

# ESSAY WRITING

*Mukminatus Zuhriyah, M.Pd*

PENERBIT  
LPPM UNHASY  
TEBUIRENG JOMBANG  
2020



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**LPPM UNHASY TEBUIRENG JOMBANG**

**2020**

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**ISBN: 978-623-7872-34-4**

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Cetakan I, November 2020

i-vii+136lm, 15.5 x 23.5 cm

## PREFACE

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“Essay Writing” is organized in a way which is easily followed for teaching writing. This book provides both information on important aspects of essay writing and practice exercises. All of those are invaluable for the students who learn to write essays. Besides, this book also includes many examples of many kinds of essays. It is very helpful to understand the differences of all those kinds of essays. It is really a useful book for the students who is new to writing for essays.

**Sayid Ma’rifatulloh, Dip.ELT., M.Pd**

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## ACKNOWLEDGMENTS

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“Essay Writing” is a book especially written for the students who learn to write essays. All about essays are provided in this book. This book comprises of 14 chapters which cover the introduction of the essay, kinds of essays, the examples of each kind of essay, and exercises. All of the materials provided in this book are to make the students easier in learning essays.

Next, the writer would like to thank to all colleagues who have helped and given contributions in developing the materials of this book. Special thanks goes to KEMRISTEK BRIN; Prof. Dr. H. Haris Supratno, the Rector of Universitas Hasyim Asy’ari; the head, the secretary and the staff of LPPM of UNHAS; and LPPM UNHAS Tebuireng Jombang Press.

The Writer,

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# CHAPTER 1

## INTRODUCTION TO AN ESSAY

### A. Learning Objectives

In this chapter, the students are expected to be able to understand the introduction to an essay consisting of the definition of an essay, the number of paragraphs in an essay, and a thesis statement definition.

### B. What Is An Essay?

An essay is something which is very familiar in our ears. We also often know that some examinations often assign the participants of the examinations to create essays. What is meant by an essay?

Before developing the essay, you have to know what an essay does not mean:

1. An essay does not just mean as a set of paragraphs.
2. An essay does not mean as a list of whatever you know about the subject.
3. An essay does not simply express the facts or ideas about the topic.

The following are essay definitions:

1. It is a group of paragraphs which are organized and support the thesis statement.
2. It is a group of paragraphs which talk about one topic and one central idea.

Based on those two essay definitions, the conclusion about an essay can be described as follows:

1. It has a thesis statement.
2. It consists of paragraphs.
3. It is not a single paragraph.
4. It has one topic.
5. It has one central idea.
6. Its paragraphs are organized.
7. Its paragraphs connect one another.

8. Its paragraphs support the thesis statement.

### C. How Many Paragraphs Does An Essay Have?

It is already clear that an essay does not contain a paragraph only. Simply an essay can have three paragraphs. But commonly an essay consists of five paragraphs minimally. In academic writing, the common essay is a five-paragraph essay. Academic writing means formal writing. When you are writing an essay formally, you must write minimally five organized paragraphs. However, a short essay sometimes consists of four paragraph only. The five paragraphs of the essay must connect one another. Those five paragraphs cannot tell the different topics. They must talk about one topic. All of the paragraphs must support the thesis statement. However, a short essay sometimes consists of four paragraph only.

### D. What Is A Thesis Statement?

Do you still remember a topic sentence? Yes, the topic sentence exists in the paragraph. Every paragraph has a topic sentence. Thesis statement is something like a topic sentence but exists in an essay. Every essay has a thesis statement.

Below are some explanations about a thesis statement.

1. It is the main idea of the essay.
2. It gives the writer's clear opinions about the topic.
3. It expresses the controlling idea of the essay.
4. It is not simply a narrowed topic.
5. It is the sentence explaining the main idea of the whole essay.

Thus, we can say that **a thesis statement is a sentence which expresses the opinions of the writer about the topic and tells the main idea of the whole essay.**

Once more, a thesis statement is not the same as a narrowed topic.

Look at the following examples!

No	Topics	Narrowed Topics	Thesis Statements
1	Job search	Job interview skills	Job applicants can improve their chances of success through preparation, honesty, and persistence.
2	Running	The benefits of running	Running burns calories, exercises the heart, and reduces stress.
3	Koalas	The existence of Koalas	The number of Koalas has decreased because of human population growth, deforestation, and hunting.

**E. Exercise 1**

*Narrow the following topics and develop a thesis statement for each topic. Remember that your thesis statement must show your point of view about the topic.*

1. Mobile phones

Narrowed Topic : .....

Thesis Statement : .....

2. Food

Narrowed Topic : .....

Thesis Statement : .....

3. Exercises

Narrowed Topic : .....

Thesis Statement : .....

4. Career women

Narrowed Topic : .....

Thesis Statement : .....

5. Used cars

Narrowed Topic : .....

Thesis Statement : .....

6. Neighborhood

Narrowed Topic : .....

Thesis Statement : .....

7. Staying healthy

Narrowed Topic : .....

Thesis Statement : .....

8. TV Programs

Narrowed Topic : .....

Thesis Statement : .....

9. Study habits

Narrowed Topic : .....

Thesis Statement : .....

10. Korean dramas

Narrowed Topic : .....

Thesis Statement : .....

Thesis statement can be said as a strong thesis statement if:

1. It can be discussed and explained.

e.g. There are several ways to improve our speaking ability of English.

2. It does not only tell the fact about the topic.

e.g. The summer months are warmer than the winter months. ***This thesis statement is weak because of only providing the fact so that it cannot be discussed or argued.***

3. It does not state two sides of an argument equally.  
e.g. There are advantages and disadvantages of using mobile phones. ***This thesis statement is not strong because it presents two sides of one argument with no clear agreement or disagreement.***

## **F. Exercise 2**

***Write S (If the thesis statement is strong), F (If it tells fact only meaning a weak thesis statement), and N (If it is unclear opinion meaning that the thesis statement is weak) for the thesis statements below!***

1. .... Indonesian independence day is on August 17.
2. .... Using the public transport would be one of the best ways to solve the traffic and pollution problems in cities around the world.
3. .... There are some Korean dramas showed on some channels of TV now.
4. .... It is more important for a student to have good study habits than to have intelligence.
5. .... Indonesia has two seasons, namely rainy season and dry season.
6. .... When studying English, Indonesian students often get difficulties in pronunciation, spelling, and grammatical structure.
7. .... Owning a car has many advantages but it also has a lot of disadvantages.
8. .... Smoking is not good for our health.
9. .... Some people argue that money is everything, but some also say that money is nothing.
10. .... Being able to finish the work on time can make ourselves satisfied and get rewards from the boss.

# CHAPTER 2

## AN INTRODUCTORY PARAGRAPH

### A. Learning Objectives

In this chapter, the students are expected to be able to understand the definition of an introductory paragraph and how to arrange a good introductory paragraph.

### B. What Is An Introductory Paragraph?

There are three main parts in the essay. They are:

1. an introductory paragraph,
2. body paragraphs,
3. a concluding paragraph.

The introductory paragraph is the first paragraph that introduces the main idea of the essay.

The characteristics of an introductory paragraph are:

1. Telling the topic of the essay generally
2. Expressing the main idea of the essay
3. Providing background information of the topic
4. Arousing the readers' interest and attention

Having five to ten sentences.

### C. How To Make A Good Introductory Paragraph?

Use the following steps to create an introductory paragraph:

1. Firstly, tell the general ideas
2. Then, lead the specific ideas
3. Finally, state the thesis statement.

**Look at the example of an introductory paragraph below!**

For many years reading and writing were taught separately. Actually the relationship between reading and writing is a bit like that of the chicken and an egg. Which comes first is not as important as the fact that without one, the other cannot exist. The literacy development is dependent on this interconnection between reading and writing. **Reading can help the students know the structures and the language of various texts and give prior knowledge to the students before writing a certain topic.**

Note: The bold sentence is thesis statement.

**D. Exercise 1**

*Revise the introductory paragraphs below in order to be good introductory paragraphs!*

1.

Vocabulary plays an important part in learning to read. Learning a language is often associated with how to construct a sentence that is good for speaking. Many people think that they want to be able to speak fluently and interact with each other in the language learned, but they rarely think that what is more important to learn and reproduce is the mastery of vocabulary. Mastering a lot of vocabulary is the main facility to arrange sentences and speak efficiently. To improve your vocabulary you can do a lot of reading, understanding basic words, listening to english songs.

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2.

For many years using new vocabulary words in sentences is an effective method of learn and memorize vocabulary words, because of vocabulary is the essence of every foreign language, well as we known above, making a paragraph from new vocabulary words not only helps solidify the meaning and proper usage of a word for a learner, but aids in remembering it.

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3.

The importance of vocabulary as also learning a language has become more accepted. Vocabulary is a basic component of language proficiency which provides the basis for learners 'performance in other skills, such as speaking, reading, listening and writing. Therefore, acquiring vocabulary it is a fundamental process when learning because it will not only develop the writing skills, but also the remaining ones. As a consequence, learners will become competent on their level of language because it seems that the four skills will be hand in hand.

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4.

Vocabularies are meaningful part in learning to read. Beginning readers must use the words that they heard orally to make sense of the words they see in the text. Children who have a broad vocabulary learn to read more easily because they can know foreign words based on knowledge words related to the context. It is difficult for beginning reader to figure out that they didn't taken in part of their vocabulary. Vocabulary so important in learning to read, novice readers use the word and catch up what they heard and printed in book.

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**\* Remember that the introductory paragraph becomes weak if:**

1. It does not provide enough information about the topic or gives too much information about the topic.
2. It tells many different topics.
3. It does not express a clear thesis statement.

**E. Exercise 2**

***Write a good introductory paragraph based on each topic below!***

1. Housewives

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2. Good students

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3. TV programs

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4. Favorite food

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5. Best friends

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# CHAPTER 3

## BODY PARAGRAPHS

### A. Learning Objectives

In this chapter, the students are expected to be able to understand the definition of body paragraphs and how to arrange good body paragraphs.

### B. What Are Body Paragraphs?

Body paragraphs are the paragraphs which support the thesis statement.

They usually contain:

1. Facts
2. Observations
3. Personal experiences
4. Statistics
5. Quotations.

All the paragraphs in the body paragraphs have to support the thesis statement. They are the same as the supporting sentences that support the topic sentence in a paragraph.

### C. How To Arrange The Body Paragraphs?

The paragraphs in these body paragraphs have to be logically organized so that the readers are able to follow the ideas of the writer easily. There are three common ways to organize the body paragraphs.

They are:

1. By time

The paragraphs are organized by the time. The essay that the writer writes can become a chain of events. For example, the body paragraphs of the essay about giving an advice for job interview can be written as follows:

- a. Before being interviewed (first body paragraph)
- b. When being interviewed (second body paragraph)
- c. After being interviewed (third body paragraph).

2. By parts

The paragraphs are organized based on the parts of the information. For instance, the body paragraphs of the essay about frequently asked questions in the interview can be arranged as follows:

- a. Questions about the background of study and training (first body paragraph)
- b. Questions about working experience (second body paragraph)
- c. Questions about skills (third body paragraph).

3. By importance

In telling the details, the paragraphs in the body paragraphs can be organized by the level of importance of the information. For example, the essay about the qualifications of job applicants can be arranged as follows:

- a. The applicants' mandatory skills (first body paragraph)
- b. The applicants' secondary skills (second body paragraph)
- c. The applicants' unique skills (third body paragraph)

**d. Look at the example of the body paragraphs below!**

**The Relationships between Reading and Writing**

For many years reading and writing were taught separately. Actually the relationship between reading and writing is a bit like that of the chicken and an egg. Which comes first is not as important as the fact that without one, the other cannot exist. The literacy development is dependent on this interconnection between reading and writing. Reading can help the students know the structures and the language of various texts and give prior knowledge to the students before writing a certain topic.

The students know the structures of various texts by reading a variety of texts. The students observe how the text structures from their reading texts. The reading texts can be the real examples of the texts that the students should produce when writing. The students can imitate the structures of the texts which they have read when writing. In deed, reading leads the students to have more knowledge about the structure needed for their writing.

From the texts that the students read, the students can also observe the characteristics of the language of every text. So that the students really understand that every text has its own language. Then, they can transfer this knowledge to their own writing. They will not be confused anymore to choose what language that they must use when they are obligated to write a certain text. They will always consider the appropriate language to be used in their writing.

The students also can add their knowledge about a certain topic from reading. This knowledge can become the students' prior knowledge for their writing. Having prior knowledge is very important for them when writing because writing is the act of transmitting knowledge in print. So that they must have information to share before they write it. The flow of their writing will not get stuck because they have already known what to be written.

**D. Exercise 1**

**Revise the introductory paragraphs and the body paragraphs below.**

1.

**The Reasons Someone Makes Writing As Their Hobby**

Not everyone likes writing activities, the difficulty of composing words and developing written ideas is the reason they are reluctant to do so. But for people who have a hobby of writing will find easier to compose words. Who would have thought, writing as a hobby that can produce and relieve feelings at the same time. Many things can be obtained from a writing, in fact, one of which can relieve your feelings. in addition, from writing we can also earn money if the writing we make is interesting and liked by readers. Therefore, there are several reasons someone makes writing as their hobby such as practicing vocabulary diversity, writing makes our thoughts or works never be lost, and writing become a Media Express Feelings.

Practicing vocabulary diversity is one reason why people make writing become their hobby. Through writing you will also practice using a variety of vocabulary because do not let the choice of words become monotonous. This will also have an impact on everyday life. You will be a great chat partner because you don't lack vocabulary. The more vocabulary that is obtained, the more the selection of the right and best words. So that your writing will be sharper and make the reader feel at home for long reading the writing.

Thought results never lost ,the results of your thinking will be eternal because it has been realized in written form. Your writing will become a lasting memory from you. Although it has been left but others will surely remember it through your writings. For that reason, never write something that is not beneficial to the reader. Because, from an article can be useful for every reader.

Writing become a Media Express Feelings If you want to express a feeling but shy to tell a friend or even a parent, you can use writing as a hobby as a media to express feelings. That way, you can be relieved to write anything that blocks your mind and heart. In fact, through writing you can provide inspiration for those who have the same fate or have the same experience. By writing you can channel the feelings that are still buried deep in the mind and heart. In fact, you can write without a hitch at all because inspiration flows right away and can't stop your fingers.

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**2. Considerations for Making Listening Materials**

Listening competence can be interpreted as the ability to capture, understand and respond to spoken language messages. Therefore the appropriate language material must be in the form of discourse, because discourse must contain information. Listening comprehension tests are intended to measure students' ability to capture, understand, and respond to information contained in the discourse received through the auditory canal. The choice of discourse as material for tests of listening abilities must also consider the existence of several factors. There are three listening competency test materials that need attention: level of discourse difficulty, the scope of discourse, and type of discourse.

The difficulty level of discourse is mainly in terms of the vocabulary and structure factors used. If the vocabulary used is difficult, double meaning and abstract, it is rarely used, plus the sentence structure is also complex, the discourse includes a high level of difficulty. There is a way to estimate the level of difficulty of discourse for the class or population concerned, namely in the form of a cloze technique (cloze test). Because of the measurement of the difficulty level of the discourse in relation to the ability to listen, the cloze technique was given orally. A good discourse to be used in the listening ability test is a discourse that is not too difficult or vice versa too easy.

The content and scope of the discourse influence the level of discourse difficulty. If the contents of the funds know the scope of the discourse in accordance with the requests and needs of students, or in accordance with the field studied, it will facilitate the discourse concerned. Conversely, if the content of the discourse is not in accordance with the asking and needs, experiences and cognitive reach, or does not fit well with the field studied by students, it will increase the level of difficulty of the discourse in question. It will be different if the discourse being tested contains general matters. The discourse to be tested should contain things that are neutral so that it is possible to have a common view of the contents of the problem.

The discourse to be taken for a listening ability test can be in the form of dialogue or open dialogue. However, for practical reasons, we need to limit the length of the discourse being tested. The most important thing is in terms of the validity of the test was fulfilled. That is, the test was truly able to reveal the competence of capturing and understanding spoken language. As for the forms of discourse that are often used in the test of listening ability are Questions or Short Statements, dialogues and lectures.

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## E. Exercise 2

*Write the body paragraphs of the introductory paragraphs below.*

1.

When people are asked whether they like reading or not, most of them answer that they like reading. They tell that reading is very beneficial for them. Reading can improve the vocabulary. Next, reading also can make people become more focused. In addition, reading improves people’s analytical thinking. Improving the vocabulary, making people more focused, and improving people’s analytical thinking are the benefits of reading.

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# CHAPTER 4

## A CONCLUDING PARAGRAPH

### A. Learning Objectives

In this chapter, the students are expected to be able to understand the definition of a concluding paragraph and how to arrange a good concluding paragraph.

### B. What Is A Concluding Paragraph?

A concluding paragraph is the last part of an essay. It is the last paragraph of the essay. The main purpose of this concluding paragraph is to summarize the major essay ideas by reviewing the important points having been made and by giving the reader a reminder what the main point (the thesis statement) of the essay is.

### C. How To Make A Good Concluding Paragraph?

There are some characteristics of a good concluding paragraph:

1. Summarizing the main points of the essay
2. Restating thesis statement (using different words)
3. Making a final comment about the main idea of the essay
4. Not introducing new ideas.
5. Indeed signaling the end of the essay.

To have a good concluding paragraph, it is better to use transition words in starting the paragraph in order to signal that it is the last essay part.

**Have a look the introductory paragraph and the concluding paragraph below!**

**Introductory paragraph:**

For many years reading and writing were taught separately. Actually the relationship between reading and writing is a bit like that of the chicken and an egg. Which comes first is not as important as the fact that without one, the other cannot exist. The literacy development is dependent on this interconnection between reading and writing. Reading can help the students know the structures and the language of various texts and give prior knowledge to the students before writing a certain topic.

**Concluding Paragraph:**

Reading plays a major role in writing. They interconnect each other. It is very suggested doing reading before writing. Reading a variety of texts helps students learn text structures and language that they can transfer to their own writing. In addition, reading provides students with prior knowledge that they can use for their writing.

**D. Exercise 1**

***Notice the introductory paragraphs and the concluding paragraphs below. State whether they match each other or not. Give the comments and the revision if it does not match.***

1.

**Introductory paragraph:**

Learning and understanding English is very helpful nowadays. It is because English is the one of the most popular language in the world. When we try to learn English, we usually encounter a problem in the process. One of this problem is forgetting our new vocabullary, and we can solve this problem with some kinds of activities such as : repetition, taking a note, and making a sentence.

**Concluding Paragraph:**

In conclusion, if we wants to learning about english language we usually encounter some problem. Forgetting our new vocabulary is the one of the problem. This kind of activity will help us to solve the problem; First is Repetition, Repetition is reapeping our new vocabullary until we keep it in head. Second is take a note, write our new vocabullary in a note or book, this kind of activity called take a note. Last is make a sentence, this kind of activity is make a new sentence based on our new vocabullary we found. We can do those kind of activity everywhere and easy to do but very helpfull for us in learning English.

**Comments and Revisions:**

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2.

**Introductory paragraph:**

Teaching words for students is indeed quite difficult. Because there are many words that must be taught while students cannot remember many words that have been given. Then, I thought of trying to encourage students to use strategies in learning vocabulary words, choosing the right words to give in vocabulary words, using various techniques to help students consider and remember vocabulary words.

