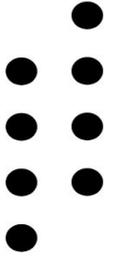


Tri Wintolo Apoko



# WRITING ENGLISH FOR ESSAYS & ARTICLES



**Sanksi Pelanggaran Pasal 113  
Undang-Undang No. 28 Tahun 2014 tentang Hak Cipta**

1. Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000 (seratus juta rupiah).
2. Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).
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# **WRITING ENGLISH FOR ESSAYS & ARTICLES**

**Tri Wintolo Apoko**



# **WRITING ENGLISH FOR ESSAYS & ARTICLES**

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# PREFACE

Writing is one of the most essential skills in academic and professional communication, particularly in the field of English Language Teaching (ELT). The ability to express ideas clearly, logically, and persuasively through written language not only reflects a learner's linguistic competence but also demonstrates their critical thinking and creativity. This lesson book, *Writing English for Essays and Articles*, is intentionally designed to guide students step-by-step in developing their writing proficiency, from composing basic essays to producing publishable academic articles.

This lesson book contains fifteen comprehensive units which cover a wide range of writing genres, including narrative, recount, expository, persuasive, and argumentative essays, as well as academic writing for journal articles. Each unit presents clear learning outcomes, concise discussions of key concepts, guided exercises, summaries, and formative tests with answer keys. The inclusion of models and examples helps students understand writing conventions and organizational patterns more effectively.

In addition, the final units focus on academic English and publication skills, introducing students to important components of research writing such as abstracts, introductions, literature reviews, methods, results and discussion, and conclusions. The lessons also provide practical guidance on using referencing tools like *Mendeley* and submitting manuscripts through an online journal system (OJS). This incorporation of academic literacy and digital competence aims to prepare students for scholarly communication in the modern academic environment.

This lesson book may serve as a primary course material for undergraduate English education programs, academic writing classes, or teacher training workshops. It also benefits for anyone

who wishes to increase their academic writing skills and publish their work in scholarly platforms.

It is my sincere hope that this lesson book will assist students to become more confident and independent writers who are able to express their ideas academically and ethically. Writing is a lifelong learning process that requires patience, reflection, and continuous improvement. May this lesson book serve as a reliable companion in that journey toward academic excellence.

Jakarta, November 2025

**Tri Wintolo Apoko**

The author

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# ABOUT THIS BOOK AND HOW TO USE IT

## About This Book

*Writing English for Essays and Articles* is designed as a comprehensive and practical guide for university students, EFL pre-service teachers, and anyone who intends to develop strong academic writing skills in English. The lesson book with a structured and gradual approach is expected to help students' progress from mastering basic writing elements to producing advanced academic papers suitable for publication.

The fifteen units in this lesson book are systematically arranged to support continuous skill development in writing and divided below.

- Units I–V introduce the foundations of writing, covering essential topics such as sentence structure, parts of speech, and paragraph development.
- Units VI–XII focus on different types of essays, such as descriptive, narrative, recount, expository, persuasive, and argumentative essays, helping students understand various purposes and writing styles.
- Units XIII–XV elevate students to the academic writing level, emphasizing on journal article composition, paraphrasing, referencing, and online submission procedures.

Each unit integrates the introductions with clear learning outcomes, theoretical discussions, and practical applications to ensure a balance between understanding and practice. Moreover, the examples, exercises, and formative tests are provided to foster self-assessment and encourage independent learning.

## How to Use This Book

To maximize the benefits of this lesson book, students and lecturers are encouraged to follow these guidelines:

### 1. *Begin with Understanding the Objectives*

Each unit starts with specific learning outcomes that guide students on what they should achieve after completing the lesson. Read these outcomes carefully before starting each topic.

### 2. *Engage with the Discussion Section*

The discussion provides key theories, definitions, and examples that form the foundation of the topic. Students are advised to take notes, highlight important points, and compare the explanations with other academic sources.

### 3. *Practice through Exercises*

The exercises section allows students to apply what they have learned through short writing tasks, identification activities, and sentence or paragraph construction. These activities reinforce understanding and develop fluency in writing.

### 4. *Review the Summary*

At the end of each unit, the summary provides a concise review of key points. Students should use it to reflect on what they have learned before taking the formative test.

### 5. *Test Your Understanding*

The formative tests at the end of each unit consist of 10 items designed to evaluate comprehension and writing performance. These tests can be used for classroom assessment or self-study evaluation.

### 6. *Apply What You Learn in Real Writing*

Students are expected to use the knowledge and skills gained from this lesson book in practical writing contexts, such as: essays, reports, and journal articles. Integrating theory and practice is the key to becoming a proficient and confident writer.

## *7. Use References and Understand more Key Terms for Deeper Learning*

This book includes references that can guide further exploration of the topics and the glossary for key terms. Students are encouraged to read the suggested materials to enrich their academic writing and recall essential definitions of writing skill.

This lesson book can be used flexibly for individual learning, classroom instruction, or blended learning environments. Lecturers or teachers can adapt each unit to suit course objectives, while students can use it for independent study and academic writing improvement. By the end of the course, students will have developed not only the ability to compose coherent essays but also the confidence to participate in academic publication processes.

# UNIT I

## THE ESSENTIALS OF WRITING



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Writing is one of the most fundamental skills in learning English because it enables individuals to express ideas, share knowledge, and communicate effectively across academic and professional contexts. This unit introduces students to the basic concepts, importance, and objectives of writing as a form of communication and self-expression. Through this lesson, students will explore what writing is, why it is essential in education and daily life, and what purposes it serves in developing logical thinking and creativity. By the end of this unit, students are expected to be able to define the concept of writing correctly, explain its importance, and identify its main objectives as the foundation for producing effective written texts in English.

## A. Discussion

### 1. What is Writing?

Writing is a process of expressing ideas, thoughts, and feelings through a structured system of symbols, particularly words and sentences, to communicate with others. It is not merely putting words on paper, but rather a process that involves *thinking, organizing, drafting, revising, and editing* to convey a clear message. Writing is a form of communication that allows writers to express their ideas in a readable form for others (Harmer, 2004). Similarly, writing is defined as the mental work of inventing ideas, thinking about how to express them, and organizing them into coherent statements and paragraphs (Nunan, 2003).

In academic contexts, writing plays a central role in demonstrating understanding, developing arguments, and contributing to knowledge. Effective writing requires attention to grammar, vocabulary, coherence, cohesion, and overall organization.

## **Key Characteristics of Writing:**

In writing successfully, there are some important features as follows:

- Writing is a productive language skill.
- Writing is a process involving multiple stages.
- Writing is a means of communication and expression.
- Writing requires accuracy and clarity.
- Writing could be often permanent and reviewable compared to spoken language.

## **2. Why Writing is Important**

Writing is believed to be an essential skill in education, professional communication, and personal development. It enables learners to record information, communicate ideas across time and space, and demonstrate critical thinking.

Writing could be important as it includes:

- **Academic Communication:** Writing is vital for expressing knowledge, such as in essays, reports, theses/dissertations, and research papers.
- **Cognitive Development:** Writing helps organize thoughts logically and enhances problem-solving and analytical skills.
- **Global Communication:** In the digital age, written communication (emails, blogs, social media) connects people worldwide.
- **Cultural Preservation:** Through writing, societies record history, beliefs, and innovations.
- **Professional Development:** Writing skills are necessary in many professions for preparing emails, proposals, documentation, and correspondence.

Therefore, the act of writing enables learners to engage with academic, professional, and social groups where linguistic proficiency is a key component (2019).

### **3. The Objectives of Writing**

The objectives of writing depend on the purpose, audience, and context. Generally, the main objectives are to:

1. inform, by providing readers with factual information or knowledge.
2. explain, by clarifying complex ideas or processes.
3. persuade, by influencing readers to adopt a particular viewpoint or take action.
4. entertain, by engaging readers emotionally or aesthetically.
5. express, by sharing personal experiences, opinions, or emotions.

In the context of academic writing, the objectives usually focus on informing and explaining, while creative writing may focus on entertaining or expressing. Effective writers consciously choose their objectives and adjust their tone, style, and structure to achieve them.

## **B. Exercises**

### **Exercise 1: Understanding Writing**

Read the following statements and decide whether they are True (T) or False (F).

1. Writing is a productive language skill.
2. Writing is only about grammar accuracy.

3. Writing can be used to inform, persuade, or entertain.
4. Writing involves a process that includes planning and revising.
5. Writing does not require consideration of audience or purpose.

### **Exercise 2: Discussion Activity**

In pairs, discuss the following questions:

1. Why do you think writing is considered a complicated skill?
2. How can writing help you in your future profession as an English teacher?
3. Share one personal experience where writing played an important role in your studies or personal life.

### **Exercise 3: Short Writing Task**

Write a short paragraph (100–150 words) on the topic: “Why writing is important for university students.” Please focus on content, coherence, and grammatical accuracy.

## **C. Summary**

Writing is a productive language skill that involves the process of expressing ideas through written symbols. It plays an important role in education, professional communication, and personal development. Effective writing requires not only linguistic competence but also the ability to organize ideas clearly and logically. The objectives of writing vary, from informing and persuading to entertaining and expressing personal thoughts, but all of them aim to communicate meaning effectively to the intended readers or audience.

## D. Formative Test

### Direction:

Please do this test carefully and honestly by choosing A, B, C, or D. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you will pass. If not, you need to read the material and retake the test.

1. Writing is best defined as ... .
  - A. a simple act of putting words on paper
  - B. a process of expressing ideas and organizing them into coherent text
  - C. the use of grammar rules
  - D. speaking in written form
  
2. According to Nunan (2003), writing involves ... .
  - A. copying sentences
  - B. inventing and organizing ideas
  - C. oral communication
  - D. reading comprehension
  
3. Which of the following is NOT an importance of writing?
  - A. Professional communication
  - B. Cognitive development
  - C. Oral fluency practice
  - D. Academic achievement
  
4. The main objective of persuasive writing is to ... .
  - A. entertain
  - B. inform
  - C. explain
  - D. convince the reader

5. Writing differs from speaking because ...
  - A. it is more spontaneous
  - B. it can be edited and revised
  - C. it requires no structure
  - D. it is less permanent
  
6. Which of the following statements is TRUE?
  - A. Writing is only important in language classes.
  - B. Writing does not require organization.
  - C. Writing enhances critical thinking.
  - D. Writing is easier than speaking.
  
7. Academic writing mainly aims to ...
  - A. express emotions
  - B. entertain readers
  - C. present information and arguments logically
  - D. use informal language
  
8. One of the stages in the writing process is ...
  - A. memorization
  - B. brainstorming and drafting
  - C. listening
  - D. translation
  
9. Writing as a form of communication is ...
  - A. one-way only
  - B. interactive and purposeful
  - C. unplanned and random
  - D. always persuasive

10. The term *coherence* in writing refers to ... .
- A. correct grammar
  - B. logical flow of ideas
  - C. use of complex vocabulary
  - D. length of the text

## UNIT II

# PARTS OF SPEECH



Source: <https://www.freepik.com/author/freepik>

Understanding the parts of speech is essential for constructing clear and grammatically correct sentences in English. In this unit, students will learn what parts of speech are, how they function in sentences, and how they work together to form meaningful expressions. The discussion will focus on identifying the major categories of words, such as nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections, and recognizing their roles within sentence structure. By the end of this unit, students are expected to be able to mention the functions of each part of speech, identify them accurately in various contexts, and use them appropriately when forming sentences in academic and everyday writing.

## A. Discussion

### 1. What is Part of Speech?

A part of speech refers to a category into which words are grouped according to their functions in a sentence. In English grammar, every word plays a specific role that helps form meaningful expressions. Azar (2002) points out that parts of speech describe how words function in communication, showing the relationship between structure and meaning in language.

There are eight traditional parts of speech in English as explained below.

1. Noun – a word that names a person, place, thing, or idea.  
*Examples:* student, city, pen, happiness
2. Pronoun – a word that takes the place of a noun.  
*Examples:* she, he, it, they, we, you
3. Verb – a word that expresses an action or a state of being.  
*Examples:* carry, learn, is, become
4. Adjective – a word that describes or modifies a noun or pronoun.

*Examples:* nice, clever, interesting, blue.

- 5. Adverb – a word that modifies a verb, adjective, or another adverb.

*Examples:* carefully, very, well, tomorrow.

- 6. Preposition – a word that indicates the relationship between a noun (or pronoun) and other words in a sentence.

*Examples:* on, in, at, above, beside, from.

- 7. Conjunction – a word that connects words, phrases, or clauses.

*Examples:* and, or, but, so, because, although.

- 8. Interjection – a word or phrase that expresses strong feeling or emotion.

*Examples:* oh!, wow!, ouch!, hooray!

Each part of speech plays an essential role in constructing correct and meaningful sentences. Understanding them helps learners make sentences accurately and express ideas clearly.

## 2. The Functions of Parts of Speech

The function of each part of speech in a sentence determines how the word contributes to the sentence’s meaning.

Table 1. The functions of parts of speech

<b>Part of speech</b>	<b>Main function in a sentence</b>	<b>Examples</b>
Noun	Subject or object of a verb or preposition	The students study English seriously.
Pronoun	Replaces a noun to avoid repetition	She is reading a novel.
Verb	Expresses action or state of being	He teaches English.

Adjective	Describes a noun or pronoun	The story is interesting.
Adverb	Modifies a verb, adjective, or adverb	He walked quickly.
Preposition	Shows relationship of place, time, or direction	The pen is on the table.
Conjunction	Connects words or ideas	I like tea and milk.
Interjection	Expresses emotion or surprise	Wow! That's amazing.

Recognizing these functions helps learners improve sentence construction, clarity, and fluency in both spoken and written English.

### 3. Parts of Speech in Sentences

Let's analyze some examples to see how the parts of speech work together:

1. The professor explained the material clearly.
  - Noun: professor, material
  - Verb: explained
  - Article/Determiner: the
  - Adverb: clearly
2. He is reading an interesting book.
  - Pronoun: *he*
  - Verb: *is reading*
  - Adjective: *interesting*
  - Noun: *book*
3. Because it was raining, we stayed at home.
  - Conjunction: *because*
  - Pronoun: *it, we*
  - Verb: *was raining, stayed*

- Preposition: *at*
- Noun: *home*

In real communication, words can sometimes function as different parts of speech depending on context. For example:

- “*Study*” (noun): *I want to continue my study next year.*
- “*Study*” (verb): *I study English every day.*

## B. Exercises

### Exercise 1: Identifying Parts of Speech

Identify the parts of speech for each sentence below.

1. She ran to the police station.
2. They are watching drama on television.
3. I want to visit the library, but it is closed.
4. She wrote beautiful poems.
5. The students are playing basketball outside.
6. He quickly finished her assignment.
7. Wow! That film was wonderful.
8. Yesterday I bought a new novel.

### Exercise 2: Fill in the Blanks

Choose the correct word from the options to complete each sentence.

1. The students \_\_\_\_\_ to the teacher carefully. (listen / listens)
2. \_\_\_\_\_! I almost dropped my mobile phone. (Oops / Because)
3. My sister is very \_\_\_\_\_. (intelligent / intelligently)
4. They arrived \_\_\_\_\_ the airport at 9 a.m. (in / on)
5. \_\_\_\_\_ prefers to read English novels. (He / Him)

### Exercise 3: Sentence Construction

1. Please write five sentences, each demonstrating one different part of speech.
2. Example: *Noun: My teacher is very kind.*

## C. Summary

Parts of speech are categories of words based on their grammatical functions in sentences. The eight main parts of speech, such as: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection, work together to create meanings. Understanding these categories helps learners use English more accurately and effectively in both writing and speaking.

## D. Formative Test

### Direction:

Please do this test carefully and honestly by choosing A, B, C, or D. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you will pass. If not, you need to read the material and retake the test.

1. Which of the following words is a noun?
  - A. Walk
  - B. Beautiful
  - C. Students
  - D. Quickly

2. The word “they” belongs to which part of speech?
  - A. Verb
  - B. Pronoun
  - C. Adverb
  - D. Noun
  
3. Which sentence contains an adjective?
  - A. She runs fast.
  - B. The handsome man is my father.
  - C. We play football.
  - D. She sings a song beautifully.
  
4. The function of a verb is to ...
  - A. connect ideas
  - B. describe a noun
  - C. express action or state
  - D. replace a noun
  
5. Which word is a preposition?
  - A. Or
  - B. But
  - C. In
  - D. She
  
6. The word “although” is a ...
  - A. conjunction
  - B. adjective
  - C. verb
  - D. interjection
  
7. Identify the adverb in the sentence: *He speaks English fluently.*

- A. English
- B. He
- C. Fluently
- D. Speaks

8. Which of the following is an interjection?

- A. But
- B. Oh!
- C. Him
- D. This

9. The word “beautiful” in “a beautiful flower” functions as ... .

- A. verb
- B. noun
- C. adjective
- D. adverb

10. The word “and” in a sentence connects:

- A. Two nouns or phrases
- B. Two adjectives only
- C. Two prepositions
- D. Two verbs only

## UNIT III

# TYPES OF SENTENCES



Source: <https://www.freepik.com/author/freepik>

A strong understanding of sentence types is essential for producing clear and effective written communication. This unit focuses on defining what a sentence is and exploring the different types of sentences commonly used in English writing. Students will learn to distinguish between simple, compound, and complex sentences, and understand how each type functions to express ideas with varying levels of detail and connection. By the end of this unit, students are expected to be able to define a sentence correctly, identify different sentence types, and construct simple, compound, and complex sentences accurately and appropriately within meaningful contexts.

