

## **Chapter V**

### **Discussion**

The following part presents the discussion on the findings discussed earlier. This part elaborates the finding and interpretation on the issue with the support from theories and practices on the similar issues around the global.

#### **5. 1 Writing Process**

##### **5. 1.1 Pre writing**

This part explained students' difficulties in writing an essay of pre-writing. Pre writing indicates the preparation before beginning writing. Data finding showed that students who have difficulty in pre writing, they have difficulty to get the topic of essay because they did not have knowledge about certain issues and phenomenon happened nowadays. Besides, they are also confused on how to start to write essay at the beginning. Other case also found that, student were difficult in determining the audience and the goals of essay. Other difficulties were that students do not know what strategies should be used before writing essay. Based on findings,

Students' interview result is presented as follow:

St 1 to 3 said " I difficult in pre-writing stage"

St 6 said " I feel confused about the goal of topic"

St 5 said "it was difficult in getting interesting topic"

St 9 said" it was difficult in finding a title of essay and thesis statement"

In line with this Morgan (2016) argues that the students are going to stuck when they want to begin their writing of the first idea or topic, they are confused to write the thesis statement that can be in the first or last sentence of the paragraph, they must consider to what the audience or reader who read their essay also the purpose of the essay, they are mostly in fear or

failure while writing because of how they express their idea, feeling and experience. In the other words, the students have different difficulties for each stages in writing an essay. They also had different knowledge in writing. It is proved that between the result of interview and students' thesis statements were supported one to another. However, the results of students' thesis statements quoted from students' writing practice one. Whether they were in first time to write the thesis statement in essay.

Other studies also found the same things related students' difficulties in pre writing and thesis statement. For example, Irsyad (2019) in his study of an *analysis of difficulties in writing essay and second grade at College of education of STKIP*. The result of students understanding of essay materials' questionnaire was that 63 % students have some difficulties in pre writing in parts of knowing thesis statement, states main topic, writing introductory paragraph, determining an interesting of reader to essay topic. Second, Cindy, et.al( 2020) in the study of *Difficulties in developing idea encountered by students in writing argumentative essay*. The result of questionnaire show that around 77,3% students cannot construct the thesis statement, because they feel confused in determining the position and words related to the topic. From these cases, it can be conclude that the same things also faced for EFL students especially in writing essay. Therefore, the educators should consider and implement a good teaching writing strategies for helping students in essay writing.

### 5.1.1.1 Students' difficulties in writing argumentative essay

To explain the difficulties in argumentative essay, researcher divided into argumentative essay elements including *thesis statement, introduction, counter argument, supporting and concluding paragraph*.

#### a) Difficulties in thesis statement

The difficulty in thesis statement is done by some students in argumentative essay.

There are some example of thesis statement was in the data including :

- a) “ Technology is a means or system that functions to provide comfort convenience to human.” Researcher assumed this thesis categorized too general. It cannot be said as a thesis statement, because thesis contains of the main sentence which cover the idea to develop more (St 1).”
- b) “Students will think that homework is trivial because they can paste it without having to think hard.” Researcher assumed this thesis categorized too specific. It cannot be said as a thesis statement, because it describe a specific thing which no need more explanation to explore(St 2).”
- c) “Everything is completely digital. Everyone uses technology to make jobs easier.” Researcher assumed this thesis categorized too general(St 3).”

The data is supported by Langan (1996) explains the most common errors people make in creating a thesis statement. The error including the statement as an announcement, statement is either too general or too specific, and statement contains multiple ideas. In other words, the following examples above proves, the phenomenon or characteristics of thesis statement mistaken.

The same case also found by Dini (2017) in her study of The students difficulties in writing thesis statement. She found some mistaken in writing thesis statements such as a) Many people like smoking even they know it is bad for our healthy, tobacco is cause of nasty disease, and to stop smoking is so difficult. b) Playing football is interesting, that is why a lot of people like it, and it is also a cheap game. c) Maintaning a machine is not difficult if you know the ways because it is not complicated, even it is so simple.

b) Difficulties in introduction

The difficulty in writing introduction also found in students' argumentative essay.

The data were quote from students' essay. Here the following examples

- a) "In this case, several arguments support regarding the need for free education for all who will support the economy of the people in need (St 10). "
- b) "Standardized test should be abolished in Indonesia, it does make students study and word hard just make them stressed (St 4)."
- c) "In current situation, we need computer to carry on our education that is being delayed because of covid- 19 (St8)."

From those examples, researcher assumed that the difficulty in introduction is need to be pay attention. Remember that to introduce what the essay about, the students need to have a good or strong statement to encourage or track readers feeling and mind to believe what have been written by writes about the essay.

As the data, it was supported by Ruetten (1986), an introduction is used to explained about the topic and as the focused discussion. In argumentative essays, the

content of introduction can be debatable or non-debatable. Debatable is the person who agree to the topic , while non- debatable is person who disagree to the topic (Bailey, 2003). In other words, the data proved that the writers' or students have given their point of view or sides from topic issues. Therefore, the other paragraph will be claims or refute the topic by giving evidence.

c) Difficulties in counter argument

The difficulty of counter argument is the main things in argumentative essay. it is the owner of argumentative essay characteristics. The data as following:

- a) "According to teachers, standardized test help students for preparing to University and make students get motivation to study. However, the opinion is wrong. In fact, students are not enjoy doing standardized test. They felt stress and could do cheating (St 4)."
- b) "Although by using social media, we can make our company bigger than before. However, this opinion is incorrect. We cannot make our business just creating an social media account, but we need a think the strategy to promote our goods and services (St 7)."
- c) "Actually we need computer in our life and nowadays almost everyone need it. But, not everyone who use it will be dependent on it. If we compare handphone and computer, actually it is harder to being dependent on handphone (St 8)."

