

## Organizational Method of EFL Undergraduate Students' Academic Essay Writing with and Without Pre-Determined Topic

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### Abstract

*Developing an essay writing requires a complex thought. One of this complexity is having a well-organized piece of essay writing. This study aims at investigating learners' writing method of organization, clinical problem in essay writing, and the difference of learners' essay writing with and without pre-determined topic. Both qualitative and quantitative approach are employed with content analysis and statistical analysis of T-test with Paired Samples Test and Statistics. The subjects were students of semester 6 from English Education Department at University of Muhammadiyah Gresik. The findings of the study indicated that the organization of students essay writing was linearly fashioned with Cause and Effect and Comparison and Contrast method were dominantly organized. Meanwhile, students had clinical problem or difficulty covering topic that was not necessarily provided by teacher, idea development, organization, and finally the language aspect. It was also found that there were significantly different from students' essay developed with pre-determined topic and those that were not. The findings indicate that writing an essay by leaving a topic to students will assist students to develop idea, to be able to determine appropriate method of essay organization, and to reduce possible problems they encounter during writing.*

### Keywords

organizational method,  
academic essay; pre-determined  
topic; non-pre-determined topic



## I. Introduction

Writing or developing an academic essay in learning English has been very difficult for students even though they are students studying English. Developing an academic essay requires its own skills because the organization of writing, the language used, and other components attached to writing complete essay are interrelated to produce a unified essay organization and a coherent flow. This situation makes essay writing complex. Writing is a difficult skill for many learners, even in their mother tongue (Hadfield & Hadfield, 2008). A study refers to this notion comes up with a report that students' ability in essay writing was low because of teaching essay writing, writing material, complexity of writing skill and writing strategy employed by lecturer and students in the classroom (Eliwanti & Maarof, 2014). However, when learners can cope all problems referring to how to write essay well, they will get a lot of benefits from it. Lauren (2008) stated that writing essay could foster the students' critical thinking, improve the students' writing skills, assist them in referencing or citation in academic essay writing and help them decide topic for their study. From these advantages, the students can be aware of the urgent of writing essay and be active in practicing writing and developing an essay. Therefore, students' writing skill becomes the key component to be successful in academic writing practices (Husin & Nurbayani, 2017). Consequently, the ability in

writing becomes the indicator of success for students in the incoming educational pursue (Sulisworo et al., 2016). Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). The success of leadership is partly determined by the ability of leaders to develop their organizational culture. (Arif, 2019).

Writing requires patterns and methods of organization to assure that information processing contributes meaningfully to decide the quality of information being delivered. Writing at university level for EFL learners is indeed complicated for most of them. Writing an academic essay for instance requires both lecturers' and students' strong motivation to find appropriate way to deal with. For lecturers, it is very challenging to teach writing since it is considered as the most complex and difficult skill to deliver that can cause frustration to teach. It happens a lot because students most of the time have problem to develop essay writing. They have low motivation to write since it is complicated indeed.

Most academic courses in English-medium colleges and universities use essays or other written tasks to assess students' work. Consequently, students must engage very carefully to deal with and lecturers must be able to find best way to accommodate students' difficulty in developing essay. Developing an essay needs an extra struggle particularly when an English learner develops an academic essay writing. There are of course some rules need to be considered very critically before writer's intention to write can be understood by readers. First of all, writer must understand the scheme for developing an academic essay that presents rigid and chronological presentation. The writer must notice that generally, academic essays have a similar format. They are at least five paragraphs long, although often they are much longer. Also, the basic structure of each of these paragraphs is the same as that which English learners have already studied. The paragraphs in academic essay organization can be divided into three basic kinds: (1) the introductory paragraph, (2) the body paragraphs, and (3) the concluding paragraph (Hoge, 2007; Zemach & Rumisek, 2006; Langan, 2010; Connelly, 2013)

Nonetheless this basic format is broken when learners come into an essay development. It is the way how to develop each of this basic structure that is ruin including constructing a good thesis statement, developing good topic sentences and supporting details, making essay coherent and unity, and adequate conclusion. Principally, the essay organization is the problem mostly encountered by writing learners. One example of it is the construction of a thesis statement that becomes the heart of an essay. Morgan (2006) stated that 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 to organize and develop idea in an essay writing. A well-organized essay helps readers follow ideas easily.

