





Firstly, the most difficult part of writing an essay is the start. It is very hard to come up with a good thesis statement. Sometimes the students do not know where and how to start writing an introduction. The thesis statement is very important because it shapes the body paragraph and determines what students are going to write. The students need to have a good opening so that the others part will be easier.

Secondly, organizing is not an easy task. It is important how the students put all the information together in a logic way. The students have to keep track with the topic and do not go off track. For example, if you do not organize the information well, everything will become a mess and fail. Therefore, the organization has to be clear and well planned.

In essay writing, the students need to use a large amount of technical and academic words accurately. Consequently, the students' problem is the academic language. Sometimes, the students' vocabulary is not enough for the writing; the students cannot find the exact technical words that can express the meaning. The students may lose for word while writing essay. To improve this, students have to learn more academic words and practice more regularly.

Although there are many hardships writing academic essays, the students need to practice more and more to improve our writing skill. Besides the practice, the students need strategy to overcome their difficulties. Therefore, practice and strategy is interplay in essay writing. There are several strategies can be used by students in essay writing. They are metacognitive



Argumentative essay is the third step in writing at English Education Department UIN Sunan Ampel Surabaya. In this step, the students learn and develop their idea, opinion or argument to make good essay. Before the students take thesis proposal seminar class (the last step in writing), the students should learn argumentative essay. Argumentative essay helps student developing their ideas to make proposal. In addition, the students should make thesis for partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English. After the students graduate from university, the students will become the teacher. As the teacher, the students should master in writing. Therefore, the students should learn Argumentative essay as one-step to achieve like good writer.

There have been some studies, which examined the learning strategies and proficiency level in essay writing. The first study by *Dian Aprita Widiarti* entitled *The Use of Self-Assessment as Feedback strategy to improve student writing ability at MAN SIDOARJO* by Dian Aprita Widiarti. This previous study focuses on the implementation of self-feedback in MAN Sidoarjo. The problem of this study is the teacher and student when using self-feedback and the student improvement after using self-back. The result of this study is the most students did not make improvement after using self-assessment as feedback. To overcome this condition, the teacher should give self-assessment regularly to make his or her student accustomed and well trained to use self-assessment as feedback.

Second, a study by Pipin Risky Pindowati entitled *The Effectiveness of Diagram of Ideas Strategy to Enhance Student Writing Achievement for Eleventh Grades at SMAN 1 Mojosari, Mojokerto*. This previous studies examine the effectiveness of diagram of ideas strategy to enhance student-writing achievement for the eleventh grade of SMAN 1 Mojosari, Mojokerto. The result of this study shows that diagram of ideas strategy was effectively improving students' writing skill. The recommendation for the English research and future research is for the teachers suggesting to use diagram of ideas strategy as a way to assess teaching and learning process. Moreover, for the future research, they are expected to conduct the research on other skill.

Third, a study by Masrul Huda entitled *Mind Mapping Strategy to Develop Student Ability in Writing Descriptive Text Grade VII-9 at SMPN 14*. This study was focusing on solve the problem related to how the student generate and organize the ideas to write the topic. This study proposes mind mapping with the propose mind mapping with proper model to develop the seventh year student ability in writing descriptive text. The design of this study is collaborative classroom action research. The researcher and the teacher worked together in cyclic activities-planning, implementation, observing, and reflecting on the data gained from the teaching and learning process with run into cycles. The recommendation for the future research is to conduct the research by implementing Mind Mapping strategy in other













