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# WRITING TO WRITE

*By slamet asari*

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A COURSE  
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*WRITING TO WRITE*

**SLAMET ASARI**

*Perpustakaan Nasional: katalog dalam terbitan (KDT)*

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*Hak cipta dilindungi undang-undang  
Dilarang memperbanyak karya tulis ini dalam bentuk dan  
dengan cara apapun tanpa ijin tertulis dari penerbit*



## Foreword

First of all, the writer would like to express his deepest thanks to God Almighty who has given blessing and strength to accomplish this book. This book is a course book that expectedly will be contributive to those who learn how to write academic paragraph and essay. This book is also appropriately used for teaching writing either at college level or other level which necessarily needs it to teach writing. However, this course book obviously is far from being perfect. Consequently, it opens for anyone or any institution to address any constructive criticism toward the content of the book.

Academic writing is designed for those who learn English at university level. It is expected to assist students to deal with writing works such as writing thesis, writing report, writing essay, writing paragraph, writing article and other typical academic writings. However, there are three parts of academic writing at university level dealing with namely writing academic paragraph<sup>6</sup> which is the basic unit or fundamental element of academic writing. This means that once students are able to write and develop a well-organized academic paragraph they are able to develop an essay which then can be formed into a report when writing out more essays. The chapters presented in this book will cover two types of writing works used for writing course. These two are paragraph writing and essay writing.

In its first work of this book which focuses on paragraph writing discusses a lot of issues about how to academically deal with paragraph writing. It presents writing paragraph starting from issues such as paragraph structure, paragraph writing and development, and types of paragraphs. Meanwhile, the second work will present an essay development and organization for students to write. The discussion of academic essay comprises essay writing and types of essay method organization. It is expected that this course book will assist students who learn how to write to comprehend practically the good way to write.

Gresik, 8 Maret 2019

Dr. Slamet Asari, S.Pd., M.P

## Table of Contents

<b>Foreword</b> .....	<b>ii</b>
<b>Table of Contents</b> .....	<b>iii</b>
<b>LIST OF FIGURES</b> .....	Error! Bookmark not defined.
<b>UNIT 1 Paragraph Structure 1</b> .....	<b>6</b>
Topic Sentence .....	9
Characteristics of Topic Sentence .....	11
<b>UNIT 2 Paragraph Structure 2</b> .....	<b>14</b>
Body Sentence .....	14
Concluding Sentence .....	23
<b>UNIT 3 Paragraph Writing</b> .....	<b>27</b>
Planning a Paragraph .....	28
Paragraph Writing .....	29
<b>UNIT 4 Types of Paragraphs</b> .....	<b>39</b>
Descriptive Paragraph .....	40
Narrative Paragraph .....	43
Expository Paragraph .....	46
<b>UNIT 5 Essay Writing-(Essay Structure)</b> .....	<b>49</b>
Essay Structure .....	49
Introductory Paragraph .....	51
Thesis Statement .....	54
A Complete Introductory Paragraph .....	56
Body Paragraph .....	59

Concluding Paragraph.....	63
<b>UNIT 6 Essay Writing (Planning an Essay).....</b>	<b>65</b>
<b>UNIT 7 Writing a Complete Essay.....</b>	<b>70</b>
<b>UNIT 8 Method of Essay Organization.....</b>	<b>74</b>
<b>UNIT 9 Logical Division Essay.....</b>	<b>82</b>
<b>UNIT 10 Comparison and Contrast Essay.....</b>	<b>88</b>
<b>UNIT 11 Cause and Effect Essay.....</b>	<b>97</b>
<b>References.....</b>	<b>103</b>

## LIST OF FIGURES

1.1	PARAGRAPH SKELETON	9
1.2	CHART OF AN ESSAY	51
1.3	CHART OF AN INTRODUCTORY PARAGRAPH	53



NIT 1

## **Paragraph Structure 1**

### **A. Brief Description**

This unit presents the way how to develop an academic paragraph and organize it into a well accepted paragraph academically. It starts with an understanding practically oh how to construct a Topic sentence as the heart of the paragraph, the central idea as well as the controlling idea of what to write. This unit also allows students to see the basic structure of an academic paragraph and example of the paragraph development.

### **B. Relevance**

This topic is very significant for students to understand the fundamental way of developing an academic paragraph. It will provide both theoretical and practical way of starting to write a paragraph.

### **C. Learning Outcomes**

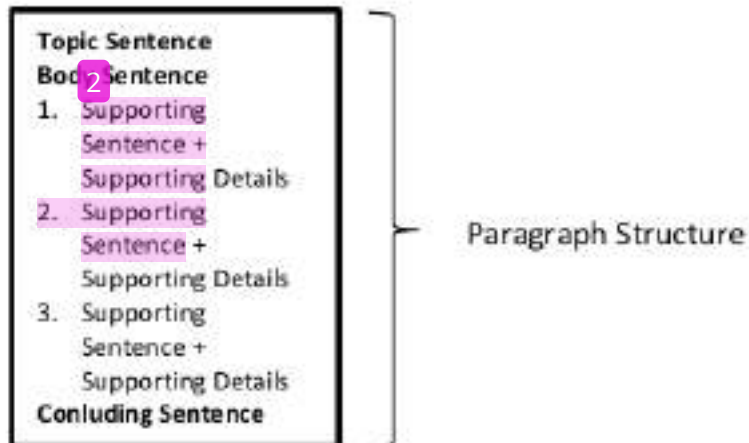
Students are able to understand the fundamental or basic principle of writing out a paragraph and are able to construct a good topic sentence for their paragraphs

Developing an English academic paragraph needs a lot of aspects to be considered. It seems it is pretty easy to work it out for some reasons. However, it is not. It requires not only someone's competences in using language but also in organizing ideas into plausible sense. An academic paragraph, regarding its short presentation within minimally 5 to 6 sentences, is indeed difficult for English learners to begin with especially for those who rarely deal with writing skill. They need to concern with what must be developed and how to develop it. Obviously, an academic paragraph must be presented and delivered very smoothly and logically in order to

invite readers to read. Since it is academically developed, then it requires elements to be paid into a great attention such as the words used (diction), mechanical aspects (punctuation), and other rules that may help students to follow.

As mentioned earlier that a paragraph in academic writing is the fundamental element or unit in academic paragraph organization. This paragraph contains a group of related sentences developing one central idea which then is called Topic Sentence. Although a paragraph may have minimally 5 to 6 sentences the number of sentences are not the main concerned as long as they are long enough to develop a clear main or central idea. However, an academic paragraph must have criteria to be coherent and unity. These last two elements of paragraph writing will be discussed later.

A paragraph is a group of sentences where the first sentence of it is indented (it writes a little bit deeper to the right of the margin than the other sentences. To get to know academic paragraph format, The following sections depict the structure and the parts of the fundamental unit of academic paragraph. Nonetheless, it cannot be judged yet that a group of sentences will go as a paragraph. We must assure that those sentences are related one to another. We also need to be sure how to begin with and how to end it. A good paragraph requires a lot of elements to construct. The following paragraph structure will help to understand how a paragraph works particularly for academic paragraph.



1.1 A Paragraph Skeleton

The structure of the academic paragraph as displayed above is vivid and basic. Nonetheless, the position of the Topic Sentence can be placed at the beginning or at the middle and even at the end of a paragraph. The commonest position is at the beginning of a paragraph as it is easy both for writer and readers to deal with. The writer will be able to develop it easily since it places in the beginning of the paragraph so that the writer will systematically be easy to see and look for it as direct guide. The readers will find it easy to read and decide whether or not to read the rest of sentences since they already have in mind what the paragraph is mainly about by looking at the first sentence of the paragraph. Look at the example below.

*There are four main reasons for people to choose to live in Malang. The first reason is the way how people live there. The people of Malang is very friendly, tolerance and respectful. Once I have problem with my waterpump where I need it to take some water for taking a bath, my two neighbours invite my family to take a shower at their houses. The second reason is the weather which is very nice and comfortable that never comes too hot or too cold. This helps me and my family to adapt very easily.*

*The last reason and probably the most important for my family is the employment opportunities. At the moment, the place offers a lot of careers where several big enterprises, government offices, business offices are established due to market expansion and foreign investment that can accommodate my children to be developed and pursue their careers more easily. Finally, this city has a lot to offer for people to live in such as careers opportunity, living conditions and the environment.*

The topic of the paragraph is about *reasons for people to live in Malang*. It is a little bit broader topic and the topic must be realized into smallest unit called topic sentence in order to be able to be developed within a single paragraph. The paragraph above shows simple development of academic work. It is organized simply for the sake of understanding how academic paragraph is written. The paragraph begins with clear and inviting topic Sentence (bold sentence) which becomes the central idea for a writer to develop. Several sentences come after it are the supporting sentences each of which are supported with details. The paragraph is ended with a concluding sentence using the word 'Finally' as its signal or indicator.

### **Topic Sentence**

In writing out an academic paragraph, there is one central idea to be set and need to be developed. This central idea becomes reference and controls any development of idea to be written. This central idea is called Topic Sentence (ts). Topic sentence is the heart of the paragraph. Every sentence written must refer to this central idea since it controls what must



be written by writer. It functions to limit our paragraph development only into a specific idea stated within the topic sentence where the controlling idea is available. This guarantees our paragraph not to discuss many things but the topic set. With this limitation, the paragraph will focus on one and only a specific content centralizing on the topic sentence.

A topic sentence is usually written at the beginning of a paragraph. It is usually the first sentence in an academic paragraph. It is the most general sentence which means that there are not many details in the sentence but that the sentence introduces an overall idea that you want to discuss later in the paragraph. Here are some examples of topic sentences:

1. *My hometown, Birtaplasa, is very popular with its amazing scenery sites.*
2. *Caesar store is a unique place for people to shop.*
3. *Having pet requires an extra patience.*

The three examples of the topic sentences above are presented very obviously and show clear identity of how the paragraph will be developed. Each of those topic sentences are completed with clear controlling idea as how the writer must develop and limit the content / idea of the paragraph. The undelined parts of each topic sentence indicates the controlling idea that means the idea must focus and discuss only on this specific topic. Topic sentence #1 for example, paragraph writer must discuss how popular Birtaplasa from its amazing scenery sites. The paragraph must tell, describe or expose how amazing the scenery that the Birtaplasa has. The word amazing might have key word for writer to tell the scenery. It also happens for topic sentence #2 where the paragraph must tell how unique the store is for people to shop. Anything that does not correspond to the uniqueness will, of course, fail to make the paragraph runs



very well. Topic sentence #3 has the same sense as other two topic sentences. It attempts to expose how hard someone to have a pet since it needs an extra patience. The paragraph then must tell senses of extra patience when having a pet.

### **Characteristics of Topic Sentence**

To be familiar with Topic sentence, it is necessary then for writer to understand the characteristics of Topic sentence.

1. It is in the form of sentence.
2. It has one central idea.
3. It is inviting or challenging.
4. It is affirmative format.
5. It is general not too specific.

The three previous topic sentences may cover those five characteristics above. A topic sentence clearly identifies the main idea of each paragraph. It restricts, limits, controls the idea developed within the paragraph. It is usually, but not all the times, situated in the first or second sentence within a paragraph or even at the end of it which may function as a concluding sentence as well. Look at the following bad topic sentences:

1. *Jakarta is the capital city of Indonesia.*

It is not topic sentence because the idea is too narrow and it is a fact which cannot be developed further.

2. *Teaching is difficult.*

This is very broad idea when using this sentence as a topic sentence. It needs to be formulated more specifically. Teaching what? And difficult for whom? Answering these two questions may cover the weakness of it.

3. *Why traditional values are disappearing.*

This is obviously not a topic sentence because it is incomplete sentence which is ungrammatically accepted.

4. *I would like to discuss the effect of consuming junk food.*

This can be a good topic sentence but it needs to be delivered more challenging and inviting and even provoking. Avoid delivering your topic sentence by announcing it. For example: *Consuming junk food a lot makes people suffered.*

A good topic sentence clearly introduces the topic of the paragraph and makes a point about that topic (a main idea). It makes a statement which is neither too broad nor too narrow. Now, look at the following sentences. Then decide whether they are topic sentences or not and correct them when they are not.

