SCIENTIFIC WRITING

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SCIENTIFIC WRITING

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Hak cipta dilindungi undang-undang
Dilarang memperbanyak karya tulis ini dalam bentuk dan dengan cara apapun tanpa izin penerbit.
COURSE MODULE
SCIENTIFIC WRITING

COURSE PROFILE

Study program : English Literature
Course/Code : Scientific Writing/SIG0624
Credit hours : 2
Prerequisite : -
Course Description : Scientific writing aims at sharpening the students’ knowledge of writing good academic essays that are coherent and cohesive. Students identify the distinctive features of academic writing and other writing. Furthermore, students know how to cite the ideas: quotation, paraphrasing, and summarising. At the same time, students learn how to write references in APA Style. The structure and the important components of the essay are taught in small and gradual steps. Furthermore, students write an academic essay regarding linguistics, literature, or teaching.

Learning Outcome : At the end of the lesson, students are expected to be able to write many types of essay by using correct transitional signals, appropriate grammatical sentences, and good organization. Furthermore, the students are capable to apply citation and references to support the students’ ideas appropriately.

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PREFACE

Every English literature student is expected to be able to master English both in spoken and written language. In real life context, spoken and written language have differences in components although containing the exact same content. By learning the components of both mode of languages, the students will be able to use English effectively in the social context.

Mastery on language is always divided into four skills which are Listening, Reading, Speaking, and Writing. Among the four skills, writing is one important skills that should be mastered by students, especially in higher education context. Written language serves many purposes for writers and readers for individuals and communities. Students can use writing for a variety of purposes. In writing, the students can communicate with others, learn to reach a secure of understanding new information, express self’s perception, and also assess values about their feeling and what they believe about something in written language.

Writing is one of the very important subjects in the English Literature Study Program of Universitas Pamulang. Students should pass and master the four (4) levels of Writing Course in this Study Program, the courses are Paragraph Writing, Essay Writing, Creative Writing, and Scientific Writing with the amount of 2 credit hours for each course.

Scientific Writing is a compulsory course for the semester students of English Literature Study Program, Universitas Pamulang. In this course, the students learn about how to cite the ideas through quotation, paraphrasing, and summarising. At the same time, students learn how to do referencing in APA Style. The structure and the important components of the essay are taught in small and gradual steps. Furthermore, students write an academic essay regarding linguistics, literature, or teaching. This module is compiled to help students enhance their writing skill through practicing how to produce proper and readable academic essay.

South Tangerang, 20 January 2020

Course Coordinator,

Haryati, M.Pd.
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MEETING I
ACADEMIC WRITING VERSUS OTHER WRITING CONTEXT

A. LEARNING OBJECTIVES:

At the end of the lesson, the students are able to identify the differences between academic writing and other writing context.

B. MATERIAL DESCRIPTION

1. The Major Differences between Academic writing and Other Writing Context

In general, writing is a common activity of composing coherent and united words on paper for printed or online publication. For example, you can write personal experiences, someone’s biography, daily activity, courses, current issues, teaching experiences, scientific issues, and others. Therefore, based on the previous kinds of writing, writing can be divided into two: personal writing context and academic writing. Each writing presents several different characteristics. Bowker (2007) describes the characteristics of personal writing as follows:

a. Personal writing contexts aims to communicate the activity or experience that have happened in someone’s life; the experiences can be someone who closes to you, or it could be yourself.

b. Personal writing will be the opportunities for writers to show their personal reflection. Here, you can express the ideas about what you had achieved and what you had seen before. It is also a way to assess yourself by presenting your own.

c. It also allows writers to explore their ideas by adding personal ideas, feeling or thought. Sometimes, writers can explore personal evaluation and public evaluation to support writers’ ideas.

d. Personal writing contexts like stories in writers’ diary, blog, or email can be written directly when they get the ideas in their mind.
e. In the process of writing, writers do not need to consider the use of structure and the use of writing mechanism. Writers are allowed to just write and explore the ideas in their mind by writing them in chronological order, and they recall all memories.

f. Due to the previous characteristics, students’ writing is typically informal. Informal writing means writers ignore the standardization of writing including grammar, punctuation, capitalization, and others, and they are allowed to apply casual expressions, abbreviations, and taboo words. For example, writers can write have sex, by the way, kiss someone’s ass, slacker, b4, me 2, thru, g day, and many other words.

Meanwhile, scientific writing has different characteristics from personal writing. Oshima and Hogue (1998, p. 2) describe “academic writing, as the name implies, is the kind of writing that you required to do in college or university.” It focuses on writing some topics which you should consider the requirements in academic writing like grammatical sentences, writing mechanism, and others. Therefore, it is contrast with personal writing, business writing, literary, or journalistic.

They also argue that whenever you write ideas, you should consider three major things: audience, tone, purpose (Oshima & Hogue, 1998). Firstly, you should be familiar with who the audiences of your English writing are. The audiences here are probably your professor, your instructor, researchers or other academics. Knowing who are the audiences will assist you to communicate the ideas obviously and successfully. Moreover, you must also consider the tone of writing. Tone means the way or the style you explore the ideas. You can explain them by selecting particular words, structural sentences, and how many paragraphs you have. The tone of academic writing is often formal and serious since the ideas explores on paper must be published online or printed journal. The last, you need also notice the purpose of writing. You can choose one of purposes of writing as persuasive, argumentative, expository, or others. In addition, Bowker (2007) adds his argument about academic writing. He highlights some differences that you can see below.
a. **Academic writing requires many of things that personal writing does not**

1) As writer, you must use proper format of exploring the ideas. You require structural transition signals, such as first, second, firstly, secondly, last, finally, next, moreover, in addition, in contrast, beginning, middle, end, and many others.

2) Then, in one academic essay, you must have introductory paragraph. It explains the readers about the nature of the topic and other things relating to the topic. At the end of introductory paragraph, you must highlight one sentence that you should explain more, or it is called as thesis statement.

3) After conducting introductory paragraph, you continually write the body paragraphs. You must discuss the whole things you state on thesis statement in body paragraph by exploring the idea more and giving some concrete examples and adding some expert ideas to support your ideas. The supported ideas given by experts will produce academic writing.

4) Lastly, you must sum up or paraphrase the whole points that you have written in series of body paragraphs. The summary must be written in concluding paragraph. The concluding paragraph must be explained briefly in order to clarify the whole points. Hence, readers are able to obtain the main points and their brief explanation.

In brief, when exploring academic writing, you must follow the essay formats of typical university assignments. By following the formal structure, you will have readable and scientific ideas.

b. **Academic writing must be based on the citation of published authors.**

When you explore one topic in academic writing, you need some other ideas of published author to support your ideas. Remember, you must choose the published authors’ ideas which link to with the issue that you are exploring. The function of having citation on scientific paper is crucial point since you can support all your ideas or sometimes compare you finding and published authors.

In addition, citing authors' ideas is really important as it confirms that you have read the literature framework, have comprehended the ideas, and have
combined the issues you have written with published authors' perceptive. Hence, it becomes valuable paper.

The use of citation can be done by expanding some referencing conventions that have been available, such as APA (American Psychological Association) referencing style; it is used in the field of education, social science, business, and psychology.

c. **Scientific Writing Follow Standard Rules**

Next, academic writing insists you to apply some mechanism or standard rules in writing: punctuation, grammar, capitalization, the choice of proper words, and correct spelling. These rules lead you not to make ambiguous sentences, and you can maintain intelligibility of your ideas.

d. **Scientific Writing Focus on Concepts**

Academic topics have focused on abstract things, like abstract and concepts. If you are interested in writing about teaching, linguistic issue, computer science, literature or other academic topics, you must dig those topics by exploring the theories, principles, procedures, and others. Those are needed to investigate the topics in detail and seek the proper finding.

In conclusion, academic writing and other personal writing context share some differences. Personal writing does not need many crucial things, such as the proper essay organization, writing mechanism, and you can write your ideas at the moment when you get ideas in your mind. Besides, you can share several personal topics, like personal experiences, daily life, and others. In contrast, academic writing does many things: writing mechanism, the choice of topic, essay organization, tone, audiences, and purpose of writing. The most important one is you must support your ideas with the theories, principles, or concepts from published authors or it is called as citation.
# 2. Model of Academic Writing and Personal Writing context

## Essay 1: Personal writing

Traveling and visiting new countries can be an extremely thrilling experience. I usually prefer to take guided tours to explore a new destination. By doing that I get a chance to visit its most significant landmarks, get to meet tourists from other countries and learn about the city’s most popular and authentic restaurants.

Upon joining professional excursions, tourists discover the prominent cultural and historical buildings in cities, such as churches, monuments, parks, and palaces. The tours are usually organized to cover most of these important places. For example, when I visited Dubai last year, I joined the “Big Bus Tour” to explore this amazing city. While visiting the Dubai Museum, I learned that this chief city was only built sixty years ago. Haven’t I taken such a guided tour; I wouldn’t have known this fact about this metropolis city. The other reason to prompt me in taking tour buses is the opportunity to meet other tourists. Sharing the experience and spending time together gets you close to other people from different nationalities. This in return provides you with the chance of learning about other cultures and maybe building friendships with them. As an example, while touring in Mexico two years ago, I was acquainted to tourists from various cultures and learned a lot about each other.

Another important factor to encourage me on taking bus tours is learning about the city’s most popular restaurants. Although brochures and flyers usually contain such information, yet tour guides who live in the cities recommend more authentic local places. As an example, one of the best meals I tried was at a local restaurant in Mexico City where the guide advised us to go. It was a meal to remember.

In conclusion, taking professional excursions is worth the cost of it. You get to visit all the salient landmarks, learn about other cultures and get familiar with popular restaurants.

*Taken from Michigan English Language Assessment Battery, 2013*
Gaer and Lynn (2014) share “last Friday started just like every other Friday. I went to class first, and then I went shopping for groceries. Then something unusual happened. At around noon I was driving south on Fox Drive between First and Second Streets. I was getting ready to turn into the parking lot next to the Mi Rancho Mexican grocery store when I noticed two cars in front of me.

One car was a blue Mias. It was in the left lane, but it was not driving in a straight line. It was also going very fast – definitely faster than the speed limit. There was a red Caval in the right lane, ahead of the Mias. It looked just like my brother’s Caval. It was driving slower. As the Mias came alongside the Caval, it got closer to the Caval – too close! The driver drove across the line and hit the back end of the Caval. I heard a loud crash and saw the Caval go onto the side of the road and hit a tree on the corner of Fox and Second. After the car hit the tree, the driver of the Mias slowed down, pulled onto the side of the road, and stopped.

