

WRITING SKILLS

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FOREWORD

Assalamu'alaikum warahmatullahi wabarakatuh.

Thanks to Allah SWT, The Almighty, for all the mercies and blessings. Shalawat and Salam may be upon our Prophet Muhammad SAW, his family, and all of his companions.

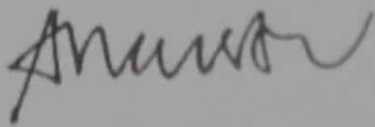
We welcome and appreciate the completion of this "Writing Skills" book, which is written by Dr. Siti Jamilah, S.E., M.Si., Wahyu Ardhian, M.A., and Bambang Sutrisno, S.E., M.S.M. Lecturers of Faculty of Economics and Business Universitas Muhammadiyah Jakarta. We do all hope that this book will bring benefit both for the lecturer and the students, so that the understanding of the lessons will be easier to obtain with this book.

Representing the Civitas Academica of Faculty of Economics and Business Universitas Muhammadiyah Jakarta, let we deliver our gratitude for all the contributions of time, knowledge, and efforts that have been given by the writers on writing this book. Hopefully, May all the good things done are noted and blessed by Allah SWT. Aamiin YRA.

Wassalamua'alaikum warahmatullahiwabarakatuh.

Cirendeu, August 2018

**Dean of Faculty of Economics and Business
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I. INTRODUCTION

Writing in human's life has become one of the essential parts as it transfers their way of seeing the world through words and sentences. Writing according to Benjamin Franklin is either write something worth reading or do something worth writing. Therefore, in order to be able to write better, understanding the writing skill is important. In writing skills, students have to understand the essential elements that will lead into a good writing.

What makes a good writing? There are some elements that create good writing. First, a subject of writing is needed. A writer should assign a subject which he wants to explore. Second, when one starts to write, he has to have a clear purpose of his writing. There are three most common purposes of writing, such as to entertain, to inform, and to persuade. Writing often takes the form of entertaining people by narrating story about recent activity, the latest issues on movie, favorite places to visit, etc. This process of writing also gives information to people about many things in many fields. Moreover, in college, writing takes the form of persuasion which convinces others into logical point of view on the subject written. Third, he needs to have a clear identified audience whom he expects will read the works of the writing. By knowing the audience who may be interested in his writing, he can write more effectively with lots of ideas.

WRITING IN ENGLISH

This book is written to help students to develop their writing skill in English. Therefore, it will provide some points on how to write good paragraphs through simple ways of learning.

In order to be able to write in English, one should know that the writing constructions are:

1. Word
2. Phrase
3. Clause
4. Sentence
5. Paragraph
6. Essay

From the construction above, the writing process will start from word. According to Oxford student dictionary, word (noun) is a single unit of speech or writing expressing an independent meaning. Meanwhile, Phrase is a group of words without a finite verb, forming a unit within a sentence or clause (www.oxforddictionaries.com/schools). Students can learn to be familiar with some words and phrases in English through books, songs, movie, etc. Those activities will help student to write more vocabularies in English and make them easier to start writing from sentences to essays with specific topic or idea.

How can a student start writing?

There are formal and informal writing which are needed for the general and academic purposes. However, those two writings have the same purpose which is to deliver the writer's idea through essays and paragraphs. Besides in the form of essay, writing can be also in the form of letters and reports. Every student can start writing from his/ her recent experience which makes him easier to develop his story and his idea. He can start from writing words, then phrases, clauses and finally, he writes sentences which link into paragraphs. In conclusion, practice makes perfect. The more a student practices, the better his English writing skill will be.

II. PARTS OF SPEECH

In English, Parts of Speech are needed to explain every function of words in a sentence. Every student should understand the usage of each part of speech. There are noun, pronoun, adjective, verb, adverb, preposition, conjunction, and exclamation.

Words perform different functions in a sentence. Details are as follows.

Parts of speech	Usage	Example
Noun	it names a person, a place or a thing	Mary is beautiful. Paris is the capital of France. Freedom is very important.
Pronoun	it is a word used instead of a noun	They are good students. The pencil is hers.
Adjective	it describes a noun	My father is tall but my mother is short .
Verb	it tells an action	Birds fly .
Adverb	it describes the adjective and / or verbs	The children always talk loudly .
Preposition	it tells the relationship between nouns / pronouns and other words in a sentence	My parents will meet me at the station tomorrow.
Conjunction	it joins sentences, clauses, phrases and single words	Jimmy opened the door and went in.
Exclamation	it tells sudden feeling or emotion.	Hurrah! We won the football match.