## **II. Review of Literature**

An essay is a piece of writing several paragraphs long instead of just one or two paragraphs. It is written about one topic, just as a paragraph is (Hoge, 2007). An essay is a short piece of writing that discusses, describes or analyses a topic. Then, Reid and Lindston (1985) explain that arranging essay start from narrowing down the topic, which is the first step of writer do to give first thing that he/she will explain in his/her essay. Secondly, method of development which contain what essay will be presented. And the last, outlining the essay which contain some steps in writing essay. Considering this circumstance of essay writing mood, knowing the organizational pattern or structure of the

writing then often helps to better understand the message. Good writers learn how to use organization of the essay to lead readers' understanding in what the essay is merely about (Maruf, et al., 2021). As an effect, Learning the purpose of different types of organizational patterns, including patterns of chronological order, logical division, compare and contrast, and cause and effect or other types of essay method organization is very crucial. When writer knows the organization of an essay, the message will be easily delivered and it is potentially comprehended by readers (Ulyah, et al., 2021). There are several methods or models of organizing an academic essay an EFL students can learn. These models are given to provide opportunity for EFL students to express and convey a message toward what they write (Maruf, et al., 2021). They are offered with many options so that they can choose how to deliver a message via essay writing. Smalley (1986) encompasses 6 models or methods of essay organization; Example essay, Comparison and Contrast, Classification Essay, process analysis essay, Cause and effect essay and Argumentative essay. However, this study concentrated only on 4 methods of essay organization as its limitation namely cause and effect, chronological, comparison and contrast, and logical division since these essays are familiar for students when joining essays class.

Cause and Effect essay principally indicates relationships from two events. It is causal relationships requiring writer to organize it by delivering arguments to how the objects come that way. Meanwhile, chronological order essay refers to how thing happens and how things work. shows causal relationships between events. Authors often use this organization to assert and explain arguments about how things are and how they got that way. In addition to the type of essay organization, Comparison and contrast essay is an important essay types to develop since this method has a purpose which is not only to point out similarities and differences or advantages and disadvantages but it is also to persuade, to explain, or to inform. According to Smalley (1986) this essay needs several points to consider such as relevance of two things being compared and when they do it is better to restrict the points of comparison. The last essay is logical division essay. It is an essay to categorize or break down a big point into several sub points. This essay is commonly labelled as classification essay.

Discussing writing especially writing for academic purposes such as essay writing with different types of essay organization needs to involve several elements. One of them is rhetorical patterns. Writing requires patterns of organization to assure that information processing contributes meaningfully to decide the quality of information being delivered. This deals very much with a study on rhetoric which attempts to explore the way how the author of academic essay organizes his or her ideas. The idea organization will determine whether the composition is linearly fashioned or, on the contrary, it is developed circularly. There was a study that investigated idea patterns as reflected in English and Indonesian letters of linguistic features. It was found that most of Indonesians letters develop their organization following quasi-linear idea patterns, while a few writers still go with the non-linear idea patterns (Subandrijo, S. & Susilo, 2007). The result of the study indicates that a shifting process of the Indonesians in organizing ideas of writing turn into circular way of organizing patterns or ideas.