## A. Discussion

### 1. What is a Sentence?

A sentence is a group of words that expresses a complete thought. It must contain at least a subject and a predicate and should convey a clear meaning. According to Azar (2002), a sentence is a group of words that begins with a capital letter and ends with a period (.), question mark (?), or exclamation mark (!), and expresses a complete idea.

In English grammar, a sentence typically follows the Subject + Verb + Object/Complement structure.

Examples:

- *The students study English every Tuesday.*
- *He is reading an interesting novel.*
- *The children went to the park.*

A sentence must have:

1. A subject – who or what the sentence is about.
2. A predicate – what the subject does or is.
3. A complete idea – makes sense on its own.

Without one of these elements, the group of words becomes a phrase or fragment, not a complete sentence.

## 2. Types of Sentences

Sentences can be classified in two main ways: (1) based on purpose [function] and (2) based on structure [form].

There are four sentences types based on purpose as explained below.

### 1. Declarative Sentence

- Used to make a statement or express an opinion.
- Ends with a period (.).

Example: *He teaches English at a university.*

### 2. Interrogative Sentence

- Used to ask a question.
- Ends with a question mark (?).

example: *Do you like English grammar?*

### 3. Imperative Sentence

- Used to give a command, request, or instruction.
- Ends with a period or an exclamation mark.

Example: *Please close your book. / Come here!*

### 4. Exclamatory Sentence

- Used to express strong feelings or emotions.
- Ends with an exclamation mark (!).

Example: *What a beautiful day!*

Meanwhile there are four types of sentences based on structure as follows.

1. Simple Sentence. It is a sentence that has one independent clause (a subject and predicate expressing a complete thought).

Example: *The professor explains the material clearly.*

Formula: Subject + Verb (+ Object/Complement)



For your better understanding on simple sentences, you may scan this barcode to watch the video.

2. Compound Sentence. It is a sentence that has two or more independent clauses joined by a coordinating conjunction (*for, and, nor, but, or, yet, so*).

Example: She wanted to go to the library, but it started raining.

Formula: Independent Clause + (Conjunction) + Independent Clause



For your better understanding on compound sentences, you may scan this barcode to watch the video.

3. **Complex Sentence.** It is a sentence that contains one independent clause and one or more dependent (subordinate) clauses connected by a subordinating conjunction (*because, although, when, if, since, while, etc.*).

Example: Although I studied English hard, I failed in the exam.

Formula:

- Dependent Clause + Independent Clause → *Although I studied English hard, I failed in the exam.*
- Independent Clause + Dependent Clause → *I failed in the exam although I studied English hard.*



For your better understanding on complex sentences, you may scan this barcode to watch the video.

4. **Compound-Complex Sentence** (*optional enrichment*). It is a sentence that has two or more independent clauses and at least one dependent clause.

Example: I wanted to go out, but it started raining because the weather changed suddenly.

## **B. Exercises**

### **Exercise 1: Identify the Sentence Type**

Read each sentence and identify its type if it is simple, compound, or complex.

1. The sun sets in the west.

2. I finished my homework, and then I watched a movie.
3. They love reading English novels.
4. Mira wanted to join the English club, but she didn't have enough time.
5. Because it was late, we decided to take a taxi.

### **Exercise 2: Identify the Purpose**

Decide if each sentence is declarative, interrogative, imperative, or exclamatory.

1. The students are studying in the language laboratory.
2. How beautiful this flower is!
3. Open the window, please.
4. Please write your name on the paper.
5. What time is your English class?

### **Exercise 3: Create Your Own Sentences**

Please write:

1. five simple sentences.
2. five compound sentences.
3. five complex sentences.

*(Use appropriate conjunctions and punctuation.)*

## **C. Summary**

A sentence is a group of words that expresses a complete thought, consisting of a subject and predicate. There are two main classifications of sentences: (1) by Purpose: declarative, interrogative, imperative, and exclamatory, and (2) by Structure: simple, compound, and complex. Understanding sentence types

helps learners build grammatical accuracy, coherence, and variety in writing. Using different sentence structures makes writing more interesting, clear, and effective in communication.

## D. Formative Test

### Direction:

Please do this test carefully and honestly by choosing A, B, C, or D. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you will pass. If not, you need to read the material and retake the test.

1. A sentence that expresses a command is a ...
  - A. interrogative sentence
  - B. declarative sentence
  - C. imperative sentence
  - D. exclamatory sentence
  
2. Which of the following is a simple sentence?
  - A. He studies seriously, and he gets good grades.
  - B. He studies seriously because he wants to pass.
  - C. He studies seriously.
  - D. He studies seriously, but he feels tired.
  
3. "Do you like studying English?" is an example of ...
  - A. declarative sentence
  - B. interrogative sentence
  - C. complex sentence
  - D. imperative sentence

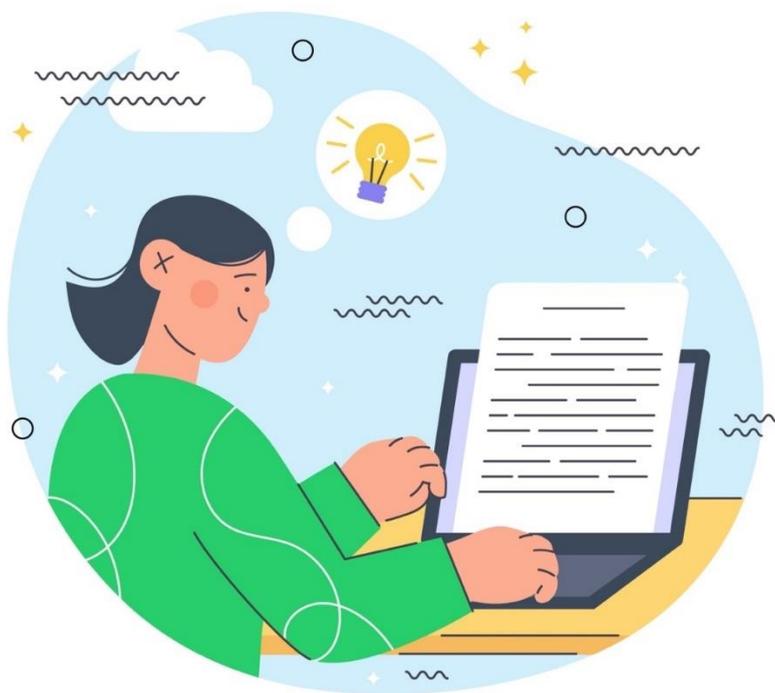
4. Which conjunction is used in compound sentences?
  - A. When
  - B. Although
  - C. But
  - D. If
  
5. A complex sentence contains ... .
  - A. two independent clauses
  - B. one dependent and one independent clause
  - C. a conjunction and a phrase
  - D. only one word
  
6. Identify the type of sentence: *I opened the door, and I looked outside.*
  - A. Simple
  - B. Compound
  - C. Complex
  - D. Compound Complex
  
7. The correct punctuation for a declarative sentence is ... .
  - A. !
  - B. ?
  - C. .
  - D. ,
  
8. Which of the following is an exclamatory sentence?
  - A. How clever you are!
  - B. Please stand up.
  - C. Are you clever?
  - D. You are so smart.

9. Identify the type: *Because your grade is good, you pass this course.*
- A. Compound sentence
  - B. Simple sentence
  - C. Complex sentence
  - D. Compound-complex sentence
10. A compound sentence connects two independent clauses using ... .
- A. subordinating conjunction
  - B. coordinating conjunction
  - C. adjective
  - D. preposition



## UNIT IV

# BUILDING A PARAGRAPH



Source: <https://www.freepik.com/author/freepik>

A well-written paragraph serves as the foundation of effective academic writing, as it organizes ideas clearly and logically around a single main point. In this unit, students will learn what a paragraph is and examine its essential structure, which includes a topic sentence, supporting sentences, and a concluding sentence. Additionally, the unit will discuss the criteria of a good paragraph, such as unity, coherence, and adequate development, which help ensure clarity and readability. By the end of this unit, students are expected to be able to identify paragraph structure accurately and analyze the characteristics of well-constructed paragraphs in order to improve their own writing.

## **A. Discussion**

### **1. What is a Paragraph?**

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. According to Oshima and Hogue (2006), a paragraph consists of several sentences that discuss a single topic in a clear, unified, and coherent manner. Each paragraph serves as a building block of an essay, helping readers understand the flow of ideas from one point to another.

A well-written paragraph typically includes:

- A topic sentence that introduces the main idea.
- Supporting sentences that explain or develop the main idea with examples, facts, or reasons.
- A concluding sentence that summarizes or reinforces the main idea and signals closure.

### **2. The Structure of a Paragraph**

The structure of a paragraph follows a clear and logical pattern that helps readers understand the writer's message easily. Generally, a paragraph has three important parts:

## Topic Sentence

The topic sentence expresses the main idea of the paragraph. The criteria include:

- It tells the reader what the paragraph is about.
- Usually appears at the beginning of the paragraph.
- Should be clear, specific, and limited to one main idea.

Example:

*Learning English requires consistent practice and motivation.*

→ This topic sentence tells the reader that the paragraph will discuss the importance of practice and motivation in learning English.



For your better understanding on topic sentence, you may scan this barcode to watch the video.

## Supporting Sentences

Supporting sentences develop and explain the topic sentence by providing details, examples, facts, or reasons. These sentences give the paragraph substance and depth.

Each supporting sentence should be relevant and directly connected to the main idea.

Example:

*Students who practice speaking English daily improve their fluency faster. In addition, using English in real communication builds confidence and accuracy.*



For your better understanding on supporting sentences, you may scan this barcode to watch the video.

### **Concluding Sentence**

The concluding sentence summarizes the main idea or provides a final comment. It helps the reader understand that the paragraph has ended.

Example:

*Therefore, consistent practice is essential for success in learning English.*



For your better understanding on concluding sentence, you may scan this barcode to watch the video.

## Example of a Well-Structured Paragraph

### **Topic Sentence:**

*Reading English books regularly can improve students' vocabulary.*

### **Supporting Sentences:**

*When students read different types of books, they are exposed to new words in meaningful contexts. This exposure helps them understand how words are used naturally. Moreover, reading enhances their ability to guess the meaning of unfamiliar words through context clues.*

### **Concluding Sentence:**

*In short, reading is an effective and enjoyable way to develop vocabulary mastery.*

## 3. The Criteria of a Good Paragraph

A good paragraph meets several criteria that make it clear, effective, and engaging. In addition, a good paragraph should have unity, coherence, and adequate development (Zemach & Rumisek, 2010).

### **Unity**

All sentences in the paragraph must relate to the main idea expressed in the topic sentence. In unity, you should (1) avoid irrelevant details and (2) stay focused on one idea only.

Example (Unity Violation):

*Learning English is fun. I like ice cream. English songs help me learn pronunciation.*

→ The second sentence is irrelevant to the topic.

## Coherence

Coherence means that the ideas in the paragraph are logically connected and easy to follow. To achieve coherence, you should (1) arrange ideas in a logical order (chronological, spatial, or order of importance) and (2) use transition signals such as *first*, *next*, *however*, *therefore*, *in addition*, etc.

Example:

*First, students should plan their study schedule. Next, they need to practice speaking regularly.*

## Adequate Development

A paragraph must be fully developed with enough explanation, examples, or evidence to support the main idea. Avoid overly short or vague paragraphs.

Example for poor development

*Learning English is important for students.*

→ This statement is too general and lacks explanation.

### Example for well-developed

*Learning English is important for students because it is an international language. It allows them to access global information, communicate across cultures, and pursue better career opportunities.*

## B. Exercises

### Exercise 1: Identify the Paragraph Parts

Read the paragraph below and identify the topic sentence, supporting sentences, and concluding sentence.

English is the most widely used language in the world. It is used in business, education, science, and technology. Many universities require English proficiency for admission. Furthermore, international companies use English to communicate with clients and employees from different countries. Therefore, mastering English is essential for success in the global era.

### Exercise 2: Analyze the Criteria

Decide whether each paragraph below demonstrates unity, coherence, or adequate development. Explain your answer.

- 1. Learning English through movies is enjoyable. It helps students learn pronunciation and expressions naturally. However, some students prefer watching action movies without subtitles, which may not help them learn effectively.*
- 2. English grammar is difficult for some learners. English songs are interesting. Many students practice grammar through writing exercises.*

### Exercise 3: Writing Practice

Write a paragraph (about 100–120 words) on one of the following topics:

1. The benefits of learning English.
2. How technology helps students learn English.
3. My experience in learning to write paragraphs.

Your paragraph should include:

- a clear topic sentence
- at least three supporting sentences
- a concluding sentence

## C. Summary

A paragraph is a group of related sentences that develop one main idea. A well-structured paragraph consists of a topic sentence, supporting sentences, and a concluding sentence. A good paragraph must also have unity (focus on one idea), coherence (logical connection and flow of ideas), and adequate development (sufficient supporting details). Understanding how to build effective paragraphs helps students write more organized, coherent, and meaningful essays.

## D. Formative Test

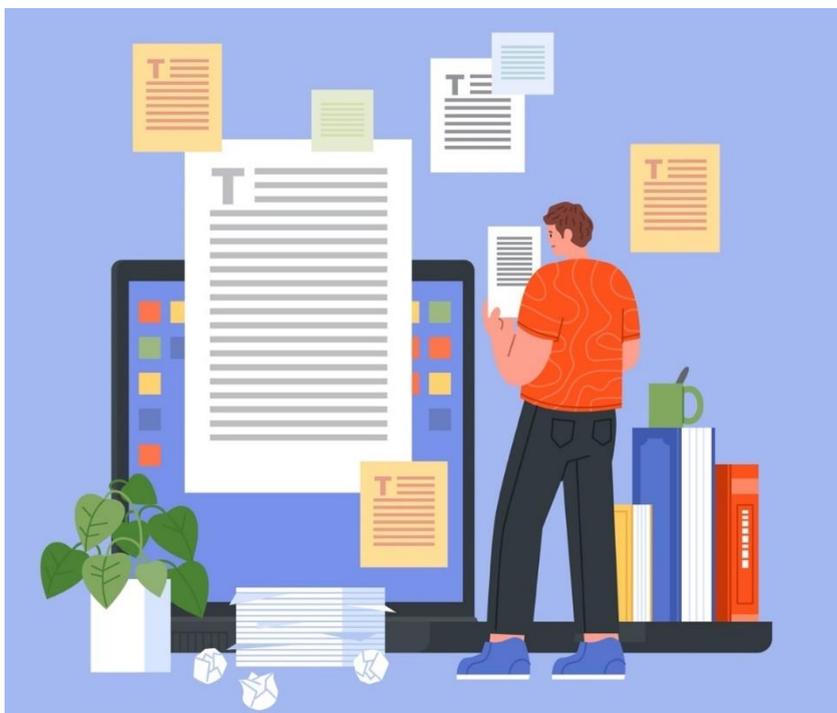
**Direction:** Please do this test carefully and honestly by choosing A, B, C, or D. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you will pass. If not, you need to read the material and retake the test.

1. A paragraph is a group of sentences that ... .
  - A. contains unrelated ideas
  - B. develops one main idea
  - C. has no topic sentence
  - D. contains only a title
  
2. Which of the following is usually found at the beginning of a paragraph?
  - A. Concluding sentence
  - B. Supporting sentence
  - C. Topic sentence
  - D. Transition word
  
3. The sentence "In conclusion, reading improves vocabulary" is an example of a ... .
  - A. supporting sentence
  - B. topic sentence
  - C. concluding sentence
  - D. fragment
  
4. Which of the following shows unity?
  - A. The paragraph discusses only one main idea.
  - B. The paragraph begins with a question.
  - C. The paragraph uses many transition signals.
  - D. The paragraph contains long sentences.
  
5. To achieve coherence, a writer should ... .
  - A. use clear handwriting
  - B. use logical order and transitions
  - C. avoid punctuation
  - D. write long paragraphs

6. Which of the following is NOT a transition signal?
- A. Because
  - B. However
  - C. Moreover
  - D. Students
7. A paragraph without enough supporting details lacks ... .
- A. coherence
  - B. unity
  - C. adequate development
  - D. organization
8. The purpose of a concluding sentence is to ... .
- A. introduce a new idea
  - B. end and summarize the paragraph
  - C. start another paragraph
  - D. confuse the reader
9. Which sentence best functions as a topic sentence?
- A. English is used in education, business, and international communication.
  - B. In conclusion, English connects people globally.
  - C. Therefore, learning English is essential.
  - D. Secondly, many people use English to travel abroad.
10. The paragraph structure follows a good sequence.
- A. Supporting sentences → Topic sentence → Concluding sentence
  - B. Concluding sentence → Topic sentence → Supporting sentences
  - C. Topic sentence → Supporting sentences → Concluding sentence
  - D. Topic sentence → Concluding sentence → Supporting sentences

## UNIT V

# TYPES OF A PARAGRAPH



Source: <https://www.freepik.com/author/freepik>

Different purposes in writing require different types of paragraphs, each designed to convey ideas in a particular way. This unit introduces students to several common paragraph types, with a focus on descriptive and narrative paragraphs as foundational forms of academic and creative writing. Students will learn the characteristics and functions of each type, and how language choices, organization, and detail contribute to effective expression. By the end of this unit, students are expected to be able to identify types of paragraphs, construct a descriptive paragraph that vividly represents a subject, and compose a narrative paragraph that clearly recounts events in logical sequence and with correct grammar.

