Ideas Organization In Student Writing: Essay Assessments In EFL Classroom

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Abstract. *Ideas organization is an important part of most good essay writing theory. A very common problem with long texts is poor organization. An essay has a few components on it such as thesis statement, unity, organization, body, conclusion, paragraph, transition, and effective sentence. This study focuses on the organization of ideas in the fifth semester essay writing at the English Department of Muhammadiyah Malang University. The method used in this study was a descriptive qualitative research. The researcher selected class A of fifth-semester students from the English Department of Muhammadiyah Malang University as the respondent. In addition, the data of this study were articles or compositions of essays and student statements obtained from interviews. The results showed that nearly 75% of students in the fifth semester of the A class of English Department of Muhammadiyah Malang University found a way to organize their ideas when writing an essay. As a result, 25% of students had difficulty organizing their thoughts and also indicated that they knew the problems they were facing and how to solve them by presenting appropriate solutions. These results have implications for writing theories and writing practice.*

Keywords: Ideas, Ideas Organization, Essay, Essay Writing

Abstrak. Organisasi ide adalah bagian penting dari sebagian besar teori penulisan esai yang baik. Masalah yang sangat umum dengan teks panjang adalah pengaturan yang buruk. Sebuah esai memiliki beberapa komponen di dalamnya seperti pernyataan tesis, kesatuan, organisasi, tubuh, kesimpulan, paragraf, transisi, dan kalimat efektif. Penelitian ini berfokus pada pengorganisasian ide dalam penulisan esai semester lima di Jurusan Bahasa Inggris Universitas Muhammadiyah Malang. Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif deskriptif. Peneliti memilih mahasiswa kelas A semester lima Jurusan Bahasa Inggris Universitas Muhammadiyah Malang sebagai responden. Selain itu, data penelitian ini berupa artikel atau karangan esai dan pernyataan siswa yang diperoleh dari hasil wawancara. Hasil penelitian menunjukkan bahwa hampir 75% mahasiswa semester lima kelas A Jurusan Bahasa Inggris Universitas Muhammadiyah Malang menemukan cara untuk mengorganisasikan ide mereka ketika menulis esai. Hasilnya, 25% siswa mengalami kesulitan dalam mengatur pemikirannya dan juga menunjukkan bahwa mereka mengetahui masalah yang mereka hadapi dan bagaimana menyelesaikannya dengan memberikan solusi yang tepat. Hasil ini berimplikasi pada teori penulisan dan praktik penulisan.

Kata Kunci: Gagasan, Organisasi Gagasan, Esai, Penulisan Esai

INTRODUCTION

Like speaking, writing is part of our daily life and we take it for granted every day. It can be a very frustrating task for anyone, especially when circumstances prevent it. Smalley et al. (2001) point out that it can be frustrating when you cannot think of anything to say about a topic. In line with this idea, writing is becoming one of the four language skills that play an important role in our global society, but many people still do activities that they dislike writing. They assume that writing is a difficult skill because they cannot translate their ideas into good sentences.

Furthermore, Leo et al. (2007) state that writing, as the process of putting ideas and thoughts into words, should be done in free time. Writing is a lot of fun as long as you have an idea and the means to make it happen. From this description, we can conclude that a person can enjoy writing good sentences by finding ideas, organizing them into good sentences, and placing them in paragraphs containing the main idea and supporting sentences. This makes it easier for the reader to understand what the main topic or idea is about.

According to Smalley et al. (2001, p.105), an essay is a group of paragraphs that develops a central idea. Effective essays have a clear purpose, often provide useful information, influence the reader's thoughts and feelings, and are fun to read. But in fact, many students find writing essays more difficult. In the data provided by Nenotek et al. (2022) for their article, problems faced by students when writing essays in both individual and group work, stated that there are six problems with (1) ideas are limited (70%), (2) students have difficulty selecting suitable ideas (7%), (3) no one checks students' writing (4%), (4) students are less motivated to write (2%), (5) unable to share ideas with others (2%), and (6) students find it difficult to understand the material (2%). From this evidence, idea limitation becomes the biggest problem in student essay writing, reaching 70% for her, almost 100%. This shows that people struggle to develop ideas into good writing because they don't want to draft ideas that get blown away by the wind.