**Concluding Paragraph:**

As teachers we can use these methods in teaching vocabulary to students. In addition to helping students understand vocabulary, students can also easily memorize vocabulary. the teacher can also add other techniques in teaching vocabulary.

**Comments and Revisions:**

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**E. Exercise 2**

*Create the concluding paragraphs based on the introductory paragraphs provided below.*

**1.**

**Introductory paragraph:**

To be able to master English, the most important thing is vocabulary. Vocabulary becomes the main support in learning language because vocabulary enriches our knowledge so we can speak and write in English. Then, we can get vocabulary through several activities for examples through listening to the music, watching videos, and reading books.

**Concluding paragraph:**

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**2.**

**Introductory paragraph:**

Vocabulary is one of the most important components of English. It is considered as the most important one for students in learning English as a foreign language. Because of their limited vocabulary, they cannot communicate their ideas transmitted to them (Kufaishi, 1988). Vocabulary mastery must be acquired by students in order to get other competencies like listening, speaking, reading, and writing.

**Concluding paragraph:**

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**3.**

**Introductory paragraph:**

Vocabulary plays an important part in learning to read. Learning a language is often associated with how to construct a sentence that is good for speaking. Many people think that they want to be able to speak fluently and interact with each other in the language learned, but they rarely think that what is more important to learn and reproduce is the mastery of vocabulary. Mastering a lot of vocabulary is the main facility to arrange sentences and speak efficiently. To improve your vocabulary you can do a lot of reading, understanding basic words, and listening to English songs.

**Concluding paragraph:**

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# CHAPTER 5

## A DESCRIPTIVE ESSAY

### A. Learning Objectives

In this chapter, the students are expected to be able to understand the definition of a descriptive essay and how to arrange a good a descriptive essay.

### B. What Is A Descriptive Essay?

A descriptive essay is an essay that describes how the subject looks, tastes, smells, feels, or sounds. This essay describes the facts, the observations or the impressions about people, places, objects, or ideas.

There are two kinds of descriptions, such as:

1. Objective description

This description gives the factual details.

2. Subjective description

When people describe their personal impressions, opinions, or feelings, they are actually telling their subjective description.

These two kinds of descriptions are combined to make the good descriptive essay.

In descriptive essay, the writers should create a clear and vivid impression of the topic. It is because the writers of a descriptive essay translate their experience about a person, place, or thing into words. It is often done by appealing to the physical senses consisting of sight, hearing, smell, taste, and touch. This is what leads the readers to the main impression created by the writers. This main impression of the topic usually becomes thesis statement of a descriptive essay. The following examples explain what is meant by main impression.

1. Even in the middle of the night, New York City is alive with the noises of people at work and at play.

Topic: New York City

Main impression: alive with the noises of people at work and at play

2. My scar is not very big or very visible.

Topic: My scar

Main impression: not very big or very visible

## C. How To Arrange A Good Descriptive Essay?

A descriptive essay also comprises of three parts, namely introduction, body and conclusion.

What should be written in each paragraph? Here they are.

### ❖ An introductory paragraph

1. It begins with the hook that introduces the description object or event.
2. The background is told by the middle sentences
3. It ends with the thesis statement that tells the reader why this description object or event is important to the author.

### ❖ Body paragraphs

1. They comprise of most descriptions of object or event being written
2. The sentences in the body use more adjectives and adverbs so that the description becomes more vivid
3. The sentences also use prepositions and prepositional phrases to describe specific location or position of the description object
4. In order to make the description become more expressive and familiar, the sentences in the body also can use the comparisons.

### ❖ A concluding paragraph

The author's final opinion about the description is stated in this concluding paragraph.

- **Note: A good descriptive essay can make the readers feel as if he or she is present in the event.**

**The following essay is the example of a descriptive essay.**

## **A Luxury Ride**

My son had a big grin on his face as I got ready to drive him to Cub Scouts yesterday. When I asked him what I did to deserve that smile, he pointed gleefully at our new vehicle. We had traded in Miss Debbi, an ancient station wagon that I received as a gift from my parents in the late 80s, for a sleek, teal green minivan. Even though I was grateful to our old car for getting me through those early years as a mother, as my babies became youngsters, Miss Debbi got creakier and rustier and uglier, and my son and daughter were plainly embarrassed to be seen in her. What took Miss Debbi to her grave, though, were the credit card bonus points that my father contributed toward a new vehicle. Dear old dad was the hit of our family when he suggested that we look for something larger and safer than my old clunker. As I gathered up my son and his gear to take him to scouts, I realized how perfectly this new minivan meets my needs as a parent.

First, the exterior of the van offers me style, safety, and convenience. Compared to my old clunker, the minivan is the height of style with its teal green exterior and sleek aerodynamic design. Surprisingly, the van is not much longer than my old sedan, and with the cab forward design, it has the appearance of a sleek bullet train. The steel frame and advanced bumpers offer safety in the event of a crash, and the latest development in impact resistant skin panels means my van won't get dented every time someone's shopping cart bounces against it in a parking lot. In addition, the van isn't much higher than my old sedan, which makes it easy for me to stash lawn chairs, cooler, and tent on the roof racks when we go camping. I also like the side door that slides wide open to load kids and dogs. For groceries, the hatch back allows me to stuff bags and cartons in the rear compartment without upsetting the kids camped in the middle seats. Finally, the keyless entry is a fabulous feature for a single woman with her arms full of packages and children.

Not only does the exterior of the new minivan perfectly suit my needs as a parent, but the interior is designed for the driver's safety and comfort. When a motorist enters the vehicle, she is offered choices for adjusting the seat's height, distance from the steering wheel, and lower back support, which ensures that every driver is properly positioned to operate the vehicle without straining, stretching, or hunching down. In front of the driver of a minivan, there is a beautifully displayed instrument panel with a digital display that is lit in bright colors for easy reading. Moreover, the console next to the driver anticipates her needs with its cup holders and organizer tray for tapes or CDs. When the van is moving, a computerized voice warns of unlocked doors or unfastened seat belts, which puts a driver at ease when carrying a vanload of kids. The driver can even control the mirror on the passenger door to get a better look at the lanes of traffic, and the mirror on the back gate lets the driver feel confident when backing into a parking space.

Finally, the van's performance features make it a pleasure to drive. The engine provides the power of six cylinders, which gives me the acceleration to enter freeway traffic effortlessly. I also enjoy the cruise control out on the highway for my long drives from home to school. Last week, I discovered the benefits of the anti-lock brakes when I had to avoid a fender bender ahead. My old car's brakes would have locked up, and I would have skidded into that huge truck in my path. Instead, the van's brakes didn't grab, so I kept control and was able to maneuver around the crack-up. Probably the feature of my new van that I appreciate most often is the fuel economy because I'm not spending any more on fuel than I was on my old heap. The power and economy of my new minivan are an exceptional combination.

My son just informed me that he volunteered me to drive half his scout troop to its jamboree in our new van, which he has nicknamed Miss Betty, and he gave me a big hug. Outside sits the best gift I've ever received and one of the most important tools for a parent like me. My sleek new minivan is stylish and convenient outside, safe and comfortable inside, and powerful and economical on the road. Miss Betty is the best vehicle I could ever drive as a parent.

Taken from Writer's Resources, From Paragraph to Essay.

**The outline of the descriptive essay above is as follows:**

1. Title: A luxury Ride
2. Introductory Paragraph
  - a. The hook:

My son had a big grin on his face as I got ready to drive him to Cub Scouts yesterday. When I asked him what I did to deserve that smile, he pointed gleefully at our new vehicle.
  - b. Thesis statement:

As I gathered up my son and his gear to take him to scouts, I realized how perfectly this new minivan meets my needs as a parent.
3. Body Paragraphs
  - a. Paragraph 2

Topic sentence:  
First, the exterior of the van offers me style, safety, and convenience.
  - b. Paragraph 3

Topic Sentence:  
Not only does the exterior of the new minivan perfectly suit my needs as a parent, but the interior is designed for the driver's safety and comfort.
  - c. Paragraph 4

Topic Sentence:  
Finally, the van's performance features make it a pleasure to drive.
4. Concluding Paragraph

Writer's final opinion:  
Miss Betty is the best vehicle I could ever drive as a parent.

**D. Exercise 1**

*Write the main impression of the topics below*

1. Topic: the good crabs

Main impression:

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2. Topic: my dream house

Main impression:

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3. Topic: the cold wind

Main impression:

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4. Topic: a beautiful ocean

Main impression:

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5. Topic: fresh fruit

Main impression:

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6. Topic: unhealthy food

Main impression:

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7. Topic: a horrible land

Main impression:

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8. Topic: a beautiful meeting

Main impression:

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9. Topic: a great welcome

Main impression:

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10. Topic: my friendly neighbour

Main impression:

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**E. Exercise 2a**

**Analyze the descriptive essays below**

1. Write an outline of a descriptive essay below.

**Rio Vista**

The houses on Rio Vista Drive now form a monument. The White, tan, and cream stucco and brick Mc Mansions have pools, three-car garages, sweeping two-story windows, double door entrances, marble foyers, wine racks, hot tubs, home offices, and skylight entertainment rooms. The large kitchens feature granite countertops, hardwood floors, and cherrywood cabinets. Upstairs are spacious bedrooms and master suites larger than most people’s first apartments. Everything about these homes was designed to let visitors know their residents had made it in the new “ownership society.”

Completed in 2005, the houses sold rapidly, some turning over three or four times as their prices rose. Investors bought them unseen and sold them to tohers who never moved in. The families who did occupy them discovered their homes were worth a hundred thousand more than they had paid for them the day they moved in. The new owners took out equity loans to pay for cars, boats, cruises, and European vacations.

In 2008 the bubble burst. The million-dollar houses lost half their value. Their owners were plunged into massive debt. The developer went bankrupt. Within a year, the For Sale signs and foreclosure notices began appearing. Today all twenty-six Mc Mansions on Rio Vista Drive stand empty. A property management company pays college students and laid-off auto workers eight dollars an hour to cut the grass, water plants, and patrol the subdivision to keep the vandals at bay.

A Congressman has suggested that subdivisions like Rio Vista should be bulldozed to create demand for new construction. Until then, the empty dream houses on Rio Vista are a modern ghost town, emblems of the Great Recession.

Taken from Get Writing, Paragraphs & Essays.

**Write your outline here!**

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2. Write an outline of a descriptive essay below.

**The Best Pizza in Town and Maybe the World**

I have suffered a great deal because of a terrible addiction to pizza. Basically, I enjoy pizza too much. In fact, I enjoy it so much. I won't share it, not even with my mother. People in my hometown of Cabimas, Venezuela, laugh at me and call me the Pizza King of Cabimas, but it is a name that I am proud of. I have eaten pizza in many places, and none is as good as the pizza of Cabimas.

The best place to eat pizza in Cabimas is at Papa's. Customers have to wait in line to get a table but the wait is worth it. Once they are seated, pizza-lovers can choose from many varieties of pizza, such as pizza with shrimp and smoked oysters or pizza with pine nuts and garlic, but my favorite is the sausage and pepperoni. First of all, it is big. When the waiter puts it down in front of me, I feel happy because I will get enough to eat. It smells of garlic, oil, and spices. And it looks delicious too. The sauce oozes out from under a layer of rich melted cheese. The best part is the first bite. I sink my teeth into a slightly crunchy crust, thick tomato sauce and gooey cheese, and I am in heaven. I can eat two of these pizzas in one night, eventhough I know I will have a stomachache afterwards.

Now that I am in the United States, I am trying different kinds of pizzas here. I have never seen so many different pizza restaurants! I want to try them one by one. So far, some of them are delicious, but I am convinced that the best pizza in the world is still at Papa's restaurant a couple of blocks from the house where I grew up.

Taken from Effective Academic Writing 2, The Short Essay

**Write your outline here!**

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**F. Exercise 2b**

*Choose one of the topics in exercise 1, then, write a descriptive essay based on the topic that you have chosen.*

**Write your essay here!**

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# CHAPTER 6

## A NARRATIVE ESSAY

### A. Learning Objectives

In this chapter, the students are expected to be able to understand the definition of a narrative essay and how to arrange a good narrative essay.

### B. What Is A Narrative Essay?

Narrative means story. A narrative essay is an essay that provides the readers a series of stories or events which are told chronologically.

A narrative essay can:

1. contain facts or fictions
2. describe personal impressions or objective facts
3. use flashback or flash-forward when highlighting the events
4. use dialogues in the form of direct quotations of people speaking to enhance the story.

A narrative essay consists of some elements to make up the story, namely:

1. Setting  
It is telling about the action location in the story .
2. Theme  
It is the basic story idea which often relates to the human's life or human's nature, for instance, love, envy, greed and independence.
3. Mood  
It is such kind of feeling or atmosphere which the author creates for the story, such as happy, sad, hopeful, sad, and so on.
4. Characters  
They are the people in the story. The mood affects these characters.
5. Plot

It is the event sequence. A climax or the turning point at which there is a change to the characters or events is included in this plot.

## **C. How To Arrange A Good Narrative Essay?**

A narrative essay has some parts, such as an introduction, body, and a conclusion.

What to be written in each part?

### ❖ **Introduction**

1. It begins with the hook which can grab the readers' interest and attention. This hook is usually the first few sentences in this introductory paragraph
2. The background information about the people, the place, and the time which introduces the event is expressed in the middle sentences of the introduction.
3. The introduction ends with the thesis statement preparing the readers the action that will follow.

### ❖ **Body**

1. Describing what happened in the story
2. Containing most of the plot of the story
3. Including the details bringing the story to life
4. Usually using chronological order or time order.

### ❖ **Conclusion**

1. It presents the event outcome
2. It often ends with the author's comment about what is showed or taught by the event.
3. It can also end with a prediction or a revelation about future actions.

## Here is the example of a narrative essay.

### Frustration at the Airport

I had never been more anxious in my life. I had just spent the last three endless hours trying to get to the airport so that I could travel home. Now, as I watched the bus driver set my luggage on the airport sidewalk, I realized that my frustration had only just begun.

This was my first visit to the international section of the airport, and nothing was familiar. I could not make sense of all the signs. Where was the ticket counter? Where should I take my luggage? I had no idea where the customs line was. I began to panic. What time was it? Where was my airplane? I had to find help because I could not be late!

I tried to ask a passing businessman for help, but all my words came out wrong. He just scowled and walked away. What had happened? I had been in this country for a whole semester, and I could not even remember how to ask for direction. This was awful! Another bus arrived at the terminal, and the passengers came out carrying all sorts of luggage. Here was my chance! I could follow them to the right place, and I would not have to say a word to them.

I dragged my enormous suitcase behind me and followed the group. We finally got to the elevator. Oh, No!! They all fit in it, but there was not enough room for me. I watched in despair as the elevator doors closed. I had no idea what to do next. I got on the elevator when it returned to the floor I was on and gazed at all the buttons. Which one could it be? I pressed button 3. The elevator slowly climbed up to third floor and jerked to a stop. A high, squeaking noise announced the opening of the doors, and I looked around timidly.

Tears formed in my eyes as I saw the deserted lobby and realized that I would miss my airplane. Just then an old airport employee shuffled around the corner. He saw that I was lost and asked if he could help. He gave me his handkerchief to dry my eyes as I related my predicament. He smiled kindly, took me by hand, and led me down a long hallway. We walked up some stairs, turned a corner, and, at last, there was customs! He led me past all the lines of people and pushed my luggage to the inspection counter.

When I turned to thank him for all his help, he was gone. I will never know that wonderful man's name, but I will always remember his unexpected courtesy. He helped me when I needed it the most. I can only hope that one day I will be able to do the same for another traveler who is suffering through a terrible journey.

*Adapted from Great Essays 4*

➤ **Note: A narrative essay is commonly written in the simple past tense.**

▪ **The outline of the essay “Frustration at the Airport” is as follows:**

1. Title: Frustration at the Airport

2. Introduction

a. Hook:

I had never been more anxious in my life. I had just spent the last three endless hours trying to get to the airport so that I could travel home.

b. Thesis Statement:

Now, as I watched the bus driver set my luggage on the airport sidewalk, I realized that my frustration had only just begun.

### 3. Body

#### a. Paragraph 2 (Event 1)

**Topic Sentence:**

This was my first visit to the international section of the airport, and nothing was familiar.

**Transition Sentence:**

I had to find help because I could not be late!

#### b. Paragraph 3 (Event 2)

**Topic Sentence:**

I tried to ask a passing businessman for help, but all my words came out wrong.

**Transition Sentence:**

I could follow them to the right place, and I would not have to say a word to them.

#### c. Paragraph 4 (Event 3)

**Topic Sentence:**

I dragged my enormous suitcase behind me and followed the group.

**Transition Sentence:**

A high, squeaking noise announced the opening of the doors, and I looked around timidly.

#### d. Paragraph 5 (Event 4)

**Topic Sentence:**

Tears formed in my eyes as I saw the deserted lobby and realized that I would miss my airplane.

**Transition Sentence:**

He led me past all the lines of people and pushed my luggage to the inspection counter.

### 4. Conclusion

#### a. Close of the action:

When I turned to thank him for all his help, he was gone.

#### b. Final Sentence (moral/prediction/revelation):

I can only hope that one day I will be able to do the same for another traveler who is suffering through terrible journey.

## D. Exercise 1

### *Analyze the following essays.*

#### 1. Make an outline for the following essay.

##### **Disaster Prom**

For some people, the senior prom is the culmination of four years of high school and is more important and certainly more memorable than graduation. They proudly display their prom pictures on their mantels, and they remember prom night as one of the best in their lives. It didn't quite work that way for me. I changed schools my senior year because my parents moved from one area of Atlanta to another. As a result, my date for the prom was a girl I had met in my English class but barely knew. I still have the picture of the two of us that night, but I don't have the heart to display it because even though I look good in my tux and she looks beautiful in her blue satin dress and orchid corsage, I can't look at the picture without remembering that just after the flash went off, she turned away in anger. Unfortunately, my senior prom was a disaster.

I thought I had everything arranged well in advance of the night of the prom. I had persuaded my brother to lend me his shiny new red Camaro in exchange for mowing his lawn for two months. At the time, it seemed like the trade was well worth it because I could just imagine the look in my date's eyes when I picked her up in my brother's cool car. Unfortunately, my brother didn't show up until right before I was supposed to leave, and in my rush I neglected to check the gas gauge. As a result, I ran out of gas and had to hitchhike in my tux to the nearest filling station. I arrived at my date's house twenty minutes late and sweaty. When her father opened the door, it was clear from the scowl on his face that he was not pleased with anyone who would keep his precious daughter waiting on such an important night.

My date was forgiving enough until we arrived fifteen minutes late at the four-star French restaurant where I had made reservations months in advance. We were informed by a surly maître d' that we had lost our reservations and would have a one-hour wait if we wanted to stay. Instead, we opted for a local restaurant that offered a fancy seafood buffet, but we felt ridiculous in our formal clothes when everyone else was dressed casually. It was already clear that the evening was not going well, and my date didn't have much to say. Her dress was so tight that she could barely eat a bite of food, and I was so miserable that I ate too much. The tension and the greasy fried food combined to make me feel slightly queasy.

By the time we arrived at the prom, my date was barely speaking to me. The prom was held in the gym, which still looked very much like a gym in spite of the potted plants and canopy of balloons. To make matters worse, the band the prom committee had hired played mostly punk rock music, which was impossible to dance to. Everyone just milled around awkwardly and didn't know what to do. The music was too loud to hear yourself talk, and the strobe lights at once blinded me and made me feel dizzy. Not an hour after we arrived, someone bumped my elbow, and I sloshed my drink all over the front of my date's blue satin dress, which sent her running to the bathroom in tears. I suppose for her that was the last straw.