## **A. Discussion**

### **1. Types of a Paragraph**

In academic and creative writing, paragraphs can be classified based on their purpose and function. Each type serves a specific goal in communication. The most common types of paragraphs are:

1. Descriptive Paragraph – describes a person, place, object, or event in detail.
2. Narrative Paragraph – tells a story or describes a sequence of events.
3. Expository Paragraph – explains or gives information about a topic.
4. Persuasive Paragraph – aims to convince readers to accept a certain opinion or idea.

In this unit, we will focus on descriptive and narrative paragraphs, which are fundamental for developing students' basic writing skills.

## 2. What is a Descriptive Paragraph?

A descriptive paragraph provides detailed information about how something looks, feels, smells, tastes, or sounds. Its main goal is to create a clear picture in the reader's mind through the use of sensory details and vivid vocabulary.

The structure of a descriptive paragraph includes:

1. Topic sentence, which introduces the subject being described.
2. Supporting sentences, which provide specific details about the subject, often using sensory words (sight, sound, touch, taste, and smell).
3. Concluding sentence that summarizes the description or gives a final impression.

Example:

*My grandmother's kitchen is my favorite place in the house. The air always smells of freshly baked bread and sweet cinnamon. The wooden table in the center is covered with a red-checked cloth, and the sunlight from the window makes everything warm and bright. It is a place full of love and memories.*

There are some key characteristics of a descriptive paragraph:

- Uses adjectives and adverbs to give details.
- Focuses on imagery and emotion.
- Answers the questions: *What does it look like? What does it feel like? What does it sound like?*

### 3. What is a Narrative Paragraph?

A narrative paragraph tells a story or describes an event in sequence. It often uses chronological order and includes elements like characters, setting, and plot. The purpose is to entertain or share a personal experience.

The structure of a narrative paragraph includes:

1. Topic sentence which introduces the event or situation.
2. Supporting sentences which describe the events in logical order (beginning, middle, and end).
3. Concluding sentence that provides a closing or reflection.

Example:

*Last weekend, my friends and I went hiking to Mount Bromo. We started early in the morning, carrying our backpacks and cameras. The path was steep, but the sunrise was worth every step. As the sun rose, the golden light covered the mountain, and we stood silently, amazed by the beauty. It was an unforgettable experience.*

There are some key characteristics of a narrative paragraph:

- Uses time connectors (then, after that, finally, suddenly).
- Often written in past tense.
- Focuses on sequence of events and personal experiences.

## B. Exercises

### Exercise 1 – Identification

Identify whether each paragraph below is descriptive or narrative.

1. When Alice was ten, she learned how to ride a bicycle after many falls.
2. The beach was crowded, and the sound of waves mixed with laughter.
3. The library was silent except for the sound of turning pages. The smell of old books filled the air.
4. Yesterday, I lost my wallet at the market, and I didn't realize it until I got home.
5. My campus garden is full of colorful flowers and green trees.

### **Exercise 2 – Writing Practice**

1. Write one descriptive paragraph about your favorite place.
2. Write one narrative paragraph about your most memorable experience at campus.

## **C. Summary**

In this unit, you have learned that paragraphs can serve different functions in writing. Two important types are descriptive and narrative paragraphs. A descriptive paragraph paints a picture with words using sensory details. Meanwhile, a narrative paragraph tells a story or describes events in sequence. Both types help writers communicate experiences and impressions effectively.

## **D. Formative Test**

**Direction:** Please do this test carefully and honestly by choosing A, B, C, or D. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you will pass. If not, you need to read the material and retake the test.

1. What is the main purpose of a descriptive paragraph?
  - A. To explain facts
  - B. To describe something in detail
  - C. To summarize an idea
  - D. To persuade readers
  
2. Which of the following is a feature of a narrative paragraph?
  - A. Using chronological order
  - B. Using examples
  - C. Using many adjectives
  - D. Using definitions
  
3. The topic sentence of a descriptive paragraph usually ...
  - A. tells a story
  - B. states the main idea of the description
  - C. shows a problem
  - D. gives a conclusion
  
4. Which of the following is a time connector?
  - A. Therefore
  - B. Carefully
  - C. After that
  - D. Nevertheless
  
5. Which sentence best begins a descriptive paragraph?
  - A. I was surprised when it happened.
  - B. My father is the most hardworking person I know.
  - C. Then I realized my mistake.
  - D. She went there yesterday.
  
6. What tense is commonly used in narrative writing?
  - A. Present

- B. Past
  - C. Present progressive
  - D. Future
7. The sentence “The sky was painted in shades of orange and pink” is an example of ... .
- A. argumentation
  - B. description
  - C. explanation
  - D. persuasion
8. What should a concluding sentence in a narrative paragraph do?
- A. Start a new idea
  - B. End the story logically
  - C. Introduce the setting
  - D. Add new characters
9. In descriptive writing, adjectives are important because they ... .
- A. explain results
  - B. tell when actions happen
  - C. connect ideas
  - D. describe nouns
10. Which of the following is NOT a descriptive paragraph?
- A. The view from the mountain was breath-taking.
  - B. His dog is small, brown, and very friendly.
  - C. I got up late and missed my train to campus.
  - D. The classroom is bright and clean.



## UNIT VI

# DEVELOPING AN ESSAY



Source: <https://www.freepik.com/author/freepik>

Writing an essay is a key skill in academic contexts because it allows writers to develop ideas in a clear, organized, and well-supported manner. In this unit, students will learn what an essay is and examine its basic structure, which consists of an introductory paragraph, one or more body paragraphs, and a concluding paragraph. The discussion will focus on how each section functions to present and support the main idea effectively, as well as the characteristics that distinguish a strong essay, such as unity, coherence, and logical flow. By the end of this unit, students are expected to be able to define an essay accurately, analyze its structure, and the essential characteristics of an essay.

## **A. Discussion**

### **1. What is an Essay?**

An essay is a piece of writing several paragraphs long that develops one main idea in depth. Moreover, an essay is a piece of writing several paragraphs long instead of just one or two paragraphs. It is written about one topic, just as a paragraph is (Oshima & Hogue, 2006).

While a paragraph usually develops a single idea, an essay explores the same idea in greater detail, presenting a clear argument or discussion supported by facts, examples, and logical reasoning.

An essay shows how well a writer can organize, explain, and evaluate ideas about a topic. In academic settings, essay writing demonstrates a student's critical thinking, organization skills, and language proficiency.

### **2. The Structure of an Essay**

Just like a paragraph, an essay has a clear organizational pattern. Oshima and Hogue (2006) divides an essay into three main parts:

### a. The Introductory Paragraph

The introduction introduces the topic and gives the reader a general overview of what the essay will discuss. It also contains the thesis statement, which expresses the writer's main idea or position.

The functions of an introduction include:

- To attract the reader's attention.
- To give background information on the topic.
- To present the thesis statement.

Example:

*Education plays a vital role in shaping a nation's future. Among various aspects of education, online learning has recently become a major trend. Although it offers flexibility and accessibility, it also presents challenges such as lack of interaction and technical issues. Therefore, it is important to evaluate the advantages and disadvantages of online learning.*

### b. The Body Paragraph(s)

The body paragraphs develop the main idea stated in the thesis. Each paragraph discusses one aspect or supporting point, beginning with a topic sentence, followed by supporting sentences (facts, examples, explanations, or evidence).

A well-developed body paragraph covers:

- Begins with a clear topic sentence.
- Contains specific supporting details.
- Maintains unity and coherence.
- Uses transition signals for logical flow (e.g., *first, moreover, in addition, however*).

### Example of a Body Paragraph:

*One of the main advantages of online learning is flexibility. Students can access materials anytime and anywhere, which helps those who have jobs or family responsibilities. For instance, university students in remote areas can study without traveling to campus. This flexibility makes education more inclusive and accessible to everyone.*

### c. The Concluding Paragraph

The conclusion signals the end of the essay. It restates the thesis (in different words) and summarizes the main points discussed in the body. It may also give a final comment, suggestion, or reflection.

There are some functions of a conclusion that contain:

- To restate the main idea.
- To summarize key points.
- To give closure to the essay.

Example:

*In conclusion, online learning has both benefits and challenges. It provides flexible access to education, but it also reduces personal interaction and may cause technical difficulties. To maximize its advantages, students and teachers need to adapt to digital learning environments effectively.*

### 3. The Characteristics of an Essay

A good essay has several essential characteristics. These ensure that the essay is well-organized, coherent, and academic in style. Below is the characteristics of an essay.

Table 2. The characteristics of an essay

No.	Characteristics	Description
1	Unity	All parts support one main idea (thesis statement).
2	Coherence	Ideas are logically connected using transitions and clear structure.
3	Completeness	The essay has an introduction, body, and conclusion with sufficient details.
4	Organization	The essay follows a clear structure that guides the reader smoothly.
5	Accuracy	Grammar, punctuation, and vocabulary are correct and suitable for academic writing.
6	Clarity	The essay presents ideas clearly and avoids ambiguity.

These characteristics are crucial in ensuring that an essay effectively communicates its message to the reader.

## B. Exercises

### Exercise 1 - Identify Essay Parts

Read the short essay below and identify its introduction, body, and conclusion.

*Learning a second language is essential in today's global world. It helps people communicate across cultures and find better job opportunities. English, in particular, has become the international language of business and education.*

*One major benefit of learning English is global communication. People from different countries use English to share ideas in education, technology, and tourism. Moreover, many companies require employees who can speak English fluently. Another benefit is access to information. Most scientific journals, books, and online resources are written in English.*

*In short, learning English opens many opportunities for personal and professional growth. Therefore, students should be encouraged to study English seriously.*

### **Exercise 2 – Outline Practice**

Create an outline for an essay with the topic “The Benefits of Reading Books.” The outline should include:

1. Thesis statement
2. Main points for each paragraph
3. Supporting details

### **Exercise 3 – Writing Practice**

Write a short essay (3 paragraphs) on “The Importance of Healthy Lifestyle for Students.” Use the essay structure (introduction – body – conclusion).

## C. Summary

In this unit, you have learned that an essay is an extended piece of writing composed of several paragraphs focusing on one main idea. Like a paragraph, it has a clear structure: (1) Introduction – introduces the topic and thesis statement, (2) Body paragraphs – support the thesis with evidence and examples, and (3) Conclusion – restates the thesis and summarizes key ideas.

A good essay also demonstrates unity, coherence, completeness, and clarity, ensuring that ideas flow logically and are easy for the reader to follow.

## D. Formative Test

**Direction:** Please do this test carefully and honestly by choosing A, B, C, or D. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you will pass. If not, you need to read the material and retake the test.

1. What is an essay?
  - A. A short note about a subject
  - B. A single paragraph about a topic
  - C. A piece of writing several paragraphs long discussing one main idea
  - D. A list of unrelated ideas
  
2. What is the main purpose of an introduction?
  - A. To summarize ideas
  - B. To state the main topic and thesis
  - C. To restate the conclusion
  - D. To provide examples

3. What does the thesis statement express?
  - A. A supporting detail
  - B. The writer's main idea or argument
  - C. A transition sentence
  - D. The conclusion
  
4. What should each body paragraph begin with?
  - A. A concluding sentence
  - B. A supporting detail
  - C. A topic sentence
  - D. A question
  
5. What is the function of a concluding paragraph?
  - A. To introduce a new topic
  - B. To start a new idea
  - C. To restate and summarize the main ideas
  - D. To describe examples
  
6. Which of the following shows coherence?
  - A. The ideas are organized logically.
  - B. The essay is very short.
  - C. The essay uses difficult words.
  - D. Each sentence starts with "I think."
  
7. How many main parts does an essay have?
  - A. Two
  - B. Three
  - C. Four
  - D. Five
  
8. What connects one idea to another in an essay?
  - A. Transition signals
  - B. Quotations

- C. Punctuation
  - D. Capital letters
9. Which of the following is NOT a characteristic of a good essay?
- A. Unity
  - B. Coherence
  - C. Inconsistency
  - D. Completeness
10. What is usually found in the thesis statement?
- A. The writer's main idea
  - B. A question
  - C. A story or anecdote
  - D. A quotation



# UNIT VII

## WRITING A DESCRIPTIVE ESSAY



Source: <https://www.freepik.com/author/pikisuperstar>

A descriptive essay allows the writer to create vivid images and sensory experiences in the reader’s mind by using detailed observations and carefully chosen language. In this unit, students will learn what a descriptive essay is, examine its key features such as sensory details and precise vocabulary, and understand how to organize ideas effectively through an outline. The unit will guide students in developing descriptions that are clear, engaging, and meaningful, focusing on showing rather than simply telling. By the end of this unit, students are expected to be able to define a descriptive essay correctly, identify its essential characteristics, create an effective outline, and produce a well-organized descriptive essay.

## A. Discussion

### 1. What is a Descriptive Essay?

A descriptive essay is a type of writing that aims to give a vivid picture of a person, place, object, or experience through detailed observation and sensory description. It appeals to the five senses—sight, sound, smell, taste, and touch—to help readers imagine the subject clearly.

According to Oshima and Hogue (2006), descriptive writing uses specific vocabulary and sensory details to create a strong impression on the reader’s mind. The writer’s goal is not only to describe facts but also to evoke emotions and atmosphere.

Example for the opening of a descriptive essay:

*The old library stood quietly at the end of the street, surrounded by ancient trees. Its tall wooden doors creaked every time they opened, and the scent of aged paper filled the air. Inside, sunlight streamed through dusty windows, casting golden patterns on the floor.*

A good descriptive essay shows rather than tells. It allows the reader to experience the subject instead of merely reading about it.

## 2. The Features of a Descriptive Essay

A well-written descriptive essay includes several key features that make the description vivid and engaging. Below is the features of a good descriptive essay.

Table 3. The features of a descriptive essay

<b>Feature</b>	<b>Description</b>	<b>Example</b>
Sensory Details	Describes how things look, sound, smell, taste, or feel.	“The roses smelled sweet and fresh after the morning rain.”
Vivid Vocabulary	Uses adjectives, adverbs, and figurative language (similes, metaphors).	“The night sky was a velvet blanket studded with diamonds.”
Organization	Follows a logical order: spatial (left to right, near to far) or thematic (from general to specific).	“At the front of the park stands a fountain, behind it a line of tall pine trees.”
Dominant Impression	Focuses on one overall mood or feeling.	Calm, mysterious, joyful, etc.
Personal Reaction	Shows how the writer feels about the subject.	“The quietness of the lake always brings me peace.”

Descriptive essays can be objective (focusing on factual details) or subjective (showing personal impressions). In academic writing, both styles are often combined.

### 3. The Outline of a Descriptive Essay

A descriptive essay generally follows the same structure as any essay, consisting of three main parts: introduction, body, and conclusion.

#### a. Introduction

- Introduces the subject of the description.
- Gives background or context.
- Includes a thesis statement that expresses the main impression or focus.

Example:

*My grandmother's garden is a peaceful place where nature and love meet.*

#### b. Body Paragraphs

- Develop specific aspects of the description (appearance, atmosphere, feelings).
- Use sensory details and vivid vocabulary.
- Maintain a clear organization (spatial, thematic, or chronological order).

Example:

*At the center of the garden, colorful flowers bloom in every direction—roses, lilies, and orchids. The gentle sound of a small fountain adds to the calmness. Butterflies dance from one flower to another, creating a scene full of life.*

### c. Conclusion

- Summarizes the main impression.
- May reflect the writer's personal feelings or give a final thought.

Example:

*Every time I visit my grandfather's garden, I feel comforted by its beauty and peace. It reminds me that simple places can bring deep happiness.*

### Sample Outline of a Descriptive Essay

Title: My Favorite Place – The Beach at Sunset

#### I. Introduction

- Introduce the beach as a special place.
- Thesis statement: *The beach at sunset is a magical place where I feel calm and inspired.*

#### II. Body Paragraphs

1. First Body Paragraph: Describe the view – colors of the sky, reflection on water, movement of waves.
2. Second Body Paragraph: Describe the sounds and atmosphere – sound of seagulls, waves, children playing.
3. Third Body Paragraph: Describe feelings and emotions – sense of peace, joy, and connection with nature.

#### III. Conclusion

- Summarize main impression.
- Reflect on why the place is meaningful.

## B. Exercises

### Exercise 1 – Identification

Read each paragraph below and decide whether it has strong descriptive qualities. Explain your answer.

1. *The park was big and full of people. It had trees and a lake.*
2. *As the sun rose, the mist slowly disappeared, revealing a silver lake surrounded by green hills. The birds began to sing, welcoming the new day.*
3. *My room is nice. I like it very much.*

### Exercise 2 – Vocabulary Practice

Fill in the blanks with suitable adjectives or adverbs to make the sentences more vivid.

1. The mountain stood \_\_\_\_ against the clear blue sky.
2. The cookies smelled \_\_\_\_ and made everyone hungry.
3. The wind blew \_\_\_\_ through the tall pine trees.
4. Her voice was \_\_\_\_ like a soft melody.
5. The garden looked \_\_\_\_ after the heavy rain.

### Exercise 3 – Outline Practice

Make an outline for a descriptive essay on one of the following topics:

- a. *My Favorite Room*
- b. *A Peaceful Morning in the Countryside*
- c. *A Memorable Place in My Hometown*

Your outline should include:

- Title
- Thesis statement
- Main ideas for each body paragraph

### **Exercise 4 – Writing Practice**

Write a three-paragraph descriptive essay based on your outline. Use sensory details and vivid language to describe your subject.

## **C. Summary**

A descriptive essay aims to create a clear picture of a person, place, object, or experience using sensory language and vivid vocabulary. It includes: (1) Introduction – introduces the topic and dominant impression, (2) Body paragraphs – develop sensory details and descriptive features, and (3) Conclusion – reinforces the main impression or personal feeling. A successful descriptive essay appeals to the reader’s senses and emotions, helping them see, hear, and feel what the writer describes.

