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Corrections on Grammar, Sentence Variety and Developing Detail to Qualify Academic Essay of Indonesian Learners

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Abstract

This experimental research examines: (1) significant differences of corrections on grammar, sentence variety and developing details on the quality of the essay by Indonesian learners; and (2) different effect of corrections on grammar, sentence variety, and developing details on the quality of the essay. Treatments for each were served as follows: corrections on grammar for the group A (22), corrections on sentence variety for the group B (20), and corrections on the developing details for the group C (24). Data were analyzed using One-Way Anova Test. The study revealed: (1) As the teaching technique, corrections on grammar, sentence variety and developing details were significantly different; (2) Contribution on the differences respectively came from sentence variety (t=4.377), developing details (t=3.933), and grammar (t=3.756). Upon beta test, contribution varied from sentence variety (58.5%), developing details (46.5%), and grammar (38.6%). Evidently, sentence variety is the most dominant technique to improve quality of the essay up to 58.5%.

Keywords: grammar, sentence variety, developing details, essay

A. Introduction

Undergraduate students of Indonesia in all departments are subject to write research paper prior to their graduation. In particular, students of English as a Foreign Language (EFL) must submit a research report named as thesis (*skripsi*) written in the English language as the result of empirical research or literature implementing various research designs. Procedures to attain the thesis undertake a research proposal, supervisory by two advisors, seminar exam, revision of the thesis, thesis panel exam, and publishing in print and online. Panel exam should involve at least thesis supervisor and one to three examiners (Ministry of Higher Education, 2014). A plethora of problems appears in the implementation of the policy, however, so far no panacea has been proven to overcome the dillema. Problems with writing the standard research reports impinge students at any subject. In the context of EFL, problems pertaining to English academic writing dilapidate students' academic attainments.

This study ascribes problems on the quality of academic English in the research papers the students of English department of Veteran University Sukoharjo Central Java performed. Every semester around 60 to 80 EFL students undertake research in a seminar exam. Salient writing problems exist both in rhetorical patterns and conventions in academic English. Rherorical problems consist of the incorrect organization of the report and in paragraph levels that come from lack of exposure to the research models written in good English. In addition, problems on the convention of English advocate quality of sentences as in awkward grammar and syntax in the whole theses and drafts of thesis for supervisory process.

The purpose of writing is to write sentences that are correct, complete and logic. No matter how interesting the writer's ideas are or how well he organizes an essay, a writer should have control over his sentences (Memering & O'Hare, 1980:233). This way, writing is the skill of arranging words to form sentences and paragraphs in larger units so that thoughts may be communicated to others (White, 1986). Hence, the importance of carefully building sentences that are complete, concrete and logic should precede the beginning actual writing. Clarity and logic in writing begin with sentences (Willis, 1996).

Practically, a team of research lecturers and head of the study program discussed substantially students' problem on writing pitfals and try to condut a pilot study. Policy to serve supervisions and panel exams are adjusted. The team evidently undertook a research that focused in improving grammar, sentence varitey and developing details as writing models equipping enough frequencies and practices on writing for the thesis. Finally, our team conducted a pilot study experimenting corrections on grammar, sentence variety and developing details to improve the quality of English essay for the students joining in the research course.

1. Research Questions

As teaching techniques, corrections of grammar, sentence variety and developing details experimented, this study examines the following concerns:
1) Is there any significant difference of corrections on grammar, sentence variety and developing details to improve the quality of the essay by Indonesian learners?
2) Is there any significant effect of corrections on grammar to improve the quality of the essay by Indonesian learners?

3) Is there any significant effect of corrections on sentence variety to improve the quality of the essay by Indonesian learners?
4) Is there any significant effect of corrections on developing details to improve the quality of the essay by Indonesian learners?
5) Is there any dominant correction technique in writing that significantly improves the quality of the essay by Indonesian learners?

2. Hypothesis of this Study

In regard to the research questions above, hypotheses of this study are developed as follows:
1) H01 : There is no significant difference of corrections on grammar, sentence variety, and developing details to improve the quality of the essay.
2) H02 : There is no significant effect of corrections on grammar to improve quality of the essay.
3) H03 : There is no significant effect of corrections on sentence variety to improve quality of the essay.
4) H04 : There is no significant effect of corrections on developing details to improve quality of the essay.
5) H05 : There are no dominant correction techniques on writing to improve quality of the essay.

