

This following is a paragraph taken mainly from the Limeranto and Mbato's (2022) article entitled Motivation and Its Relationship with Essay Writing Achievement in Higher Education Level.

Writing skill plays an important role in business and education in the globalization era (Klimova, 2013). It may be extensively used in the workplace and higher education, especially in English language teaching. Graham and Perin (2007) stated that writing is a useful skill that enables students to share their thought, feelings, and experiences. Wijaya and Mbato (2020) argue that students who cannot share their thoughts through writing may encounter difficulty in constructing their critical thinking. English Foreign Language (EFL) learners acknowledged that writing is one of the hardest skills for students and English teachers (Anh, 2019). Klimova (2013) stated that EFL students had practiced their skill of writing since elementary school. They were taught writing skills through mastering linguistic skills such as grammar, sentence structure, and spelling (Klimova, 2013). However, when the EFL learners are at the university level, they are required to master a more complex writing skill (Fareed, Ashraf, & Bilal, 2016). They have to acquire the complex-linguistic skill to help them develop their academic writing skill. This statement is supported by Madjid, Emzir, and Akhadiah (2017), who stated that the student's writing skills would improve if they were engaged in continual training. In Indonesia, many EFL students experience some difficulties in writing, especially English Education students who take essay writing classes (Ariyanti & Fitriana, 2017; Hafrison, 2020; Kakandee, 2017). Experiencing writing problems can influence students' motivation in writing.

Reference

Limeranto, J. T., & Mbato, C. L. (2022). Motivation and Its Relationship with Essay Writing Achievement in the Higher Educational Level. *Journal of English Language Teaching in Indonesia*, 10(2), 113–126.