## **D. Formative Test**

**Direction:** Please do this test carefully and honestly by choosing A, B, C, or D. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you will pass. If not, you need to read the material and retake the test.

1. What is the main purpose of a descriptive essay?
  - A. To tell a story
  - B. To describe a person, place, or thing vividly
  - C. To explain a process

- D. To persuade readers
2. What is the dominant impression in a descriptive essay?
    - A. The general mood or feeling the writer creates
    - B. The title of the essay
    - C. The conclusion of the essay
    - D. The writer's opinion about a topic
  3. Which sentence appeals to the sense of smell?
    - A. The waves crashed loudly.
    - B. The roses smelled sweet and fresh.
    - C. The sand felt warm.
    - D. The light was bright and golden.
  4. Which of the following best describes "show, don't tell"?
    - A. Using numbers and statistics
    - B. Explaining everything directly
    - C. Describing details that allow the reader to imagine
    - D. Writing short and simple sentences
  5. What is one important feature of a descriptive essay?
    - A. Logical argument
    - B. Sensory details
    - C. Dialogue
    - D. Data analysis
  6. Which order is commonly used in a descriptive essay?
    - A. Chronological order
    - B. Spatial or thematic order
    - C. Random order
    - D. Alphabetical order

7. The thesis statement in a descriptive essay expresses ...
  - A. the writer's main descriptive focus or impression
  - B. the definition of key terms
  - C. the title of the essay
  - D. the conclusion
  
8. What should a good conclusion do in a descriptive essay?
  - A. Add new details
  - B. Restate the dominant impression
  - C. Repeat the introduction word-for-word
  - D. Introduce another topic
  
9. Which of the following is a vivid description?
  - A. The weather was bad.
  - B. The storm howled through the trees, shaking every branch.
  - C. The sky was blue.
  - D. It was raining a lot.
  
10. Which sensory word is used to describe sound?
  - A. Fragrant
  - B. Rough
  - C. Crunchy
  - D. Bright



## UNIT VIII

# WRITING A NARRATIVE ESSAY



Source: <https://www.freepik.com/author/macrovector>

A narrative essay is a form of writing that tells a story based on personal experiences, real events, or imaginative situations. In this unit, students will learn what a narrative essay is and examine its key features, including a clear sequence of events, well-developed characters, and the use of descriptive language to engage the reader. The unit will also emphasize how to create an effective outline that organizes events logically, ensuring coherence and clarity in storytelling. By the end of this unit, students are expected to be able to define a narrative essay accurately, identify its essential features, prepare a structured outline, and produce a well-organized narrative essay that conveys meaning and purpose.

## A. Discussion

### 1. What is a Narrative Essay?

A narrative essay is a piece of writing that tells a story. It focuses on one main event or experience and presents it in a way that captures the reader's interest. Unlike descriptive or expository essays, narrative essays are often personal and written in the first person (I, we).

Oshima and Hogue (2006) said that a narrative essay has a clear sequence of events—beginning, middle, and end—and includes the writer's personal reflection or message. The main goal is to entertain or inspire readers through storytelling.

Example for the opening of a narrative essay:

*It was my first day at university. The morning air was cold, and my hands trembled as I walked through the crowded gate, wondering what new experiences awaited me.*

A narrative essay combines elements of storytelling, such as characters, setting, conflict, climax, and resolution to make the experience vivid and meaningful.

## 2. The Features of a Narrative Essay

A good narrative essay shares several defining features that make the story engaging and clear. The following is the features of a narrative essay.

Table 4. The features of a narrative essay

<b>Feature</b>	<b>Explanation</b>	<b>Example</b>
Chronological Order	Events are told in the order they happened.	"First, I got up late. Then I rushed to catch the train."
Characters	The people involved in the story.	"My best friend Clara was waiting for me outside the classroom."
Setting	The time and place where the story occurs.	"It was a sunny morning in Bali."
Conflict	The problem or challenge that drives the story.	"I had forgotten my presentation file at home."
Resolution	How the story ends or the problem is solved.	"Despite the trouble, she managed to finish her talk confidently."
Moral or Reflection	The lesson or insight gained from the experience.	"That day taught me to always prepare early and stay calm under pressure."

A narrative essay is not just a list of events—it also includes emotions, thoughts, and insights, allowing readers to connect with the writer's experience.

### 3. The Outline of a Narrative Essay

A narrative essay usually follows the traditional three-part essay structure:

1. Introduction
2. Body Paragraphs
3. Conclusion

#### a. Introduction

- Introduces the story background (who, where, when).
- Presents the main idea or purpose of the story (thesis statement).
- Grabs the reader’s attention with a hook (quote, question, or vivid scene).

Example:

Everyone has a day that changes their life forever. For me, it was the day I learned to face my biggest fear—public speaking.

#### b. Body Paragraphs

- Describe events in chronological order.
- Include characters, setting, conflict, and climax.
- Use transitions (then, next, after that, finally) to maintain flow.
- Use dialogue and sensory language to make the story lively.

Example:

*As my name was called, my heart pounded faster. I could hear whispers from my classmates. My palms were sweating, but I took a deep breath and walked toward the podium.*

### c. Conclusion

- Brings the story to a logical end.
- Reflects on the experience or reveals the lesson learned.
- Leaves a lasting impression on the reader.

Example:

*That experience taught me that courage is not the absence of fear. It is facing your fear and speaking from the heart.*

## Sample Outline of a Narrative Essay

Title: *A Lesson from My First Teaching Experience*

### I. Introduction

- Introduce the setting: first day as a student teacher in a rural school.
- Thesis statement: *My first teaching experience taught me the true meaning of patience and adaptability.*

### II. Body Paragraphs

1. Beginning: Nervous preparation and first impressions of the classroom.
2. Middle: Unexpected challenge—students' lack of interest and technical issues.

3. Climax: Realization that using games and storytelling made students engaged.
4. Ending: The class becomes lively; writer feels accomplished.

### III. Conclusion

- Reflection: The experience shaped the writer's perspective as a future teacher.
- Moral: Teaching requires creativity, empathy, and resilience.

## B. Exercises

### Exercise 1 – Identification

Read the following excerpts and decide whether they are narrative or non-narrative. Explain your answer.

1. *Last summer, I joined a cultural exchange program in Malaysia. It was my first time traveling abroad alone.*
2. *A descriptive essay provides vivid sensory details about a subject.*
3. *After the long climb, I finally reached the top of the mountain and saw the breathtaking view below.*

### Exercise 2 – Sequencing Events

Arrange the following sentences into the correct chronological order to form a short narrative.

- a. I got up late because my alarm didn't ring.
- b. Finally, I arrived just in time for the class.

- c. I rushed to get dressed and ran to the bus stop.
- d. Luckily, the bus driver waited for me at the corner.

### **Exercise 3 – Outline Practice**

Select one of the topics below and make an outline for a short narrative essay.

- My Most Memorable School Experience
- A Day I Will Never Forget
- Learning Something the Hard Way

Your outline should include:

- Title
- Thesis statement
- Main events in chronological order

### **Exercise 4 – Writing Practice**

- a. Write a three-paragraph narrative essay based on your outline.
- b. Include characters, setting, conflict, and resolution.
- c. Use transition words and first-person narration (I, my).

## **C. Summary**

A narrative essay tells a story that focuses on real or imagined experiences. It aims to entertain or share meaningful lessons through storytelling. Key elements of a narrative essay include: (1) Introduction – presents the setting and main idea, (2) Body paragraphs – develop the story using characters, conflict, and climax, and (3) Conclusion – ends with reflection or lesson learned. Effective

narrative writing uses chronological order, vivid language, and personal reflection to make the story engaging and memorable.

## D. Formative Test

**Direction:** Please do this test carefully and honestly by choosing A, B, C, or D. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you will pass. If not, you need to read the material and retake the test.

1. What is the main purpose of a narrative essay?
  - A. To argue a point
  - B. To inform readers with facts
  - C. To tell a story or personal experience
  - D. To describe an object in detail
2. Which point of view is most commonly used in a narrative essay?
  - A. First person
  - B. Second person
  - C. Third person
  - D. Passive voice
3. What is the correct order of events in a narrative essay?
  - A. Random order
  - B. Chronological order
  - C. Thematic order
  - D. Logical order
4. What element introduces the problem or challenge in the story?
  - A. Resolution
  - B. Conflict

C. Description

D. Reflection

5. What is the climax of a narrative essay?
  - A. The background of the story
  - B. The introduction of the characters
  - C. The most intense or emotional part of the story
  - D. The final paragraph
  
6. What transition word is suitable for showing time in a narrative essay?
  - A. Moreover
  - B. Therefore
  - C. Then
  - D. For example
  
7. What should a good conclusion include in a narrative essay?
  - A. A summary of the lesson or reflection
  - B. A new conflict
  - C. New information
  - D. A list of all characters
  
8. Which sentence shows reflection?
  - A. I was late for the exam.
  - B. I realized that preparation is the key to success.
  - C. I ran as fast as I could.
  - D. The exam was difficult.
  
9. Which of the following best represents a narrative hook?
  - A. "Have you ever faced your biggest fear?"
  - B. "There are three reasons why people read books."
  - C. "In conclusion, everyone should study harder."

- D. "This essay discusses the causes of pollution."
10. What is one way to make a narrative essay engaging?
- A. Use technical jargon
  - B. Include dialogue and sensory details
  - C. Write only in passive voice
  - D. Avoid emotions

## UNIT IX

# WRITING A RECOUNT ESSAY



Source: <https://www.freepik.com/author/freepik>

A recount essay is a form of writing that retells past events or personal experiences in chronological order. This type of essay focuses on providing a clear sequence of actions, often emphasizing what happened, where it happened, and who was involved. In this unit, students will learn what a recount essay is, explore its key features such as chronological organization and the use of past tense verbs, and develop skills in planning ideas through an outline. By the end of this unit, students are expected to be able to define a recount essay accurately, identify its essential characteristics, create a clear outline of events, and write a well-structured recount essay that effectively communicates past experiences.

## A. Discussion

### 1. What is a Recount Essay?

A recount essay is a type of writing that retells past events or experiences in the order in which they happened. The main purpose of a recount essay is to inform or entertain by sharing personal experiences, factual events, or historical happenings.

According to Anderson and Anderson (1997), a recount is used “to tell what happened,” and it is organized chronologically. It often uses past tense verbs and time connectives such as *first*, *then*, *after that*, *finally*, and *in the end*.

Recount essays can be personal (retelling the writer’s own experiences), factual (reporting an event), or imaginative (recounting an event from a fictional perspective).

Example for the opening of a recount essay:

*Last weekend, I went hiking with my friends to Mount Bromo. It was one of the most unforgettable experiences I have ever had.*

## 2. The Features of a Recount Essay

A good recount essay includes the key features as shown in Table 9.1. below:

Table 5. The features of a recount essay

Feature	Description	Example
Purpose	To retell past events or experiences.	“Last year, our school held an English Camp in Bandung.”
Language Features	Uses the past tense, action verbs, and time connectives.	“We visited the museum and learned about ancient artifacts.”
Chronological Order	Events are presented in the order they occurred.	“First, we arrived at the station. Then, we took the bus.”
Personal Feelings/Comments	The writer may include personal impressions or reflections.	“I felt nervous but excited at the same time.”
Conclusion/Ending	The story ends with a summary or reflection.	“That trip taught me the value of teamwork and friendship.”

You may use some common time connectives below. *First, next, then, after that, finally, later, in the end, afterwards, eventually.*

## 3. The Outline of a Recount Essay

A recount essay typically follows a three-part structure similar to other essay types:

1. Introduction that provides background information about the event.
2. Body Paragraphs that describe the events in chronological order.
3. Conclusion that summarizes or reflects on the experience.

### **a. Introduction**

- Introduces the event or experience (who, when, where, what).
- Often includes a thesis statement that tells the reader what will be recounted.

Example:

*During my final year in campus, I participated in a national debate competition. It was a challenging yet rewarding experience that helped me grow as a student.*

### **b. Body Paragraphs**

- Present a sequence of events in the order they happened.
- Use time connectives and past tense verbs.
- Include details and personal responses to make the recount engaging.

Example:

*First, we arrived at the hotel where the competition was held. I was very nervous as I met students from other provinces. Then, our first debate round began, and I tried to stay calm while presenting my arguments.*

### c. Conclusion

- Ends the story with a summary or reflection on the experience.
- Shows what the writer learned or how the event affected them.

Example:

*Although we did not win the first place, the competition taught me confidence, teamwork, and perseverance.*

### Sample Outline of a Recount Essay

Title: *My First Experience of Online Learning*

#### I. Introduction

- Introduce the background: start with the COVID-19 pandemic.
- Thesis statement: *My first online learning experience taught me how to adapt to new technologies and learning styles.*

#### II. Body Paragraphs

1. Beginning (body paragraph 1): The announcement of online learning and the feeling of uncertainty.
2. Middle (body paragraph 2): Challenges in using online platforms and managing time.
3. Ending (body paragraph 3): Adjusting to new routines and becoming more independent.

### III. Conclusion

- Reflection: Online learning helped develop self-discipline and digital literacy.

## B. Exercises

### Exercise 1: Identifying a Recount Essay

Read the following excerpts and decide whether each is a recount or not a recount.

Write your answer and explain briefly.

1. *Last semester, my classmates and I visited a local orphanage to do community service.*
2. *A paragraph is a group of sentences developing one main idea.*
3. *When I was nine years old, my family moved to another city.*

### Exercise 2: Ordering Events

Rearrange the following sentences to form a logical recount essay.

- a. Finally, we took pictures together and went home happily.
- b. First, our teacher divided us into small groups.
- c. Next, we cleaned the school garden and planted some flowers.
- d. Last Friday, our class held a “Clean Environment Day.”

### Exercise 3: Outline Practice

Make an outline for a recount essay on one of the following topics:

- My Most Memorable School Trip
- The Day I Learned an English Lesson
- My First Experience Joining a Competition

Please include:

- Title
- Thesis statement
- Key events (chronologically arranged)

#### **Exercise 4 – Writing Practice**

1. Please write a three-paragraph recount essay (150–200 words) based on your outline.
2. Use past tense verbs and time connectives. Do not forget to include your feelings and reflections.

### **C. Summary**

A recount essay is a piece of writing that retells past events in chronological order. It can be personal, factual, or imaginative, and its main purpose is to inform or entertain readers. Key features in a recount essay include: (1) Written in the past tense, (2) Organized chronologically, (3) Includes time connectives and action verbs, and (4) Ends with a conclusion or reflection. A good recount essay helps readers relive the experience and understand its meaning or lesson.

### **D. Formative Test**

**Direction:** Please do this test carefully and honestly by choosing A, B, C, or D. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you will pass. If not, you need to read the material and retake the test.

1. What is the main purpose of a recount essay?
  - A. To persuade readers
  - B. To retell past events

- C. To describe an object
  - D. To explain a process
2. Which tense is commonly used in recount essays?
- A. Future tense
  - B. Present tense
  - C. Past tense
  - D. Conditional tense
3. The correct order for events in a recount essay is ... .
- A. importance
  - B. chronological order
  - C. logical order
  - D. thematic order
4. What should be included in the introduction of a recount essay?
- A. The writer's opinion only
  - B. A background of the event
  - C. A list of participants
  - D. The final reflection
5. Which of the following is a time connective?
- A. Because
  - B. After that
  - C. Moreover
  - D. But
6. Which of the following sentences is in the past tense?
- A. I go to the library every day.
  - B. I am going to the library.
  - C. I went to the library two days ago.

- D. I will go to the library tomorrow.
7. What should a recount essay conclude with?
- A. New arguments
  - B. A summary or reflection
  - C. References
  - D. Questions for the reader
8. Which of the following best represents a recount essay title?
- A. *The Advantages of Reading Books*
  - B. *My First Day as a Volunteer*
  - C. *The Description of My Village*
  - D. *How to Practice Speaking English Easily*
9. The type of verbs frequently used in recount essays is ... .
- A. linking verbs
  - B. action verbs
  - C. auxiliary verbs
  - D. modal verbs
10. A personal recount is ... .
- A. a story based on factual news
  - B. a story about imagined events
  - C. a story based on personal experience
  - D. a story that explains a concept



# UNIT X

## WRITING AN EXPOSITORY ESSAY



Source: <https://www.freepik.com/author/freepik>

An expository essay is a form of academic writing that aims to explain, clarify, or inform the reader about a particular topic using facts, logical reasoning, and clear organization. In this unit, students will learn what an expository essay is, identify its key features such as objectivity, clarity, and coherence, and understand how to plan their ideas through a structured outline. The focus will be on presenting information in a balanced and logical manner without expressing personal opinions. By the end of this unit, students are expected to be able to define an expository essay correctly, recognize its essential characteristics, create an effective outline, and write a well-organized expository essay that clearly conveys information and ideas.

## A. Discussion

### 1. What is an Expository Essay?

An expository essay is a type of academic writing that aims to explain, clarify, or describe an idea, topic, or process in a logical and straightforward way. The purpose of this essay is to inform the reader rather than persuade them. Unlike narrative or descriptive essays, an expository essay presents facts, evidence, and logical reasoning to help readers understand a concept (Oshima & Hogue, 2006).

In expository writing, the writer maintains an objective and formal tone, avoiding personal opinions or emotional language. The goal is to present information clearly, coherently, and in an organized structure that supports the main idea.

