

MEETING 14

GENERAL STRATEGIES FOR DEVELOPING WRITING SKILL

A. Learning Objectives

In this session, we are going to talk about writing, especially about text types, paragraph, essay, writing strategies, and writing process in writing skill. At the end of the lesson, the students are able to:

14.1 write an essay

B. Material Description

1. Writing Skill

In English, skill can be presented by using four basic abilities; they are reading, writing, listening, and speaking. One of them is writing skill. As stated by Crystal (2003), writing can be used as a means of communicating or expressing language by using visual mark system composed on some kind of surface. Furthermore, according to Pradiyono in Djumereng and Idrus (2012), he stated that writing is an activity to make a text. It means that writing is a process within an activity to create language within a text. It is also supported by Harmer (2011). He stated that writing is one of productive skills where writers have experienced its forms and processed to produce language.

Based on Heaton (1991), writing skill is a complex skill which needs both grammatical aspect and conceptual elements. Then, besides those aspects, when writing, someone needs the knowledge of what wants to be written. If someone does not know the concept of knowledge about something which wants to be written, he cannot write what he wants to communicate or convey in writing. Therefore, it is essential to understand the concept of what wants to be written.

From the explanation above, it can be seen that writing skill is a skill to perform a conceptual and structured language by using written way so that it can be a means of communicating the expression, information, and ideas that can be produced and accomplished successfully

2. The Writing Objective

Generally, people have their own objective when they decide to write something; they could be to share their ideas, convey their feelings, emotions, or thoughts. For students, Harmer (2012) noted that there are two main objective in writing; they are writing-for-writing and writing-for-learning. He explained that

writing-for-learning is that a condition in which writing is applied as a practice tool to help students who are practicing and working with language they are studying. On the other hand, writing-for-writing means writing to develop students' skills as writers. In other words, students are expected to be able to write whatever kind of writing that might be, such as email, letters, and reports.

3. Kinds of Writing

In writing, there are some kinds of writing. The difference of each of them is based on the purpose, the characteristics, and the organization. Generally, writing has several types based on their genre. According to Anderson (2002), there are some genres in writing. They are narrative text, recount text, exposition (include argumentative text), descriptive text, and procedure text. Each of them has different purpose of usage, and when you want to start writing, you have to decide what kind of text that you want to write.

3.1 Narrative Text

Narrative text is a text which is commonly written chronologically. Narrative text has many varieties; they are like fairy-tale, fable, myth, history, romance, horror. The organization of narrative text includes Orientation, Complication, Resolution, and Re-orientation.

In Orientation, writer introduces the characters (who), the time (when), the place (where), and the story background (what). Orientation is written as the first paragraph in narrative text. Then, Complication is the part where the character(s) faces problems that should be solved. After that, Resolution is when the character(s) finally can solve the problems faced in the Complication part. The last part is Re-orientation is an optional part in narrative text. It contains the message of the story or the moral value implied within the story.

Furthermore, the characteristics of narrative text are, first the usage of Past Tenses, such as *Simple Past*, *Past Continuous*, *Past Perfect*. Second, the usage of Action Verb, like *laughed*, *cried*, *ran*, *swam*, *said*, *saw*, *moved*, etc. The next one is time conjunction, such as *before*, *after*, *when*, *while*, *by the time*, etc., and adverb of time, like *once upon a time*, *one day*, *once*, *long time ago*, etc.

3.2. Recount Text

Recount text is one of the text types in English which commonly appears. It has the function to retell a story which is usually about experience or

events in the past. There are types of recount text; they are *personal recount*, and *factual recount*. Personal recount is about personal experience while factual recount is about the report of factual experience which happened around the writer.

The organization of recount text is divided into three parts; they are *Orientation*, *Events*, and *Reorientation*. The first part is Orientation. Same as narrative text, this part offers the introduction of the characters, the time, the place, and the background story, and it commonly appears as the first paragraph. Then, in Events, writer conveys or tells the sequence of events chronologically by using sequence of events, like *first*, *second*, *next*, *then*, *etc.* After that, Reorientation is the part where writer conveys his/her impression about the experience which she/he went through.

Moreover, the characteristics of recount text is that it uses past tenses, like *simple past*, *past continuous*, *past perfect*. Another characteristic is the usage of action verbs, such as *spent*, *went*, *brought*, *took*, *prepared*, *etc.* Then, adverbial phrases which are commonly used are like *yesterday*, *last week*, *last month*, *in Bali*, *to Bandung*, *lately*, *etc.* The last characteristic is the usage of sequence of event, such as *first*, *second*, *third*, *fourth*, *next*, *then*, *after that*, *etc.*

3.3. Argumentative Text

Argumentative text is a text which provides information to persuade readers to have same point of view as writer's point of view. In this text, the information provided is usually about the latest or recent issues which are informative to be discussed. Then, in this kind of text, writers serve his or her arguments to the issues; the arguments could either pro or cons.

Furthermore, the organization of argumentative text is divided into three parts. The first part is called *Thesis*. This part contains issues or problems which will be discussed in the whole text. Besides that, writer states whether he/she is pro or cons toward the issues or problems discussed.

The second part is *Arguments*. This part provides writer's supporting sentences as arguments why he/she is pro or cons toward the issues. You may use sequence of events, like *first*, *second*, *third*, *then*, *next*, *etc.* to introduce your arguments, or transition signals, such as *moreover*, *furthermore*, *in addition*, *thus*, *in brief*, *etc.* Then, the last part is *Conclusion*. In this part, there are two contents; they are giving final thoughts or restating writer's point of

view.