Exercise 1

Pick out the nouns in the following sentences. There may be more than one noun in each sentence.

e.g. Terry told his friends many secrets.

nouns: Terry, friends, secrets

1. His success made his parents happy.
2. Cows give us milk.
3. The train has just left the station.
4. The students handed in their essays, which were marked by the tutor.
5. Our family spent the holiday in London.
6. Do you drink coffee with milk and sugar?
7. Lead is softer than iron.
8. What is more important, health or wealth?
9. A swarm of rabbits ran out of the forest.
10. My brother had a toothache last week.

Exercise 2

Pick out the pronouns in the following sentences. There may be more than one pronoun in each sentence.

e.g. These socks are hers.

pronoun: hers

1. The yellow car over there belongs to him.
2. This cat is beautiful, but mine is more beautiful.
3. Who gave her the money?
4. He cut himself when he was shaving.
5. Which do you prefer, an apple or an orange?
6. There is nobody here.
7. The teacher can hear them talking.
8. She explained it to me yesterday.
9. I found these tickets on the floor yesterday. Are they yours?
10. You should help yourself.

Exercise 3

Pick out the adjectives in the following sentences. There may be more than one adjective in each sentence.

e.g. He is a hard-working student.

adjective: hard-working

1. These apples are sweet but expensive.
2. Whose umbrella is this?
3. There is some milk in the refrigerator.
4. Tai Mo Shan is the highest mountain in Hong Kong.
5. We have not got any mango trees in our garden.
6. Which dress do you like, the blue one or the red one?
7. Peter is fatter than Maurice.
8. It is dangerous for children to play with matches.
9. This book is very interesting. Have you read it?
10. Alan is an honest boy.

Exercise 4

Pick out the verbs in the following sentences. There may be more than one verb in each sentence.

e.g. There are thirty students in my class.

verb: are

1. After the rain had stopped, the children went out to the playground.
2. My sister enjoys listening to classical music.
3. We will visit the museum tomorrow.
4. Who has finished doing the exercise?
5. The tiger was shot by the hunter.
6. The train is leaving soon.
7. Snakes are found in Sai Kung.
8. John occupies a very important position in the company.
9. I was bathing when the telephone rang.
10. That is the woman who knows my parents.

Exercise 5

Pick out the adverbs in the following sentences. There may be more than one adverb in each sentence.

e.g. The soldiers fought bravely in the war.

adverb: bravely

1. The little girl smiled sweetly at me yesterday.
2. Please hang the wet clothes here.
3. The chairman seldom arrives on time.
4. You must spend your money more wisely.
5. It is raining heavily. You must drive carefully.
6. He shouted at the dog that was barking noisily.
7. Jane spoke the least throughout the meeting.
8. You must work hard if you want to pass the examination.
9. Have you ever visited Thailand?
10. The box is too heavy for him to carry.

Exercise 6

Pick out the prepositions in the following sentences. There may be more than one preposition in each sentence.

e.g. My father works in a factory.

preposition: in

1. Take off your hat before you go into the room.
2. I bought this book for fifty dollars.
3. There is a bridge over the river.
4. I like walking along the riverbank.
5. She kept her jewelry in a box under the bed.
6. The lifeguard had to swim against the currents to reach the drowning child.
7. He is afraid of snakes.
8. Homework should be finished at home.
9. My parents do not work on Sundays.
10. Jessie is absent from school today.

Exercise 7

Pick out the conjunctions in the following sentences.

e.g. A fish can swim but a bird cannot.

conjunction: but

1. Although he was late, he managed to catch the bus.
2. My father had locked the door before he went to bed last night.
3. I am dark but my sister is fair.
4. We must hurry or we will be late.
5. Do not move until the general gives the order.
6. Since she was not there, I talked to her husband.
7. They were disqualified because they cheated during the game.
8. We can't carry on for it is raining heavily.
9. My brother had a serious stomachache, so he returned home.
10. Though she was suffering much pain, she did not complain.

Exercise 8

Pick out the exclamations in the following sentences.

e.g. Hush! Don't make any noise.

exclamation: Hush

1. Oh! I am sorry to hear that.
2. Ah! This is my dream car.
3. Hush! Be quiet. The baby is asleep.
4. How wonderful! It can fly.
5. Alas! The dog is dead.
6. Ha! Ha! I have won the first prize.
7. Good heavens! A storm is coming.
8. Dear me! What a fool he is.
9. Well done! Please play it once more.
10. Hurrah! Our team won the game.