As the data, it was supported by Oldham(2010) that a counter-argument is a statement which contains of refutation. It refers to a person different point of view to writer's position. In other words, the data proved that counter refers to

how writers' opposed the statements in introduction and give writer's opinion of the issues.

d) Difficulties in supporting and concluding paragraph

The difficulty in writing supporting and concluding paragraph were categorized as closing part of essay. In this part, most of students did some mistaken by give no or detail evidence and true sources. There are some data found :

- a) "Hand phone is smaller and more efficient than computer. Computer is also more expensive than hand phone (St 8)."
- b) "Standardized test not help students to increase their ability (St 4)."
- c) " In addition, free education will make easier for someone to achieve a dream to be a scholar( St 10)".

As the data, the different perception also linked to Langan (2010), that for each supporting paragraph in the essay's body should begin with a topic sentence. Moreover, it should be given the logical facts examples and trusted sources (Whitaker, 2009). In other words, the data is not supported well, there are many ideas were missing.

### 5. 1.2 Drafting

This unit explained students' difficulties in writing the draft of essay. It refers to what activity or things when the students write the essay. Data showed that they were difficult in organizing argumentative essay. Theoretically, an argumentative essay has specific text organization including (thesis statement, introduction, counter argument, supporting paragraph and concluding). Besides, they also pose a great difficulty in aspects of writing involves grammar, vocabularies, cohesive, spelling and so on.

Students' interview result as follow:

St 4 said "it was difficult in writing by correct grammar and punctuation"

St 7 said "it was difficult in drafting especially vocabularies"

St 8 said "I found difficulties in organizing idea for essay"

As Christenson (2002) argued that drafting is the process of getting ideas on paper. It means the students need a big effort to take appropriate idea for essay and how to organize it. Besides, it also found that student were difficult to write the thesis statements, because they need to consider what idea or sentence which appropriate for thesis statements.

Thesis statement functioned to help students in elaborating the continuing sentence or idea for essay. Brown (2001) pointing out that drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience and trained instruction. It can be said that students must prepare well before writing such as good strategies and strategies for writing. Other finding also showed that students always use L1 pattern in writing their essay, they translate their idea by translating L1 to L2. This case is incorrect, because it may influence the meaning of idea and sentence structures. For example, s1 write "So really that, this technology does not make us lazy." This sentence showed that words "so really that" was incorrect. It should change by therefore, which imply the impact of certain activities explain in the previous sentences. "So really that" categorized as L1 pattern which translated into L2, this is may influence L2 patterns and meaning of sentences.

Other example also found same things from St 2 "As we also know that" which is incorrect. It should be deleted of "also". In L2 pattern it is inappropriate, it should be "As we know that or it is known that". Wolfersberger (2003) also found that first language strategies may

transfer to second language writing processes. This is because of their habit which is happened naturally and it influenced their ability and performance of English writing.

Besides, Christenson (2002), Brown and Wolfersberger (2003) , it also found in other study with the same case of drafting in parts of organizing paragraph and making it coherent. Cindy et.,al (2020) in the study of *Difficulties in developing idea encountered by students in writing argumentative essay*. The result of questionnaire supported to their essay around 64,3 % students cannot organize the ideas logically and they difficult in making paragraph supported by thesis statement. Then, 66%students cannot develop their ideas coherently and cohesively in writing essay. From this study, it was proved that students' feel the same difficulties in drafting essay. it can be said that they need more practices of writing essay for their necessary in English writing.

### 5. 1.3 Reviewing

This unit explained students' difficulties in writing an essay of reviewing. It refers to how students reviewed their essay as a whole. This case encourages students to be careful in examining the correctness of essay in all aspect of writing. As general, reviewing divided into two types including teacher review and peer review ( students' review).Based on data, it was found that teacher gave students' feedback and correction for their essay. One of the data showed teacher said “ *Well, I check one of your friend's essay and we discuss it together. St 1 essay with the topic (technology has made us lazier), in this essay she wrote (people think that because everything has become.....)*. From this sentence, it showed that she made mistake of grammar of words “ that because”. It should be eliminated because, the reason is because it made the form or pattern of Indonesian language. This case means the student transfer the idea from L1 to L2. This is incorrect, because both of the languages were different.



Therefore, the student should carefully to write into English tenses. This data supported by Coffin (2003) saying that teacher review is the feedback given by the teachers in commenting, responding, and correcting to student' writing. It means the teacher should try to build the students' interaction in classroom. In line with Coffin, Burgess & Head (2005) also suggested that the other way is one way-to whole class interaction. After reading all of the students' essays, the teacher tells the strong and weak points that most students have made on vocabulary choice, organization, writing style, and ideas. The teacher then gives suggestions on the weak points. This case can be knowledge and experience for the students in reviewing a piece of writing or essay.

## **5.2 Cognitive Process**

### **5.2. 1 Task Environment**

There are three aspects involved in task environment namely rhetorical situation, goal setting and teaching writing. Rhetorical situation includes the students' understanding the task, question, preparation and instruction. Part of being able to compose a piece of writing in the academic setting is to understand the task that is what is the lecturer expected from the students writing. This could involve the genre of the text to be written, the content that the lecturer wants to see in the text, the length of the writing piece and so on. Studies show that task instructions on the part of the students are crucial for student success in writing a good essay. For example a study by Sano (2017) showed that the qualities of instruction such as: approaching history as evidence-based interpretation; reading historical texts and considering them as interpretations; supporting reading comprehension and historical thinking; asking students to develop interpretations and

support them with evidence; and using direct instruction, guided practice, independent practice, and feedback to teach evidence-based writing.

In line with Sano's finding above Hamman and Stevens (2003) concluded, from their study, that clear instruction lead to students being able to write clear and good essay. Hence, we may say that providing the students with the clear instruction of what to write will help students to prepare themselves in writing a good piece of writing.

In addition to understanding task students also need to set their goal in writing. Goal setting refers to the students' way in affecting and catching the readers' attention to read the essay. To affect the readers, writers can choose the topic of essay related to the current issues or phenomenon and the personal experience. Teaching writing refers to the nature of teaching and learning process of writing for academic purpose subject who researcher explains about writing an essay. Goal setting has been proved to play a very important role in helping students write. It help students produced a well-written writing piece. Studies have shown that a well planned goal setting can contribute to students' ability in composing a piece of essay. In other words it can reduce the difficulty or minimize the difficulties students face in writing an essay. For example a collaborative study conducted by Graham, Macarthur, & Schwartz (1992) to determine the role of a planning and writing strategy in the essay writing of students with learning disabilities show that the strategy instruction had a positive effect on students' essay writing performance and knowledge of the writing process, and effects were maintained over time.

