

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

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

## Abstract

This post-test only experimental study 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. Sample of this study was 66 students and the treatments for each group 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) The differences respectively came from sentence variety ( $t=4.377$ ), developing details ( $t=3.933$ ), and grammar ( $t=3.756$ ). Sentence variety as the most dominant contributed (58.5%), developing details (46.5%), and grammar (38.6%).

**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 dilemma. 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. Rhetorical 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

48 units so that thoughts may be communicated to others (White, 1986). Hence, the  
49 importance of carefully building sentences that are complete, concrete and logic should  
50 precede the beginning actual writing. Clarity and logic in writing begin with sentences  
51 (Willis, 1996:110).

52 Practically, a team of research lecturers and head of the study program discussed  
53 substantially students' problem on writing pitfalls and try to conduct a pilot study. Policy  
54 to serve supervisions and panel exams are adjusted. The team evidently undertook a  
55 research that focused in improving grammar, sentence variety and developing details as  
56 writing models equipping enough frequencies and practices <sup>6</sup> writing for the thesis.  
57 Finally, our team conducted a pilot study experimenting corrections on grammar,  
58 sentence variety and developing details to improve the quality of English essay for the  
59 students joining in the research course.

60

### 61 **1. Research Questions**

62 As teaching techniques, corrections of grammar, sentence variety and developing  
63 details experimented, this study examines <sup>6</sup> the following concerns:

- 64 1) Is there any significant difference of corrections on grammar, sentence variety and  
65 developing details to improve the quality of the <sup>12</sup> say by Indonesian learners?
- 66 2) Is there any significant effect of corrections on grammar to improve the quality of  
67 the essay by Indonesian learners? <sup>12</sup>
- 68 3) Is there any significant effect of corrections on sentence variety to improve the  
69 quality of the essay by Indonesian learners? <sup>12</sup>
- 70 4) Is there any significant effect of corrections on developing details to improve the  
71 quality of the essay by Indonesian learners?
- 72 5) Is there any dominant correction technique in writing that significantly improves the  
73 quality of the essay by Indonesian learners?

74

### 75 **2. Hypothesis of this Study**

76 In regard to the research questions above, hypotheses of this study are developed  
77 as follows:

- 78 1) H<sub>01</sub> : There is no significant difference of corrections on grammar, sentence  
79 <sup>2</sup> variety, and developing details to improve the quality <sup>12</sup> of the essay.
- 80 2) H<sub>02</sub> : There is no significant effect of corrections on grammar to improve quality  
81 <sup>2</sup> of the essay.
- 82 3) H<sub>03</sub> : There is no significant effect of corrections on sentence variety to improve  
83 <sup>2</sup> quality of the essay.
- 84 4) H<sub>04</sub> : There is no significant effect of corrections on developing details to  
85 improve quality of the essay.
- 86 5) H<sub>05</sub> : There are no dominant correction techniques on writing to improve quality  
87 of the essay.

88

## 89 **B. Review of Literature**

### 90 **1. Academic Essay**

91 College academic essay is an essay written using features of language rules  
92 accepted in a standard academic writing. The language features to deal with the  
93 sentence maturity and convention good grammar. The ability to write a clear, concise,  
94 logical and convincing paragraph or essay involves more than just the ability to be able  
95 to write a grammatical sentence (Oshima & Hoge, 1983).

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

102 An effective essay requires a good introduction<sup>13</sup> or beginning and a good  
103 conclusion or ending. Oshima and Hogue (2006) explain an essay has three main parts:  
104 an introductory paragraph, a body, and a concluding paragraph. The introductory  
105 paragraph consists of (1) a general statement: general topic and capt<sup>13</sup> the reader's  
106 interest; (2) a thesis statement: specific topic, pattern of organization of the essay. The  
107 body discusses the subtopics, one by one. It contains as many paragraphs as necessary  
108 to explain all subtopics are like the supporting sentences in a paragraph. The body  
109 paragraphs may have some patterns: chronological order, comparison, contrast or a  
110 combination of patterns. The concluding paragraph reminds readers of what have been  
111 stated in the thesis. The writer can summarize the main ideas, paraphrase the thesis, and  
112 make a final comment on the topic.