By the time I dropped her off, she was so furious that she refused to say goodnight, let alone kiss me goodnight. Needless to say, she never went out with me again. I spent two hot summer months mowing my brother's lawn to pay for borrowing his car, and when my prom picture arrived in the mail, I put it in a drawer without looking at it. All in all, my senior prom was an experience I would just as soon forget.

Adapted from *Writer's Resources*, from *Paragraph to Essay*

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2. Make an outline for the following essay.

*Law and Order and Me*

When I got a summer intern job working for a television show, I could not believe my luck. I was just out of high school and had sent in a resume almost as a joke. But a production assistant called me back, and soon I was working for the hit series *Law and Order*.

Learning that I would be helping the location manager, I visualized myself standing behind the cameras watching actors, stuntmen, and directors at work. I imagined the stars arriving in limos, signing autographs for tourists, and nodding at me as one of the crew.

The reality was very different. My job was to help scout and set up locations. Most of the time I held a tape measure or climbed ladders to measure ceilings for the manager, who drove a battered Volvo station wagon full of secondhand tools. We spent our days checking out dumpy bars, cabstands, street corners, filthy tenement lobbies, and stuffy subway stations. We had to take measurements and set up diagrams so other crews knew what lighting equipment they would need and where to place the cameras.

My summer dragged on. Everyday I would squeeze into the battered Volvo with no air-conditioning and windows that couldn't open. We would rattle up to Harlem to look at a nightclub and wait for an hour for the manager to show up, only to realize his club was too classy to match the script's call for a seedy drug den. Then we would hit the second club on our list, a dingy drive in the Bronx that reeked of stale beer and bug killer. But that club wouldn't work either, so we moved on to check the third spot, a grimy tavern on Second Avenue. The next day we might be scouting a warehouse or a landfill. Later in the week I would be pacing off spots on a rooftop parking lot in 98°F heat and putting down X's in masking tape.

After a few weeks, something began to bother me. I had seen enough episodes of *Law and Order* to know many of the scenes are shot in upscale clubs, art galleries, townhouses, office suites, and mansions. One day while eating our usual lunch of french fries and cheeseburgers, I asked my boss why we never visited those locations. "Oh," he said casually, "I let Lou stake out places like Tiffany's and Trump Tower. Those people expect you to dress nice, and I hate wearing ties. But Lou doesn't seem to mind."

Adapted from Get Writing, Paragraph & Essay.

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3. Make an outline for the following essay.

**An Embarrassing Incident**

When I grew up, the rules for family life are very strict. I had five brothers and five sisters, and we spent a lot of time with our relatives. My parents taught us we should respect grandparents more than anyone in the world because grandparents had lived the longest. They had more knowledge about life, and no matter what they said, even if they did not make sense, they were right. We were taught that to hug or kiss grandparents was disrespectful and that we should greet them by kissing their hand. I was young, and I thought that everyone lived and thought just as I did. Well, I soon found out this is not true.

One day, an American friend invited me to her birthday party. I was very excited but at the same time very nervous. I wanted her family to like me, and I wanted to use my best manners. Slowly, I walked up to the house and rang the bell. My friend came running out with a big smile, telling me she was happy that I came.

Then she let me in and introduced me to her parents. They smiled and said hello. Later she said, "Come here. I want you to meet my grandpa." I followed her into the living room where her grandfather was sitting. She introduced us, and he reached out his hand. He was going to shake hands, but I thought he was expecting me to kiss his hand, so I did. He pulled his hand away and looked at me in a strange way as if he did not like what I had done.

Everyone else in the room looked at me, and my friend started laughing. I was very confused. I sat down and tried to figure out what had happened. Just then, a little boy ran to my friend's grandfather and jumped on his lap. The little boy started to hug and kiss the grandfather. When I saw this, I got up and took the little boy by the hand and said, "NO." I guess I said it pretty loudly because the room became very silent and all eyes were on me.

The next day at school my friend asked me why I kissed her grandfather's hand and why I told the little boy to get away from his grandfather. I explained my customs to her and she explained hers to me. Finally, I learned that good manners are not always the same in different countries. Fortunately, my friend and I stayed very good friends.

Adapted from Effective Academic Writing 2, The Short Essay.



**E. Exercise 2**

*Choose one of the topics provided below. Write a narrative essay consisting of five paragraphs minimally based on the topic that you have chosen.*

The topics are:

1. The last day in your high school
2. The most scary experience that you have experienced
3. The most unforgettable experience that you have
4. Your last birthday party
5. The nicest vacation that you have had

**Write your essay here!**

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# CHAPTER 7

## AN EXAMPLE ESSAY

### A. Learning Objectives

In this chapter, the students are expected to be able to understand the definition of an example essay and how to arrange a good example essay.

### B. What Is An Example Essay?

An example essay is the essay giving specific illustrations for the ideas or concepts that are still abstract to the readers or still make the readers confused by giving one example or more.

An example essay is different from a descriptive essay and a narrative essay. A descriptive essay gives the details of one single subject and a narrative essay tells one story. Meanwhile, an example essay is providing the details about a subject type or a subject kind. Thus, an example essay tells something greater than a descriptive essay and a narrative essay do.

Besides, examples are usually used by the writers for developing the general idea or proving the general statement. Examples are not abstract and general but they are concrete and specific. When demonstrating or clarifying general ideas, the writers use examples. Because of that, the readers can understand the writers' ideas easily.

Remember that:

1. Examples can be factual or hypothetical
2. As an illustration, a single item can be presented by using an extended example
3. Examples can also be used for persuading or informing the readers.

## C. How To Arrange A Good Example Essay?

Elements of an example essay that the writers should remember.

### ❖ Introduction

1. It starts with the hook which can attract the readers' attentions
2. It ends with a well-stated thesis statement which explains the purpose of the essay and what is illustrated by the examples.

Here are the examples of thesis statements of essay examples:

#### a. **My mother is always generous with her children.**

The thesis statement above needs the examples of the writer's mother's generosity.

#### b. **Experience is the best teacher.**

The writer should provide the examples related to the belief that experience is the best teacher.

#### c. **I have learned from my mistakes.**

The writer should give the examples to illustrate his statement that he has learned from his mistakes.

### ❖ Body

1. They consists of the important details of examples
2. They can be arranged by using the pattern of comparison, narration or process paragraphs
3. They should be in the same tense, tone, or voice

### ❖ Conclusion

1. It restates the thesis statement
2. The final sentence contains the writer's comment or hope.

Pay attention to the following example of an example essay!

### **An Admirable Man**

My dad didn't have a college degree, but he was an intelligent man. He could fix most things, from cars to toasters to radios, and he had a knack for nurturing growing things such as crops and animals and children. My father was well liked and well respected in our community, and nobody deserved his reputation more than he did. Most of the things I learned of value in my childhood came from watching my father and learning from him. By setting a good example for me, my father showed me the meaning of honesty, hard work, and generosity.

My father showed me the meaning of honesty. I never heard him tell a lie, even the kind of white lie we tend to use to save ourselves time or money or hassle. Once when a cashier gave him change for a twenty rather than the ten he had given her, he handed back the extra ten dollars and told her she'd made a mistake. Needless to say, she was astounded by his unexpected honesty. Another time when he accidentally backed into a car in a parking lot and left a small scratch on its fender, he left a note on the windshield with his name and phone number. He always took responsibility for his actions, and if something went wrong, he was the first to admit his mistake. When the crops failed or an animal died, if it was his fault, he admitted it. He always said it takes a man to admit his mistakes rather than run away from them. By watching my father, I learned what it means to be honest.

Not only was my dad honest, but he was also the hardest-working man I've ever known. His day began before daylight when he got up to feed and water the animals and take care of household chores. In winter, he had to get up a half an hour earlier to bring in wood for the stoves and shovel the snow out of the driveway. After helping Mom get the kids off to school, he headed out the driveway in his pickup truck to drive thirty miles to his job working for the physical plant of a large corporation. Rain or snow, he never missed a day of work. At work he did everything from installing desks to fixing electrical problems. His job kept him on his feet most of the day, and when he came home at five, he was tired, but he was never too tired to help with dinner or to complete whatever jobs needed doing around the house.

My father was also an enormously generous man. He helped out whenever anyone in our community needed a roof repaired, a fence mended, or a crop brought in. He also volunteered his time to coach our Little League baseball team and to serve as a volunteer firefighter. Not only was he generous with others, but also with his kids. He was never too busy to help out with a school project, toss a baseball with us in the front yard, or just sit on the porch swing and talk. I don't know how he found the time to do everything he did, but he believed it was his responsibility to help others.

There aren't many men like my dad, and the older I get, the more I appreciate and admire him. The old saying "Actions speak louder than words" is certainly true of my father. He didn't preach about how to be a good person, but he was one. I learned good values from watching him and from the example he set. I only hope I can set as good an example for my children.

Adapted from Writer's Resources, From Paragraph to Essay

**The following is the outline of the above essay.**

1. Title: An Admirable Man
2. Introduction

a. Hook:

My dad didn't have a college degree, but he was an intelligent man. He could fix most things, from cars to toasters to radios, and he had a knack for nurturing growing things such as crops and animals and children.

b. Thesis statement:

By setting a good example for me, my father showed me the meaning of honesty, hard work, and generosity.

3. Body

a. Paragraph 2

Topic Sentence:

My father showed me the meaning of honesty.

b. Paragraph 3

Topic Sentence:

Not only was my dad honest, but he was also the hardest-working man I've ever known.

c. Paragraph 4

Topic Sentence:

My father was also an enormously generous man.

4. Conclusion

The writer's comment or hope:

I only hope I can set as good an example for my children.

## D. Exercise 1

**Write an outline of the example essay below.**

### **Guerrilla Entrepreneur**

Last semester Pauline Feldman spoke at the business school to promote her new book, *Guerrilla Entrepreneurs*, about a new breed of small business owners. Instead of getting traditional jobs, guerrilla entrepreneurs discover an overlooked opportunity and launch a business venture. “In a tough job market,” she noted, “it is hard for young people to find work when downsized professionals with years of experience, connections, and proven skills are willing to take entry-level jobs.”

No one better illustrates this phenomenon than my friend Terrel Williams. Terry discovered that a company near his father’s repair shop purchased wooden fork lift pallets. This firm pays five dollars for intact pallets and three dollars for broken ones. Driving to school the next day, Terry noticed abandoned pallets tossed beside dumpsters, stacked in alleys, and propped against convenience stores. On his way home that afternoon, he stopped to ask store managers, landlords, and delivery drivers if he could have their discarded pallets. A convenience store owner not only allowed him to take the pallets but paid Terry twenty dollars a week to get rid of them.

Terry borrowed his father’s 1999 Ford van and began picking up pallets on his way home from school. After a week he was earning fifty to a hundred dollars a day. As the semester passed, he developed contacts with local merchants who informed him of major deliveries. Now he could sometimes load up his van and get a hundred dollars’ worth of pallets in one stop. Factory managers began stacking spare pallets in alleys for him.

Terry gave his father fifty dollars a week for use of the van and paid for gas and new tires. The van was put to hard use and soon needed a brake job and a tune-up. Terry still managed to generate enough profit not only to pay for school, his books, and rent but save an extra thousand dollars to buy a car.

Terry represents any number of guerrilla entrepreneurs who seize an opportunity and create a new business. Terry feels great pride in his accomplishment but also experiences great stress. He knows that the battered van may have to be replaced. He has thought of purchasing a second van and hiring another driver, but insurance costs and payroll taxes convinced him to stay a one-man enterprise. And like many of the guerrilla entrepreneurs Pauline Feldman describes, Terry has no plans to continue his business after he graduates. “It’s a means to an end,” he says, “After I go to law school, I hope I never see another pallet.”

Adapted from *Get Writing, Paragraphs & Essays*





**E. Exercise 2**

*Choose one of the thesis statements below. Write an example essay based on the thesis statement you have chosen.*

The thesis statements are:

- 1. My mother is always helpful with everyone.
- 2. Teaching is learning.
- 3. I have learned from my mistakes.

**Write your essay here!**

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# CHAPTER 8

## A DEFINITION ESSAY

### A. Learning Objectives

In this chapter, the students are expected to be able to understand the definition of a definition essay and how to arrange a good definition essay.

### B. What Is A Definition Essay?

A definition essay is a kind of essay whose purpose is to define or put boundaries around a term, a concept, or an idea in order that its meaning can be clarified. The question of what it is can be answered by definitions. Definition limits or explains the meaning of a word or an idea.

There are several kinds of definitions, as follows:

1. Standard definitions explaining a term or a concept understanding which is widely accepted
2. Regulatory definitions which are officially designated terms and can change
3. Qualifying definitions limiting the abstract topic meaning, for instance, poverty, addiction, or depression
4. Personal definitions expressing the individual interpretation of a subject
5. Persuasive definitions persuading the readers to share the writer's interpretation of a subject
6. Invented definitions explaining the meaning of a previously-unnamed attitude, behavior, or situation that the writer has observed.

## C. How To Arrange A Good Definition Essay?

Definitions have two roles in the essay, namely:

1. Devoting an entire essay to exploring the meaning of a word, a phrase, or a term
2. Making clear the meaning of an unfamiliar word, phrase, or term.

A definition essay has the organization, as follows:

### ❖ An Introductory Paragraph

1. The hook establishes the reason or the need to define the term
2. It sometimes begins with the question
3. Thesis statement may provide an initial definition of a term

### ❖ Body Paragraphs

1. They expand the definition by explaining and illustrating the main points
2. They can provide a different definition whose main points are, then, explained and illustrated

### ❖ A Concluding Paragraph

1. It restates the main ideas of an introductory paragraph
2. It can also summarize the main point of the body paragraphs
3. It ends with the writer's strong statement.

**Pay attention to the example of a definition essay below.**

### What is Language?

We all speak it, and we all write it, but what exactly is it? The *Longman Advanced American Dictionary* defines *language* as “a system of communication by written or spoken words which is used by the people of a particular country or area.” While this general definition is useful, it seems far too limited. It refers only to people in one country or area, not *all* people everywhere. Furthermore, it does not explain the “system,” and ignores the fact that words alone are only a partial element of language. The arrangement and form of words (and often other non verbal signals) also convey meaning. Clearly, language is more complex than merely writing and speaking, and therefore, must involve a deeper set of processes operating in the human brain. What are these processes. And where do they come from?

In order to address these questions, we need a broader definition of language. According to Carole Wade and Carol Tavis, language is “a system of rules for combining elements that communicate meaning. The ‘elements’ are usually sounds, but they can also be gestures of American Sign language (ASL) and other manual languages used by deaf and hearing-impaired people. Because of language, we can refer not only to the here and now, but also to past and future events, and to things and people who are not present” (Wade, 2011). Thus, not only does language refer to these things and events, but also to abstract concepts that cannot be seen or heard, such as love, loyalty, democracy, and Einstein’s general theory of relativity. These concepts exist only in our minds, so, in a sense, language makes them a part of our reality.

Such a reference to things, people, events, and abstract concepts occurs through the use of *symbols*. *Symbols* represent things, but they are *not* the things themselves. For example, we can see a picture of a chair and immediately recognize what the picture represents. Language, therefore, is a distinctly human ability to identify and shape our world. Animals make sounds that may reveal fear, anger, or other emotions, but (as far as we know) they cannot communicate abstract thoughts.

This broader definition is nonetheless limited, for it does not answer the question of how we acquire language. *Linguists*, specialists in the study and use of languages, have offered many explanations. For example, “[a]t one time, most psychologists assumed that children acquired language by imitating adults and paying attention when adults corrected their mistakes” (Wade, 2011). This belief was exploded by Noam Chomsky, “who argue[s] that language was far too complex to be learned bit by bit, as one might learn the list of world capitals” (Wade, 2011). Instead Chomsky believes that humans are born with the capacity to learn language because their brains are programmed with what he calls “a universal grammar.” In an interview with John Gliedman, Chomsky defined the term as “the sum total of all the immutable principles that heredity build into the language organ. These principles cover grammar, speech sound, and meaning. Put differently, universal grammar is the inherited generic endowment that makes it possible for us to speak and learn human languages” (1983). In short, humans are born with a set of rules for acquiring language that apply to any language they are exposed to.

While most linguists and psychologists today agree with Chomsky’s general idea, experts differ on how to explain the origin of universal grammar. Many believe that the ability to acquire a language is instinctual, like the untaught behavior of animals. Charles Darwin, the English naturalist famous for his theory of evolution, first expressed this theory in 1871. He argued that the language ability evolved over time:

[M]an has an instinctive tendency to speak, as we see in the babble of our young children; whilst no child has an instinctive tendency to brew, bake, or write. Moreover, no philologist now supposes that any language has been deliberately invented; it has been slowly and unconsciously developed by many steps (1874).

Stephen Pinker, a professor of psychology at Harvard University, has written several books that support Darwin’s position. Pinker states, “I think it is fruitful to consider language as an evolutionary adaptation, like the eye” (1994). Further proof that the ability to use language

has evolved comes from our understanding of anatomy. The primary functions of the organs associated with producing oral language relate to eating and breathing, not speaking. Communicative ability in humans comes from an area of the brain called the cerebral cortex, where the elements of language are located. The brains of animals lack highly developed cortexes, so the sources of their sounds come from another areas of the brain that are largely associated with emotion (Pinker, 1994). The human brain is programmed to produce language.

What exactly is language, then, and where does it come from? The answer is that language represents and creates our reality through symbols. Human beings have evolved into speaking, writing, and signing creatures through a long process of evolution that makes us ready to acquire language at birth. Although languages differ greatly throughout the world, our brains possess a universal grammar that prepares us to communicate in any of them. Language is what makes us human.

Taken from Longman Academic Series, Essays to Research Papers

### **Let's take a look the the outline of the definition essay above.**

#### **1. Title: What is language**

#### **2. Introduction**

##### **a. Hook:**

We all speak it, and we all write it, but what exactly is it? The Longman Advanced American Dictionary defines language as "a system of communication by written or spoken words which is used by the people of a particular country or area." While this general definition is useful, it seems far too limited.

##### **b. Thesis Statement:**

Clearly, language is more complex than merely writing and speaking, and therefore, must involve a deeper set of processes operating in the human brain.

#### **3. Body**

##### **a. Paragraph 2**

###### **Topic Sentence:**

In order to address these questions, we need a broader definition of language.

##### **b. Paragraph 3**

###### **Topic Sentence:**

*Symbols* represent things, but they are *not* the things themselves.

##### **c. Paragraph 4**

###### **Topic Sentence:**

This broader definition is nonetheless limited, for it does not answer the question of how we acquire language.

d. Paragraph 5

Topic Sentence:

Many believe that the ability to acquire a language is instinctual, like the untaught behavior of animals.

e. Paragraph 6

Topic Sentence:

Stephen Pinker, a professor of psychology at Harvard University, has written several books that support Darwin's position.

4. Conclusion

a. Main idea :

What exactly is language, then, and where does it come from?

b. Summary :

Human beings have evolved into speaking, writing, and signing creatures through a long process of evolution that makes us ready to acquire language at birth. Although languages differ greatly throughout the world, our brains possess a universal grammar that prepares us to communicate in any of them.

c. A strong ending:

Language is what makes us human.