Moreover, argumentative text has several language features which are applied in writing this text. First, use Simple Present. The common tense which is applied is Simple Present. Second, use conjunction which shows result or cause-effect, such as *so, thus, all in all, to sum up, therefore, because, because of, since, due to, etc.* The last is to use appropriate vocabulary which can influence the reader's emotion, like *innocent, good, bad, worse, better, amused, dangerous, unreasonable, advantage, disadvantage, benefits, weak, strong, etc.*

Argumentative text is commonly applied among university students because it needs to provide critical ideas about the issues discussed within the text.

3.4. Descriptive Text

Descriptive text is basically a text which is used to describe someone or something. It functions to give information clearly about the object which is described within the text.

The organization of descriptive text is divided into two parts; they are *Identification* and *Description*. In Identification part, writer provides the information about the object which will be described in the text. Then, in Description part, writer starts giving more details or description about the object described within the text.

Additionally, descriptive text has some language features. First, use Simple Present as the sentence structure in the text. Then, use adjectives to describe the object, like *handsome, tall, beautiful, short, smart, big, small, etc.* The last is using linking verbs, such as *is, am, are, seem, look, appear, have, has, etc.*

3.5. Procedure Text

Procedure text is simply a text which is used to tell the steps how to do something. It could be how to make food or drink, how to create web design, how to operate computer, how to use Word properly, and many more.

In addition, the organization of procedure text is quite simple; they are only *Objective (goal)*, *Ingredients (materials)*, and *Steps (methods)*. In objective, writer tells the purpose of the procedure text. Then, in Ingredients or materials,

writer provides the information about the ingredients, tools, equipment, or materials which will be used. The last, in Steps or Methods, writer tells step by step related to the purpose of the procedure text itself.

For the language features of procedure text, they are like using Imperative sentence, sequence of events, action verbs, and adverbs (such as, *slowly, carefully, gently, smoothly, etc.*)

4. Paragraph Organization

A paragraph is a group of sentences which are related each other to develop one main idea, which becomes the topic of the paragraph. Each paragraph is a separate unit. It is marked by indenting the first word from the left-hand margin by leaving extra space above and below the paragraph. (Oshima and Hogue, 2007).

A paragraph is composed from three kinds of sentences which are used to develop writer's idea, opinion of feeling about a subject. The three sentences are (1) topic sentence, (2) supporting sentences, and (3) concluding sentence. A final comment may be added after the concluding sentence. The simple outline of a paragraph is as follows.

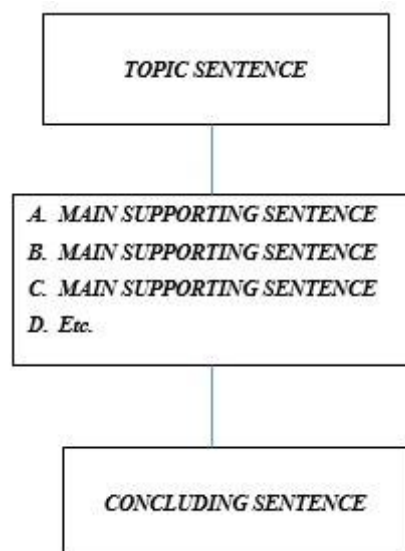


Figure 14.1 The outline of paragraph

4.1. The Topic Sentence

The topic sentence refers to the most general statement of the paragraph. It is the key sentence which controls writer's ideas for the whole paragraph. The topic sentence can be written at the beginning of the paragraph or at the end of the paragraph. The topic sentence should be written as the first

sentence of the paragraph for two reasons. First, it will tell the readers about what you want to convey in your writing. Second, it will help you to focus on the subject when you are writing the supporting sentences.

The topic sentence is a complete sentence. It contains three parts; a *subject*, a *verb*, *controlling idea*. Determining the subject of the topic sentence is the process of narrowing down an idea from general to specific. When you want to write about something, such as sports, college, vacations, environment, etc., you have to narrow it down to a limited topic which can be discussed in one paragraph.

For example, the topic of sports is too general to be discussed in one paragraph. There are many specific things which can be written about sports, such as professional sports, team or individual sports, water sports, etc. Let's say you choose water sports; you may narrow it down to more limited topic, like river rafting. Then, you can start write that subject, river rafting. The narrowing process of the topic sentence can be seen in the following figure.

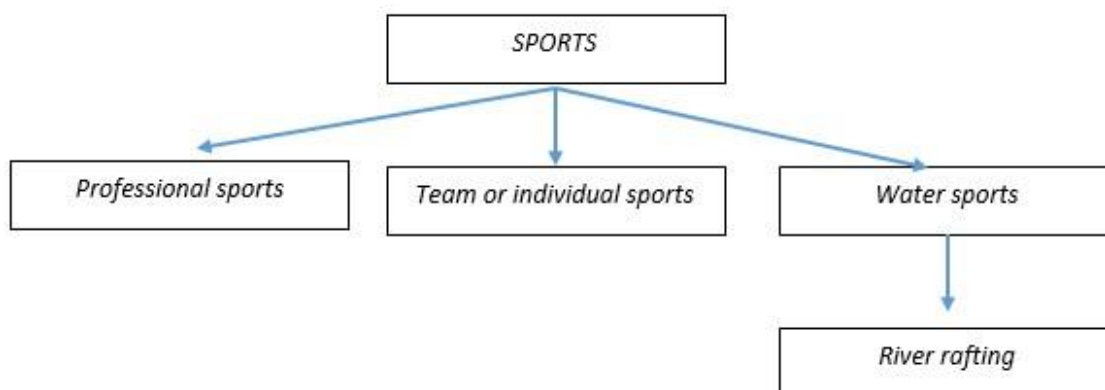


Figure 14.2. The example of narrowing process

After you have a subject that you want to write, then you need to consider about a controlling idea. A controlling idea is the main point, opinion, or feeling you have about the subject. Study the following example.