113

## 114 2. Problems of Language in An Essay

115 Problems in the essay refer to difficulties students have when writing a good  
116 essay. The problems include rhetorical problems and language problems. Besides  
117 objectivity, neutrality, and observation, in writing the writer should have her or his own  
118 style. Sentence structures, sentence length, sentence types, and diction are important  
119 factors in writing. Sentence structure is generally long and complex; it does not restrict  
120 itself to a simple vocabulary. It avoids slang and contractions and the use of grammar  
121 that are<sup>15</sup> generally ignored.

122 Sentence length refers to the number of words per sentence; sentence type refers  
123 to the structure of the sentence, i.e. simple, compound, complex, and compound-  
124 complex. Short, simple sentences are easier to understand than longer sentences.  
125 However, long and complex words are sometimes associated with important and  
126 sophisticated material (Carosso and Standford, 1983:92-93). In addition, formal writing  
127 generally inserts the relative pronouns (that, which, whom) that are almost always  
128 omitted in speech (Hogins and Lillard, 1972:16).

129 Another important element of formal writing is the diction, kind of words used.  
130 In all writing, direct and unambiguous vocabulary is most effective. For general  
131 audiences, straightforward and clear words are best (Carosso and Standford, 1983:92).

132 In sum, good writing requires good<sup>3</sup> grammar and good organization. The  
133 grammatical features of academic writing must fulfill a rhetorical function such as  
134 verbal complementation, nominalization, use of definite and indefinite articles, relative  
135 clauses, tenses, subject-verb number agreement, and cohesive devices such as lexical  
136 repetition, referential pronouns, conjunctions, synonyms and substituted phrases  
137 (Halliday and Hasan, 1976). The use of proper sentence structure, precise vocabulary,  
138 and proper rhetoric helps the reader identify proposition in the text more readily  
139 (Richards, 1992:103).

140 Most common errors the writer made in an essay deal with the syntactical  
141 problem as a result of imperfect development of sentences. The sentence problems arise  
142 from incomplete mastery of syntax in writing that is four awkward: sentence fragment,  
143 choppy sentence, run-on sentence, and stringy sentence.

144 <sup>1</sup> Sentence fragments are incomplete sentences or parts of sentences. To revise the  
145 fragment<sup>1</sup>, two techniques may apply: (1) attach the fragment into <sup>1</sup> independent clause,  
146 or (2) rewrite the sentence so that it has a subject and a verb. Choppy sentences are  
147 <sup>1</sup> sentences that are too short. They are the result of using too many simple sentences.  
148 Although simple sentences are quite effective sometimes, overuse of them is considered  
149 poor style in academic writing<sup>1</sup> (Oshima and Hughes, 1983:241). Choppy sentences are  
150 corrected by combi<sup>1</sup>ng two or three simple sentences to make one compound or  
151 complex sentence. –Run-on-sentence or a <sup>1</sup> comma splice sentence is a sentence in which  
152 two or more independent clauses are <sup>1</sup> incorrectly joined by a comma without a  
153 <sup>1</sup> coordinating conjunction or sentence connector. Run-on-sentence can be corrected in  
154 four ways: (1) a period: (2) a semicolon, (3) a coordinating conjunction, and (4)  
155 subordinating conjunction. In addition, a stringy sentence is a sentence in which too  
156 many clauses are connected, usually with and, but, so, because, forming one long  
157 sentence. The result is a sentence that seems endless.