Another study conducted on 5th- and 6th-grade students with writing and learning disabilities, Graham, Macarthur, & Schwartz (1995) also show the positive role of goal setting. This study

found that the goal to add information resulted in greater improvement in text quality than the general revising goal.

The findings in these two studies run parallel with the findings in the current studies in which students show a better ability after the goal setting aspect in writing is enhanced. The finding in the current studies shows that the essay students composed got better after the goal setting preparation is improved through the treatment.

The third part influencing the students writing skill is the aspect of the teaching of writing itself. This has something to do with the teacher pedagogical skill in writing. It has been widely acknowledge that the quality of the teaching play a very important role in helping students develop their writing skill including writing.

## **5.2.2 Long Term Memory**

### **5.2.2. 1 Pre writing**

The finding in Long Term aspect of students shows that the students who faced difficulties in their essay writing are those who read less. This finding is similar with studies conducted in some parts of the globe. For example a study by Tsang (1996) that compared the effects of an enriched syllabus which included extensive reading and frequent writing assignments on English descriptive writing performance at different form levels It examines a group of Cantonese-speaking students at four form levels in Hong Kong who participated in three English programs found that the regular plus extensive reading program was overall significantly effective, while both the regular plus mathematics program and the regular plus frequent writing practice were not. It also found that in the area of content, the reading program was the only one which showed a significant positive effect.

### **5.2.2.2 Drafting**

The finding in the current studies on students difficulties in drafting shows that it was attributed to three aspect namely, brainstorming, students previous knowledge, and reading the related article. The role of these three aspects in influencing students' writing ability has been generally accepted. For example, a study by Rao (2007) revealed that explicit instruction of brainstorming strategy had a measurable influence on writing performance. The attitudinal survey also indicated that the students felt positive about the brainstorming strategy. It is suggested that EFL teachers in universities or colleges should move from a product-based approach to a process-focused approach in their teaching of writing as the latter may contribute towards activating students' thinking and creating ideas for a writing task. Thus it can be said that the finding in the current study is in line with the finding from studies conducted in other part of globe.

### **5.2.2.3 Revising**

In terms of reviewing the current study found that the students difficulties in this aspect are also influenced by brainstorming, students previous knowledge, and reading the related article. Study by Khossein (2015) showed that the scores of the students of the experimental group were significantly higher than the scores of the students in the control group indicating the positive impact of employing brainstorming strategy on improving writing performance of English Major Students at Balqa Applied University in Jordan. This evidence enhances the finding in this current study that students who did not do brainstorming faced difficulties in writing essay.

## **5.3 Reading and Writing Habit**

### **5.3.1 Reading Habit**

#### **5.3.1.1 Amount of reading time**

The amount of reading time plays important role in helping student compose writing. Studies in the field revealed that the more frequent students read the more fluent they are in their writing. For example study by Mermelstein (2015) revealed that this study demonstrates that an enhancement of previously established ER protocols can achieve significant gains and sizable effects among learners. This current study shows that the amount of reading time is a cursor to how good the students' writing will be. The finding in the current study shows the close relationship between the quality of writing and the amount of time that the students dedicate to reading.

#### **5.3.1.2 Starting time of reading habits**

Given the reading has been acknowledged as the key to composing a good writing the starting time of students reading matters. In other words, the earlier the students read, the longer their number of reading time will be and surely the more likely they can write well. This conclusion has been shared widely by the scholars in the field of reading and writing. For example the study by Mermelstain (2015) above can be a good evidence for this. Related to the findings in the current studies the findings of studies above enhances the fact that some students have difficulties in writing essay because they started reading at later time.

### **5.3.1.3 Reading text students prefer to read**

The reading text that the students prefer has close relationship with how long they read. How long they have read will influence on their ability to write a good essay. In other words when the students prefer a certain kind of reading text it means that they will be more likely to read more. However, the finding in the current study shows that there is no significant difference in terms of difficulties in writing viewed from the text the students prefers.

### **5.3.1.4 Number of books read**

The number of books read by the students also influences the students' difficulties in writing. The logic runs this way. The more books the students read the means the longer time they dedicate to read. We have discussed above that all of aspects above contribute significantly to the difficulty or ability to write. Thus the finding from the studies done in other parts of the world is related to this. The findings in the current studies are in line with the studies conducted by the scholars in the field.

### **5.3.1.5 Purpose of reading**

Purpose of reading also plays important role. The purpose of reading will influence the frequency of reading. We have established that the frequency of reading will automatically influence the difficulties in writing. The findings of the current study show that most of the purpose of reading is reading for assignment. Related to study findings from some parts of the world it can be concluded that the purpose of reading is related closely to students problem in composing a piece of essay writing.

### **5.3.2 Writing Habit**

The analysis on students' writing habits focused on some indicators including schedule for writing, track to writing routine, best location, writing process, claims on students' writing habits and length time of having writing habits. All are explained below:

#### **5.3.2.1 Schedule for writing**

First, there was schedule for writing. It was important to investigate and discuss for seeing how often students' write in their daily activities. Those reasons for writing showed that they write for certain purposes not for daily routine. Those findings reflected good study habits which also can be said as good writing habits, even though they only focus for writing while learning. According to Patel (1976) study habits includes home environment and planning of work, reading and note taking habits, planning of subjects, habits of concentration and school environment. From this theory, it means that students fulfill the requirements of good study habits and also good writers.

Other findings can also be interpreted that the students have less to write in morning and at night which are also categorized as morning types and evening types. These preference can influence their performance in writing. This data were enhanced by their essay score.

