



## The Importance of Organizing Idea: Students' Perception of Writing Division of UKBA

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### Abstract

Writing has always been included in most difficult English language courses as one of the four language skills. Although writing skill especially in organizing idea is hard to be mastered, but there are ways to support writing skills. One of them is joining a writing community. This research discover non-English major students' perception of writing division of UKBA to organize idea in writing This research was quantitative design with the data collection technique using an online close-ended questionnaire. The respondents in this study were 30 non-English members of writing division of UKBA. They were given 7 close-ended questions. The result showed that non-English major students have a positive perception with values integration shows 77,50% in the criteria 'very high percentage'. Thus, Writing division can be established by other universities to improve students' writing skills. In addition, further research related to non-English members perception toward other components of writing is suggested to do

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## INTRODUCTION

Proficiency in English writing has become an essential skill that students need to master to succeed in both their academic and professional lives. In academia, students are often required to express their thoughts, ideas, and research findings in written form, be it through essays, reports, thesis, or in examination. Writing skill is also needed in business sector, such as in creating presentation, letters, journals, conferences, books, and others. Schmidgall (2020) stated that the skill to write effectively is an important job skill across all professions and business sectors. Despite its importance, writing in English is not an easy task for students.

Writing is perceived as a challenging task for many ESL (English as a Second Language) and EFL (English as a Foreign Language) writers due to its complex nature, lack of vocabulary, and their insufficient understanding of English Grammar (Sabti *et al*, 2019). According to Brown as cited in Firdani and Siti Sarah (2017), writing is not easiest skill to do because there are some component should be

known & mastered by the students such as content, organization, mechanics, vocabulary, and grammar. Composing an organizing idea involves more than just grammatical proficiency; it necessitates a thoughtful consideration of content and the effective organization of ideas. This implies that students must not only contemplate the substance of their writing but also skillfully structure their thoughts using appropriate language elements such as grammar and vocabulary. According to Stone et al (2006:564), organizing ideas is the process of constructing the content of the text, ensuring it aligns with the writer's objectives and leaves the intended impact on the reader. Although writing skill especially in organizing idea is hard to be mastered, but there are ways to support writing skills. One of them is joining a writing community.

Joining a writing community is also one of the things that can support writing skills. The learning community motivates and support students to improve their writing skills (Florence & Yore, 2002). These communities provide extended learning beyond classrooms, teaching skills like idea generation, how to write well, how to create good essay writing, and so on. Writing Division of UKBA is a writing community at Universitas Negeri Padang because it established to provide students with an opportunity to learn and enhance their writing ability that relates with Graham's theory. According to Graham (2019), a writing community as a collective of individuals who share fundamental objectives and beliefs and utilize the writing community to fulfill their aims.

There are several activities and strategies that have been carried out to improve writing skills, but, very few studies have examined students' perceptions of writing community under university. Therefore, this research will be focused to explore what non-English major students really perceive about the writing division of UKBA in enhancing their writing skills and hope it can be a motivation for other universities to facilitate the students with writing division so that they can improve their ability in writing which is useful in academic and also in jobs. The researcher will conduct this research: .

## **RESEARCH METHOD**

This research was organized quantitatively. Quantitatively addressed queries such as who, what, when, where, how much, how many, and how. It's fundamentally grounded in numerical data, logical reasoning, and an objective perspective (Mohajan, 2020). For quantitative data, the researcher used questionnaire. The questionnaire is in a form of online questionnaire that contains 7 questions to find out what non-English major students perceive of joining writing division of UKBA to organize idea in writing.