Example:

*Topic: The Importance of Learning English*  
*English has become the global language of communication, education, and technology. It allows people from different backgrounds to connect, share ideas, and access global information.*

## 2. The Features of an Expository Essay

An effective expository essay usually has the following features:

1. **Clear Thesis Statement:** It presents the main idea or central focus of the essay in one sentence, usually at the end of the introduction.

*Example: English proficiency enhances global communication and career opportunities.*

2. **Logical Organization.** The essay follows a clear structure: introduction, body paragraphs, and conclusion.
3. **Factual and Objective.** It relies on facts, examples, statistics, and logical reasoning rather than personal opinions.
4. **Transitions.** The essay uses linking words or connectives such as *firstly*, *in addition*, *however*, *therefore*, and *finally* to guide readers smoothly from one idea to another.
5. **Formal Language and Tone.** It avoids slang, contractions, or emotional expressions, maintaining an academic tone.

## 3. The Outline of an Expository Essay

A typical expository essay consists of five paragraphs:

1. **Introduction**
  - Introducing the topic
  - Providing background information
  - Stating the thesis statement
2. **Body Paragraph 1**
  - Presenting the first main idea
  - Supported with facts, examples, or explanations
3. **Body Paragraph 2**
  - Presenting the second main idea

- Supported with evidence and details
4. Body Paragraph 3
    - Presenting the third main idea or discuss implications
    - Providing supporting facts and examples
  5. Conclusion
    - Restating the thesis statement
    - Summarizing the main points
    - Offering a closing insight

Example Outline:

Topic: *The Benefits of Reading Books*

- Introduction: Reading develops the mind and enriches knowledge.
- Body 1: Improves vocabulary and language skills.
- Body 2: Enhances imagination and creativity.
- Body 3: Reduces stress and increases focus.
- Conclusion: Reading regularly contributes to both intellectual and emotional well-being.

## B. Exercises

**Exercise 1:** Identify the thesis statement in the following introduction.

*Technology has changed the way we live, work, and communicate. It has become an essential part of modern life, influencing education, health, and relationships.*

**Exercise 2:** Match the parts of the essay with their functions.

<b>Part of Essay</b>	<b>Function</b>
Introduction	A. Provides supporting details
Body	B. Restates the thesis and summarizes ideas
Conclusion	C. Presents the thesis statement

**Exercise 3:** Complete the outline for this topic: *The Impact of Social Media on Students*.

**Exercise 4:** Write a five-paragraph expository essay on one of the following topics:

- The Competences of English Teachers
- The Role of Technology in Education
- How to Manage Time Effectively

## **C. Summary**

An expository essay is designed to explain or inform the reader about a topic logically and clearly. It consists of an introduction, body paragraphs, and a conclusion, focusing on clarity, coherence, and factual information. A good expository essay avoids personal opinions and emotional expressions while emphasizing logical development and transitions.

## D. Formative Test

**Direction:** Please do this test carefully and honestly by choosing A, B, C, or D. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you will pass. If not, you need to read the material and retake the test.

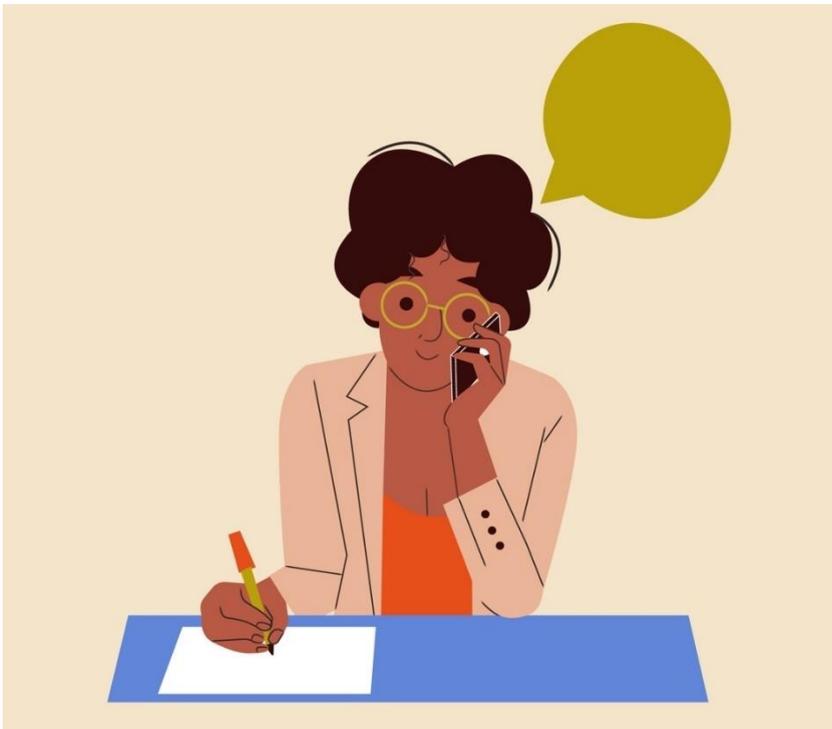
1. What is the main purpose of an expository essay?
  - A. To retell
  - B. To entertain
  - C. To explain
  - D. To narrate
2. Which of the following is NOT a feature of an expository essay?
  - A. Objectivity
  - B. Emotional language
  - C. Logical organization
  - D. Facts and evidence
3. The thesis statement is usually found in the ... .
  - A. conclusion
  - B. introduction
  - C. supporting details
  - D. first body paragraph
4. The tone of an expository essay should be ... .
  - A. persuasive
  - B. informal
  - C. formal and objective
  - D. humorous

5. A paragraph that discusses “advantages of online learning” belongs to the ...
  - A. introduction
  - B. body
  - C. outline
  - D. conclusion
  
6. The transitional phrase “on the other hand” is used to ...
  - A. show contrast
  - B. emphasize
  - C. give examples
  - D. summarize
  
7. The conclusion of an expository essay should ...
  - A. introduce new ideas
  - B. restate the thesis
  - C. provide statistical data
  - D. add details
  
8. An expository essay is mostly based on ...
  - A. emotions
  - B. personal opinions
  - C. evidence and facts
  - D. imagination
  
9. Which of the following sentences could be a thesis statement?
  - A. I think everyone should read books.
  - B. Reading books improves vocabulary and critical thinking skills.
  - C. My favorite book is a novel.
  - D. Books are interesting.

10. The most important characteristic of an expository essay is ...
- A. emotional appeal
  - B. creativity
  - C. clarity and organization
  - D. storytelling

# UNIT XI

## WRITING A PERSUASIVE ESSAY



Source: <https://www.freepik.com/author/freepik>

A persuasive essay is a type of writing that aims to convince the reader to accept a particular point of view or take a specific action. This form of writing uses logical arguments, emotional appeal, and credible evidence to influence the audience's beliefs or decisions. In this unit, students will learn what a persuasive essay is, explore its key features such as a clear thesis, strong supporting arguments, and persuasive language techniques, and understand how to organize ideas into an effective outline. By the end of this unit, students are expected to be able to define a persuasive essay correctly, identify its distinguishing features, develop a logical outline, and produce a well-structured persuasive essay that presents convincing arguments with clarity and confidence.

## A. Discussion

### 1. What is a Persuasive Essay?

A persuasive essay is a type of academic writing that aims to convince the reader to accept a particular point of view or take a specific action. The writer uses logical reasoning, emotional appeal, and credible evidence to persuade the audience (Oshima & Hogue, 2006).

Unlike an expository essay that simply explains, a persuasive essay goes further by arguing for or against an idea. It combines facts, logical arguments, and emotional language to influence the reader's beliefs or behavior.

Example:

*Topic: Students should wear school uniforms.*

*Wearing school uniforms promotes equality, reduces distractions, and enhances school identity.*

## 2. The Features of a Persuasive Essay

A strong persuasive essay includes several key features:

1. **Clear Position Statement (Thesis).** The writer expresses a firm opinion on the topic, often in the introduction.  
*Example: Social media should be regulated to protect teenagers from online risks.*
2. **Logical Arguments.** The essay presents reasons and evidence supporting the position, often based on facts, examples, statistics, or expert opinions.
3. **Counterarguments.** A good persuasive essay addresses opposing views and refutes them logically.
4. **Emotional Appeal.** The writer uses persuasive language and tone to connect with the reader emotionally.
5. **Formal Structure and Transitions.** The essay follows a clear structure (introduction, body, and conclusion) and uses transitions like *therefore, however, consequently, moreover*, etc., for coherence.

## 3. The Outline of a Persuasive Essay

A persuasive essay usually follows a five-paragraph structure:

1. **Introduction**
  - Introduce the topic.
  - State your opinion clearly (thesis statement).
  - Briefly mention reasons supporting your opinion.
2. **Body Paragraph 1**
  - Present your first strong argument.
  - Support it with facts, examples, or expert opinions.
3. **Body Paragraph 2**
  - Present your second argument.

- Provide supporting evidence.
- 4. Body Paragraph 3
  - Present and refute an opposing viewpoint.
  - Reinforce your position with logical reasoning.
- 5. Conclusion
  - Restate your thesis.
  - Summarize key arguments.
  - Call for action or leave a strong closing statement.

#### Example Outline

Topic: *Online Education is as Effective as Traditional Learning*

- Introduction: Online education provides flexibility and accessibility.
- Body 1: It offers a wide range of learning resources and global access.
- Body 2: It promotes self-discipline and technological literacy.
- Body 3: Critics argue it lacks personal interaction, but technology has filled this gap.
- Conclusion: Online learning prepares students for modern challenges effectively.

## B. Exercises

**Exercise 1:** Identify the thesis statement in the following introduction.

*Plastic pollution is one of the world's biggest environmental problems. To protect our planet, the use of single-use plastics should be banned worldwide.*

**Exercise 2:** Match each feature of a persuasive essay with its description.

Feature	Description
A. Counterargument	1. States the writer's opinion clearly
B. Thesis Statement	2. Appeals to the reader's emotions
C. Emotional Appeal	3. Presents and refutes opposing ideas

**Exercise 3:** Write three supporting arguments for the topic below.

Topic: *Students should have less homework.*

**Exercise 4:** Develop a short persuasive paragraph on one of the topics below:

- The importance of recycling
- Banning smoking in public areas
- Using renewable energy sources

**Exercise 5:** Identify the emotional appeal in the following sentence:

*Imagine a future where clean air and green parks are rare, unless we act now to protect our environment.*

## C. Summary

A persuasive essay is a form of academic writing that aims to convince the reader to agree with the writer's opinion. It includes a clear thesis statement, logical arguments, supporting evidence, and emotional appeal. The essay follows a formal structure such as introduction, body paragraphs, and conclusion and may also address opposing viewpoints. Effective persuasive writing requires strong reasoning, factual support, and a compelling tone.

## D. Formative Test

**Direction:** Please do this test carefully and honestly by choosing A, B, C, or D. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you will pass. If not, you need to read the material and retake the test.

1. The main purpose of a persuasive essay is to ... .
  - A. entertain
  - B. inform
  - C. convince
  - D. describe
2. Which of the following best represents a persuasive thesis statement?
  - A. Everyone should recycle to protect the planet.
  - B. The environment is important.
  - C. Pollution is bad for the environment.
  - D. Recycling is a good habit.
3. Which feature distinguishes a persuasive essay from an expository essay?

- A. Clear thesis
  - B. Logical organization
  - C. Emotional appeal
  - D. Use of evidence
4. The refutation of an opposing viewpoint appears in which part of the essay?
- A. First body paragraph
  - B. Introduction
  - C. Third body paragraph
  - D. Conclusion
5. Which of the following sentences uses emotional appeal?
- A. Social media helps students learn.
  - B. Research shows that 85% of teens use social media.
  - C. Think of the lives we could save if everyone donated blood.
  - D. Social media connects people globally.
6. What is the main goal of the conclusion in a persuasive essay?
- A. To present new evidence
  - B. To restate the thesis and call for action
  - C. To list references
  - D. To introduce the topic
7. A persuasive essay must be supported by ...
- A. feelings
  - B. evidence and reasoning
  - C. imagination
  - D. humor
8. The thesis statement is usually found in the ...
- A. conclusion

- B. first paragraph
  - C. second paragraph
  - D. third paragraph
9. Which of the following transition signals shows contrast?
- A. Because
  - B. In addition
  - C. For example
  - D. However
10. A strong persuasive essay should use ... .
- A. slang
  - B. repetition and emotional appeal
  - C. casual tone
  - D. incomplete arguments

## UNIT XII

# WRITING AN ARGUMENTATIVE ESSAY



Source: <https://www.freepik.com/author/freepik>

An argumentative essay is a form of academic writing that presents a central claim and supports it with logical reasoning, credible evidence, and clear analysis. Unlike a persuasive essay, which may rely more on emotional appeal, an argumentative essay emphasizes critical thinking and balanced evaluation of different viewpoints before reaching a conclusion. In this unit, students will learn what an argumentative essay is, identify its key features such as a strong thesis statement and evidence-based arguments, and develop the ability to create an organized outline that reflects a logical flow of ideas. By the end of this unit, students are expected to be able to define an argumentative essay accurately, recognize its essential characteristics, construct an effective outline, and write a well-developed argumentative essay that presents and defends a position convincingly.

## A. Discussion

### 1. What is an Argumentative Essay?

An argumentative essay is a type of academic writing that presents a clear, logical argument on a controversial issue. The writer takes a definite position—either for or against a topic—and supports it with facts, logical reasoning, and credible evidence (Oshima & Hogue, 2006).

Unlike a persuasive essay, which mainly appeals to emotions, an argumentative essay relies more on reason, evidence, and structured argumentation. It requires critical thinking and the ability to evaluate different perspectives before forming a conclusion.

Example of an argumentative thesis:

*Social media platforms should regulate misinformation to protect public awareness and democracy.*

## 2. The Features of an Argumentative Essay

An effective argumentative essay contains several essential features:

1. **A Clear Thesis Statement.** It presents the writer's position on the issue.  
*Example: University education should be free for all students.*
2. **Logical Organization.** The essay follows a structured flow: introduction, body paragraphs with claims and evidence, counterarguments, and conclusion.
3. **Strong Evidence.** It uses reliable data, research findings, examples, or statistics to support arguments.
4. **Counterargument and Refutation.** The writer acknowledges opposing viewpoints and refutes them logically to strengthen their argument.
5. **Formal and Objective Tone.** It avoids emotional bias and maintains academic formality.
6. **Use of Linking Words.** It should use transition signals such as *on the other hand, moreover, consequently, however, therefore, etc.*, ensure coherence.

## 3. The Outline of an Argumentative Essay

An argumentative essay usually follows a five-paragraph structure:

1. **Introduction**
  - Introducing the topic.
  - Providing background information.
  - Presenting the thesis statement (the writer's stance).
2. **Body Paragraph 1: Supporting Argument 1**
  - Presenting the first main argument.

- Supported with facts, statistics, or examples.
3. Body Paragraph 2: Supporting Argument 2
    - Presenting the second main argument.
    - Providing credible supporting details.
  4. Body Paragraph 3: Counterargument and Refutation
    - Presenting an opposing viewpoint.
    - Refuting it with logical reasoning and evidence.
  5. Conclusion
    - Restating the thesis.
    - Summarizing main arguments.
    - Suggesting implications or solutions.

#### 4. The Example of an Argumentative Essay

**Topic:** *Should University Education Be Free?*

##### **Introduction**

Higher education plays a crucial role in shaping an individual's future and contributing to national development. However, the high cost of university education prevents many students from achieving their academic dreams. Therefore, university education should be free for all students because it promotes equal opportunities, strengthens the economy, and increases national productivity.

### **Body Paragraph 1**

Firstly, free university education ensures equal access for all students regardless of their economic background. When education is accessible to everyone, talented individuals from poor families have the chance to develop their potential and contribute meaningfully to society.

### **Body Paragraph 2**

Secondly, providing free education boosts the economy. Educated individuals are more likely to secure well-paying jobs, pay taxes, and drive innovation. A more educated workforce leads to higher productivity and sustainable national growth.

### **Body Paragraph 3**

Opponents argue that free education is financially unsustainable for the government. However, this concern can be addressed through progressive taxation and budget reallocation. The long-term benefits of an educated society outweigh the short-term financial costs.

### **Conclusion**

In conclusion, university education should be free because it promotes fairness, economic stability, and national progress. Governments should view education not as an expense, but as a strategic investment in the nation's future.

## B. Exercises

**Exercise 1:** Identify the thesis statement in the sample argumentative essay above.

**Exercise 2:** Decide whether the following statements are *facts (F)* or *opinions (O)*.

1. Social media can influence political opinions. ( ... )
2. Every student should have access to free Wi-Fi. ( ... )
3. The unemployment rate among graduates is increasing. ( ... )
4. Plagiarism occurs when someone uses another person's words or ideas without proper citation. ( ... )
5. Online learning platforms make writing classes more enjoyable and engaging for students. ( ... )

**Exercise 3:** Write a thesis statement for each of the following topics:

- a. Online learning vs. traditional learning
- b. The use of AI in education
- c. Banning fast food advertisements

**Exercise 4:** Fill in the blanks with suitable linking words:

1. Education is essential for success; ..., not everyone has access to it.
2. The teacher explained the topic clearly; ..., all students understood the lesson well.
3. Many believe that exams cause stress; ..., they are necessary for assessment.

4. Many people believe that technology isolates individuals; ..., it can also connect people across the world.
5. Many students rely heavily on social media for information; ..., they may struggle to distinguish between credible and unreliable sources.