I wanted to make sure everyone was all right, so I pulled up behind the cars. I called 911 to report the accident between my car and the accident. The Mias that caused the accident had some damage to the front right side, and the Caval was damaged in the back. The left taillight was broken, and the bumper was dragging along the ground. Luckily, both drivers were OK, but it was really scary.
Sociolinguistics emphasizes on the social groups and the linguistic system in societies and relates to other variables in specific cultures like age, profession, social status, gender, economy, education, and other variables. In digital era, multilingual societies probably produce interaction with the use of their native language and blend it with other languages that they have obtained. The interaction among distinctive cultures in societies leads to the existence of pidgin, creole, bilingualism, multilingualism, code mixing, code switching, and interference. Inserting a piece of word in sentence is also encouraged by the technological development; it can be primary cause of people use code mixing more often on digital media.

Furthermore, Safitri, Harida, and Hamka (2017) stated that “code-mixing is about the combination of a word or phrase in using one language with another language”. Here, speakers are able to blend more than language within one sentence. In this millennial era, many people often interact on WhatsApp as a digital tool which assists users to interact with other users in the cybernetic world and unconsciously apply code mixing on it. **Here are several kinds of code mixing used by students on WhatsApp.**

Idris and Shabri found that (2017, p.620) “the students mostly code mix using their L1 (Malay) and English in the social interaction through social media, WhatsApp. Insertion of words was the mostly used style of code-mixing by the respondents.” Based on their interaction on WhatsApp, they did insertion more often. They inserted one or two words in their sentence, for example, “Urike akan masuk University di tahun ini, Maybe, tapi saya belum berani memastikannya”, and “Ade yang bisa explain kenape bisa seperti ini?”. This finding is affected by the second language they have, Malay. It is believed that Malaysian use Malay as their first language and English as the second language. The students have obtained their mother tongue, they have got the exposure of using English as second language. Therefore, it leads them to mix more often their Malay with English in their spoken interaction or their chat on WhatsApp.
Furthermore, Safitri, Harida, and Hamka (2017) also investigated the similar interest. They found that code mixing is mostly used in some of status and comments on WhatsApp. The detailed finding is described below:

1. Insertion: One of students use English verb “I Think” on the status while her original code is Indonesian;
2. Alternation: “Setelah test hasilnya buruk, masih butuh recovering and re-healing my comprehension…” test is insertion of verb, recovering and re-healing my comprehension is as alternation;
3. Congruent lexicalization: “Meet up customer” and “Thanks for order” are alternation, “perfume” and “deodorant” are as congruent lexicalization.

The above finding proves that researchers found other kinds of code mixing used by the students on WhatsApp. Many students used code mixing by inserting, alternation, and congruent lexicalization.

Based on the finding above, it can be revealed that people do code-mixing on their daily conversation through social media, such as WhatsApp. It was found that the students applied some types of code mixing in sharing their status or comment through WhatsApp: insertion, alternation, and lexicalization. Moreover, the students had their own particular factors why they applied code mixing on WhatsApp.

The above essay is one of the examples of academic writing. The essay reveals that the writer shares his or her scientific issue concerning the Sociolinguistic matters. Moreover, he or she investigates one variable to another variable and tries to seek the finding. Moreover, the essay has several citations.

3. Supporting Ideas with Academic Sources

Clearly, in exploring academic topic, it is previously explained that citation is a must to support your ideas and to add some theories and other concepts. To document the citation, you can obtain sources from an authority. Authority in a context of academic writing is someone who has published his ideas or paper.
Here are some materials that you might have to search theoretical ideas, critical evaluations, research findings, and scholarly opinions (Bowker, 2007).

a. **Books**

Book is one of the sources that is mostly used and suggested in finding theories, principles and other concepts in academic writing. It is suggested to find the newest book publication in order to obtain refresh information and ideas. In addition, the theories chosen are updated or edited ideas from the previous theories. If you just concern to the previous books, you will find out old version of information. Moreover, you will not know that the author has done some revision or changes of his ideas. Hence, the newest publication or edited books will assist you to explore more your ideas.

b. **Journal Article**

Generally, journal articles can be alternative source to seek some information about theories or other things. The form of journal article can be printed or online journal article. Most of journal articles include the broaden material about one issue. Although it is written in several pages only, it completely has scientific information including the research finding, and it can be the guidance of researchers who are investigating a research.

c. **Proceeding**

Proceeding looks similar to journal article. It can be accessed into two types: online or printed proceeding. The similarity between journal article and proceeding is the form, topics, and contents. In contrast, proceeding is a product of scientific conference or seminar. Therefore, after conducting a seminar or conference, the papers will be published in online or printed proceeding. Moreover, proceeding is not generally as comprehensive as journal article, and it might not have peer review. Hence, it leads proceeding to have lower level that journal article.

d. **Internet**

Internet can be another source to seek scientific information. However, you must consider the credibility of the link that you want to have as the reference. The use of internet as the reference is limited in academic writing because the ideas quoted from internet is written by someone who is not expert so that the ideas cannot fulfill the scientific standardization. Many institutions allow the
use of internet as a source of supporting information or arguments, but we should careful in selecting information as not all websites contain credible or reliable information.

C. COMPREHENSION TASKS

After having explanation and reading a lot the above material, do the following activities:

1. In a small group, share your comprehension about the differences between academic writing and personal writing context;

2. Then, highlight the major points of academic writing.

3. Read the following paragraphs and determine whether they are personal or academic writing. You must include the academic reasons.

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Literature is a book and other written works, especially, considered to have creative or artistic element. In literature usually exists issues in every work. The most common issue today is equality. Equality is the most important things in life because equality can create social democratic activities. Gupta (2017) stated that male and female have to get the same right in term of any sectors including workplace. It means that female and male should be able to join in politic, government and so on. On the other side, in a real life, many activities recorded in novel and short story share gender inequality. This inequality comes from the old argument that women must stay at home and just do household. Based on the novel entitle Sold, gender inequality not only happens in family but also happen in leadership.

Gender inequality between men and women mean that different gender will affect an individual lived experience. Gelles and Cornell (1990) state that “violence is act carried out with intentions perceived for causing physical pain or injury to another person.” It means male more dominant that women. Based on novel entitle Sold, the status of Nepalese women is powerless than the men in society. Focus on family, for example when the girl needs something like a
In the novel, a boy packed a doll but the owner or the father said that she can't get it. Hence, it creates the girl feel powerless.

Moreover, gender inequality also can happen in leadership which in leadership usually men more dominate than woman. It Seems like Shastri (2014, p.28) reveals that gender inequality refers to the disparities between women and men based on their gender rather than objective differences in skills, abilities, or other characteristics. It means that men and women have different activities in their daily life. For example, men do their job in office, and women do their job at home. Moreover, men and women have their own characteristics in doing their jobs; most of men lead many kinds of activities or matters; however, most of women are just their followers and try to obey them. Therefore, this phenomenon describes gender inequality in leadership.

In short, the novel shares gender inequality, and it occurs not only in family but also in leadership. The novel also highlights women whom are the main subject. It can be seen from their activities in the novel which they always have no power. When gender inequality happens in family, it shows that men are more dominant in family, and women just follow the rules of the men. When gender inequality happen in leadership, women are also the main subject in their status which must follow the rules that they get from the men without a force.

D. REFERENCES


Michigan English Language Assessment Battery. (2013). *Samples essay and commentary*. Michigan: CaMLA.


MEETING II
WRITING PROCESS 1: PRE-WRITING ACTIVITIES

A. LEARNING OBJECTIVES

At the end of Meeting 2, students are able to conduct pre-writing activities prior to scientific writing production.

B. MATERIAL DESCRIPTION

The production of Scientific Writing is not different from other writing that it is a process-based rather than a product-based activity (Bowker, 2007; Oshima & Hogue, 1998). What is meant process does not only revolve on the writing activity but also include the before (pre-writing) and the after (revising) of main writing activity. In this meeting, we will focus on the prewriting process which includes Narrowing a Topic, Conceptualizing Ideas, and Searching Good Quality Information, and Effective Reading and Note taking (Bowker, 2007; Oshima & Hogue, 1998; Pretorius et al., 2019). These pre-writing activities are helpful in generating and planning your ideas and selecting proper supporting information or argument in order to construct a well-written Scientific Writing.

1. Narrowing a Topic

In general, writing always contain a topic that can be general or specific. The nature of scientific writing requires us to write on a rather specific topic in order to show not only about the topic but our ideas or perspective on the particular topic. In other words, you must narrow a subject to a specific point of focus, so you are able to write about it clearly and completely.

The figure below illustrates an example of how to narrow a very broad topic of environment. Although the topic environment remains interesting until now, it is still too broad to be covered in a text or a paragraph of a scientific writing. Hence, we should narrow the topic to environmental pollution. In fact, the topic of environmental pollution is still too broad that it is better to choose one kind of environmental pollution—air pollution. Up to this point, the topic is somehow still quite broad since you have to write different cause of air pollution. Therefore, we
might decide to write about vehicle emission as the cause of air pollution. At this point, the topic is already manageable to be written into a whole text. Furthermore, you can make the topic even narrower such as the effect of vehicle emission on our health to be written in the paragraph level.

![Diagram of Topic Narrowing](image)

Figure 1. Example of Narrowing a Topic on Environment

2. Generating and Conceptualizing Idea

After you have done with choosing a particular topic and get it through the narrowing process, the next step in pre-writing activities is to generate or conceptualize ideas. This is because the step after this is searching for information. In the searching process, you might either read too little or even read too much. In order to prevent this, it is a good idea to do thinking and planning around the topic prior to writing. Thinking and planning will lead you to get a sense of how your writing will be structured since the beginning. This also means you can be more strategic in searching for information (reading), rather than piling up a large amount of material that, unfortunately, not really relevant to your writing.

Before thinking about presenting your ideas to others (classmates, teachers, or even the public), you should first present them to yourself. Through telling yourself and writing out what you have in mind, you will be able to identify, understand and remember the ideas you want to present. Fulwiler (2002) states that you will attain paramount gain if you are able to fluently explore these
possibilities related to your writing. He further explains that exploration includes limiting options, locating the best strategies, and focusing energy in the most productive direction in writing (Fulwiler, 2002). There are many ways you can put down your ideas together such as making outlines or lists, freewriting or drawing mind maps, and you can either do these activities through freehand or using a computer. What is important is that you should be using the one that works best for you to get the ideas out of your head in a tangible for you to be able to see what they are, read them and predict the next steps should be done. Conducting exploration activities before you begin to write will give impact in the long run; your writing will be better, more directed, purposeful, and efficient (Fulwiler, 2002). Several ways of generating and conceptualizing your ideas are as follows.

**a. Freewriting**

Write down whatever comes your stream of mind on a sheet of paper (or on a computer). Think like you are having a dialogue with yourself. This technique suits people who learn well through listening or talking. Oshima and Hogue (1998, p. 6) termed this as “freewriting” in which the main purpose of the activity is to generate as many ideas as possible, hence grammar, appropriateness, spelling, logic and or organization should not be put into concern.