For evening type, they think imaginatively and ing to entertain unconventional ideas, open-minded for new learning experiences (Costa & McCrae, 1992). This statement related to the data of student's sentences in essay *"Who is Superhero in 21<sup>st</sup> century? Now the things that we going to do is more complicated, because we live in the fast age which is morning to night like there is no space or pause. So we always looking for the new innovation to help us"*. This finding showed the student describe his idea by using his style or diction by using his

imagination and it is actually incorrect grammar and the use of diction. Besides, neurohormone in brain also affect students' in learning in case of accepting information through long-term memory. Melatonin has also been implicated in long-term potentiation, which is the process by which your brain forms long-term memories (El-Sherif et al, 2003). Melatonin levels are decreased by lights at night, and evening types students survive it (Wright 1997). These statements means morning types students' were lucky having this hormone, because it is only produce it in the morning, while evening types students' were difficult to remember lessons, because they did not have this hormone to stimulate their mind in learning in morning.

Cognitively, Flower's and Hayes (1981) offers part of writers' long term-memory to store knowledge from learning through reading. Therefore, evening type students have less of concentration or focus in learning, because they only stored knowledge in short term memory which cannot keep idea for a long time. Hence, they difficult in learning and writing task. It is the main problem of evening types students' to learn in morning class. Evening types students were difficult in learning for morning class, it can influence by their thinking styles which inappropriate to regular teaching style in morning (Zhang, 2011). Data showed that students did not follow the lecturer instruction in writing stages. They just did the brainstorming and wrote based on his knowledge on their mood. Structurally students did not paid attention to the structure of essay given. This reason might be the structure make them work under pressure of the situation, time and structure of writing essay itself.



### 5.3.2.2 Schedule for writing

Schedule for writing refers to the time to write regularly in everyday. Based on questionnaire items, the schedule of writing divided into write in the morning, write at night, write when having assignment, write only when learning and write only for important things.

For morning person different thinking style which based on trusting direct experience over the use of inference and they prefer to process knowledge logically and analysis rather than feelings and personal values. Moreover, morning person was related to behaving style characterized by self-control, respectful and cooperative in social situations (Díaz-Morales and Aparicio,2003). Some students are categorized into this type. All of them can be said as good writer, because their essay are well-structured, follow the instruction and have good discussion. They also get good score of essay. The essay means post essay after they learn argumentative essay.

In fact, all of them categorized as average writer between good and poor. They only have average ability to write. One example of student's sentence in essay" One reason why cell phones are dangerous, because cell phones have an addictive effect on user, therefore we often use cell phones excessively." This sentence proved that: the student is morning student, writing based on rationality and facts, and also writing based on the rules of argumentative essay structure. It is linked to morning way of thinking in which morning refers to think by gathering concrete knowledge, think logically, and rejected to creativity (Diaz-Morales, 2007). This runs parallel with the finding which influence students' way of learning and doing task.

Cognitively, for morning types, it is linked to the function of melatonin which produces melatonin to keep memory in long term memory. Morning types easily to learn, because they

have self-regulated for their writing essay or task. Melatonin has also been implicated in long-term potentiation, which is the process by which your brain forms long-term memories (El-Sherif et al, 2003). Melatonin levels are decreased by lights at night, and evening students survive it (Wright 1997). This case proved that morning types were helped by melatonin in learning for school morning. Only morning types can get melatonin effect for stored memory well. Evening students had low mood and late in early morning to do activities as a morning type, sometimes evening type also do not focus in the morning, while morning types tended to go to bed and to get up earlier (Cofer, et al., 1999). Therefore, evening students were difficult to have concentration in morning class.

#### **5.3.2.3 Track writing routine**

Track writing routine was important to discuss to see how often students' write in a week. Based on data, it was found that students write about one to three times a week and sometimes they also less of writing in a week. From the quantity of writing in a week, it was proved that students have less motivation to write even they do not know how important of having writing activity as habit. Regarding to track writing routine, it was found that some students often write for two to three times a week. It can be said they were good writers.

#### **5.3.2.4 Best Location for writing**

Best location is important to discuss to investigate what is appropriate location for writing. Based on data, it was found that students prefer to write at home, library, classroom, in quite place, and place which feel comfort. Those places are good for writing, because students' can get idea easily in good situation for writing. In other side, to compose a good writing it also need motivation and good feeling. If students write in bad feeling, it is difficult to write, because it is

difficult to get idea of writing. In case of location for writing, first students prefer to write in home. This might be students need to have concentration while writing. Home is the choice because the situation is supporting the writing activity. This is when home provide quite situation and many books and also table for writing. Second is library. Students know that library is the good place after home to write. Library is situated at school. Students can use library when they were at school. Third is classroom. Sure, it was the place for learning. We learn through reading and writing inside, we write all things important to learn while learning. Last is quite and comfort place. These places provide students to be relax while writing. It can be café with wi-fi or any other places which good for writing. As writers, it is important to select best location for writing, because writers need to build up motivation and idea for writing.