An essay consists of several elements such as thesis statement, unity, organization, body, conclusion, paragraph, transition, and effective sentence. Of all these elements, Rosa and Eschholz (1992) found that the notions of thesis statement, unity, and organization underlie all other elements and thus come first in order. Furthermore, Nenotek et al. (2022) stated in their paper that there were five elements to write an essay; subject matter, grammar, usage, mechanics, and structure. Organizing ideas therefore becomes an important part of the essay writing process as it establishes the proper placement of a well-written essay.

Regarding the organization of ideas, McDougal (1985) says that a common problem with long essays and speeches is poor organization. There may be a wealth of interesting information collected on your topic. However, if facts, examples, and other information are not carefully organized, they can be difficult for readers and listeners to understand. Ideas should flow smoothly from start to finish. One point must logically lead to the next and cannot be presented in random order.

Regarding the finding so far, there are two research that study on writing, those are Milasari (2005) and Oktavianti et al. (2021). Milasari (2005) on her thesis "A Study on The Students' Ability in Writing The Introduction of Argumentative Essay at Sixth Semester of English department in MUM " concluded that the students' ability in writing an introduction of an argumentative essay was generally good while Oktavianti et al. (2021) on their article "The Students' Strategies in Developing Their Ideas in Writing Essay" gave the conclusion based on their research finding that the most commonly used strategy was combination between one to another strategy such as (1) composition strategy, (2) self-regulation strategy, and (3) process-based strategy.

All of these researchers have done research on writing, but none of them have looked at the organization of ideas in essay writing. Milasari only investigated students' ability to write the introductory part of an argumentative essay, whereas Oktavianti et al. focused on students' writing strategies in preparing the essay. They didn't realize that organizing ideas is an important part of writing a good essay. Related to this, essay writers often make mistakes in putting their ideas together in the proper order. They are unaware that the three parts of the essay— the introduction, the main body, and the concluding paragraph—are interconnected by a central idea.

Considering the above results, researcher is interested in conducting a study on essay writing by students, especially since students in the 5th semester of the English Department of Muhammadiyah Malang University are being briefed on how to write essays. So this research is done to investigate their idea structure while writing essays and discovering their problems and solutions.

RESEARCH METHODOLOGY

This research used descriptive qualitative research which was aimed to analyze the ideas organization in essay writing. Concerning on the focus of this study, the researcher used descriptive qualitative research because the data did not have any statistical procedure like

those found in quantitative research. It was also an inductive approach and its goal was to gain a deeper understanding of a person's or group's experience.

Moreover, this research used research subject rather than sample - population because the research findings would not be generalized to the other students. Every student had their own style to organize their ideas and write it into a good order in essay writing which is related to the introductory, body, and concluding paragraph. Researcher chose the class A of the fifth semester students at English Department University of Muhammadiyah Malang as respondents. They became the research subject because the data could be accessed in this class. In other words, the accessibility of the data could be guaranteed when conducted in class A.

The main data of this research were the essay writings or compositions which had already been done by all of the students of class A of the fifth semester at English Department University of Muhammadiyah Malang, while the second data were in the form of the students statements obtained from the interview. The statements were related to the problems and the solutions in organizing the ideas in essay writing.

The data were mainly taken from the result of documentation (students' composition test in essay writing) and interviews. The documents that were used by the researcher in this study were the essay writing composition test which had already done by all of the students of A class of the fifth semester at English Department University of Muhammadiyah Malang. Thus, the researcher conducted the interviews to several students of class A of the fifth semester at English Department University of Muhammadiyah Malang who had many problems in organizing their ideas in essay writing.

In addition, there were some steps applied by the researcher in collecting the data. The steps of collecting of this study were as follows: (1) obtaining the result of the students' essay from the lecturers, (2) copying the students' composition from the lecturers, (3) analyzing the students' composition related to the introductory, body, and concluding paragraph, (4) conducting the interview to the students to identify their problem and also their solution in essay writing, (5) recording the dialogue in order to make the data collection easy to obtain, (6) transcribing the recorded data from the interview, and (7) classifying the problem and the solution.

The data of this research, after being transcribed, were analyzed qualitatively following the main procedures as suggested by Miles and Huberman (1984) as follows:

1. Data reduction,

    The researcher sorted the data related to the statement of problems; the students' ideas organization, the students' problems, and the students' solutions.