**Exercise 5:** Write an argumentative paragraph consisting of introduction, body paragraphs, and conclusion on one of the following topics:

- The importance of an inclusive education
- The benefits of school uniforms
- The impact of technology on communication

## C. Summary

An argumentative essay is a formal piece of writing that presents an argument supported by evidence and logical reasoning. It differs from a persuasive essay in its focus on logic over emotion. A strong argumentative essay contains a clear thesis, structured arguments, reliable evidence, and counterarguments. The essay follows a five-part structure: introduction, body (with supporting points and refutation), and conclusion. Effective argumentative writing requires critical thinking, research skills, and the ability to present ideas coherently.

## D. Formative Test

**Direction:** Please do this test carefully and honestly by choosing A, B, C, or D. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions

with 8 correct answers, you will pass. If not, you need to read the material and retake the test.

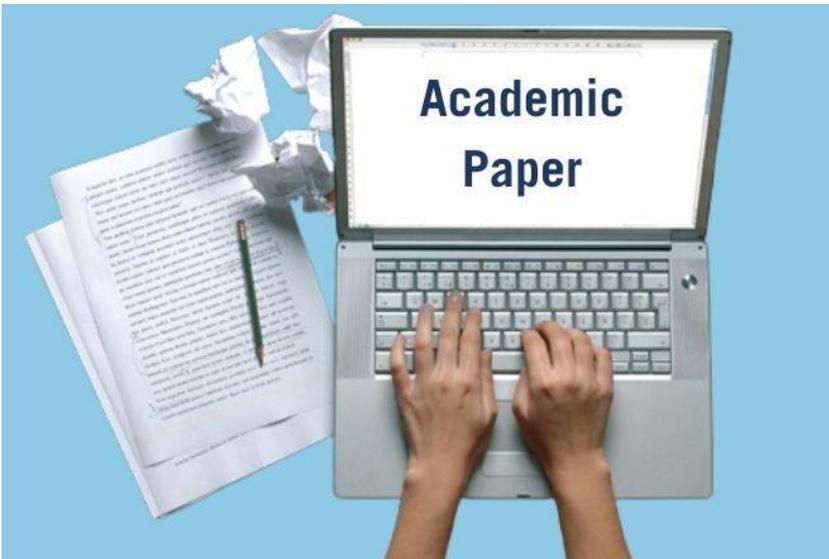
1. What is the main purpose of an argumentative essay?
  - A. To convince readers to accept a viewpoint through reasoning and evidence
  - B. To tell a story
  - C. To describe a person or place
  - D. To entertain the readers
  
2. Which of the following statements best defines an argumentative essay?
  - A. It presents personal opinions without evidence.
  - B. It argues for or against an issue using logic and supporting evidence.
  - C. It provides step-by-step instructions on how to do something.
  - D. It expresses emotions and feelings on a topic.
  
3. Which feature distinguishes an argumentative essay from a persuasive essay?
  - A. Use of emotional language
  - B. Reliance on personal experience
  - C. Focus on logical reasoning and credible evidence
  - D. Use of descriptive adjectives
  
4. Which of the following is an example of a strong thesis statement for an argumentative essay?
  - A. Many people like online learning.

- B. Online learning has both benefits and drawbacks.
  - C. Online learning should replace traditional classrooms because it is more flexible and cost-effective.
  - D. Online learning is very popular today.
5. What is the function of a counterargument in an argumentative essay?
- A. To agree with the writer's opinion
  - B. To provide background information
  - C. To acknowledge and refute opposing views
  - D. To summarize the essay
6. In which part of an argumentative essay should the writer restate the thesis and summarize key arguments?
- A. Introduction
  - B. First body paragraph
  - C. Conclusion
  - D. Counterargument section
7. Which transition signal is most appropriate to introduce a counterargument?
- A. Moreover
  - B. On the other hand
  - C. Furthermore
  - D. In addition
8. Which of the following sentences uses evidence to support an argument?

- A. I think that social media is dangerous.
  - B. Social media is not good for children.
  - C. According to a 2023 UNICEF report, excessive social media use increases anxiety among teenagers.
  - D. Many people believe social media is bad.
9. Which of the following outlines best represents an argumentative essay structure?
- A. Introduction – Story – Details – Ending
  - B. Introduction – Argument – Counterargument – Conclusion
  - C. Introduction – Description – Example – Summary
  - D. Title – Background – Characters – Plot
10. What makes an argumentative essay effective?
- A. Use of emotions and exaggeration
  - B. Short sentences and simple vocabulary
  - C. Personal stories and humor
  - D. Clear thesis, logical reasoning, credible evidence, and refutation of opposing views

# UNIT XIII

## ACADEMIC ENGLISH FOR JOURNAL ARTICLES



Source: <https://share.google/images/0wHvymEtfxR0ARk8f>

Writing scientific articles requires accuracy, clarity, and adherence to academic conventions so that ideas can be communicated effectively within the scholarly community. In this unit, students will learn what a scientific article is and examine its common structure, including sections such as the abstract, introduction, literature review, methodology, results, and conclusion. The unit also introduces academic writing styles, such as formal tone, objective language, and logical organization, as well as practical strategies for paraphrasing to avoid plagiarism and maintain academic integrity. Additionally, students will learn how to apply references using tools such as Mendeley to ensure proper citation and formatting. By the end of this unit, students are expected to be able to identify the structure of an article, apply academic writing styles, paraphrase quotations accurately, and use the Mendeley application to manage references.

## **A. Discussion**

### **1. What is a Scientific Article?**

A scientific or journal article is a formal piece of academic writing that reports original research, reviews existing literature, or presents new theoretical insights. It is typically written by researchers and published in scholarly journals to contribute to the body of knowledge in a specific field (Swales & Feak, 2004).

A journal article is different from general essays because it:

- follows a systematic structure,
- uses objective and formal language,
- includes references to previous studies, and
- adheres to academic integrity principles such as citation and paraphrasing.

## 2. The Structure of a Journal Article

The general structure of an academic or scientific article usually follows the IMRaD format:

### I – Introduction

- Presents background information on the topic.
- Identifies research problems and gaps.
- States the purpose, objectives, or research questions.

### M – Method

- Describes how the study was conducted.
- Includes participants, instruments, data collection, and analysis procedures.

### R – Results

- Presents key findings using tables, figures, and data interpretation.

### a – and

### D – Discussion (and Conclusion)

- Interprets the meaning of the results.
- Compares findings with previous studies.
- Highlights implications, limitations, and recommendations for future research.

### References

- Lists all cited works using a specific citation style (e.g., APA 7th edition).

### 3. Academic Writing Styles

Academic writing in journal articles is formal, objective, and precise. Key features are described in Table 13.1 below.

Table 6. The features of academic writing styles

Feature	Description	Example
Formal tone	Avoids slang, contractions, or informal expressions.	“The results indicate...” instead of “The results show up...”
Objectivity	Focuses on facts and evidence rather than personal opinion.	Avoid “I think,” use “It can be inferred that...”
Clarity and Precision	Avoid ambiguity and use concise wording.	“The participants were 50 EFL teachers.”
Cohesion and Coherence	Logical flow between sentences and paragraphs.	Use transition words such as therefore, moreover, however.
Citations and References	Proper acknowledgment of sources.	APA style: (Oshima & Hogue, 2006).



For your better understanding on academic writing styles, you may scan this barcode to watch the video.

## 4. How to Paraphrase

Paraphrasing means rewriting someone else's ideas in your own words without changing the original meaning. It is essential to avoid plagiarism and demonstrate understanding.

Steps to Paraphrase Effectively:

1. Read the original text carefully until you fully understand it.
2. Identify the main ideas.
3. Use your own words and sentence structures.
4. Compare your version with the original to ensure accuracy.
5. Provide a citation for the original source.

Example:

- Original: "Writing is a process of discovering ideas and expressing them clearly" (Langan, 2014).
- Paraphrased: According to Langan (2014), writing involves exploring one's thoughts and communicating them in an organized manner.



For your better understanding on paraphrasing, you may scan this barcode to watch the video.

## 5. Examples of Paraphrasing

Table 13.2. The comparison of original and paraphrased sentences

Original Sentence	Paraphrased Version
“Motivation plays a crucial role in second language learning.”	Motivation is a significant factor influencing learners’ success in acquiring a second language.
“Technology has transformed the way students access educational resources.”	Students now use technology as a primary tool to obtain learning materials.
“Effective teachers engage students through interactive classroom practices.”	Teachers who use interactive techniques tend to involve students more effectively in learning.

## B. Exercises

**Exercise 1:** Identify the correct section of a journal article where the following information belongs.

Statement	Section
The research problem is introduced.	_____
The research method and participants are described.	_____
The findings are presented and interpreted.	_____

**Exercise 2:** Rewrite the following sentences by paraphrasing them correctly.

1. “Online learning provides flexibility for students who have limited access to classrooms.”
2. “Reading academic articles improves students’ critical thinking skills.”
3. “Teachers play an essential role in guiding students’ academic writing.”

**Exercise 3:** Identify the type of academic writing style (formal, objective, cohesive) demonstrated in each sentence.

1. “The data were collected from 50 respondents.” → \_\_\_\_\_
2. “I think this method is better.” → \_\_\_\_\_
3. “Moreover, the results support the previous findings.” → \_\_\_\_\_

**Exercise 4:** Using Mendeley, insert a reference in APA 7th format for books and journal articles below

1. Betty Schamfter Azar. *Understanding and using English grammar*. Pearson Education, 2002
2. Cynthia A. Boardman, C. A., & Jia Frydenberg. *Writing to Communicate: Paragraphs and Essays*. Pearson Longman, 2008
3. H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Longman, 2001
4. Stephen Bailey. *Academic Writing: A Handbook for International Students (5th ed.)*. Routledge, 2014
5. Tri Wintolo Apoko and Budi Waluyo. *Social Media For English Language Acquisition In Indonesian Higher Education: Constructivism And Connectivism Frameworks*. *Social Sciences & Humanities Open*, 11, 101382, 2025

## C. Summary

A scientific or journal article is a formal academic paper that reports original research using the IMRaD structure—Introduction, Method, Results, and Discussion. Academic writing requires a formal, objective, and precise style, supported by evidence and proper referencing. Paraphrasing helps writers integrate external

sources ethically, and tools like Mendeley assist in managing citations efficiently.

## D. Formative Test

**Direction:** Please do this test carefully and honestly by choosing A, B, C, or D. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you will pass. If not, you need to read the material and retake the test.

1. What is the main purpose of a journal article?
  - A. To tell a story
  - B. To report and discuss research findings
  - C. To entertain the reader
  - D. To describe personal experiences
  
2. The “IMRaD” format stands for ...
  - A. Introduction, Method, Results, and Discussion
  - B. Introduction, Main idea, Results, and Data
  - C. Introduction, Methodology, Review, and Details
  - D. Information, Method, Reason, and Description
  
3. Which section of a journal article explains how data were collected?
  - A. Introduction
  - B. Method
  - C. Results
  - D. Discussion
  
4. Which of the following represents formal academic language?

- A. "Kids usually like this."
  - B. "The findings show an increase."
  - C. "I guess this is correct."
  - D. "It's kinda interesting."
5. Which of the following sentences is a paraphrase?
- A. Copying the same words and citing the source.
  - B. Rewriting in your own words while keeping the meaning.
  - C. Quoting without citation.
  - D. Changing only a few words.
6. Which citation follows APA 7th edition correctly?
- A. (Oshima, A. & Hogue, A. 2006)
  - B. (Oshima and Hogue, 2006)
  - C. (Oshima & Hogue, 2006)
  - D. (Oshima + Hogue, 2006)
7. Which part of the article interprets the meaning of the findings?
- A. Introduction
  - B. Literature Review
  - C. Discussion
  - D. References
8. Which of the following is NOT a feature of academic writing?
- A. Objectivity
  - B. Formal language
  - C. Emotional expression
  - D. Clarity
9. The main benefit of using Mendeley is to ... .
- A. draw graphs

- B. manage references and citations
  - C. translate texts
  - D. check grammar errors
10. When paraphrasing, a writer should ... .
- A. Copy the same words but cite the source
  - B. Avoid mentioning the original source
  - C. Change only a few words
  - D. Rewrite the idea in new words and sentence structures

# UNIT XIV

## HOW TO START PUBLISHING AN ARTICLE (PART 1)

The screenshot displays the website for ELLTER Journal. At the top, there are navigation links for 'Register' and 'Login'. Below that is a main menu with links: 'ELLTER Journal', 'Home', 'About the Journal', 'Editorial Team', 'Current', 'Archives', 'Announcements', and 'Contact'. A search bar is located on the right side of the menu. The main content area features a section titled 'About Journal' with a paragraph describing the journal's focus on English Linguistics and Language Teaching Research. Below this, there is a 'Journal Description' section with a thumbnail image of the journal cover and a 'Make Submission' button. To the right of the description is a 'Journal Menu' with links for 'Focus & scopes', 'Reviewers', 'Publication ethic', and 'Licence Term'.

Register Login

ELLTER Journal Home About the Journal Editorial Team Current Archives Announcements Contact

SEARCH

*About Journal*

**ELLTER Journal (E-ISSN 2746-1424)** is a scientific research journal that publishes original research papers on English Linguistics and Language Teaching Research. It is published biannually in April and October. We accept original research on the English Language and Teaching and learning of English as a foreign or second language: *EFL teaching strategies, EFL curriculum, assessment, linguistics related to EFL Learning, literature related to EFL Learning, ICT in EFL teaching, etc.*

**Journal Description**

**ELLTER Journal (E-ISSN 2746-1424)** is a scientific research journal that publishes original research papers on English Linguistics and Language Teaching Research. It is published biannually in April and October. We accept original research on the English Language and Teaching and learning of English as a foreign or second language: *EFL teaching strategies, EFL curriculum, assessment, linguistics related to EFL Learning, literature related to EFL Learning, ICT in EFL teaching, etc.* Refer to the Author Guidelines in writing the Articles. You should send your articles as MS Word documents through our journal online submission webpage: <https://journal.uhamka.ac.id/index.php/ellter-j/about/submissions/>.

**Make Submission**

Journal Menu

- Focus & scopes
- Reviewers
- Publication ethic
- Licence Term

Source: <https://journal.uhamka.ac.id/index.php/ellter-j/index>

Publishing an academic article is an important step in contributing to scholarly knowledge and establishing credibility as a researcher. However, before submitting a paper for publication, writers must understand the ethical and structural requirements of academic writing. In this unit, students will learn about the concept of plagiarism and how to avoid it through proper citation and paraphrasing techniques. The unit also introduces the key components of a journal article, focusing on how to write an effective abstract, craft a clear and engaging introduction, and develop a strong literature review that situates the study within existing research. By the end of this unit, students are expected to be able to explain what plagiarism is, identify the characteristics of a good abstract, and write both the introduction and literature review sections in accordance with academic standards.

## A. Discussion

### 1. What is Plagiarism?

Plagiarism is the act of using another person's ideas, words, or research findings without proper acknowledgment. It is considered a serious violation of academic integrity and ethical writing principles.

There are two major types of plagiarism:

- Intentional plagiarism. It is about copying or purchasing another person's work and presenting it as one's own.
- Unintentional plagiarism. This means failing to cite sources properly or paraphrasing incorrectly due to a lack of understanding.

Some examples of plagiarism:

- Copying sentences directly without quotation marks or citation.
- Paraphrasing but keeping the same sentence structure.

- Submitting someone else’s paper as your own.

Thus, you need to avoid plagiarism by:

- using quotation marks for direct quotes.
- paraphrasing ideas in your own words and provide citations.
- using reference management tools like *Mendeley* or *Zotero*.
- including a reference list following the proper style (e.g., APA 7th edition).

Remember: Academic writing is built on honesty, originality, and respect for others’ intellectual work.

## 2. How to Write an Abstract of the Article

An abstract is a concise summary of a research article. It provides an overview of the study’s purpose, methods, results, and conclusions—allowing readers to understand the research quickly.

There are some characteristics of a good abstract as described below.

- It is concise (usually 150–250 words)
- It is self-contained (understandable without reading the full paper)
- It includes five key elements:

- Background or context of the study
1. Purpose or objective
  2. Methodology
  3. Key results or findings
  4. Conclusions



Example excerpt from an abstract:

You may scan this barcode for full text of the article.

#### A B S T R A C T

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The integration of social media into English language education in Indonesian higher education, though underexplored, holds significant potential to enhance learning experiences within constructivist and connectivist frameworks. This study examined the experiences of 108 EFL undergraduates from both English and non-English departments at a private university in Jakarta, Indonesia. A mixed-methods approach was employed, combining quantitative surveys with qualitative interviews. We analysed the data using descriptive statistics and thematic analysis to assess the influence of social media on language learning. The results revealed that undergraduates widely regarded social media platforms such as Instagram, TikTok, Facebook, and WhatsApp as interactive tools that facilitated authentic communication, enhanced both written and spoken English skills, and improved learning strategies, engagement, teaching activities, and academic performance. Despite certain challenges, these platforms offered authentic learning tasks and access to diverse information networks, aligning with constructivist and connectivist principles. The findings highlighted the transformative role of social media as both a supplementary and core educational resource, advocating for its integration into curricula to promote greater student engagement and proficiency in English.

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Source:

<https://www.sciencedirect.com/science/article/pii/S2590291125001093>

Some tips for an effective abstract:

- Write the abstract after completing the paper.
- Avoid references and abbreviations.
- Use the past tense for methods and results.

### 3. How to Write the Introduction Section

The introduction is the opening part of a journal article that sets the stage for the study. It should capture readers' attention, explain why the research is important, and present the research questions or objectives.

The typical structure follows the CARS model (Swales, 1990):

Move 1: Establishing a territory

- Provide background and context.
- Define key terms or issues.