B. Literature Review
1. Academic Essay

College academic essay is an essay written using features of language rules accepted in a standard academic writing. The language features to deal with the sentence maturity and convention good grammar. The ability to write a clear, concise, logical and convincing paragraph or essay involves more than just the ability to be able to write a grammatical sentence (Oshima & Hogue, 2006).

In writing most students suffer from two points: (1) the ability to write long sentences that requires various coordinating, subordinating tools, vocabulary, and grammar; and (2) knowledge of the meaning and proper use of linking devices, especially those needed to establish an inter-sentential relationship. The quality of an academic essay is related to the paragraph. Therefore, discussion on characteristics of paragraph is set in this section.

An effective essay requires a good introduction or beginning and a good conclusion or ending. Oshima & Hogue (2006) explain an essay has three main parts: an introductory paragraph, a body, and a concluding paragraph. The introductory paragraph consists of (1) a general statement: general topic and capture the reader's interest; (2) a thesis statement: specific topic, pattern of organization of the essay. The body discusses the subtopics, one by one. It contains as many paragraphs as necessary to explain all subtopics are like the supporting sentences in a paragraph. The body paragraphs may have some patterns: chronological order, comparison, contrast or a combination of patterns. The concluding paragraph reminds readers of what have been stated in the thesis. The writer can summarize the main ideas, paraphrase the thesis, and make a final comment on the topic.

2. Problems of Language in An Essay

Problems in the essay refer to difficulties students have when writing a good essay. The problems include rhetorical problems and language problems. Besides objectivity, neutrality, and observation, in writing the writer should have her or his own style. Sentence structures, sentence length, sentence types, and diction are important factors in writing. Sentence structure is generally long and complex; it does not restrict itself to a simple vocabulary. It avoids slang and contractions and the use of grammar that are generally ignored.

Good writing requires good grammar and good organization. The grammatical features of academic writing must fulfill a rhetorical function such as verbal complementation, nominalization, use of definite and indefinite articles, relative clauses, tenses, subject-verb number agreement, and cohesive devices such as lexical repetition, referential pronouns, conjunctions, synonyms and substituted phrases (Halliday and Hasan, 1976). The use of proper sentence structure, precise vocabulary, and proper rhetoric helps the reader identify proposition in the text more readily (Richards, 1992:103).

Most common errors the writer made in an essay deal with the syntactical problem as a result of imperfect development of sentences. The sentence problems arise from incomplete mastery of syntax in writing that is four awkward: sentence fragment, choppy sentence, run-on sentence, and stringy sentence. Aunurrahman, Hamied, & Emilia (2017) found that the students' texts have some limitations as regards their critical thinking capacity.

Sentence fragments are incomplete sentences or parts of sentences. To revise the fragment, two techniques may apply: (1) attach the fragment into an independent clause, or (2) rewrite the sentence so that it has a subject and a verb. Choppy sentences are sentences that are too short. They are the result of using too many simple sentences. Although simple sentences are quite effective sometimes, overuse of them is considered poor style in academic writing (Oshima and Hughes, 2006). Choppy sentences are corrected by combining two or three simple sentences to make one compound or complex sentence. —Run-on-sentence or a comma splice sentence is a sentence in which two or more independent clauses are incorrectly joined by a comma without a coordinating conjunction or sentence connector. Run-on-sentence can be corrected in four ways: (1) a period: (2) a semicolon, (3) a coordinating conjunction, and (4) subordinating conjunction. In addition, a stringy sentence is a sentence in which too many clauses are connected, usually with and, but, so, because, forming one long sentence. The result is a sentence that seems endless.

3. Expository Essay

An expository essay is one that explains, defines, or informs as is frequently used for the academic purposes. An expository essay is used to explain knowledge of a subject, like the history, science, or geography. There are many options for structuring an expository essay: a chronological account, which details each battle in a timeline, or descriptive account, which describes how groups or individuals were impacted by the war; cause and effect structure, compare and contrast style. An expository or analytical paragraph explains or analyzes a topic. In exposition, the writer provides information about a particular subject, using specific details or examples to discuss the topic.