Subject	Verb	Controlling idea
River rafting	is	a challenging sport with important requirements.

4.2 The Supporting Sentences.

The next part of the paragraph is supporting sentences. They develop the topic sentence by giving specific information about the topic. To develop supporting sentence, you may start it by questioning the topic sentence to help

you. For example, the topic sentence is as follows:

River rafting is a challenging sport with important requirements.

Based on the topic sentence we can question it with..

- ✓ What important requirements are necessary for river rafting?
- ✓ etc.

Then, you can answer those questions to help you develop your supporting sentences. Study the following example.

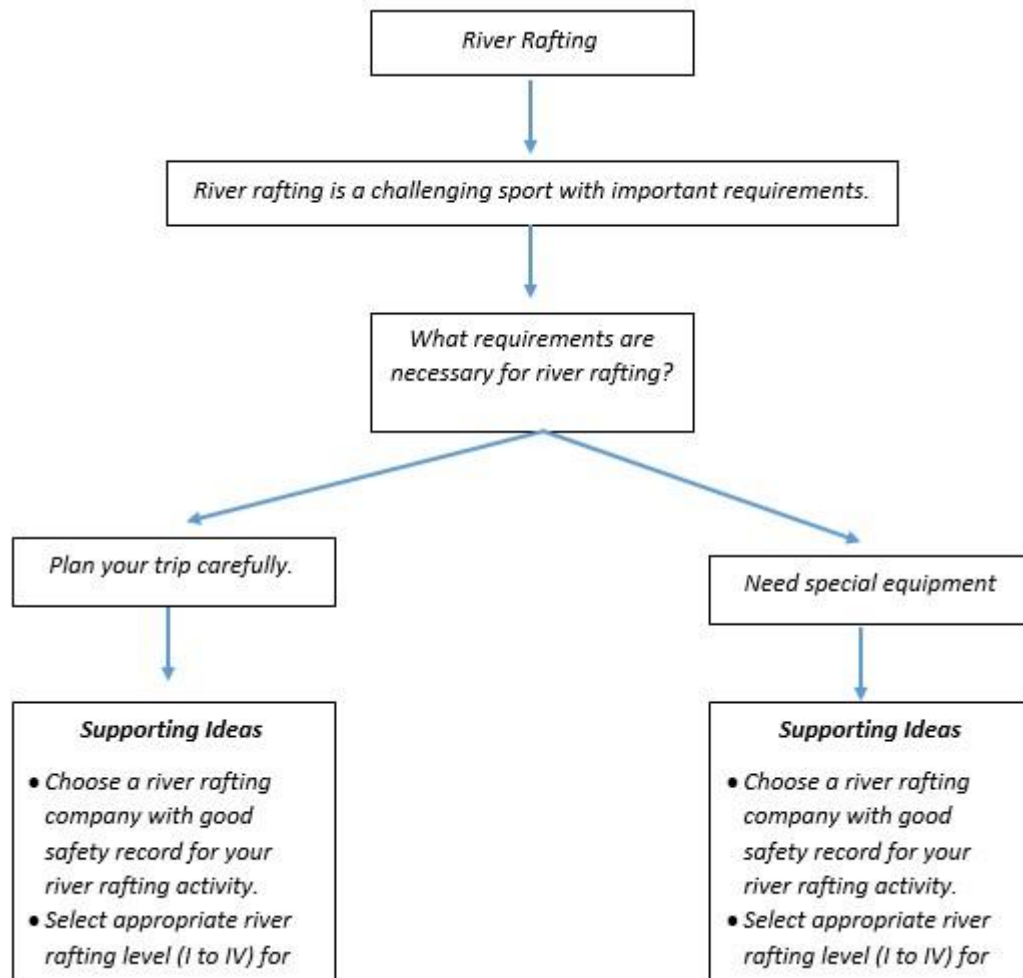


Figure 14.3. The example of supporting sentence process

The last thing that you have to do is to write the supporting ideas into supporting sentences.

4.3 The Concluding Sentence

After you finished writing the supporting sentences, you must end the paragraph with a concluding sentence. This sentence tells the readers that the paragraph is finished, and it completes the development of the subject

discussed within the paragraph.

The concluding sentence is same as the topic sentence. It is general statements. The difference is that the topic sentence is general statement in the first sentence used to introduce the topic to be discussed in the paragraph, while the concluding is general statement in the last sentence of the paragraph.

When you write the concluding sentence there are two ways which you can use to help you. (1) state the topic sentence in different words (do not just copy the topic sentence), (2) summarize all of the main points in the paragraph. Then, you may begin your concluding sentence with the following phrase.