## D. Exercise 1

*Analyze the definition essays below.*

### 1. Write the outline of the following definition essay.

#### **Deadbeat Dads**

In 1996, President Bill Clinton signed into law legislation that would make it easier for states to track down fathers who fail to make their child support payments. As a result of this legislation, the paychecks of delinquent fathers can be garnished in order to recover child support payments. The problem of deadbeat dads is larger than most people suspect. Nationwide, millions of men have defaulted on their court-mandated child support payments. And this number doesn't include the millions of men who have fathered children whom they have never acknowledged or taken responsibility for. Any man who fathers a child and fails to support that child financially, whether or not he was married to the mother of his child, and whether or not he was mandated by a court to pay child support, should be considered a deadbeat dad. A deadbeat dad is a biological father who refuses to live up to his financial responsibilities to his child.

Contrary to popular belief, most deadbeat dads are gainfully employed and are unwilling rather than unable to make child support payments. They choose not to support their children for a variety of reasons, many of which are understandable but not excusable. Sending part of their paycheck each month to support children they may no longer have contact with reduces the amount of money they have to meet their personal expenses. Additionally, many absent fathers feel it is unfair that they should be burdened by their past, especially if they have taken on the responsibility of a second family. What these delinquent fathers fail to realize is that even if their children are out of sight and out of mind, the needs of the children are no less real.

A deadbeat dad is different from someone who is merely irresponsible or who has defaulted on other types of debt. In these days of easy credit, many people find themselves overextended financially, and as a result, they default on loans and/or credit card payments. However, these people hurt only themselves. They may lose the car or house they were unable to pay for, their credit is affected (making it more difficult for them to borrow again), and they may lose face in their community. On the other hand, the father who fails to make child support payments hurts not himself, but those for whom he is morally responsible. Rather than inconvenience or deprive himself, he deprives those who are unable to support themselves and who are therefore dependent on him. To make matters worse, a father who defaults on his financial responsibility to his children has, up until now, gone largely unpunished. Society has failed to stigmatize deadbeat dads, and courts have failed to enforce even court-mandated child support payments.

The effect of a deadbeat dad on his children is devastating. Most children suffer doubly for having been abandoned emotionally and financially. Not only do they suffer the emotional deprivation of not having a father present, but they may also suffer physical deprivation as well. Many of these children lack adequate shelter, heat, food, and clothing because their mother is unable to earn enough money to cover these expenses. As a result, they grow up with feelings of low self-esteem because they were abandoned. They frequently do poorly in school and get in trouble with the law. Long after these children have grown up, they may still harbor resentment and hostility toward male authority figures as a result of their deadbeat dads.



The problem of deadbeat dads will not disappear any time soon, despite the recent legislation signed by the President. The legislation does nothing to address the hundreds of thousands of biological fathers who never married the mothers of their children and who take no responsibility, either emotionally or financially, for their offspring. Society needs to broaden the definition of what constitutes a deadbeat dad and understand the harmful effects deadbeat dads have on their children if we are to put legislative muscle behind the requirement that fathers help care for their children, at the very least financially.

Taken from Writer’s Resources, From Paragraph to Essay

**Write your outline here!**

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## 2. Write the outline of the definition essay below

### **Autism**

Autism is a neurological and behavioral disorder that impairs communication, social communication, and language development. It usually appears during the first three years of life and affects 1 percent of American children (“About Autism”). Autistic children have difficulty expressing themselves and responding to others. They may exhibit repetitive or compulsive behaviors, have fascinations with objects or arrangements, and show acute sensitivity to certain sights or sounds. There are different types of autism that occur in varying degrees of severity. Some autistic children are able to attend public schools, while others never learn to speak or interact with others and require special education (“Understanding Autism”).

Although autism may inhibit a child’s ability to learn, it is important to understand that autism is not a form of mental retardation. Autistic children usually possess normal intelligence, and some are extremely gifted. Retarded children typically show an even level of intellectual abilities. In contrast, autistic children show uneven levels of impairment. They may be unable to write a simple sentence yet easily solve a complex algebra problem. Some autistic children display unusual talents in music, memorization, or computer games (“Understanding Autism”).

The causes of autism are undetermined, though genetic and environmental factors have been documented. Specific families show a higher than normal rate of autism. Pregnant women who have been exposed to heavy metals, chemicals, and certain drugs have a greater chance of giving birth to children who later develop autism. Autism affects children from all income and ethnic groups, though boys are four times more likely than girls to be diagnosed with disorder (“Understanding Autism”).

There is no “cure” for autism, though early diagnosis and intervention can reduce the lifetime cost of care by as much two-thirds (“About Autism”). Intensive special education can help autistic children develop self-care and job skills and limit the severity of disruptive behaviors. The diagnosis of autism in a child can have a profound impact on a family. In many instances. The child’s need for special attention leads a parent to become a full-time caregiver, reducing family income. Government, social, and volunteer programs offer support services. Given report that autism now affects one in 110 children, there is greater awareness about this once little-known disorder.

Taken from Get Writing, Paragraph to Essay

### **Write your outline here!**

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**E. Exercise 2**

*Choose one of the thesis statements below. Write an definition essay based on the thesis statement you have chosen.*

The thesis statements are:

- 1. A fanatic is a person who becomes obsessed with his or her beliefs.
- 2. A good doctor is a doctor who puts patients first.
- 3. My family’s definition of acceptable behavior is a hard one to meet.

**Write your essay here!**

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# CHAPTER 9

## A COMPARISON AND CONTRAST ESSAY

### A. Learning Objectives

In this chapter, the students are expected to be able to understand the definition of a comparison and contrast essay and how to arrange a good comparison and contrast essay.

### B. What Is A Comparison And Contrast Essay?

A comparison and contrast essay is an essay that tells the readers about the differences or the similarities between two things.

Comparing means telling or showing how two things, two places, two people, or two ideas are similar.

Meanwhile, telling or showing the differences of two things, two places, two people, or two ideas is called as contrasting.

A comparison and contrast essay is a very common essay pattern in most academic fields. Most test questions often use this kind of essay.

A comparison and contrast essay can:

1. Be used to distinguish between two items
2. Be used to suggest that a certain item is superior to the other item
3. Show a “ before and after” view of changes experienced by a single subject
4. Provide a “ present and future” view of a current condition and a prediction of future condition
5. Compare the advantages and disadvantages of a single subject.

### C. How To Arrange A Good Comparison And Contrast Essay?

There are two common ways in organizing a comparison and contrast essay.

They are:

1. Point by point organization

This type of organization allows the writers to explain the similarity, then followed by the difference. Next, it is continued by other similarity and other difference. Each comparison point is the topic of a paragraph in the body paragraphs.

2. Block organization

This organization type lets the writer to organize all of the similarities in a block, then continued by all of the differences in the other block or vice versa. The topics of the essay determine the number of paragraphs in each block. It can happen that all the similarities or the differences can be written in a single paragraph for a certain topic. But, it can also happen that each similarity or each difference is written in a separate paragraph for other topics.

Have a look the example of the comparison and the contrast essay below!

### **Japan and the United States: Different but Alike**

The culture of a place is an integral part of its society whether that place is a remote Indian village in Brazil or a highly industrialized city in Western Europe. The culture of Japan fascinates people in the United States, because at glance, it seems so different. Everything that characterizes the United States----newness, racial heterogeneity, vast territory, informality, and an ethic of individualism ----is absent in Japan. There, one finds an ancient and homogeneous society, an ethic that emphasizes the importance of groups, and a tradition of formal behavior governing every aspect of daily living, from drinking tea to saying hello. On the surface at least, U.S. and Japanese societies seem totally opposite.

One obvious difference is the people. Japan is a homogeneous society of one nationality and a few underrepresented minority groups, such as the ethnic Chinese and Koreans. All areas of government and society are controlled by the Japanese majority. In contrast, although the United States is a country with originally European roots, its liberal immigration policies have resulted in its becoming a heterog eneous society of many ethnicities---Europeans, Africans, Asians, and latinos. All are represented in all areas of U.S. society, including business, educations, and politics.

Other areas of difference between Japan and the United States involve issues of group interaction and sense of space. Whereas people int the United States pride themselves on individualism and informality, Japanese value groups and formality. People in the United States admire and reward a person who rises above the crowd; in contrast, a Japanese proverb says,“The nail that sticks up gets hammered down.” In addition, while North Americans’ sense of size and scale developed out of the vastness of the continent, Japanese genius lies in

the diminutive and miniature. For example, the United States builds airplanes, while Japan produces transistors.

In spite of these differences, these two apparently opposite cultures share several important experiences.

Both, for example, have transplanted cultures. Each nation has a “mother” society---China for Japan and Great Britain for United States---that has influenced the daughter in countless ways: in language, religion, art, literature, social customs, and ways of thinking. Japan, of course, has had more time than the United States to work out its unique interpretation of the older Chinese, but both countries reflect their cultural ancestry.

Both societies, moreover, have developed the art of business and commerce, of buying and selling, of advertising and mass producing, to the highest levels. Few sights are more reassuring to people from the United States than the ten of thousands of busy stores in Japan, especially the beautiful, well-stocked department stores. To U.S. eyes, they seem just like Macy’s or Neiman Marcus at home. In addition, both Japan and the United States are consumer societies. The people of both countries love to shop and are enthusiastic consumers of convenience products and fast foods. Vending machines selling everything from fresh flowers to hot coffee are as popular in Japan as they are in the United States, and fast-food noodle shops are as common in Japan as McDonald’s restaurants are in the United States.

A final similarity is that both Japanese and people in the United States have always emphasized the importance of work, and both are paying penalties for their commitment to it: increasing stress and weakening family bonds. People in the United States, especially those in business and in the professions, regularly put in twelve or more hours a day at their jobs, just as many Japanese executives do. Also, while the normal Japanese workweek is six days, many people in the United States who want to get ahead voluntarily work on Saturday and/or Sunday in addition to their normal five-day workweek.

Japan and the United States: different, yet alike. Although the two societies differ in many areas such as racial heterogeneity versus racial homogeneity, individualism versus group cooperation, and informal versus formal forms of behavior, they share more than one common experience. Furthermore, their differences probably contribute as much as their similarities toward the mutual interest in the two countries have in each other. It will be interesting to see where this reciprocal fascination leads in the future.

*Adapted from Writing Academic English.*

- The essay above uses point by point organization.
- The outline of essay above is as follows:

## **I. Introductory Paragraph**

### **Thesis Statement:**

On the surface at least, U.S. and Japanese societies seem totally opposite.

## **II. Body Paragraphs**

### **A. Paragraph 2**

One obvious difference is the people.

### **B. Paragraph 3**

Other areas of difference between Japan and the United States involve issues of group interaction and sense of space.

### Transition:

In spite of these differences, these two apparently opposite cultures share several important experiences.

#### C. Paragraph 4

Both have transplanted cultures.

#### D. Paragraph 5

Both societies have developed the art of business and commerce, of buying and selling, of advertising and mass producing, to the highest levels.

#### E. Paragraph 6

Both Japanese and people in the United States have always emphasized the importance of work and are paying penalties for their commitment to it.

### III. Concluding Paragraph

## D. Exercise 1a

***Read the essay below and answer the questions that follow!***

### My Two Homes

There are two places that have had a profound impact in my life. One of them is New York City, and the other is Quetzaltenango, Guatemala. When you compare them, they seem like dramatically different places, but they have some things in common, and I love them both.

There are many reasons why New York seems like my home away from home. Both cities are striking and distinctive. For example, each has its own nickname. Everyone knows New York is “the Big Apple.” Quetzaltenango is known as “Xela” (pronounced shey-la), which is a lot easier to say! Second, both cities have a “Central Park” where people like to go and walk. Although Central park in Xela is smaller, its tropical flowers and colonial architecture mean it is just as beautiful as New York’s. Furthermore, when you walk around Xela, you find many tourists and people from other countries, just like in New York. For me, this means conversations in Xela are just as interesting as conversations in New York.

Despite their similarities, these cities are different. Life in Xela is more colorful and the pace of life is slower. For this reason, whenever I return to Xela, it is like an escape. When I arrive, the first thing I notice is the color. In New York, many people wear black to be stylish, but in Xela stylish clothing is the rainbow-colored clothing of the indigenous people. Because Xela is smaller, the beautiful green mountains outside the city are always visible. The second thing I notice is the pace of life. They say New York never sleeps, and it must be true because I always see people walking and cars on the streets even late at night. In the evening, my Guatemalan city definitely sleeps. Some younger people go out dancing and some families take a walk in the city’s Central Park, but by ten o’clock the streets are pretty deserted. On the other hand, New Yorkers are often in such a hurry, they don’t even stop to eat. For breakfast, they buy food on the street and eat it while they are walking on or on the subway. At lunch they order food from work and eat at their desks. In Xela, people eat their breakfast at home and most come home from work for a much more relaxed and longer lunch.



In conclusion, these are the two cities I love. For me, both are home, are unique, and are filled with interesting people. These places represent the best of both worlds. New York is more hurried and rushed when I need energy, and Xela gives me a pace when I need to relax. Together they keep me balanced.

*Adapted from Effective Academic Writing 2, The Short Essay*

1. What is being compared in the essay above?

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2. What is the thesis statement of that essay?

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3. What is the organizational style of that essay?

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4. What are the topics of of the two body paragraphs of that essay?

Paragraph 2 :

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Paragraph 3 :

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5. Look at the conclusion. Rewrite the author's feeling about those two places by using your own words.

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**E. Exercise 1b**

***Read the essay below and answer the questions that follows!***

**East Side Story**

It seems that every village, town, and city has its richer and poorer neighborhoods. In the United States, the poor area is called the “wrong side of the tracks.” “Tracks” comes from the railroad tracks that used to divide a town, but, of course, anything can divide a city. In the city where I grew up, a river divides the town into the west side and the east side. The west side is the rich side of city and the east side is the poor area. Not surprisingly, life is a lot easier on the west side of town than it is on the east side of town.

In the west, there are lots of parks and open spaces. This part of town has wide streets with plenty of parking and many wonderful shops that charge enormous prices for a simple T-shirt. In addition, you always feel completely safe on the west side of town. Not only are there plenty of police officers, but also the lights and crowds of people make you feel safe. In spite of all these people, the west side is amazingly quiet. You hear people chatting in sidewalk cafes and maybe a car’s horn, but, in general, the west side has a pleasing calm. Life feels good on the west side of town.

The east side of the river, on the other hand, contrast with the west in almost every way. There are practically no parks on the east side. The entire area is made up of building after building. A tree would not survive; every square foot is covered with asphalt. Moreover, the people who live on the east side do not have easy access to shopping. When they want to buy food, they have to travel a long way to find a good grocery store, or they must settle for the small selection at a tiny local market. Third, you always have to be a little careful on the east side. It’s true that there are police officers there, but they are almost always busy doing something else and not really paying attention. It’s not completely safe. Finally, the east side is not quiet. Doors slam in the apartment buildings. The brake on the streetcars screech. In addition, people shout a lot more on the east side than they do on the west side of the river.

To sum it all up, it’s a lot easier to live on the west than on the east. However, as the old saying goes, “Money can’t buy happiness.” The westsiders have money, big houses, beautiful parks, convenient shopping, security, and quiet. To us eastsiders, though, their lives are boring. With our buildings and bustling city streets, our family-owned local markets, our exciting urban actions, our constant noise of people and traffic, ours is the better life. I was born on the wrong side of the tracks and I’ll never move.

Adapted from *Writing to Communicate, Paragraphs and Essays*.

1. What is being compared in the essay above?

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2. What is the thesis statement of that essay?

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.....  
3. What is the organizational style of that essay?

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4. What are the topics of of the two body paragraphs of that essay?

Paragraph 2 :

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Paragraph 3 :

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5. Look at the conclusion. Rewrite the author’s feeling about those two places by using your own words.

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**F. Exercise 1c**

***Read the essay below and answer the questions that follows!***

**Flintstone and Kramden: Two Peas in a Pod**

When I look back at my childhood, one of my fondest memories is racing home from school to settle down for an afternoon of watching television. My mother would fix me a snack, and I would flip through the channels until I located my favorite programs. I would start the afternoon with cartoons and end the evening with situation comedies. Two of my favorite programs were reruns of *The Flintstones* and *The Honeymooners*. *The Flintstones* was a cartoon set in the Stone Age while *The Honeymooners* was a situation comedy performed by live actors and set in the 1950s. Although *The Flintstones* was intended to appeal to kids and *The Honeymooners* was intended to appeal to adults, I enjoyed them both. Despite the two shows’ obvious differences in form and setting, the main characters of the shows share a number of similarities. Fred Flintstone of *The Flintstones* and Ralph Kramden of *The Honeymooners* are similar in appearance, habits, and occupations.

The most striking similarity between Fred Flintstone and Ralph Kramden is their appearance. Both are large men with potbellies who wear colorful, baggy clothes. Both have dark hair, and because they both hate shaving, they have heavy five o’clock shadows. Not only do they look alike, but also they act alike as well. Fred and Ralph have boisterous personalities, and they both tend to act before they think. As a result, both men are forever getting in trouble because of their big mouths.

As well as having similar appearances, Fred and Ralph engage in similar social activities. Both men’s favorite pastime is to go bowling on Friday nights with the guys. They both belong to bowling teams, and both take their bowling seriously. Their favorite bowling partners are their best friends, Barney Rubble and Ed Norton. Interestingly, Barney and Ed have similar personalities and both play second fiddle to their larger, more adventuresome friends.

Finally, when Fred Flintstone and Ralph Kramden put down their bowling balls, they earn their living by working similar jobs. Fred drives a truck in a gravel pit where he is responsible for moving boulders from one side of the pit to another. Similarly, Ralph drives a city bus; the only difference is that he moves people instead of boulders. Both men work 8:00 to 5:00 jobs that require little education and for which they are paid relatively low wages. As a result, they are both living middle-class lifestyles.

As a kid I enjoyed *The Flintstones* and *The Honeymooners*. It wasn’t until I was an adult that I noticed the similarities in the shows’ main characters. The similarities are so strong that it’s almost as if they are the same story recast in different formats and settings. Both shows reflect a conventional 50s ideal of the American family and a certain type of conventional male role. Despite the differences in their settings, Fred and Ralph were cut from the same cloth.

Taken from *Writer’s Resources, From Paragraph to Essay*

- 1. What is being compared in the essay above?  
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- 2. What is the thesis statement of that essay?  
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- 3. What is the organizational style of that essay?  
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.....
- 4. What are the topics of of the two body paragraphs of that essay?  
Paragraph 2 :  
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Paragraph 3 :  
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Paragraph 4 :  
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5. Look at the conclusion. Rewrite the author’s feeling about those two places by using your own words.

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❖ **Comparison and Contrast Connectors**

When writing a comparison and contrast essay, it is necessary for you to know the connectors of comparison and contrast in order that the sentences in the essay that you write have coherence and unity one another.

➤ **Connectors showing the similarity**

- Similar
- Similarly
- Like
- Just like
- As just as
- Likewise
- The same
- Not only...but also...
- Neither...nor...
- Both...and...
- Too

Examples:

1. Like her brother, Ann is very polite.
2. Robots, like human workers, can detect malfunctions in machinery.

➤ **Connectors showing the difference**

- In contrast
- However
- On the other hand
- While

- Whereas
- But
- Yet
- In contrast to
- Different from
- Unlike
- On the one hand....., on the other hand.....