III. TENSES

There are sixteen tenses in English grammar. Among those sixteen, this book will discuss the five basic tenses in English which are Present tense, Past tense, Present Continuous tense, Present Perfect tense and Future Tense. These tenses will help students to write easily.

1. SIMPLE PRESENT

Simple present is used to indicate a regular or habitual action.

e.g

Shinta dances beautifully tonight.

They come to the zoo this Saturday.

Mark usually walks to school

Your cough sounds so bad.

2. PRESENT PROGRESSIVE (CONTINUOUS)

This present continuous tense is used to indicate present time (now) with all but the stated verbs.

e.g :

John is singing a good song now.

The chief is trying to contact his staff now.

We are not flying to Lombok now.

Are you writing a letter now?

3. SIMPLE PAST TENSE

The simple past is used for a completed action that happened at one specific time in the past.

e.g :

We **drank** too much coffee **last night**.

Did you see Mira yesterday?

Carla **washed** all the dishes **after dinner**.

Maria **did** her homework **two hours ago**.

They **stopped** in front of your house **a few minute ago**.

Akmal **did not** call me **last night**

4. PRESENT PERFECT

The present perfect is used to indicate an action that happened at an indefinite time in the past.

- Adi **has traveled** around the world (We don't know when)
- She **has studied** Music . (We don't know when)

It also explains action that happened more than once in the past.

- I **have visited** Bali three times.
- We **have read** this novel two times

Negative and question forms of present perfect are as follows:

- We **haven't written** our reports **yet**.
- **Have you seen** Iqbal before?

It can also explain action that began in the past and is still occurring in the present.

- John **has lived** in the same house for twenty years

or

- John **has lived** in the same house since 1975

5. FUTURE TENSE

The future tense is used to explain the activity that happens in the future.

e. g.

She will buy me an ice cream because it is so hot.

The teachers are going to Dubai next year.

Will you continue your degree?

Exercise

Identify the tenses on each sentence!

1. Mr. Ali went to the office two days ago.
2. He has not finished writing the report yet.
3. I don't understand why some people like to stay up late for work.
4. She is dancing with the prince in the ballroom.
5. Did she see me yesterday?
6. They have practiced football since 2000
7. We will collect the money for the poor.
8. Raia is going to Malaysia next December.
9. Andri knew how to cook from the cooking class in 2010
10. The building has been built ever since I came here.
11. They run a coffee shop in Bekasi.
12. Mella prays that she can do all the written test.
13. The students felt so tired so that they could not do the test.
14. Will she look for her lost bike?
15. Mr. Giovanni does not care about the crowd in front of his house.

IV. PHRASE AND CLAUSE

PHRASE

Phrases are groups of words, without both a subject and a verb, functioning as a single part of speech. It can be understood also as a group of words that does not contain either the subject or verb and therefore it cannot stand alone as a clause or a sentence.

A. Noun Phrase

It is sometimes just in the form of a **noun** or a **pronoun**

e.g.: **People** like to sing

Marry is smart

It is sometimes a **determiner** and a **noun**

e.g.: **The book** is expensive

Those houses are very big.

It sometimes begins with a **quantifier**

e.g.: **All** those children go to Universitas Muhammadiyah Jakarta

Both of my sisters are married

B. Verb Phrase

There is a **main verb** in the form of present tense or past tense

e.g.: We **are** here.

Everyone **liked** the song

There is **auxiliary verb** *be* and a **main verb in the -ing** form

e.g.: Maya and Sheila **are watching** movie together.

We **were laughing** because of the funny story.

There is **auxiliary verb** *have* and a **main verb in the past participle** form

e.g.: They **have studied** English for twenty five years.

She **had eaten** breakfast before she went to school.

There is a **modal verb** (**can, could, may, might, must, shall, should, will, would**) and a **main verb**.

e.g.: They **can help** me.

He **might come** late.

We shall not come late on the meeting

C. Adjective Phrase

It is a group of words that describe a noun or pronoun in a sentence. It can appear at the start, end, or in the middle of the phrase.

e. g.: That's a **lovely** cake.

These flowers are **pretty**.

The car is **economical** for its size.