Either in EFL or ESL context, developing an essay writing is challenging. The EFL or ESL learners mostly are difficult in deciding a topic to write for their essays. Lindston and Reid (1985) said that choosing topic is an important thing. It helps students to develop their writing ability. Mostly students feel comfort or enjoy with appropriate topic and they can think deeply and students' creativity also rise up in this case. Teacher's assistance also gives more understanding to the students. Free writing is one of techniques to generate or

determine what to write about and this can be used as an initial exploration of the ideas that learners have about a topic. That is, free writing with giving opportunity for students to find their own topic is designed to assist the beginners to write without hesitation (Brown, 2007). In this stage, the beginner writes loosely without thinking about language aspect such as grammar or diction. Sometimes, students need to be challenged and pressured to have a theme or topic they must write and develop because some students do not recognize what to write and even to develop until they are led to a theme they must write about. This 'passive' students tend to wait what they must write. On the other way around, choosing topic provided by teacher can give negative effect for students who need to find topic for their own. This seems like restrict students' creativity. This research focuses its substance on the idea developed by students who are assigned to write essay with pre-determined topic and not.

Referring to that notion, this research intends to find the following points: The organizational method of students' essay writing developed with pre-determined theme; The organizational method of students' essay writing developed without pre-determined theme; Students' clinical difficulties in developing academic essay with pre-determined theme; Students' clinical difficulties in developing academic essay without pre-determined theme; The difference between students' essay developed with pre-determined theme and those that are not.

The objectives forementioned are very rare to be investigated. If any, they all concern with error analysis and problems encountered by students in essay writing (Ashrafiany et al., 2020;Toba et al., 2019;Apandi & Kusriandi, 2018) . Those studies did not yet touch area of method of organization employed and how it goes or works, essay that its topic is determined or not determined and the difference of it. Another study related to essay organization but with different focus that analyzed the Indonesian EFL students' ability in writing with determining time to write revealed that language aspect dealing with grammar including the use of plural forms, articles, verbs forms, clauses, passive voice and preposition existed on the students' writing (Hasan & Marzuki, 2017). This study focuses its attention on determining time instead of determining topic.

### **III. Research Method**

This research was classified in the category of content analysis as well as descriptive statistics which used qualitative and quantitative research designs. The objectives of the research problems were analyzed through both methods (design), namely qualitative approach (Miles, M. B., & Huberman, 1994) and the T-test with Paired Samples Statistics formula to determine the difference between 2 variables in the research that are students' Academic Essay Writing with and without Pre-Determined Theme. The subject of this research was students of semester 6. The instrument of this study included Questionnaire and Students' Essay using rubric of essay writing assessment score. The questionnaire was constructed and it was validated by a panel of experts in the subject area. Alpha Cronbach statistical analysis was used to determine its reliability. It reached scoring value 0.86 which was very high reliable.

## IV. Result and Discussion

### 4.1 The Organizational Method of Students' Essay Writing Development.

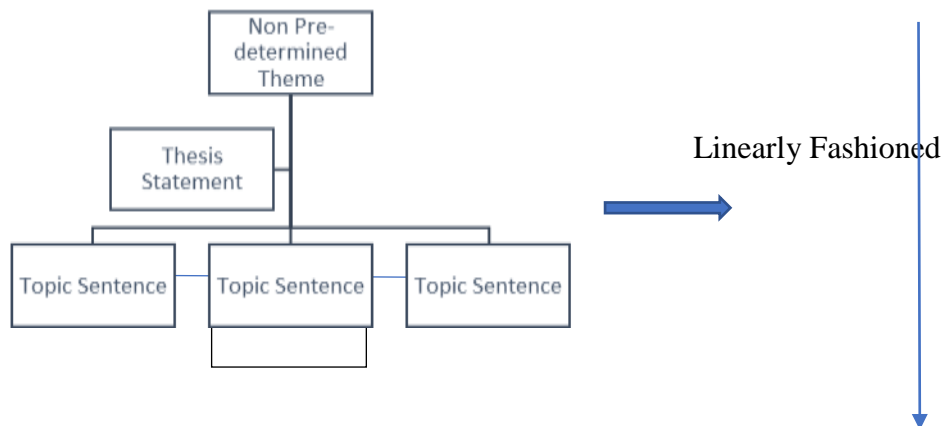
There were four types of essay organization methods used in this study. The finding of the study showed that the organizational method from students essay writing developed without pre-determined theme were constantly developed linearly. Based on the analysis it was found that Cause and Effect essay was dominantly developed by almost all students to write their topic of interest. It is then followed by Comparison and Contrast essay that students prefer to write. This finding was relevant to a study carried out by Toba (Toba et al., 2019). They claimed that the EFL students' writing ability of comparison and contrast essay for each dimension of writing skill was excellent and satisfactory related to content, organization, and grammar. The next essay method organization students mostly like to develop was Chronological Order essay followed by Logical Division Essay. The choosing of two favorable essay types (Cause and Effect and Comparison and Contrast) was simply the way how to deal with these types of essays were clear, easy to flow, and very effective. This reason is in line with the result of questionnaire where 'Developing Essay using Cause and Effect method is fairly easy with 72% of respondents agree that this easy is easy to write.