Examples:

1. Jombang is exciting. On the other hand, Trenggalek is quiet.
2. While Adib is short, Tsaqif is tall.

## G. Exercise 2a

*Choose the best connectors to complete the paragraph below by circling one of the choices in bold.*

### Life in High-Rise Apartments

Eventhough they have similarities, I think it's better to live on the top floors of a high-rise building than it is to live on the lower floors. One similarity is that (**both / not only**) the top floors (**and / but also**) the lower floors have the same types and sizes of apartments. In addition, renters on the top floor are (**unlike / similar to**) renters on the bottom floors in that they deal with the same owner and staff. (**Likewise / However**), there are reasons to prefer the top floors. The top floors are quiet (**whereas / in contrast to**) the noisy lower floors. Also, the views are better. On the top floors, you can see the entire city. (**Diferent from / On the other hand**), the view on the lower floor is buildings, cars, and people. Finally, (**unlike / likewise**) top floor apartments, the sun never shines on the lower floors because there are two many tall buildings around. In conclusion, I prefer living on the top floors of a high-rise to living on the lower floors.

## H. Exercise 2b

*Choose the best connectors to complete the paragraph below by circling one of the choices in bold.*

The following are the topics that you have to choose.

1. Living at home and living away from home
2. The cost of living in two places



# CHAPTER 10

## A CLASSIFICATION ESSAY

### A. Learning Objectives

In this chapter, the students are expected to be able to understand the definition of a classification essay and how to arrange a good classification essay.

### B. What Is A Classification Essay?

Classification means sorting or dividing things, people, places, or ideas into some categories or some groups. In classifying, the writer usually divides things, people, places, or ideas into three or more groups or categories. If the number of groups or categories is only two, the essay written will be confused with a comparison and contrast essay. Thus, a classification essay has to consist of three groups or categories minimally.

When classifying things, people, places, or ideas, we often use a principle to classify them. Even though, we may be not aware of using this principle itself when doing it. The examples of making classification can be seen in the table below.

No	Subject	Classification Principle	Number of Categories	Names of Categories
1	Boats	How they move	3	Sailboats, Powerboats, Rowboats
2	People	Age	4	Baby, Child, Adolescent, Adult, Senior Citizen

To sum up, a classification essay is an essay that describes and illustrates the classification of things, people, places, or ideas.



## C. How To Arrange A Good Classification Essay?

As a usual essay, this classification essay also comprises of introduction, body paragraphs, and conclusion. It is easy to organize the structures of a classification essay because each category becomes one body paragraph.

The following is the organization of a classification essay.

### ❖ Introduction

1. The hook leads the students' interest in the topic of essay
2. The thesis statement introduces the groups or categories having been created and often includes the differentiating characteristics.

### ❖ Body Paragraphs

1. The number of the paragraphs in this body follow the number of the categories or groups having been mentioned in the introduction
2. Every paragraph of this body paragraph describes and illustrates each category having been made

### ❖ Conclusion

1. It restates or summarizes the main point of the introductory paragraph
2. It ends with the writer's strong statement.

## Here is the example of a classification essay.

### Campers

I've enjoyed camping most of my life. When I was a child, my family camped when we went on vacation because we couldn't afford motels. Through those early experiences, I learned to love being close to nature and roughing it. When I was old enough, I went camping on my own or with friends. Now that I have my own family, I've tried to teach my children to enjoy the great outdoors while respecting and protecting it for their children to enjoy as well. In all my years of camping, I've had plenty of opportunity to observe other campers. Whether I'm camping in a local park or at Yellowstone, I've noticed that campers tend to fall into three categories: weekend partyers, vacationing families, and true outdoorsmen or -women. These types of campers can be differentiated based on their motives for camping, their preparedness, their activities, and their attitudes toward nature.

The least conventional campers are the partyers. The partyers are usually young people who want to socialize away from the watchful eyes of parents and police, and they see camping as an opportunity for an extended outdoor party. They arrive at the campsite laden with lawn chairs, boom boxes, games, coolers full of their favorite beverage, and plenty of party snacks. Unfortunately, they often neglect such essential items as appropriate clothing, insect repellent, tent stakes, cooking utensils, and food, and they frequently demonstrate a characteristic ignorance of basic camping techniques such as how to set up a tent. They frequently party late into the night, preventing those around them from getting any sleep, and they leave behind a campsite littered with their trash. They see nature as little more than a backdrop for their parties, and they act as if a professional cleaning crew will clean up behind them. Everyone but the partyers themselves is happy to see these folks pack up their coolers and go home.

The largest and most traditional group of campers is the vacationing families. These families are motivated by their desire for inexpensive accommodations that also provide educational and entertainment opportunities for the entire family. They generally see their campsite as a base from which to organize expeditions to nearby natural or manmade attractions. They bring along trunk loads of tents, chairs, lanterns, and toys, turning their campsites into miniature villages. At their worst, these families arrive in air-conditioned camper vans or trailers, and they bring along TVs, mopeds, and other noisy diversions. These mobile home campers have little awareness, appreciation, or respect for nature, and in order to accommodate them, parks have had to install water and electrical hookups, waste dumping sites, and paved campsites. At their best, camping families go out of their way to teach their children to appreciate and respect nature. They participate in the park's organized nature programs, and parents set a good example for their children by picking up trash and by not harming plants or animals.

The true outdoorsmen and -women are the least obtrusive or visible type of camper. They are motivated by a desire to learn from and appreciate the pristine natural beauty of the areas in which they camp. These campers generally choose wilderness campsites, and they often arrive on foot, carrying carefully packed essential equipment on their backs. Although they are the minimalists of the camping world, they are well prepared for any emergency. They carry lightweight tents, freeze-dried food, compact utensils, insect repellent, first-aid equipment, rain gear, and cold-weather gear. They come so well prepared because they know that the weather can turn quickly and they must be prepared to survive on their own. These campers spend their days hiking wilderness trails, observing and perhaps photographing the flora and fauna of the area. Because they try not to disturb either habitat or animals, they take nothing but pictures and leave nothing but footprints. The clean campsites they leave behind and the spectacular images they carry out with them reflect their reverence for nature.

These three types of campers perceive and make use of nature in different ways. The partyers see nature as a beautiful backdrop for their parties, but they take no responsibility for keeping it beautiful. The family campers wish to be comfortable while being entertained by nature as they might be by a tourist attraction. Last but not least, the true outdoorsmen and -women want to enjoy the pristine beauty of nature on its own terms. If more people shared the attitude of the true outdoorsmen and -women, the natural beauty of our parks and wild areas would stand a better chance of surviving for future generations to enjoy.

Taken from Writer's Resources, From Paragraph to Essay.

The outline of the essay above is as follows.

1. Title: Campers

2. Introduction

a. The hook:

I've enjoyed camping most of my life. When I was a child, my family camped when we went on vacation because we couldn't afford motels. Through those early experiences, I learned to love being close to nature and roughing it. When I was old enough, I went camping on my own or with friends.

b. Thesis statement:

Whether I'm camping in a local park or at Yellowstone, I've noticed that campers tend to fall into three categories: weekend partyers, vacationing families, and true outdoorsmen or -women. These types of campers can be differentiated based on their motives for camping, their preparedness, their activities, and their attitudes toward nature.

3. Body Paragraphs

a. Paragraph 2

Topic Sentence:

The least conventional campers are the partyers.

b. Paragraph 3

Topic Sentence:

The largest and most traditional group of campers is the vacationing families.

c. Paragraph 4

Topic Sentence:

The true outdoorsmen and -women are the least obtrusive or visible type of camper.

4. Conclusion

a. Summary:

These three types of campers perceive and make use of nature in different ways.

- b. Writer's statement: If more people shared the attitude of the true outdoorsmen and -women, the natural beauty of our parks and wild areas would stand a better chance of surviving for future generations to enjoy.

**D. Exercise 1**

***Complete the following classification and write the thesis statement based on the classification completed.***

- 1. Subject:

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Principle: What they write

Categories: Novelists, Poets, Reporters, and Essayists

Thesis Statement:

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- 2. Subject: Actors

Principle: .....

Categories: TV, Movies, and Stages

Thesis Statement:

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- 3. Subject: Teachers

Principle: Personality

Categories:

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Thesis Statement:

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- 4. Subject: People

Principle: Where they usually place themselves in the Gym

Categories: .....

Thesis Statement:

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5. Subject: .....

Principle: Where you do the fishing

Categories: Deep-sea fishing, Shore fishing, and River fishing

Thesis Statement:

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6. Subject: .....

Principle: Their education, experience, and salary

Categories: Foremen, Journeymen, and Apprentices

Thesis Statement:

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7. Subject: Racquets

Principle: Price, flexibility, size, and durability

Categories: Wood, graphite, and steel

Thesis Statement:

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8. Subject: Nurses

Principle: Their education, salary, and duties

Categories: Registered nurses, licensed practical nurses, or nurse assistants

Thesis Statement:

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**E. Exercise 2a**

**Analyze the classification essays below.**

1. Write the outline of the essay below.

**No Man is as Island**

Sometimes I wish that I were adopted and that I didn't know who my parents were. Then no one could say, "Your cousin Thomas gets A's in school, so why can't you?" or "That hair of yours is just like your grandmother's; there's nothing you can do about it." The truth is that I'm not adopted, and even though I try to fight against it, I see family traits in myself all the time. The three main personality types in my family are athletic, studious, and materialistic.

My father and his brother (my uncle Jonas) are athletic. They're both tall and strong. My father gets up at 5 A.M. every Sunday to drive two hours to a golf course. On weekdays, he parks his car three miles away from his office just so he can walk to work. My uncle Jonas is a terror on the basketball court. Even when he's playing with his seven-year old son, he plays to win. I know that some of that athleticism has come down to me because even though I don't play sports seriously, I love working up a sweat in the gym.

The studious type in my family are the ones everybody talks about. My cousin Anna Louis, for example, is a goody-goody high school student who wins many school prizes. All she knows about life is what she has read in a textbook. My brother Alfred is also studious, but he is totally different from Anna Louis. He's great with computers. He can fix anything electronic and reads all the latest electronics and science magazines. Naturally, he gets top honors in his science and math classes. I used to think that I was completely different from Anna Louis and Alfred, but now I have discovered an academic subject that I really love: history. I'm so interested in history that I carry books about history around with me everywhere I go.

My mother's two sisters and their children are the materialistic ones in our family. These two aunts have brought their kids up to believe that the only things that are valuable in the world can be counted in money. Every time I'm with these cousins, they talk about how much their new watch cost or how much money they'll make when they go into business like their dads. After two hours of that, I just have to get away. Still, I have to admit that there is a little materialist inside me as well. A friend asked to borrow my new leather coat the other day, but I said no. I had saved my money a long time to buy that coat, and I didn't want to share.

Like most people, I like to think that I am unique. However, as I get older, I can see some of the family traits in my personality. I'm not much of an athlete, but when I play tennis I'll drive myself to exhaustion rather than lose a game. Even though I never got good grades in school, my new love of history definitely shows that I have some studious characteristics. Also, now that I'm finally earning some money and have bought a few nice things, I realize that I have more in common with my irritating cousins than I used to think. Whether I like it or not, I see a little of my relatives in myself.

Taken from *Writing to Communicate, Paragraphs and Essays*.

**Write your outline here!**

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## 2. Write the outline of the essay below.

### May I Help You?

The world is rapidly changing from an industrial economy to a service economy. There are fewer and fewer small factories and farms. As a result, a decreasing number of people are employed in manufacturing. How many shoemakers or bakers do you know? You probably don't know any, but you do know the advertising people for the shoemakers and the salespeople for oven manufacturers. In a service economy such as ours, there are service providers and consumers, who receive a service. According to the authority of the provider, there are three basic relationships between service providers and consumers: customer and salesperson, student and teacher, and patient and doctor.

In retail industry, people often say, "The customer is always right." What they mean is that a salesperson never argues with a customer. If a 350-pound man wants to buy a pink bikini swimsuit, that's his business. The salesperson is there to make the customer feel good about shopping at particular store so that he'll come back again and again. A salesperson can try to interest the customer in a different style, but she never tells the customer what to do. In the service relationship between the customer and the salesperson, the customer has all their authority.

The relationship between a student and a teacher is different all over the world. It also varies depending on the age of the student. We tend to accept that "the teacher is always right" through the years of compulsory education. However, once people are old enough to make some choices about their education, the relationship changes. If you want to learn to play the piano, for example, you will probably look for a teacher who will teach you in the way you want to learn. Nevertheless, you still believe that your teacher knows much more about the subject than you do, so in this service relationship, the teacher has a medium level of authority.

Certain service providers have such specialized skills and knowledge that we tend to allow them complete authority in making decisions about what's the best. The doctor-patient relationship is an example of such a relationship. We expect (rightly or wrongly) that the doctor is such an expert that if she says, "You need surgery," we usually don't say, "No, thank you." However, the medical profession is changing as many patients are becoming better educated about their conditions. It is now common practice in many parts of the world to get a second doctor's opinion about how to treat a serious illness. Even so, in the traditional doctor-patient relationship, it is the doctor who has most, if not all, of the authority.

In conclusion, most of us will be on both sides in a service relationship at the same point in our lives. You may be a customer at noon and a salesperson at 1 P.M. You may be a teacher at age twenty-eight and a student at age fifty-eight. If you become an expert in a certain field, such as engineering, medicine, law, or psychology, you may be a client or patient one day and the service provider the next. However, you will never be both at the same time, and providing great service to your clients will still be based on the fundamental principle of understanding what your customer wants and needs.

Taken from 2 Writing to Communicate, Paragraphs and Essays.

**Write your outline here!**

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**F. Exercise 2b**

*Select the following the topics, then, Write a classification essay based on the topic you have chosen.*

The topics are:

- 1. The students' classification based on their average grades
- 2. The students' classification based on their hours worked per week
- 3. TV shows' classification based on ratings
- 4. TV shows' classification based on amount of adult content



# CHAPTER 11

## A PROCESS ESSAY

### A. Learning Objectives

In this chapter, the students are expected to be able to understand the definition of a process essay and how to arrange a good process essay.

### B. What Is A Process Essay?

An orderly series of events or steps is called a process. A process is described to show:

1. how something happened in the past
2. how something works in the present
3. how to do something in the future.

The change of something into something else is told through a process. Therefore, a process essay describes or provides instructions or a step-by-step explanation of how something happened, how something works, and how to perform a task. Another word of a process essay is a “how to” essay.

A process is explained in a chronological order. It means that the ideas of a process essay are organized in the order of their occurrence in time. A process essay should present all the information that the readers need to accomplish a specific goal.

### C. How To Arrange A Good Process Essay?

A typical process essay is the same as other essays that have three elements.

#### ❖ Introductory Paragraph

1. The hook identifies grabs the readers’ attention and the purpose of the essay
2. Thesis statement names the process under discussion.

### ❖ **Body Paragraphs**

1. They describe every step of the process
2. They are arranged in a sequential order

### ❖ **Concluding Paragraph**

1. It summarizes the process
2. It underscores the importance of the process at the end.

**Here is the example of a process essay.**

#### **What Scientists Do**

Human beings are curious. They constantly search for explanations. Why did something happen? How did it happen? They guess at answers to their questions and try to determine if their guesses are correct. In this way, whether they know it or not, they are taking the first step down the road of what scientists refer to as the scientific method. The next steps involve conducting experiments to determine if their guesses are correct, arriving at conclusions, and writing them down in a report. Those actions can take place in a laboratory or in the field. The process of investigation does not stop there, however. Other scientists usually repeat these experiments to verify the results, or conduct further experiments. Their goal is often to answer questions raised by the findings of the original experiments. The scientific method therefore creates a continual, self-correcting cycle of investigation and analysis involving six steps.

An example from biology illustrates this process. It would begin with a common sense idea or observation: regular exercise seems to help prevent heart disease and heart attacks. However, can we be sure that the observation is correct? The first step in the scientific method therefore poses a question that an experiment might answer: "Can regular exercise help prevent coronary disease and heart attacks?" Then, scientists could proceed to the second step in the scientific method. They would state a prediction, or hypothesis, that experiments or observations either verify or disprove. In this case, the hypothesis would be that regular exercise helps prevent heart disease and heart attacks.

The third step requires setting up a controlled experiment to test the hypothesis using animals instead of humans, in this case laboratory mice. As with all experiments, there would be two categories to examine: an experimental group and a control group. These groups are identical in every way except one: the experimental group includes a variable to test—regular exercise—for its effect on coronary disease and heart attacks. Scientists would begin by selecting perhaps 100 specially bred laboratory mice of the same age and with the same genetics. The mice would all have an inherited susceptibility to coronary heart disease and heart attacks. The scientists assign half of the mice to the experimental group and the other half to the control group.

Having established the control and the experimental groups, the researchers would now move on to the fourth step: conducting the experiment. First, they would have to assign a length of time for the experiment, for example, 120 days. They would also assemble all the materials needed to conduct the experiment: cages, food, water, and tools for monitoring the activities of the mice. They would keep all the conditions for both groups the same; diet, temperature, humidity, working and sleeping cycles, water availability, and safety from harmful bacteria. However, the cages of the experimental group would be equipped with exercise wheels, while the cages of the control group would not. Then each week the researchers would gather data from the exercise wheels to ensure that the mice in the experimental group had been exercising.

At the end of the specified time period, the scientists could move on to the fifth step, analyzing the results. Suppose that the statistics produced by the experiment showed that 25 mice in the control group had heart attacks or developed coronary disease---one half of the total in the group. On the other hand, the disease rate for the mice in the experimental group turned out to be dramatically lower. Only 18 of them exhibited signs of heart disease or had heart attacks, or 36% of the total. In addition, the mice in the experimental group weighed an average of 10% less than the mice in the control group.

The data would not prove the original hypothesis, but once the results had been written up and published---the sixth step in the experiment---the findings would form the basis for repeating the experiment and conducting further experiments. For example, the data might suggest other phenomena to investigate, such as whether the exercise or the weight loss from the exercise caused a decrease in heart disease. Did both contribute to the decrease? Was the weight loss simply an unanticipated result of the experiment?

These questions might lead to further experimentation. Other scientists could now conduct a series of related experiments. They might work first with mice, then with larger animals, and, if these revealed similar results, finally with human subjects. The findings of the scientists might vary, but the ongoing experimenting and dialogue would continue, following the same widely agreed upon principles of and steps in the scientific method.

Taken from Longman Academic Writing Series, Essays to Research Papers

The outline of the essay above is as follows.

1. Title: What Scientist Do
2. Introduction
  - a. The hook: Human beings are curious. They constantly search for explanations. Why did something happen? How did it happen? They guess at answers to their questions and try to determine if their guesses are correct. In this way, whether they know it or not, they are taking the first step down the road of what scientists refer to as the scientific method.
  - b. Thesis statement: The scientific method therefore creates a continual, self-correcting cycle of investigation and analysis involving six steps.
3. Body Paragraphs

- a. Paragraph 2  
Topic Sentence: It would begin with a common sense idea or observation: regular exercise seems to help prevent heart disease and hear attacks.
  - b. Paragraph 3  
Topic Sentence: The third step requires setting up a controlled experiment to test the hypothesis using animals instead of humans, in this case laboratory mice.
  - c. Paragraph 4  
Topic Sentence: Having established the control and the experimental groups, the researchers would now move on to the fourth step: conducting the experiment.
  - d. Paragraph 5  
Topic Sentence: At the end of the specified time period, the scientists could move on to the fifth step, analyzing the results.
  - e. Paragraph 5  
Topic Sentence: The data would not prove the original hypothesis, but once the results had been written up and published---the sixth step in the experiment---the findings would form the basis for repeating the experiment and conducting further experiments.
4. Conclusion
- a. Summary: These questions might lead to further experimentation.
  - b. Statement of its role within a larger context: The findings of the scientists might vary, but the ongoing experimenting and dialogue would continue, following the same widely agreed upon principles of and steps in the scientific method.