1. Online shopping is attracting and it is fun. ( Y / N )

2. \_\_\_\_\_ ( Y / N )  
My mother always cooks for my breakfast.

3. \_\_\_\_\_ ( Y / N )  
Having younger brother or sister is irritating.

4. \_\_\_\_\_ ( Y / N )  
What a great house he has.

\_\_\_\_\_

5. Writing is fun. ( Y /  
N )

\_\_\_\_\_ ( Y /  
N )

6. Owing smartphone can be expensive.  
N )

\_\_\_\_\_

After determining the topic sentences above, now make  
topic sentences of your own with interesting controlling ideas.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

## UNIT 2

### Paragraph Structure 2

#### A. Brief Description

This unit discusses a paragraph structure focusing on body sentence and a concluding sentence of a paragraph. The coverage of the topic will mainly be about elements within body sentences such as unity and coherence reflected in supporting sentences delivered and the whole paragraph presentation. A concluding sentence which is optionally made is also discussed.

#### B. Relevance

This sub topic of a paragraph writing deals with how it supports the topic sentence set earlier. The topic will obviously provide relevances to the completeness of writing out a complete paragraph. Students need to ascertain that the body sentences they write will truly and logically support the topic.

#### C. Learning Outcome

Students are expected to be able to make unity and coherence ideas to support the topic sentence they have constructed. Students are also expected to recognize the way how to make a concluding sentence.

### Body Sentence

After knowing topic sentence of a paragraph, now we will continue to discuss the next element or part of academic paragraph which is called Body Sentence. The body of a paragraph consists of several sentences supporting the idea set in the topic sentence. These supporting sentences are the elaboration of the controlling idea written in the topic sentence. The supporting sentences are also the important points that must be developed coherently and in united way (unity) following the idea of the topic of paragraph. Coherently, the supporting sentences used must cover *the order of priority and the flow of*

*the paragraph writing.* The order of priority here means that your supporting sentences must put the first important part to be delivered and then followed by another one. Meanwhile, regarding the flow of the paragraph, we have to be sure that the supporting sentences are presented very smoothly by inserting appropriate transition signal to connect one sentence to another.

In terms of the unity, the paragraph must have the quality of being unified. To put it simply, you do not put a sentence that does not support or are not relevant to the paragraph particularly to the topic sentence as the central idea. Look at the following example concerning with paragraph coherent and unity.

*My workplace and my hometown have many things in common. First of all, these two towns are located at urban communities with big number of population. My workplace, Gresik, For example, has approximately 120.000 people to live in. Similarly, my home town, Bangil, contains around 115,000 residents. This population expands to 117,000 people when employees from city neighbour are starting working. Another similar way possessed by these two towns is that they are situated in urban areas. Gresik is very popular with its industrial city where many big industries are located firmly in this town that invite outsider to work for. In the same way, Bangil is a city of industries where a lot of workers working for big industrial factories. The third thing these two town has in common is the weather, these two towns most of the time have hot weather which sometimes reaches 33 to 34 celcius degree of their air*



*temperature. The three similarities of these two towns make them alternative places for people to enjoy living there.*

5

The first sentence of the paragraph (the underlined one) is the topic sentence which the rest of the sentences must focus on this part. As seen in the paragraph, the first supporting sentence begins with phrase 'first of all' to indicate that it has direct connection with previous sentence. This phrase functions as transition signal to bridge one sentence to another in order to create a smooth flow of the paragraph. Other similar transition signals used are; 'for example', 'Similarly', 'Another similar way...', 'In the same way', 'The third',... These transition signals make the paragraph runs coherently.

In terms of unity, the paragraph shows consistent supporting sentences where the three ideas developed are indeed very relevant to the topic sentence particularly to the controlling idea within the topic sentence. There are three things described of the similarities of the two towns and the similarities are discussed within the area of the topic. There is no a single sentence or details that are irrelevant or out of the topic. The yellow highlighted words or sentences are relevant to the topic sentence particularly to the controlling idea set within the topic sentence.

Now look at the following paragraph to learn more about incoherent paragraph. The following paragraph shows incoherent idea development. Please, try to locate the incoherent ideas. Then, try to improve the paragraph without adding any supporting ideas either supporting sentences or supporting details.

Although Batu, Malang, is a fairly small town, it offers a lot of recreational places for visitors to come. Visitors can experience wild rafting down to the A river. They can spend much of their time to go swimming in swimming spots such as in the B river, the C and many more. Visitors can amuse themselves by hunting different kinds of flowers that grow along riverside of Batu. Visitors who love camping will have fancy campgrounds that are naturally fresh, pure, and clean. Tourists or visitors can spend their leisure time at various hotels. There are a lot of comfortable and nice hotels offered. Visitors of Batu can go down to the central town for hunting souvenirs, gifts, or other interesting stuffs for their relatives when going back home. One fun activity they can do is to buy fresh milks available at the open market near the square of Batu. This town provides many spots for visitors to eat stretching along roadside of 'Payung' with different kinds of foods. They can enjoy gorgeous scennary while eating. There are several stores that sell items made by local people. They can also spend some time to do fishing in the river bank or fishing area provided by local government. Water sports near Songgoriti or Selecta become one of 'a must' visit for tourist either domestic or foreigners. Batu

*is a perfect recreation place for every one to visit.  
Every one will get joyful moods when visiting Batu.*

The above paragraph looks nothing wrong with it. It seems it has a principle organization which shows established paragraph structure. The paragraph starts with an interesting topic sentence with clear and developable controlling idea. The sentences come after are the supporting sentences which are developed unifiedly. The paragraph is ended with two sentences function as concluding sentence and final comment. When we look at it more thoroughly, the paragraph content actually has two parts. The first half relates to discuss activities outside of the town and the other half presents activities within the town area. The sentences indicating activities done outside of the town are much better to put in to one major part then followed by sentences related to activities done within the town. This will make the paragraph orderly organized, well arranged and more coherent.

However, ordering ideas into one part is not the only way to have paragraph coherent we need to improve the paragraph flow in order that it can run very smoothly. The only way to make the paragraph flow very well and is nice for readers to read is making it coherent.

Referring to the above paragraph, write down here your improved paragraph in the provided space below. Remember, it is not necessary for you to add more ideas nor supporting sentences not even supporting details. Just focus your thought on making the paragraph coherent.



The followings are some paragraphs showing ununified ideas. Please, try to locate them. Write them down clearly.

*The first advantage of online shopping is its better prices offered. In online shopping cheap deals with better prices are available since products come to buyer directly from manufacturer or seller without involving middleman. It is easier to find better prices and finally to make a deal. Not only its prices that is better but also cheap tax and even no tax provided. These two aspects make online shopping popular in people point of view.*

Write down here some key words or sentences showing ununified organization.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

*Online shopping sometimes presents inappropriate items. The displayed items are not in accordance to the buyer's expectation. For example, the size of clothes or shoes turns out not to fit to the size you normally use. It often happens also to other products such as furniture, lamps and others. Another inappropriate item presented in online shopping is the items delivered sometimes are not the same as the displayed items. Buyer gets different product when opening the wrap. Once, someone orders handphone but when the order arrives the content is different. It is a soap.*



*However, there are several online stores providing exchange services but still it already makes the buyer feel dissapointed.*

Write down here some key words or sentences showing ununified organization.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Now, look at the paragraph below. Try to justify whether they are coherent, unity or not. Write down the incoherent and ununified idea you probably find.

*Even though it is steep, climbing this hill is not dangerous, because there are some firm rocks along the sides that can be used as stairs. There are no trees around this hill, so it stands clearly against the sky and can be seen from many miles away. The third amazing feature is the giant old tree. This tree stands 25 meters tall and is approximately fifty years old. Another one is Coban Biru with its white and tall waterfall surrounded by steep cliff full of giant fern trees. The last one is the modern architectures built by strong hands of local people. The architectures are so beautiful with their amazing concepts. These five landmarks are truly amazing and make my hometown a famous place for people to live in.*

Write down here for the incoherent or ununified sentence / es you find. Then Fix the paragraph .

1. Incoherent sentence/es.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

2. Ununified sentence / es.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

3. The possible paragraph organization.

*My hometown is famous for several amazing natural features.* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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### **Concluding Sentence**

This element of a paragraph is situated at the end of a paragraph. As its name called, a concluding sentence attempts to conclude some points described or exposed previously in the body of a paragraph. It is written short sentence preceded by common transition signal such as finally, at last or lastly ect. a concluding sentence may not repeat or restate a topic sentence not even supporting sentence. It stands by itself with its point synthesized from the elaboration of the supporting sentences. The best example of a concluding sentence can be taken from the previous paragraph example. That is

*..... These five landmarks are truly amazing and make my hometown a famous place for people to live in.*

The position of a concluding sentence comes at the end of a paragraph since it concludes points described earlierly.

Now, have a look at the following paragraphs. Can you make a concluding sentence for each?

*Collecting stamp is an exciting hobby for several reasons. First, this hobby is not restricted by*

particular ages. It can be participated and followed by teenagers at any ages as well as older people to experience it. Another reason is that this hobby does not need a lot of money to spend. There is no expensive tools needed or equipments to deal with this hobby. What we need is just collecting stamp that can be obtained by buying them cheaply in post office or unused stamps from replied letter we get. We also just need a common book or paper to put stamps on it. The price of the book is very cheap and no need more equipments. The most interesting one of having this hobby is that we can build communication with those who love similar hobby. We can exchange various stamps with stamps owned by people from other countries which consequently build a friendship among.

Write down here some possible Concluding sentences from the above paragraph.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

*One reason I hate mosquitoes is because they are so annoying while I outside. For example, whenever we have cookouts, they want to swarm all around the food. Also, when I go fishing with my Dad, we always have to wear bug spray. The bug spray always stinks to high heaven! Then, if you do not want to use bug spray, the only other way to get them to leave you alone is to wear long sleeves. Yet, wearing long sleeves during hot summer day will be uncomfortable. Nothing ruins your day like bloodsucking mosquitoes. <sup>1)</sup>*

Write down here some possible Concluding sentences from the above paragraph.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

*English becomes the most important language in the world for some reasons. Firstly of all, English is an international language. It is spoken*

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<sup>1)</sup> Taken from [http://school.laloyus.org/assets/uploads/docs/Expository\\_writing\\_notes\\_with\\_writing\\_prompt\\_activity.pdf](http://school.laloyus.org/assets/uploads/docs/Expository_writing_notes_with_writing_prompt_activity.pdf)



*by many people all over the world, either as a first or second language. Secondly, English is also the key which opens doors to scientific and technical knowledge, which is needed for the economic and politic development of many countries in the world. Thirdly, English is a top requirement of those seeking jobs. Applicants who master English are more favorable than those who do not. From the facts above, it is obvious that every student should learn English to greet the global era.<sup>2)</sup>*

Write down here some possible Concluding sentences from the above paragraph.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

---

<sup>2)</sup> Adapted from Kumpulan Soal Think Smart Bahasa Inggris Kelas XI SMA/MA Bahasa

## UNIT 3

### **Paragraph Writing**

#### **A. Brief Description**

This unit presents a discussion on writing out a complete paragraph. It covers two steps within. The first is making paragraph outline or draft and the second one is developing the outline into a complete paragraph. several exercises on making outline of a paragraph are also presented.

#### **B. Relevance**

This topic presented in this unit is obviously contributive to students skill in writing since it attempts to formulate students way of thinking in organizing an academic paragraph. it will significantly help them later in developing and organizing an essay.

#### **C. Learning Outcome**

Students are able to draw an outline or draft of a paragraph and develop it into a complete paragraph.

Starting to write a paragraph is difficult indeed. First of all we have to know what must we write. Is the topic easily developed? Do we know pretty well of the topic? Are there enough sources, references to be put in? Do we have enough schemata/prior knowledge toward the topic? These questions are normally delivered by beginner even intermediater whenever they want to start writing. These questions are logic and need to be considered as starting point before starting to write. In this chapter we will begin to write a paragraph. However, we need to train ourself to determine the topic needed to be written.