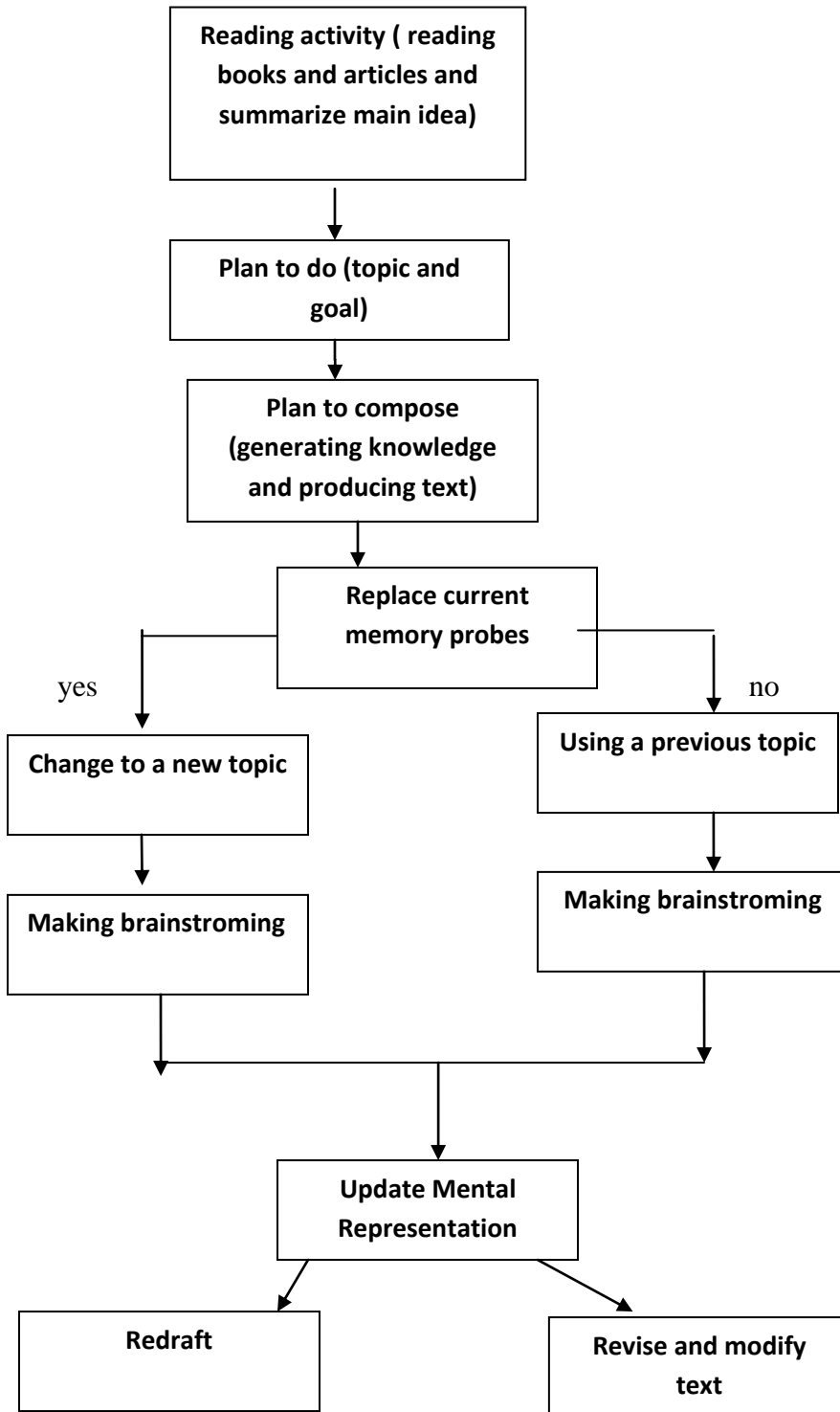
#### **5.3.2.5 Writing process**

Writing process is important to discuss how students stages in writing. Based on data, it was found that students do all stages in writing process including first outline, first draft, second draft, third draft and do editing. It is proved that students have good way in organizing their writing. First draft, as the rough draft, contains of the first idea from topic. Students need to have first draft, to make them ready for writing as a whole. Then, second draft, is collected through the first draft, because it was the continue idea for child. Third draft is last writing and need to be reviewed as a whole by lecturer. Last is do editing. This stage means the students edit and comprehend the text (Paerson, 2001). From those stages, it can be said that to get a good writing result, they should do the best way for writing.

### **5.3.2.6 The length of time having writing habits.**

Length of having writing habits was the period of people who had the first time of writing habits in life. Based on data, it was found that students started to learn English from junior high school, senior high school, university. Besides, they also write when assigned from lecturer and accompany by parents while writing. It proved that students started to write too late for learning foreign language (English). To mastery foreign language, it should be started on early age in kindergarten or when they were able to write. It was a good period for children to learn foreign language, because in this period, their mind is needed to fill with any languages. Hence, when they were teenagers they already know about foreign language and ready to communicate with other people by using foreign language.

### 5.4.1 Proposed model



In cognitive process model, it was task environment part including rhetorical situation.

Rhetorical situation means understanding the text about and giving the assumption or opinion of it. In rhetorical situation there were some stages involves observing, questioning, experimenting and associating. While, it also integrated to Freshmen's stage including read the prompt, determine the purpose from the prompt, using the knowledge from the text (decide position from the text and give three reasons for support the position), using the knowledge from the text (decide position from the text and give three reasons for support the position) , choose two strongest reasons to support writers' position and the opposite. It will be the counter argument.

At the beginning of activities, researcher used task environment part and Freshman's stages describe as follow:

- 1) The material was about argumentative essay, which discussed about "*examine both of sides of a topic*" in this meeting, the researcher explained about definition of argumentative essay, the function of the text and generic structure. In observing, researcher asked students to focus on the prompt which illustrate the issue. In questioning, Then, the researcher asked the students to have question related to the prompt. In experimenting, researcher engaged students to understand the prompt and provide reasons including (pro and cons). In associating, researcher asked students to decide position as the writer. At the last, researcher asked the students to discuss more about the material and giving feedback of it. In details, experimenting part was found that the students tried hard to analyse the issue and gathering reasons of the issues. They spent a lot of time, it can caused by the issue given from the researcher is too global which took the issue in America about "death penalty" for murders. Students need to have more information about the issue, hence they searching the issue. The reason of researcher took

a global issue to engage students to have critical thinking and explore their knowledge.

However, they face it good enough.

After experimenting, the students continue with deciding the position as the writer. Based on their knowledge, they decide good position from the issues and giving more facts or reasons to support their position. As their consideration of position, the students took based their perspective of the issues and compare it to the Indonesian context of that issue. The researcher engaging them to see deeply about the issue by illustrating the issue into Indonesian context. If the issue give positive impact or negative impact for the Indonesian society. Then, researcher ask students to give feedback of the issue.

Strategies to minimize students' difficulties in writing are build up students' focus and comprehension in analysing topic discuss and construct a new idea from the topic by using their own words.

