



# ACADEMIC WRITING

DEVELOPING PARAGRAPH TO ESSAY

Karimuddin

## Tentang Penulis



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**ACADEMIC WRITING DEVELOPING  
PARAGRAPH TO ESSAY**

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## KATA PENGANTAR

Alhamdulillah, ungkapan rasa syukur kehadirat Allah Subhanahuatalah, atas segala limpahan Rahmat dan Karunia-Nya, sehingga segala aktifitas kita senantiasa dalam ridha-Nya.

Sebagai dosen (Pengajar) tentu selalu ada naluri untuk menulis buku sebagai bahan referensi bagi pembaca (mahasiswa). Buku dengan judul "*Academic Writing" Developing Paragraph to Essay*" merupakan salah satu mata kuliah penting bagi para mahasiswa di Perguruan Tinggi, utamanya para mahasiswa program kebahasaan pada umumnya dan Program Studi Pendidikan Bahasa Inggris khususnya.

Buku ini terdiri dari 8 bab dan masing-masing bab disertai dengan latihan-latihan untuk menjejaki gagasan, ide dan pendapat serta berbagi pengalaman para mahasiswa terhadap pokok-pokok materi dari masing-masing pembahasan. Dengan memiliki pengetahuan tersebut mahasiswa akan mudah dan mampu menulis paragraf, karangan, laporan penelitian, surat lamaran pekerjaan dan skripsi.

Penulis telah berupaya semaksimal mungkin guna memenuhi harapan atau keinginan bagi pembaca, namun disadari bahwa masih banyak kekurangan dan kekeliruan di dalamnya. Hal tersebut disebabkan karena keterbatasan ilmu pengetahuan penulis. Olehnya itu kritik dan saran konstruktif dari pembaca sangatlah diharapkan guna pembenahan dan perbaikan pada penulisan buku ajar selanjutnya.

Akhirnya penulis ucapkan terima kasih kepada pembaca semoga semua aktifitas baik kita dapat bernilai ibadah di sisi Allah Subhanahuataallah, Aamii..

Kolaka, Juni 2023

Penulis,

MOTTO

*"Success is not a final, only an Achievement"*

**"Kesuksesan bukanlah akhir dari segalanya  
tetapi hanya sebuah Pencapaian"**

**=Thank You=**

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## CHAPTER

# 1

# THE NATURE AND STYLES OF WRITING

### A. What is Writing?

Writing started as symbols on stone or on a cave wall and then about 3.500 years ago, people began to use alphabets. Actually, writing is a language communication used to express feelings or ideas in the written form. Writing is an actual habit for all people, either for students or educated people. Besides, Writing is one of the basic skills that should be mastered by the English Foreign Language learners in learning English. Students can product their ideas or opinion based on what they read, listened, saw, and felt into the written form.

The writing process actually is a way of looking at writing instruction in which emphasize is on what students think and do as they write. Harmer (2004) explained that the process captures several stages, namely planning (considering purpose, audience, and content structures); prewriting (brainstorming); drafting; revising; editing; and publishing (producing final version). He adds, writing is also defined as products (essays, formal reports, and letters). Teachers should have rich and use different strategies to encourage students to do their best the writing process and pour out accept able writing products.

Nunan (2003), stated that writing can be defined as product or process. Writing is considered as a complex process because it goes through different stages to reach its final format, such as prewriting, drafting, revising, editing, and publishing. Besides, it involves mental processes, thinking and rethinking to

# CHAPTER

# 2

# WRITING PROCESS

Process writing refers to everything a writer does, from the moment he or she starts thinking about what to write, until the final copy is completed. According to Goffman and Diana (1990), writing has five processes, namely: prewriting, drafting, revising, editing, and publishing. Prewriting is the getting-ready-to-write stage. It is an important activity through which students start to write. Prewriting is also called as planning deals with a series of strategies designed to find, gather and produce information about a certain topic in writing.

## A. The Writing Process

Here are six steps in the writing process, namely (1) analyzing the assignment; (2) brainstorming; (3) organizing your ideas; (4) drafting; (5) revising and editing; and (6) publishing or writing a final draft. These steps follow each other, but it is also very common to repeat some of the stages multiple times. This is particularly true with writing the first draft and writing the next draft. Below is a diagram showing the writing process.