The purpose of an exposition is to clarify facts, opinions, and ideas. A writer of exposition tries to explain the logical relationships between things that exist or can be proved to have existed (Inman & Gardner, 1979:96). The writer assigns authority, the report, and concentrates on exposing the information. He attempts to answer the question of definition "what is it?" (Guinn & Marder, 1987). The methods of development in exposition include (1) giving examples, (2) supplying reasons, (3) explaining a process, (4) comparing or contrasting, (5) defining, and (6) dividing and classifying (Langan, 1986:111).

Expositions are based on the part-whole relationship, on similarity and difference, and on the specific-general or less general-more general relationship that depends on similarity and difference. Types of exposition are exemplification, analysis (of entities, classes, processes, and sequences), comparison, and definition (Inman & Gardner, 1979:96).

4. Teaching Grammar

The most beneficial way of helping students improve their command of grammar in writing is to use students' writing as the basis for discussing grammatical concepts. It is more effective to teach punctuation, sentence variety, and usage in the context of writing than to approach the topic by teaching isolated skills (Chin, 2017). In writing, complete parts of the sentence: subject, predicate. and others must be correct. Parts of the sentence must be written using correct convention. Sentence fragment, sentence run-on, dangling modifiers, lack of parralellism, for example must be avoided (White, 1986; Oshima & Hogue, 2006).

Memering & O'Hare (1980) said that sentence problems are the chief problem in writing. Skills of arranging words to form sentences must be mastered first? as it is the basic skill of composition. Beginning with sentence writing skill in the process of writing is not wasting time, science the rhetoric of the sentence involves the same underlying principles as of larger units of composition. To improve sentence writing skills, students must have practices (Memering & O'Hare, 1980:234). With practices, their sentences can become mature, better crafted, and more expressive. However, practices should not direct to exercises on grammar rules, but connecting devices of language that enable experienced writers to draft good sentences. It is known as sentence combining practices.

Good writing is much tighter, less wordy, and more logical in structure than usual speech. Readers expect this tighter structure with greater clarity, exactness, and smoothness (Willis, 1996). Practices in expressing ideas to achieve syntactic maturity (the complexity of sentence embedding structure, such as nominalization, adjectives, relative clauses, adverbial clauses), and to improve the overall quality of writing: sentence length, complexity, and variety are imperative. Sentence combining is one of the ways to achieve the goal. A good writing must also have sentences mature. The mature sentence must be error-free; it must be devoid of error.

5. Sentence Variety

In writing, *variety* refers to practice of varying length and structure of sentences to avoid monotony and provide appropriate emphasis. Effective writing is colored with sentence variety. It adds life and flair to writing and reflects a hallmark of good style

(Podis & Podis, 1984:213). An essay is said to have a quality of sentence variety if the sentences are pleasingly rhytmic (opposed to monotonous), stress key points at the beginning or the end of the sentence, and reflect a tone of voice appropriate to the point of view (Harjanto, 1991:106). Strategies to sentence variety are classified into two ways: varying sentences in the beginning and varying the lengths and structure of the sentences. To vary in the begenning can be done through: placing adverbs, adjectives, or prepositional phrase before subjects. The second is done by (1) short simple sentences, (2) longer sentence with compound subject, compound predicate, or both, (3) compound sentence, and (4) complex sentences.

In terms of language, the writer should have her or his own style, a set of characteristics generally found in an author's writing. The style is manifested in the use of three most important elements of formal writing: tone, sentence structure, and diction (Hogins & Lillard, 1972:16). Tone reveals the writer's attitude towards her or his subject by the choice of words, choice of grammatical structures, and even by the length of sentences. An academic paper would contain more passive verb forms and technical vocabulary. It should have a highly formal, impersonal tone (Oshima & Hogue, 2006). Sentence structures indicate the preference of the writer in using certain types of sentence. In the academic writing, its sentence structure is generally long and complex; it does not restrict itself to a simple vocabulary. It avoids slang and contractions and the use of grammar that are generally ignored (Hogins & Lillard, 1972:16).