## Planning a Paragraph

Sometimes to start writing we are so confused with what topic we need to write. Even if the topics are assigned to be written but they are often too broad, too general to be adequately written down or developed. As a result, we have to narrow the topic down into more specific one which may only be developed within one paragraph, remember, only one single paragraph and it cannot be developed further, unless we want our paragraph will look like an essay with very long stretching sentences with no indented new paragraph. Narrowing down the topic is very crucial in order that our paragraph look concise, coherent, and unity. If the topic is too general it will be difficult for us to develop ideas within a single paragraph. Consequently, our paragraph will lack of ideas since it cannot be developed adequately within one paragraph. So, restricting topic into more specific is badly required.

Let us have a look at the paragraph below. Please try to figure out what the topic is as well as the topic sentence is and finally the supporting sentences are. Are they developed properly or adequately?

*There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and*

lots of space for people to live. <sup>1</sup> As a result, Canada is a desirable place to live.<sup>3)</sup>

### **Paragraph Writing**

After determining topic of what we are about to write and develop through planning now we need to make an outline of a paragraph. A paragraph outline will help writers to develop their academic paragraph. It is a reference to guide writer in developing paragraph. An outline only consists some points that later will be completed with some necessary words in order that the paragraph looks coherent and unified. The outline or the draft actually functions to control what must be written to avoid unnecessary ideas. When writers write a paragraph sometimes and even most of the time they are likely to be carried away by delivering ideas which are not necessarily to be inserted. They are not aware of what the put in it is not unified with the topic sentence. This situation happens a lot as writers are under pressure or panic and think that the paragraph is completed. So, to avoid such circumstance making paragraph outline will assist writer much particularly those who are beginners.

When we finish with the outline the most important thing is that how we string points in the outline particularly the body into a coherent organization. Here, transition signals play very important role in completing paragraph coherent. Obviously, other additional words are also necessarily inserted to make the paragraph runs smoothly avoiding being awkward. Now let us have a look at the following paragraph.

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<sup>3)</sup>Taken from: [http://www2.actden.com/writ\\_den/tips/paragrap/topic.html](http://www2.actden.com/writ_den/tips/paragrap/topic.html)

Topic sentence :

*Water Park is a perfect place for children to play water.*

Supporting Sentence :

1. *find various water play grounds*
2. *play in lazy river and realize their childish sense*
  - *ride 'inner tube'*
3. *enjoy swimming*
4. *play in water waves*

Concluding Sentence :

*These water spots trully spoil children's desire to play water.*

The above outline is possibly developed through the following complete paragraph:

*Water Park is a perfect place for children to play water. Children can find various water play grounds such as water slide, splash pad, and spray ground to amuse and to satisfy their passion and desire to play. These three spots are not the only spots they can experience with. They can play in lazy river and realize their childish sense by playing in it where they can ride 'inner tube' designed as vehicle for them to float on the water. Children can also enjoy swimming in delighted swimming pools designed for their ages. Currently, they can also play in water waves where they can find and feel how 'waves' splash and hit them. These water spots trully spoil children's desire to play water.*



Now, look again for another example of both paragraph outline and the complete paragraph made based on the outline as follow.

Topic sentence :

*Water Park is a perfect place for children to play water.*

Supporting Sentence :

1. *find various water play grounds*

2. *play in lazy river and realize their childish sense*

- *ride 'inner tube'*

3. *enjoy swimming*

4. *play in water waves*

Concluding Sentence :

*These water spots trully spoil children's desire to play water.*

The above outline is possibly developed through the following complete paragraph:

*Water park is a perfect place for children to play water. They can find various water play grounds such as water boom, wavy water, sliding water ect. These places can really amuse them. At this water park, children can also play in lazy water and realize their childish sense. They can ride inner tube following the water flows. The place also provides children to swim. They can enjoy swimming in different ponds designed for children. In addition to this swimming amusement, children can play in water waves where they can enjoy it with others.*

*Principally, water park can make children wet with fun.*

Now, please make paragraph outline for the following paragraphs.

1.

*Owning a brand new car can be an expensive habit. First of all, we need to pay tax every year for sum of money. If the car is currently produced we must pay a lot for the tax. A car produced in 2019 for instance, has Rp 2.500.000,- to Rp 3.500.000,- of tax average. Secondly, the cost of maintenance is also another item that we need to spend for our car. Once we take our car to garage for one package of regular service it will be charged about Rp 1.000.000,-. In a year we commonly do this regular maintenance 4 times and it will spend around Rp 4.000.000,- to have our car perform better. This cost will be more when spare parts are required for the car. Another item we need to deal with is gasoline. Whenever we use our car we need to buy gasoline which is not cheap. It will cost Rp 7.400,- / litre for approximately 10 - 12 KM run. When we drive our car regularly within 5 - 10 KMs of the distance for work for example, then in a day we will spend around Rp 15.000,- to Rp 20.000,- and in a month it will cost Rp 500.000,- to Rp*

*600.000,- in average. Having a car is very exciting indeed but needs a lot of money to have it.*

Topic Sentence :

Supporting Sentences :

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Concluding Sentence :

2.

*Smartphone provides multitasking assistance for people. It helps people to operate variety of applications people need at the same time. People can open one application and also open other applications all together. They can browse to search information they want via internet browser offered by the smartphone and at the same time they can open other applications such as online transportation, listening to music with plenty of applications available, watching films or videos and many more. In addition to this multitasking assistance, people can also chat via different chatting applications and during chatting they can do things like reading articles of online newspaper, checking emails, and even writing via office*

*application such as word and excell, Lastly, people can make a phone call either by video calling or voice calling and at the same time they can keep other applications to work and keep them in windows browser where they can quickly reopen when needed. Finally, smarthphone is worthy to be owned considering its functions.*

Topic Sentence : \_\_\_\_\_

Supporting Sentences :

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Concluding Sentence : \_\_\_\_\_

The following incomplete paragraph outlines have been made for you. Complete the outline with some possible relevant points.

1.

Topic Sentence : *Organizing an academic paragraph is complicated.*

Supporting Sentences :

1. *correct and inviting topic sentence*
  - \_\_\_\_\_
  - *clear controlling idea*

2. \_\_\_\_\_

- *appropriate transition signal*

- \_\_\_\_\_

3. *unity ideas*

- \_\_\_\_\_

Concluding Sentence :

\_\_\_\_\_

2.

Topic Sentence : *Online transportation gives effective way to have public transportation.*

Supporting Sentences :  
and details

1. *Order by application*

- \_\_\_\_\_

- \_\_\_\_\_

2. \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

3. \_\_\_\_\_

Concluding Sentence :

\_\_\_\_\_



Now, develop the two paragraphs above into complete paragraphs.

The possible development of outline paragraph

1.

*Organizing an academic paragraph is complicated.*

The possible development of outline paragraph 2.

*Organizing an academic paragraph is complicated.*

Now, please, write a complete paragraph of your own and make sure that you have the outline with your paragraph.

The Outline:

Topic sentence :

---

Supporting Sentence :

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Concluding sentence :

---

Please write the complete paragraph of your outline!



## UNIT 4

### **Types of Paragraphs**

#### **A. Brief Description**

This unit presents a discussion and practices of writing out different kind of paragraphs. It covers three main types of paragraphs development namely; Descriptive, Narrative, and Expository paragraph. although, as a matter of fact, there are many more paragraphs types but these three can represent those other types such as argumentative, persuasive which may be covered in an expository paragraph. It is also paragraphs such as process paragraph, cause effect, comparison and contrast.

#### **B. Relevance**

This topic is clearly contributive to students to understand any different kinds of paragraph writing in order the know how to deal with them in the real world.

#### **C. Learning Outcome**

Students are able to write, develop and organize different kinds of paragraphs such as Descriptive, Narrative and Expository.

Basically, there several types of paragraphs such as Descriptive, Narrative, Expository, Argumentative, Cause and Effect, Comparison and Contrast, Process paragraphs ect. However, those kinds of paragraphs are not presented all within this book considering that some types would be typically discussed in different types of essay method organization such as comparison and contrast, process and cause and effect. This chapter will discuss 4 different types of paragraphs namely Descriptive, Narrative, Expository, Argumentative paragraphs.

### **Descriptive Paragraph**

This paragraph is designed to describe something or someone. The purpose is to describe something. For example, we can describe how our parents, teachers, friends, idols look like. The description can deal with what they like or dislike, what they want, their hobby mostly like, their favourite food, color and many more. The point of writing this type of paragraph for a writer is that to tell something which is beautiful, nasty, or something which is inviting, captivating or intriguing. Let us have a look at the example of the paragraph which is describing about one's dormitory room.

*My dorm room has a very good location in the women's dormitory building. It is located on the second floor, which means that I do not have to climb too many stairs. I can go down to the study room and the canteen, then up to my room again easily. When I forget something or leave my books in the room it is no problem to go back to the room. I also feel safe on the second floor. It is not on the ground floor, and I do not have to worry about thieves climbing into my room through the window, and in case of an emergency we are pretty close to the main exit on the ground floor. Another thing I like about my room is it overlooks a small garden at the back of the dorm building. I can see some trees and greenery from my window. It is also nice and quiet at the back of the building. Most of the noise and activity go on in the front, students coming and going, people*

*shouting to each other. Here at the back we are all far away from that hustle and bustle. In short, my room has an excellent location and I think I am lucky to have a room like that.*<sup>4)</sup>

As described above, the paragraph describes one's dorm. Although it is descriptive paragraph, it is still following the way how an academic paragraph should be developed. The paragraph has topic sentence locating at the first sentence of the paragraph. It is very clear and it has good characteristics of setting out topic sentence. The controlling idea is well developed where every supporting sentence within the paragraph presents how strategic the location of the dorm is. The writer tries to deliver evidences to make the paragraph unity and at the same time the writer uses some transition signals to make the paragraph coherent. The paragraph is closed with a concluding sentence.

Now, let us do some practices to write this type of paragraph. to realize it, please identify the following topics whether they can be possibly developed into descriptive paragraph or not. When they are possible, please write out topic sentences (in the blank spot provided) then draw an outline to be continued into a complete paragraph.

1. The Effect of Water Pollution

\_\_\_\_\_

2. My Beautiful Campus

\_\_\_\_\_

---

4)

<http://www.buowl.boun.edu.tr/students/Paragraph%20Development.html>



3. An Excellent Car

---

4. The Process of Water Purification

---

5. My Girl/Boy friend's Birthday

---

6. Online Transportation's Cost

---

7. The Great Cemetery of Sunan Giri

---

8. Reasons Why People Smoke

---

The Possible Outline of the paragraph:

Topic sentence :

---

Supporting Sentence :

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Concluding sentence :

Topic sentence :

\_\_\_\_\_

Supporting Sentence :

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Concluding sentence :

### **Narrative Paragraph**

This type of paragraph describes an event or tells a story which usually delivered chronologically. The paragraph can write about one's experience related to what he / she did.

*Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali. Suddenly, my car lunched to one side, to the left. I thought I got a flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks. Then, I saw lots of rocks tumbling across the road. I was trapped by the rocks. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left my car and walked along way to my house in the town. When I got there, I was so*

*surprised that there was almost nothing left. The earthquake made a lot of damages to my town. Although nothing was left, I thanked God that nobody was seriously injured.*<sup>5)</sup>

As seen on the above example of Narrative paragraph, it has topic sentence that develops writer's story regarding his experience during earthquake tragedy. The story is delivered chronologically with supporting sentences relevant to the central idea or controlling idea stated in the topic sentence. The underlined sentence is the topic sentence although it needs to be improved in order to be more inviting people to read for instance: "My experience during last week earthquake was shocking me out". This topic will probably be an interest for readers to read further.

After understanding the Narrative paragraph, please find or draw two pictorial series telling any stories that confirm with Narrative paragraph. Stick the pictures in the provided space below. Then, write down every event within every story into complete Narrative paragraph. Remember you have two series pictures. Consequently, there would be two Narrative paragraphs. However, you can only choose one of the two to make it into a complete paragraph of Narrative.