- ✓ All in all,
- ✓ In any event,
- ✓ In brief,
- ✓ Indeed,
- ✓ In other words,
- ✓ In short,
- ✓ Therefore,

Study the following example.

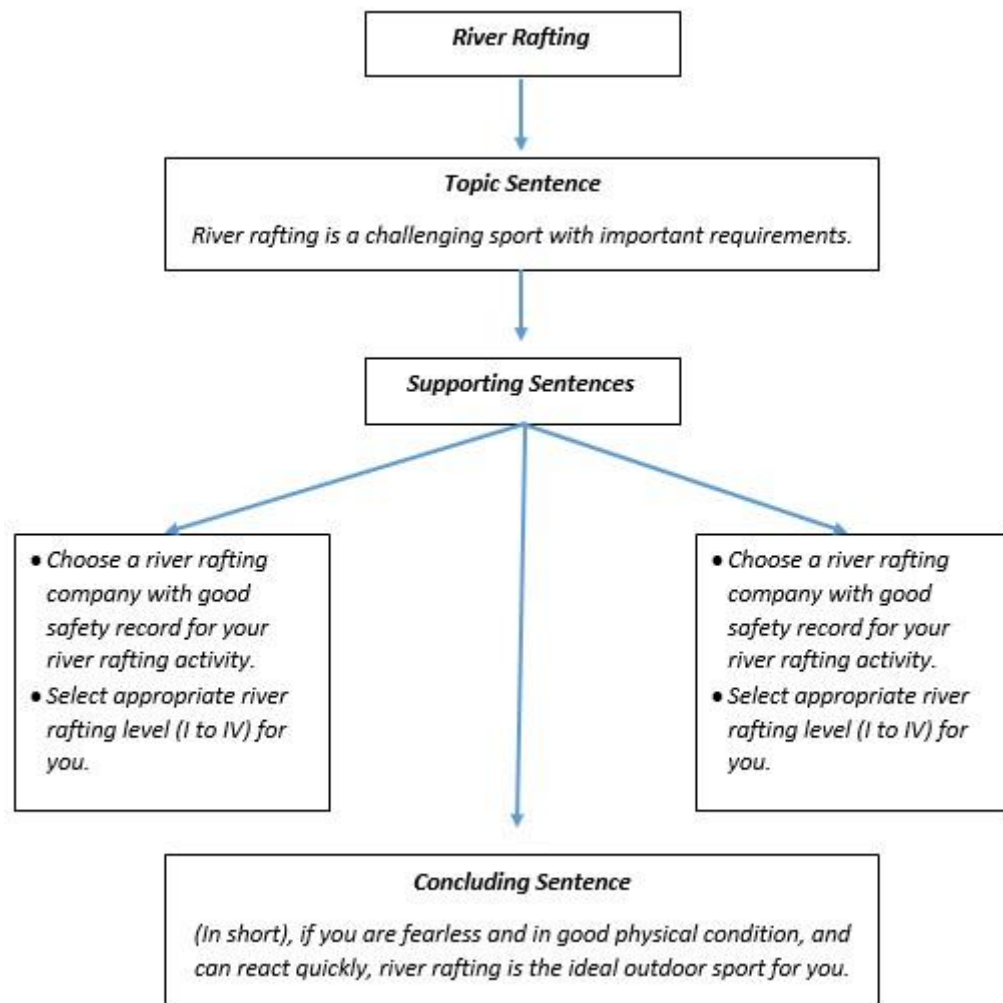


Figure 14.4. The example of concluding sentence process

After you have the kind of draft, it can help you to develop those ideas into a good paragraph. Study the following paragraph.

River Rafting

River rafting is a challenging sport with special requirements. First of all, planning your trip carefully ensures your safety all the times. Therefore, the river-rafting company you choose should have a good safety record. You can select a river rafting trip from level I (no experience) to level VI (the most experience). At level I, the river moves slowly and does not have many dangerous rocks and boulders, so you can actually enjoy the scenery. At each level up the scale, there is an increasing number of powerful waves and dangerous rocks. When the river is high from melting snow, the current is fast, and the ride is rough. Therefore, it is only for the most experienced river runner. In addition, river rafting requires special equipment. You ride an inflatable rubber boat with an expertly trained guide and a group of six to eight people.

Everyone must wear a life jacket and a helmet and be able to use a paddle at the more difficult levels. Finally, you must be alert at all times. You must stay safely in raft as it makes its way down the raging river. The guide will shout instructions, and the passengers must obey instantly and work as a team to avoid disaster. The chances of falling overboard are great. When someone does, the passengers will try to grab and pull him or her aboard. Because river conditions can be dangerous at the higher levels of difficulty, the wild, exciting adventure is only for the courageous and experienced. In short, if you are fearless and in good physical condition and can react quickly, river rafting is the ideal outdoor sport for you.

Adapted from *Introduction to Academic Writing*

5. Essay Organization

In writing an essay, we, indeed, write a group of paragraphs. Paragraph itself is composed from three main parts: *the topic sentence*, *the body (the supporting sentences)*, and *the concluding sentence*.

Then, we have to know about the organization of the essay itself. Essay is a group of paragraphs which talks about one topic, and it has three main parts; they are the introduction, the body, and the conclusion. Basically, those parts are same as the parts when we want to write a paragraph. The following figure shows that a paragraph and an essay have the same basic plan though an essay is longer than paragraph.