The cause-and-effect essay was consistently developed by starting writing out persistent introductory paragraph with clear and logic thesis statement in it. The thesis statement was developed and organized coherently and it was focused on the central idea confirmed within the thesis statement. Each paragraph in the body of the essay centralized on its each topic sentence that supports the central idea in the thesis statement. All supporting sentences support the controlling idea stated explicitly in the topic sentence. It indicated that the body paragraph was indeed unity. More to the points, each idea developed in the essay in particular the body of the essay flew so coherently that it could be read comfortably. This type of essay mostly was developed by exposing single cause then followed by exploring multiple effects of the cause.

This finding also occurred for other three types of the essay method organization. The way how students develop their essay followed rules of how to develop a well-organized essay writing. Comparison and Contrast, Logical Division, and Chronological Order essay used to get data from this study were consistently developed well following how to write a good essay. Comparison and Contrast essay for instance was constantly developed well enough where it was in line with the result of the questionnaire that developing essay with Comparison and Contrast is much easier for the students reaching 60% respondents. Meanwhile, even though the other two types of essay organization such as Logical Division and Chronological Order essay had smaller proportion of percentage in terms of difficulty in writing them out but the aspect of organization developed showed 'good enough' or 'fair' looking at the score in the essay rubric.

In addition to the essay method of organization, more specifically, the thesis statement construction from those essay organizations were relevant to the topic/theme determined. They were also designed to be developed supportably by creating clear topic sentence in each paragraph from the essay body. The finding of this study was relevant to the study about essay organization which revealed that the result of students essay organization was minor in error which is associate with unacceptable-not college-level. The essays organization were shaky or minimally recognizable introduction; organization can be barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization (Apandi & Kusriandi,

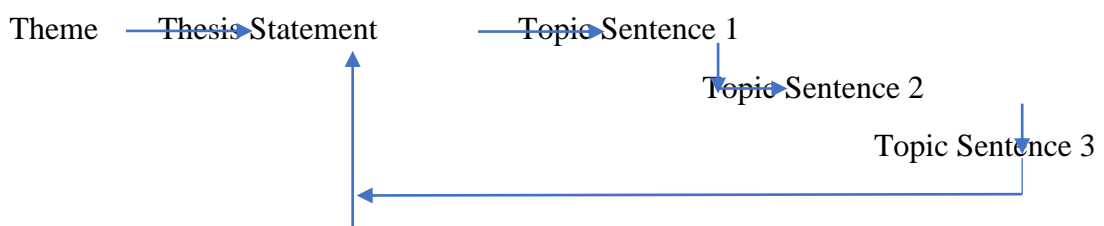
2018). This can be inferred that organization elements are not big problem when students have free topic to write. The essay linear format can be drawn from the following diagram:



The non-pre-determined theme could assist students to develop their essays linearly related to the four types of the essay method of organization. It indicated that students could be more comfortable when topic to write an essay is determined by their own as they know how to deal with it. This can be identified from the four types of essay organization students develop. All components in relation to the essay organization such as coherence, unity, topic sentence and supporting sentence were fulfilled, the idea developed were written linearly.