According to Oshima and Hogue (1998), the steps in doing freewriting are as follows:

1) You have to search or find out the topic; it can be done by reading or observing the surrounding. Then, you write the topic you are interested in elaborating on a piece of paper. You can state the topic you gain on the top of your paper. The topics can be the current issues, a kind of technology, the phenomenal incident or others

2) After having the topic, you are able to write a lot of main ideas relating to the topic until you run out of ideas (It is suggested to have the ideas into small bubbles. Then, you can provide such supporting ideas as fact, details, and examples that come into your mind. Remember, the supporting ideas should be relevant to the main ideas on the bubbles.
3) After conquering the step 2, read your ideas in the previous freewriting process and select the main idea(s) that you would like to develop and circle the supporting ideas to provide detail information in your essay.

4) Take that main idea(s) and do the freewriting on that idea(s) again.

**Example of Freewriting Step 1**

<table>
<thead>
<tr>
<th>Problems at Everland University</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the biggest problem as Cimahi university? Well, actually, I don’t really know. But I think, there are some. First, the classroom condition is usually overloaded. In fact, in this semester, room 567 had 42 students when the regulation said maximum 31 students. It leads to the inconducive situation for the students to achieve the material. When the lecturers give their lecture, the regular distraction comes from the classmates. Besides, the classrooms are inadequately maintained. In some classes, I found many broken chairs and no air conditioner provided while the class is full, and the weather is hot. Oh yes, another problem is to find parking space near the campus. I don’t know. The campus actually facilitates the students a big parking area across from the northern entrance of the campus, but it is somehow always occupied, so the students should arrive early. Many students have to find the parking space to park their cars at the residential areas, which is quite far and might become a concern for the residents around.</td>
</tr>
</tbody>
</table>
Example of Freewriting Step 2

The Parking Problem at Everland University

Finding a parking space located near to the campus at Everland University seems serious problem for the college students. The common problem I find is that the campus does not provide enough parking spaces for students to park their vehicles like private car, motorbike, or bikes. This condition leads the students must come early in order to have a parking plot for their cars. However, even after coming early, sometimes students can't get one for them. It makes them senseless and stressful. As a result, I had to drive through the streets for a half hour just to find a parking space. Because of that, I was late for class and I felt so upset.

b. Listing on Bullet Points

Jotting down your ideas in bullet points on a paper (or on a computer) is not really different from freewriting. Using bullet points is useful to order your ideas and have the odds of having a possible structure for your writing. This technique is very helpful for people who learn by reading and writing. Listing your ideas in bullet points is a brainstorming technique in which you have to find out the particular topic to be explored in your essay. Finding out the topic can be explored by listening to the crowd; you can observe the social media or YouTube and read public opinions about the current issues. You quickly make a list of whatever words or phrases come into your mind. Listing ideas will be interesting process for you since you may have it by creating mind mapping or bubbling the ideas on your mind. Although you list many ideas to the topic, you should highlight that purpose remains the same, to generate many relevant ideas to the topic as possible in a short time, and more ideas without having hesitance to correlate with other relevant ideas.

Oshima and Hogue (1998) presents the procedures of listing ideas as follows:

1) Write down the general topic at the top of your paper; you can select the familiar topic, or something you are interested in.

2) Then, make a list of every idea that comes into your mind about that topic. Keep the ideas flowing; the ideas can be obtained through recalling the information that you have acquired. (If you write down the ideas that are
completely off the topic, you don't need to worry about them because you can cross it out later or you can briefly select the relevant ideas with the topic you have got); and

3) After listing the ideas and selecting the relevant ideas to the topic, you can use words, phrases, or even sentences and ignore about spelling or grammar. If you focus on producing correct grammatical sentences, you will spend your time on that.

Below are examples of the listing technique on the topic of the culture shock experienced by international students in the English-Speaking Countries.

**Example of Bullet Points Step 1**

<table>
<thead>
<tr>
<th>Culture Shock</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Communication problems</td>
</tr>
<tr>
<td>2) Lack vocabulary</td>
</tr>
<tr>
<td>3) New language</td>
</tr>
<tr>
<td>4) Lack confidence</td>
</tr>
<tr>
<td>5) Poor verbal skills</td>
</tr>
<tr>
<td>6) they are friendly</td>
</tr>
<tr>
<td>7) Unclear expressions</td>
</tr>
<tr>
<td>8) poor pronunciation</td>
</tr>
<tr>
<td>9) use slangs and idioms</td>
</tr>
<tr>
<td>10) native speakers talk too fast</td>
</tr>
<tr>
<td>11) native speakers are difficult to understand</td>
</tr>
<tr>
<td>12) use incomplete sentence</td>
</tr>
<tr>
<td>13) show affection in public</td>
</tr>
<tr>
<td>14) people are always in a hurry</td>
</tr>
</tbody>
</table>

After listing some ideas and you feel like you are drained. Read the list and cross out items that are not too relevant or cannot be used in your writing later.
Example of Bullet Points Step 2

<table>
<thead>
<tr>
<th>Culture Shock</th>
</tr>
</thead>
<tbody>
<tr>
<td>15) Communication problems</td>
</tr>
<tr>
<td>16) Lack vocabulary</td>
</tr>
<tr>
<td>17) New language</td>
</tr>
<tr>
<td>18) Lack confidence</td>
</tr>
<tr>
<td>19) Poor verbal skills</td>
</tr>
<tr>
<td>20) they are friendly</td>
</tr>
<tr>
<td>21) Unclear expressions</td>
</tr>
<tr>
<td>22) poor pronunciation</td>
</tr>
<tr>
<td>23) use slangs and idioms</td>
</tr>
<tr>
<td>24) native speakers talk too fast</td>
</tr>
<tr>
<td>25) native speakers are difficult to understand</td>
</tr>
<tr>
<td>26) use incomplete sentence</td>
</tr>
<tr>
<td>27) show affection in public</td>
</tr>
<tr>
<td>28) people are always in a hurry</td>
</tr>
</tbody>
</table>

c. **Mock Presentation**

You can go further from listing your ideas by putting the bullet points on PowerPoint slides and reorganise as necessary (Pretorius et al., 2019). Oshima and Hogue (1998) termed this technique as outlining as it is useful in organizing the structure of your overall argument. The first step of making a mock presentation or outlining is to choose one of the ideas you get from the list of bullet points you made and divide it further into a sub-list and cross any ideas that are not relevant or cannot be used.

As an example, refer back to the Example 2 on listing ideas through bullet points. First step that can be done is to list further the ideas under the subject of “communication problems and cross out ideas that are irrelevant or cannot be used. As you can see from the example below, from the ideas we can take 2 main sub-lists, which are (1) poor verbal skills and (2) Native Speakers are difficult to understand. The ideas of new language and lack of confidence didn't really fit under the two mains sub-list, so they were crossed out. The remaining items could be put under sub-list 1 or 2. Try to put the rest of the points under the two sub-lists to create a preliminary outline for a paragraph.
Example of Mock Presentation Step 1

**Communication Problems**

29) Lack vocabulary  
30) New language  
31) Lack confidence  
32) Poor verbal skills  
33) Unclear expressions  
34) Poor pronunciation  
35) Use slangs and idioms  
36) Native speakers talk too fast  
37) Native speakers are difficult to understand  
38) Use incomplete sentence

Example of Mock Presentation Step 2

**Topic: Communication Problem**

**Slide 1**

**Argument 1**

39) Poor Verbal Skills  
   - Lack vocabulary  
   - Poor pronunciation

**Slide 2**

**Argument 2**

40) English Native Speakers are difficult to understand  
   - Talk too fast  
   - Use incomplete sentences  
   - Use slangs and idioms  
   - Use unclear expressions

d. **Matrix Clustering**

Organise your ideas in a matrix/table. This technique is useful to structure arguments within a particular paragraph.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Communication Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Argument 1</strong></td>
<td>Poor Verbal Skills</td>
</tr>
<tr>
<td>Poor Verbal Skills</td>
<td>1) Lack of vocabulary</td>
</tr>
<tr>
<td></td>
<td>2) Poor pronunciation</td>
</tr>
<tr>
<td><strong>Argument 2</strong></td>
<td>English Native Speakers are difficult to understand</td>
</tr>
<tr>
<td>English Native Speakers are difficult to understand</td>
<td>1) Talking too fast</td>
</tr>
<tr>
<td></td>
<td>2) Using incomplete sentences</td>
</tr>
<tr>
<td></td>
<td>3) Using slang and idioms</td>
</tr>
<tr>
<td></td>
<td>4) Using unclear expressions</td>
</tr>
</tbody>
</table>

e. **Mind Maps**

Through mind map, you can visually represent and organise your ideas. This technique is really helpful for people who are more visual learners. Mind mapping is another brainstorming activity to generate ideas. Here are the steps to do mind mapping proposed by Oshima and Hogue (1998):

1) In the centre of your paper, write down your topic and draw a "balloon or bubble" around it. It will be your centre, or core, balloon;

2) Then, draw some co-balloons around the core and write whatever ideas come to you in those balloons. Remember, those ideas stating in the ideas must be relevant and brief.

3) The last step is you have to think about each of these ideas and find out other relevant ideas for the co-balloons; then, make more other small balloons around them. These steps remind us to the hyponym in which highlights the correlation between the main topic or superordinate with other subordinates or co-hyponyms.

3. **Searching Good Quality Information**

After you have the relevant keywords and ideas, you can start exploring for information. In Meeting 1, it is mentioned that one of the most important
characteristics of Scientific Writing is the reliable support to our ideas and arguments. The only way to gain support for our arguments is to browse for from reliable sources of information. In writing, most of the time you need content and direction, therefore you need to locate ideas and information as the point from which you start and, later on, with which you support and convince your reader. Essentially, you are doing research whenever you pose questions and then look for the answers. It’s impossible to write a decent critical, analytical, or argumentative writing without priorly doing some research and reporting it accurately. Keep in mind that it is normal that this activity can take quite an amount of time. This is because you have to search for a good quality information rather than randomly picking information you found, especially from unreliable source of information. Moreover, you often may have to search through some number of records until you find a sufficient number of sources in order to get a thorough understanding of a particular topic.

It is important to select decent quality sources for your writing. The reason is because the sources you choose will be the evidence for the claims you are making. Accordingly, the better your evidence, the stronger your argument will be. Below are some examples that illustrate how evidence influence our argument. Imagine I want to say that "The soil is blue". If you check by looking outside, you will very quickly realize that the statement is not a very good argument, because common the soil is brown or black or red. Then, how can I make my argument stronger? Below are three examples.

**EXAMPLE 1**

We could say: "The soil is blue " with a reference to Wikipedia.

This is not very convincing, since Wikipedia is publicly editable, so the information is unreliable.

**EXAMPLE 2**

We could say: "The soil is blue " with a reference to Einstein.

This starts to sound more convincing as Einstein was a well-known scientist.
EXAMPLE 3

We could say: "The soil is blue" with references to Einstein and seven other very famous scientists, each of whom have independently and conclusively proven the soil is blue.

This argument is much stronger and may make you wonder why you still think the soil is black or brown.