158

### 159 3. Ex<sup>4</sup>pository Essay

160 An expository essay is <sup>4</sup> that explains, defines, or informs as is frequently  
161 used for the academic purposes. An expository essay is used to explain knowledge of a  
162 subject, like the histo<sup>4</sup>y, science, or geography. There are many options for structuring  
163 <sup>4</sup> expository essay: a chronological account, which details each battle in a timeline, or  
164 descriptive account, which describes how groups or individuals were impacted by the  
165 war; cause and effect structure, compare <sup>4</sup> and contrast style. An expository or analytical  
166 paragraph explains or analyzes a topic. In exposition, the writer provides information  
167 about a particular subject, using specific details or examples to discuss the topic.

168 The purpose of an exposition is to clarify facts, opinions, and ideas. A writer of  
169 exposition tries to explain the logical relationships between things that exist or can be  
170 proved to have existed (Inman and Gardner, 1979:96). The writer assigns authority, the  
171 report, and concentrates on exposing the information. He attempt<sup>14</sup> to answer the  
172 question of definition “what is it?” (Guinn and Marder, 1987). The methods of  
173 development in exposition include (1) giving examples, (2) supplying reasons, (3)  
174 explaining a process, (4) comparing or contrasting, (5) defining, and (6) dividing and  
175 classifying (Langan, 1986:111).

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

181

### 182 4. Teaching Grammar

183 Grammar is the sound, structure, and meaning of a language. <sup>10</sup> languages  
184 have grammar and each language has its own grammar system. Students need <sup>10</sup> guidance  
185 to become effective writers though they acquired grammar since their birth. They need  
186 to learn how to transfer their knowledge of grammatical concepts from oral language to  
187 written language. Effective grammar instruction begins with what students already  
188 know about grammar, and it helps them use this knowledge as they write.

189 <sup>7</sup>

190 The most beneficial way of helping students improve their command of grammar in  
191 writing is to use students' writing as the basis for discussing grammatical concepts. It is

192 more effective to teach punctuation, sentence variety, and usage in the context of  
193 writing than to approach the topic by teaching isolated skills (Chin, 2017).

194 In writing, complete parts of the sentence: subject, predicate, and others must be  
195 correct. Parts of the sentence must be written using correct convention. Sentence  
196 fragment, sentence run-on, dangling modifiers, lack of parallelism, for example must  
197 be avoided (White, 1986; Oshima & Hoge, 1983).

198 Poulston & Bruder (1976:205) said skill of arranging words to form sentences  
199 and paragraph (language problem) as the first problem of writing. It is the chief  
200 difficulty in writing. Memering & O'Hare (1980: ii) sentence problems are the chief  
201 problem in writing. Skills of arranging words to form sentences must be mastered first?  
202 as it is the basic skill of composition. Beginning with sentence writing skill in the  
203 process of writing is not wasting time, since the rhetoric of the sentence involves the  
204 same underlying principles as of larger units of composition.

205 To improve sentence writing skills, students must have practices (Memering &  
206 O'Hare, 1980:234). With practices, their sentences can become mature, better crafted,  
207 and more expressive. However, practices should not direct to exercises on grammar  
208 rules, but connecting devices of language that enable experienced writers to draft good  
209 sentences. It is known as sentence combining practices.

210 Good writing is much tighter, less wordy, and more logical in structure than  
211 usual speech. Readers expect this tighter structure with greater clarity, exactness, and  
212 smoothness (Willis, 1970). Practices in expressing ideas to achieve syntactic maturity  
213 (the complexity of sentence embedding structure, such as nominalization, adjectives,  
214 relative clauses, adverbial clauses), and to improve the overall quality of writing:  
215 sentence length, complexity, and variety are imperative. Sentence combining is one of  
216 the ways to achieve the goal. A good writing must also have sentences mature. The  
217 mature sentence must be error-free; it must be devoid of error.