Exercise 1

Identify the Noun phrase, Adjective phrase and Verb phrase!

1. The school is very beautiful.
2. The girls wear pink bags.
3. The letters are sent regularly
4. The song is sung well.
5. Jupal is eating too much durian.

Transition Words

English transition words are essential, because they not only connect ideas, but also can introduce certain shift, contrast or opposition, emphasis or agreement, purpose, result or conclusion, etc.

- Agreement/ Addition/ Similarity

In the first place	by the same token	moreover
not only...but also	again	as well as
as a matter of fact	to	together with
in like manner	and	of course
in addition	also	likewise
coupled with	then	comparatively
in the same way	equally	correspondingly
First, second, third	identically	similarly

in the light of not to mention	uniquely like as too	furthermore additionally
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Opposition / Limitation / Contradiction

Although this may be true In contrast Different from Of course...but On the other hand On the contrary At the same time In spite of Even so	Above all In reality After all But Unlike Or Yet While Besides	Instead Whereas Despite Otherwise Conversely However Rather Nevertheless
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Cause / Condition / Purpose

In the event that Granted (that) As / so long as On (the) condition (that) For the purpose of In order to In view of Unless	When Whenever Since While	Because of As Since While In case Inasmuch as Due to
--	------------------------------------	--

Examples / support / emphasis

In other words	With this in mind	Especially
To put it differently	Notably	Specifically
For one thing	Namely	In detail
As an illustration		For example
For this reason		To emphasize

Effect / Consequence / Result

As a result	Therefore
For this reason	Thereupon
Thus	Forthwith
Because the	Accordingly

Conclusion / Summary

As can be seen	In fact	Ordinarily
In the long run	In summary	Usually
After all	In conclusion	To sum up
Given these points	In short	
	Overall	

CONJUNCTIONS

Conjunctions are words used as joiners. There are four types of conjunctions:

1. Coordinating conjunctions (FANBOYS)

For, and, nor, but, or, yet, so

Those coordinating conjunctions join equals to one another. They coordinate words to words, phrases to phrases, clauses to clauses

Examples	
Word to word	Most women like cooking and shopping
Phrase to phrase	The lost ring may be at the drawer or at the bedroom
Clause to clause	What you say and what you do are two different things

A coordinating conjunction joining two independent clauses creates a compound sentence and require a coma before the coordinating conjunction

Examples:
Wanda drinks the tea, so Grace drinks the coffee
I don't care for the beach, but I enjoy a good vacation in the mountain

2. Correlative Conjunctions

Either....or both.....and
Neither.....nor not only.....but also

These pairs of conjunctions require equal (parallel) structures after each one

Faulty : Sinta not only wants the car but also the house
Correct : Sinta wants not only the car but also the house
Correct : Sinta not only wants the car but also wants the house

3. Conjunctive Adverbs

These conjunctions join independent clauses together.

The following are frequently used conjunctive adverbs:

Also	After all	Next
As a result	In addition	Nonetheless
Besides	Indeed	On the contrary
Consequently	In fact	On the other hand
Finally	In other words	Otherwise
For example	Instead	Still
Furthermore	Likewise	Then

Hence	Meanwhile	Therefore
However	moreover	Thus
	nevertheless	

4. Subordinating Conjunction

This conjunction is used to join two clauses together by making one clause dependent or subordinate upon the other.

Examples

It is holiday.

We watch the movie with all the family.

(Both are independent clauses in the form of simple sentences)

Because it is holiday, we watch the movie with all the family.

We watch the movie with all the family because it is holiday.

CLAUSE

A clause refers to a group of related words (within a sentence or itself as an independent sentence) which has both subject and predicate. A clause may stand as a simple sentence or may join another clause to make sentence.

e.g :

She eats her breakfast this morning. (one clause)

She writes the letter and sends it to the post office. (two clauses)

I don't like going to the beach, but my brother likes to go there, because he likes the sea.
(three clauses)

Clauses are divided into main clause (**Independent Clause**) and Subordinate Clause (**Dependent Clause**).

An **independent clause** is a clause that expresses a complete thought and can stand as a sentence.

e.g.: **I saw her** who had given me a gift.

He doesn't know how to answer this question.

She comes to the hospital because she wants to deliver her baby.

The bold sentences above show the main clause or the independent clause. It expresses the complete thought and can stand as a sentence. Thus, the independent clause is also called as a simple sentence.