You can see above that in every case, I make the same claim. However, the cases are different in terms of quality of the evidence. The argument is much stronger at the end than it was at the beginning because of the credibility of evidence I present. There are several questions that you can ask in order to evaluate the quality of the sources, these are:

a. The content of the source: Is it an in-depth examination of a specific topic and supported by data?

b. The authors of the source: Are the authors subject-matter experts in the field and are they affiliated with an accredited academic or institution?

c. The language of the source: Is the language specialized, using technical terms and written in academic style?

d. The publisher of the source: Has the source been published by credible academic or professional institutions?

4. Effective Reading and Note Taking

The next step after finding your sources, you need to effectively read them and take notes of important points. Again, always keep in mind that this can be very time-consuming. Make sure that you while you read you know the information that you want to get from the sources. According to Pretorius et al. (2019), the best way to read critically is by imagining the text as a conversation between you and the author. Several vital things to consider about the sources are:

a. Identify the main claims of the text.

What are the authors trying to convince you of by writing this source?

b. Identify how the authors have made these claims.
In what order have they placed their ideas and why? A good way to do this is to look at the **headings** of each section and the **topic sentences** of each paragraph.

c. Identify the **evidence** the authors have used to make their claims. Is the evidence **convincing**?

d. Identify the **theoretical ideas** that underpin the claims made in the text.

e. Determine whether there are any **assumptions** that the authors have made.

f. Investigate the **implications** of the information from the article. How does it **fit** with other literature in the field? How does it **relate** to your **experiences**?

You can take notes from your sources in whichever way works for you, but make sure to always distinguish between your ideas and the ideas of others. Also, always make sure to take note of the full reference details of your source in your notes.

**C. COMPREHNSION TASK**

1. Make a small group, narrow each of the following general topics to one specific aspect that could be written about in a **text** and a **paragraph**.

   a. School  
   b. Entertainment  
   c. Television  
   d. Food  
   e. Sports

2. Pick a topic and make a conceptualization of ideas using one of the techniques.

3. Based on the conceptualization you made, search and select three (3) sources is credible as the source for your topic and ideas.

4. Read the sources and take notes of relevant and important information.

5. Share with your friend.
D. REFERENCES


MEETING III
WRITING ACADEMICALLY IN GENERAL

A. LEARNING OBJECTIVES

Upon completing Meeting 3, students are able to write academically in general.

B. MATERIAL DESCRIPTION

In the previous meeting, this module has discussed the activities that should be done prior to start your scientific writing. The pre-activities are conceptualizing your ideas, seeking for useful information to support the claims or ideas you are about to write down, and reading effectively as well as note taking. Doing these pre-activities will help you structure your writing and make to easier for you during the writing.

In Meeting 3, we move to the discussion on how to write academically in general. Scientific Writing require you to follow the mechanism or standard rules in writing (Bowker, 2002; Oshima & Hogue, 1998). These rules lead you not to make ambiguous sentences, and you can maintain intelligibility of your ideas. In relation to this, there are several points that need to be paid attention to in writing academically which includes: (1) writing quality sentences and paragraphs; (2) writing a good quality argument; (3) Guiding your reader through your writing; (4) Developing an academic writing style; and (5) Using verb tense properly. Maintaining to do all these points will help you to shape your writing to be strong in argument as well as readable to the reader. These points in writing are discussed in the following section.

1. Writing Quality Sentences and Paragraphs

The first thing you want to do to ensure your reader can undoubtedly understand what you want to deliver is writing a decent quality of sentences and paragraph. First, sentences should contain a subject and a verb and only have one main idea. Although short sentences are easier to read than the long ones, but in scientific writing, you should vary the length of your sentences. In writing a sentence, you should avoid writing a sentence that is too long or approximately 25 words (2.5 to 3 lines of text) because sentences that are too long may confuse readers.
Above sentence level, paragraph is the next level in writing. In general, paragraphs should contain at least three or more sentences. Similar to writing sentence, paragraphs that are too short often contain insufficient substance and a long paragraph can be lacking in structure. In order to ensure that your paragraphs are a well-written academic paragraph, Pretorius et al. (2019) proposed that should follow the TEEEL (Topic Sentence, Explanation, Evidence, Example, and Link) structure as explained below.

![Figure 2. TEEEL STRUCTURE](image)

<table>
<thead>
<tr>
<th>T</th>
<th>• Topic Sentence: Introduce the main idea of a paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>• Explanation: Clarify your ideas for the reader/provides additional information</td>
</tr>
<tr>
<td>E</td>
<td>• Evidence: Academic references to support your ideas</td>
</tr>
<tr>
<td>E</td>
<td>• Example: Adding an example is optional and depends on the purpose of a paragraph</td>
</tr>
<tr>
<td>L</td>
<td>• Link: Introduces the next idea by linking to what is said</td>
</tr>
</tbody>
</table>

2. Writing Good Quality Academic Arguments

The previous section discusses on the structure of writing as one important aspect in writing. The next and the most important aspect in scientific writing is how you utilize your evidences to build an academic argument. All high-quality writing features a well-supported argument as follows.

a. Clear and unambiguous statement of position;

b. Use of appropriate academic evidence to support this position;

c. Consideration of contrary arguments;

d. Convincing demonstration of the validity of the stated position;
3. **Guiding Your Reader Through Your Writing**

In Scientific Writing, it is important to ensure your reader can follow your train of thoughts in your writing. Therefore, it is important that you guide your reader throughout your writing. First, you should determine who are you audience. In Scientific Writing context, it would be best to imagine that your audience is an educated person who is not an expert in your particular field of study or, in general, the topic you are writing. However, this does not mean that you can get away with delivering inaccurate or false statements. This means that you need to try to explain ideas, concepts, and arguments you are making as clearly as you can to the reader. This also mean that you cannot assume that your reader will or always know everything. In general, you will have to types of readers. First, the readers that want to understand particular ideas, concepts, and arguments. Second, the readers that want to see how well you understand ideas, concepts, arguments and issues you have chosen to discuss critically in your writing.

One of the ways to ensure reader comprehension or, in other words, your writing readability, is through using signposts. Signpost is the words that guide your reader through your writing. The use of signposting can be done in different ways as follow:

a. Using headings and subheadings that indicate what you will focus on in each section of your proposal or thesis. Be careful not to overuse headings and subheadings. As a guide, you should have at least two or three paragraphs in a section before you add a new subheading.

b. Using cross-referencing statements such as “As previously discussed…” or “The next section will explain…”

c. Using discourse markers to indicate the flow of ideas.

   Some examples of words you can use in your writing can be found in the table below.
### Table 1 Examples of Discourse Markers

<table>
<thead>
<tr>
<th>To add ideas together</th>
<th>In addition, again, further, moreover</th>
</tr>
</thead>
<tbody>
<tr>
<td>To compare ideas</td>
<td>Similarly, likewise</td>
</tr>
<tr>
<td>To contrast ideas</td>
<td>In contrast, although, however, on the contrary</td>
</tr>
<tr>
<td>To demonstrate cause and effect</td>
<td>Accordingly, consequently, hence, therefore, thus</td>
</tr>
<tr>
<td>To highlight examples or specific ideas</td>
<td>For example, for instance, in particular</td>
</tr>
<tr>
<td>To summarise ideas</td>
<td>In conclusion, to conclude, to summarise, to sum up</td>
</tr>
</tbody>
</table>

4. **Developing an Academic Writing Style**

You should also write in academic style. There are several basic features of academic writing style which are use of impersonal language, nominalisation, formal and precise vocabulary, cautious language, and avoid phrasal verbs (Pretorius et al., 2019). These features will be explained below.

#### a. Impersonal language

*Writing in impersonal language means that we should remove the personal pronouns such as “I”, “Me”, and “We” where possible.*

**EXAMPLE 1**

<table>
<thead>
<tr>
<th>Personal Language</th>
<th>Impersonal Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>You can see…</td>
<td><em>It can be seen that</em>…</td>
</tr>
</tbody>
</table>
EXAMPLE 2

Personal Language

In this essay I will discuss...

Impersonal Language

This essay will discuss...

b. Nominalisation

Nominalisation means the use of nouns instead of verbs. Nominalisation allows you to make your English writing sounds more academic for two reasons. First, nouns are often longer than verbs, making the words sound more technical. Second, the use of noun often requires you to reorder the structure of sentences, which makes your sentence sound more academic. Below are the examples of nominalisation.

EXAMPLE OF NOMINALISATION

Without Nominalisation

During the 18th century, industry began to develop quickly.

Note: There is actually nothing incorrect with the sentence. But it can be made more formal by changing the noun versions of the word “develop”.

Nominalisation 1

During the 18th century, rapid development of industry began.

Note: An even more formal way of writing this is to use the technical word for the concept “development of industry”, namely “industrialisation”.

Nominalisation 2

The 18th century saw the beginning of rapid industrialization.

Note: This sounds most academic of the three versions
c. **Formal and precise vocabulary**

The use of formal and precise language involves several different components. You should use technical language where possible if you can spell it correctly and use the technical terms appropriately. You should be precise and unambiguous, and you should avoid contractions like “can’t”, don’t or won’t. Finally, you should avoid slang and emotive language. See the examples of using formal and precise vocabulary.

**PARAGRAPH 1**

The government introduced some new legislations, focused on increasing stuff like rooftop power panels to reduce climate change. Sadly, these changes don’t properly address key environmental challenges.

There are several parts of Paragraph 1 that can be improved. As can be seen, the use of “some new legislations” is not precise in which it does not describe how many pieces of legislation were introduced. The paragraph also uses the slang term “stuff like”, the emotive term “sadly” and the contraction “don’t”.

**PARAGRAPH 2 (REWRITTEN)**

The government introduced **some two new pieces** legislations, focused on increasing **stuff like rooftop power panels solar energy generation** to reduce climate change. **Sadly However**, these changes **don't properly do not adequately** address key environmental challenges.

Paragraph 2 above is Paragraph 1 after going through process of rewording by using more academic language. In this version, the language is more specific, highlighting that the government introduced “two new pieces” of legislation. More technical language is used, the slang term has been removed and the contractions has been changed to the full word “do not”. Additionally, the emotive word “sadly” has been replaced with a more academic term “however”. While both paragraphs have the same main points, the language
style used makes the second version sound more academic in style compared to the first one.

d. **Cautious language**

Scientific language also uses cautious language which sometimes called hedging. This means that you avoid making 100% certainty statement. You should be using terms that are more cautious such as “suggests”, “indicates”, or “tends”.

**EXAMPLE**

- **Certain language**
  
  *Research proves that…*

- **Cautious language**
  
  *Research suggests that…*


e. **Avoid Phrasal Verbs**

Academic English also does not contain phrasal verbs (verbs that have a preposition after them such as “look up”). You should replace phrasal verbs with single word verbs in order to make your work more academic. The table on the below provides some words you can use to replace common phrasal verbs in your writing.