On the contrary to the description above, the organization method of students' essay writing with pre-determined theme came into consistent failure in the arrangement of the idea delivered. Although some essays were developed in well-organized composition but they were out number with the non-pre-determined ones. The inconsistent way of essays development was related to Chronological Order essay followed by Logical Division. These two essays seemed to be very hard for students to deal with although they were given free theme to write. They were different from Comparison and Contrast and Cause and Effect essay that even though the theme was given or determined for them to write, they could write and develop ideas sufficiently. However, when compared to the result of essays with non-pre-determined theme these two essays were far behind. The essay method of organization with pre-determined theme indicated failure in terms of their consistent way of organizing ideas in particular for those 4 types of essay organization. The thesis statement most of the time was hard to be broken down into some topic sentences even it fails to formulate a good thesis statement for a particular essay organization. Consequently, it can ruin the whole ideas reflected in the body of the essay. Since each topic fails to be developed and even it did not relate to the central idea then the whole essay was not well-organized. It went into a not linear piece of essay.

From the examples and the description earlier, the With-Pre-determined theme essay seemed to form the following figure of essay organization:



This figure indicates that the way how students organized their essays was not linearly fashioned. It fails to create coherent and even unified paragraphs supporting the essay as a whole. The figure showed a zig-zag way of its development even though the conclusion from the 3 topic sentences were wrapped up reflecting on the thesis statement.

#### 4.2 Students' Clinical Difficulties in Developing Academic Essay

Referring to the result of the questionnaire as shown below it indicated that students faced difficulty in developing or writing an essay where the topic was not given freely for them to write. They seemed to find very hard to write an essay if the topic was provided for them. This difficulty occurred most of the time when they were asked to develop essays with topic determined by teacher. The result of the questionnaire No. 9 shows that 'Developing Academic Essay is much easier when recognizing the topic'. This item of a question reached 100% responses from the respondents. This implies that writing essay with free topic assisted learners to write and develop ideas even organize its ideas acceptably. This point was also supported by a statement from the questionnaire (item No. 10) that says 'writing out essay with a topic coming from their own will be easily developed'. This statement reaches 97% from all respondents participating in the research. Moreover, question No. 11 which is about 'writing an essay with a determined topic is easy for learners' reaches 57,2% from total respondents who disagree with this point. This means that the most difficult and most clinical problem when developing an essay is when the topic to write is provided. Students find themselves difficulty to start writing. Students will feel comfortable and enjoy writing when the topic is appropriate and it is in their reach or area of comprehension. So, they can think deeply and their creativity can also rise up that can motivate them to write over and over again in the future. Giving students free writing like letting them to determine their own topic with its organization method to write can initially help students to generate idea (Brown, 2007). This idea implies that having familiar topic which students can create by their own can initiate and trigger them to develop ideas, explore their background knowledge and put them into a piece of essay writing. Students commonly found themselves difficult to get the topic of the essay because they did not have any information about the topic, and they were difficult to have the first idea or plan before they started to write (Ashrafiany et al., 2020). From this idea it can be inferred that students have difficulty when the topic will not be familiar with them since they do not have schemata from it particularly when the topic is determined.

| No. | Statement  | E.A  | A     | L.A   | D    | AVA          | AVD          |
|-----|--|------|-------|-------|------|--------------|--------------|
| 1   | Writing academic Essays in English is difficult.         | 2.9% | 62.8% | 31.4% | 2.9% | <b>65,7%</b> | <b>34,3%</b> |
| 2   | The difficulty is from the topic that must be developed. | 2.9% | 60%   | 31.3% | 5.7% | <b>63%</b>   | <b>37%</b>   |
| 3   | The difficulty is from the aspect of language.           | 5.7% | 54.3% | 40%   | 0%   | <b>60%</b>   | <b>40%</b>   |
| 4   | The difficulty is from the aspect of developing the idea | 2.9% | 65.7% | 28.5% | 2.9% | <b>68,6%</b> | <b>31,4%</b> |
| 5   | The difficulty comes from how to develop                 | 8.6% | 57.1% | 31.4% | 2.9% | <b>65,7%</b> | <b>34,3%</b> |