2. Data display,

    The researcher displayed, verified, and interpreted the data into descriptive analysis and discussion.

3. Conclusion drawing.

FINDINGS

The Way Students Organize Ideas in Essay Writing

1. The Introductory Paragraph Introduced the Topic of the Essay Writing

    All of the students had already introduced the topic of the essay in their composition. It meant that their essay writing could inform the reader of the topic being discussed because it became the first thing that a reader saw. It could also be said that all of students of A class totally understood how to introduce their topic.

   a) Excerpt Data 1:

   "A boarding house is a private room which is rent to other people called lodger. The lodger usually rent a room for temporary in a long time. Boarding houses are easily to find in the area of schools and campus. (…) I am a lodger too, and I will tell you about my boarding house. My boarding house is a comfortable place".

   From the data above, we could know that the student wanted to introduce the topic about her boarding house in the essay writing. It was proved from that data which was always told about the boarding house.

2. The Introductory Paragraph Contained the General Statement

    Some of the students had explained about the general statement of their topic. There were 17 students from 21 students who could indicate generally how their topic was going to be developed. A good introductory paragraph should indicate whether the essay was going to be discussed.

   a) Excerpt Data 2:

   "Brochure is a promotional tool, made of paper, contains source information and offers about product and services. (…) Then, the kinds of product and each price should also show up in the brochure. "Labbaik Chicken" is one of a good brochure that I have ever seen".

From the data above, the student had already made the general statement in the essay writing. She wrote in a good way to promote the brochure in the next sentences as follows, "Moreover, the copies of brochure should design to attract attention, and printed on good paper in order to establish a good image and services of product. Then, the kinds of product and each price should also show up in the brochure". In the last sentence, she wrote the thesis statement by choosing "Labbaik Chicken" as one of the good brochures, the thesis statement was "Labbaik Chicken" is one of a good brochure that I have ever seen". So, it could be said that in the beginning of the essay she explained about the general concept about the brochure then became the specific one that was about the description of Labbaik Chicken brochure.

3. The Introductory Paragraph Contained the Thesis Statement

Most of the students had written the thesis statement in their introductory paragraph. They chose to appear the thesis statement in the end of the paragraph and wrote the thesis statement clearly, only some students who could not state the thesis statement clearly in the introduction.

a) **Excerpt Data 3**:

"A boarding house is a private room which is rent to other people called lodger. The lodger usually rent a room for temporary in a long time. Boarding houses are easily to find in the area of schools and campus. (…) My boarding house is a comfortable place".

From the data above, we could know the thesis statement was "My boarding house is a comfortable place", so she wanted to describe why her boarding house was a comfortable place in the body paragraph of her essay writing. She had already made a good thesis statement, but other students did not do the same thing.

4. The Introductory Paragraph was Inviting

Based on the result of the checklist, 19 students could make an inviting introductory paragraph because, ideally, it should be interesting enough to make the reader wanted to continue reading the essay.

a) **Excerpt Data 4**:

"The success of Harry Potter movies has made the three rising stars that have grown up on screen on grown into his or her roles as an actors. (…) The rising stars that

make many people likes, they are Daniel Radcliffe, Emma Watson, and Ruppert Grint".

From the data above, absolutely, we would be interested to read the body paragraph because the introductory paragraph had fulfill all of the characteristics and it could invite the reader to read the continuing of the paragraph. Thus, the researcher could say that the student had been success to make a good sense in the introductory paragraph.

5. The Thesis Statement was Expressed in a Complete Sentence

Most of the students had already expressed the thesis statement in a complete sentence, only 3 students who made the thesis statement in a long sentence. Actually, thesis statement was the main statement for the entire essay so it should express in a complete thought.

a) **Excerpt Data 5**:

"Therefore, "Pendopo Agung" is an ancient archeological which should be kept by the government."

From that thesis statement, she had already expressed in a complete sentence. She wanted to describe about the part of Pendopo Agung which should be kept by the government in the body paragraphs.

6. The Thesis Statement Expressed an Opinion, Attitude, or Idea

Based on the result of the checklist, 15 students had already expressed an opinion, attitude, or idea in their thesis statement. It did not simply announce the topic essay would develop. The thesis statement, therefore, was a statement that needed to be explained or proved. The researcher only found six students who did not give their opinion or their idea in writing the thesis statement.

a) **Excerpt Data 6**:

"My aunt can be a figure who has good appearance and personality".