A **subordinate clause** or **dependent clause** is a clause that does not express complete thought and depends on another clause or main clause.

e.g.: He may forget **what he says today**

She will answer the question **after she knows the formula.**

There are three types of clauses: adverb clause, Adjective clause and Noun Clause

Adverb Clause

An adverb clause is a dependent clause that takes the place of an adverb in another clause or phrase. It answers the question such as when? where? Why? With what goal or result? and under what conditions?

Adverb time and cause connectors

Time				Cause	
After	as soon as	once	when	as	now that
As	before	since		because	since
whenever				inasmuch as	
As long as	by the time	until	when		

She is sick after she falls from her bike.

Jeena went inside because it was raining.

Since the office closes in less than an hour, the staff needs to finish his work soon.

She will wait for her friends outside the station, as long as her friends bring her chocolate
Whenever you start the test, don't forget to pray.

Condition	Contrast	Manner	Result	Place
If In case Provided providing unless whether	Although even though though while whereas	As As if As though	So+ adj+ that So+adv+ that Such a(n) + NP + that	Where Wherever

Example:

She went to school even though she felt sick

Although she felt sick, she went to the office

She will come to the party unless she is sick.

The price of this book is so expensive that many students buy used ones.

Noun Clause

A noun clause is a dependent clause that functions as a noun. It performs the same function as noun in a sentence. In some cases, noun clauses start with words “that, what, whatever, who, whom, whoever, whomever”

Noun clauses connectors

What	why	whenever
When	how	whether
Where	whatever	if
That		

e.g.:

Whatever she says will come true. (noun clause as a subject)

He understands **how hard this problem is**. (noun clause as an object)

Where she goes will open the secret of her. (noun clause as a subject)

Adjective Clause

An adjective clause works like adjective in a sentence. The function of an adjective is to modify (describe) a noun or pronoun.

Marker	Use	Example
Who	Subject (people)	Lena who likes to dance is my sister in law
Whom	Object (people)	Akmal whom I lied to has found out about the truth
Whose	Possessive (people / things)	Sayyid whose bag is red is my son.
Which	Subject/object (things)	<i>Sate Blora</i> is the food which I like most.
that	Subject/object (people / things)	She gets diamond that she really dreams of.

V. SENTENCE

A sentence is the basic unit of written English communication. A sentence is a **collection of words** assembled in such an order that they present a **complete thought or idea**.

There are four types of sentences: simple, compound, complex, and compound-complex.

Simple Sentences

- A simple sentence contains a subject and a verb.
- It expresses a single complete thought that can stand on its own.
- A simple sentence is a sentence with one clause
- It may not be introduced by a subordinate clause connector

Examples:

1. The baby cried for food.

There is a subject and a verb that expresses a complete thought.

2. Professor Jack's intelligent students completed and turned in their homework.

A simple sentence does not necessarily have to be short. It can have adjectives. In this case, there are two verbs "completed" and "turned in." However, the sentence expresses one complete thought and therefore is a simple sentence.

3. Megan and Ricky ate too much and felt sick.

Although there are two subjects and two verbs, it is still a simple sentence because both verbs share the same subjects and express one complete thought.

Compound Sentences

A compound sentence has two independent clauses. An independent clause is a part of a sentence that can stand alone because it contains a subject and a verb and expresses a complete thought.

- Basically, a compound contains two simple sentences.
- These independent clauses are joined by a conjunction (for, and, nor, but, or, yet, so).

Examples:

1. The shoplifter had stolen clothes, **so** he ran once he saw the police.

Both sides of the conjunction “so” are complete sentences. “The shoplifter had stolen clothes” can stand alone and so can “he ran once he saw the police.” Therefore, this is a compound sentence.

2. They spoke to him in Spanish, **but** he responded in English.

This is also a compound sentence that uses a conjunction to separate two individual clauses.

Complex Sentences

- A complex sentence is an independent clause joined by one or more dependent clauses. A dependent clause either lacks a subject or a verb or has both a subject and a verb that does not express a complete thought.
- A complex sentence always has a subordinator (as, because, since, after, although, when) or relative pronouns (who, that, which).
- It is sentence that has at least one main clause and one subordinate clause. Noun, adjective and clauses are all types of subordinate clauses. Each of these sentences is a complex sentence because it contains a subordinate clause.

Examples:

1. **After** eating lunch at The Cheesecake Factory, Tim went to the gym to exercise.