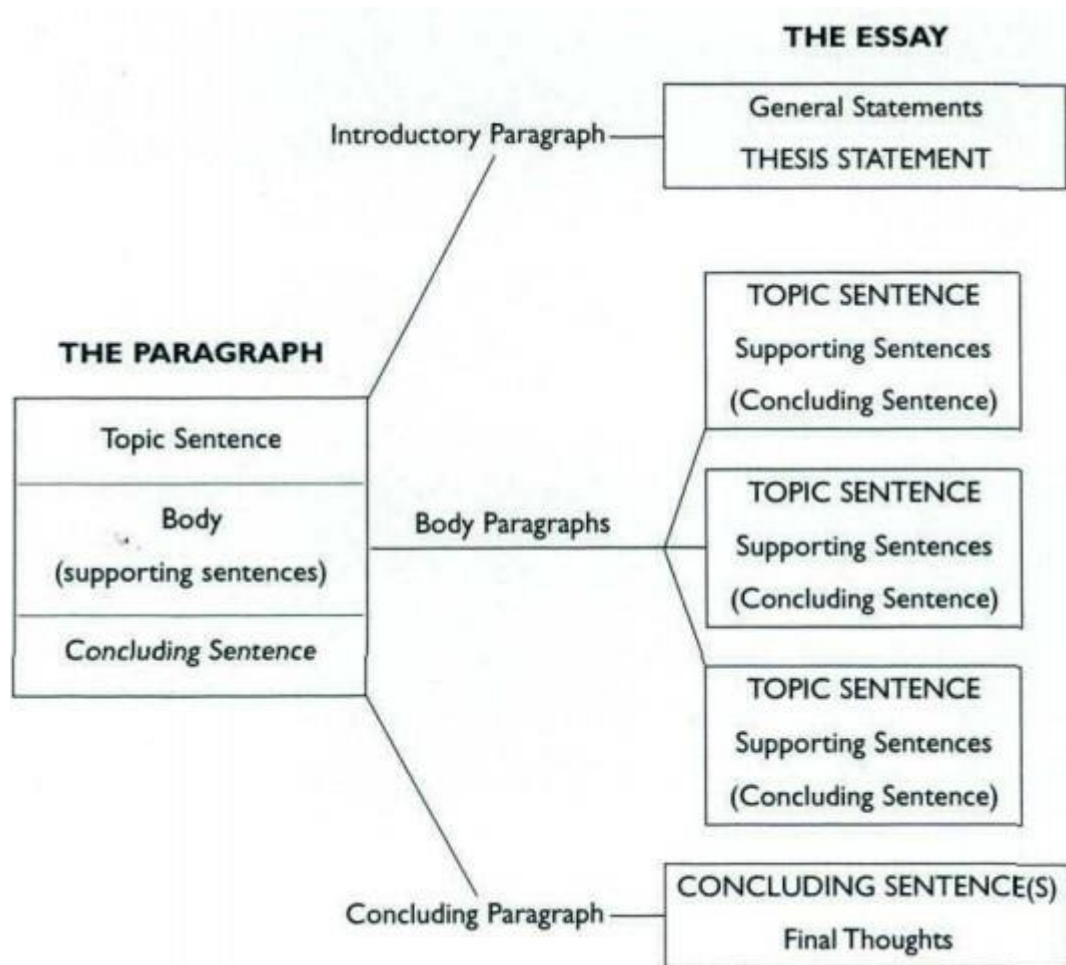


Figure 14.5: Paragraph and Essay Organization
(Adapted from Ann Hogue and Alice Oshima, *Introduction to Academic Writing*)

5.1 The Introductory Paragraph

The introductory paragraph is the first paragraph in an essay. It is used to introduce the topic of the essay and to stimulate the reader's interest. In the introductory paragraph, you give general statements to inform about the background of the topic of the essay. In the general statements, you have to include thesis statement. The thesis statement has the function to introduce the main idea of the essay.

- The main idea of the essay states the specific topic of the essay,
- The main idea of the essay may list the subtopics of the main topic,
- The main idea of the essay may mention the method of organization, and
- The main idea is the last sentence of the introduction.

Study the following introductory paragraph.

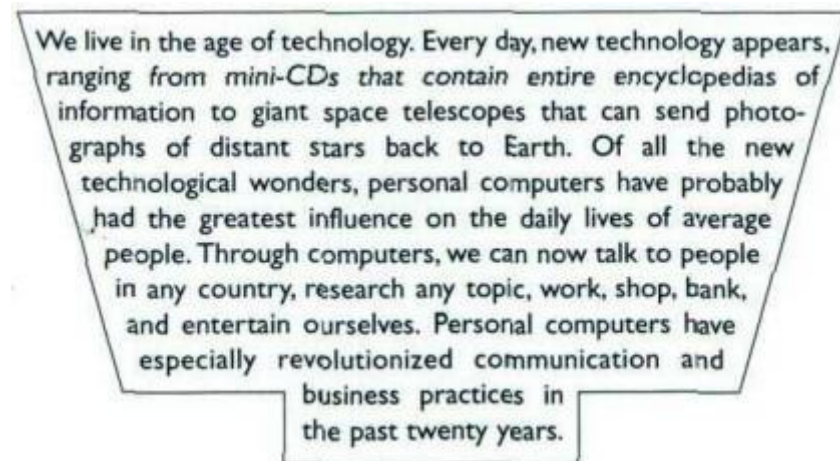


Figure 14.6: The example of Introductory Paragraph
(Adapted from Ann Hogue and Alice Oshima, *Introduction to Academic Writing*)

From the example, it can be seen that (1) the first two sentences indicate the general topic of technology. The mini-CDs and the giant space telescopes are stated to attract the reader's interest. (2) The next two sentences make the general topic of technology narrow to the specific topic of personal computer. (3) The last sentence is the thesis statement. Please notice the last sentence.