From the thesis statement above, actually, she had already expressed an opinion about her aunt who can be a figure for her but it would be a good sentence if the adjective clause was written after the word „aunt" and it could be added the word „for me" in the end of the sentence. So, the thesis statement would be "My aunt who has good appearance and personality can be a figure for me".

7. The Thesis Statement Expressed only One Idea toward One Topic

Most of the students had expressed only one idea toward one topic in their thesis statement. If a thesis statement contained two or more ideas, the essay run the risk of lacking unity and coherence.

a) **Excerpt Data 7**:

"My boarding house has two floors".

From the thesis statement above, she had already expressed only one idea toward one topic. So, she wanted to describe about two floors in her boarding house. Actually, it was less interesting, it would be better when it became "My boarding house has two comfortable floors to be stayed". So, why two floors in her boarding was comfortable to stayed could be described in the body paragraph.

8. The Thesis Statement Listed the Subtopics

Based on the result of the checklist, obviously, most of students did not list the subtopics they wanted to discuss in the body paragraph in their thesis statement. They only chose to write the central idea in the thesis statement. The researcher found five people who listed the subtopics in their thesis statement.

a) **Excerpt Data 8**:

"There is garden, garage, living room, hall room, kitchen, bathroom, bedroom, and backyard."

The thesis statement above described about eight parts in the students' house, garden, garage, living room, hall room, kitchen, bathroom, bedroom, and backyard. Actually, in the body paragraph, she only gave the echo of six subtopics, garden, garage, living room, hall room, kitchen, and backyard, so it would be better if she only wrote those subtopics in the thesis statement. She also could make a good sentence in the thesis statement so the reader would be more interested to continue reading the body paragraph. The better thesis statement was, "My house which has garden, garage, living room, hall room, kitchen, and backyard is the best place ever.

9. Each Developmental Paragraph Discussed One Aspect of the Main Topic

Most of the students had discussed one aspect of the main topic. Each developmental paragraph in their essay showed that it discussed an aspect of the main topic expressed in the thesis statement. Moreover, 17 students could break down their main topic in the thesis

statement into topics for their developmental paragraphs, mostly two to three paragraphs. These topics were, in essence, supporting points for the developmental paragraphs.

a) **Excerpt Data 9**:

"First, **Daniel Jacob Radcliffe** was born in Fulham, London, 23 July 1989. His nickname is Dan. He is the only child of Allan Radcliffe and Marcia Gresham. (…) However, he is the shyest of the three Harry Potter co-stars. He is arachnophobia. It means that he is afraid of spiders. He likes all kinds of music, but he's favorite is classic rock and roll."

From the excerpt data above, the thesis statement was "The rising stars that make many people like, they are Daniel Radcliffe, Emma Watson, and Ruppert Grint", so the main topic would be "the rising stars that people like" and it broken down into three paragraphs which would discuss one aspect of the main topic, those are Daniel Radcliffe, Emma Watson, and Ruppert Grint.

10. **The Controlling Idea in the Developmental Paragraph Echoed the Central Idea in the Thesis Statement**

Based on the checklist result, most of the students could echo the central idea in the thesis statement for their controlling idea in each of their developmental paragraph. It meant that each developmental paragraph not only discussed about one aspect of the main topic but also supported by the controlling idea which would echo the central idea in the thesis statement.

a) **Excerpt Data 10**:

"He is succesfully promote his album. In the beginning of 2010, he promote very quickly in Facebook, Twitter, Itune, and Youtube. Fastly, he succesfully has many following and become the popular singer all around the world. (…) He collaborates with Padi in Insya Allah song, in SCTV, he became one of the actor in "Insya Allah" sinetron."

The thesis statement from excerpt data above was "Nowadays, Maher Zein has given many big contributions in music and film" so the central idea would be "the big contributions in music and film," then the controlling idea in each paragraph should describe with the contribution of Maher Zein. It was proved by student because he already made the echo of the central idea "the big contributions in music and film" among others; the first paragraph was "In google, he became the most searcher person and became the most album popular", the second paragraph

was "In 2010, his album "Thank You Allah" became the most searcher in Google Malaysia and got 8 platinum Award from Western Studio", and the last paragraph was "He colaborate with Padi in Insya Allah song, in SCTV, he became one of the actor in "Insya Allah" sinetron."