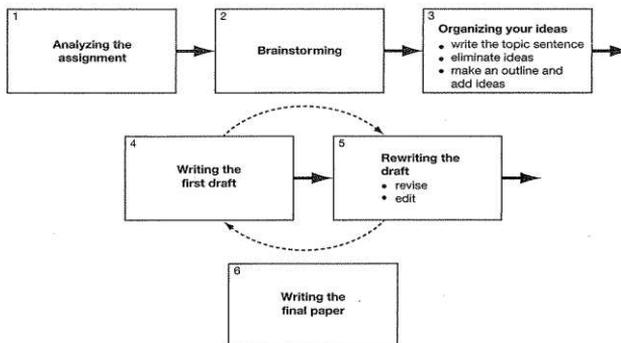


Diagram 7. Writing Process

## CHAPTER

# 3

## CHARACTERISTICS OF GOOD WRITING

Effective writing simply means writing that contains no bad mistakes, that is, no errors of grammar, punctuation, or spelling. In fact, good writing is much more than just correct writing. It is a writing that responds to the interests and needs of our readers.

Crimmon (1984) stated that elements of good writing must meet twelve requirements, namely (1) quality of content; (2) clarity of thesis; (3) organization; (4) development; (5) unity and coherence; (6) word choice; (7) sentence variety; (8) tone; (9) Emphasis and Rhythm; (10) grammar and sentence clarity; (11) punctuation and mechanics; and (12) reader adaptation.

### A. Quality of Content

The purpose of expository writing is to explain something, that is, to provide readers with information worth knowing and thinking about. Thus, the phrase "quality of content" refers to the significance of the writer's topic, the depth of the writer's knowledge and analysis of the topic, and the appropriateness of the writer's discussion and treatment of the topic. Depth of analysis is also the main feature of strong development.

### B. Clarity of Thesis

A thesis concisely states the central point of the essay. It is often called the controlling idea or main idea because every subsequent part of the essay should support it. The thesis usually appears in an essay's opening paragraphs so that the reader will know exactly what point the essay will discuss. Often, professional writers state their topic and direction in the introduction but reveal the full thesis as the essay progresses.

# CHAPTER

# 4

# PARAGRAPH

## A. Theoretical Concepts of a Paragraph

Basically, paragraph is derived from the words *para* and *grapein*. *Para* means beside, and *grapein* means the writing. In this sense, paragraph refers to a piece of writing in which the paragraph starts to indicate to the reader that a new kind of material will come soon (west, 1980). According to Trimble in Saraka (1988: 26), a paragraph is usually defined as a group of sentences forming a complete unit of thought and marked on a page of text by spacing or indentation.

Oshima et al. (1981) emphasize that a paragraph is a basic unit of organization in writing in which a group of related sentences develop one main idea. Lastly Kolin (1986) defines that a paragraph refers to a group of related sentences arranged in a logical order supplying the readers with detailed information on a single important topic.

Based on the definitions above, paragraph refers to a basic and logical units of organization in writing in which a series of closely related sentences supplied the readers with detailed information, explore, develop and support a single main idea.

Paragraph is divided into two main types, namely physical paragraph is a paragraph which is marked by spacing or indentation during the course of writing to show that new idea will come. It is always a part of a longer piece of writing. While conceptualize paragraph is one in which a writer constructs limits to one single idea. One topic sentence plus supporting details.

# CHAPTER

# 5

# ESSAY

## A. Theoretical Concepts of an Essay

This part deals with how to put down an essay as your task increasingly becomes more and more complicated. To make a good start, you had better see what the concept of an essay is a pieces of writing of several paragraphs,... instead of just one or two paragraphs. It is written about one topic, just as a paragraph is. However, the topic of an essay is too long and too complex to discuss in one paragraph. Therefore you must divide the topic into several paragraphs, one is for major point. Then you must tie all the separate paragraphs together by adding an introduction and a conclusion (Oshima, et al., 1981:77).

An essay is a short piece of writing that discusses, describes or analyzes one topic. It can discuss a subject directly or indirectly, seriously or humorously. It can describe personal opinions, or just report information. An essay can be written from any perspective, but essays are most commonly written in the first person (*I*), or third person (subjects that can be substituted with the *he, she, it, or they* pronouns).

However, writing an essay is no more difficult than writing a paragraph. The only differences are that essay is longer than a paragraph. The rhetorical principles of organization are similar. Therefore, if you are good enough at paragraph writing, surely you can write an essay even more satisfactorily.

