revision proposals or viewpoints in their articles. The majority of pre-service teachers wrote a summary of their main ideas, which was merely a rehash of the sentence from the body paragraph. Pre-service teachers did not go over the primary points of the essay and do not refer to the scientific statement stated. In here, some pre-service teachers were not engaged and others did not provide any reasons at the conclusion.

To address this, the lecturer motivated the pre-service teachers to present their ideas since they needed to appropriately construct the argumentative essay based on the characteristics of argumentative essays. Redondo and Martin (2015), motivation will be defined as what inspires pre-service teachers to freely dedicate their time to a specific activity. It drives pre-service teachers not just to begin the activity, but also to continue working on it throughout their lives.

In conclusion, the researcher discovered numerous difficulties encountered by the lecturer while teaching pre-service teachers how to write essays. The instructor suffered a number of challenges when teaching essay writing. The first issue was a lack of facilities, such as WiFi. In this case, the lecturer fixed it by using their internet data, or the lecturer would check the pre-service teachers' writings in class. The lecturer was then overwhelmed by the huge number of pre-service teachers in one classroom. She dealt with it by breaking the pre-service teachers into groups to make it easier for her to control them. The third issue was a grammatical issue. To resolve the issue, the lecturer instructed the pre-service teachers to use various technologies that could assist them in correcting their errors, and the lecturer would provide further explanation if she deemed it essential.

The fourth issue was a lack of teaching time. The lecturer found additional time outside of class to review the pre-service teachers' writings. The following issue was that the lecturer found it difficult to convey the background of the essay in a simple manner.

She attempted to fix the problem by preparing a power point presentation or showcasing relevant videos. The sixth issue was that the lecturer found it difficult to ensure that the pre-service instructors took a stance in an argumentative essay. She remedied the situation by instructing the pre-service teachers to stand on one side, offering interesting materials, and assigning group assignments to them. The final issue arose from the writers' perspective, and the lecturer found it difficult to ensure that the pre-service teachers expressed their own point of view towards the end of the essay. As a result, she motivated the pre-service instructors to create it in order to provide the entire argumentative essay based on its qualities. These are the problems and solutions that the lecturer encountered when teaching essay writing to pre-service instructors.