11. The Developmental Paragraphs Had Coherence and Unity

Some of the students could make their developmental paragraphs became the coherence and unity paragraph. It was proved from their composition which 15 students could flow and connect their developmental paragraph smoothly by giving the use of transitions.

a) **Excerpt Data 11**:

"**The first thing that you will meet from my house** is my garden, it is not a big garden, just the small one with a lot of flowers in it. (…) **The last place** is our backyard. There is no special thing in the backyard, it is just a place to dry our clothes and sometimes we do barbeque in it."

From the excerpt data above, the thesis statement was "There is garden, garage, living room, hall room, kitchen, bathroom, bedroom, and backyard", so she would describe six part of her house in the developmental/body paragraphs. She had already made the paragraph coherence and unity by using the transitions in the beginning paragraph. The researcher had been bold the example of transition word in the excerpt data above.

12. The Conclusion Restated the Main Points (Subtopics) which is Discussed

Most of the students did not restate the main points (subtopics) which had already discussed in the developmental paragraphs. They chose to wrap up the logical end without writing the subtopics. Only 5 students who had fulfill this point in their concluding paragraph.

a) **Excerpt Data 12**:

"I love my house very much. For me, it is a very important thing for my life when I come back to my lovely house. (…) **All of those beauty make me feel satisfied and loving my house very much, especially my living room and kitchen.**"

From the excerpt data 12 above, she already restated the subtopics in the thesis statement "There are two rooms which I like to stay very much, the living room and the kitchen". The subtopics were the living room and the kitchen.

13. The Conclusion Restated Briefly

Based on the result of the checklist, there were 17 students drew the conclusion briefly. They could make the restatement from the introductory and developmental paragraphs which had already discussed at length clearly and concisely.

a) **Excerpt Data 13**:

"I love my house very much. (…) All of those beauty make me feel satisfied and loving my house very much, especially my living room and kitchen."

From the excerpt data 13 above, she had already concluded briefly, there was no longer explanation in the concluding paragraph.

14. The Conclusion Restated the Thesis Statement

From the checklist result, the researcher got the data that the conclusion of most students did not restate the thesis statement. There were 12 students who directly concluded without restating their thesis statement whereas the restatement of the thesis statement was really a reassertion of its importance.

a) **Excerpt Data 14**:

"In general, "Pendopo Agung" is an ancient building with has many functions nowadays. If the government do not keep the ancient place better, it will destroy our culture. **Therefore, the government should keep the ancient place and develop the functions.** It can be proven by the archeological remains from Majapahit Kingdom which are useful for society nowadays."

From the concluding paragraph above, the thesis statement was "Therefore, "Pendopo Agung" is an ancient archeological which should be kept by the government", so she had already restated the thesis statement in the concluding paragraph.

15. The Conclusion Restated the Thesis Statement in Different Words

This point could only be fulfilled by eight students in A class. They could not restate the thesis statement in the different words. Generally, to avoid sounding repetitious, it would be better to restate the thesis statement in different words.

a) **Excerpt Data 15**:

"In general, "Pendopo Agung" is an ancient building with has many functions nowadays. If the government do not keep the ancient place better, it will destroy our culture. **Therefore, the government should keep the ancient place and develop the functions.**"

From the concluding paragraph above, the thesis statement was "Therefore, "Pendopo Agung" is an ancient archeological which should be kept by the government". She had already restated the thesis statement in the concluding paragraph but she did not write it in the different words. The sentence was almost the same as the thesis statement.

16. The Conclusion Brought Up a New Topic

All of the students indicated that they did not bring up a new topic in their concluding paragraph. It could be said that 100% of the students were well-done in making the good conclusion.

The Students' Problems in Organizing Ideas in Essay Writing

After explaining how the students organize ideas in essay writing, now the researcher came to the second statement of the problem: the students" problems in organizing ideas in essay writing. To know the problems, the researcher used interviews to four students of A class who had many problems in organizing their ideas in essay writing. Furthermore, the result of the interviews presented below:

1. The Difficulty to Find the Ideas

Most of the students said „yes" to the first question, "Are you difficult to find the ideas when you write an essay?", it meant that students had limited ideas to write an essay. They sometimes really wanted to write their essay easily but the blank ideas became the barrier for writing.

