



**LANGUAGE TRAINING CENTRE
UNIVERSITAS MUHAMMADIYAH YOGYAKARTA
REMEDI PRA YUDISIUM**

**ESSAY WRITING
SOP Final**

1. The test is done individually. Every student has to make an essay and choose their own topic.
2. The students submit **ARGUMENTATIVE** essay in both **SOFT FILE** and **PRINT OUT** forms on the scheduled test day.
3. The template for print out essay is available; please scroll down.
4. **ALL** students should **COME** in the scheduled test day because they will **SIGN** the attendance list.
5. Teachers have to **stay** during the time and **in the classroom** provided as **scheduled**.
6. Teacher should grade both the soft file (to see the similarity to prevent plagiarism) and the print out forms (to grade the essay).
7. The essay is typed in **Times New Roman, 12 font size, and 1,5 spacing**.
8. For soft file, rename the file into **Name_NIM_CLASS.** (e.g **Fitri Hidayati_20140580064_HI A2**)
9. The soft file will be checked using **Turnitin.com**.
10. Students with over **30%** plagiarism will **FAIL** the test with **0 score**.

ARGUMENTATIVE ESSAY

This essay expresses an opinion about a controversial issue. As the writer, you must take a position and persuade the reader to agree with your opinion by using strong, logical reasons to support your argument.

Introduction:

- The hook introduces the issue
- Background information gives a broader picture of the issue and why it is important. It can give details about the history of people involved, what they want and how it affects them.
- The thesis statement clearly states the writer's point of view about the issue.

Body Paragraphs:

- The topic sentence in each body paragraph presents one distinct reason for the writer's point of view stated in the thesis.
- All supporting details in each paragraph must support the topic sentence. These details can be facts, examples, statistics, definitions, cause and effects, quotations, anecdotes, or questions.
- The writer often presents an opposing opinion (a counter-argument); however, the writer may then express some agreement with the opposing view (a concession), but will show

evidence that the argument is stronger (a refutation). The counter-argument is often in body paragraph one or three.

Conclusion:

- The conclusion restates the argument that appeared in the thesis.
- It can end with a prediction, a warning, or other type of comment that reinforces the writer’s viewpoint.
- It may state the general issue in broader context.

ESSAY WRITING RUBRIC

	5	4	3	2
INTRODUCTION	Well-developed introduction engages the reader and creates interest. Thesis clearly states a significant and compelling position.	Introduction creates interest. Thesis clearly states the position.	Introduction adequately explains the background, but may lack detail. Thesis states the position.	Background details are a random collection of information, unclear, or not related to the topic. Thesis is vague or unclear.
MAIN POINTS Body paragraphs	Well-developed main points directly related to the thesis. Supporting examples are concrete and detailed. The essay is developed with a consistent and effective point-of-view, showing the facts in detail.	Three or more main points are related to the thesis, but one may lack details. The essay shows facts from the author’s point of view using some details.	Three or more main points are present. The essay shows facts, but lacks details.	Less than three main points, and/or poor development of ideas. The essay is under developed, and tells, rather than shows facts.
CONCLUSION	Conclusion effectively wraps up and goes beyond restating the thesis.	Conclusion effectively summarizes topics.	Conclusion is recognizable and ties up almost all loose ends.	Conclusion does not summarize main points.
ORGANIZATION Structure Transitions	Logical progression of ideas with a clear structure that enhances the thesis. Transitions are mature and graceful.	Logical progression of ideas. Transitions are present equally throughout essay.	Organization is clear. Transitions are present.	No discernable organization. Transitions are not present.
STYLE Sentence flow, variety, Diction	Writing is smooth, skillful, coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words well chosen.	Writing is clear and sentences have varied structure. Diction is consistent.	Writing is clear, but sentences may lack variety. Diction is appropriate.	Writing is confusing, hard to follow. Contains fragments and/or run on sentences. Inappropriate diction.
MECHANICS Spelling, punctuation, capitalization	Punctuation, spelling, capitalization are correct. No errors.	Punctuation, spelling, capitalization are generally correct, with few errors. (1-2)	A few errors in punctuation, spelling, capitalization. (3-4)	Distracting errors in punctuation, spelling, capitalization.