"Personal computers have especially revolutionized communication and business practices in the past twenty years."

It states two of the two subtopics or specific areas which are changed by personal computers; they are communication, and business practices.

5.2. The Body Paragraphs

The body of the essay is composed from one or more paragraphs. Each of the paragraphs contains one topic sentence with supporting sentences and sometimes a concluding sentence. Each of the body paragraphs, of course, has to support and relate to the thesis statement in the introductory paragraph.

For example,

Thesis statement

➔ Personal computers have especially revolutionized communication and business practices in the past twenty years.

Topic sentences

➔ Perhaps the most important effect of personal computers has been to expand our ability to communicate with the outside world.

- ➔ Besides improving communication, personal computers have made business possible to be done from home.

From the example, we can see that there are two topic sentences which are still related to the subtopics in the thesis statement. They are communication and business. Each of the topic sentences can be developed into a paragraph in the body of the essay. You may add concluding sentence in each of the body paragraphs though it is only optional.

5.3. The Concluding Paragraph

The concluding paragraph has two parts; they are the concluding sentences and the final thoughts. Furthermore, the conclusion is the last paragraph, and it has three functions; they are as follows.

- ✓ It gives the signal of the end of the essay.
- ✓ It summarizes the main points,
- ✓ It leaves the reader with the writer's final thoughts on the subject.

a. Concluding Sentences

The concluding sentence is the first part of the concluding paragraph which gives the summary of the main points or the repetition of the thesis statement; however, it is in different words. This may need one or more sentences. The first sentence of the concluding paragraph begins with (but not always) the transitional signal, like *in brief, in short, all in all, thus, etc.* It should be noted that do not overuse phrases, such as *in conclusion* or *in summary*.

b. Final Thoughts

The other part of concluding paragraph is final thoughts. In this part, you may write comments on your subject of essay. This is the place to express your opinion, make a judgement, or give a recommendation. Though, do not add any new ideas in the conclusion since it is the last part of the essay. Just give comments to what you have already discussed. Study the following example of developing concluding paragraph based on the thesis statement.

For example,

Thesis statement

- ➔ Personal computers have especially revolutionized communication and business practices in the past twenty years.

Concluding sentence

- ➔ In short, the computer age has arrived, and it is changing our lives. Computers have made communicating and doing business faster and more convenient, and they have greatly increased our access to information.

Final thoughts

- ➔ Just like the unplanned consequence of the invention of automobiles, the growth of suburbs, we will have to wait and see what the unplanned consequences of the personal computers invention will be.

According to the example above, it can be learned that the concluding paragraph has two parts; they are concluding sentences and final thoughts. They are still related to the thesis statement. The concluding sentences contains the same subtopics as in the thesis statement, such as communication and business, and in the final thoughts, the writer expresses opinion without giving any new ideas.

All in all, in line with the explanation about the introductory paragraph, the body paragraphs, and the concluding sentence, we can take a look at the essay outline as follows:

ESSAY OUTLINE

- I. Thesis statement
- II. Topic sentence
 - A. Main supporting sentence
 1. Supporting detail
 2. Supporting detail
 - B. Main supporting sentence
 1. Supporting detail
 2. Supporting detail
 3. Supporting detail
 - C. Main supporting sentence
 - Supporting detail
- III. Topic sentence
 - A. Main supporting sentence
 - Supporting detail
 - B. Main supporting sentence
 1. Supporting detail
 2. Supporting detail
 - C. Main supporting sentence
 - Supporting detail
- IV. Topic sentence
 - A. Supporting detail
 - B. Supporting detail
 - C. Supporting detail
 - D. Supporting detail
- V. Concluding sentence(s)
 - Final thoughts

Figure 14.9. The essay outline

(Adapted from Ann Hogue and Alice Oshima, *Introduction to Academic Writing*)

6. Writing Strategies and Writing Processes

6.1 Writing Strategies

There are some strategies which can help someone to write. They are as follows:

- ✓ Plan an outline/a rough draft

Before we start writing, it is better to plan the concept or the topic of what we want to write. We can brainstorm by writing an outline or rough draft. This outline will be developed into a paragraph, then an essay.

- ✓ Give a clear thesis statement

In the introductory paragraph, we should give a clear thesis statement which contains controlling ideas. It is because the thesis statement becomes the core of the writing.

- ✓ Give supporting sentences related to the topic

When the thesis statement is already clear, we can start outlining the supporting sentences, which will be developed in the body paragraphs, based on the thesis statement. Then, after the supporting sentences are clear, we can start writing the supporting sentences into the body paragraphs.

- ✓ Add strong evidence for the supporting sentences

In writing supporting sentences, we can give additional evidences as additional information to support the writing in the body paragraphs. It is to strengthen the information provided in the body paragraphs.