Just as a paragraph consists of several sentences, an essay may involve a set of paragraphs, each has a single unit of idea and it is marked by an indentation of its first sentence or by some other conventional devices such as extra space between

# CHAPTER

# 6

# TRANSITION AND WRITING ERRORS

## A. Transition or Linking Words

Use transition or linking words to:

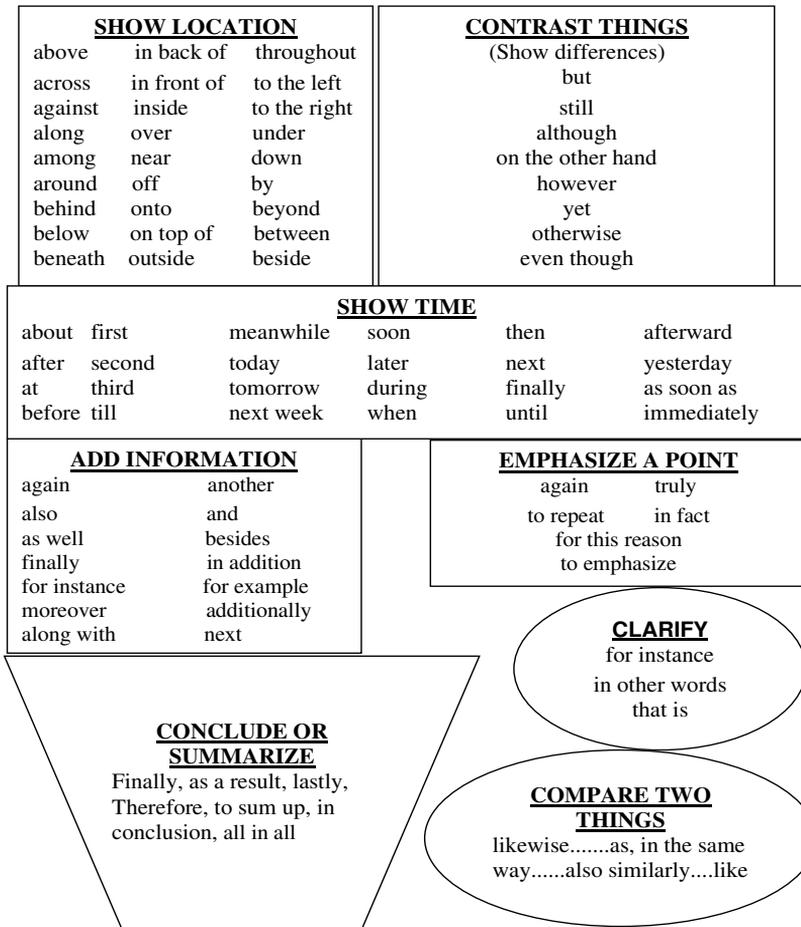


Diagram 27. Transitions

# CHAPTER

# 7

# WRITING SCORING RUBRICS

## A. The Writing Rubric

### 1. Rubric for Descriptive

Rubric	Classification	Score	Descriptive Paragraph Criteria
Topic Sentence	Very good	9-10	<p>Topic sentence is well written, correctly placed, and introduces the topic.</p> <p>Topic sentence is complete and introduces the topic.</p> <p>Attempt was made to write a topic sentence but it is not effective at introducing the topic.</p> <p>Topic sentence is unclear and incomplete, and is not introducing the topic.</p> <p>There is not topic sentence at all.</p>
	Good	7-8	
	Fairly good	5-6	
	Poor	3-4	
	Very poor	1-2	
Supporting Detail Sentence (s)	Very good	9-10	<p>Paragraph(s) have 4 or more supporting detail sentences that relate back to the main idea.</p> <p>Paragraph(s) have 3 supporting detail sentences that relate back to the main idea.</p>
	Good	7-8	
	Fairly good	5-6	
	Poor	3-4	

# CHAPTER

# 8

# GRAMMAR AND USAGE

## 1. Apostrophes

### a. To show possession:

- To form possessive of a singular noun, add an apostrophe and an *s*.  
e.g: Lori's room dog's life Mr. Keen's class
- To form the possessive of a plural noun ending in *s*, add only the apostrophe.  
e.g: The kittens' toys the trees' branches my sisters' hats
- To form the possessive of plural nouns not ending in *s*, add an apostrophe and an *s*.  
e.g: The Women's Club children's shoes

### b. In contractions and plurals:

- Use an apostrophe to show where letters have been left out in a contraction.  
There's plenty of room. Aren't you going? He's away.  
it's = it is who's = who is  
its = possessive whose = possessive
- Use an apostrophe and *s* to form the plurals of letters, numbers, signs, and words referred to as words. The letter, number, sign or word is italicized, but the apostrophe and "s" ('s) are not.  
Your *e*'s look like *a*'s on your papers.  
Do not use *&*'s for *and*'s on your papers.  
Are these *6*'s or *8*'s?