In the previous analysis it can be concluded that part of researcher adopted and modifies model that can be used to minimized students difficulties' in writing essay starts from the cognitive model in which students are made aware of the cognitive process that need to be developed in order to be able to start writing. Then, the stage of generating idea also plays a very important thing. Here, the writer has a chance create or select the topic, hence, helping them with finding the appropriate topic to be written. The students will also be assisted in brainstorming process namely the process of putting in any possible topics to be written. After this stage the students are given chance choose the previous topic or to change it into a new one. Another big help for them is the process of redrafting, revising and modifying. All of this contribute to a complete

writing ability. Thus it can be said that researcher adopted and modified model, with its stages, can help students minimize their difficulties in writing essay.

#### 5.4.1.2 Stage 2 Plan to do

In this stage, researcher gave chance for students to select topic and determine goals. The researcher asked them to select interest topic related to argumentative and determine what is the goal of the topic.

During this stage, students focused in getting a good topic for them and decide its goals. They read some sources like articles related to the topic and understanding the topic. After getting the topic, students determine the goals of the topic. This way helped the students to paid attention to begin their writing. It can be seen that some of the students seemed like confusing to do this stage. However, researcher gave them instructions and choices about topic. The problem can be solved at the time.

Table 4.2 Students' topic and goal of essay

Students	Topic	Goal
St 1	Technology has made us lazier	To tell the readers the usage of technology
St 2	Is Homework helpful or harmful	To explain the readers impact of homework
St 3	Are we too dependent on computers?	To inform the readers about the importance of computers in our life
St 4	Education needs to be free for all	To explain readers negative and positive ideas
St 5	Cigarette smoking should be banned	To inform the readers the effect of smoking
St 6	Social media feat business	To explain the readers benefits of social media
St 7	Are cell phones dangerous	To explain the readers of impact of cell phones
St 8	Does studying at college	to describe the readers



	important	advantages and disadvantages of studying at college
St 9	Should grading system be abolished	To tell the readers about advantage and disadvantages of grading system
St 10	Does education guarantee success	To inform the readers other side of education for being success

From this example, it can be said that the students understand the instruction from researcher and try to make their own topic and goal.

Goal setting is very motivating when done correctly (Reid and Lienemann, 2006). It means that effective goal requires understand the task and its purpose. Students understand what needs to be done, set goals help them let them continue to complete the task and controlling their progress while writing.

Researcher applied this step to help them in guiding their writing and help them to understanding the writing task.

#### 5.4.1.3 Stage 3 Plan to compose

In this stage, there are two activities including generate knowledge and produce text. Generate knowledge means students' have their own idea of topic as result of understanding the topic of text. To generate knowledge students need to have more sources of reading. They focused on gaining more information and construct it become their own. While, to produce text, the students need to have the first plan in their mind before start to write.

During this stage, it can be seen that some of the students were guided from researcher to have two to five reading sources to enrich their knowledge. In fact, there were three students who only

read for two to three reading sources to get an idea. It was proved in their result of writing practice as follow:

Students	Practice I	Practice II
St 6	61	53
St 9	66	72
St 10	61	66

From this table, it is indicates that students' essay quality are influenced to how many books they read to get idea for essay. In addition, the understanding of texts they read will help them in exploring more idea and enrich their vocabularies for writing. After that, they create a new idea from reading and start to plan for writing.

Strategy to minimize students difficulties in writing is to guide them to have a new habit of more reading scientifically. Researcher guide them to have reading routine before started to write to help them in exploring idea and be more critique in analyzing reading context around them. For example, the current issues or phenomenon right now.

#### 5.4.1.4 Stage 4 Replace current memory probes

In this stage, there are two choices of (yes if it continues with a new topic) and (no if it continues with a previous topic). Students change their topic if they think or feel, it should be replaced or not. This stage aim is to confirm their idea that should be consistent.

*In fact, students are ready with their topic, therefore they continue with the previous topic.*

Strategy to minimize students' difficulties in writing is to encourage them focus on what they read and prepare for the writing plan.

#### 5.4.1.5 Stage 5 brainstorming

In this stage, researcher asked students to make brainstorming. Brainstorming contains of what the main idea they have after reading. They write it into a simple sentence to help them in organizing the whole essay. Each sentence in brainstorming can guide them to write paragraph to paragraph. In short, it can be called as thesis statement and topic sentence which appear at the first or the last sentence in paragraph.

In data finding, all of the students' making the brainstorming for each writing activity like while learning and practicing.

Tomkins (2001) believed that pre-writing was the most neglected step. In fact, it can make students too difficult to start their essay writing. As a result, researcher selected brainstorming as the solution for their problems and make it as the main activity before starting to write an essay. Thorne (1993) also emphasized that the most important technique to do in the beginning of writing is pre- writing. For many writers, only starting to write is the difficult part to write. It takes a lot of time and attention on dictionary writing to solve the problem of "writer's block". In data showed that students said that " it was difficult to find interesting topic". From this statement, it can be said the role of brainstorming as the pre activity in writing can help students in the whole process of writing.

In classroom, students follow the research instruction to make a brainstorming. They have at least three to five ideas in brainstorming.

Strategy to minimize students' difficulties in writing is to create a writing habit by making brainstorming as pre writing and encourage them to be active in reading many sources to develop idea for writing.

#### 5.4.1.6 Stage 6 Update mental representation

In this stage, students need to recheck the whole essay including the text organization (Introduction : hook, thesis statement and topic sentence , Body of paragraph : counter argument and supporting paragraph and conclusion). What follow is the linguistics elements (grammar, vocabularies, punctuation and coherence).

In classroom, researcher gave them time to recheck their essay and discuss together. Researcher took some examples of them to check.

In correcting students' writing, researcher gives instruction to them for helping them to know their correct or incorrect usage of writing elements and organization of essay.

In this stage emphasize to researcher and students' role in writing classroom. Harmer (2007) explained the roles of teacher in providing material for learning which understandable, select an appropriate tasks and giving suggestion for the learning so that the students are able to give their responses or feedback from teacher's instruction. Data showed that students followed the instruction from researcher as teacher and do the task regularly.

Strategy to minimize students' difficulties in writing is guiding students' to be aware about argumentative essay organization and the correct usage of linguistics elements.