The independent clause is “Tim went to the gym to exercise.” The subordinating clause before it is dependent on the main, independent clause. If one were to say “after eating lunch at The Cheesecake Factory,” it would be an incomplete thought.

2. Opinionated women are given disadvantages in societies **that** privilege male accomplishments.

The subject is “opinionated women” and the verb is “are given.” The first part of the sentence “opinionated women are given disadvantages in societies” is an independent clause that expresses a complete thought. The following “that privilege male accomplishments” is a relative clause that describes which types of societies.

3. **The woman who taught** Art History 210 was fired for stealing school supplies.

The dependent clause in this sentence is “who taught Art History 210” because if removed, the rest of the sentence would stand as an independent clause. “Who taught Art History 210” is an adjective clause that provides necessary details about the subject, woman.

Compound-Complex Sentences

- A compound-complex sentence has two independent clauses and at least one dependent clause.

Examples:

1. **After** the two soccer players lost their game, they joined their other teammates for lunch, and they went to the movies.

If we remove the dependent clause “after the two soccer players lost their game,” we have a compound sentence. The dependent clause makes this sentence compound-complex.

2. The man believed in the system, and he knew that justice would prevail **after** the murderer was sent to the jail.
3. She cried **when** her cat got sick, but he soon got better.
4. The sun is shining through the clouds, so I think that we can go swimming.
5. Although I like to go camping, I haven’t had the time to go lately, and I haven’t found anyone to go with.

VI. PARAGRAPH

A paragraph is a group of closely related sentences that develop a central idea. It can also be said as a group of sentences that fleshes out a single idea. In order for a paragraph to be effective, it must begin with topic sentence, have sentences that support the main idea of that paragraph and maintain a consistent flow.

An effective paragraph:

- presents a single idea
- begins with a topic sentence that makes this single idea evident
- contains support in form of sentences that convey this single idea
- is strategically organized to maintain flow
- informs, entertain or persuade the reader about the paper's overall idea

Essays are often organized using the following pattern:

- Introduction : The first paragraph of the essay. This includes a thesis statement, that states the main idea or argument of the paper`
- Body paragraphs : Each of the body paragraphs usually begins with a topic sentence. Topic sentence identifies what is being explained
- Concluding paragraph : This is the last paragraph and it should restate the thesis idea and wrap up the entire essay to create the best closing.

Essential Elements of Paragraph :

1. Unity

In order for paragraph to maintain a sense of unity, the paragraph must focus on a single idea, point, or argument which is being discussed. Therefore, it is better to start with the topic sentence. And should not begin to stray and develop new ideas.

Example:

Watching movie during weekend is one of my favorite hobbies, because it can release my stress after working on weekdays. I always go to XXI cinema in Bintaro Xchange to watch the latest movie with my family.

The second sentence elaborates on the main topic. This is a unified start.

2. Coherence

A coherent paragraph has sentences that all logically follow each other; they are not isolated thoughts. The ideas should be connected from one to another. It is the way how the writing is understood by the reader. There are ways to achieve coherence. First, using transition helps connect ideas from one sentence to the next. Second, ordering thoughts in numerical sequence helps to link one idea to another.

Example:

During weekend, some families tend to hang out just to spend their time together. They go for watching movie, eating out at their favorite restaurant, or visiting friends. Doing some activities with their family will help them to upgrade their sense of belonging and caring. After their hectic routine work day, parents can enjoy their free time with the kids. This activity builds stronger relationship among family members. Therefore, having quality time is important for every family.

3. Completeness

In order to get a complete paragraph, the writer should provide enough information to support the main idea and prove his thesis statement. If all sentences clearly and thoroughly support the main idea, the paragraph is complete.

Main parts of a Complete Paragraph

1. **Topic Sentence** : an interesting subject and its controlling idea
2. **Supporting sentences** : usually at least three sentences to develop the main idea thoroughly.
3. **Concluding sentence** : to summarize the main idea and reinforce the topic sentence

Example:

Banana is my favorite fruit. I always eat this every day. It is very sweet and it can be found both in traditional market and modern market. Every Monday and Tuesday I always bring this fruit when I go to school. I sometimes cook banana oat and mix it with milk. It tastes so delicious. Besides, fried banana is also very popular in Indonesia. This fried banana is cheap and yummy! What a delicious banana!

How to write a good writing?