|    |   |       |       |       |       |              |              |
|----|---|-------|-------|-------|-------|--------------|--------------|
|    | the writing organization  |       |       |       |       |              |              |
| 6  | The difficulty is from the writing scheme   | 5.7%  | 51.4% | 37.2% | 5.7%  | <b>57,1%</b> | <b>42,9%</b> |
| 7  | Writing an academic essay is easier if you know the organization of the writing   | 37.2% | 62.8% | 0%    | 0%    | <b>100%</b>  | <b>0%</b>    |
| 8  | Mastery of linguistic aspects is very important in developing academic essays     | 34.2% | 65.8% | 0%    | 0%    | <b>100%</b>  | <b>0%</b>    |
| 9  | Developing an academic essay is easier if you master the topic                    | 60%   | 40%   | 0%    | 0%    | <b>100%</b>  | <b>0%</b>    |
| 10 | Writing essays with topics of our own is easier to develop                        | 60%   | 37.2% | 2.8%  | 0%    | <b>97.2%</b> | <b>2.8%</b>  |
| 11 | Writing essays on specified topics is easier                                      | 5.7%  | 37.2% | 51.4% | 5.7%  | <b>42,9%</b> | <b>57%</b>   |
| 12 | Developing/writing essays with the 'Cause & Effect' method is more difficult      | 2.9%  | 25.6% | 62.9% | 8.6%  | <b>28,5%</b> | <b>71,5%</b> |
| 13 | Developing/writing essays with the 'Chronological Order' method is more difficult | 5.7%  | 51.4% | 31.4% | 11.5% | <b>57,1%</b> | <b>42,9%</b> |
| 14 | Developing/writing essays with the 'Logical Division' method is easier            | 2.9%  | 40%   | 54.2% | 2.9%  | <b>42,9%</b> | <b>57,1%</b> |
| 15 | Developing/writing essays with the 'Comparison & Contrast' method is easier.      | 11.4% | 54.4% | 28.5% | 5.7%  | <b>65,8%</b> | <b>34,2%</b> |
| 16 | The difficult part of the essay is writing the Introductory Paragraph             | 0%    | 48.5% | 45.7% | 5.7%  | <b>48,5%</b> | <b>51,5%</b> |
| 17 | Making a clear thesis statement is very helpful in writing an essay               | 45.6% | 54.4% | 0%    | 0%    | <b>100%</b>  | <b>0%</b>    |



|    |  |       |       |       |      |              |              |
|----|--|-------|-------|-------|------|--------------|--------------|
| 18 | The thesis statement is the hardest part to make.              | 8.6%  | 37.2% | 45.6% | 8.6% | <b>45,8%</b> | <b>54,2%</b> |
| 19 | The difficult part of the essay is writing the body paragraph. | 14.3% | 37.2% | 45.6% | 2.9% | <b>51,4%</b> | <b>48,6%</b> |
| 20 | Concluding Paragraph is the easiest part of the essay          | 28.5% | 60%   | 11.4% | 0%   | <b>88,5%</b> | <b>11,5%</b> |

Note:

E.A : Extremely Agree

A : Agree

L.A : Less Agree

D : Disagree

From the table above, it can be drawn that having a topic which is not from students' own becomes the most obstacle and clinical problem to start writing. Item 9, 10, and 11 show how non-pre-determined topic could help students to start writing. This finding is also supported by Ojima who claimed that both EFL and ESL learners use their own ways in constructing the concept of their writing composition. This can help them compose the writing based on their individual experience, motivation and tasks (Ojima, 2004). It can be implied that knowing topic is very important specially to explore students' background knowledge that they possess.