Sentence length and sentence type are also factors that determine level and appeal of writing. Sentence length refers to the number of words per sentence; sentence type refers to the structure of the sentence, i.e. simple, compound, complex. Generally, short, simple sentences are easier to understand than longer sentences. However, long and complex words are sometimes associated with important and sophisticated material. Sometimes such words are necessary to convey a precise meaning to a specific audience (Carosso & Standford, 1983:92-93). In addition, formal writing generally inserts the relative pronouns (that, which, whom) that are almost always omitted in speech (Hogins & Lillard, 1972:16).

6. Developing Details

Developing details in this section means how to add data or information in a paragraph so support thesis statement. In providing details in the body paragraph of an essay, three common techniques are used: concrete support, factual paragraph, and process or analysis technique (Oshima & Hogue, 2006). Concrete support is a technique to support topic sentence by using specific and factual details. Three most common concrete supports for writing are: examples/extended examples, figures or statistics, and quotations. A factual paragraph is a paragraph that states the facts –not opinion. Facts are pieces of information that everyone agrees they are true. Facts can be proved. Opinions present ideas believed to be true. A factual paragraph about an invention should only include facts about that invention (Oshima & Hogue, 2006).

C. Research Methodology

1. Research Design

This study employed a posttest only experimental design assigning three groups of equal students. Each group received corrections on grammar, sentence variety and developing details in writing English essay. The purpose is to see if techniques differed in improving the quality of the essay in each group. The study was conducted in an intensive treatment meetings in three months, from January to March 2016 in English Department Veteran University, Sukoharjo, Central Java, Indonesia.