## **D. Exercise 1**

**Analyze the process essays below.**

1. a. Write an outline for the following process essay.
  - b. Summarize the process essay below into one good process paragraph.

## How to End a Relationship

According to Paul Simon, “There must be fifty ways to leave your lover.” Unless a woman intends to marry the first man she goes out with, breaking up with a boyfriend is inevitable. Methods of breaking off a relationship are as different as the people who practice them and can range from cruel to kind. One of my girlfriends swears by her quick-and-dirty method. She starts going out with her boyfriend’s best friend if she wants to break up. She swears it works every time. Even though her technique may be fast and sure, I prefer a slower, kinder method. I try to follow the guidelines I learned as a child in Sunday school: I try to treat others the way I would want to be treated myself.

First, I try not to break up with a boyfriend unless I’m sure the relationship can’t be saved. I try to work out conflicts and problems before they get out of hand. I let my boyfriend know if one of his behaviors such as smoking bothers me, and I tell him if I am feeling ignored when he watches football for three hours on Saturday night. Even if he chooses not to change his behavior, at least I have given him a chance. It’s a technique I learned at work from a supervisor who said she never fired anyone without giving her a chance to improve her shortcomings. If nothing else, giving a boyfriend a chance to change makes me feel less guilty about breaking up.

Once it’s clear that a breakup is inevitable, I try to tell my soon-to-be exboyfriend as quickly and kindly as I can. My mother always told me, “What goes around, comes around,” and I’ve tried to take her advice into consideration in the way I tell a boyfriend that I’m not interested in continuing the relationship. There is no point in hurting someone unnecessarily, so I try to be firm but kind. I avoid saying things like “I’m breaking up with you because you’re a jerk or a slob.” Instead I try to let him know that he’s a great person, but that I’m no longer in love with him and I’m not interested in continuing the relationship.

Even though following this process may take longer than the cruel-and quick method, the results are worth it. First of all, I feel good about myself and feel like I’ve lived up to my own standards by not hurting anyone unnecessarily. Second, by being kind, I can often remain friends with my ex-boyfriends. It’s always better to keep a friend than to make an enemy. My ex-boyfriends have helped me fix a flat tire and repair the gutters on my mother’s house. Especially in a small town like this one, it’s wise not to have everyone you ever dated saying mean things about you behind your back.

Taken from *Writer’s Resources, From Paragraph to Essay*.

### A. Write your outline here!

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2. a. Write an outline for the following process essay.



b. Summarize the process essay below into one good process paragraph.

### Understanding Chernobyl

Clouds of radioactive steam shoot into the sky. Fires burn unstoppably, sending radioactive smoke and particles into the atmosphere. Men dressed in protective clothing work feverishly to extinguish the fires and contain the contamination. Hundreds of residents hastily grab their possessions and flee their homes. Roadblocks are erected to keep strangers away. This was the scene at the Chernobyl nuclear power plant in the former USSR in April 1986. The plant's nuclear reactor had exploded, spreading radioactive contamination over an area that stretched as far away as Norway and Sweden. This catastrophic accident renewed fears about the safety of nuclear reactors around the world. Are such fears justified? To understand how the accident at Chernobyl happened, it is necessary to understand how a nuclear power plant is constructed and how one operates.

A nuclear power plant contains a nuclear reactor that uses controlled nuclear fission to produce electricity. The reactor consists of fuel rods alternating with control rods inside a very large container called the reactor core. The fuel rods contain radioactive fuel such as uranium-235, and the control rods contain neutron-absorbing substances such as boron and cadmium. By varying the depth of the control rods within the core, one can increase or decrease the absorption of neutrons, thereby speeding up or slowing down the fission process. If necessary, the rods can be dropped all the way into the core to stop the reaction completely. A high-pressure water bath surrounds the rods. The water acts as a coolant by slowing down the neutrons. In some reactors, graphite is added to the water because graphite also slows down neutrons. A confinement shell usually surrounds the part containing radioactive material so that radioactivity cannot escape.

How do nuclear reactors produce electricity? First a series of nuclear fissions are produced by bombarding the nuclei of uranium-235 with neutrons. When a neutron strikes a nucleus, the nucleus splits, releasing energy. The released energy then heats the water surrounding the rods, whose outer shells are made of zirconium. The hot water is pumped to a heat exchanger, where steam is produced. Finally the steam passes to a turbine that drives a generator to produce electricity.

How did the accident at Chernobyl happen? It happened because on the day of the accident, the safety system on the reactor had been disabled while operators performed an experiment test. During the test, the reactor cooled excessively and threatened to shut down. If this had happened, the operators would not have been able to restart the reactor for a long period of time. To avoid this situation, they removed most of the control rods, which was against all safety rules. Soon, the reactor began to overheat. When the reactor overheated, the fuel rods melted and spilled their radioactive contents into the superheated water, which then flashed into steam. Next, the increased pressure from the steam blew the top off the reactor, and because there was no confinement shell around the reactor, radioactive material shot into the sky. At the same time, hot steam reacted with the zirconium shells of the fuel rods with the graphite in the coolant water to produce hydrogen gas, which then ignited. The graphite burned for a long time, spreading even more radioactivity into the atmosphere.

In the end, the cost of Chernobyl accident was enormous. Thirty-one people died, and several hundred were hospitalized. Thousands had to be evacuated and resettled. The soil around Chernobyl is this: A well-designed nuclear power plant using normal fuel is not dangerous as long as proper safety procedures are followed. However, poor design and/or disregard for safety regulations can lead to catastrophe.

Taken from Writing Academic English.

**A. Write your outline here!**

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- 3. a. Write an outline for the following process essay.
- b. Summarize the process essay below into one good process paragraph.

**How to Gain Fifty Pounds**

When we are born, we all weigh between six and ten pounds. Nevertheless, as we grow, some of us increase to 300 pounds and some of us only to 100 pounds. Why does this happen? Part of it has to do with genetics and whether our genes tell us to grow tall and big or short and slim. On the other hand, a large part of the difference also has to do with our habits. It's not difficult to gain weight if you follow these steps.

You only need two ingredients to gain weight: less activity and more food. The body is rather simple machine. It takes in fuel in the form of food, and it burns fuel through exercise. If the body takes in more fuel from the calories in the food than it burns off in living and exercising, it will store the extra calories as body fat.

The first step in the process of gaining weight is to decrease your daily level of activities. For example, if you usually walk to work or school, you can drive instead. Make sure you park very close to your workplace so you don't have to move much, and take the elevator instead of the stairs. If you usually enjoy a game of tennis or like to jog, stop! Remember that aerobic exercise is your enemy. Every way you can find to decrease the amount of calories you burn will help you add more pounds. Secondly, you need to consume as many calories as you can. If you usually eat a lot of vegetables or fruits, that makes it hard. In order to gain weight, you need the kind of food that has a large amount of calories per gram. For that reason, if you eat the doughnut or three for breakfast instead of a bowl of cereal with milk, you'll be sure to gain weight. Similarly, if you substitute a double cheeseburger for your normal lunchtime apple and yogurt, you'll gain even more. Finally, make sure to drink a lot of sugary soft drinks with your meal.

As you can see, gaining weight is easy. You may not like all that fat and sugar in the beginning, but if you work at it, you'll get quite used to do it. By following these steps, I promise you can gain fifty pounds in a year.

Taken from 2 writing to Communicate, Paragraphs and Essays.

**Write your outline here!**

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4. a. Write an outline for the following process essay.

b. Summarize the process essay below into one good process paragraph.

### **A Change of Heart**

His Holiness the dalai lama has said that all human beings seek happiness and freedom from suffering. However, what brings happiness and joy? From my experience, what gives you the most pleasure varies a lot with the kid of person you are, but it also depends on your stage of life. Our concept of happiness goes through five stages as we mature.

In the first stage of life, our happiness depends mostly on family ties. A child needs security and attachment to one or more adults to be happy. Babies gaze adoringly into the eyes of their mothers because that's what makes them happy. When children smile at their parents and their parents smile back, they feel safe and loved. Parents are their entire world. However, we don't remain babies; we grow into the next stage of life.

As children become teenagers, they often try to distance themselves from the family that previously was their entire universe. In Western cultures, parents almost expect their teenager to be rebellious. Nevertheless, in all cultures teenagers seek other people their own age outside their families, and they find their happiness primarily in socializing with their friends.

In the next stage, early adulthood, our concept of happiness changes again. At this stage, most people seek attachment to one special person. This expectation and desire to find happiness in a romantic attachment is so strong in some cultures that people feel unhappy if they don't find it. In other cultures, mutual respect between marriage partners is more highly valued than romantic love, but the attachment between the two is just as strong.

As they enter a later stage of adulthood, many people begin to expand their views. They move from only seeking happiness from a two-person relationship to seeking fulfillment from achievements and social relations. Their circle grows wider, including long-term friends as well as an extended family, and many people focus intensely on achieving career goals. Because most people are also financially better off at this stage, many begin to travel, and they find a lot of satisfaction in meeting and forming relationships with people from other cultures.

Finally, in the last stage of life, we mature into old age, and the idea of what brings us happiness often changes again. At this stage, many people begin to realize that possessions and money didn't really bring lasting happiness. They seek happiness in self-actualization through helping others, through artistic efforts, or from spiritually.

In conclusion, the baby looks for happiness in the intimate contact with loving parents, but teenagers seek to break the bonds which held them so tight. While young adults tend to look for happiness through a perfect mate, older adults often seek enjoyment in recognition of their achievements or in friends, and mature adults tend to look for personal or spiritual satisfaction. As we live through the stages of life, we change, and change, although never easy, is the spice of life.

Taken from *Writing to Communicate, Paragraphs and Essays*

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**E. Exercise 2b**

**Select one of the topics below, then, Write a process essay based on the topic you have chosen.**

The topics are:

- 1. How to teach something to small children
- 2. How to prepare for a job interview
- 3. How to protect your computer against virus
- 4. How to make your mind relaxed
- 5. How to get good grade at school

**Write your essay here!**

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# CHAPTER 12

## A CAUSE AND EFFECT ESSAY

### A. Learning Objectives

In this chapter, the students are expected to be able to understand the definition of a cause and effect essay and how to arrange a good a cause and effect essay.

### B. What Is A Cause And Effect Essay?

A cause and effect essay discusses why the things happen and what the results are. Causes are the reasons that make something occur. Effects are the results or the outcomes of something happening.

The writer explains why something takes place by analyzing its causes. While, the writer explains the outcomes or the results of an event by analyzing its effects.

In short, a cause and effect essay is the essay which explores the causes and or the effects of an action, an event, or a series of occurrences. A study on causes and effects is central to many disciplines. It is because cause and effect explains reasons and measures or predicts the results.

### C. How To Arrange A Good Cause And Effect Essay?

The writers must gather information and planning carefully when they want to write a cause and effect essay. In some cases, this essay begins with the research in order the writers can describe the finding and the analysis of possible causes of an event. In other cases, a cause and effect essay starts with experimentation. Something to remember is that an event may have more than one cause and a cause may have more than one effect.

The structure of a cause and effect essay can be explained as follows:

❖ **Introductory Paragraph**

1. The hook engages the readers' interest by giving the personalized topic or explaining the importance of the topic for the readers
2. The event or situation is told in the middle sentences
3. It ends with the thesis statement which expresses the event or situation causes.
4. A writer's comment about the importance of the event to be known by the readers may also be included in the thesis statement.

❖ **Body Paragraphs**

1. They support the thesis statement by explaining the details of the causes and the effects
2. Every paragraph begins with a topic sentence

❖ **Concluding Paragraph**

1. This paragraph restates the thesis statement
2. The main causes and their relationship to the event is summarized in this concluding paragraph
3. It often ends with the writer's comment the importance of knowing the causes of the events being told.

**There are two ways in organizing this cause and effect essay, such as:**

**1. Block Organization**

This organization is used when the writers examine multiple causes and effects of some action or situation. All the causes are explained first and then, all the effects are described in this organization. There are some possible patterns of block organization as follows:

- a. The first Possibility
  - Introductory Paragraph
  - The first cause
  - The second cause
  - The third cause
  - Transition paragraph

- The first effect
  - The second effect
  - The third effect
  - Concluding Paragraph
- b. The second Possibility
- Introductory Paragraph
  - The first cause
  - Transition paragraph
  - The second cause
  - The third cause
  - Effects
  - Concluding Paragraph
- c. The third Possibility
- Introductory Paragraph
  - Effects
  - Transition paragraph
  - The first cause
  - The second cause
  - The third cause
  - Concluding Paragraph
- d. The fourth Possibility
- Introductory Paragraph
  - The first effect
  - The second effect
  - The first effect
  - Transition paragraph
  - Causes
  - Concluding Paragraph

## 2. Chain Organization

When the writers examine the causes and the effects in a sequence, this organization is appropriate to be used. This organization presents the causes and the effects that directly linked

sequentially. It can be said that one event causes the second event, which in turn causes the third event, which in turn causes the fourth event, and so on.

**The following is an example of a cause and effect essay in a block organization.**

### **The Explosive Growth of the Cities**

By the end of the nineteenth century, immigrants from southern and eastern Europe crowded into cities that were already heavily populated by native-born Americans. As a result, the cities suffered greatly from the effects of rapid growth. Sanitation, fire protection, and the paving of streets were inadequate. Housing was insufficient and overcrowded. Families fell apart, and crime grew out of control. Because of the extent of these problems, however, people eventually took steps to improve living conditions.

Sewer and water facilities could not keep pace with the rapidly increasing needs. By the 1890s, the tremendous growth of Chicago had put such a strain on the sanitation system that the Chicago River had become virtually an open sewer. The city's drinking water contained such a high concentration of germ-killing chemicals that it was almost undrinkable. In the 1880s, all the sewers of Baltimore emptied into the Black River Basin. According to the journalist H. L. Mencken, every summer smelled like "a billion polecats." Fire protection became less and less adequate. Garbage piled up on the streets faster than workers could carry it away. The streets themselves crumbled beneath the pounding of heavy traffic. Urban growth proceeded with such speed that the cities laid out new streets much more rapidly than they could be paved. Chicago had more than 1,400 miles of dirt streets in 1890.

The population explosion also placed a great strain on the housing supply. People poured into the great cities faster than houses and apartments could be built for them. As a result, the densely packed areas of the 1840s became unbearable. Greedy builders used every foot of space, squeezing out light and air in order to jam in a few additional family units.

Substandard living quarters aggravated other evils such as the breakdown of family life, along with mental distress, crime, and juvenile delinquency. The bloody New York riots of 1863, for example, were caused in part by the bitterness and frustration of thousands jammed together. A citizen's committee expressed amazement after visiting the slums "that so much misery, disease, and wretchedness can be huddled together and hidden.

Eventually, however, practical forces operated to bring about improvements. Once the relationship between polluted water and decent sewage systems. City dwellers of all classes resented the dirt, noise, and ugliness. In many communities, public-spirited groups formed societies to plant trees, clean up littered areas, and develop recreational facilities. When one took on improvements, other tended to follow suit, prompted by local pride and competition between cities.

Gradually, the basic facilities of urban living were improved. Streets were paved, first with stones and wood blocks, and then with smoother, quieter asphalt. Gaslight, then electric arc lights, and finally Thomas Edison's incandescent lamps brightened the cities after dark. This illumination of the cities made law enforcement easier. It also stimulated nightlife and permitted factories and shops to operate after sunset. Life in the cities was far from ideal, but streetcars would take people quickly and inexpensively to work and back, and high-rise buildings would soon fill the horizons. The modern American city was forming throughout the East and Midwest.

Taken from Longman Academic Writing Series, Essays to Research Papers

**The outline of the above essay is as follows:**

1. Title: The Explosive Growth of the Cities
2. Introductory Paragraph
  - a. The hook: By the end of the nineteenth century, immigrants from southern and eastern Europe crowded into cities that were already heavily populated by native-born Americans.
  - b. Thesis Statement: As a result, the cities suffered greatly from the effects of rapid growth.
3. Body Paragraphs
  - a. Paragraph 2  
Topic Sentence: Sewer and water facilities could not keep pace with the rapidly increasing needs.
  - b. Paragraph 3  
Topic Sentence: The population explosion also placed a great strain on the housing supply.
  - c. Paragraph 4  
Topic Sentence: Substandard living quarters aggravated other evils such as the breakdown of family life, along with mental distress, crime, and juvenile delinquency.
  - d. Paragraph 5  
Topic Sentence: Eventually, however, practical forces operated to bring about improvements.
4. Concluding Paragraph
  - a. Restatement: Gradually, the basic facilities of urban living were improved.

- b. Writer's comment: Life in the cities was far from ideal, but streetcars would take people quickly and inexpensively to work and back, and high-rise buildings would soon fill the horizons.

**Meanwhile, the following is an example of a cause and effect essay in a chain organization.**

### **The Irish Potato Famine**

Throughout much of its history, the United States has welcomed immigrants to its shores. People have come because of opportunity, political liberty, and religious freedom. Other have come because of oppression and poverty in their native countries. There is no greater example of the latter reason for immigration than the Irish who fled to this country during the Great Potato Famine of 1845 through 1851. They came because of their failed crops and their resulting starvation, the loss of their homes and possessions to their indifferent landlords, and the ineffectiveness of the English and Irish governments to help them to survive.

The condition under which the majority of the eight million Irish lived were shocking. "There never was," The Duke of Wellington wrote, "a country in which poverty existed to the extent it exist in Ireland." A census in 1841 reported, "Nearly half of the rural population is living in the lowest state. " People were crammed inside one-room mud cabins without windows or furniture. Farmers slept with their pigs in filthy conditions. Homeless people put roofs over ditches or slept in tunnels they dug in the ground (Woodham-Smith 20).

All this misery could be traced to absentee English and wealthy Irish landlords. An 1645 report stated that their property was merely "a source from which to extract as much money as possible," Landlords leased their land to others who divided it so they could collect more rent. The Irish tenants paid for the right to farm it and to put a cabin on the property quickly. No money was exchanged, however. The payments were measured by the number of days the tenants worked (Woodham-Smith 20-21).

This arrangement depended "entirely and exclusively," on the potato (Woodham-Smith 35). It grew easily in the bad soil and was easy to cook. The potato was also perfect for feeding pigs, cattle, and chickens. The crop, however, would rot soon after harvesting and could not be stored between growing seasons (Woodham-Smith 35-36). By 1840, one-third of the Irish population depended entirely on the potato for food. It was, "a dependency that teetered on the brink of starvation and created a time bomb that needed only the slightest spark to explode."

That spark exploded in 1845 when the potato crop was attacked by a fungus. The leaseholders dug the potatoes up, only to find that they had turned into "a dark, gooey mess" (*The Great Hunger*). Six months later, the famine began. It continued and grew worst virtually every year until 1850.

At first, the British government tried to help by importing Indian corn from the United States. However, the corn made many people ill, and most tenants had to sell or pawn all their possessions to pay for it. Then the government initiated a second plan: hiring the farm laborers to build roads and canals. By December of 1846, half a million men were breaking rocks up into pieces and shoveling dirt. At this point, however, some workers died of starvation before receiving their wages (Bloy).