#### 5.4.1.7 Stage 7 Revise and modify text

In this stage, students' need to revise some mistaken from the essay. Students need to pay attention to whole essay.

In classroom, students focus on their essay and checking the correctness.

Strategy to minimize students' difficulties is guide students' to understand the correct usage of linguistic elements and how to check the correct idea in argumentative essay ( introduction, body of paragraph and conclusion)

#### 5.4.1.8 Stage 8 redraft (modify plan and text)

This stage is a choice for students, because they can or cannot redraft their essay. this stage is very hard and spending much time. Students must work hard and started from beginning ( modify plan) and write the essay.

In fact, there is no students did this stage. They focused on what they have written in first topic they choose.

### **5.5 Relationship between the level of difficulty and the strategy to minimize it.**

Level of difficulty of composing a piece of essay on the part of the students needs different strategies depends on how low or how high the level of difficulty is. If the level of difficulty is low then the strategy is simply to help students in shallow level. On the contrary if the level of difficulty is quite high then the strategy applied should also fairly high. In the present study the level of difficulty that the students face is quite complex. It includes the inability in determining the topic, the lack of vocabulary, the lack of ability in sequencing the stages in writing and so on. To help students minimize this difficulty the strategy offered is by adopting and adapting the

models that have been popularly known in the field of writing namely that of Flowers and that of Arshi.

The relationship between the strategy developed and the student difficulty is that the strategy provides a good platform for students to write from the very beginning to the end. The strategy leads the students from the initial stage through to the final one. In addition, the suggested strategy includes a wide range of issues that are closely related to the writing ability. It is assumed that if the strategy is closely followed by the student, the difficulty in writing an essay will be most likely alleviated.

## **5.6 Minimizing students' difficulties in writing argumentative essays through cognitive process, reading and writing habits**

To minimize students' difficulties in writing an argumentative essay, the researcher did some activities through cognitive process, reading and writing habits.

### **5.6.1 Cognitive Process of writing**

In cognitive process, it covers some ways including a) teaching an argumentative essay for students with the purpose to encourage them to have critical thinking and the material of an argumentative essay should be adopted from trusted sources e.g. Freshman "Teaching an Argumentative Essay". In his book, it explained every meaningful stage for students and lecturers in guiding students to be careful and thorough. First, students need to take positions of pro or cons (examines both sides of the topic). This way refers to the cognitive process part in the task environment where students analyze the topic given and identify the two sides of the topic. It also can be said as planning or pre-writing.

Mahnam, Naglieri and Das (1997) that planning is a cognitive process that involves selecting and using strategies in decision making and problem solving. Therefore, this statement showed that planning or pre writing stage were having important role in beginning writing. Second, students need to write the thesis statement, topic sentences, writing introduction, counter argument, supporting paragraph and concluding paragraph, these ways including the part of cognitive process (writing process) of drafting. Christenson (2002) asserts that drafting is the process of getting ideas on paper. This statement proves that the student took big effort to think of the essay and the topic from issues can help students to get idea and topic easier. Therefore, they have previous knowledge for the essay. Third, students need to review their whole essay as the last stages of essay writing. Ferris (2007) pointed out that by doing peer review by students can be increased students' ability and awareness in editing their first draft (vocabulary choice, organization, writing style, and ideas). This way may works well when students do it regularly in each their daily writing.

Furthermore, In teaching method, researcher provide stage of write hook at the beginning of essay. It was important to help students in starting to write their essay and inspired them to have first idea and goals of essay writing. Evans (2019) Hook is the first statement in which commonly used to grab readers' attention to read essay. It is important to encourage readers to read entire the essay. This is should be attached in essay writing to help students to be focus on writing idea.

The last way of cognitive process is giving feedback from lecture to students, this called as teacher review. This is including cognitive process of reviewing part. It was important to guide students to pay attention and guide them to be careful in writing and they have skill in reviewing their own essay.

### **5.6.2 Reading and Writing Habits**

Through reading habits, researcher guides them to read at least five books or articles to get more idea for writing. This way helps them to build up their reading habit regularly in classroom. By reading intensively, it can help students' easier in understanding more books and richer their knowledge. Related to understanding books, it is refers to the students' comprehension of books or texts they read. Mckee (2012) indicates that reading comprehension is an ability to understand texts and give chance for writer to analyze and interpret the texts. After that, researcher students to take main idea for each reading books of they read. This way may help students in getting more information in detail and help students' in understanding whole texts easily. The last, researcher ask students to summarize the idea by using their own words. The last is minimizing students' difficulties through writing habits.

### **5.6.3 Writing Habits**

Especially for creating students' writing habits in writing essay, there are some things should do including a) make brainstorming and organize brainstorming for guiding their essay writing. The purpose of brainstorming is encourage students to have a good writing habits by always organize the idea before writing. b) Write a hook. Hook is one of introduction part to grab readers' attention (Brown College , 2014). This hook is very necessary for students to prevent stuck of idea. c) did a review by themselves on their essay.

## **5.7 Factors Contributing to students' difficulties in writing essay**

This title was chosen as a reference for understanding the factors that contribute to minimizing difficulties in writing essay. The difficulties in writing essays are commonly happened and affect the quality of essays as assignments to writing subject. In addition, the role of essays is also in



forming critical thinking and creative ways in learning writing. Therefore, this chapter researcher discussed two parts as following.