218

## 219 **5. Sentence Variety**<sup>15</sup>

220 In writing, variety refers to practice of varying length and structure of sentences  
221 to avoid monotony and provide appropriate emphasis. Effective writing is colored with  
222 sentence variety. It adds life and flair to writing and reflects a hallmark of good style  
223 (Podis & Podis, 1984:213). An essay is said to have a quality of sentence variety if the  
224 sentences are pleasingly rhythmic (opposed to monotonous), stress key points at the  
225 beginning or the end of the sentence, and reflect a tone of voice appropriate to the point  
226 of view (White, 1986:276; Harjanto (1991:106). Strategies to sentence variety are  
227 classified into two ways: varying sentences in the beginning and varying the lengths  
228 and structure of the sentences. To vary in the beginning can be done through: placing  
229 adverbs, adjectives, or prepositional phrase before subjects. The second is done by (1)  
230 short simple sentences, (2) longer sentence with compound subject, compound  
231 predicate, or both, (3) compound sentence, and (4) complex sentences.

232 In terms of language, the writer should have her or his own style, a set of  
233 characteristics generally found in an author's writing. The style is manifested in the use  
234 of three most important elements of formal writing: tone, sentence structure, and diction  
235 (Hogins and Lillard, 1972:16).

236

237 Tone reveals the writer's attitude towards her or his subject by the choice of  
238 words, choice of grammatical structures, and even by the length of sentences. An

239 academic paper would contain more passive verb forms and technical vocabulary. It  
240 should have a highly formal, impersonal tone (Oshima and Hogue, 1991:2).

241 Sentence structures indicate the preference of the writer in using certain types of  
242 sentence. In the academic writing, its sentence structure is generally long and complex;  
243 it does not restrict itself to a simple vocabulary. It avoids slang and contractions and the  
244 use of grammar that are generally ignored (Hogins and Lillard, 1972:16).

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

254

## 255 **6. Developing Details**

256 Developing details in this section means how to add data or information in a  
257 paragraph so support thesis statement. In providing details in the body paragraph of an  
258 essay, three common techniques are used: concrete support, factual paragraph, and  
259 process or analysis technique (Oshima & Hogue, 1991). Concrete support is a technique  
260 to support topic sentence by using specific and factual details. Three most common  
261 concrete supports for writing are: examples/extended examples, figures or statistics, and  
262 quotations. A factual paragraph is a paragraph that states the facts –not opinion. Facts  
263 are pieces of information that everyone agrees they are true. Facts can be proved.  
264 Opinions present ideas believed to be true. A factual paragraph about an invention  
265 should only include facts about that invention (Oshima & Hogue, 1991; Inman &  
266 Gardner, 1979; Langan, 1976).

267 In addition, process paragraph explains how to make or do something. Process  
268 paragraph is also called as how-to-paragraphs. To explain how to do something clearly,  
269 break the process down into a series of steps and explain each step. A process  
270 paragraph begins with a topic sentence that names the topic and tells a process of the  
271 procedure. The words that are normally used are steps, procedure, directions,  
272 suggestions, and instructions. Process paragraph arranges the steps in order by time and  
273 uses time order signals to guide from step to step. When explaining a process, the  
274 writer describes the sequence of steps using such words: after, as, as soon as, before,  
275 during, finally, last, later, next, then, until, when, while, as well as the ordinal number  
276 (first, second, third, fourth, etc) (Plotnick, 2016).

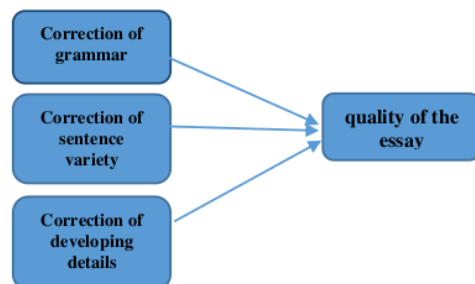
277

## 278 **C. Method**

### 279 **1. Research Design**

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

286 Independent variables of this study were corrections on grammar (X<sub>1</sub>)  
287 corrections on sentence variety (X<sub>2</sub>), and corrections on developing details (X<sub>3</sub>). The  
288 dependent variable was the quality of the essay. The Conceptual framework of this  
289 study was shown in Figure 1.