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## APPENDIX 1. LITERARY DEVICES

**Alliteration:** repeated consonant sounds in a phrase or sentence.

*Seven slippery snakes slithered silently south.*

**Figurative language:** a way of using language that expands the literal meaning of the words and gives them a new or more interesting twist. *Metaphors, similes, puns, and idioms: are example of figurative language.*

**Hyperbole:** extreme exaggeration not to be taken literally used to increase the effect of a statement

*It's raining cats and dogs.*

*I've asked you a million times to clean your room.*

**Imagery:** details that appeal to the senses: *Sweet, slow drops of deep purple juice drip from the corners of my mouth and flow in little blueberry rivers down to my chin.*

**Irony:** a discrepancy between what is said and what is meant, or between what appears to be true and what is really true

*It is ironic in a story when a happy-go-lucky, friendly clown turns out to be the saddest person in the world.*

**Metaphor:** a comparison between two things that are not ordinarily alike. *Life is a gift, waiting to be opened.*

**Onomatopoeia:** use of a word that makes the same sound as its meaning, or a word that sounds like the same sound that an object actually makes. *The fire crackles and spits, pops, and hisses.*

**Parody:** a work that makes fun of another work by imitating some aspect of the other writer's style

*"Saturday Night Live" is a popular TV show that parodies situations, political figures, and others.*

**Personification:** giving human characteristics to a nonliving object.

*The river sings a lazy, bubbling tune to me.*

**Satire:** writing that makes fun of the shortcomings of people, systems, or institutions for the purpose of enlightening readers and/or bringing about a change. *Satire can range from light fun-making to harsh, bitter mockery.*

**Simile:** a comparison between two unlike things, using the word like or as to connect the two. *July moves as slowly as a*

*sleepy snail; Math problems are like hot, boring days that never end.*

**Theme:** the main meaning or idea of a piece of writing. *It includes the topic and a viewpoint or opinion about the topic.*

## APPENDIX 2. PARTS OF SPEECH

**Noun** – A word that is the name of something: a person, place, thing, or idea.

**Proper Noun:** the name of a specific person, place, thing, or idea. Proper nouns are always capitalized: Grand Ole Opry, Corvette, Friday, April.

**Common Noun:** any noun that does not name a specific person, place, thing, or idea. Common nouns are not capitalized: child, country, rainbow, summer, gift, weather.

**Concrete Noun:** names a thing that is tangible or physical (can be touched or seen). Concrete nouns are either proper or common: Chevrolet, White House, car, drums, book, author.

**Abstract Noun:** names something you can think about but which you cannot see or touch. Abstract nouns are either proper or common: Christianity, satisfaction, poverty, illness, love, courage.

**Collective Noun:** names a *collection* of persons, animals, places, or things:

**Persons:** tribe, congregation, class, team

**Animals:** flock, herd, gaggle, clutch, litter

**Places:** United States, United Nations, Philippines

**Things:** batch, cluster, bunch

### **The Number of Nouns**

o Singular nouns name one person, place, thing, or idea: boy, stage, group.

o Plural nouns names more than one person, place, thing, or idea: boys, stages, audiences.

o Compound nouns are made up of two or more words: football, brother-in-law

### **Gender of Nouns**

Nouns have **gender**; that is, they are grouped according to sex: *feminine, masculine, neuter, and indefinite.*

### **Types of Gender:**

**Feminine:** mother, hostess, women, cow, hen

**Masculine:** uncle, brother, man, woman, rooster

**Neuter:** tree, cobweb, closet

**Indefinite:** president, duckling, doctor, lawyer, assistant, teacher

### **Use of Nouns**

**Subject Nouns:** A noun becomes the **subject** of a sentence when it does something or is being talked about:

The guidance *counselor* looked the eighth-grade student in the eye and advised, "The high-school *principal* won't allow you to take more than one study hall."

**Predicate Nouns** follow a form of the verb *to be* (*is, am, was, were, are, be, being, been*) and repeats or renames the subject: "A *study hall* is a good *place* to work on your assignments, but *two hours* of study hall is a *waste* of your valuable time."

**Possessive Nouns show possession or ownership:** The student's face showed concern. "But I need an hour's rest every day in order to do well in my classes."