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<sup>5)</sup> <http://www.belajarbahasaingris.us/2012/01/contoh-teks-recount-my-horrible.html> dan <https://www.scribd.com/doc/216132127/Recount-Text>

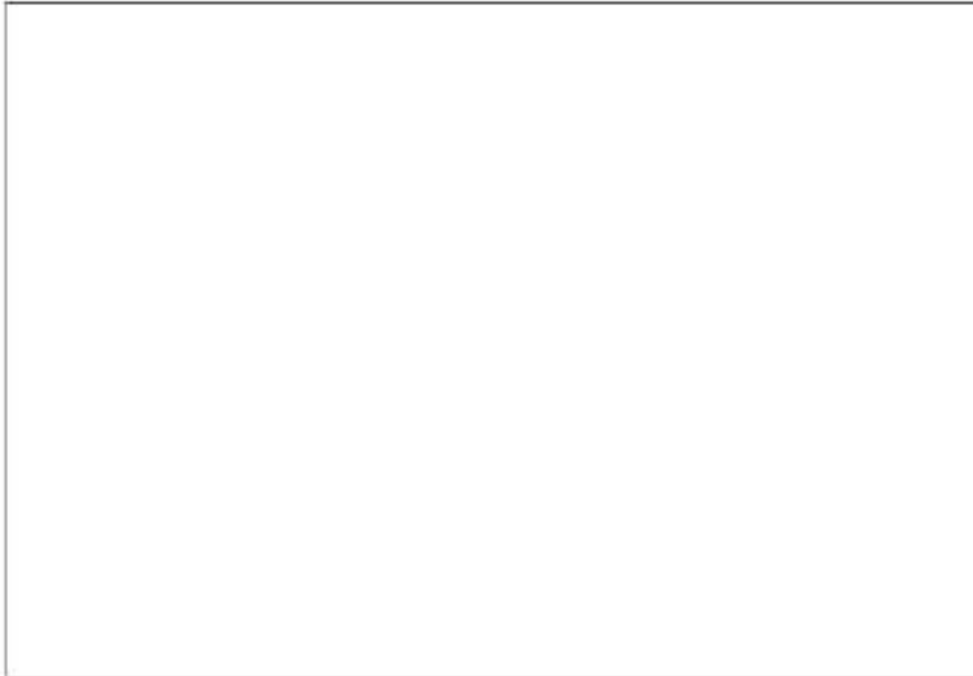
### Serial Pictures 1

1	2	3	4	5
6	7	8	9	10

### Serial Picture 2

1	2	3	4	5
6	7	8	9	10

Write your complete paragraph referring to the serial pictures you have stuck out. Please choose one of the two.



To be accustomed to understanding this type of paragraph, please tell your past experience in the form of Narrative paragraph related to the following:

1. College entrance
2. Exciting travelling
3. Visiting relatives
4. Dating
5. Making a friend
6. Special event
7. Particular tragedy
8. Holiday

### **Expository Paragraph**

Principally, types of paragraph consist of Descriptive, Narrative, and Expository paragraph. The two mentioned and

explained earlier are clear and vivid. Meanwhile, the last part called Expository paragraph may cover other types of paragraph writing although actually there is a little different among the paragraphs under the umbrella of this paragraph type such as argumentative, persuasive, comparing and contrasting, cause and effect, and process paragraph. they basically attempt to explain, analyse by providing information and explanation based on facts, illustration or evidences. The expository paragraph is the presentation of information, opinions, or ideas. It exposes something about a topic. There are two types of expository paragraphs to explain facts or convey information and to persuade or argue an opinion. Arguing an opinion is then called argumentative paragraph.

An argumentative paragraph delivers one's opinion or point of view toward something, someone or anything requiring strong evidences. It is opinion claimed by a writer that must be supported by facts. The facts are the evidences to justify writers' claim toward their opinion. The evidences can be derived from writers' personal experiences, logical reasons, research results and many more that clearly state a stance of the topic issue. The sources of evidences must accountable, qualified and credible. The sources can be taken from article of research, newspaper, magazines, websites and other reputable and credible sources.

Argumentative paragraph principally attempts to influence or persuade readers to believe in what the writer believes in. So that is why this type of paragraph can also be called a persuasive paragraph although actually there is a slice different of these two paragraphs especially on the way how to develop a persuasive paragraph at the end of the paragraph. Finally, the Expository paragraph attempts to explain readers to get vivid information. It is just explaining without trying to influence or persuade readers. When we do persuading,



influencing or giving justification on our opinion we go to argumentative and persuasive paragraph. so, the method or delivering ideas are making several paragraphs under the point of expository paragraph. Look at the following examples of paragraph expository. The first is clearly expository, the second one is an expository paragraph presented argumentatively, and the last one is also called expository but it is delivered in persuasive way.

*The rainy season of last year was very rare causing worst drought in the last 5 years. Rain did not fall for 6 months resulting in dry land and water sources. According to BMKG, this year rain is predicted to decline in the next month. If it happens, it can be ascertained that this year dry is not an ordinary dry season, because it occurs for 7 months. Whereas according to data submitted by BMKG last year, drought only occurred for 5 months.*<sup>6)</sup>

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<sup>6)</sup> Adapted from <https://notepam.com/contoh-paragraf-argumentasi/>

## UNIT 5

### **Essay Writing-(Essay Structure)**

#### **A. Brief Description**

This unit introduces students how to write an essay. It begins with the essay structure/skeleton of the essay and detail discussion of each parts of the essay skeleton such as the Introductory paragraph, the Thesis Statement, the general statements, the Body paragraph, and the Concluding paragraph of an essay. Several exercises are included to make students comprehend easily toward the material.

#### **B. Relevance**

This topic provides students with competences in developing an essay. it will assist them to deal with how to write, develop and organize a composition that has big topic and wider scope.

#### **C. Learning Outcome**

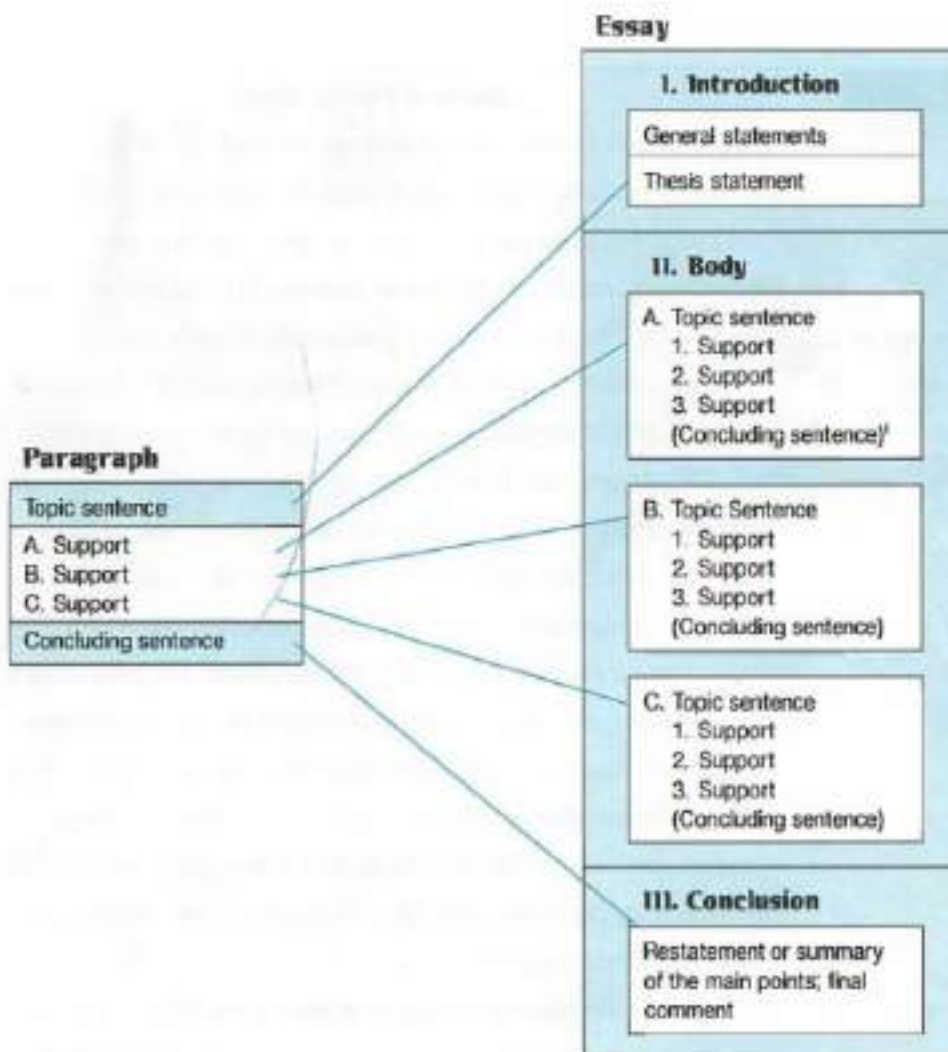
Students are expected to be able to write an essay in a well organized composition.

Writing and developing essay is indeed difficult. There are a lot of elements a writer must concern with such as the whole organization, the language used, the ideas presented, and many more. That what makes essay writing becomes so complicated to deal with. However, it comes so easily when we are accustomed to developing it as long as we do some practices a lot. At this section, essay structure as the first thing to be recognized is discussed earlier.

#### **Essay Structure**

The structure of an academic essay principally has similar essay format. It consists about five paragraphs long which cover one paragraph as the introduction, three paragraphs as the body, and one paragraph as the conclusion. Although the

length of essay can go much longer its body paragraph basically has basic structure that we had discussed earlier in paragraph writing where each paragraph has a topic sentence, supporting sentences and details when possible, and a concluding sentence. The skeleton of an academic essay consists of three main parts that each of these parts have subsequent parts as drawn in the following chart:



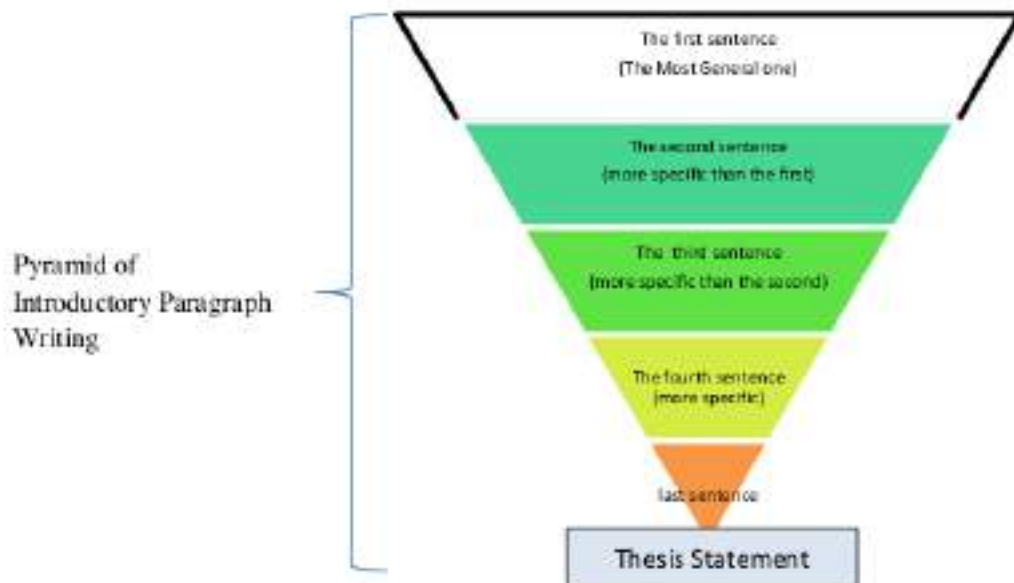
1.2 The Chart of an Essay Taken from Oshima & Hogue 2007

The chart or diagram shows how an academic essay flows. It begins with an introductory paragraph where it contains two parts followed by body paragraph with its topic sentences, and ended by a concluding paragraph. this is the skeleton of an academic essay and each of the section will be discussed.