**Table 2 Verb to Replace Phrasal Verbs**

<table>
<thead>
<tr>
<th>Carry out</th>
<th>Undertake, conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure out</td>
<td>Understand</td>
</tr>
<tr>
<td>Go over</td>
<td>Review</td>
</tr>
<tr>
<td>Look back on/think back on</td>
<td>Remember, reflect</td>
</tr>
<tr>
<td>Look into</td>
<td>Investigate, examine, address</td>
</tr>
<tr>
<td>Look up</td>
<td>Research, explore</td>
</tr>
<tr>
<td>Make up/made up of</td>
<td>Comprise, involve, entail</td>
</tr>
</tbody>
</table>
5. Verb tense usage in academic writing

In scientific writing, the use of verb tense also has a great influence on your readers' interpretation of your writing. In general, past tense can indicate more than just time perspective; it also can distance the reader from the ideas being expressed. The use of past tense in academic writing can be applied when writers are eager to explain one topic in chronological order essay that highlights the procedures of particular topic. Here, writers can explore the historical story or object by presenting the series of past experiences.

Furthermore, it can be applied when writers describe the findings of previous researches. While present tense is often used to make generalisations or descriptions of particular topics – you need to be sure you wanted readers to feel that the claim you are making is a generalisable point. The main point is writers have to describe one topic in specific ways so that readers are able to obtain the content of essay briefly. The descriptions below show a brief description of the uses and possible impacts of tenses on the making meaning in your writing.

a. Past tense

In Scientific Writing, past tense is used to report or describe the content, methodology of the research, findings or conclusions of previous studies. The use of past tense assists writers to distinguish which part in academic research must be explored in past tense; as the result, readers know some activities done in one research have to be explored in past tense. It also helps to emphasize on the specificity of the study. To conclude, past tense can be used in your research paper, for example, to describe what you have done.

b. Present tense

The use of the present tense plays crucial roles in academic writing and research paper. It is used for generalisation or description such as in...
presenting overviews or introduction in one essay, statements of main points, a statement which is generally applicable, or which seems relevant. For example, in an essay, writers are able to elaborate the introduction, some body paragraphs, and conclusion with the use of present simple when writers present the goal of describing one topic in general way. Furthermore, in research paper, present simple is used when writers elaborate the introduction or chapter 1 and theoretical framework. They can explore the background, the research goals, problems, significances, definitions, and others. Moreover, writers of essay or research paper can strengthen their ideas with the theorist or researcher’s arguments by having this (e.g. Piaget (1972a) outlines…).

c. **Present perfect**

The present perfect tense is used to indicate that research into the specified area continues, to generalise ideas or points about past literature, related studies or to present a view using a non-integral form of referencing (the name of the author does not appear in the text of the sentence; it appears only in the subsequent parentheses).

d. **Future tense**

The future tense is often utilized in the methodology section of a proposal or the future directions section of a research paper. In a proposal, you are stating what you aim to do in the future. In the future directions section of a research paper, you usually state what should be done next that your research is complete.

**C. COMPREHENSION TASKS**

1. Write a paragraph using the TEEEL structure., then, compare with your friends.
2. Write a sentence using impersonal language
3. Write a sentence using nominalisation.
4. Write a paragraph with formal and precise vocabulary.
5. Write a paragraph using cautious language (hedging).
6. Write 5 sentences using the verbs in Table 2.
D. REFERENCES


MEETING IV
PLAGIARISM AND CITATION

A. LEARNING OBJECTIVES:

After discussing the meeting 4, the students are able to:

1. Understand how to avoid plagiarism; and
2. Demonstrate how to do citation through APA style.

B. MATERIAL DESCRIPTION

1. Plagiarism

In general, many people including college students have been familiar with plagiarism. They have done it to complete their assignment and other academic activities. However, in academic institutions, it is not allowed since it is a crime in academic writing. Plagiarism is an activity to copy someone’s ideas, opinion or work which is admitted as own work or copy someone's ideas without stating the original references; therefore, it creates wrong assumption.

The term plagiarism is derived from English “plagiarism” and “plagiarius” from Latin which mean steal or copy. Hence, plagiarism is activity of stealing the other's ideas and claim those ideas are his (Putra, 2011). Furthermore, according to the Minister Regulation of Ministry of National Education of the Republic of Indonesia Number 17 of 2010, “plagiarism is conscious or unconscious action to obtain the readable ideas through copying half or all ideas stated by others without attaching references” (Ministry of National Education [MONE], 2010). This definition seems similar to the Putra’s explanation. It refers to stealing activity in writing the ideas; it is called stealing since the writer does not attach the appropriate references.

From the previous definition of plagiarism, it can be concluded that plagiarism is a copy activity which is done to have clause or sentences; then, the sentences are presented as they are the real writers' ideas. Moreover, the writer
does not writer any authors’ names and the year. Eliminating those elements leads to the plagiarism process.

2. The Types of Plagiarism

There different types of plagiarism that might consciously or unconsciously done by a writing. According to Soelistyo (2011), plagiarism is classified into several types as follows.

a. A plagiarism based on what is copied

These plagiarisms are plagiarism of ideas, word for word plagiarism, plagiarism of source and plagiarism of authority. Initially, the plagiarism of ideas means the writer write some ideas, but they seem similar to others’ ideas. It can be revealed that the ideas probably have similarities with other scholars’ ideas. Another is word for word plagiarism; it means writer copy the ideas from another original text by having slavish copy or restate the ideas word by word, and he or she does not state any reference. It is claimed as plagiarism since the writer takes the original content of the original text, so the whole ideas of the real source are absorbed in the new writing. This case usually occurs when the writer writes their ideas in their paper like research or others. The next type is plagiarism of source. It is one of the fatal plagiarisms because the writer consciously does not state any reference although he or she has stated the whole ideas from someone else. Stating citation or the reference is so necessary in order to avoid plagiarism and respect the author of original text. It is also fair for the author of original text because he has already contributed in creating original ideas. The other type is plagiarism of Authorship. In this kind of plagiarism, the writer consciously takes all ideas in a book, online article a journal, or other sources; they are also aware to do it with a strong eagerness in order to deceive other people. These processes are done by taking all contents of original sources and changing the cover. For example, a writer changes the cover of someone’s work and state his name on the cover without getting permission and claim the work to be his work.

b. Purposed plagiarism

This plagiarism is divided into two types:
1) The initial plagiarism is intended plagiarism, which is consciously done by using, borrowing, copying others' works such as ideas, sentences, clause, and theory.

2) Another type is unintended plagiarism. The process is done indeliberately which is caused by lack of knowledge and comprehension how to cite the original text.

c. Plagiarism based on the proportion taken

This plagiarism is divided into some types:

1) A write takes some ideas, and they are about 30% taken from original source. In addition, a writer takes the ideas about 30% through 70% from original source, and a writer takes the ideas about more than 70% from the original source. To be concluded, plagiarism is claimed if the writer has about 30% through 70% ideas from original source.

2) A writer who does plagiarism totally means that he copies or steals whole ideas stated in original source and consciously claim them as his. Commonly, he changes some variables in title, the abstract, the keywords in abstract, subtopics, and the conclusion; therefore, they seem different with the original source.

3) The last kind of plagiarism is paraphrase plagiarism. It means the writer changes sentences from the original sources by changing some sentences with his ideas and changing some words only with other synonymous words. Actually, the process is absolutely right; however, the writer does not state the name of author and year. As a result, it becomes paraphrase plagiarism.

3. Examples of Plagiarism

Read some following paragraphs and learn the use of plagiarism

<table>
<thead>
<tr>
<th>Example 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, a novel is one of the most phenomenon literary works that presents a long narrative which highlights fictional characters and events (imaginary stories); it is usually in form of a sequential or chronological order story that delivers the orientation of the story, the events, the complication, and the resolution of story.</td>
</tr>
</tbody>
</table>
“They both are included in prose narrative fiction. They similarity is in the intrinsic element such as plot, character, setting, and others” (Sumardjo & Saini). Abram (2008) defines that the chief character in a plot, on whom our interest centres is called the protagonist (or alternatively, the hero or heroine). According to Shepard (1917), “self-acceptance is an individual’s satisfaction or happiness with oneself, and is thought to be necessary for good mental health.” Novel that author use as subject in this essay is novel Wonder (Palacio, 2012). This novel is a story of a young boy named Auggie, who has so much to overcome - not only his physical appearance but also starting new schools. By the end of the novel, his fellow characters learn that Auggie is a real wonder. From the short explanation above, the author focuses to find out the self-acceptance portrayed through the protagonist in the novel.

Let’s check the plagiarism (plagiarism checker was used to detect plagiarism)

PLAGIARIZED A novel is a long narrative that normally in prose, which describes fictional characters and events, usually in form of a sequential story.

Unique They similarity is in the intrinsic element such as plot, character, setting, and others (Sumardjo & Saini).

Unique Abram (2008) defines that the chief character in a plot, on whom our interest centres is called the protagonist (or alternatively, the hero or heroine).

PLAGIARIZED According to Shepard (1917), self-acceptance is an individual’s satisfaction or happiness with oneself, and is thought to be necessary for good mental health.
Unique Novel that author use as subject in this essay is novel Wonder (Palacio, 2012)

Unique This novel is a story of a young boy named Auggie, who has so much to overcome - not only his physical appearance but also starting new schools.

Unique By the end of the novel, his fellow characters learn that Auggie is a real wonder.

Unique From the short explanation above, the author focuses to find out the self-acceptance portrayed through the protagonist in the novel.

Example 2
One of the most essential contexts to develop self-acceptance is the family because family is the primary group that people experience the place where some of the important identities take shape. In the novel, the protagonist also needs a help from his family to achieved self-acceptance. This is in line with Demir et al (2011) says that “family also influences adolescent mental health. Good relationships among family members contribute to the development of interpersonal skills, build self-confidence and lower the incidence of depression.”

Let’s check the plagiarism (plagiarism checker was used to detect plagiarism)
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This is in line with Demir et al (2011) says that family also influences adolescent mental health.

Good relationships among family members contribute to the development of interpersonal skills, build self-confidence and lower the incidence of depression.

Example 3

This means that slang is usually used to make intimacy between one person and another so that they can feel more closed to each other between their own group talks. This is also used by them to keep the secret of what they are talking about because generally slang is produced by the speaker itself. According to Tambunsaribu (2019), environment is the first common problem which are the teenagers know and hear rude words by the living people around them. Usually they say rude words to their friend just to seem cool, the teenagers feel more comfortable by using these words. They also do not feel its harm to say so. Richard and Schmidt (2010) state that factor of using slang words can be determined by social status as a higher class, lower class or middle class, prestige, and power that people have. In sociolinguistics, social class effects the people's ability to communicate. Most people in higher status will apply the formal word and deliver correct grammatical elements.
the lower status, on the other hand, will apply many taboo and slang word or cursing words. They seldom apply formal language in communication in order to show the solidarity and intimacy among communicators. The social class of people is also crucial factor in social interaction as it may deliver the significant effect the speech style. In brief, the speech and treatment of people will be different between the people in higher or lower social class. As a result. It can be the symbol to distinguish between poor and rich classes. Tambunsaribu (2019) defines that friendship factor on the third biggest influential factor in using such rude words is caused by the teenagers’ friendship. They tend to use rude words in their speaking with their friends because they are very close to each other. They feel more comfortable in using rude words because none of them get hurt feelings. They even said that the rude words are like their slang words in their community. Let’s check the plagiarism (plagiarism checker was used to detect plagiarism).