## **RESULTS AND DISCUSSION**

### ***Research Finding***

The questionnaire distributed to 30 members of writing division from non-English major with the following explanations:

**Students' perception of writing division of UKBA  
to Organize Idea in Writing**

Indicators	Statements	SA	A	D	SD	Total	
		F	F	F	F	Score	%
Organization	1. Di kelas writing division (UKBA), saya menjadi lebih paham tentang bagaimana menemukan kalimat topic atau ide yang akan saya kembangkan menjadi essay dalam bahasa inggris.	9	18	1	2	93	77,5
	2. Di kelas writing division (UKBA), saya menjadi lebih paham tentang struktur tulisan berbagai jenis teks dalam bahasa inggris.	6	21	2	1	92	76,67
	3. Di kelas writing division (UKBA), saya menjadi lebih paham tentang menyusun paragraf menjadi berhubungan satu sama lain (koheren) dalam bahasa inggris.	3	23	2	2	87	72,5
	4. Di kelas writing division (UKBA), saya menjadi lebih paham tentang bagaimana memadukan kalimat paragraf pada essay saya sehingga menjadi satu kesatuan dalam bahasa inggris.	7	19	3	1	92	76,67
	5. Di kelas writing division (UKBA), saya menjadi lebih	9	20	1	0	98	81,67

	paham tentang bagaimana menemukan kalimat pembuka yang menarik (hook) pada essay saya dalam bahasa inggris.						
6.	Di kelas writing division (UKBA), saya menjadi lebih paham tentang menemukan kalimat pendukung pada essay saya dalam bahasa inggris.	7	19	4	0	93	77,5
7.	Di kelas writing division (UKBA), saya menjadi lebih paham tentang menentukan kalimat penutup pada essay saya dalam bahasa inggris.	9	18	3	0	96	80
Total						651	77,50

In this study, the researcher distributed questionnaires to 30 members of writing division from non-English major in UKBA UNP. Each response to the statements in the questionnaire was assigned a scale value based on a likert scale, which was “Strongly Agree,” which had a value of 4, “Agree,” which had a value of 3, “Disagree,” which had a value of 2, and “Strongly Disagree,” which had a value of 1. There are five indicators of component in writing: content, organization, mechanics, vocabulary, and grammar. In this research, the researcher focused only on organization

From the data above, statement 1 showed that there were 2 students who choose strongly disagree, 1 student who choose disagree, 18 students who choose agree, and 9 students who choose strongly agree. The total score is 93 and has percentage 77,5%. Statement 2 showed that there were 1 student who chooses strongly disagree, 2 students who choose disagree, 21 students who choose agree, and 6 students who choose strongly agree. The total score is 92 and has percentage 76,67%. Statement 3 showed that there were 2 students who choose strongly disagree, 2 students who choose disagree, 23 students who choose agree, and 3 students who choose agree. The total score is 87 and has percentage 72, 5%. Statement 4 showed that there were 1 student who chooses strongly disagree, 3 students who choose disagree, 19 students who choose agree, and 7 students who choose strongly agree. The total score is 92 and has percentage 76, 67%.

Statement 5 showed that there were 0 students who choose strongly disagree, 1 students who choose disagree, 20 students who choose agree, and 9 students who choose strongly agree.

The total score is 98 and has percentage 81, 67%. Statement 6 showed that there were 0 student who choose strongly disagree, 4 students who choose disagree, 19 students who choose disagree, and 7 students who choose agree. The total score is 93 and has percentage 77,5%. Last, Statement 7 showed that there were 0 students who choose strongly disagree, 3 students who choose disagree, 18 students who choose agree, and 9 students who choose strongly agree. The total score is 96 and has percentage 80%.

Based on the explanation above, it can be found that the majority of students have positive perception on writing community to organize idea in writing concerning to its organization that got score 651 with the percentage 77,50%.

## CONCLUSION

Based on the result of the study, the researcher discovered students have a positive perception of the writing division of UKBA to help them in organizing idea in writing. This positive perception obtained from the results of questionnaire analysis which obtained a high percentage of 77,50%, which means positive perception. The university can take participating on to develop this program. The researcher expects that in the future this writing division program or activity will continue to be held in other universities because it has a positive impact on students' writing skills especially. Other researcher are advised to conduct further research to the non-English members of writing division but using different component of writing such as contents, mechanics, vocabulary and grammar.

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