### **Introductory Paragraph**

As described earlier that the first section of an academic essay is writing out an introductory paragraph. This first section covers two aspects. The first one is general statement that functions to lead and drive readers to the central idea of the essay. This general statement is developed within 4 to 5 sentences minimally. The first sentence of the general statement is the most general one then is followed by incoming sentences which are more specific and more specific. The more sentences we write after one sentence the more specific they will be. The last sentence of the general statement leads to the introduction of thesis statement where central idea of the essay is located.

The writing of general statement must be linearly constructed to assure its nice flow. This is to guarantee that the introductory paragraph will not look like a summarized paragraph where each point is written without considering how it fairly flows. The illustration of the the general statement is drawn as follow.



1.3 Chart for Introductory Paragraph

The flow of an introductory paragraph is like pyramid where the upper section is very general which then is followed by several specific sentences. This format is ended by a thesis statement which is the second part of the introductory paragraph writing or the lower section of the paragraph. This thesis statement is similar to a topic sentence in paragraph writing. It presents central idea of what the essay is about. Thesis statement is always located at the end of an introductory paragraph. it is not like topic sentence where it may locate at different position (in the first, middle, or at the end of a paragraph). Thesis statement is more general than topic sentence. There is only one thesis statement as a central idea to be developed which later can be broken down into some topic sentences to form body paragraph. Finally, general statement and thesis statement are two aspects that must be written very logically in an introductory paragraph. Here is an example of an introductory paragraph.



*World cup 2006 was the most historical event ever. It was signed by the victory of a French team of this 4-year-event. It was the first winning of the representative of European countries after three times of Latin America. The French team won this cup with struggle. Each player contributed significantly to the game. Regardless of each player contribution, Zidane was the most valuable player on the French Team during the last World Cup championship.<sup>7)</sup>*

The example of an introductory paragraph above represents the pyramid of an introductory paragraph writing. The first sentence begins with very general statement initiating of discussing a central idea within the thesis statement that is 'Valuable Player in French Team'. This topic then is narrowed down into discussing one player only to form acceptable and developable thesis statement. The second sentence up to the rest of the sentences (before the thesis statement) are written more specifically. Look how one sentence to another is formed and connected. They run very smoothly and do not jump out one to another. Each sentence is written by repeating previous unit or element to create a coherent and smooth flow such as '...the victory of a French team...' is repeated with '...the first winning of the ...' or by making different element which is in one unity such as 'The French team won ...' is

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<sup>7)</sup> Adapted from <http://www.teslimes.com/writing.html>



scrutinized more specifically with '*Each player ...*'. The repeated element could be synonymized or replaced with element that has similar meaning or the one that is part of it. Those elements make the general statement for every sentence flows very smoothly.

Meanwhile, the underlined sentence is the thesis statement of the introductory paragraph. This thesis statement is a result of a topic extraction that is 'Valuable Player in French Team' to discuss only one player. This thesis actually must be set earlier before putting it into an introductory paragraph. This means that a thesis statement must be formed in advance before writing out an introductory paragraph. This is done in order that a writer has reference what to write in the general statement. Of course, forming a thesis statement must follow some criteria.

### **Thesis Statement**

Thesis statement is the important element of an academic essay. It is the heart and the central idea of the essay which is used as reference to be developed in a complete essay. A thesis statement is always in the form of sentence and its position is in the last sentence of an introductory paragraph. To know more about thesis statement, the following is some criteris of making thesis statement:

1. It is expressed in a complete sentence.
2. It can be developed or broken down into some topic sentences.
3. It expresses an opinion, attitude, idea not simply announce the topic the essay will develop.
4. It should not express a fact.
5. It expresses one idea toward one topic.
6. It is inviting readers to read.

Now, have a look at the following examples of thesis statement:

1. *Studying at college requires several complicated procedures to follow.*
2. *The advantages of consuming junkfoods are very far from their disadvantages.*
3. *There are three urgent reasons why people love to have online transportation.*
4. *People in my country do several unique customs as these three examples of them are illustrated.*

Looking at the three examples of thesis statement above, some criteria of writing out thesis statements are fully completed. They are constructed in the form of sentence and express opinion or attitude and are not expressing a fact. Several key words such as 'complicated', 'far from', and 'urgent reasons' show elements of the criteria forementioned.

Now, have a look at the following statements and justify whether they are good thesis statements or even not thesis statements at all. Make some improvements if necessary.

1. *The advantages of majoring in Economics.*  
\_\_\_\_\_
2. *I would like to discuss my critical views on the Asian games.*  
\_\_\_\_\_
3. *My vacation in Malang was a lot of fun, and I liked visiting the Apple town, too.*  
\_\_\_\_\_

4. *Why do I want to be an accountant?*

\_\_\_\_\_

5. *The effects of air pollution are often unpredictable.*

\_\_\_\_\_

6. *There many advantages and disadvantages to going to college.*

\_\_\_\_\_

7. *I am going to explain why I decided to study abroad.*

\_\_\_\_\_

Now, practice to make your own thesis statement but before that you have to be sure that your thesis statement has topic.

1. Topic :

\_\_\_\_\_

Thesis Statement :

\_\_\_\_\_

Topic :

\_\_\_\_\_

Thesis Statement :

\_\_\_\_\_

2. Topic :

\_\_\_\_\_

Thesis Statement :

\_\_\_\_\_

### **A Complete Introductory Paragraph**

When we finish with formulating thesis statement now it is time to put it in a complete introductory paragraph.

Remember, soon after formulating thesis statement general statement of your own must be made to complete the paragraph. Now, look at the following paragraph as the development of one of the examples of thesis statement presented earlier that is 'people in my country do several unique customs as these three examples of them are illustrated'. The possible introductory paragraph development can be seen as follow.

*Travelling overseas is always fascinating, especially if it is a foreign country which is completely different from ours. We can have culinary visit where we can be pleased in tasting plenty of new foods, viewing extraordinary sceneries, and learning variety of cultures and customs. These cultures or customs may give very exciting life adventures that we would never forget in our life. The activities routinely done by local people, even the people itself and other things that make us delighted are among few things we can experience with. My country commonly has what others possess. However, when you visit my country you might think that the people here do several unique customs as these four examples of them are illustrated.*

The introductory paragraph above is about unique customs owned by people in writer's country. The thesis statement is very clear, challenging and developable. The general statements are made to lead readers to the introduction of the topic particularly the thesis statement. Remember,

although we have exactly the same thesis statement the general statement may be written differently. The above paragraph is only an example. You may develop other general statements as long as they are interconnected and they flow linearly.

Now, please develop a complete introductory paragraph with one of the thesis statements below. You may make some changes if necessary but not make a new one. Look at the example of the changes. You are interested in thesis statement number 2 for instance, here you can make some changes such as '*Junkfood gives its eater three benefits*'. You can change it as long as you do not make any extreme changes or make new thesis statements.

1. *Studying at college requires several complicated procedures to follow.*
2. *The advantages of consuming junkfoods are very far from their disadvantages.*
3. *There are three urgent reasons why people love to have online transportation.*
4. *Having a pet can be fun for some reasons.*

Write down here for the possibility of your introductory paragraph.

<hr/> <hr/> <hr/>
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### **Body Paragraph**

The body of an essay is the main section of the whole essay. It is the place where ideas are developed and organized. This section is the longest which contains groups of paragraphs. Here, every paragraph discusses one main idea called topic sentence. This topic sentence derives from the central idea within the thesis statement in the introductory paragraph. Body paragraph commonly has three paragraphs or more. However, it might have two when the ideas require two paragraphs development and no more ideas can be further developed. Every paragraph within this body has **topic sentence, supporting sentences and** details, and **a concluding sentence** (optional). It is like **the** way how basic academic paragraph is organized and developed. So, it is not necessary anymore to discuss this issue.

Since every paragraph has its own topic sentence supporting the central idea within the thesis statement and every paragraph is packed in one package called body paragraph, the role of paragraph coherence here is very important. It attempts



to make one paragraph to another correlated and flows very nicely. Look at the following example of a body paragraph with introductory paragraph precede it.

Introductory Paragraph

World cup 2006 was the most historical event ever. It was signed by the victory of a French team of this 4-year event. It was the first winning of the representative of European countries after three times of Latin America. The French team won this cup with struggle. Each player contributed significantly to the game. Regardless of each player contribution, Zidane was the most valuable player on the French Team during the last World Cup championship.

Body Paragraph

Zidane was the most valuable player because he was a team leader. He motivated his teammates to play their best and not give up. Furthermore, he also gave them good advice to improve their performance. Finally, he also acted responsibly and advised the fans to act peacefully.

In addition to being a team leader, Zidane demonstrated great athletic ability. He scored three goals in the last game and always practiced hard between games. Additionally, when everyone else was tired and slowing down, he continued to give his

*best effort and work hard. This resulted in his team's victory.*

*Not only did Zidane demonstrate great athletic ability; he also played even though he was injured. He played the last two games with an injured knee. The doctors told him it was risky to continue to play and that he could permanently damage his knee. However, Zidane stated that he played because his team needed him.* <sup>8)</sup>

This example is not an essay yet because it is not complete. It has no concluding sentence. Let us focus on the body of this example. There are three paragraphs discussing three topic sentences (the underlined sentences) deriving from the thesis statement stated at the end of the introductory paragraph. Each of this topic sentence is developed like the way how basic paragraph is developed and we have clearly discussed this earlier in previous chapter. As seen in the body paragraph each paragraph begins with clauses which function to bridge the gap between one paragraph to another. This 'bridge' is popularly called transition signal. Clauses such as '*In addition to being a team leader*' and '*Not only did Zidane demonstrate great athletic ability..*' are used to show how a good paragraph body is supposed to flow. By the help of transition signals such as 'in addition to...+ element repetition' and 'Not only did...+ element repetition' the paragraphs go smoothly. Without any transition used, the paragraphs seem

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<sup>8)</sup> Taken from <http://www.tesoltimes.com/writing.html>

awkward and stand by their own like paragraph summary. The first paragraph of the body probably does not use transition signal to begin with but there is element used to repeat the element stated in the thesis statement; *'the most valuable player..'*

Now, choose one among the following thesis statements to be developed into body paragraph OR you can use your previous thesis statement that you have put it in the introductory paragraph you have made in the earlier exercise. You may change some elements that fit to you if you choose new thesis statement.

1. *Studying at college requires several complicated procedures to follow.*
2. *The advantages of consuming junkfoods are very far from their disadvantages.*
3. *There are three urgent reasons why people love to have online transportation.*
4. *Having pet can be fun for some reasons.*

Write down here your body paragraph from your chosen thesis statement.

### **Concluding Paragraph**

The last section of an academic essay structure is paragraph conclusion. Your essay is not completed yet if it does not have a concluding paragraph. Concluding paragraph depends on largely what was written and developed in the body of the essay. Smalley, Ruetten, Kozyrev (2001: 121) state that there is a standard way how to write or organize concluding paragraph as describe below:

1. Restate the main points discussed in the body. This should be presented briefly.
2. Restate the thesis statement in different words to avoid repetitious sounding.
3. Making new topic for a conclusion should be avoided.

Take an example an essay about 'Valuable player in French team', the concluding paragraph might look like the following.

*In short, the victory of France team in the world cup was unpredictable. One of the players, Zidane, had contributed valuably during the championship. He led his team wisely and fairly. He also played hard and tough. Zidane should be the icon of the France football history.*<sup>9)</sup>

The transition 'in short' is added earlier to show that the essay comes to an end and the writer will close it by delivering a concluding paragraph.

Now, with your previous introductory paragraph and body paragraph, complete your unfinished essay with a concluding paragraph. Write the conclusion below.

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<sup>9)</sup> Taken From: <http://www.testtimes.com/writing.html>

## UNIT 6

### Essay Writing (Planning an Essay)

#### A. Brief Description

This unit prepares students to write and develop an essay. The process starts with an outline they must make before developing it into a complete essay. Examples and explanations given to equip students with full understanding of making an outline of an essay as well as to convert it to a complete essay.