299 Figure 1. Conceptual design of this study.

300

## 301 2. Participants

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

315

## 316 3. Treatments

317 Treatments of this study were done through giving corrections on the writing  
318 process. Teaching materials for the treatments were obtained from students' writing  
319 product they produced during the process of supervisory with their thesis advisors. The  
320 treatments were focused on correcting grammar errors, sentence varieties, and  
321 developing details. One group was subject to classroom meeting 8 times during the  
322 research and each participant worked to improve their essay 10 times. Three lecturers  
323 performed as research collaborators handled one class in each meeting.

324 Basically, activities of writing during treatments involved: (1) Each student was  
325 subject to write an expository essay with 1,000 to 1,500 words in length as the final  
326 product to submit at the end of research; the paper was subject to improve through a  
327 series of corrections and supervision during the whole research process; (2) Each  
328 student discussed with researchers results of supervisory with thesis advisor concerning  
329 errors in student's writing of the thesis; comments and supervisory address from the  
330 thesis advisors that required revisions were additional teaching materials to drill  
331 students; (3) Focuses on drills were dependent on treatment groups; comments for



332 students in grammar corrections were drilled to revise grammar errors; comments on  
333 sentence variety was equipped to revise sentences in the draft; and comments on  
334 developing details in a paragraph or discourse were exposed to improve techniques of  
335 development and how to explain in a text.

336

#### 337 **4. Data Collection and Analysis Techniques**

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

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

350

### 351 **D. Results**

#### 352 **1. Descriptive Statistic**

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

356

357

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

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359

#### 360 **2. Hypothesis Testing and t-test**

361 As the mean scores obtained, interactions among variables to ensure that each  
362 indicator did not relate each other, hypothesis testing was conducted. Results on  
363 multiple comparison test+s appears in Table 2.

364

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.

365 Table 3 reports t-test results to show +the significant difference of corrections on  
 366 grammar, sentence variety and developing details. The extent of contribution was  
 367 reported through Beta test showing the rate percentage.  
 368

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

Coefficients <sup>a</sup>								
Model		Un-standardized Coefficients		Standardized Coefficients	t	Sig.	Co-linearity Statistics	
		B	Std. Error	Beta			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.

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

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**Hypothesis 1**

H0<sub>1</sub> : 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.

386 **Hypothesis 2**  
387 **H0<sub>2</sub>** : There is no significant effect of corrections on grammar to improve quality  
388 of the essay.  
389 The value of  $t=3.756$  of corrections on grammar to improve quality of the  
390 essay is higher than  $t\text{-table} = 1.99773$  ( $t\text{-value}>t\text{-table}$  at  $p=0.005$ ). It is  
391 significant that means corrections on grammar gives a significant effect to  
392 improve quality of the essay.

393 **Hypothesis 3**  
394 **H0<sub>3</sub>** : There is no significant effect on corrections of sentence variety to improve  
395 quality of the essay.  
396 The  $t\text{-value}$  on sentence variety  $t=4.377$  is higher than  $t\text{-table} = 1.99773$  ( $t\text{-value}>t\text{-table}$ ;  
397  $p=0.002$ ). It is significant which means corrections on sentence  
398 variety gives significant effect to improve quality of the essay.

399 **Hypothesis 4**  
400 **H0<sub>4</sub>** : There is no significant effect on corrections of developing details to  
401 improve quality of the essay.  
402 The  $t\text{-value}$  on developing details  $t=3.933$  is higher than  $t\text{-table} = 1.99773$  ( $t\text{-value}>t\text{-table}$ ;  
403  $p=0.000$ ). This means significant implying corrections on  
404 developing details contributes a significant effect on quality of the essay.