Independent variables of this study were corrections on grammar (X1) corrections on sentence variety (X2), and corrections on developing details (X3). The dependent variable was the quality of the essay. The Conecptual framework of this study was shown in Figure 1.

```
┌──────────────┐
│ Correction of│
│   grammar    │────────┐
└──────────────┘        │
                        ▼
┌──────────────┐    ┌──────────────┐
│ Correction of│    │ quality of the│
│  sentence    │───▶│    essav     │
│   varietv    │    └──────────────┘
└──────────────┘        ▲
                        │
┌──────────────┐        │
│ Correction of│────────┘
│  developing  │
│   details    │
└──────────────┘
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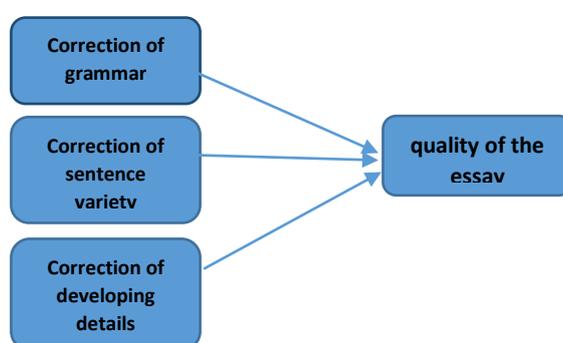
Figure 1. Conceptual design of this study.

2. Participants

Participants of this study were 66 students joining in the Research II Course in English department of the Veteran University of Sukoharjo. The participants came from three classes namely: Class A = 22, Class B: 20, and Class C: 24. All members in each class were selected as the research subject. Participants were about to have the same characteristics and competence in writing because they received writing courses, statistics, research methodology and thesis proposal writing. At the time this research was conducted, each participant was in process of conducting a research and write a research paper for the submission of leaving exam. One student received helps from two thesis supervisors to advise the research process and writing the report. Supervisory was also given to prepare participants in the twice panel exam, seminar for proposal and seminar for the research results. Prior to the seminars, students were adhered to finish two kinds of submission copies: the thesis and a 15-20 page paper published online.

3. Treatments

Treatments of this study were done through giving corrections on the writing process. Teaching materials for the treatments were obtained from students' writing product they produced during the process of supervisory with their thesis advisors. The treatments were focused on correcting grammar errors, sentence varieties, and developing details. One group was subject to classroom meeting 8 times during the

research and each participant worked to improve their essay 10 times. Three lecturers performed as research collaborators handled one class in each meeting.

Basically, activities of writing during treatments involved: (1) Each student was subject to write an expository essay with 1,000 to 1,500 words in length as the final product to submit at the end of research; the paper was subject to improve through a series of corrections and supervision during the whole research process; (2) Each student discussed with researchers results of supervisory with thesis advisor concerning errors in student's writing of the thesis; comments and supervisory address from the thesis advisors that required revisions were additional teaching materials to drill students; (3) Focuses on drills were dependent on treatment groups; comments for students in grammar corrections were drilled to revise grammar errors; comments on sentence variety was equipped to revise sentences in the draft; and comments on developing details in a paragraph or discourse were exposed to improve techniques of development and how to explain in a text.

4. Data Collection and Analysis Techniques

Data of this study were scores on the essay writing. The essay was a 1,000 expository essay the students developed during a 8 week session. The essay was rated by 9 raters: 3 research collaborators, 3 writing lecturers, and 3 research methodology lecturers. Each rater assessed 10 papers from group A, 10 from group B, and 10 from Group C, selected at random. The researcher and her collaborators evaluated 16 papers. To obtain reliability of the data, scores from each rater were added and the mean scores of each paper were identified.

After numerical data containing scores in each group were identified, the data were prepared for statistical analysis. The purpose of analysis was to see if corrections on grammar, sentence variety, and developing details differed to contribute quality of an essay. A One-way Anova test was used to test the research hypothesis applying SPSS 17.0 apparatus.

D. Findings
1. Descriptive Statistic

Table 1 summarizes the mean scores obtained by each group. Group A receiving corrections on grammar is 6.73, group B treated by corrections on sentence variety 7.40, and group C given corrections on developing details 7.95.

Table 1. Result of Descriptive Statistics

	N	Mean	Std. Dev.	Srd. Err	95% confidence interval for Mean		Min.	Max.
					Lower bound	Upper bound		
Grammar	22	6.73	1.517	.678	3.72	7.48	6	8
Sent.Var	20	7.40	1.304	.583	6.18	9.42	6	9
Dev. Det.	24	7.95	2.00	.894	1.52	6.48	6	8
Total	64	7.36	2.343	.469	4.39	6.33	6	9

2. Hypothesis Testing and t-test

As the mean scores obtained, interactions among variables to ensure that each indicator did not relate each other, hypothesis testing was conducted. Results on multiple comparison tests appear in Table 2.

Table 2. Multiple Comparisons

	Method	Method	Mean Dif.	Std. error	Sig.	95% confidence interval	
						Lower bound	Upper bound
Tukey HSD	Grammar	Sent. Variety	-67	.206	.005	-1.17	-.18
		Dev. Details	-23	.197	.000	-.70	.14
	Sent. variety	Grammar	-67	.206	.005	-.18	1.17
		Dev. Details	-44	.202	.000	-.04	.93