#### B. Relevance

This topic will help students to prepare to make an essay. It help students to organize their essay logically and consequently their essay writing will be much easier to be developed and organized.

#### C. Learning Outcome

It is expected that this topic will give students practical skill to make a logical outline of how their essays are to be developed. It is also expected to help students develop their complete essay writing.

After understanding the structure of academic essay and some details about each element within, now it is time to start writing a complete essay beginning from introductory paragraph to concluding paragraph. Nonetheless, there one step that may help writer to develop a complete essay. That is making a plan or draft or essay outline. This essay outline will assist writer to develop ideas more comprehensively since writer has reference or guide to write.

Drafting an essay is not very complicated as long as we know more about topic that will be developed. However, whenever we recognize the topic we need to understand the format of writing out essay draft. Essay draft is basically the



essay skeleton. Have a look at the skeleton of an essay outline below.

**Thesis Statement**

1. **Topic Sentence**
  - a. Supporting sentence
  - b. Supporting sentence
  - c. Supporting sentence
  - d. Concluding sentence (Optional)
2. **Topic Sentence**
  - a. Supporting sentence
  - b. Supporting sentence
  - c. Supporting sentence
  - d. Concluding sentence (Optional)
3. **Topic sentence**
  - a. Supporting sentence
  - b. Supporting sentence
  - c. Supporting sentence
  - d. Concluding sentence (Optional)

In the first part a thesis statement is written in complete sentence then write out the first topic sentence with complete sentence as well. This first topic sentence is then followed by several supporting sentences and a concluding sentence. This process also goes for the incoming topic sentences, supporting sentences, and concluding sentence. In writing out supporting sentences it is not necessary that they are in the form of sentences or not. They can be clauses or even phrases. It does this way since it is a draft. the most important thing is that each supporting sentence must be parallel.

Now look at the following example of an essay outline that follows the skeleton above.

### **Thesis Statement**

*Zidane was the most valuable player on the French Team during the last World Cup championship.*

1. *He was team leader (Topic Sentence)*

*a. motivated his teammates*

*b. gave good advice*

*c. acted responsibly*

Supporting sentences

*d. advised the fans to act peacefully*



2. *Mr. Zidane demonstrated great athletic ability. (Topic Sentence)*

*a. scored three goals*

*b. practiced hard between games*

*c. continued to give best effort and worked hard*

3. *He also played even though he was injured. (Topic Sentence)*

*a. played the last two games with an injured knee.*

*- very risky to play*

As displayed above the outline follows the format of essay outline skeleton. It begins with a thesis statement followed by topic sentences where every topic sentence has its supporting sentences or / and details. The supporting sentences have the same format or parallel one to another.

Look at the following incomplete essay outline. Add more supporting sentences for every topic sentence the outline has.

1. Thesis Statement

*Playing game is not wasting time.*

1. *It can be a tool for beneficial teaching.*

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. *It amuses someone for an entertainment.*

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. *It provides social networking among gamers.*

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. Thesis Statement

For some people cell phone has become part of everyday life.

1. **11** helps them run business effectively.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. \_\_\_\_\_

a. \_\_\_\_\_

- b. \_\_\_\_\_
- c. \_\_\_\_\_

Now, with your own 2 thesis statements try to make an essay outline that later it will become your complete essay.

1. Thesis Statement

\_\_\_\_\_

1. Topic sentence

\_\_\_\_\_

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. Topic sentence

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. Topic sentence

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. Thesis Statement

\_\_\_\_\_

1. Topic sentence

\_\_\_\_\_

- a. \_\_\_\_\_
- b. \_\_\_\_\_

2. Topic sentence

\_\_\_\_\_

- a. \_\_\_\_\_
- b. \_\_\_\_\_

## UNIT 7

### Writing a Complete Essay

#### A. Brief Description

This unit delas with example and practices to develop an essay. Students are fully expected to practice a lot to write an essay based on an outline they construct earlier. However, example of a comple essay is given to recall students' memory on a complete essay writing.

#### B. Relevance

This unit and this topic is the main menu of writing an essay. it is significantly necessary to have this topic for students in order they know how to write an essay.

#### C. Learning Outcome

Students are able to write an essay in well organized essay.

A complete essay consists of minimally 4 to 5 paragraphs. They are 1 paragraph for the opening or introduction (Introductory paragraph), 2 or 3 paragraphs for the body, and 1 last paragraph for the conclusion. The academic essay must follow rules of developing good and well organized essay. Similar to paragraph development and organization, essay must be developed both coherently and unifiedly. Have a look at the following essay:

#### Zidane: 2006 World Cup Rising Star

*World cup 2006 was the most historical event ever. It was signed by the victory of a French team of this 4-year event. It was the first winning of the*

Introductory  
Paragraph

representative of European country after three times of Latin America. The French team won this cup with struggle. Each player contributed significantly to the game. Regardless of other players contribution, **Zidane was the most valuable player on the French Team during the last World Cup championship.**

He was the most valuable player because **he was a team leader.** He motivated his teammates to play their best and not give up. Furthermore, he also gave them good advice to improve their performance. Finally, he also acted responsibly and advised the fans to act peacefully.

In addition to being a team leader, **Zidane demonstrated great athletic ability.** He scored three goals in the last game and always practiced hard between games. Additionally, when everyone else was tired and slowing down, he continued to give his best effort and work hard. This resulted in his team's victory.

Body Paragraph



*Not only did Zidane demonstrate great athletic ability; he also played even though he was injured. He played the last two games with an injured knee. The doctors told him it was risky to continue to play and that he could permanently damage his knee. However, Zidane stated that he played because his team needed him.*

Concluding Paragraph

*In short, the victory of France team in the world cup was unpredictable. One of the players, Zidane, had contributed valuably during the championship. He led his team wisely and fairly. He also played hard and tough. Zidane should be the icon of the France football history.<sup>10)</sup>*

The above essay comprises 5 paragraphs. The first one is the introduction that consists of general statements and thesis statement (the last sentence of the introductory paragraph). The second one is the body of the essay covering 3 paragraphs with three topic sentences which is written at the first sentence of each paragraph. The essay is ended with a concluding paragraph.

Now, referring to your essay outline made earlier in this unit please develop your outline to become a complete essay. Underline your thesis statement and also your topic sentence of

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<sup>10)</sup> Taken from: <http://www.testtimes.com/writing.html>

every paragraph body. You can start writing here. Make sure that you have a title for your essay.

## UNIT 8

### **Method of Essay Organization (Chronological Order Essay)**

#### **A. Brief Description**

This unit starts with a discussion of different kinds of essay method organization. However, this unit only present 1 kind of it as others are discussed in another unit. The kind of the essay is Chronological Order. Some exercices are presented to see how students practically comprehend this topic.

#### **B. Relevance**

This topic of discussion can provide students horrizon to understand how to develop an essay with a particular topic such as how certain thing works.

#### **C. Learning Outcome**

Students are hopefully to be able to develop a Chronological essay or a Process essay.

After discussing basic essay organization and practice writing of an essay, now as the next step that you need to know is methods of essay organization. There are four essay method organization that will be presented here at this chapter. Remember, the topic is not the types of essay but the types of essay organization method. This means that the discussion will be touching the way how to organize the essay in different method of organization with of course an appropriate topic. The basic format of the essay does not change only the way how it organizes. Although actually there are more essay methods of organization this time four types of them will be the main menu for the discussion. Those four are Chronological Order, Logical Division, Comparison and Contrast, and Cause and Effect Essay.

### **Chronological Order Essay**

This type of essay method organization is also popularly called a process essay. This essay attempts to present a series of actions leading to an expected or planned end. As its name labelled, this essay consider a chronological process of how things happen or how things work. It deals with the order of happening of things. This type of essay consists of two kinds in the way of organizing it. The first one is organizing an essay by delivering instruction or direction of how to do something or how to fix something. Its main goal is to give clear steps of a particular procedure to work. The second one is an essay that is organized by presenting analysis of how something works, how something happens, how something is accomplished or done. Each of these two types can be seen from the following examples. Have a look at the example of the first chronological order essay that relates to delivering instruction or direction.

#### *How to Write an Essay*

*Writing out an academic essay is not an easy work. Since an essay consists of several paragraphs we then need to pay attention on many aspects of how an academic essay must be developed. The organization, the language used, ideas, and many other aspects that may support a presentation of a well organized and logic essay development. These aspects of requirements are significantly important for an essay writer to deal with. However, there is an important thing to have before a complete essay is accomplished that is essay procedure development. There are four procedures an essay writer must do to write an essay.*

The first one is set a thesis statement logically. At this phase a writer must prepare a good thesis statement as central idea to be developed into an essay. The thesis statement must devinitely be logic that can be developed within several paragraphs. In order to have sense of logical, the thesis statement set must have a central idea that may control the idea to be developed later in the body paragraph of an essay. This functions to limit the essay development not to discuss ideas set in the thesis statement.

After setting out thesis statement, the second step to do is put your thesis statement into a linear introductory paragraph. The thesis statement is placed at the end of the introductory paragraph after several general statements are made. Each general statements are made so specifically after one to another to lead readers to the introduction of the topic the essay is going to discuss that is the thesis statement. The first sentence of general statement must be more general than the second one, and the second must be more general than the third and so on until they come to the thesis statement.

The next step when finished with an introductory paragraph is break down thesis statement into topic sentences to be developed into body paragraph of essay. The thesis statement

is developed through the result of breaking it down into logic and developable topic sentences. Each of the topic sentence must be relevant to the thesis statement and it is plausible. It has controlling idea to control idea developed later within body paragraph of the essay. The thesis statement is developable and plausible.

The fourth, develop each of your topic sentences into paragraphs acceptably. Each of topic sentence must be developed into paragraph with several supporting sentences and details that follow. The supporting sentences must be unified where every sentence must discuss one idea set in the topic sentence. They are also to be coherent that all sentences are constructed in such a way that may run and flow smoothly.

The last procedure is that close your essay with good concluding paragraph. A concluding paragraph must be concised with points taken from what you have written in the body. It may also restate your thesis statement with words you make by your own. This concluding paragraph is finally ended with final comment if necessary.

Above all, writing out an academic essay requires clear composition of the essay structure in order not to jump out to the correct format. Formulating thesis statement, elaborating thesis statement into body with acceptable topic



*sentences, and delivering concise concluding paragraph are several points of essay that have to be included appropriately.*

When you look at the essay completely it does not have different essay format from the basic essay. the essay has common parts as basic academic essay. they are Introductory paragraph with general statements in it and thesis statement come after. The second part of the essay is the body paragraph where each of the paragraph has topic sentence like a common academic paragraph has. This body paragraph comprises several paragraphs elaborating one big idea of the thesis statement through each topic sentence each paragraph has. The essay is also closed with a concluding paragraph that always come at the end of the essay.

If the essay is drafted the essay outline will look like this:

**Thesis Statement**

*There are four procedures an essay writer must do to write an essay.*

1. *Setting the thesis statement logically. (Topic sentence)*

*a. prepare a good thesis statement*

*- can be developed into paragraphs*

Supporting Sentence and details

*- must have central idea*



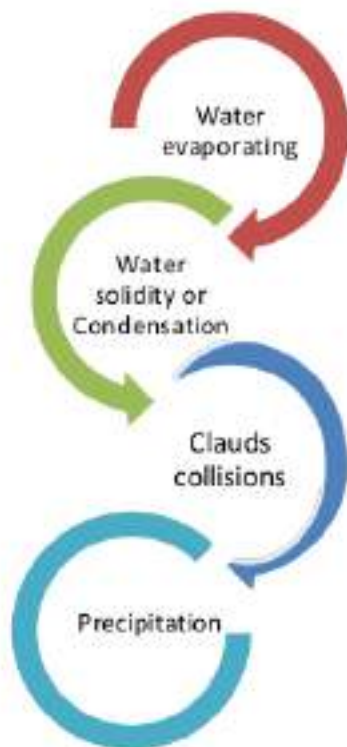
2. *Putting thesis statement in a linear introductory paragraph. (Topic sentence)*
  - a. *place the thesis statement at the end of introductory paragraph*
    - *come after general statement*
3. *Breaking down thesis statement into topic sentences. (Topic sentence)*
  - a. *develop logic and developable topic sentence.*
    - *must be relevant to the thesis statement and it is plausible.*
    - *has controlling idea to control idea*
4. *Developing each topic sentence into paragraphs acceptably. (Topic sentence)*
  - a. *develop topic sentence into paragraphs with several supporting sentences and details that follow.*
    - *Unified supporting sentences*
    - *Coherent sentences*
5. *Closing an essay with a good concluding paragraph. (Topic sentence)*
  - *Must be concise*
  - *Restate thesis statement*

The difference here is the method of organizing the essay where it tells about how to do something or how to

develop an essay. looking at thoroughly each point of the essay attempts to discuss steps of an essay is written. It is a process essay in which every paragraph discusses steps in order chronologically. Every step is done chronologically without trying to step over other steps.

