

Training Essay Writing of New College Students from Scratch for Achieving National Competition Finalists

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Abstract: The existence of National Competition in writing makes challenging for the lecturer of English lesson. How the training execution is done in pandemics, and what materials are to prepare or needed for the students are the main important problems that must be well considered. That the pandemics makes the training run in online rather than offline creates another difficulty to identify students' weaknesses in writing. Without understanding students' need in writing and grammar, the training is given from the basic sentences in English language to the technique of essay writing. This paper written in qualitative method describes the guidance process and details of the training prior to the National Competition. It is surprising that the student can get the final level and the evaluation for recommendation is that the mastery of grammar should be included for better result in the future. Varieties of sentence patterns employed in the competitive writing make the competitor successful.

Keywords: training, National Competition, materials, technique, and essay writing.

Introduction

A special training in essay writing is a series of short courses that helps students master a writing skill needed for national competition in writing essays. To begin the training, a teacher should create the complete course outline suited to their needs within short period of time. Though the outline is in the form of draft that needs revision in the outgoing process, the training must go on according to it. Due to the time limit the teacher keeps training the students with the basic skills for good writings and the organization of ideas. The process that lets them apply everything they have learned helps them stay on schedule and gives the practice they need for the competition. What are the main problems of the training?

Problems of Research

In order to provide the students a well preparation for the national competition, there are two possible problems that must be defined as the outline by the teacher. First, what should be included in the basic writing skills that must be given in early steps of the training? Second, how does the teacher eventually guide them in organizing their ideas for writing a formal academic essay?

Review of Literatures

An important part of communication skills is writing. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face telephone conversation. Students should have basic writing skills to show that their communication quality makes sense when it is used for interaction in writing. According to Jill Schoenberg in (<https://www.journalbuddies.com/writing-2/basic-writing-skills/>), there are five elements for basics writing skills. These includes proper spelling and punctuation, good reading comprehension, sentence and paragraph structure, knowledge of different types of writing, and editing and rewriting. Due to the large coverage of the materials to master, the students only study the following steps: writing various basic structures of English language, understanding the proper paragraph structure, organizing the paragraphs in a five-paragraphs essay, and revising them.

Basic Writing Skills in a Simple Paragraph

Adam (writetotop.com) states that in order to have a good writing, various kinds of sentence patterns must be applied in making a paragraph. A paragraph that is written with limited of sentence types sounds monotonous, and it is surely not interesting for national competition. George E. Wishon and Julia M. Burks (in *Let's Write English, 1991*) mention that there are seven basic patterns of English language. So the first step is to teach the students with the seven basic patterns and their samples such as in the following:

1. Noun - Verb – (Adverbs)
They work hard to earn money.
2. Noun – Verb – Noun – (Adverb)
She reads a lot of books every day.
3. Noun – Verb – Noun – Noun – (Adverb)
She often gives me money for some drink.
4. Noun – Verb – Noun – Adjective/Verb
She made me happy/cry
5. Noun – Linking Verb – Noun – (Adverb)
She is a genius student in the state university.
6. Noun – Linking Verb – Adjective – (Adverb)
She is very smart in analysing data of her company.
7. Noun – Linking Verb – Adverb
She is always on time in her job.

After the students are taught to create a simple paragraph consisting the seven basic sentences, the orders may be random, they are trained to write a compound sentence. The compound sentence is made of combining two simple sentences by using coordinate conjunctions that are abbreviated as FANBOYS, consisting of *for, and, nor, but, or, yet and so*. The next step is to guide the students the way to transform the simple sentences or Independent Clauses into Complex Sentences. There are three kinds of Dependent Clauses that can be attached to the Independent Clauses to make Complex Sentences. The Dependent Clauses comprise Adjective, Adverb and Noun Clauses.

Understanding the proper paragraph structure

A paragraph usually consists of a topic sentence, supporting sentences and concluding sentence. A good English paragraph is usually started with a topic sentence, though sometimes it appears on the second sentence of a paragraph. The topic sentence always tells the reader about the main idea of paragraph. Some good examples of topic sentence are 'I love going out for dinner,' 'My dog had a terrible experience last week,' 'Police are an important part of the community' and 'Taking too many university courses at once can have potentially serious consequences.' The next sentences in the paragraph are supporting sentences which give some details or examples of the main idea. The main idea cannot be too general or specific. If it is too general, the paragraph will not be clear. When it is too specific, and it has so many details, the paragraph will be difficult to develop. Besides, the topic sentence should not announce what it is going to talk about, for example: Don't write 'I want to write about ...' The first bad topic sentence is: *I want to write about when I was in school.* There are two problems in this topic sentence. First, it makes an announcement, and the second, it is too general because the description is about what. Was it about the activities, your classmates, or your achievements? So, the topic is not clear because it is too large. The second bad topic sentence is: *Students always made stupid jokes and made fun of me.* This topic sentence is too specific which makes writer difficult to develop the paragraph.

Organizing the paragraphs in a five-paragraphs essay

In the first paragraph of an essay, the last sentence is not a concluding sentence, but it is the thesis statement, the sentence that controls the body paragraphs. In the body paragraphs of an essay, you may explain the reasons and ideas to support your essay's thesis statement into three paragraphs. The thesis statement acts an umbrella that controls for the following three paragraphs. According Jessica in

https://www.youtube.com/watch?v=DFp1uGTxo4Q&ab_channel=Scribbr, the great thesis statement is composed of topic, position and evidence. This means that it should mention the main topic of the paper, take a position and state your argument. The best thesis statement is concise, disputable and coherent. Besides it sums up the main points of your essay, and keeps you on the right track during whole writing process.

The essay is called the five-paragraph essay (.

https://www.youtube.com/watch?v=GwjmMtTVO1g&ab_channel=DavidTaylor. The first paragraph is the introduction, the second, third and fourth paragraphs are supporting paragraphs, and the fifth paragraph is the concluding paragraph.

In relation to the samples for the three supporting paragraphs, the students are guided by showing the draft of a topic like this. Supposed the topic is about the role of women in frontline combat in military duties. The first reason, considered as the second paragraph of the essay, is that women should be assigned equal combat. The second reason, the third paragraph, is their great teamwork. The third reason, the fourth paragraph, is their courage.

Conclusion

First, the basic writing skills that must be included in first steps of the training include the recognition of four kinds of English sentence structures that cover: Simple Sentences, Compound Sentences, Complex Sentences and Compound Complex Sentences. The students are trained to write from a simple paragraph, and then it is transformed into an extended paragraph with compound complex sentences. Second, the teacher eventually guides them in organizing their ideas for writing a formal academic essay. It is begun with the five-paragraph essay consisting introduction, three supporting paragraphs and ended with a concluding paragraph.

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