**Unique**  This means that slang is usually used to make intimacy between one person and another so that they can feel more closed to each other between their own group talks

**Unique**  This is also used by them to keep the secret of what they are talking about because generally slang is produced by the speaker itself.

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Richard and Schmidt (2010) state that factor of using slang words can be determined by by social status as a higher class, lower class or middle class, prestige, and power that people have. In sociolinguistics, social class effects the people’s ability to communicate. Most people in higher status will apply the formal word and deliver correct grammatical elements, the lower status, on the other hand, will apply many taboo and slang word or cursing words. They seldom apply formal language in communication in order to show the solidarity and intimacy among communicators.

The social class of people is also crucial factor in social interaction as it may deliver the significant effect the speech style.

As a result. It can be the symbol to distinguish between poor and rich classes.

Tambunsaribu (2019) defines that friendship factor on the third biggest influential factor in using such rude words is caused by the teenagers’ friendship.
Example 4

Kerr (2007) stated in his article entitled "The Impact of Western Beauty Ideals on the Lives of Women and Men", "I'm tired of all this nonsense about beauty being only skin-deep. That's deep enough. What do you want-an adorable pancreas? The objectives of this article are to review the variation in beauty ideals over time and the consequences of these ideals on the lives of women and men within a sociocultural framework. Even though the focus will be formerly on ideals for body weight and appearance in western culture, examples of beauty ideals that go beyond weight and appearance and reflect other cultures will be included where appropriate."

Let's check the plagiarism (plagiarism checker was used to detect plagiarism).

Kerr (2007) stated in his article entitled "The Impact of Western Beauty Ideals on the Lives of Women and Men", I'm tired of all this nonsense about beauty being only skin-deep.
The objectives of this article is to review the variation in beauty ideals over time and the consequence of these ideals on the lives of women and men within unique

Even tough, the focus will be formerly on ideals for body weight and appearance in western culture, examples of beauty ideals that go beyond weight and appearance and reflect other cultures will be included where appropriate

4. Citation

Absolutely, a scientific work is a common thing among societies especially for the writers in academic institution. The process of producing scientific writing involves research which needs citation to support the research. Therefore, it plays important role in scientific writing including as sources to seek the theoretical framework, strengthen the finding, and others. Furthermore, the use of citation needs some specific rules in it like the capitalization, punctuation, the use of year and name of authors.

In addition, to write ideas in an essay or a paper, a writer needs some sources as citation to strengthen the writer's ideas. Hence, it is so necessary for a writer to know how to make appropriate citation. Furthermore, a writer needs to read a lot which reading habit is an activity done by a writer in producing the ideas in his work. The product of reading will be stated in some citations which a writer can adopt the format of citation.

Commonly, citation is restating the ideas like sentences from original sources in order to describe or strengthen a writer's arguments. A writer also does citation to find out some previous researchers' ideas that had had the same interests, and to compare the finding with others. Moreover, the activity of citation is a reproduction process. The product of citation can be summary, paraphrasing, or direct quotation. After having done the process, a writer can gain the description of what he has read in original source as the reference. A writer can make citation by having statement, theory, or definition; he can cite those ideas to support his ideas and finding in doing research or work. By giving the citation,
those ideas taken by a writer can be accounted for giving description or illustration in an essay or paper.

5. **Function of Citation**

In addition to understanding of citation, it also delivers the functions: avoid plagiarism, help readers to comprehend more ideas, give the more value on the original source. Firstly, citation is used as a mean to avoid the plagiarism. As the writer explained before, plagiarism is a big crime in educational institution; therefore, the students must read a lot and take the ideas by stating the original source. Appropriate citation is greatly capable to reduce plagiarism. Next, citation also helps reader to comprehend more ideas. All writers need many original sources to find the theory and definition in order to support his ideas. Besides, he also able to explore the ideas; thus, readers can gain more comprehension about the ideas stated by a writer.

**EXAMPLE**

- **Author Prominent**
  
  According to Thomson (2010), gender delivers distinctive learning styles.

- **Information Prominent**
  
  Gender delivers distinctive learning styles (Thomson, 2010).

6. **Several Tips of Authors Citation**

Bowker (2007) presents some guidance to assist writer in citing works of others.

a. **Writers can apply two styles in their academic writing: in a body of sentence or in a bracket. Both in the body of sentence and bracket can be used to show the variety when they cite authors’ ideas.**
b. Writers can choose one of the following verbs in order to avoid stating similar verbs when they introduce the citation in their academic paper.

Table 3 Verbs for Citation

<table>
<thead>
<tr>
<th>Explain</th>
<th>Describe</th>
<th>State</th>
<th>Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insist</td>
<td>Conclude</td>
<td>Write</td>
<td>Show</td>
</tr>
<tr>
<td>Observe</td>
<td>Summarise</td>
<td>Suggest</td>
<td>Point out</td>
</tr>
<tr>
<td>Highlight</td>
<td>Note</td>
<td>Feel</td>
<td>Explore</td>
</tr>
<tr>
<td>Mention</td>
<td>Focus</td>
<td>Compare</td>
<td>Identify</td>
</tr>
<tr>
<td>Tell</td>
<td>Report</td>
<td>Reveal</td>
<td>Examine</td>
</tr>
</tbody>
</table>


EXAMPLE

- Author Prominent

• **Information Prominent**


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**We use a semi-colon “;” when we list two or more authors**

---

d. **Writers sometimes want to state the same author twice in one single paragraph; hence, writers need to state the name of author and year of publication in the first citation and no need to restate the year of publication in the second citation.**

**Example**

<table>
<thead>
<tr>
<th>The first citation — need year of publication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender delivers distinctive learning styles (Thomson, 2010). Thomson also highlights that those differences lead to their academic achievement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The second citation — the same source</th>
</tr>
</thead>
</table>

---

e. **Online articles sometimes have no date; in this case, writers need to state n.d. in bracket to substitute year of publication.**
f. When a book or original source presents three to five authors, writers must include all names and the year, and for the additional or further citations, writers have to type the first author’s surname and then writers state “et al” next to the surname of the first author. Its mean is “and others” in English.

Example

- **Author prominent**

  According to Thomson, Gear, Lee, Chan, & Sing (2010), gender delivers distinctive learning styles.

- **Information prominent**

  Gender delivers distinctive learning styles Thomson, Gear, Lee, Chan, & Sing (2010).

Example

- **Author prominent**

  According to Thomson et al. (2010), gender delivers distinctive learning styles.
g. The last suggestion is when writers want to include the ideas or work which a source of ideas is someone else’s work. However, writers are not able to access the original source, so it is crucial for them to state both original source and the secondary source. Here, writers can document the ideas with by stating “as cited in” before stating the secondary source.

Example


C. COMPREHENSION TASKS

Answer the following questions briefly!

1. Share your comprehension about plagiarism

2. What are the characteristics of plagiarism?
3. Explain one of the most common plagiarism
4. Share your understanding about citation
5. What are the functions of citation?
6. Make some examples of citation.

D. REFERENCES


Tambunsaribu, G. (2019). *The morphological process of slang words used by teenagers in Jakarta and its negative effects in their academic qualifications (A sociolinguistic study)*. Retrieved February, 2020 from https://www.researchgate.net/publication/337838794_The_morphological_process_of_slang_words_used_by_teens_in_Jakarta_and_its_negative_effects_in_their_academic_qualifications_a_sociolinguistic_study
MEETING V
QUOTATION

A. LEARNING OBJECTIVES:

After discussing Meeting 5, the students are able to:

1. Comprehend the direct quotation
2. Apply direct quotation in their essay.

B. MATERIAL DESCRIPTION

1. Direct Quotation

   In producing academic writing, writers need to select one way to avoid plagiarism and support their ideas; one way is quoting authors’ ideas. Direct quotation is sentences written by stating all ideas with no changes. Writers are not able to change, eliminate or add any ideas stated in original sources. All ideas here are included the words, capitalization, and punctuation. Bowker (2007, p. 21) describes that “a quotation is an exact copy of the words that someone else has written or said. These words are placed within quotation marks “ “, which are also referred to as speech marks”. In quotation, writers must state the name of authors, the year of publication, and the page number of original sources where the quotation is placed. Writers are able to apply some styles of citation, namely Harvard, Chicago, MLA or APA. Universitas Pamulang applies APA (American Psychological Association) as the referencing style in writing assignments and research paper. Below are some examples of how to put quotation in your writing.
EXAMPLE 1

Original ideas
"Information technology must be used in the curriculum, in the same way that a pen and pencil are used in most subject areas."

Reference:

Page.15.

EXAMPLE 1: Author Prominent

In author prominent quotation, we must state the year and page number in brackets

Ager (2000, p. 15) describes that “information technology must be used across the curriculum, in the same way that a pen and pencil are used in most subject areas.”

Moreover, the placement of full stop in the original idea has been engaged within the speech marks because the sentence stops here.

The capital “I” in information has been changed with a lower letter “i” to suit the sentence arrangement.
EXAMPLE 2: Information Prominent

“Information technology must be used across the curriculum, in the same way that a pen and pencil are used in most subject areas” (Ager, 2000, p. 15).

ORIGINAL IDEAS

“Computer dehumanises people and inevitably leads them to act like machines themselves.”

REFERENCE:

Page. 58.
Direct Quotation

- **Author Prominent**
  Apter (1968, p.58) highlights that “computer dehumanises people and inviably leads them to act like machines themselves.”

- **Information Prominent**
  “Computer dehumanises people and inviably leads them to act like machines themselves” (Apter, 1968, p.58).

EXAMPLE 3

Original Ideas

“Teachers need to be aware that IT within the classroom is extremely flexible, but that they need to plan what purpose IT serves in each lesson.”

Reference:


Direct Quotation

- **Author Prominent**
  Bowker (2007, p.46) summarizes “teachers need to be aware that IT within the classroom is extremely flexible, but that they need to plan what purpose IT serves in each lesson”.

- **Information Prominent**
  “Teachers need to be aware that IT within the classroom is extremely flexible, but that they need to plan what purpose IT serves in each lesson” (Bowker, 2007, p.46).