- ✓ Keep staying on the topic

We have to keep staying on the topic when writing a paragraph or an essay because if we do not stick to the topic, our writing will be too wide and general. The topic is already represented by the thesis statement. Therefore, we should keep our writing based on the thesis statement.

- ✓ Recheck the evidence which bolsters the supporting sentence

The evidence used as the supporting sentence needs to be rechecked since it is necessary to make sure that the evidences are appropriate to be the supporting sentences and based on the topic, especially the thesis statement.

- ✓ Reread the writing to check the grammatical aspect and concept

Checking the grammatical aspect and concept is needed in writing. It is to make sure that there are no grammatical mistakes in the writing, and the concept is coherence. Therefore, rereading or proofreading is necessary before editing and revising the writing to compose the final draft.

- ✓ Edit and revise the writing

After the proofreading process, the writing needs to be edited and revised. It is important as without being edited and revised, the writing will not be optimal.

- ✓ Write a final draft

Writing a final draft is the last thing that we have to do after editing and

revising process. This process means that the writing has gone through all of the writing processes.

- ✓ Do not forget to use formal style and academic vocabulary

It is important to use formal style and academic vocabulary in writing an academic or scientific essay. These two aspects can determine the value of the writing.

Those strategies are helpful when we want to write, and they can be applied during the writing processes.

6.2 Writing Processes

The writing processes have several steps that can be applied when someone is writing. It is of course to help someone before and after writing. The steps are (a) *prewriting*, (b) *drafting*, (c) *editing and revising*, (d) *and writing the final draft*. In this discussion, the example of the writing process will refer to argumentative text.

a. Prewriting Process

In the prewriting process, we plan our writing before we actually start writing. In this process, we need to get the ideas what to write by freewriting, clustering, listing (brainstorming), and questioning about the topic. For example, let's say that we have *technology* as the topic. Here is the example of prewriting using clustering.

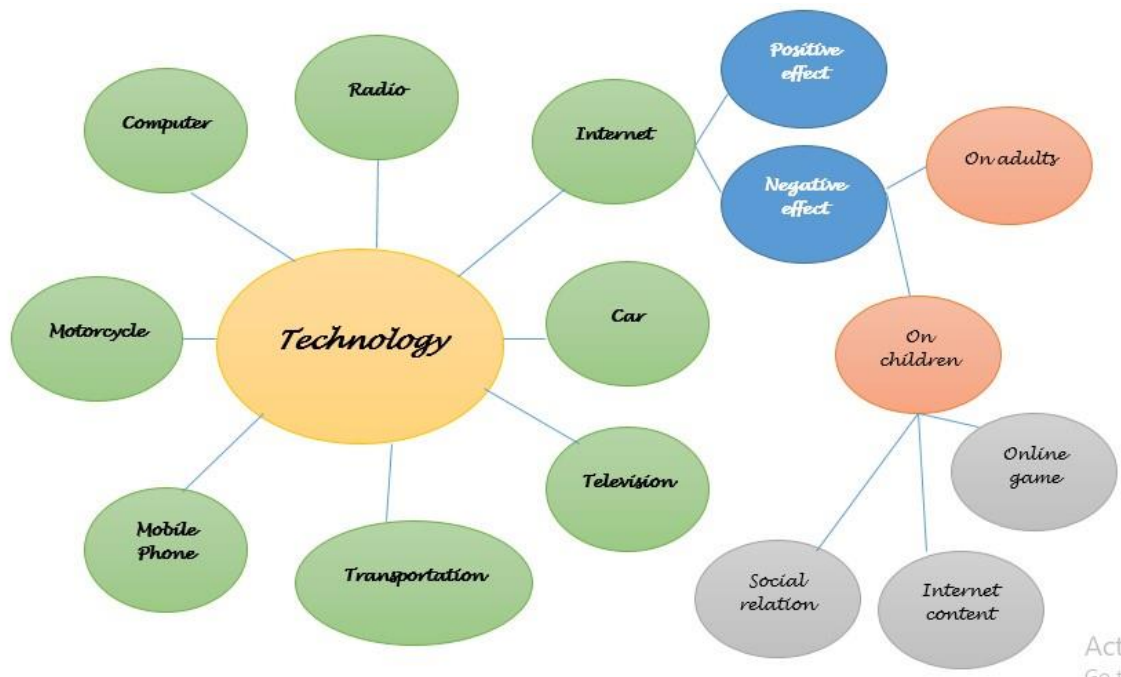


Figure 14.9. The example of prewriting process

According to the figure, it can be seen that the topic “technology” has

several options to be discussed. Then, after narrowing the topic, let's say that we choose "internet". After that, "internet" can have some things that can be discussed, such as the positive effect and the negative effect. Let's say we choose the negative effect on children. Afterward, the thesis statement can be composed. It is "Internet has negative effects, especially on children." Then, it is time to develop the thesis statement as follows:

The Negative Effect of Internet on Children

Introductory paragraph

- A. Thesis statement : Internet can have negative effects, especially on children.

Body paragraph:

- A. Topic sentence : Children stay more on internet too much.

- 1) It makes children have social problem.
 - Children will be busy with their own activity surfing the internet with minimum interacting with their friends
- 2) It introduces children to online game.
 - Playing games also affects children's emotion

- B. Topic sentence : Internet provides inappropriate content.