Another difficulty faced by students in developing academic essay was dealing with composing the method of organizing the essay. Students find themselves difficult when organizing the flow and the scheme of the essay as shown in item 2, 5, 6, and 7. These items indicate that developing essay in regard to its organization is complicated. They have to think how ideas are delivered effectively and run very smoothly that eventually the message can be discovered. In regard to this point, students must face very complex circumstances since it is the heart of the essay where all the facts, evidences, examples, details become the convincing point for students to develop their essay. This point of difficulty goes in line with students' problem referring to ideas development as stated in item no. 4 where idea development becomes crucial to determine the essay's organization. This finding is relevant to the finding determined in the study about EFL students' difficulty and needs in Writing. The study found that Indonesian EFL students had difficulty in employing grammar, cohesion, coherence, paragraph organization, diction, and spelling errors when developing or write an essay (Ariyanti & Fitriana, 2017).

The last but not definitely the least which deals with students' clinical problem when writing an essay was language aspect. As shown on the table on item number 3, this aspect reached 60% respondents who considered that language aspect such as grammatical pattern, diction, spelling was contributing to the flow of the essay. This finding goes in line with the study conducted by Toba et al who discovered that the Indonesian EFL students' essay writing was good indicated by the mean score 77.83. Nonetheless, some of the students faced problems in several writing aspects such as content, organization, vocabulary, grammar, and mechanics (Toba et al., 2019). The finding of this study was supported by Nasser who diagnosed the difficulty faced by Iraqi EFL students' writing and discovered that the students' problems mostly touched area of language covering the use of

grammar, punctuation, spelling, and handwriting (Nasser, 2018). This finding reveals that language aspect becomes one of students' barrier in developing academic essay.

### 4.3 The Difference Between Students' Essay Developed with Pre-Determined Theme And Those That Are Not

After doing a very careful analysis using T-test with Paired Sample Statistics, it was found that there was significant different from students' essay writing with pre-determined theme and those without pre-determined theme. Derive from the following table of Paired Sample Test, from the two groups of score it shows that the difference is so significant with 0.00. The With Pre- Determined theme group differs positively from The Non-Pre-determined theme group.

|       | Paired Differences | Mean    | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         | t     | df | Sig. (2-tailed) |
|-------|--------------------|---------|----------------|-----------------|---|---------|-------|----|-----------------|
|       |                    |         |                |                 | Lower                                     | Upper   |       |    |                 |
| air 1 | Theme - Nontheme   | 2.78286 | 4.02386        | .68016          | 4.16510                                   | 1.40061 | 4.091 | 4  | .000            |

More description in relation to this statistical analysis, the following two tables explain that the With Pre-determined theme group shows more heterogenous than group with No-Pre-Determine topic because the standard deviation (SD) is 3.6. However, if it is viewed from competencies point of view it shows that it is better than group with pre-determined topic because of higher means score.

|       | N  | Std. Deviation | Std. Error Mean |
|-------|----|----------------|-----------------|
| air 1 | 35 | 3.64772        | .61658          |
| air 2 | 35 | 4.49506        | .75980          |

|       | N  | Correlation | Sig. |
|-------|----|-------------|------|
| air 1 | 35 | .528        | .001 |

In addition to the statistical analysis for this study, it indicates that the two variables correlate positively and significantly with 0.5 value and 0.001 for its probability value. Finally, the difference between the two variable that are essay with no topic given and essay without topic provided is exist. This difference strengthens the notion that is delivered by Brown (2007) who stated that picking up topic given by teacher can give negative effect for students who need to find topic for their own. This will result in limiting students' creativity and even their motivation to write. More to this point, when topic or theme is provided it will consequently restrict students to develop and explore idea that they need to put into their essay writing. Students will not be able to focus on elaboration that eventually cause them stuck to continue writing. Students' schemata will not fully be accommodated when a topic or a theme does not come from their own.

## V. Conclusion

Understanding method of essay writing organization including the flow and the scheme of it can assist students' skill to write academic essay. Moreover, if students are given opportunity to find their own topic, they will be able to explore, elaborate, and manage their idea to create a well-organized essay writing with appropriate method of organizing the essay. Giving them topic or theme to choose can possibly help them to start writing but it might end with idea deadlock.

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