In order to be able to write a good writing, a student should pay more attention to:

1. A **Subject** that he knows well and understands
2. A clear **Purpose** of the writing
3. An **audience** that he has identified

SUBJECT

If a student is assigned a subject, try to find an angle of that subject that he finds interesting and wants to explore. He will usually have to go through a process of narrowing down the general subject until he finds an appropriate topic.

Example : International Food

Korean Food

Kimchi

PURPOSE

Whenever a student starts to write something, it is very important for him to think about his purpose. The purpose can be to entertain, to inform, to persuade, etc.

AUDIENCE

Concerning about the audience who will read the writing will make the student to communicate more his ideas. This will support him to write and to elaborate more on his topics as he expects the reader will be happy on reading his writing.

TYPES OF PARAGRAPH

1. Narration

A narrative paragraph uses a story or part of a story to develop the main idea. Often the story serves as anecdotal evidence in support of the main idea, producing a paragraph similar to the example and illustration pattern.

2. Description

A descriptive paragraph uses specific details to create a clear idea of a place, time, person or object. Descriptive paragraph shows rather than tell, and use details such as sensory details to help the reader construct a 'picture' of the scene`.

3. Definition

A definition paragraph provides a detailed definition of a key term in the essay.

4. Example and Illustration

An example and illustration paragraph illustrates a point with one or more examples.

5. Division and Classification

A classification paragraph groups item into categories according to some specific principle. A division paragraph breaks a single item into its parts according to some specific principle

6. Comparison and contrast

A comparison paragraph looks at the similarities between two or more items. A contrast paragraph looks at the differences between two or more items. Sometimes items are both compared and contrasted.

7. Analogy

An analogy paragraph draws the comparison between two items, usually for the purpose of showing some surprising similarity.

8. Cause and Effect

A cause and effect paragraph develops an idea by explaining the causes of something or by showing the effects of something. The paragraph might move from cause to effects or from an effect to its causes

9. Process

A process paragraph tells or explains a process using a chronology order of the steps or stages in the process.

VII. ESSAY

An essay is a piece of writing that discusses or argue some topics, moreover it explores ideas and connections. Essays usually include statistic, facts, quotations, and references to help discuss the topic or to support the author's argument. A good essay will include these three aspects:

- INTRODUCTION

Hook

Background

Thesis statement

The introduction paragraph is the first paragraph of the essay. It should provide the thesis statement and some background information about the topic by using facts, quotation, and definition of important terms.

Example:

Topic : The high cost of living in Jakarta

Hook : Can you imagine how much a single day can cost if you live in Jakarta, Indonesia?

Background : Jakarta is one of the most expensive cities in Indonesia. The Jakarta's cost of living and the prices of daily needs are much higher than in other parts of Jakarta. There are many people live in poverty with a very high gap between the wealthy one and the poor one.

Thesis statement : Jakarta is one of the most expensive cities in Indonesia. The prices of things in Jakarta are much higher than other parts of Indonesia.

A Thesis statement **conveys the overall idea of the entire essay and is usually** (though not always) **the last sentence of the first paragraph of the essay.**

The thesis has **three main parts** the topic, the controlling idea and the predictor.

The topic is the subject of the essay, what the essay is about.

The controlling idea is what the writer is going to say about the topic.

The predictor tells the reader how many body paragraph there will be in the essay and what their content will be.

Example of thesis statement

Thesis Statement :

1. Secondhand smoke is just as harmful as smoking and leads to a higher prevalence of cancer and heart disease; therefore, smoking in any public place should be banned.
2. Though some argue that advertising to children is harmful, it is actually a positive marketing technique that spurs economic growth.

The thesis statement must state a clear topic and assert a debatable opinion.

1. A thesis must represent a complete thought

Improper thesis : How university life is for students.

Proper thesis : The first year of university is a difficult transition time for students.

2. A thesis must not be a question

Improper thesis : Should Ontario reduce the legal drinking age?

Proper thesis : Anyone who is old enough to join the military should be able to drink legally

3. A thesis statement should not include phrases like “I think...”

Improper thesis I think taxes are too high for lower-income families.

Proper thesis : Lower-income families do not have adequate take-home earnings because of the amount of taxes they pay.

4. A thesis should not be written in figurative language

Improper thesis : Love is a bouquet of roses in the garden of our soul

Proper thesis : Although love is a relatively new concept, it is critical in creating strong romantic and non-romantic relationship between people.