**Object Nouns are used as direct objects, indirect objects, or the objects of prepositions:** "Don't worry, you'll enjoy high school with only one study hall."

**Pronoun - A word used in place of a noun.**

**Antecedent** - the noun that the pronoun refers to or replaces. All pronouns have antecedents. All pronouns must agree with their *antecedents* in number, person, and gender.

The *speaker* brought his glass to his lips.

*Everyone* must have his/her turn to try the obstacle course.

**Personal pronouns** take the place of nouns in a sentence:

**Simple:** I, you, he, she, it, we, they

**Compound:** myself, yourself, himself, herself, ourselves, themselves

**Number of a pronoun**

**Singular:** I, you, he, she, it, him, her

**Plural:** we, you, they, us, them

*You, your,* and *yours* (possessive) may be singular or plural

**Person of a pronoun**

**First person:** used in place of the name of the speaker: *I* am speaking. *We* are speaking.

**Second person:** used to name the person or thing spoken to: Eliza, will *you* please listen. *You* dogs better stop growling and listen, too.

**Third person:** used to name the person or thing spoken about: And *he* better listen if *he* ever wants to use the car again.

**Subject Pronouns:** used as the subjects of a sentence (*I*, *you*, *he*, *she*, *it*, *we*, *they*):

*I* like myself when things go well.

*They* gave the wrong directions to the game.

**It is also used after a form of the *be* verb (*am*, *is*, *are*, *was*, *were*, *been*) if it repeats the subject:**

"It is *I*," said the big brown bear.

**Possessive Pronouns:** shows possession or ownership: *my*, *mine*, *our*, *ours*, *his*, *her*, *hers*, *their*, *theirs*, *its*, *your*, *yours*.

Please give me *my* book.

Alice and Tom gave *their* speech in front of the entire student body.

**Note:** You do not use an apostrophe with a personal pronoun to show possession.

**Object Pronouns:** used as the object of a verb or preposition (*me*, *you*, *him*, *her*, *it*, *us*, *them*):

**My toddler** hugged *me* when I told *him* a story about *him*.

Jack threw *him* the ball.

We decided to give *them* another try at completing the project.

**Other types of pronouns Reflexive Pronoun** (*myself*, *yourself*, *yourselves*, *himself/herself*, *ourselves*, *themselves*) throws the action back upon the subject of a sentence:

The young skunk never washed *himself*.

Mary helped *herself* to some popcorn and soda.

**Intensive Pronoun** uses a reflexive pronoun to emphasize the noun or pronoun it refers to:

He *himself* smiled at it.

I *myself* was terrified during the movie.

**Relative Pronoun** (*who, whose, which, what, that, whoever, whatever, whichever*) is both a pronoun and a connecting word. It connects a subordinate clause to the main clause:

An actor, *who was hidden in the horse's stall*, did the talking.

The topic *that was unfamiliar to most of us* was very confusing.

**Indefinite Pronoun** (*All, another, any, anybody, anyone, anything, both, each, each one, either, everybody, everyone, everything, few, many, most, much, neither, nobody, none, no one, nothing one, other, several some, somebody, someone, something, such*) does not specifically name its antecedent (the noun or pronoun it replaces):

While we were fishing, *somebody* made me a jelly sandwich.

Does *anyone* know what time it is?

**Interrogative Pronoun** (*who, whose, whom, which, what*) asks a question:

"*Who* is here, and *what* do you want?" asked my friend from inside the door.

*Which* answer is the correct one?

**Demonstrative Pronoun** (*this, that, these, those*) points out or identifies a noun without naming the noun. When used together in a sentence, *this* and *that* distinguish one item from another, and *these* and *those* distinguish one group from another:

*This* was a wonderful experience; *that* was a nightmare.

*Those* cookies were stale and didn't taste good.

**Verb** - A word that expresses action or existence (state of being - "to be").

Stevie Wonder *hosted* the show. (action)

They *were* present to honor Dr. Martin Luther King, Jr. (existence)

**Adjective** - A word used to describe a noun or pronoun.

Why did *ancient* dinosaurs become an *extinct* species?

Were they wiped out by a *catastrophic* flood or a *deadly* epidemic?

**Adverb** - A word used to modify a verb, an adjective, or another adverb. An adverb tells *how, when, where, why, how often, and how much*.

Dad snores *loudly*. (*Loudly* modifies the verb *snores*.)

His snores are *really* explosive. (*Really* modifies the adjective *explosive*.)

Dad snores *very* loudly. (*Very* modifies the adverb *loudly*.)