### **5.7.1 Students' cognitive reading and writing shaping a new habit and skill which minimizing the writing difficulties.**

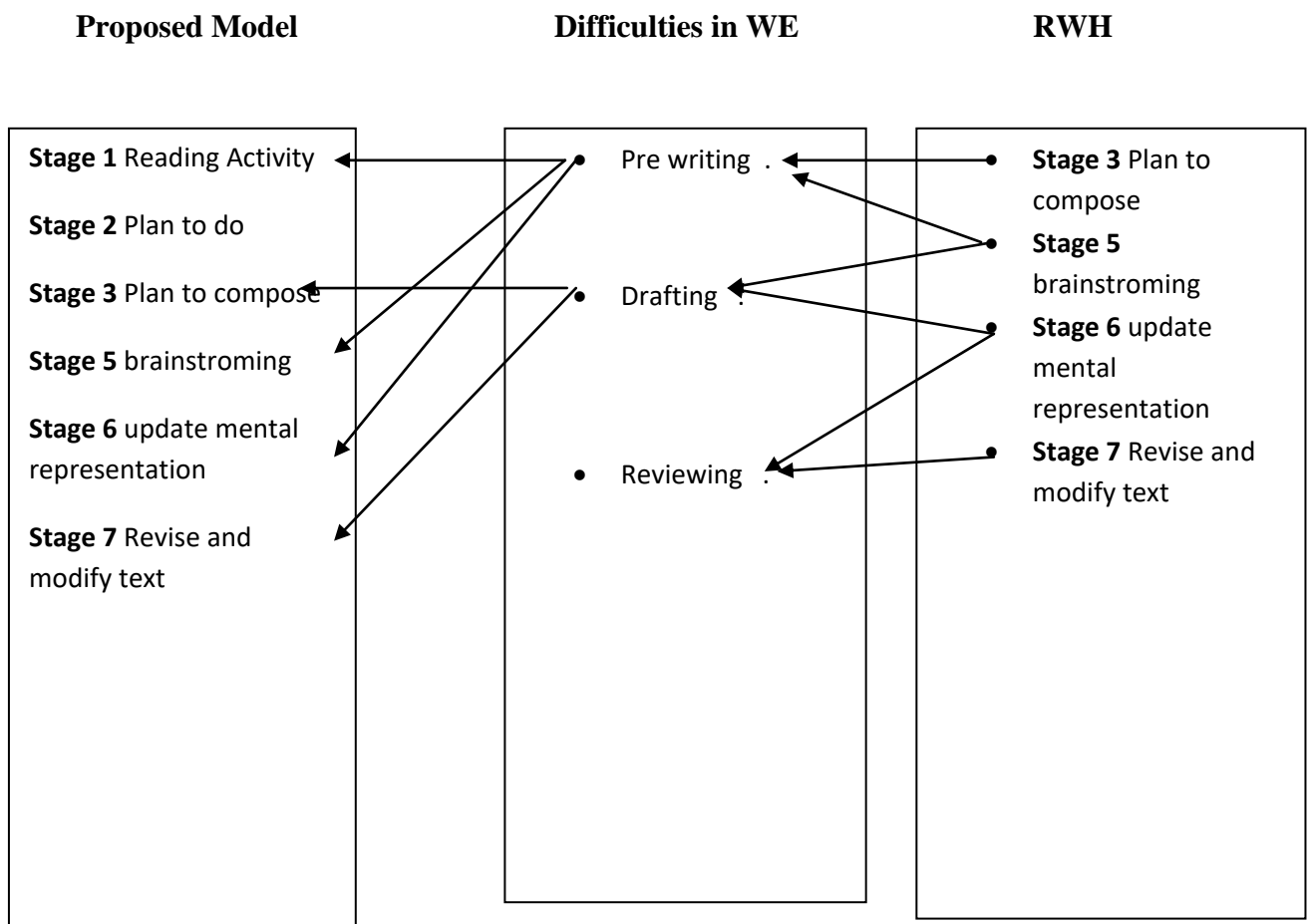
The cognitive process of reading happened while comprehending a text, what features can distinguish skilled from less skilled readers, how readers' strengths and weaknesses can be identified (Alderson, 2000; Grabe & Stoller, 2011). It can help the students in process of writing from selecting topic, understanding topic, organize idea and writing process. Researcher explained how students' strategies in writing essay started from choosing topic and reading many sources to get previous knowledge and also the idea supported in essay. Then, they learned step to step of writing argumentative essay. Researcher asked them to follow all the instructions to help them in writing. The same treatments done for a long time, even they do not aware that it has become a habit. In this case the habits are reading and writing habits. There are two reading habits formed of students including reading at least 3 articles related to topic and build up a new idea from reading. Then, writing habits formed of students including summarizing the idea of reading, making brainstorming and do review. Besides, students also pay attention to their essay elements and writing aspect. Therefore, a good reading and writing are formed and it minimizing students' difficulties in writing essay.

### **5.7.2 Students' personality in writing essay affected the academic performance**

Morning person different thinking style which based on trusting direct experience over the use of inference and they prefer to process knowledge logically and analysis rather than feelings and personal values. Moreover, morning person was related to behaving

style characterized by self-control, respectful and cooperative in social situations (Díaz-Morales and Aparicio,2003). Researcher analyzed those students who are categorized as morning learners were more active than evening learner. This is because morning learners were focused and ready to study, where evening learner seemed do not excited and focused in learning. In the research, evening learner tends to be slow in writing activity and late to submit the writing task. In contrast, morning learners are well prepared and did the task on time. From these facts, researcher assumed that as educators should be consider and provide learning based on the students personality where evening learner also can learn normally.

In brief, researcher create a flowchart to draw the comprehension of minimizing students difficulties in writing argumentative essay.



## **Limitation of the Study**

This research was conducted through mixed method, in order to find out the ways to minimize students' difficulties in writing essay by using adopted and modified model. Adopted and modified model was a proposed model which come from the adopted and modified model from Flowers' and Bereiter's model. Adopted and modified model aimed to simplified the model to help the students in writing essay. Adopted and modified strategy offered the specific stage which easily to understand. In addition, it is also simplified the strategy to be compact and easy to be applied. This strategy is available or appropriate for Indonesian learners, especially English College students in writing essay. However, this strategy have some limitations as follows :

1. This research has not been examined by experts regarding its effectiveness in essay writing. It can be called as experts judgement. Then, this research will be better, if it is developed in form of R and D (Research Development).
2. This research only used pre-experimental design in small scale with a few participants. The participants were ten students. Therefore, it should be tested in large scale of R and D research.
3. This research has not a specific materials for teaching argumentative essay. this research only adopted material from freshman books of argumentative essay. Therefore, it needs a development of materials especially for essay material.