Bowker (2007) also explores some suggestions to write down the quotation:

a. Writers need to state the accurate phrasing, words, correct spelling, and punctuation of the original ideas. Remember, writers are not able change any
ideas, words, grammatical sentences, and other things. Here, writers just
restate the original ideas to your paper.

b. Sometimes, careful writers find one or more errors within original source. To
solve this, writers need to add one of the Latin words ‘sic’ that symbolizes the
error on a sentence; hence, writers have to state or place ‘sic’ in square
brackets next to the erroneous word to show that the original sentence
contains the error, but it does not need to fix.

EXAMPLE

Tiandy (2010, p.25) states that “writing need [sic] some crucial
processes.”

Bram (2018, p. 30) defines that “sociolinguistic [sic] is a study of
relationship between language and society.”

c. Writers generally quote some ideas from online sources. In this case, they
need to put page number within the citation. Unfortunately, online sources do
not have any page numbers. Therefore, they should use paragraph numbers,
written by “para.”

EXAMPLE

• Author Prominent
  According to Niman and Hoel (2000, para.15),…

• Information Prominent
  …” (Niman & Hoel, 2000, para.15).

d. Generally, writers need to clarify one specific word including initialism; hence,
they need to place the extra words in square brackets. Its function is to explain
one new word to readers and make sure they obtain clear idea.
EXAMPLE

“Many national standard and international schools have implemented the use of ICT [Information and Communication Technology] in teaching and learning process” (Kioto, 2004, p.203).

“Most of teachers apply PBL [Project Based Learning] to obtain students’ English achievement” (Joy, 2017, p.76)

Those above examples are written in order to clarify some words that are probably unfamiliar among readers.

e. Writers sometimes find out long original ideas which mean the ideas are stated in several sentences. However, they just want to highlight the important ideas; hence, they need to apply ellipses that they remove some details from a quotation. This process is so useful when they want to integrate a quotation into their writing task or scientific work, but they find that some ideas are too detailed.

EXAMPLE

Samuel (2001, p. 43) explained that “in the social interaction, people should consider several important points. . . including the social varieties which share crucial effects on communication.”

f. Generally, this case looks like the case above, but here, writers need to state all ideas in their academic writing since all ideas are important to support their ideas. In this case, writers should consider the amounts of words; if the words in one quotation has more than 40 words, they must indent the whole quotation. The indent process can be done by having 5 spaces, so it become a block of text, and writers must remove the speech marks “ “.
EXAMPLE

As Sean and Jim (2000, p. 210) put it

Sociolinguistics is a study that discusses a relationship between language and societies. It also covers three major points: how individual speakers use language in societies, how region produces one language, and how government determine the kind of language that will be used in societies.

For block quote, you must be careful with the placement of authors’ name, year of publication and the page number. The bracketed details must be located outside the full stop.

g. The last case is when writers want to quote someone’s ideas, yet they are not able to find the original book or journal. Therefore, writers need to attach both sources of authors. In this process, writers can use the words “as cited in” before the secondary source. Also, for the reference, writers need to restate the detail information about the secondary source.

EXAMPLE

Malik’s (1999, p. 101, as cited in Gibran, 2005, p. 34) finding explains “blended learning could present significant effect on the students’ writing achievement.”

Can you guess which one is the primary and secondary source?

2. When can You Use Quotation or Your own Words?

Bowker (2007) shares three major criteria to help writers judge the significance of quotations in your academic writing.

a. When the quotation of original ideas expresses necessary ideas, and writers find difficulty to write more simply. Hence, it is suggested for writers to use quotation in order to avoid misinterpretation. Moreover, writers hesitate that they are not able to produce obvious ideas.
b. When the quotation of original ideas has important ideas, and writers cannot write the ideas more powerfully than the original ideas. Thus, it will be better for them to have quotation; as a result, writers can still share authentic ideas.

c. Writers can use quotation when they want to share authentic ideas for some specific purposes such as literary analysis, legislation, or definition.

C. COMPREHENSION TASKS

1. Create quotation of the following original ideas (Both in the body of sentence and in the bracket).

a. “The modern business letter is nearly always typed. It has long been customary set it out in indented style but know the block style has come to be much more widely used.”


P. 10

b. “A curriculum vitae is a summary of your personal educational and work history, experience and activities you have had.”


P. 48

c. “Although MUD players may create a character vastly different from how they are in reality, many conform to their real-life behaviours and personality.”


P. 113

d. “Males may also be more likely to utilise online environments for identity exploration, including identity alteration, compared to females.”

P. 1285

e. If you are using APA conventions, then this is referred to as a Reference List and is headed up References. In some disciplines, you may also be asked to include a Bibliography, which is a list of sources you used to develop ideas around the assignment topic, but which you did not actually cite or include in the body of your assignment. Occasionally, you may be asked to include only a Bibliography, which is likely to cover all sources, whether or not they were used in your assignment.


P. 23

f. Summarising involves selecting out some key features and then using those to create a shortened version of the author’s prose. Of course, in your assignment, you need to ensure that there is enough difference in form between the original version and your own summarised version. This may be achieved by simplifying the ideas, as well as using a different sentence structure or sentence order to present those ideas.

Note: the red sentences must be removed since you just need other ideas.


P. 114

g. It is important to be able to explain the ideas of authors in your own words because this shows you understand the concepts and opinions.


P. 23
2. Read one or more online journals. From the journals, you have to take the ideas and produce direct quotations.

D. REFERENCES


MEETING VI
SUMMARISING

A. LEARNING OBJECTIVES:

After discussing the meeting 5, the students are able to:

1. Comprehend the summarizing
2. Apply summarizing in the students' academic writing

B. MATERIAL DESCRIPTION

1. Understanding of Summarizing

The previous topic is discussing about quotation; it is used to restate the original ideas without changing any ideas including punctuation in order to present the authentic ideas. Read (2019) highlights summarizing allows writers to write other people’s ideas with their own words in their academic writing. It can be one alternative way to avoid plagiarism by summing up the main ideas. Here, writers try to comprehend the ideas which they have read before. He also describes summarizing in three major points: (1) summary will be shorter than paraphrasing, and it will be less than a third of authentic ideas, (2) summary has a function to explain an summary of ideas from a single or multiple sources, and (3) writers just sum up the most necessary ideas in original ideas, and they exclude details and examples.

Bowker (2007) also describes “summarising involves selecting out some key features and then using those to create a shortened version of the author’s prose. In academic writing, writers sometimes do not put all ideas exactly, and they prefer comprehending the original ideas and sum up them in shorten way. Writers can summarize by simplifying the ideas, replacing the original words by using similar words, and using different structures.

To conclude, summarising is a process of gaining main ideas from the original ideas by picking points up only. Summarising must be short, and it must
cover all ideas. It includes not only the main points but also the arrangement of ideas.

EXAMPLE 1

Original Idea
“Teachers are only going to be able to incorporate IT into their lessons if they are competent users themselves.”

Reference

Summaries
- Author prominent
  According to Reksten (2000), teachers can apply a kind of technology in teaching process if they can use it properly.

- Information prominent
  Teachers can apply a kind of technology in teaching process if they can use it properly (Reksten, 2000).

EXAMPLE 2

Original Idea
“IT needs to be used and understood in all subjects in the same way as the ability to read is necessary for all subjects, and must be used across the curriculum, in the same way that a pen, and pencil are used in most subject areas.”

Reference

Summaries
- Author prominent
  Ager (2000) explains technology, pen and pencil in learning process must be implemented in school’s program simultaneously.

- Information prominent
  Technology, pen and pencil in learning process must be implemented in school’s program simultaneously (Ager, 2000).

(Ager, 2000).
EXAMPLE 3

Original Idea
“Children spend a very large proportion of their daily lives in school. They go there to learn, not only in a narrow academic sense, but in the widest possible interpretation of the word – about themselves, about being a person within a group of others, about the community in which in which they live, and about the world around them. Schools provide the setting in which such learning takes place.”

Reference

Summaries
- Author prominent
As Leyden (1985) sums up, schools are facilities for children to absorb academic information and to know how to socialize with other peers.

- Information prominent
Schools are facilities for children to absorb academic information and to know how to socialize with other peers (Leyden, 1985).

EXAMPLE 4

Original Ideas
“Code-mixing is a type of how people mix between their native language to another language on their daily conversation through written or spoken interaction. Speakers are able to blend more than language within one sentence; it occurs since they have mastered two or more languages from their family, school, and environment. (Haryati, 2020).

References:
Summary

Author Prominent

Haryati & Prayuana (2020) sum up, code-mixing is discussing how two different languages are applied in one sentence derived from social environment.

Information Prominent

Code-mixing is discussing how two different languages are applied in one sentence derived from social environment (Haryati & Prayuana, 2020)

Based on the above examples, there are some key words that we can have. Initially, writers are not able to break down the ideas by losing an authenticity of their original meaning. Therefore, writers must keep maintaining the authenticity of original ideas in order to be comprehended properly. Second, the summary result is written through the arrangement of some key words: IT, curriculum, and learning process. Thirdly, the result of summary is taken by changing the order of original ideas. For instance, the original ideas start explaining

C. COMPREHENSION TASKS

Read the following original texts, and then you should sum up all texts with two styles (in the body of paragraph and in bracket).

Text 1

"Nevertheless, while online users have the capacity to alter their identity and interact as other than themselves, and, many probably create identities consistent with real life. In support of this, he also argues that how online norms develop out of pre-existing norms within contexts external to online environment."

Taken from Byam (1998)
Text 2

“Danet’s study offers further evidence in support of online users confirming to real life identity conventions. His analysis of gender identities chosen on two MUDs (MediaMOO and LambdaMOO), constituting 1055 and 7308 players, revealed that a majority chose male or female, while only a minority adopted unconventional identities encompassing neuter and gender neutral.”

Taken from Danet (1998)

Text 3

“Online users may also behave much as they do in real life and conform to identity norms common in face-to-face context. For instance, a posting to a discussion group about online personal highlighted equal numbers of participants acted the same as real life versus being different.”

Taken from Turkle (1997)

Text 4

“Early adulthood is the life stage between 12-19 years old; it is the age where young adult experiencing the physical changes of their bodies and craving for psychosocial identity and intimacy from the group closest to them such as family, friends, and others. In finding this relationship sometimes they are lack of strong sense of acceptance from others.”

Taken from Rosnaningsih (2017, p. 2139)

Text 5

The sense of caring and empathy will positively affect female students’ self-esteem as they accept their peer existence. In opposite, male students tend to be assertive, tough, firm and focused on the materials. As the results, they become very competitive and sometimes ignoring one’s need to be connected to others might carry great cost. Even as
young adults who have not experienced the increase of self-esteem that comes with a positive relationship among others such as love and caring will get benefit in terms of learning and shaping their own language skills.