**Conjunction** – A word that connects individual words or groups of words

**Coordinate Conjunction** connects a word to a word, a phrase to a phrase, or a clause to a clause. The words, phrases, or clauses joined by a coordinate conjunction must be *equal* or of the *same type*:

A puffer rarely worries *about calories or about dieting*. (Equal phrases are connected by *or*.)

He simply *puts his lips on a snail and sucks out his next meal*. (The conjunction *and*

connects the phrase *puts his lips on a snail* to the phrase *sucks out his next meal*.)

**Correlative Conjunctions** (neither/nor, either/or) are conjunctions used in pairs:

*Neither* pickles *nor* sauerkraut should be put on a chocolate sundae.

**Subordinate Conjunction** – connects two clauses that are *not* equally important. A subordinate conjunction connects a dependent clause to an independent clause in order to complete the meaning of the dependent clause: A chocolate sundae tastes best *when* it is topped with chopped nuts. (The clause *when it is topped with chopped nuts* is dependent. It cannot stand-alone.)

### Preposition

Preposition is a word (or group of words) that shows how two words or ideas are related to each other. A preposition shows the relationship between its object (a noun or pronoun that follows the preposition) and some other word in the sentence:

aboard	before	From	on
	behind	from among	on account
	below	from between	on behalf

about	beneath	from under	on top of
above	beside	in	onto
according to	besides	in addition	over
across	between	in behalf of	over to
across from	beyond	in front of	owing to
after	but	in place of	past
against	by	opposite	prior
along	by means of	out	regarding
alongside	considering	outside	round
alongside of	concerning	out of	round about
along with	despite	outside of	save
amid	down	instead	since
among	down from	into	through out
apart from	during	like	to
around	except	near	till
aside from	except for	near to	together with
at	excepting	of	
away from	for	off	

### APPENDIX 3. CORRECTION SYMBOLS

<i>¶</i>	Indent for paragraph.	
<i>cap</i>	Mistake in use of capital letter	<sup>cap</sup> (we went to <sup>cap</sup> Canada.
<i>sp</i>	Mistake in spelling	Don't <sup>sp</sup> argu with me.
<i>p</i>	Mistake in punctuation	You're late <sup>p</sup> ○
<i>c</i>	Mistake in comma use	I left <sup>c</sup> ○ but she stayed.
<i>poss</i>	Mistake in possessive	I washed <sup>poss</sup> the face.
<i>wo</i>	Wrong word order	He has a <sup>wo</sup> shirt blue.
<i>ww</i>	Wrong word	The table is <sup>ww</sup> tall.
<i>wf</i>	Wrong form of word	I enjoy <sup>wf</sup> to ski.
<i>ref</i>	Unclear reference	Tom put <sup>ref</sup> their books away.
<i>t</i>	Mistake in verb tense	He <sup>t</sup> goes yesterday.
<i>prep</i>	Mistake in preposition	He's married <sup>prep</sup> with her.
<i>art</i>	Add an article.	Jim ate <sup>art</sup> a banana.
<i>agr</i>	Mistake in verb agreement	Sue <sup>agr</sup> (know) how to dance.
<i>#</i>	Mistake in singular or plural	I have three <sup>#</sup> (brother). I have one <sup>#</sup> (sisters).
<i>^</i>	Add a word or words.	Six <sup>^</sup> an even number.
<i>X</i>	Eliminate this word.	The <del>my</del> book is there.

<i>frag</i>	Fragment	<i>frag</i> At the restaurant.
<i>ro</i>	Run-on sentence	<i>ro</i> Joe bought a new car it's a Honda.
<i>cs</i>	Comma splice	<i>cs</i> I saw the cat, it was black.
<i>inf</i>	Too informal for academic writing	The party was <i>inf</i> cool.
?	Unclear	
OK	Teacher mistake. Ignore it.	

## APPENDIX 4. COMMON CONNECTORS

COMMON CONNECTORS							
Chronology	Description	Cause	Result	Unexpected Result	Contrast	Direct Contrast	Similarity
TRANSITIONS	first at first second third next at last after that		as a consequence as a result consequently therefore	however nevertheless nonetheless	however in contrast	however on the other hand	likewise similarly
CONJUNCTIONS	until when while before since	as because since		although even though		whereas while	
COORDINATING	and	for	so	but yet	but yet	but yet	both ... and neither ... nor not only ... but also
PREPOSITIONS	after before since	above behind next to under	on top of because of in front of due to	despite in spite of	different from in contrast to	unlike	like similar to

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