Move 2: Identifying a niche

- Highlight the gap or limitation in existing research.

Move 3: Occupying the niche

- State the purpose, objectives, or hypotheses.



Example excerpt from an Introduction:

You may scan this barcode for full text of the article.

1. Introduction

The integration of social media into educational contexts has attracted growing interest, particularly in English as a Foreign Language (EFL) learning environment. Social media platforms such as Instagram, TikTok, Facebook, YouTube, and X have evolved beyond their initial function as communication tools, transforming into interactive channels for academic engagement and language learning resources (Zachos et al., 2018). Grounded in constructivist and connectivist frameworks, social media supports language acquisition by enabling experiential learning and collaborative knowledge-building through digital interaction (Pikhart & Botezat, 2021). Constructivism emphasizes the active role of learners in constructing knowledge through authentic tasks and social interaction, while connectivism emphasizes the importance of accessing and synthesizing diverse sources of information within digital networks. The educational potential of social media lies in its capacity to enhance language skills, foster student participation, and provide authentic linguistic exposure. Nevertheless, its dual-edged nature also presents challenges, including distractions and variability in content quality, which require careful management (Adhani et al., 2023;

Anderson, 2019). Understanding how these platforms can be effectively integrated into formal educational settings remains a critical area of inquiry.

Despite the documented potential of social media to enrich language learning environments (Al Arif, 2019; Alshenqeeti, 2018; Wang et al., 2022), significant research gaps remain. Previous studies have shown that social media fosters collaborative learning, boosts student motivation, and facilitates meaningful communication in the target language (Bilandzic & Foth, 2013; Wong et al., 2021). YouTube, for example, has been beneficial for listening practice, while Instagram aids in vocabulary development. Social media also plays a crucial role in enabling peer feedback and creating communities of practice. Nonetheless, there is a scarcity of research specifically examining how EFL students perceive the impact of social media on their learning strategies and its formal integration into teaching activities. Moreover, comprehensive analyses of students' assessments of social media's role in learning engagement and its overall effectiveness in enhancing learning outcomes are lacking. It indicates an urgent need for targeted research to optimize the role of social media in advancing English language proficiency among students in higher education. Thus, the present study investigates Indonesian EFL

Source:

<https://www.sciencedirect.com/science/article/pii/S2590291125001093>

Some tips for writing an effective introduction:

- Begin with a broad context, then narrow down to your specific study.
- Use transition words (e.g., however, therefore, in contrast).
- Avoid long, unrelated background information.

## 4. How to Write the Literature Review

The literature review discusses previous studies related to your topic. It demonstrates your understanding of existing research and shows how your study fits into or extends the current body of knowledge.

There are some functions of the literature review:

- Summarize and evaluate prior research.
- Identify research gaps.
- Establish the theoretical or conceptual framework.
- Justify the need for your study.

In addition, you may follow the following steps to write a literature review:

1. Search for credible sources (journal articles, books, theses).
2. Organize them thematically or chronologically.
3. Synthesize ideas instead of listing them separately.
4. Highlight the gap that your research addresses.



Example excerpt from a Literature Review:

You may scan this barcode for full text of the article.

### 2.3. Impact of social media on English language acquisition

Research on social media's impact on English language acquisition at higher education reveals its multifaceted role, highlighting both benefits and pinpointing notable challenges. The selection of studies for this review is grounded in their empirical focus, geographic diversity, and examination of key social media platforms, ensuring a comprehensive understanding of the phenomenon. This review emphasizes social media's role in developing core language skills—writing, speaking, listening, and vocabulary—while also exploring differences in platform preferences, implementation strategies, and associated outcomes. First, several studies consistently show that social media enhances writing skills and learner engagement in collaborative and interactive learning environments.

(2020), for instance, conducted research among undergraduate students and found that social media significantly improved motivation, engagement, and written communication skills through task-based activities and peer collaboration. Corry (2024) reported notable improvements in writing skills among students using social media, affirming its effectiveness in promoting written fluency. Although research highlights positive impacts on vocabulary acquisition and speaking practice through interactions using social media platforms for learning in China (Tong et al., 2024; Huang, 2019), challenges such as declining motivation over time (Huang, 2019) and difficulties in improving lexical proficiency during large-scale training (Li et al., 2021). In a Korean setting, Ko (2020) reported that feedback-driven interactions improved vocabulary usage, learner cooperation, and motivation, despite minor disruptions.

Source:

<https://www.sciencedirect.com/science/article/pii/S2590291125001093>

Some tips for an effective literature review to write:

- Avoid plagiarism by paraphrasing and citing sources properly.
- Maintain a logical flow between paragraphs.
- Use academic connectors (e.g., furthermore, in addition, similarly).

## 5. Examples of Introduction and Literature Review Sections

*Example Introduction:*

## 1. INTRODUCTION

The migration towards virtual professional development (VPD) within the educational sector marks a significant paradigm shift in the approach to teacher training, driven by the dynamic and evolving needs of the national and international teaching community (Alzahrani & Althaqafi, 2020; King, 2002). The pivotal transition towards online and blended learning modalities is not merely a response to technological advancements but a strategic evolution driven by the imperative to bridge geographical divides, enhance accessibility, and foster a globally interconnected community of educators (Ernest et al., 2013). Such a transformation is lauded for its potential to dismantle traditional barriers to professional development, offering unprecedented flexibility and enabling a cohesive, transnational exchange of pedagogical practices and insights.

Moreover, the commendations of VPD extend beyond its logistical advantages, delving into the domain of enhanced collaborative opportunities and access to a wealth of resources previously constrained by physical boundaries (O'Dowd & Dooly, 2022). The extensive body of research further corroborates the multifaceted advantages of this shift (Bragg et al., 2021; Paudel, 2020; Powell & Bodur, 2019), indicating not only the enhanced accessibility and inclusivity afforded by virtual platforms, but also the potential for creating expansive networks of collaboration that transcend local, national, and international boundaries.

Nonetheless, a significant gap exists in the research literature regarding the specific effectiveness of Indonesia's National in-service EFL Teacher Profession Education Programme (TPEP). Despite the broader integration of digital environments into professional development frameworks, there is a notable dearth of studies assessing the programme's success, particularly in enhancing Indonesian in-service EFL teachers' pedagogical skills and instructional expertise. This absence emphasises the critical necessity for thorough research to assess and potentially improve the TPEP's influence on in-service EFL teacher professional development in the Indonesian setting. Such findings could offer valuable insights into the implementation of national VPD programmes in other countries. Amid growing interest in VPD and the need for large-scale evidence of effectiveness, this study critically evaluates Indonesia's online National in-service EFL Teacher Profession Education Programme (TPEP).

Hence, this research endeavours to fill the existing gap by assessing the impact of such VPD initiatives on enhancing the pedagogical skills and competencies of Indonesian in-service EFL teachers. Two primary research questions guide the study:

1. How do in-service EFL teachers perceive the efficacy of the nationally implemented virtual Teacher Profession Education Programme (TPEP) in Indonesia over four months of engagement?
2. What is the correlation between in-service EFL teachers' perceived efficacy of the TPEP and their test scores?

### *Example Literature Review:*

## 2. LITERATURE REVIEW

### 2.1 Professional Development within Virtuality

Professional development (PD) within virtual environments has undergone a significant evolution over the past few decades, transitioning from traditional, in-person training sessions to dynamic, online platforms that offer flexibility and accessibility to English as Foreign Language (EFL) teachers across the globe (Al-Nofaie, 2020; Marie, 2021; Philipson et al., 2019; Wang et al., 2023). The inception of virtual professional developments can be traced back to the early 2000s, when advancements in technology and the Internet began to reshape the educational landscape. Virtual learning environments emerged as powerful tools for teacher education, facilitating asynchronous and synchronous learning opportunities beyond the constraints of physical classrooms (Al-Qahtani, 2019; Manegre & Sabiri, 2022). These platforms have enabled EFL teachers to engage in continuous professional learning, reflecting the shift towards more learner-centred approaches in teacher education (O'Dowd & Dooly, 2022).

Source: <https://jurnal.usk.ac.id/SiELE/article/view/38220>



You may scan this barcode for full text of the article.

## B. Exercises

**Exercise 1:** Identify whether the following statements describe plagiarism, paraphrasing, or citation.

No	Statement	Answer
1.	Copying a paragraph without acknowledgment	_____
2.	Restating an idea in your own words with a citation	_____
3.	Including the author's name and year in parentheses	_____

**Exercise 2:** Rearrange the following sentences to form a logical Introduction section:

- The study aims to examine students' attitudes toward blended learning.
- Technology has transformed the landscape of higher education.
- However, limited studies focus on students' perceptions of blended learning in Indonesia.

**Exercise 3:** Identify the elements of the abstract below (background, purpose, method, result, conclusion).

---

## ABSTRACT

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To be certified as professional English teachers, Indonesian teachers must complete the teacher profession education program (TPEP) offered by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. Due to a lack of discussion and research on the motivation of in-service English teachers participating in the TPEP, this study explored the TPEP-related motivation of in-service English teachers. There were 80 in-service English teachers who joined the TPEP at a reputable private university in Indonesia participated in this mixed-method study. A survey questionnaire was distributed to the in-service teachers to know their motivation regarding the TPEP. The findings indicated that the majority of the in-service English teachers were highly motivated to participate in the TPEP. They also thought that TPEP was beneficial for teachers as it enhanced their knowledge and skills in teaching. Through the TPEP they learned to use innovative strategies to teach English such as project-based learning and problem-based learning. This implies that more in-service English teachers should be encouraged to join TPEP to develop their competencies.

Source: <https://ijere.iaescore.com/index.php/IJERE/article/view/28442/14014>

You may scan this barcode for full text  
of the article.



**Exercise 4:** Write a three-sentence paraphrase of this statement:

“Academic writing requires critical thinking, clarity, and careful organization of ideas” (Bailey, 2014) .

**Exercise 5:** Please write drafts of Introduction and Literature Review sections based on the instruction below.

1. Do this exercise in groups (2-3 persons).
2. Decide the topic or variable/focus you find it interesting and familiar for stating the title of the research.
3. Find some references from Scopus-indexed articles relevant to your topic/title.
4. Start writing the background, research gaps, and research questions.
5. Make the outline of the literature review, focusing on the definitions and previous studies (minimally 5 years) in some contexts (regions/countries, levels, etc.)
6. Start writing the literature reviews

### C. Summary

In this unit, students learned about the fundamentals of starting an academic article, beginning with understanding plagiarism and writing key sections: abstract, introduction, and literature review. A successful researcher must ensure academic integrity, use clear structure, and demonstrate an understanding of previous studies to establish a strong foundation for publication.

### D. Formative Test

**Direction:** Please do this test carefully and honestly by choosing A, B, C, or D. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you will pass. If not, you need to read the material and retake the test.

1. What is plagiarism?
  - A. Using one's own ideas
  - B. Using others' ideas without credit
  - C. Paraphrasing with citation

- D. Writing an original paper
2. Which section summarizes the entire research article?
    - A. Introduction
    - B. Abstract
    - C. Discussion
    - D. Literature Review
  
  3. Which element is NOT usually included in an abstract?
    - A. Background
    - B. Findings
    - C. Detailed references
    - D. Purpose
  
  4. The introduction should begin with ...
    - A. General background
    - B. Research findings
    - C. References list
    - D. Data analysis
  
  5. The literature review mainly aims to ...
    - A. Present personal opinions
    - B. Describe research methods
    - C. Summarize and analyze past research
    - D. Show study results
  
  6. What is the best strategy to avoid plagiarism?
    - A. Copying with citation
    - B. Changing word order only
    - C. Paraphrasing and citing the source
    - D. Using no references

7. Which of the following best describes a good paraphrase?
  - A. Using the same words
  - B. Rewriting in your own words
  - C. Omitting the source
  - D. Quoting without citation
  
8. In the CARS model, identifying a research gap belongs to ...
  - A. Move 1
  - B. Move 2
  - C. Move 3
  - D. Conclusion
  
9. The literature review should be organized ...
  - A. Randomly
  - B. Based on personal preference
  - C. By author's nationality
  - D. Chronologically or thematically
  
10. Which of the following is a plagiarism detection strategy?
  - A. Copying directly from the internet
  - B. Checking similarity with Turnitin
  - C. Ignoring citations
  - D. Translating without credit



# UNIT XV

## HOW TO START PUBLISHING AN ARTICLE (PART 2)

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### Asia Pacific Journal of Education

Open Select: choose to publish open access

Asia Pacific Journal of Education focuses on education policy, curriculum and pedagogy, and the everyday lives and practices of school educators and students.

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#### Journal overview

**Aims and scope** Journal metrics Editorial board Instructions for authors

*Asia Pacific Journal of Education* focuses on education policy and governance, curriculum and pedagogy, and the everyday lives and practices of school leaders/management, educators and students with relevance to Asia and the Pacific region. We feature new empirical and theoretical work, as well as critical and exploratory essays that focus on key 21st century issues, such as those pertaining but not limited to globalization and geopolitics, postmodernity, information technology, and

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After understanding plagiarism, abstracts, introductions, and literature reviews in the previous unit, this unit continues guiding students through the remaining key components of an academic article. Students will learn how to present research findings clearly and accurately, how to write a discussion that explains the significance of those findings, and how to create a conclusion that summarizes the study and highlights implications for practice or future research. Additionally, this unit introduces and provides steps for preparing an article manuscript for submission to a journal. By the end of this unit, students are expected to be able to write the method, the findings and discussion, and conclusion sections effectively, and submit an article through an Online Journal System (OJS) platform.

## **A. Discussion**

### **1. How to Write the Method Section**

The Method section explains how the research was conducted. It provides enough detail for other researchers to replicate the study. It is written in the past tense because it describes completed actions.

Main components of the Method section:

1. Research Design. It is about type of study used such as qualitative, quantitative, or mixed-method.
2. Participants or Respondents. It is about the person/s who took part in the study such as number, characteristics, and selection.
3. Instruments or Materials. It is about the tools used for data collection, namely: questionnaires, interviews, tests, etc.
4. Procedures. This component is the step-by-step explanation of how the data were collected.

5. Data Analysis. It is about the techniques used to analyze the data aligned with the research design.

Example:

This study employed a mixed-method design combining quantitative and qualitative approaches. Eighty English teachers from Jakarta participated voluntarily. The data were collected using a questionnaire and semi-structured interviews. Quantitative data were analyzed using descriptive statistics, while qualitative data were coded thematically (Miles et al., 2014).

### 3. METHODS

#### 3.1 Research Design

The research design adopted for this study was a sequential explanatory mixed method design, which integrates both quantitative and qualitative phases to investigate two main aspects: in-service EFL teachers' perceived efficacy of the nationally implemented virtual Teacher Profession Education Programme (TPEP) in Indonesia after four months of engagement, and the correlation between these perceptions and their test scores. In the quantitative phase, a survey study was conducted using a structured questionnaire to collect data on in-service EFL teachers' perceptions, along with their test scores. This was followed by the qualitative phase, which involved analysing written interview responses to gain deeper insights into in-service EFL teachers' experiences and perspectives related to the TPEP. The sequential explanatory design, as recommended by Creswell and Creswell (2017), was selected for its ability to provide a comprehensive understanding of complex educational phenomena by explaining quantitative findings with qualitative evidence. This approach, supported by Hauserman et al. (2013), effectively captures the multifaceted nature of virtual professional development (VPD) programmes.

Source: <https://ijere.iaescore.com/index.php/IJERE/article/view/28442/14014>



You may scan this barcode for full text of the article.

Some tips for writing the Method section:

- Use subheadings (e.g., Participants, Instruments, Procedures).
- Be clear and specific.
- Avoid unnecessary details.
- Write in past tense and passive voice when appropriate.

## 2. How to Write the Results and Discussion Section

The Results and Discussion sections can be written separately or combined, depending on the journal's guidelines.

### a. The Results Section

The Results section presents what was found during the study. It should be objective and factual without interpretation.

There are key points to consider:

- Present data logically (tables, figures, or charts if necessary for illustrations, better understanding, and attractions).
- Use descriptive language (e.g., increased, decreased, improved).
- Avoid explanations, just focus on reporting.

Example:



You may scan this barcode for full text of the article.

## 4. RESULTS AND DISCUSSION

Overall, the in-service EFL teachers perceived the Teacher Profession Education Programme (TPEP) to be quite positively effective. The mean rating obtained was 3.96 ( $SD = .55$ ), indicating a high level of efficacy. Below are the details of the results.

### 4.1 Perceived Usefulness

The analysis of the virtual TPEP perceived usefulness among in-service EFL teachers yielded significant insights reflected by a mean score of 4.00 ( $SD = .69$ ), indicating a high level of appreciation for the programme's efficacy. These quantitative results, detailed in Table 2, underlines the multifaceted benefits of TPEP, particularly highlighting the effectiveness of online platforms like G-Meets in which a substantial 73.68% of in-service EFL teachers found to be highly effective for engagement and learning. Similarly, the integration of a Learning Management System (LMS) was deemed to be quite beneficial by 68.42% of the in-service EFL teachers, facilitating a collaborative educational environment. In addition, the programme's capacity to enhance active participation was particularly noted, with 78.95% of the in-service EFL teachers acknowledging that it encouraged a dynamic exchange of queries and insights. Furthermore, over half of the in-service EFL teachers (56.58%) felt that TPEP promoted autonomy in their learning processes.