**Now, please choose of of the following charts and develop it into a chronological order essay. First of all you need to create an essay outline then continue with a complete essay.**

**The first Chart  
Process of how rain occurs**



**The Second Chart  
How to Get  
Driving License**



## **The outline of chronological essay**

### Thesis Statement

---

1. Topic sentence

---

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. Topic sentence

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. Topic sentence

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

## UNIT 9

### **Logical Division Essay**

#### **A. Brief Description**

The unit discusses one type of essay method organization which is called Logical Division essay. This is a type of essay that can help students to develop an essay emphasizing on classifying thing into a logical parts or categories they have in common.

#### **B. Relevance**

This topic helps students to organize an essay referring to classifying things into their logical categories that will equip students with variety of option to how to write an essay with different topic.

#### **C. Learning Outcome**

Students are expected to be able to make an essay on Logical Division.

A Logical Division essay method of organization is also popularly called a Classification essay. This essay attempts to organize an essay that is used to divide big group into some categories. Of course, the group must relate one to another based on the quality or characteristics they have in common and must be plausible. When talking about kinds of vehicles the classification would be; MPV, SUV, City Car and Sedan. There is no way of discussing car with automatic transmission or automatic one. These two last qualities are not logic since they do not belong to the kinds of cars or vehicles. They might belong to other qualities under different category.

In a Logical division essay, the division of each category will be organized and developed within every paragraph of the body of the essay. so, it is very useful to devote one paragraph

to each category. Obviously, each paragraph must follow rules of developing an academic essay particularly academic paragraph development. The development, principally is exactly the same as how a basic essay is organized. The difference lies on the method of organizing of each paragraph of the body. The structure is the same. Have a look at an example of the following logical division essay.

Introductory  
Paragraph

*The art is one of the most impressive thing that human have in their life. Art, itself, means the expression or application of human creative skill and imagination. With no doubt, all human in this world have their own sense of art. It makes them can produce many kinds of art; besides, human can express it in many different ways. Kinds of art, generally, can be classified into audio art, visual art, and audio visual art.*

Body  
Paragraph 1

*First of all, **audio art is one kind of art.** It uses audio as its media. People who enjoy an audio art will hear; moreover, they will feel comfortable in hearing that audio art. Music and songs are some kinds of audio art as it can be enjoyed by hearing it. Audio art is an art which is absorbed by human's sense of hearing.*



Body  
Paragraph 2

*In addition, art are also classified into **visual art**. This term is used to define art which use visual as its media. A visual art is absorbed by human's sense of sight. Some part of visual art are painting and sculpture since people who enjoy it can only visualize the sense of beauty that come from the art work. This kind of art consider in art that can only visualize.*

Body  
Paragraph 3

*Finally, this kind of art combines both **audio and visual**. Audio visual art is defined as art which use both audio and visual as its media. One example of audio visual art is drama or theatre. People who watch a drama or theatre can do both visualizing and hearing of the art work. That will make audio visual art be a little complicated as it should entertain in two senses.*

Concluding  
Paragraph

*In conclusion, we can clearly classified kinds of art into audio art, visual art, and audio visual art. These kinds of art have different characteristic and media to entertain. Hopefully, human can express and develop their sense of art, so it can enrich more various kinds of art. <sup>11)</sup>*

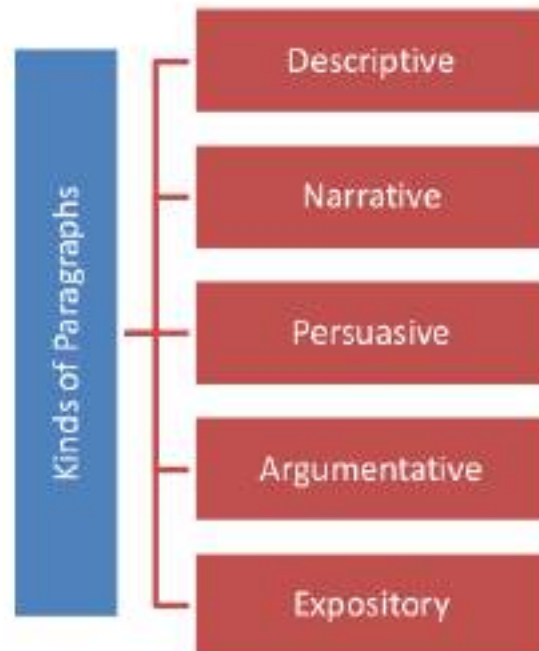
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<sup>11)</sup> Taken from <http://lisnadewi89.blogspot.com/2013/06/logical-division-essay.html>

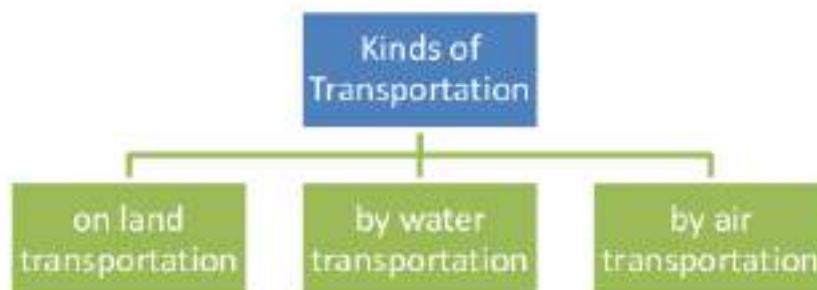
The essay above consists of 5 paragraphs which is organized employing logical Division essay method of organization. The essay centralizes on one big topic located in the end of the introductory paragraph which is popularly labelled as thesis statement (The underlined sentence). Since this thesis statement discusses the kinds of art it is then developed using classification essay or logical division essay. this essay tries to present each kind of art in every paragraph of the body of the essay. Each of it begins with clear topic sentence (the bold sentence) representing each kind of art. Every topic sentence is logically developed as they are under similar characteristic of the main topic- Art. Finally, it is an essay of logical division which develops each category which has something in common into paragraphs in the body of the essay.

Look at the following diagrams of classifying particular objects (Kinds of paragraphs and kinds of transportation) Create these classifications into a logical division essay outline then organize and develop them into a complete essay. You can choose either one of these two.

## 1. Kinds of Paragraphs



## 2. Kinds of Transportation



## The outline of Logical Division essay

Thesis Statement

1. Topic sentence

a. \_\_\_\_\_

b. \_\_\_\_\_

2. Topic sentence

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. Topic sentence

14 \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

4. Topic sentence

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

5. Topic sentence

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

When finished with the outline, develop the outline into a complete logical division essay.

## UNIT 10

### **Comparison and Contrast Essay**

#### **A. Brief Description**

This unit presents a topic on how to write a comparison and contrast essay. explanation, examples, and exercises dealing with this type of essay organization are provided to help students develop this essay.

#### **B. Relevance**

This topic will be significantly contributive to students to know another type of essay and deal with it that attempts to focus on comparing and contrasting two things in common.

#### **C. Learning Outcome**

The students are expected to be able to develop and organize essay on Comparosin and Contrast.

This type of essay depicts 2 or more similar points of two different objects by focusing on the things or points they have in common and also some differences they have. The purpose of this essay method organization is to show readers how these two things have similarities and differences. In a nutshell how these two things are interconnected. In developing the essay the emphasis is commonly on one or the other where we can use either comparing or contrasting. It is up to us, depending on the purpose of writing out the two objects. When we want to compare two things which are rather similar we should admit or recognize their similarities. However, the focus is still on the differences of the two things. Meanwhile, when comparing two things in terms of their dissimilarities the obvious contrast should be recodnized and focus more on the similarities the two things have. Look at the following example:

Before the advent of computers and modern technology, people communicating over long distances used traditional means such as letters and the telephone. Nowadays we have a vast array of communication tools which can complete this task, ranging from email to instant messaging and video calls. While the present and previous means of communication are similar in their general form, they differ in regard to their speed and the range of tools available.

**One similarity between current and previous methods of communication relates to the form of communication.** In the past, both written forms such as letters were frequently used, in addition to oral forms such as telephone calls. Similarly, people nowadays use both of these forms. Just as in the past, written forms of communication are prevalent, for example via email and text messaging. In addition, oral forms are still used, including the telephone, mobile phone, and voice messages via instant messaging services.

**However, there are clearly many differences in the way we communicate over long distances, the most notable of which is speed.** This is most evident in relation to written forms of communication. In the past, letters would take days to arrive at their destination. In contrast, an email arrives almost instantaneously and can be read seconds after it was



sent. In the past, if it was necessary to send a short message, for example at work, a memo could be passed around the office, which would take some time to circulate. This is different from the current situation, in which a text message can be sent immediately.

**Another significant difference is the range of communication methods.** Fifty years ago, the tools available for communicating over long distances were primarily the telephone and the letter. By comparison, there is a vast array of communication methods available today. These include not only the telephone, letter, email and text messages already mentioned, but also video conferences via software such as Skype or mobile phone apps such as We-chat, and social media such as Facebook and Twitter.

In conclusion, methods of communication have greatly advanced over the past fifty years. While there are some similarities, such as the forms of communication, there are significant differences, chiefly in relation to the speed of communication and the range of communication tools available. There is no doubt that technology will continue to progress in future, and the advanced tools which we use today may one day also become outdated.<sup>12)</sup>

Comparison and contrast essay method of organization is composed from paragraphs explaining ways in which two objects are both having similarities and differences.

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<sup>12)</sup> Taken from <https://www.eapfoundation.com/writing/essays/candc/>

Comparing means describing similarities between the objects. The essay on urban life versus rural life would present minimally a single paragraph on how people live in those two areas have in common. This could be discussed or presented in the introductory paragraph while the rest of the differences can be developed within the body. It also goes on the other way around. When the essay wants to contrast 2 things, it discusses ways in which they are different. However, there are two basic pattern of organization methods for this essay development. Smalley, Rueten, Kozyrev (2001; 145) call these two basic patterns are Pattern A and Pattern B. Pattern A is used to organize more complicated or complex topics and it is presented point by point. Further, they suggest that this essay is considered as an easy method to follow since the points of comparison and contrast presented throughout the essay is clearly made. Take an example that we want to compare and contrast two types of Motor Cycle in terms of manual and automatic transmission focusing on three parts; Cost of Maintenance, Performance, and Comfort The pattern A can be seen from the following essay outline.

**Thesis Statement:**

*Motor with Manual transmission shows better vehicle than the Automatic motor*

1. *Cost of Maintenance* → Topic sentence
  - a. Motor with Automatic Transmission
  - b. Motor with Manual Transmission
2. *Performance* → Topic sentence
  - a. Motor with Automatic Transmission
  - b. Motor with Manual Transmission

3. *Comfort* → Topic sentence  
a. Motor with Automatic Transmission  
b. Motor with Manual Transmission

The above outline looks simple but it actually requires hard work and thought since the points of being compared from the two objects or things are divided into two parts for the paragraph development of the essay. When comparing two things such as Automatic motor transmission and Manual motor transmission in terms of their cost of maintenance for example, then what so ever it is found that Automatic motor transmission is expensive to maintain and then the manual one is more economical. The thing will go like this; two controlling idea within one paragraph, one for each motor.