2. The Difficulty to Choose the Ideas

All of students agreed that they had difficulty to choose the idea because they often had more than one idea. It was proven by the students" answer in the interviews, they totally said yes to the second question, "Do you have more than one idea when you want to write an essay?".

3. No-one to Check the Students' Essay Writing

Based on the result of interviews, only one student who did not have someone to check her essay writing. Other students said that they had someone to correct their essay writing.

4. **The Students' Low Motivation to Write the Essay**

For this problem, all of students admitted that they have ever felt lazy when they want to write an essay. They totally said „yes" for the question, "Have you ever felt lazy when you want to write an essay?".

5. **The Difficulty to Share Ideas**

Most of the students could not discuss their ideas with their friends, they would not be able to share the ideas they had. It was proven by the answer of the interviews, there were three students disagreed with the question, "Can you share your ideas with your friends?".

6. **The Difficulty to Understand the Materials**

Only one student who had the difficulty to understand the materials which was given by the lecturer. Another students had the same answer in saying „yes" for the question, "Do you always understand well about essay writing material which is given by your lecturer?".

7. **The Problems with the Grammar and Vocabularies**

Based on the result of the interview, all of students answered certainly that they had the problems with the grammar and vocabularies. They agreed that they had difficulties with the grammar and also the vocabularies they had to use when they want to start writing an essay.

8. **Limited Time to Think, Plan, Write, Revise, and Rewrite the Essay Writing**

All of students disagreed with the question, "Do you always have enough time to think, plan, write, revise, and rewrite your essay writing?". It indicated that all of them had limited time to do all of those writing procedures. Actually, it became the important part of writing an essay but the result of the interviews showed that totally students had problem with it.

9. **The Difficulty to Write the Thesis Statement**

Most of the students had difficulty to write the thesis statement. Only a student answered 'no' for the question "Do you have difficulties to write the thesis statement of your essay writing?", so it could be concluded that she succeeded write the thesis statement.

10. **The Difficulty to Organize the Ideas**

Based on the result of the interviews, a half of the students had the difficulties to organize their ideas, while a half others answered that they did not have those difficulties. It

could be stated that there were balance percentage for this problem under the question, "Do you have difficulties to organize your ideas in essay writing related to the introductory, body, and concluding paragraph?".

11. Essay Writing As an Unenjoyable Activity

For this last problem, all of students totally agreed that essay writing included in an unenjoyable activity. All of students had the same answer to say „no" for the question, "According to you, does writing an essay include in an enjoyable activity?".

Furthermore, they also had their own reasons why they assumed that essay was an unenjoyable activity, among others; (1) we should give our attention to the grammar and also the connection between the introductory, body, and the concluding paragraph, (2) we should think hard for finding the ideas and then organized them into paragraph, and (3) we had to know not only the organization of the paragraph but also the grammatical correct when we wrote an essay.

The Students' Solutions to the Problems in Organizing Ideas in Essay Writing

After defining the students" problems in organizing ideas in essay writing, now the researcher came to the third statement of the problem: the students" solutions to the problems in organizing ideas in essay writing. To know the solutions, the researcher also used interviews. Moreover, there were four solutions that the researcher made according to the relevant theory in chapter II. Based on the result of the interviews, all of students totally agreed and said 'yes' in answering all of the questions in the interview guide checklist. The researcher mentioned that there were four solutions to the students problems, among others; (1) they had to have high motivation to start writing, (2) they could make a good essay writing by reading a lot of sources, (3) they needed to learn more about grammar and vocabularies to increase their writing skill, and (4) they could make an outline before they organize their ideas in writing an essay.

In addition, all of the students also had their own opinion how to solve their problems in organizing their ideas in essay writing, among others; (1) we should know what the topic we were really interested in and also learned about the grammar and the vocabularies to increase our idea in writing that connected with the topic, (2) we should know about the organization of the essay, (3) we could read the book about the topic we would like to write for making the easiest way to share our idea into paragraphs, and (4) we had to find and read a lot of sources to get various ideas in writing the essay.