- 1) Children watch violence, bias, hate speech, etc.
 - Children can go online and search for anything while surfing the internet, and access dangerous websites or inappropriate advertising
- 2) Children are possible to download that kind of content.
 - Increase the opportunity for the children to watch the contents without the internet

Concluding paragraph:

- A. Concluding sentence: The internet negative effects on children must be handled seriously.
- B. Final thoughts : Parents should pay attention to the children so that they can use the internet appropriately.

After the prewriting process is done, we can proceed it to the drafting process.

b. Drafting Process

The next writing process is drafting. During drafting, we put the ideas into sentences and paragraphs. Then, we manage the ideas in an order which allows the reader to understand the information. Drafting process must keep staying on the topic, especially the thesis statement. Additionally, we compose an introduction and develop a conclusion based on the topic (the thesis statement). In the end of the drafting process, we will have a “rough draft”.

In line with the previous thesis statement, we can compose a draft as follows.

The Negative Effects of Internet on Children

Nowadays, technology are really important to keep many aspects running smoothly and efficiently. One of the technologies, who is already familiar in people's life, is internet. Internet has a lot of benefits which can be used to help humans run their lives. However, actually, internet can has negative effects, especially on children.

First of all, children, who love to stay more on using internet, commonly have social problem because it influences children's social relation. For example, even though they are together with their friends, they will just be busy with their own activity surfing the internet with minimum interacting with their friends if they have an access to the internet. Besides that, the internet introduce children to online game. Playing online games affect children's time because it makes children spend their time to play it, not to study. In addition, playing games also affects children's emotion since it can make children tend to experience the higher level of emotional distress, such as anxious and depression. Therefore, based on the problems, it can be seen that using internet for children can cause social problems.

Another negative effect is that internet provides inappropriate contents. Children is highly possible to watch violence, bias, hate speech, pornography in the internet. In addition, children can go online and search for anything while surfing the internet, and access dangerous websites or inappropriate advertising, which contains violence, bias, hate speech, or even pornography. The worse thing is that children not only can watch those kinds of inappropriate contents, but also download them. Moreover, it will make the problem worse because it can increase the opportunity for children to watch the contents even without using the internet, and it can make them think differently from their age so that it can harm children and destroy the idea of their childhood. thus, from the elaboration, it can be seen that the inappropriate contents which are provided within the internet can be a serious problem for children.

Overall, it can be concluded that those negative effect of internet on children must be handled seriously because children are not only the future of a country, but also the future of the whole world. Then, adults especially parents should really do monitor and pay attention to children's activity when

using the internet so that they can use the internet appropriately to help their growth instead of destroying it.

c. Editing and Revising Process

In the editing and revising process, we check the rough draft composed in the drafting process. Actually, in this process, we can practice self-revision or peer-revision. In self-revision, we check revise our rough draft by ourselves while in peer-revision we ask our friends or classmates to check our rough draft. The result of editing and revising process could be as follows.

The Negative Effects of Internet on Children

Nowadays, technology are really important to keep many aspects running smoothly and efficiently. One of the technologies, who is already familiar in people's life, is internet. Internet has a lot of benefits which can be used to help humans run their lives. However, actually, internet can has negative effects, especially on children.

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parents should really do monitor and pay attention to children's activity when using the internet so that they can use the internet appropriately to help their growth instead of destroying it.

Based on the example of the editing and revising result, we can see that there are several mistakes which are marked. After the rough draft is checked, we can do the revision to make the final draft as follows.

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Nowadays, technology is really important to keep many aspects running smoothly and efficiently. One of the technologies, which is already familiar in people's life, is internet. Internet has a lot of benefits which can be used to help humans run their lives. However, actually, internet can have negative effects, especially on children.

First of all, children, who love to stay more on using internet, commonly have social problem because it influences children's social relation. For example, even though they are together with their friends they will just be busy with their own activity surfing the internet with minimum interacting with their friends if they have an access to the internet.. Besides that, the internet introduces children to online game. Playing online games affects children's time because it makes children spend their time to play it, not to study. In addition, playing games also affects children's emotion since it can make children tend to experience the higher level of emotional distress, such as anxiety and depression. Therefore, based on the problems, it can be seen that using internet for children can cause social problems in several ways.

Another negative effect is that internet provides inappropriate contents. Children are highly possible to watch violence, bias, hate speech, pornography in the internet. In addition, children can go online and search for anything, and access dangerous websites or inappropriate advertising, which contains violence, bias, hate speech, or even pornography, while surfing the internet. The worse thing is that children not only can watch those kinds of inappropriate contents, but also can download them. Moreover, it will make the problem worse because it can increase the opportunity for children to watch the contents even without using the internet, and it can make them think differently from their age so that it can harm children and destroy the idea of their childhood. thus, from the elaboration, it can be seen that the inappropriate contents which are provided within the internet can be a serious problem for children.

Overall, it can be concluded that those negative effects of internet on children must be handled seriously because children are not only the future of a country, but also the future of the whole world. Then, adults, especially parents, should really do monitor and pay attention to children's activity when using the internet so that they can use the internet appropriately to help their growth instead of destroying it.

From the revision, it can be seen that the mistakes have already been revised. Then, it is ready to be served as the final draft.

C. Exercises

Write an essay about “Computer System”. This essay has to go through the writing process before you serve the final draft.

A. Prewriting Process

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B. Drafting Process

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C. Editing and Revising Process

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D. Final Draft

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D. References

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