The famine worsened in 1846 when disease struck the potato crop again. “A stranger,” wrote a sub-inspector of police from County Cork, “would wonder how these wretched beings find food.... They sleep in their rags and have pawned their bedding” (Woodham-Smith 92). Unfortunately, much of the food they found was the seed potatoes for next year’s crop. As a result, when the 1847 harvest came in free of disease, it was too small to feed everyone. In 1848, the situation worsened as the blight came back, destroying the entire crop.

By this time, even the landlords became desperate. They threw out half a million tenants who could not pay their rent through labor, and then burned their homes. Consequently, many went to live in poor houses. In 1847, however, all public work projects ended, and public poor houses were closed (*The Irish Famine*). Now with the tenants homeless and living in filth, typhoid fever, cholera, and dysentery broke out, claiming more lives than starvation itself. An official estimate claimed that 750,000 people died from the famine and related causes, but the true number may have been twice as many (*Case-Studies*).

As a result, a million Irish poor fled the country, most of them heading by boat across the Atlantic. The conditions on these “coffin ships” were horrifying, and many people died during the journey. Of those who survived, the great majority went to Quebec and Montreal, Canada, but after arriving, over half walked across the border to the United States. They wanted no part of living in Canada, a British colony (Woodham-Smith 209).

The Irish viewed the rapidly growing United States as a land of opportunity. These poor immigrants showed up in rags, without money, education, or skill, but they had a small glimmer of hope. Over the last nearly two centuries, that hope has been fully realized. The Irish population of the United States has more than doubled that of all of Ireland, and an Irish American was even elected to the most powerful position in the United States: John Fitzgerald Kennedy became the first Irish-American president in 1961.

Taken from Longman Academic Series, Essays to Research Papers

**The outline of the above essay is as follows:**

1. Title: The Explosive Growth of the Cities
2. Introductory Paragraph
  - a. The hook: Throughout much of its history, the United States has welcomed immigrants to its shores. People have come because of opportunity, political liberty, and religious freedom. Other have come because of oppression and poverty in their native countries.
  - b. Thesis Statement: They came because of their failed crops and their resulting starvation, the loss of their homes and possessions to their indifferent landlords, and the ineffectiveness of the English and Irish governments to help them to survive.
3. Body Paragraphs
  - a. Paragraph 2

- Topic Sentence: The condition under which the majority of the eight million Irish lived were shocking.
- b. Paragraph 3  
Topic Sentence: All this misery could be traced to absentee English and wealthy Irish landlords.
  - c. Paragraph 4  
Topic Sentence: This arrangement depended “entirely and exclusively,” on the potato
  - d. Paragraph 5  
Topic Sentence: That spark exploded in 1845 when the potato crop was attacked by a fungus.
  - e. Paragraph 6  
Topic Sentence: At first, the British government tried to help by importing Indian corn from the United States.
  - f. Paragraph 7  
Topic Sentence: The famine worsened in 1846 when disease struck the potato crop again.
  - g. Paragraph 8  
Topic Sentence: By this time, even the landlords became desperate.
  - h. Paragraph 9  
Topic Sentence: As a result, a million Irish poor fled the country, most of them heading by boat across the Atlantic.
4. Concluding Paragraph
- a. Restatement: These poor immigrants showed up in rags, without money, education, or skill, but they had a small glimmer of hope.
  - b. Writer’s comment: The Irish population of the United States has more than doubled that of all of Ireland, and an Irish American was even elected to the most powerful position in the United States.



**D. Exercise 1**

*Fill the list of causes (as many as you know) on the left column that results in the situation or event on the right column. Then, write the thesis statement based on the causes listed and the event provided.*

No	Causes	Situation or Event
1	He has lots of friends. ..... ..... ..... ..... ..... ..... ..... ..... ..... <b>Thesis statement:</b> ..... ..... .....	Someone can have a successful party.
2	Bacteria begins to grow in the food. ..... ..... ..... ..... ..... ..... ..... ..... ..... <b>Thesis statement:</b> ..... ..... .....	The person gets sick.
3	An industry is developed in a city. ..... ..... .....	The price of housing goes up.

	<p>.....</p> <p>.....</p> <p><b>Thesis statement:</b></p> <p>.....</p> <p>.....</p> <p>.....</p>	
4	<p>The job applicant researches the requirements of the position and prepares carefully</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p><b>Thesis statement:</b></p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>The job applicant gets the job</p>
5	<p>A student likes his science teacher.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p><b>Thesis statement:</b></p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>A student gets the best score in his science class.</p>
6	<p>Every member of the family respects one another.</p>	<p>A family lives happily.</p>

	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p><b>Thesis statement:</b></p> <p>.....</p> <p>.....</p> <p>.....</p>	
7	<p>The rice field got flood.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p><b>Thesis statement:</b></p> <p>.....</p> <p>.....</p> <p>.....</p>	Rice harvest failed.
8	<p>Many forests change to be the housing areas.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	The recent weather becomes very hot.
9	<p>He regularly exercises every morning.</p> <p>.....</p> <p>.....</p> <p>.....</p>	My grandfather is still energetic on his seventieth.

	<p>.....</p> <p>.....</p> <p><b>Thesis statement:</b></p> <p>.....</p> <p>.....</p> <p>.....</p>	
10	<p>He drinks too much coffee.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p><b>Thesis statement:</b></p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>The person cannot sleep.</p>

## E. Exercise 2a

**Analyze the classification essays below.**

1. Write the outline of the essay below.

### **Tsunamis**

In recent years tsunamis have caused catastrophic disasters. In 2004 a tsunami in Southeast Asia claimed 250,000 lives and did billions of dollars of damage. In 2011 a tsunami struck Japan, killing 16,000 and causing a nuclear accident in Fukushima. The word *tsunami* is Japanese for “harbor wave.” Previously, destructive ocean waves were commonly called “tidal waves.” But this term is misleading because these waves have nothing to do with the tides, which are controlled by the moon.

Tsunamis are massive waves caused by volcanic eruptions, landslides, or earthquakes under the ocean. Like a swimmer kicking his or her legs under the water in a pool, these underwater movements cause ripples that roll outward in concentric circles. Out at sea, tsunamis may travel over 400 miles an hour and move hundreds of miles in all directions. Because they are often less than three feet high, tsunami waves can pass under a ship without being noticed. As they reach land, however, tsunami waves become higher.

The first effect of a major tsunami is a sudden outrush of water from beaches and harbors. This is soon followed by the first large wave that covers the exposed beach surged inland. Subsequent waves are often larger, forcing massive volumes of water onto the land, turning streets into rivers and knocking buildings off their foundations.

The amount of destruction that tsunamis cause depends on their intensity and the geography. Waves that crash against high cliffs may cause minimal damage. However, similar waves striking low-level areas can flood hundreds of square miles. Motion pictures often depict tsunamis as towering waves hundreds of feet high that crash down on shorelines. In reality, it is not the height of a single monster wave that causes destruction but the sheer volume of water in a series of waves that pushes inland.

The death toll from tsunamis can be very high for a number of causes. The waves can hit with little warning and can occur on a clear, sunny day. In contrast, floods caused by hurricanes or heavy rainstorms give ample warning, allowing people to evacuate to higher ground. In addition, tsunamis are uncommon events. People do not always appreciate the impending danger they can cause. In 2004 many people on the beach stood and watched as the water rushed out to sea just before the first wave hit. Unaware of what they were observing, they failed to move to higher ground and were unable to escape when massive waves forced millions of tons of water inland.

Given the death toll caused by tsunamis in recent years, the International community must take steps to create warning systems in the oceans that would at least give a few hours’ notice of a coming disaster.

Taken from Get Writing, Paragraphs & Essays.



2. Write the outline of the essay below.

**Shyness**

If you suffer from shyness, you are not alone, for shyness is universal phenomenon. According to recent research, “close to 50 percent of the general population report that they currently experience some degree of shyness in their lives. In addition, close to 80 percent of people report having felt shy at some point in their lives” (Payne, par. 3). As shyness is so prevalent in the world, it is not surprising that social scientists are learning more about its causes. They have found that shyness in an individual can result from both biological and environmental factors.

Recent research reveals that some individuals are genetically predisposed to shyness. In other words, some people are born shy. Researchers say that between 15 and 20 percent of newborn babies show signs of shyness: they are quieter and more vigilant. Researchers have identified physiological differences between sociable and shy babies that show up as early as two months. In one study, two-month-olds who were later identified as shy children reacted with signs of stress to stimuli such as moving mobiles and tape recordings of human voices: increased heart rates, jerky movements of arms and legs, and excessive crying. Further evidence of the genetic basis of shyness is the fact that parents and grandparents of shy children more often say that they were shy as children than parents and grandparents of non-shy children (Henderson and Zimbardo 6).

**Write your outline here!**

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**F. Exercise 2b**

*Select one of the topics below, then, Write a process essay based on the topic you have chosen.*

The topics are:

- 1. How to teach something to small children
- 2. How to prepare for a job interview
- 3. How to protect your computer against virus
- 4. How to make your mind relaxed
- 5. How to get good grade at school

**Write your essay here!**

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# CHAPTER 13

## AN ARGUMENTATIVE ESSAY

### A. Learning Objectives

In this chapter, the students are expected to be able to understand the definition of an argumentative essay and how to arrange a good argumentative essay.

### B. What Is An Argumentative Essay?

When writing this kind of essay, the writer presents his or her agreement or disagreement with an issue by explaining his or her reasons to give the support to his or her opinions. The purpose of this argumentative essay is to persuade the readers to agree with the writer's opinions about a controversial topic.

An argumentative essay is built around the specific statement that is debatable. What is the difference between a debatable statement and a non-debatable statement? Here is the explanation.

A debatable statement is a statement which other people may agree or disagree with. Meanwhile, a non-debatable statement is a statement which no body would normally disagree or argue. This statement is usually called a fact. Pay attention to the following example.

1. Plants produce oxygen that the world needs sustain life. (non-debatable statement)
2. A good education is necessary for a successful and happy life. (debatable statement)

What the argumentative essay writer has to do is to convince the readers that the writer's opinion stated in the thesis statement is the most valid. To do this, when writing the argumentative essay, the writer has to also include the opposing view of point (counterargument). After that, the writer also has to give the refutation (rebuttal) of the opponent's point of view.

## C. How To Arrange A Good Argumentative Essay?

An argumentative essay can be organized in two ways, by using:

1. Block organization
2. Point-by-point organization

### ▪ **Block Organization**

The essay organization is as follows:

1. Introduction
  - Explaining the issue
  - Stating thesis statement
2. Body Paragraph
  - Block 1
    - a. Summarizing other's side arguments
    - b. Rebutting the first argument
    - c. Rebutting the second argument
    - d. Rebutting the third argument
  - Block 2
    - a. Presenting the writer's first argument
    - b. Presenting the writer's second argument
    - c. Presenting the writer's third argument
3. Conclusion
  - Giving the writer's point of view summary.

### ▪ **Point-by –point Organization**

The organization of the essay is as follows:

1. Introduction
  - Explaining the issue and including a summary of arguments from the other side
  - Stating thesis Statement
2. Body
  - Telling the other's side first argument and rebutting the writer's counterargument
  - Explaining the other's side second argument and rebutting the writer's counterargument

- Telling the other's side third argument and rebutting the writer's counterargument
3. Conclusion
- Expressing the writer's point of view summary.

**Here is the example of an argumentative essay.**

**Separating the Sexes, Just for the Tough Years**

The middle school years (grades 7 and 8) are known to be the “tough years.” These are the years when the uneven pace of girls’ and boys’ physical, emotional, and cognitive development is most noticeable. Girls are ahead of boys on all counts, and both suffer. Educators debate whether separating boys and girls during these difficult years might improve students’ academic performance. Separate classes are now prohibited in public schools that receive federal funds, but a change in the federal law that prohibits them is under consideration. Although some parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results.

Opponents of single-sex education claim that test scores of students in all-girl or all-boy classes are no higher than those of students in mixed classes (“Study”). However, the research is inconclusive. Despite the fact that some research shows no improvement in test scores, other research shows exactly opposite results (Blum). More important, many psychologists believe that test scores are the wrong measuring sticks. They believe that self-confidence and self-esteem issues are more important than test scores. In same-sex classes, girls report increased confidence and improved attitudes toward math and science, for example (“Study”). These are results that cannot be calculated by a test but that will help adolescents become successful adults long after the difficult years of middle school are past. New York University professor Carol Gilligan is certain that girls are more likely to be “creative thinkers and risk-takers as adults if educated apart from boys in middle school” (Gross). Boys too, gain confidence when they do not have to compete with girls. Boys at this age become angry and fight back in the middle school because they feel inferior when compared to girls, who literally “out-think” them. With no girls in the classroom, they are more at ease with themselves and more receptive to learning (Gross).

Opponents also maintain that separate classes (or separate schools) send the message that males and females cannot work together. They say that when students go into the work force, they will have to work side-by-side with the opposite sex, and attending all-girl or all-boy schools denies them the opportunity to learn how to do so (“North”). However, such an argument completely ignores the fact that children constantly interact with members of the opposite sex outside school. From playing and squabbling with siblings to negotiating allowances, chores, and privileges with their opposite-sex parent, children learn and practice on a daily basis the skills they will need in their future workplaces.

The final argument advanced by opponents of same-sex education is that it is discriminatory and, therefore, unconstitutional. However, research supports exactly the opposite conclusion: that discrimination is widespread in mixed classes. Several studies have shown that boys dominate discussions and receive more attention than girls and that teachers call on boys more often than they call on girls, even when girls raise their hands (“North”). Clearly, this is discriminatory.

It should be evident that the arguments against same-sex classes are not valid. On the contrary, many people involved in middle-school education say that same-sex classes provide a better learning environment. Boys and girls pay less attention to each other and more attention to their schoolwork (Marquez). As one teacher noted, “Girls are more relaxed and ask more questions; boys are less disruptive and more focused” (“North”). Girls are less fearful of making mistakes and asking questions in math and science; boys are less inhibited about sharing their ideas in language and literature. Furthermore, schoolchildren are not disadvantaged by lack of contact with the opposite sex because they have many opportunities outside the school setting to interact with one another. Finally, discrimination occurs in mixed classes, so discrimination is not a valid argument. Therefore, in my opinion, the law prohibiting same-sex classes in public school should be changed.

Taken from Writing Academic English

Pay attention to the outline of the argumentative essay above.

1. Title: Separating the Sexes, Just for the Tough Years

2. Introduction

○ Explanation of the issue:

Separates classes are now prohibited in public schools that receive federal funds, but a change in the federal law that prohibits them is under consideration.

○ Thesis statement:

Although some parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results.

3. Body

○ Paragraph 2

Counterargument 1:

Opponents of single-sex education claim that test scores of students in all-girl or all-boy classes are no higher than those of students in mixed classes

Rebuttal to argument 1:

- However, the research is inconclusive.
- Girls are more likely to be “creative thinkers and risk-takers as adults if educated apart from boys in middle school.
- Boys too, gain confidence when they do not have to compete with girls.

- Paragraph 3  
Counterargument 2:  
Opponents also maintain that separate classes (or separate schools) send the message that males and females cannot work together.

Rebuttal to argument 2:

However, such an argument completely ignores the fact that children constantly interact with members of the opposite sex outside school.

- Paragraph 4  
Counterargument 3:  
The final argument advanced by opponents of same-sex education is that it is discriminatory and, therefore, unconstitutional.

Rebuttal to argument 3:

However, research supports exactly the opposite conclusion: that discrimination is widespread in mixed classes.

4. Conclusion

Writer's final opinion:

Therefore, in my opinion, the law prohibiting same-sex classes in public school should be changed.

## F. Exercise 1

***Identify whether the statements below are debatable or non-debatable.***

1. Jazz music began with African-American.  
The statement above is .....
2. People under the age of eighteen should not be allowed to marry.  
The statement above is .....
3. Curfew laws will help control teenage gangs.  
The statement above is .....
4. Smoking is harmful to people's health.  
The statement above is .....
5. Australia has some of most venomous snakes in the world.

The statement above is .....

6. Censorship of the arts is always wrong.

The statement above is .....

7. People should eat only organic food.

The statement above is .....

8. The sun rises from the East.

The statement above is .....

9. The driving age should be raised at the age of twenty one.

The statement above is .....

10. A good education is necessary for a successful and happy life.

The statement above is .....

## G. Exercise 2a

**Analyze the argumentative essays below.**

1. Write an outline of the following argumentative essay.  
of the following argumentative essay.

### **Why We Should Send a Manned Mission to Mars**

Mars has fascinated Earth-bound humans since prehistoric times, due to its captivating red hue and proximity and similarity to Earth. The romance of space travel and the exploration of new worlds is a major argument in favor of a manned mission to Mars. Supporters claim that exploring and colonizing the moon and Mars will give us a better understanding of our own home planet, Earth. Other supporters are motivated by feelings of national pride, saying the prestige of the United States is at stake. Still others believe that the research required by such a complex mission will help the United States retain its position as a leader in science and technology.

The success of the Apollo program in the 1960s and 1970s created a generation of astronaut heroes that inspired the nation. "In 1969, America sent men to the moon, not machines," Ben Wattenberg said on PBS's Think Tank. "[H]uman beings are exploratory creatures...mankind needs big ideas and big projects to ennoble and inspire society. Don't our little boys and girls need heroes and heroines to say, 'Look at him, look at her, she's there?'" President George W. Bush once said in an address to the nation, "Mankind is drawn to the heavens for the same reason we were once drawn to unknown lands and across the open sea. We choose to explore space because doing so improves our lives and lifts our national spirit."

Many supporters of manned travel to Mars argue that because of its similarity to Earth, Mars offers opportunities to discover the origins of life and ways to protect the environment on Earth.

“We cling to the hope of a neighboring planet that harbors...at least some primitive forms of life. If Mars contains even nanobacteria---or indisputable evidence of past life of the simplest forms---this will profoundly change our conception of our place in the universe,” wrote Thomas Gangale. “If Mars is dead now, but was once alive, understanding how Mars died may give us a crucial understanding of how close we are coming to killing the Earth.”

The Mars Society [a group that supports Mars exploration] shares that opinion. In its Founding Declaration, the society wrote, “As we begin the twenty-first century, we have evidence that we are changing the Earth’s atmosphere and environment in significant ways...Mars, the planet most like Earth, will have even more to teach us about our home world. The knowledge we gain could be key to our survival.”

And many scientists assert that the best way to attain that knowledge is with human scientists. “Robots can do a lot,” Chris Welch, a lecturer in space technology at Kingston University, told the BBC. “But having multiple trained human beings there would tell us so much more.” Dava Newman, associate professor of aeronautics at the Massachusetts Institute of Technology, agreed. “It’s risky and it’s also very costly, but there’s just so much humans can do as explores that we don’t have any other way to accomplish.”

China, Russia, and the European Union have all announced plans to boost their space programs in coming years, including sojourns to the moon and Mars. Some people believe it’s essential to U.S. international status that the United States lead the way in space exploration. “Republican officials said conservative lawmakers who might balk at the cost [of a manned mission to Mars] are likely to be lured by the chance to extend the U.S. military supremacy in space when China is pursuing lunar probes and Russia is considering a Mars mission,” Mike Allen and Eric Pianin wrote in *The Washington Post*.