405 **Hypothesis 5**  
406 **H0<sub>5</sub>** : There is no writing correction technique that gives the most dominant effect  
407 of improving quality of the essay.  
408 The most dominant effect of correction techniques in writing was attached by  
409 the highest result of  $t\text{-value}$ : grammar  $t=3.756$ ; sentence variety  $t=4.377$ , and  
410 developing details  $t=3.933$  at  $p<0.005$ . All are significant and give significant  
411 effect to improve quality of the essay. Contribution respectively came from  
412 sentence variety ( $t=4.377$ ), developing detail ( $t=3.933$ ), and grammar  
413 ( $t=3.756$ ). Beta test achieves sentence variety (58.5%), developing details  
414 (46.5%), and grammar (38.6%). Evidently, sentence variety is the most  
415 dominant technique to improve quality of the essay up to 58.5%.

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



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433 Figure 2. Contribution of corrections on quality of the essay  
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436 **E. Discussion**

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

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

445 This finding is against researches as suggested by Harjanto (1992), Chin (2017),  
446 Budiharso (2006), and Solikhah (2017). Harjanto (1991) reports that students who  
447 received grammar instruction using sentence combining practices, improved  
448 significantly their quality of composition. The Improvement was achieved because  
449 students are more aware of placing correct English grammar in a paragraph. However,  
450 limitation exists as students tended to ignore rhetorical patterns of the essay.

451 Budiharso (2001, 2006) confirms findings' of Harjanto (1991) stating good  
452 writers produced good essay if they worked with caution and planned the essay  
453 considerably. They planned the topic, wrote initial draft, revised, edited and proofread  
454 for several times. The writer also involved peers to review the essay and rewrote the  
455 essay in updated version. This is a hard work for a student and requires high motivation  
456 to write, so only a limited number of students will do this at best. It is evident that most  
457 lower students do not wish to improve the quality of the essay. Efforts to increase  
458 quality of the essay are done at glance, covering grammars that frequently appear and  
459 structure of patterns that look awkward. This way, attentions of revision are  
460 emphasized on mechanics and typing.

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

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

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

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

483

484 According to Chin (2017) sentence combining is a strategy of joining short  
485 sentences into longer, more complex sentences. As students engage in sentence-  
486 combining activities, they learn how to vary sentence structure in order to change  
487 meaning and style. Shaughnessy (1977); Hillocks (1986) and Strong (1986) suggest that  
488 sentence combining is an effective method to improve writing. The value of sentence  
489 combining is evidently shown as students recognize effect of sentence variety  
490 (beginnings, lengths, complexities) in their own writing. In addition, Hillocks  
491 (1986:150) states that sentence combining practice provides writers with systematic  
492 knowledge of syntactic possibilities. Systematic practice in sentence combining can  
493 increase students' knowledge of syntactic structures and improve quality of sentences.

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

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

505 Proficiency of linguistic in writing indicates how well a writer develops good  
506 ideas and good grammar. Conversely, immature demonstration of linguistic will  
507 produce awkward sentences and poor writing. The linguistic proficiency in writing  
508 includes: syntax, grammar, vocabulary and mechanics (Budiharso, 2005:44).

509 In terms of language, the writer should have her or his own style, a set of  
510 characteristics generally found in an author's writing. The style is manifested in the use  
511 of three most important elements of formal writing: tone, sentence structure, and diction  
512 (Budiharso, 2005). Tone reveals writer's attitude towards her or his subject by choice of  
513 words, choice of grammatical structure, and length of sentence. Sentence structure  
514 indicates the preference of writer in using certain types of sentence. Diction refers to the  
515 kinds of words used.

516

## 517 **E. Conclusion**

518 This study discovered that corrections on grammar, sentence variety and  
519 developing details give significant effects on quality of essay writing. Major finding of  
520 the study indicates that corrections of grammar, sentence variety and developing details  
521 differed significantly as the teaching techniques on the quality of the essay, proving  
522 each treatment performed significant difference in writing. Results of t-test evidently  
523 showed that corrections on grammar, sentence variety, and developing details improve  
524 the quality of the essay. Contribution of each treatment was respectively as follows:  
525 sentence variety (58.5%), developing details (46.5%), and grammar (38.6%). Evidently,  
526 sentence variety is the most dominant technique to improve quality of the essay up to  
527 58.5%.

528

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