	Dev. details	Grammar	-23	.197	.005	-.24	.70
		Sent. Variety	-44	.202	.002	-.93	.04
Bonferroni	Grammar	Sent. Variety	-67	.206	.005	-1.18	-.17
		Dev. Details	-23	.197	.000	-.72	.25
	Sent. variety	Grammar	-67	.206	.005	.17	1.18
		Dev. Details	-44	.202	.000	-.06	.94
	Dev. details	Grammar	-23	.197	.005	-.25	.72
		Sent. Variety	-44	.202	.002	-.94	.06

Based on observed means.
The error term is Mean Square (Error) = ,446. The mean difference is significant at the ,05 level.

Table 3 reports t-test results to show +the significant difference of corrections on grammar, sentence variety and developing details. The extent of contribution was reported through Beta test showing the rate percentage.

Table 3. Summary of result of paryial hypothesis testing on t-test

Coefficientsa							
	Un-standardized Coefficients		Standardized Coefficients			Co-linearity Statistics	
Model	B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1 (Constant)	16.406	4.343		3.778	.007		
Gramm	.386	2.196	.490	3.756	.005	.572	1.749
Sent. Var	.585	.134	.571	4.377	.002	.572	1.749
Detail Var	.465	.210	.435	3.933	.000	.572	1.746
a. Dependent Variable: Rhetorical Patterns							

t-table (N=64, p=.05) = 1.99773.

Based on the results in Table 4 above, the null hypotheses of the study were examined as follows:

Hypothesis 1
H01   : There is no significant difference between corrections of grammar, sentence variety and developing details to improve quality of the essay.
Comparison on three techniques of corrections revealed t-values as grammar (t=3.756, p=0.005), sentence variety (t=4.377, p=0.002), and developing details (t= 3.933, p=0.000). The results were significant and evidently proved that each treatment performed significant difference as writing teaching technique.

Hypothesis 2
H02   : There is no significant effect of corrections on grammar to improve quality of the essay.
The value of t=3.756 of corrections on grammar to improve quality of the essay is higher than t-table = 1.99773 (t-value>t-table at p=0.005). It is significant that means corrections on grammar gives a significant effect to improve quality of the essay.

Hypothesis 3
H03   : There is no significant effect on corrections of sentence variety to improve quality of the essay.
The t-value on sentence variety t=4.377 is higher than t-table = 1.99773 (t-value>t-table; p=0.002). It is significant which means corrections on sentence variety gives significant effect to improve quality of the essay.

Hypothesis 4
H04   : There is no significant effect on corrections of developing details to improve quality of the essay.
The t-value on developing details t=3.933 is higher than t-table = 1.99773 (t-value>t-table; p=0.000). This means significant implying corrections on developing details contributes a significant effect on quality of the essay.

Hypothesis 5
H05   : There is no writing correction technique that gives the most dominant effect of improving quality of the essay.
The most dominant effect of correction techniques in writing was attached by the highest result of t-value: grammar t=3.756; sentence variety t=4.377, and developing details t=3.933 at p<0.005. All are significant and give significant effect to improve quality of the essay. Contribution respectively came from sentence variety (t=4.377), developing detaisl (t=3.933), and grammar (t=3.756). Beta test achieves sentence variety (58.5%), developing details (46.5%), and grammar (38.6%). Evidently, sentence variety is the most dominant technique to improve quality of the essay up to 58.5%.

To see level of contribution of each technique on the quality of the essay, results of Beta test was used. See Figure 2.
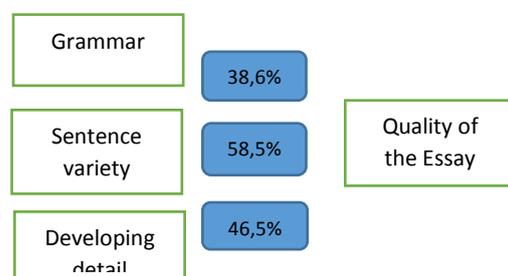

Figure 2. Contribution of corrections on quality of the essay

E. Discussion

This study discovered that corrections on grammar, sentence variety and developing details all contributed significant effect on essay writing. Some possible reasons can be described based on grammar teaching for writing.

Krashen (1984) asserts that feedback during writing process between draft was useful but it is not worth when done at the end of writing. Grammar instruction is not effective to help students write an essay. In the revising process, Krashen (1984) reports rhetorical patterns and strategies of improvement were emphasized overcame problems on revision and edited the organization of the writing.

This finding is against researches as suggested by Harjanto (1991), Chin (2017), Budiharso (2006), and Solikhah (2017). Harjanto (1991) reports that students who received grammar instruction using sentence combining practices, improved significantly their quality of composition. The Improvement was achieved because students are more aware of placing correct English grammar in a paragraph. However, limitation exists as students tended to ignore rhetorical patterns of the essay.

Budiharso (2006) confirms findings' of Harjanto (1991) stating good writers produced good essay if they worked with caution and planned the essay considerably. They planned the topic, wrote initial draft, revised, edited and proofread for several times. The writer also involved peers to review the essay and rewrote the essay in updated version. This is a hard work for a student and requires high motivation to write, so only a limited number of students will do this at best. It is evident that most lower students do not wish to improve the quality of the essay. Efforts to increase quality of the essay are done at glance, covering grammars that frequently appear and structure of patterns that look awkward. This way, attentions of revision are emphasized on mechanics and typing.