- **BODY PARAGRAPH**

Topic Sentence

Supports

Concluding Sentence

The body paragraph functions as the supporting paragraph as it develops the main idea of the essay. Decoding the topic sentence in each body paragraph will give clear clues about how the writing is constructed. To write the supporting paragraph, the students should list some points related with the main idea of the essay. Then, place each supporting point in its own paragraph as it also provides the facts, details and examples.

- **CONCLUSION**

Restate Thesis

Summarize

Lasting Impression

This part of essay comes at the end of the essay. It ends by summarizing or restating the main idea in order to leave the reader a sense of completeness in an essay. The student should restate the strongest points of the essay that support the main idea, conclude the essay by restating the main idea in different words. Moreover, it's better to give a personal or suggest a plan for action.

How to organize supporting details in paragraphs?

As the student starts to write the topic sentence for the paragraph, it's better for him to add supporting details that include descriptions, facts and examples. Therefore, a supporting paragraph can be explained as sentences that support or back up the topic sentence. In this case, there are some helpful words for supporting details.

EXAMPLES OF ESSAYS

Compare and Contrast Essay

Where to Go on Vacation: The Beach or the City

It is a fact that not all the people have the opportunity to go on vacation. The ones who have the facilities like to go out of town once in a while in order to leave their worries behind. When we go on vacation, we have to decide the best place to go according to what we have in mind. The purpose of this essay is to contrast the differences between vacation at a beach or in a city. We will look at the kinds of activities, the clothing required and the pace of life available while vacationing on the beach or in the city.

The first major difference between vacationing on the beach or in a city is the kind of activities you are able to do. On the beach, for example, you can go sailing, fishing, surfing, skiing, or take advantage of the sun and lie in the sand to get tan, or even in some cases feed sharks and swim with dolphins. On the other hand, in a city you can visit different sites such as museums, theaters, important buildings, downtown, among other things. This means that you have many places to know and you will need much more time and organization in a city than on the beach.

Another difference between vacationing on the beach or in a city is the clothing and equipment you need to take with you. If you decide to go to the beach, you will have to take mainly a bathing suit, shorts, short-sleeve shirts, sandals, sunglasses, goggles, and sun block. Considering that you are going to the city where you will have to walk a lot, you will need comfortable and casual clothing such as jeans and tennis shoes. You will also have to take fancy clothes in case you want to go, for example, to watch a play or to a concert.

The final difference between vacationing on the beach or in a city is the pace of life. If you want a relaxing plan, your option will be the beach. When you are on the beach you just let things happen while in the city you will have to schedule all your activities in order to have time to visit the different sites you want to.

In conclusion, here you have these differences to consider when deciding where to go on vacation. Although both places are interesting and exciting, it all depends on what you are looking for. Keep it mind that wherever you decide to go you will enjoy it.

Cause and Effect Essay

The Causes of Poverty in Mexico

Are you aware that 20 million people in Mexico live on less than two dollars a day? Sixty million people, half the Mexican population, live in poverty, and 20 million of them live in extreme poverty. Most of the time, garbage is their food, and some days, they don't even eat anything. This critical situation in Mexico is caused by individual, geographic and political factors. The purpose of this essay is to analyze these three main causes of poverty in Mexico.

The first and immediate cause of poverty in Mexico is the individual condition. This cause refers to circumstances and characteristics of poor people. For example, the amount of education, skill, intelligence, health, and prejudice all have an influence on poverty. The lack of education is one of the most significant factors that contributes to poverty. There is no access to jobs for non-educated people.

The second cause of poverty has to do with geography. For example, statistics show that people who live in rural areas far away from the cities are poorer. This is caused by the lack of communication and transportation in remote rural areas. Because of this, governments can't provide essential services such as potable water, affordable food, primary health care, and education. People who live there are totally isolated from the rest of the society.

The third and most significant cause of poverty in Mexico is the political economy of the country. The International Monetary Fund and World Bank-prescribed structural adjustment policies have been applied in Mexico because the government doesn't carry out enough policies to encourage successful development. They cannot, for these international institutions lend money to Mexico on the condition that the nation open up its economy and cut social expenditures to repay the loans. The IMF and World Bank programs are supposed to reduce poverty, but actually they are increasing it.

Unless the Mexican government works on the causes of the poverty which are the individual condition, the geographic factor, and the political economy of the country, the problem is going to get worse. Nobody likes to see poor children eating out of garbage cans. Mexico needs a new political economy designed by Mexican economists and politicians, people who are committed to Mexico and to the future of its society.

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