The European Space Agency has developed (ESA) a long-term plan---known as Aurora---that will use robotics to first explore low-Earth orbit and then move farther out into planetary excursions, including Mars. The ESA intends to send a rover to Mars by 2009 and a manned mission to the moon by 2024 that will “demonstrate key life support and habitation technologies as well as aspects of crew performance and adaptation.” The final step in the Aurora program is a human mission to Mars in 2030s.



Regaining the top position in science and technology is another reason to support a Mars mission. According to *The New York Times*, the dominance the United States once had in science and innovation has declined in recent years as the number of international prizes and journal publications awarded to European and Asian researchers has increased. Jennifer Bond, vice president for international affairs for the Council on Competitiveness said, "Many other countries have realized that science and technology are key to economic growth and prosperity. They're catching up to us." She warned that people in the United States should not "rest on their laurels." A poll by the Associated Press seems to indicate that many people in the United States agree with her. Seventy-two percent of respondents in the poll deemed it important for the United States to be the "leading country in the world in the exploration of space."

"America is not going to remain at peace, and we're not going to remain the most prosperous nation, and we're not going to remain a free nation unless we remain the technological leader of the world," said Representative Dana Rohrabacter, chairman of the House Subcommittee on Space and Aeronautics. "And we will not remain the technological leader of the world unless we are the leaders in space."

Taken from Writing Academic English

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2. Write an outline of the following argumentative essay.

**The School Uniform Question**

Individualism is a fundamental part of society in many countries. Most people believe in the right to express their own opinion without fear of punishment. The value, however, is coming under fire in an unlikely place---the public school classroom. The issue is school uniforms. Should public school students be allowed to make individual decisions about clothing, or should all students wear uniforms? School uniforms are a better choice for three reasons.

First, wearing school uniforms would help make students' life simpler. They would no longer have to decide what to wear every morning, sometimes trying on outfit in an effort to choose. Uniforms would not only save time but also would eliminate the stress often associated with this chore.

Second, school uniforms influence students to act responsibly in groups and as individuals. Uniforms give students the message that school is a special place for learning. In addition, uniforms create a feeling of unity among students. For example, when students do something as a group, such as attend meetings in the auditorium or eat lunch in the cafeteria, the fact that they all wear the same uniform gives them a sense of community. Even more important statistics show the positive effects that school uniforms have on violence and truancy. According to a recent survey in a large school district in Florida, incidents of school violence dropped by 50 percent, attendance and test scores improved, and student suspensions declined approximately 30 percent after school uniforms were introduced.

Finally, school uniforms would help make all the students feel equal. Students' standards of living differ greatly from family to family, and some people are well-off while others are not. People sometimes forget that school is a place to get an education, not to promote a "fashion show." Implementing mandatory school uniforms would make all the students look the same regardless of their financial status. School uniforms would promote pride and help to raise the self-esteem of students who cannot afford to wear expensive clothing.

Opponents of mandatory uniforms say that students who wear school uniforms cannot express their individuality. This point has some merit on the surface. However, as stated previously, school is a place to learn, not to flaunt wealth and fashion. Society must decide if individual expression through clothing is more valuable than improved educational performance. It is important to remember that school uniforms would be worn only during school hours. Students can express their individuality in the way that they dress outside of the classroom.

In conclusion, there are many well-documented benefits of implementing mandatory school uniforms for students. Studies show that students learn better and act more responsibly when they wear uniforms. Public schools should require uniforms in order to benefit both the students and society as a whole.

Taken From Great Writing 5, Great Essays

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3. Write an outline of the following argumentative essay.

**Why We Shouldn't Go to Mars: Someday may people walk on the planet, but not until it makes technological sense**

“Two centuries ago, Meriwether Lewis and William Clark left St. Louis to explore the new lands acquired in the Louisiana Purchase,” George W. Bush said, announcing his desire for a program to send men and women to Mars. “They made that journey in the spirit of discovery....America has ventured forth into space for the same reasons.

Yet there are vital differences between Lewis and Clark’s expedition and a Mars mission. First, Lewis and Clark were headed to a place amenable to life; hundreds of thousands of people were already living there. Second, Lewis and Clark were certain to discover places and things of immediate value to the new nation. Third, the Lewis and Clark venture cost next to nothing by today’s standards. In 1989 NASA estimated that a people-to-Mars program would cost \$400 billion, which inflates to \$600 billion today. The Hoover Dam cost \$700 million in today’s money, meaning that sending people to Mars might cost as much as building about 800 new Hoover Dams. A Mars mission may be the single most expensive non-wartime undertaking in U.S. history.

The thought of travel to Mars is exhilarating. Surely men and women will someday walk upon that planet, and surely they will make wondrous discoveries about geology and the history of the solar system, perhaps even about the very origin of life. Many times I have stared up at Mars in the evening sky---in the mountains, away from cities, you can almost see the red tint--and wondered what is there or was there.

But the fact that a destination is tantalizing does not mean the journey makes sense, even considering the human calling to explore. And Mars as a destination for people makes absolutely no sense with current technology.

Present systems for getting from Earth's surface to low-Earth orbit are so fantastically expensive that merely launching the 1,000 tons or so of spacecraft and equipment a Mars mission would require could be accomplished only by cutting health-care benefits, education spending, or other important programs---or by raising taxes. Absent some remarkable discovery, astronauts, geologists, and biologists once on Mars could do little more than analyze rocks and feel awestruck beholding the sky of another world. Yet rocks can be analyzed by automated probes without risk to human life, and at a tiny fraction of the cost of sending people.

It is interesting to note when President Bush unveiled his proposal, he listed these recent major achievements of space exploration: pictures of the rings of Saturn and the outer planets, evidence of water on Mars and the moons of Jupiter, discovery of more than 100 planets outside our solar system, and study of the soil of Mars. All these accomplishments came from automated probes or automated space telescopes. Bush's proposal, which calls for "reprogramming" some of NASA's present budget into the Mars effort, might actually lead to a reduction in such unmanned science--the one aspect of space exploration that's working really well.

Rather than spend hundreds of billions of dollars to hurl tons toward Mars using current technology, why not take a decade--or two decades, or however much time is required--researching new launch systems and advanced propulsion? If new launch systems could put weight into orbit affordably, and if advanced propulsion could speed up that long, slow transit to Mars, then the dream of stepping onto the red planet might become reality. Mars will still be there when the technology is ready.

Space exploration proponents deride as lack of vision the mention of technical barrier or the insistence that needs on Earth come first. Not so. The former is rationality, the latter the setting of priorities. If Mars proponents want to raise \$600 billion privately and stage their own expedition, more power to them; many of the great expeditions of the past were privately mounted. If Mars proponents expect taxpayers to foot their bill, then they must make their case against the many other competing needs for the money. And against the needs for health care, education, poverty reduction, reinforcement of the military, and reduction of the federal deficit, the case for vast expenditures to go to Mars using current technology is very weak.

The drive to explore is part of what makes us human, and exploration of the past has led to unexpected glories. Dreams must be tempered by realism, however. For the moment, going to Mars is hopelessly unrealistic.

Taken from Writing Academic English

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**H. Exercise 2b**

*Choose one of the topics below, then, Write an argumentative essay based on the topic you have chosen.*

The topics are:

- 1. Many think that genetically engineered crops are a grave danger to the environment.
- 2. Smokers say that they have a right to smoke.
- 3. Television is the worst invention of modern times.



# CHAPTER 14

## A PERSUASIVE ESSAY

### A. Learning Objectives

In this chapter, the students are expected to be able to understand the definition of a persuasive essay and how to arrange a good persuasive essay.

### B. What Is A Persuasive Essay?

In this persuasive essay, the writers try to convince the readers by sharing their opinions or points of view about an issue. The writers' opinions are usually supported by facts, statistics, examples, testimony from authority, and logical reasoning.

At glance, a persuasive essay is similar to an argumentative essay. Both of them provide the writers' opinions on a certain issue. But, a persuasive essay does not include the other's side opinions like an argumentative essay does so that there is no counterargument in a persuasive essay. That is the main difference between a persuasive essay and an argumentative essay.

Persuasion is useful in many classes in collages because many assignments demand the students to give evidence to support their opinions or point of view.

### C. How To Arrange A Good Persuasive Essay?

There are two main orderings of arguments in a persuasive essay.

#### 1. Ascending order

This is the way to order the arguments based on their importance level. The arguments in this organization is presented starting from the least important until the strongest one. This organization is the most commonly used.



## 2. Equal Order

This organization is used when the writers feel that their arguments to be written have the same level of importance. The writers can write which argument to be written first, next, and the last as they want.

A persuasive essay structure when using ascending order can be described as follows:

### ❖ **Introductory Paragraph**

- The hook explaining the issue
- Thesis statement

### ❖ **Body Paragraphs**

- **Paragraph 1**
  - a. Topic Sentence (**The least important argument**)
  - b. Supporting Sentences
- **Paragraph 2**
  - a. Topic Sentence (**The second important argument**)
  - b. Supporting Sentences
- **Paragraph 3**
  - a. Topic Sentence (**The most important argument**)
  - b. Supporting Sentences

### ❖ **Conclusion**

Restating the thesis statement or summarizing body paragraphs.

If using equal order, the structure of a persuasive essay can be seen as follows.

### ❖ **Introductory Paragraph**

- The hook explaining the issue
- Thesis statement

### ❖ **Body Paragraphs**

- **Paragraph 1**
  - a. Topic Sentence (**The first argument**)
  - b. Supporting Sentences
- **Paragraph 2**
  - a. Topic Sentence (**The second argument**)

- b. Supporting Sentences
- **Paragraph 3**
  - a. Topic Sentence (**The third argument**)
  - b. Supporting Sentences

❖ **Conclusion**

Restating the thesis statement or summarizing body paragraphs.

**Pay attention the following example of a persuasive essay.**

**Everyone Is Talking, and No One Is Listening**

Since the middle of 1990s, the ability to communicate electronically has expanded dramatically. Electronic communication is changing how the people relate to one another. However, one thing remains constant: These new forms of communication are not face to face. They are distant, and keep people at a distance. In my opinion, due to electronic communication, relationships today are changing for the worse; they have become fragmented, superficial, and anonymous.

Communication these days is becoming a process of exchanging messages to two or three words. There is no longer time for serious and deep reflection. For example, in most countries, sending a text message via cell phone is much cheaper than talking on the phone, so people send each other silly messages like “RU ready?” or “4 sure.” The language of Shakespeare and Milton has become reduced to abbreviations. With Instant Messenger (IM), people send each other emoticons, such as a smiley face instead of sentences. In addition, since Instant Messenger depends on who has the fastest connection, there cannot be real communication. There is no give-and-take. These fragmented messages are not true communication.

The current ability to relate to one another electronically is largely textual; that is, people read messages from each other. Blogs, or Web logs, have become the way to communicate. However, anyone, anywhere can create a blog, and they can write anything they want. There are millions of blogs being produced. It seems that everyone wants to shout, “Hey, here I am! This is me!”, but no one really listens. No one responds. Another reason why relationships are becoming more superficial is the spread of e-mail. Because they see and either make a rapid, thoughtless response or ignore it completely. No one reads e-mail messages carefully because there are just too many of them.

Finally, while one great advantage of the World Wide Web is that it is anonymous, this is also its major disadvantage. Anyone can pretend to be anyone. For example, a sixteen-year-old high school student could say that he is a twenty three-year-old college graduate, and the person reading his blog or profile would never know. This type of anonymity can also put internet users at risk. There are many news stories about a criminal convincing a teenager to meet him at a coffee shop or a mall. The teenager agrees to meet her Internet friend because she thinks she is meeting another teenager. The Web knows no one; a person can invent an identity. It’s clear that there can be no real communication when it’s so easy for someone to remain anonymous.

In short, electronic communication has multiple advantages, but it also has disadvantages. This new form of communication makes people lonelier because they don’t make real and meaningful connections. The communication is fragmented and superficial, and it is not always honest because of the ability to be anonymous. Fewer silly messages and more face-to-face communication would make us better people, I think.

Taken from *2 Writing to Communicate, Paragraphs and Essays*.

**The outline of a persuasive essay above is as follows.**

1. Title: Everyone Is Talking, and No One Is Listening
2. Introductory Paragraph
  - a. The hook:

Since the middle of 1990s, the ability to communicate electronically has expanded dramatically. Electronic communication is changing hoe the people relate to one another.
  - b. Thesis Statement:

In my opinion, due to electronic communication, relationships today are changing for the worse; they have become fragmentde, superficial, and anonymous.
3. Body Paragraphs
  - a. Paragraph 2

Topic Sentence:  
Communication these days is becoming a process of exchanging messages ot two or three words.
  - b. Paragraph 3

Topic Sentence:  
The current ability to relate to one another electronically is largely textual; that is, people read messages from each other.
  - c. Paragraph 4

Topic Sentence:  
Finally, while one great advantage of the World Wide Web is that it is anonymous, this is also its major disadvantage.
4. Concluding Paragraph
  - a. Restatement of thesis statement:

The communication is fragmented and superficial, and it is not always honest because of the ability to be anonymous.
  - b. Writer’s final comment:

Fewer silly messages and more face-to-face communication would make us better people, I think.

**D. Exercise 1**

***Give three argumnts for each thesis statements below.***

1. Thesis statement: Electronic communication is good for environment.

Arguments:

a. ....

- b. ....
  - c. ....
2. Thesis statement: Online education makes the poor becomes poorer.  
Arguments:
- a. ....
  - b. ....
  - c. ....
3. Thesis statement: Online newspaper is better than paper newspapers.  
Arguments:
- a. ....
  - b. ....
  - c. ....
4. Thesis statement: Making friends on media social is dangerous.  
Arguments:
- a. ....
  - b. ....
  - c. ....
5. Thesis statement: Online meeting decreases among others' respect.  
Arguments:
- a. ....
  - b. ....
  - c. ....

**E. Exercise 2a**

**Analyze the persuasive essays.**

1. Write an outline of the persuasive essay below.

**Dating in Cyberspace**

The number of single people in the United States has been increasing for several years. Many of them like being single and do not want to find a marriage partner. Some, however, want to find someone, but they're too busy to spend the time. They don't want to invest time in a relationship, find out that they aren't compatible. And have to start all over again. There is a solution to this problem: cyberdating. Anyone who is seriously looking for a partner should try cyberdating.

For one thing, cyberdating is extremely convenient. There are many reputable websites that make it easy to post your profile for others to see. Once you have posted your profile, you read about the thousands of others who have done the same. You can take as much or as little time as you like looking through the database. Also, these sites are available twenty-four hours a day, so you can search when you have the time.

Furthermore, cyberdating can keep you from being hurt. Too often on a first date, you see boredom or dissatisfaction in your date's eyes. All you can do in this situation is to persevere and hope the date ends early. With cyberdating, however, the people you decide to meet have already seen a photo of you, and they already know a lot about you. There is no surprise, so there is no dissatisfaction. In fact, it's just the opposite. You and your date are excited to meet each other, and you look at each other with hope.

Finally, the anxiety of dating is greatly lessened with cyberdating. Traditionally, men take the lead in dating. They are the ones who have to ask a woman out on a date. They have to risk rejection. It's no better for women, however. Many women still wait for a man to ask them out first. Then, if they don't want to go out with him, they have to let the man down gently. While it's true that sometimes with cyberdating men still get rejected and women still reject, you experience this in the privacy of your own home. Moreover, you never have to see the person again because you have never met! It's the perfect solution.

In short, if you are looking for someone to date and even marry, you should go online and post your profile on a dating website. It's convenient, safe, and worry-free.

Taken from *2 Writing to Communicate, Paragraphs and Essays*.

**Write your outline here!**

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2. Write an outline of the persuasive essay below.

**Put Away the Paddle**

Corporal punishment is once again being accepted in many high schools. In an age when students are less orderly and less disciplined than ever before, parents and teachers perceive paddling as an effective way to instill orderliness in the student body. However, it is only a good solution for an authority too calloused or too frustrated to examine the problem and come up with constructive solutions. Our school administrations must not abdicate their responsibility to model constructive problem-solving behavior. Corporal punishment is counterproductive because it aggravates antisocial behavior in the student, breaks down communication between teacher and student, and instills fear rather than respect.

Corporal punishment aggravates antisocial behavior. Most parenting books advise parents to teach their children to solve conflicts using words rather than resorting to physical violence. Surely, solving problems with words rather than force is a value we wish to instill in our children if we wish them to be nonviolent members of society. However, when schools resort to physical punishment to resolve problems, they teach children that it is acceptable to solve problems by hitting. Not only is corporal punishment a bad example, but it aggravates the problem because it makes the student angrier than he was in the first place. As a result, the student will become even more rebellious against a system he sees as unfair and hypocritical. Additionally, other students may see the student who was paddled as a kind of hero or martyr to authority, thus gaining the student the attention and respect of his peers.

In addition to aggravating antisocial behavior, corporal punishment blocks the opportunity for communication between teacher and student. Many students who are behavior problems in school are acting out because of real or perceived injustices at home or in society. The teacher may be the only person who can be objective and helpful to the student. Rather than recommending that the student be paddled or doing the paddling himself, the teacher should sit down with the student and attempt to discover the reasons for the inappropriate behavior. The teacher may be the only person in the student's life who is able and willing to help him. These are the hardest years of the student's emotional life, the years in which he will establish his emotional identity and his relation to society. The teacher is in an excellent position to help him grow. If, however, the teacher resorts to paddling, any chance at communication and positive growth are lost.

Finally, corporal punishment instills fear rather than respect. Everyone would agree that students need to learn respect for authority if they are to be productive, nonviolent members of society. Respect, however, comes from the fair and even-handed use of authority, not from punitive measures that rob an individual of dignity. It is impossible to respect someone or something that treats you unfairly or with disrespect, and it would be impossible to respect someone who is paddling you. Paddling is the most primitive way of saying, "I can enforce my power over you with disrespect." Nothing can come from this attitude but continued discord. A faculty or an administration that uses paddling to solve discipline problems is relying on brute force and fear rather than on respect.

Corporal punishment is worse than useless; it aggravates the very problems it is intended to solve. Paddling a secondary school student compounds the anger and alienation in a young person who is living through the most difficult and crucial years of his life. It robs the teacher of the opportunity to help the student by modeling constructive problem-solving strategies, and it instills fear of authority rather than respect for authority. A school system that relies on paddling is abdicating its responsibility.

Taken from Writer's Resources, From Paragraph to Essay

**Write your outline here!**

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**F. Exercise 2b**

*Choose one of thesis statements in exercise 1 above, then, write a persuasive essay based on the thesis statement that you have chosen.*

**Write your essay here!**

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# ESSAY WRITING

Essays are the most common form of assignments given by lecturers or teachers in any disciplines such as Business, Law, International Relation, History, Communication Studies, Education, Economics, and so on. This book provides the students many things about essays. It starts from the definition of an essay and its structures. Furthermore, it also discusses the kinds of essays such as description, narration, example, definition, comparison and contrast, division, process, cause and effect, argumentation, and persuasion essays. All those essays are explained in details and completed with some examples of each essay.

This essay writing consists of 14 chapters. Every chapter has some exercises which the students have to do. Those exercises are to deepen the students' understanding of the materials being learned. The more the students practice, the more they get used to writing essays. That is the goal of providing exercises on this book. This book is very helpful in understanding the kinds of essays, exactly nine kinds of essays so that the students are able to distinguish all nine kinds of essays well. Afterward, the students are able to create an essay requested for their assignments.



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ISBN 978-623-7872-34-4



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