*Motor with manual transmission and Motor with automatic transmission are obviously different in cost of maintenance. Motor with automatic transmission indicates expensive expense to maintain. This kind of motor reaches poorer mileage, with 30 KMs per litre on highway and approximately 20-25 KMs per litre in the city. Furthermore, it needs more expensive premium gasoline. Moreover, motor with automatic transmission requires tune up for every two months including oil changes for every two months or 3.000 KM for a distance accomplished. It needs more money to have this service. An owner of this type of motor must spend around Rp 100.000,- to Rp 200.000 per month or Rp 1.200.000 per year to keep this motor running. Motor with manual transmission, on the other hand, shows a little bit*

*economical. It reaches 45 KMs per litre of gasoline to spend on the highway and it spends 35 KMs per litre for gasoline consumption. Unlike Automatic transmission, motor with manual transmission cost very less for tune-up and oil changes. The owner will take out less money considering the cost of oil and services made in two months usage. Finally, to keep the motor runs, the owner of motor with manual transmission will spend less money with only to pay around Rp 700-000,- per year.*

The outline of the paragraph above is configured as follow:

1. Motor with automatic transmission is obviously different in cost of maintenance.
  - a. Motor with automaic transmission indicates expensive expenses to maintain.
    1. Mileage
    2. Tune-ups
    3. Oil changes
    4. Average cost of maintenance
  - b. Motor with manual transmission shows more economical.
    1. Mileage
    2. Tune-up
    3. Oil changes
    4. Average cost of maintenance

Another pattern of this essay method of organization is Pattern B. This pattern requires things being compared come in all of one or all of the other. The outline of the essay will be drawn from the following pattern outline.



Thesis Statement:

*Motor with manual transmission shows better vehicle than motor with automatic transmission.*

1. Motor with manual transmission
  - a. Cost of maintenance
  - b. Performance
  - c. Comfort
2. Motor with automatic transmission
  - a. Cost of maintenance
  - b. Performance
  - c. comfort

Now, list some points for each of the following things to be compared and contrasted. Then, try to make an outline either following Pattern A or Pattern B. The first one is done for you.

1.

<i>Automatic Motor Transmission</i>		<i>Manual Motor Transmission</i>
1. cost of maintenance	VS	1. cost of maintenance
2. performance	↓	2. performance
3. comfort		3. comfort

1. Motor with automatic transmission is obviously different in cost of maintenance.
  - a. Motor with automatic transmission indicates expensive expenses to maintain.
    1. Mileage
    2. Tune-ups
    3. Oil changes
    4. Average cost of maintenance

b. Motor with manual transmission shows more economical.

1. Mileage
2. Tune-up
3. Oil changes
4. Average cost of maintenance

2. Motor with automatic transmission shows less excellent performance

a. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_

b. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_

3. Motor with automatic transmission is rather uncomfortable than the manual one.

a. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_

b. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_

2.

<i>MPV Car</i>		<i>SUV Car</i>
1. _____	<i>VS</i>	1. _____
2. _____		2. _____
3. _____		3. _____
4. _____		4. _____



3.

<i>On-Line Shopping</i>		<i>Conventional Shopping</i>
1. _____	VS	1. _____
2. _____		2. _____
3. _____		3. _____
4. _____		4. _____

4.

_____		_____
1. _____		1. _____
2. _____		2. _____
3. _____		3. _____
4. _____		4. _____

5.

_____		_____
1. _____		1. _____
2. _____		2. _____
3. _____		3. _____
4. _____		4. _____

## UNIT 11

### **Cause and Effect Essay**

#### **A. Brief Description**

This unit discusses about one type of essay called Cause and Effect essay. This type of essay is developed when the topic attempts to discuss a relationship of some events that may bring outcomes. Explanation and examples followed by some practical exercises are provided in this unit.

#### **B. Relevance**

This topic is relevant to students who have completed their course of essay writing. It helps students to understand another type of essay method organization that may help them to cope any problem dealing with writing an essay for a particular issue to organize.

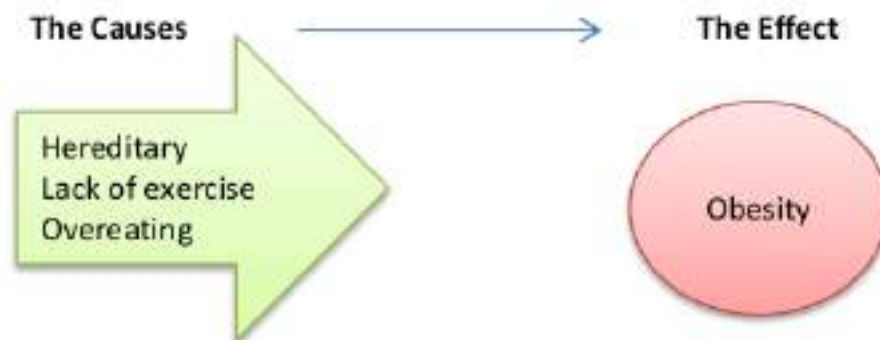
#### **C. Learning Outcome**

Students are able to develop and organize essay on Cause and Effect.

Cause and Effect essay is another essay method organization which attempts to discuss a relationship of some events that may bring outcomes. The relationship occur in cause and effect is casual. That is something causes something else or many things cause something (Smalley, Ruetten, Kozyrev, 2001: 251). This essay type has nothing different from other types of essay organization. Basically, it has 4 – 5 paragraphs length with around 300 to 500 words. It also has introductory paragraph, body and a concluding paragraph.

According to Smalley, Ruetten, Kozyrev (2001:251-252), there are two ways commonly employed to develop this essay organization. The first format is presenting the causes

(multiple causes) then followed by the effect. Let us have a look at the following figures:



The figure shows that the essay would be developed by presenting each of the cause in each paragraph of the body that contributes to the effect. There will be totally 5 paragraphs consisting 1 paragraph for the intro, 3 paragraphs for the body, and 1 paragraph for the conclusion. The introductory paragraph as usual presents general statement followed by thesis statement. The thesis statement of the introductory paragraph would be:

*"Hereditary influence, lack of exercise, and overeating all contributed to the obesity."*

Below is one of the development of one cause of obesity as drawn above. One of the paragraphs of the body would be organized as follow which is taken from book of 'Refining Composition Skills – Rhetoric and Grammar by Smalley, Ruetten, Kozyrev (2001: 252)

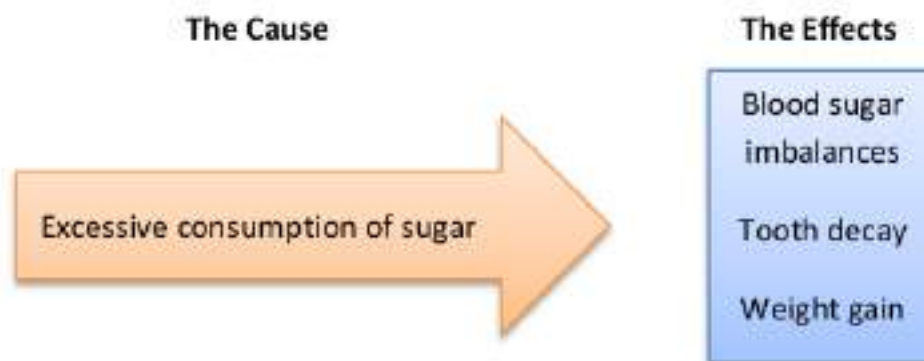
*A lack of exercise is one of the major factor contributing to obesity. When we exercise, we expend energy or burn up calories. For example, when we run for an hour, we burn up*

approximately 450 calories, depending on our body size. When the number of calories we consume exceeds the number we burn up, the excess energy is stored in the body in the form of fat. If a person is inactive, it is more likely that he will not burn up all the calories consumed, so obesity can result. Moreover, studies have shown that inactivity can cause an obese person to expend less energy during a certain activity than a non-obese person. This is because inactivity lowers the basal energy rate. Therefore, if an obese person and a non-obese person try to run one mile, the obese person unused to activity will expend less energy because he has a lower basal energy rate.

The second format is presenting or discussing a single cause that provides multiple effects. Each of paragraph in the body of the essay would discuss a single cause that provides a single effect. The thesis statement would be as follow:

*"Excessive consumption of sugar brings negative major effects to three factors namely; blood sugar imbalances, tooth decay, and weight gain."*

Below is one of the development of one cause of consuming excessive sugar that is having tooth decay. One of the paragraphs of the body would be organized as follow which is taken from book of 'Refining Composition Skills – Rhetoric and Grammar by Smalley, Ruetten, Kozyrev (2001: 259). But, before that let us have a look at the figure for this second format of cause and effect essay method organization.



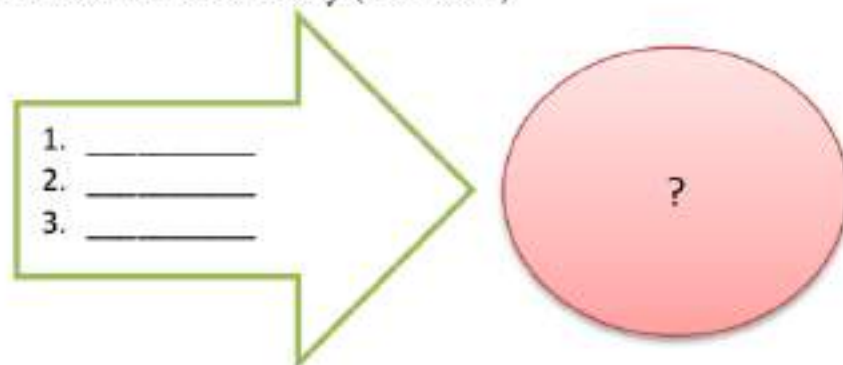
*One of the major effect of eating too much sugar is a high incidence of tooth decay. When we eat something with sugar in it, particularly refined sugar, enzymes in the saliva in the mouth begin to work immediately to change that sugar into a type of carbohydrate. As one eats, particles of the sugary food get lodged between the teeth and around the gums. As the food changes its chemical composition, the resultant carbohydrate produces bacteria that begin to eat away at the enamel on the outside of our teeth. This actually the decaying of the tooth may possibly occur. Now, if this process happens each time we eat sugar, we can see that eating excessive amounts of sugar causes more and more tooth decay. It is true that some tooth decay can be avoided with immediate brushing after eating, dislodging all particles of food trapped in the teeth. However, sweets are often eaten as snacks between meals and during the day, times when people generally do not brush after*



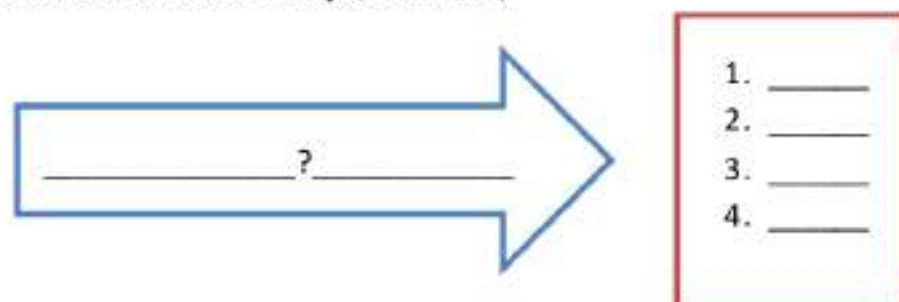
*eating. Therefore, the dangerous process of tooth decay is allowed to continue.*

Referring to the explanation and examples above, please try to find 2 topics leading to a discussion of cause and effect relationship: one topic for format 1 (Multiple causes ---the effect) and another one is format 2 (Single cause -----multiple effects) . If you finish with them you can pick up one of the topics either a topic developed using format 1 or format 2, then continue writing out a complete cause and effect essay method of organization. Make sure that you also make an outline of the essay.

1. Cause and Effect essay (Format 1)



2. Cause and Effect essay (Format 2)





3. Essay Outline

Thesis Statement:

---

1. Topic sentence

---

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. Topic sentence

---

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. Topic sentence

---

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

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