DISCUSSION

Based on the result of the research, students could write their essay in the good procedure related to the introductory, body, and concluding paragraph even though there were some students who still got difficulties to make a good sentence in the thesis statement. Actually, they had the idea to make the essay, but they could not arrange the good thesis statement. Some of them wrote the long thesis statement and it was too complicated.

In addition, according to the findings, they actually had already understood about the organization of ideas in writing an essay but researcher still found there were students who were wrong. The most mistakes were about the concluding paragraph. They did not restate the thesis statement in the different words which had already been written in the introductory paragraph whereas it became one of important points in writing a good essay.

Moreover, researcher found that there was surprising result from this study. There were four students who made their compositions in the usual paragraph not essay writing even though the lecturer had already explained them for about one semester. They tended to write the usual paragraph not an essay so the researcher interviewed them to get the data for the second and the third statement of problem.

Related to the fact above, the researcher argued that they were still confused how to write a good essay, they were also less practiced, and they were not brave to reveal what they wanted to write. The better they practiced the better result they would also get so they had to try writing as much as possible. Rosa and Eschholz (1992) stated that „we do not learn only by observing, by reading, we also learn by doing, by writing, and in the best of all situations we engage in these two activities in conjunction with one another". In line with the theory, students could practice not only by writing but also by reading to get the better result. Besides, they also could make the brainstorming of their ideas like the theory which had been stated in the chapter two. It could be the best solution to develop their writing capability.

From the data analysis above, it could be stated that the researcher discussed how the students organize ideas in essay writing, the students" problems, and also the students" solutions to the problems in organizing ideas in essay writing. So, the researcher generally concluded that the students of the fifth semester in A class at English Department University of Muhammadiyah Malang had already understood how to organize ideas in essay writing. They also knew what the problems they were faced and how to solve it by giving the good solutions.

CONCLUSION

According to the data that had been analyzed and presented in chapter four, the researcher concluded that the students had already understood how to organize ideas in essay writing. Related to how the students organize ideas in essay writing which had been presented in chapter four, some students succeeded in organizing their ideas. They could make the good procedure of organization ideas in essay writing which was related to the theory in chapter II. Most of them had already fulfilled all of the characteristics of a good introductory, body, and concluding paragraph.

Moreover, the students also had eleven problems in organizing ideas in essay writing but there were five problems that all of the students totally agreed to say 'yes', those were; (1) the difficulty to choose the ideas, (2) the students' low motivation to write the essay, (3) the problems with the grammar and vocabularies, (4) limited time to think, plan, write, revise, and rewrite the essay writing, and (5) essay writing as an unenjoyable activity.

Based on the findings and analysis which were presented in chapter four, if there were the problems, absolutely, there were the solutions to solve that. The students had eight solutions to solve their problems in organizing ideas in essay writing, among others; (1) they had to have high motivation to start writing, (2) they could make a good essay writing by reading a lot of sources, (3) they needed to learn more about grammar and vocabularies to increase their writing skill, (4) they could make an outline before they organize their ideas in writing an essay, (5) they should know what the topic they were really interested in and also learned about the grammar and the vocabularies to increase our idea in writing that connected with the topic, (6) they should know about the organization of the essay, (7) they could read the book about the topic they would like to write for making the easiest way to share their idea into paragraphs, and (8) they had to find and read a lot of sources to get various ideas in writing the essay.

The suggestions for the university students, firstly, after reading and realizing how to organize the idea in essay writing that was presented in this study, they can realize that write an essay is not the difficult activity. Secondly, they should learn more the theory about the way to write an essay to make the perfect composition. Thirdly, the students have to have high motivation to practice writing and reading books because it is considered as the basic foundation to make a good essay writing too. And the last, they also have to practice it intensively to actualize their thought in the form of writing.

The suggestions for the writing lecturers, firstly, they should give the students further explanation about the organization of ideas in essay writing. Secondly, they also should

explain to the students more detail about the elements of introduction, body, and concluding paragraph and how to write it. And the last, they also have to make sure whether their students had already understood well with the material or not to avoid the mistake in writing an essay. Whereas, for the other researchers who are interested in doing the same subject, this study is still needed further research because the researcher choose to use the general essay writing, the specific type of essay has not been studied yet.

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