Solikhah (2017) confirms that grammar instruction affects improvement on competence to build sentence variety and development of details in a paragraph and the whole texts. Writing for academic purposes requires the presence of details for citation and quotation. To do this, writers should include various technique of development for details. The insertion of the details requires students to manipulate sentences, grammar, sentence variety, diction, and style for citation properly. This way, teaching explicit grammar, sentence variety and developing details through which appropriate models are served are salient.

The role of explicit grammar instruction in writing is reported by Chin (2017) satisfactorily. Grammar should be included in writing process from drafting to revising process. Similar to Harjanto (1991), Chin (2017) maintains sentence-combining as essential grammar teaching techniques in writing as maintained by Weaver (1998).

Weaver (1998) proposes an approach to teaching grammar in the context of writing. What students need is guidance in understanding and applying aspects of grammar in five areas: grammatical concepts, sentence, revision, style, and editing. The minimum of grammar for maximum benefits includes:

1) Teaching concepts on subjects, verb, sentence, clause, phrase, and related concepts for editing.
2) Teaching style through sentence combining and sentence generating
3) Teaching sentence through the manipulation of syntactic element.
4) Teaching both power of dialects and the dialects of power
5) Teaching punctuation and mechanics for convention, clarity and style

According to Chin (2017) sentence combining is a strategy of joining short sentences into longer, more complex sentences. As students engage in sentence-combining activities, they learn how to vary sentence structure in order to change meaning and style. Some researchers suggest that the appropriate techniques of writing should be implemented (Qomariyah & Permana, 2016; Noor, 2016; Ariyanti, 2016; Omar & Ghazali, 2016; Nurhayati, 2016; Setyowati, 2016; Lirola & Irwin, 2016).

Shaughnessy (1977) and Hillocks (1986) suggest that sentence combining is an effective method to improve writing. The value of sentence combining is evidently shown as students recognize effect of sentence variety (beginnings, lengths, complexities) in their own writing. In addition, Hillocks (1986:150) states that sentence combining practice provides writers with systematic knowledge of syntactic possibilities. Systematic practice in sentence combining can increase students' knowledge of syntactic structures and improve quality of sentences.

Noguchi (1991) cited by Chin (2017) admits that grammar choices affect writing style, sentence combining is an effective method to develop fluency and variety of writing style. Students can explore sentence variety, length, parallelism, and other syntactic devices by comparing their sentences with sentences from other writers. They also discover the decisions writers make in revising for style and effect.

By sentence-combining activities, students better understand ways in which sentence structure, usage, and punctuation affect meaning. As a revising strategy, sentence-combining practices help students identify short, choppy sentences in their writing, leading to combine ideas in more sophisticated ways. As students generate more complex sentences from shorter ones, they discover how arrangement of phrases and clauses, for example, affects meaning and its impact on readers (Chin, 2017).

Proficiency of linguistic in writing indicates how well a writer develops good ideas and good grammar. Conversely, immature demonstration of linguistic will produce awkward sentences and poor writing. The linguistic proficiency in writing includes: syntax, grammar, vocabulary and mechanics (Budiharso, 2006).

In terms of language, the writer should have her or his own style, a set of characteristics generally found in an author's writing. The style is manifested in the use of three most important elements of formal writing: tone, sentence structure, and

diction (Budiharso, 2006). Tone reveals writer's attitude towards her or his subject by choice of words, choice of grammatical structure, and length of sentence. Sentence structure indicates the preference of writer in using certain types of sentence. Diction refers to the kinds of words used.

F. Conclusion

This study discovered that corrections on grammar, sentence variety and developing details give significant effects on quality of essay writing. Major finding of the study indicates that corrections of grammar, sentence variety and developing details differed significantly as the teaching techniques on the quality of the essay, proving each treatment performed significant difference in writing. Results of t-test evidently showed that corrections on grammar, sentence variety, and developing details improve the quality of the essay. Contribution of each treatment was respectively as follows: sentence variety (58.5%), developing details (46.5%), and grammar (38.6%). Evidently, sentence variety is the most dominant technique to improve quality of the essay up to 58.5%.

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