**Table 2.** In-service EFL teachers' responses on perceived usefulness.

No.	Items	SD	D	N	A	SA
1.	Online learning via G-Meets is really effective for me.	2.63	2.63	6.58	73.68	14.47
2.	Sharing information within the LMS collaboration room is quite helpful to me.	2.63	0.00	10.53	68.42	18.42
3.	Online classes encourage me to ask questions and provide answers.	3.95	1.32	1.32	78.95	14.47
4.	This TPEP's online learning makes me an autonomous learner.	2.63	1.32	11.84	56.58	27.63

Source: <https://jurnal.usk.ac.id/SiELE/article/view/38220>

## b. The Discussion Section

The Discussion interprets and explains the meaning of the results. It connects the findings to previous research and theory.

The structure of a Discussion section includes:

1. Restating key findings in summary form.
2. Interpreting the results — explain why they occurred.
3. Comparing with previous relevant studies.
4. Explaining implications for theory, practice, or policy.
5. Acknowledging limitations and suggesting future research (optional).

Example:

## 5. DISCUSSION

The evaluation of Indonesia's National EFL Teacher Profession Education Programme (TPEP) has received overwhelmingly positive feedback, demonstrating its effectiveness in virtual professional development (VPD). In-service EFL teachers who participated in the programme reported high levels of satisfaction with its content and design, as well as substantial gains in terms of learning outcomes. These indicators suggest that TPEP has effectively met its objectives, which include increasing in-service EFL teachers' engagement, promoting learner autonomy, and enhancing both pedagogical skills and instructional strategies. This success aligns with research by O'Dowd and Dooly (2022) and Singh et al. (2022), which also highlight the myriad benefits of VPD, such as fostering innovative teaching practices, broadening knowledge bases, initiating collaborative academic projects, and potentially enhancing teacher learning outcomes. Moreover, although much existing research has focused on the technological implementations of such programmes in diverse international settings—including in the United States (Zimmer & Matthews, 2022), Vietnam (Truong & Murray, 2019), and China (Zhang, 2022)—this study enriches the literature by examining the experiences of participants in Indonesia, offering insights that mirror those observed in South Korea (Bailey & Lee, 2020). This contribution is significant as it accentuates the comprehensive ways in which VPD can be tailored to effectively meet the specific needs and circumstances of educators, thereby enhancing the overall impact on educational practices and outcomes.

Source: <https://jurnal.usk.ac.id/SiELE/article/view/38220>



You may scan this barcode for full text of the article.

There are some tips for an effective discussion to write:

- Avoid repeating numbers excessively.
- Support interpretation with citations.
- Maintain academic objectivity.

### 3. How to Write the Conclusion Section

The Conclusion summarizes the main findings and their implications. It should be concise, clear, and reflective of the study's purpose.

There are some functions of the conclusion as describe below.

- Restate the main findings.
- Highlight the study's contributions.
- Provide the limitations of the study.
- Suggest practical applications.
- Provide recommendations for future research.

Example:

#### 4. CONCLUSION

The present study has explored in-service English teachers' motivations during a TPEP, their thoughts about the benefits of the TPEP program, and what they implemented after they became certified as professional teachers. It is revealed that in-service English teachers had strong motivations to join the TPEP, as explained in the findings and discussion section. Their motivations—both intrinsic and extrinsic—tend to be positive as they have keen interests and a strong sense of curiosity to learn more about how to teach well. They thought that the TPEP would help them become more skilled at creating lesson plans, implementing cutting-edge teaching strategies, and using technology-based learning materials and media. In fact, they learned to use problem-based learning and project-based learning to teach English successfully while implementing their own skills and knowledge. Following these findings, it is advised that in-service English teachers continue to develop both their teaching skills and their English proficiency in order to provide an enjoyable and conducive environment for students during the teaching and learning process.

This study has examined in-service English teachers with varying levels of education from various parts of Indonesia, including all of the provinces on Java, Sumatra, Kalimantan, and Sulawesi Islands, Bali, Nusa Tenggara, and the provinces in Papua. However, there are still some limitations, such as the small number of participants who participated in filling out the survey questionnaire. In addition, time constraints could be the other limitation to conduct this study. Therefore, future research might involve larger sample of participants from various provinces. Future research might also focus on comparing motivations of the participants' motivations in joining the TPEP based on their geographical as well as their educational background.

Source: <https://ijere.iaescore.com/index.php/IJERE/article/view/28442/14014>



You may scan this barcode for full text of the article.

Some tips for making an effective conclusion:

- Avoid introducing new data.
- Keep it brief (usually one paragraph).
- End with a strong closing statement.

#### **4. Examples of Method, Results and Discussion, and Conclusion Sections**

*Example: Method Section*

This study employed a mixed-methods approach using a sequential explanatory design, which involves the collection and analysis of quantitative data followed by qualitative data to further explain or elaborate on the initial findings (Creswell & Plano Clark, 2018). This study was conducted in a private reputable university in Eastern Jakarta in which this university had been assigned by the government of Indonesia to nationally hold a lecturer training for improving basic skills of instructional techniques. This study involved 511 university lecturers in the batch 7-10 who participated in a 76-hour training program designed to enhance their professional competencies. Data collection in this study involved two primary instruments, namely an online questionnaire and semi-structured interviews. The quantitative data from the online questionnaire were analyzed

using descriptive statistics including means, standard deviations, and percentage distributions to identify patterns in lecturers' perceptions of the Moodle-based LMS. For the qualitative data, responses from the semi-structured interviews were analysed using a thematic analysis approach, involving coding, categorising, and interpreting emerging themes to provide deeper insights into the quantitative findings (Braun & Clarke, 2006).

<https://ojs.mahadewa.ac.id/index.php/ijed/article/view/4722>

### *Example: Results and Discussion Section*

The results of this study highlight a generally positive perception of the Moodle-based Learning Management System (LMS) used in the national professional development training for university lecturers. The high mean scores across all four statements in Table 1 indicate that participants found the LMS to be accessible (M=4.79), easy to use for online training (M=4.85), effective in delivering content (M=4.81), and motivating (M=4.65). These findings align with previous studies that emphasise the effectiveness of Moodle as an asynchronous platform for facilitating professional learning in higher education contexts (Al-Ajlan & Zedan, 2008; Cavus & Zabadi, 2014). However, the qualitative data introduce a more nuanced perspective, revealing several challenges experienced by participants. While one lecturer indicated no major difficulties, she recommended better sequencing of tasks based on the training schedule, suggesting that even in well-received platforms, instructional design plays a crucial role in user satisfaction (Mohd Nasir et al., 2021; Shchedrina et al., 2021).

<https://ojs.mahadewa.ac.id/index.php/ijed/article/view/4722>

### *Example: Conclusion Section*

This study concludes that the Moodle-based asynchronous Learning Management System (LMS) was highly effective and positively perceived by university lecturers participating in a national professional development program. Despite these promising findings, the study is not without limitations. First, it relied on self-reported data, which may be subject to personal bias or social desirability effects. Based on these findings, it is recommended that future lecturer training programs using LMS platforms like Moodle ensure better content organisation, provide technical support, and consider offline or low-bandwidth alternatives.

<https://ojs.mahadewa.ac.id/index.php/ijed/article/view/4722>

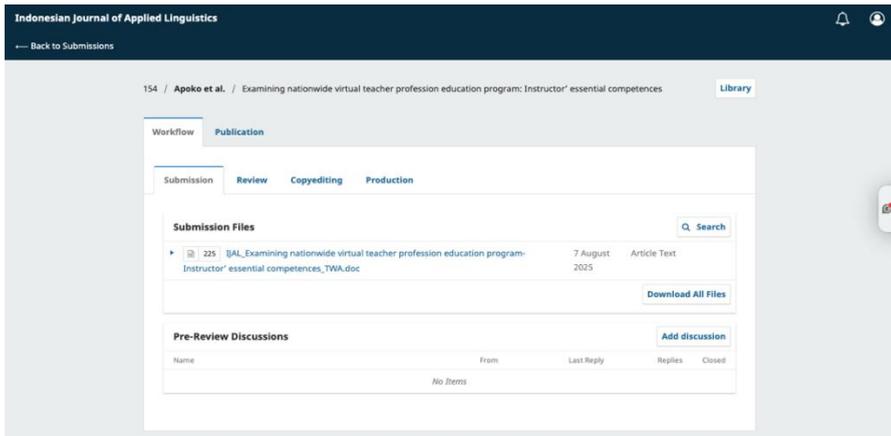
## **5. How to Submit an Article**

Submitting an article to a journal is the final and most important step in academic publishing. Most journals use an Online Journal System (OJS) platform, such as those managed by DOAJ, Garuda, or Scopus-indexed publishers.

There are some steps to submit through OJS:

1. Register for an author account on the journal's website.
2. Prepare your manuscript according to the journal's template and author guidelines.
3. Login and select "New Submission."
4. Upload files: manuscript, title page, figures/tables (if any), and cover letter (if required).
5. Enter metadata: title, abstract, keywords, references, and author details.
6. Review and confirm submission.

7. Wait for the editorial decision (in-review, revision required, or accept the submission).



Some tips for an effective submission:

- Follow formatting strictly (APA 7th, Times New Roman, single-spaced, etc.).
- Proofread carefully before submission.
- Always check plagiarism (similarity index) before uploading.
- Respond to reviewers' comments professionally.

## B. Exercises

**Exercise 1:** Please answer the questions based on the instructions below.

1. Identify which component (Design, Participants, Instruments, Procedure, or Data Analysis) each sentence below belongs to:
  - a. "The questionnaire consisted of 15 Likert-scale items."
  - b. "Sixty students from two universities participated voluntarily."

- c. "A mixed-method design was used."
2. Write two sentences that could appear in a *Results* section.
3. Explain how the *Discussion* section differs from the *Results* section.
4. Rearrange the following into a logical *Conclusion*:
  - a. Teachers should integrate digital platforms into classroom activities.
  - b. The study proved that gamified learning improves vocabulary mastery.
  - c. Future research may explore other digital tools for language learning.
5. Mention three important steps in submitting an article to OJS.

**Exercise 2:** Now you are asked to write the method, results and discussion and conclusion sections based on the following instructions.

1. In group, decide the research design and the participants including the context.
2. Develop the instrument/s based on the research design (questionnaire, test, interview, or observation). You may adapt or modify it from article journals.
3. Collect the data by distributing the instrument/s to the participants (students or teachers)
4. Analyze the data with data analysis technique/s.
5. Start writing the results and the discussion separately.
6. Make the conclusions.

**Exercise 3:** After you have a comprehensive paper draft, please use one paper template from one nationally accredited journal and submit it to OJS.

## C. Summary

In this unit, students learned how to write the Method, Results and Discussion, and Conclusion sections of a research article. These sections represent the core of a study, where the researcher explains how the study was done, what was found, and what it means. The unit also provided guidance on submitting manuscripts through Online Journal Systems (OJS), emphasizing accuracy, formatting, and ethical standards in publication.

## D. Formative Test

**Direction:** Please do this test carefully and honestly by choosing A, B, C, or D. After you do this, you may see the answers key below to find out if you do the test well or not. If you answer the questions with 8 correct answers, you will pass. If not, you need to read the material and retake the test.

1. Which of the following belongs to the Method section?
  - A. Interpretation of data
  - B. Data collection procedure
  - C. Research implications
  - D. Summary of findings
2. The results section should mainly present ... .
  - A. future research suggestions
  - B. theoretical background
  - C. participants' opinions
  - D. factual findings
3. Which section discusses the meaning and implications of the findings?
  - A. Results

- B. Method
  - C. Discussion
  - D. Abstract
4. Which verb tense is most appropriate in the Method section?
- A. Future
  - B. Present
  - C. Past
  - D. Perfect
5. The Conclusion section should NOT include ... .
- A. practical implications
  - B. summary of key findings
  - C. new data or results
  - D. recommendations
6. What is the first step in submitting a manuscript through OJS?
- A. Uploading the manuscript
  - B. Registering as an author
  - C. Selecting reviewers
  - D. Reviewing feedback
7. The Discussion section should always ... .
- A. Repeat the results
  - B. Interpret findings in relation to previous studies
  - C. Avoid using citations
  - D. Include the research instruments
8. Which of the following is NOT a common part of the Method section?
- A. Instruments

- B. Participants
  - C. Limitations
  - D. Procedures
9. Before submitting an article, authors should ensure ... .
- A. plagiarism report is high
  - B. all sources are properly cited
  - C. the manuscript is handwritten
  - D. the introduction is excluded
10. The Results section should be written using ... .
- A. objective statements
  - B. emotional language
  - C. personal opinion
  - D. hypothetical ideas

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# GLOSSARY OF KEY TERMS

- *Academic Writing* – Formal writing used in academic contexts, emphasizing clarity, structure, and evidence-based arguments.
- *Argumentative Essay* – A type of essay that presents arguments for and against an issue to persuade readers through logic and evidence.
- *Body Paragraph* – The main section of an essay that develops the key points supporting the thesis statement.
- *Citation* – A reference to the original source of information used in academic writing to acknowledge the author’s work.
- *Coherence* – The logical connection and smooth flow of ideas in a piece of writing.
- *Cohesion* – The grammatical and lexical linking within a text that holds it together and gives it meaning.
- *Compound Sentence* – A sentence that has two or more independent clauses joined by a coordinating conjunction (*for, and, nor, but, or, yet, so*).
- *Complex Sentence* – A sentence that contains one independent clause and one or more dependent (subordinate) clauses connected by a subordinating conjunction (*because, although, when, if, since, while, etc.*).
- *Concluding Paragraph* – The paragraph that signals the end of the essay, restates the thesis in different words, summarizes the main points discussed in the body, and gives a final comment, suggestion, or reflection.
- *Concluding Sentence* – A sentence summarizes the main idea or provides a final comment.

- *Conclusion Section* – A section that summarizes the main findings and their implications within concise, clear, and reflective study’s purpose.
- *Descriptive Essay* – A type of essay that describes a person, place, object, or experience vividly to create a clear picture for the reader.
- *Discussion Section* – A section that interprets and explains the meaning of the results by connecting them to previous research and theory.
- *Essay* – A structured piece of writing that presents and supports a central idea or argument.
- *Expository Essay* – An essay that explains, defines, or informs about a topic using facts and logical organization.
- *Hook* – The opening sentence of an introduction designed to grab the reader’s attention.
- *Introduction Section* – The opening part of a journal article that sets the stage for the study and capture readers’ attention, explain why the research is important, and present the research questions or objectives.
- *Introductory Paragraph* – A paragraph that contains the thesis statement expressing the writer’s main idea or position.
- *Literature Review Section* – A summary and analysis of previous studies or theories related to a particular research topic.
- *Method Section* – A section that explains how the research was conducted.
- *Narrative Essay* – A form of writing that tells a story based on personal experiences, real events, or imaginative situations.
- *Outline* – A plan or framework that organizes main ideas and supporting details before writing.
- *Paraphrasing* – Restating another author’s ideas in your own words while keeping the original meaning.

- *Persuasive Essay* – A type of essay that aims to convince readers to adopt a certain point of view or take specific action.
- *Plagiarism* – Using someone else’s ideas, words, or works without proper acknowledgment.
- *Reference List* – A list of all sources cited in a text, usually formatted according to academic style guidelines such as APA or MLA.
- *Recount Essay* – A type of essay that retells past events or personal experiences in chronological order.
- *Results Section* – A section that presents what was found during the study without any interpretation.
- *Simple Sentence* – A sentence that has one independent clause (a subject and predicate expressing a complete thought).
- *Supporting Sentences* – Some sentences that develop and explain the topic sentence by providing details, examples, facts, or reasons.
- *Thesis Statement* – A sentence in the introduction of an essay that expresses the main idea or argument of the text.
- *Topic Sentence* – The main sentence in a paragraph that introduces the central idea.
- *Transition or Linking Words* – Words or phrases that connect ideas and show relationships between sentences and paragraphs (e.g., *therefore, however, in addition*).

# ANSWER KEYS

## Unit 1

1. B
2. B
3. C
4. D
5. B
6. C
7. C
8. B
9. B
10. B

## Unit 2

1. C
2. B
3. B
4. C
5. C
6. A
7. C
8. B
9. C
10. A

## Unit 3

1. C
2. C
3. B
4. C
5. B
6. B
7. C
8. A
9. C
10. B

## Unit 4

1. B
2. C
3. C
4. A
5. B
6. D
7. C
8. B
9. A
10. C

## Unit 5

1. B
2. A
3. B
4. C
5. B
6. B
7. B
8. B
9. D
10. C

## Unit 6

1. C
2. B
3. B
4. C
5. C
6. A
7. B
8. A
9. C
10. A

**Unit 7**

1. B
2. A
3. B
4. C
5. B
6. B
7. A
8. B
9. B
10. C

**Unit 8**

1. C
2. A
3. B
4. B
5. C
6. C
7. A
8. B
9. A
10. B

**Unit 9**

1. B
2. C
3. B
4. B
5. B
6. C
7. B
8. B
9. B
10. C

**Unit 10**

1. C
2. B
3. B
4. C
5. B
6. A
7. B
8. C
9. B
10. C

**Unit 11**

1. C
2. B
3. B
4. C
5. C
6. A
7. B
8. A
9. C
10. A

**Unit 12**

1. B
2. A
3. B
4. C
5. B
6. B
7. A
8. B
9. B
10. C

**Unit 13**

1. B
2. A
3. B
4. B
5. B
6. C
7. C
8. C
9. B
10. D

**Unit 14**

1. B
2. B
3. C
4. A
5. C
6. C
7. B
8. B
9. D
10. B

**Unit 15**

1. B
2. D
3. C
4. C
5. C
6. B
7. B
8. C
9. B
10. A

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