Taken from Rosnaningsih (2017, p. 2146)

D. REFERENCES


CHAPTER VII
PARAPHRASING

A. LEARNING OBJECTIVES:

After discussing the meeting 7, the students are able to:

1. Comprehend the paraphrasing
2. Apply paraphrasing in the students’ academic writing

B. MATERIAL DESCRIPTION

1. Understanding of Paraphrasing

Paraphrasing is another alternative way to cite and avoid plagiarism. Bowker (2007) explains paraphrasing is a way to restate ideas using different words. Here, writers must deliver similar ideas stated in original source, but they must be stated the ideas with distinctive words by expanding the ideas. The main characteristics of paraphrasing are writers should produce more exploration of original ideas and change some words with their synonym.

Bowker (2007) also notes several strategies to paraphrase:

a. Writers can expand the main point by identifying in order to have drawn more understanding

b. Writers can also state some linking words: on the other side, in contrast, furthermore, similar especially, consequently, commonly, for instance, as a result, and others. These linking words are used to assist writers to flow the ideas in academic writing.

c. Writers can change the sentence structure and form. Usually, writers can change the active sentence to be passive sentence and vice versa.

d. Writers are allowed to use some sentence starters: it means…, this function to……, it serves to…. the issue focuses on….., the issue highlights……, this concept is about…………………, and this idea is organised around……

e. Some vocabulary can be substituted by finding their synonyms, and they can be framed in writers’ understanding. Some verbs that can be used are
develop, construct, create, produce, observe, indicate, suggest, demonstrate, investigate, argue, conduct and others.

f. Paraphrasing can be stated by having both in the bracket and in the body of sentence.

2. Examples of Paraphrasing

EXAMPLE 1

Original Ideas
“Children spend a very large proportion of their daily lives in school. They go there to learn, not only in a narrow academic sense, but in the widest possible interpretation of the word – about themselves, about being person within a group of others, about community in which the live, and about the world around the schools provide the setting in which such learning takes place.”

Paraphrasing
- Author Prominent
According to Leyden (1985), one of the proper facilities to educate children is an educational institution, school. Schools are great places for children spending a significant amount of time. They fundamentally go to school to learn academic information like learning some new material from their teachers. Leyden also expands that learning process occurs within a far wider context as children also learn about who they are. This process assists children to socialize with other peers and to communicate with their teachers. Thus, by being in groups in their local community, they can enhance the wider world which surrounds them and know how to explore themselves in school life and societies. In brief, schools offer the beneficial settings to facilitate children’s learning about many great things in schools and surrounding.
Paraphrasing

Information prominent

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EXAMPLE 2

Original Ideas
Holmes (1992) defines "sociolinguistics is a study of relationship between language and society."

Paraphrasing

• Author Prominent
Holmes (1992) argues sociolinguistics focuses on explaining why human beings speak differently in different social situation, how human beings use their language in society, and how they behave with their languages.

• Information prominent
Sociolinguistics focuses on explaining why human beings speak differently in different social situation, how human beings use their language in society, and how they behave with their languages (Holmes, 1992).
EXAMPLE 3

Original Ideas
Haryati (2017, p.2177) assumes “listening is the first language skill which someone acquires in students’ learning process and affects on their academic achievement.”

Paraphrasing
- Author Prominent
Haryati (2017) explains the first language skill in learning process is listening; it contributes to all courses in English learning process. It can be necessary role to create understandable interaction between speaker and interlocutors. Hence, in learning process, they should comprehend what speakers express in order to obtain better achievement. This activity leads them to obtain achieve ideas well and recall the information given in both written and spoken.

- Information prominent
Language plays important role in society, and it covers several important parts: sounds, words, grammatical sentences, meaning and others. Those are included to transfer the message (Hudson, 1992).

EXAMPLE 4

Original Ideas
Haryati (2017, p.2177) assumes “listening is the first language skill which someone acquires in students’ learning process and affects on their academic achievement.”

Paraphrasing
- Author Prominent
Haryati (2017) explains the first language skill in learning process is listening; it contributes to all courses in English learning process. It can be necessary role to create understandable interaction between speaker and interlocutors. Hence, in learning process, they should comprehend what speakers express in order to obtain better achievement. This activity leads them to obtain achieve ideas well and recall the information given in both written and spoken.

- Information prominent
the first language skill in learning process is listening; it contributes to all courses in English learning process. It can be necessary role to create understandable interaction between speaker and interlocutors. Hence, in learning process, they should comprehend what speakers express in order to obtain better achievement. This activity leads them to obtain achieve ideas well and recall the information given in both written and spoken (Haryati, 2017).

C. COMPREHENSION TAKS

*Read the following original texts carefully and then paraphrase them with the style of in the body of sentence or in bracket.*

1. “There should be a policy stating how IT is going to assist pupils’ development and what teachers want pupils to achieve (Reksten, 2000).”

2. “Teachers are only going to be able to incorporate IT into their lesson if they are competent users themselves (Reksten, 2000).”

3. “Literature exists about men and women masquerading as the opposite gender online (Turkle, 1995).”

4. “Females alter their identity to avoid harassment, including sexual harassment (Turkle, 1995).”

5. “Harris (2003) argues that metacognition can be used by the learners to assist the listening processes that include planning, monitoring, and evaluating.”

6. “Gender will apply the distinctive learning strategies in listening process (Sobhani, 2015).”

7. Haryati (2017) explains “metacognitive strategies are able to enhance students’ listening performance since they deliver more responsibilities and awareness. Students know what they have to do, what solution they should have, and how to evaluate it.”

8. Shamshiri (2010) sums up there are several affecting factors on students’ listening performance such as students’ motivation, learning style, learning strategies, and the kinds of task.”
D. REFERENCES

Haryati. (2017). Gender and self-esteem on students’ speaking skill. Intercultural Communication through language, Literature, and Arts (ICELA), 2177-2188. Fakultas Bahasa dan Seni, UNJ


MEETING VIII
REFERENCING

A. LEARNING OBJECTIVES

Upon completing Meeting 8, the students are able to:

1. Understand the concept of reference; and
2. Make reference list using APA style 6.0 and 7.0

B. MATERIAL DESCRIPTION

1. Understanding of Reference

“Referencing is the process of acknowledging other people’s work when you have used it in your assignment or research” (Pears & Shield, p. 1). In producing reference, the writers can place the source material easily and detect the validity of your arguments. To sum up, reference is so crucial to attach since it delivers the information about the sources that the writers take to support their arguments, and it be can be an approve that the writers are able to avoid plagiarism. In general, the writers have some sources to support the ideas of the writers namely book, newspaper, printed proceeding, e-proceeding, printed journal and online journal, and other authentic sources.

2. How to Refer with APA Style

When the writer refers, he should state some points: the author’s names, the year of publication, the publisher, the title, and the name of city. Here are some details to include in your reference list by Bowker (2007):

a. In APA style, the writer needs to be careful when he states the names of author. He must state the surname first, followed by initial names. If the book has two or more authors, he must place an ampersand, & before the last author, and he must place comma to separate the author’s name. The last is the year publication it must be placed in brackets with a full stop after it.
EXAMPLES

- **One author**
  - Surname and first name initial
  - Publication date (year)

- **Two authors**
  - A comma separates each author, and a full stop appears after each initial.
  - An ampersand must be placed before the last author
  - The date publication and the full stop follows

- **Three authors**
  - A comma separates each author, and a full stop appears after each initial
  - An ampersand must be placed before the last author
  - The date publication and the full stop follows
b. When there are more than six authors, the writer must state the first six author’ surnames followed by et al. for the remaining authors.

**EXAMPLE**

<table>
<thead>
<tr>
<th>APA 6.0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>More than six authors</strong></td>
</tr>
</tbody>
</table>

The 7\textsuperscript{th} or more author is stated by et al.

<table>
<thead>
<tr>
<th>APA 7.0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>More than six authors</strong></td>
</tr>
</tbody>
</table>

Remove all names of author and substitute them

c. Sometimes, when writers find out proper article to strengthen their ideas on paper, the article does not provide any original authors. However, the article has been created by an organisation or department; here, the writers should state the name or organisation on citation and reference.
EXAMPLE

- **Organisation**


  When the author is the name of organisation, the writer must avoid repeating the name of organisation as the publisher with substituting “Author” at the end of reference.

3. **Format of Making References**

   After having known some detail of reference, the writer must know also the standardization of reference (Bowker, 2007).

   - References must be arranged in alphabetical order according to the first author’s surname.


   Sulistyowati, R. (2010). *Culture brings the brightLife*. Bandung: Seal Publisher

The word “reference” has to be placed in center at the top of a page, and it should be typed in lower case for “reference” and upper case for “R”. Also, the word “reference” should be in text bold.

Reference


Sulistyowati, R. (2010). *Culture brings the bright life*. Bandung: Seal Publisher

If the writer has two or more publications by presenting the same author, he must place the earliest dated publication first. For example, writers state the same author in different publication (2010 and 2016) in reference list; therefore, writer must place the earliest publication (2010), and he follows the latest dated publication.

References which have more than one line of each reference must be indented by about 5 spaces. Writers can apply these procedures: type the first line on the left margin (normal margin), and for the second or further lines, writer must indent for about 5 spaces from the left margin.


Some guidelines to make references from several sources are as follow.

**a. Referencing a Book**

Explained previously, the writer needs to state the book title by capitalizing the first main word only, for others are typed in small letters and then the book title must be italicized. After stating the names of author, the year and the title of article or book, the writer also needs to state the famous city in which the book was published like Jakarta, Bandung, New York, London, and others. Then, it is followed by the name of publisher like Red Globe, Massey University and
other publishers. To conclude, the compositions are the name of author, the year, the title of book, the famous city, and the publisher.

EXAMPLE


b. Referencing a Book Chapter

EXAMPLE


In M. Johan & J. Sean (Eds), *Reading knowledge through cooperative learning* (pp. 105-128). London: Pearland
c. Referencing a Journal Article

There are several rules in referencing a journal article, these are:

1) The title of article is not typed italicized.
2) The title of journal must be typed in capital for all main words.
3) The title of journal and its volume number must be italicized.
4) The issue number is bracketed.
5) The writer also must state the page number of the article at the end of reference and end up with full stop.

EXAMPLE


Printed Journal

d. Referencing a Newspaper

There are several rules in referencing a newspaper, these are:

1) The writer needs to state the date of newspaper publication (year, month and date), and they are in bracket.

2) The writer does not need to italicized the title of article.

3) However, the writer must italicize the name of newspaper.

4) State the page number of newspaper and end it with full stop.

EXAMPLE


Online Newspaper

EXAMPLE


e. Referencing conference Proceeding
There are several rules in referencing a conference proceeding, these are:

1) State the title of chapter/article and no need to be italicized.
2) State the name of proceeding and italicize the whole words.
3) The writers must type in capital letter of main words in the title of proceeding.

**EXAMPLE**


1. **Referencing Online Documents**

   There are several rules in referencing documents retrieved from the internet, these are:

   1) State the name of journal and italicize the whole words;
   2) The writers must type in capital letter of main words in the title of journal.
   3) State the date you accessed the online journal; and
   4) State the address of Uniform Resource Locator (URL).
EXAMPLES


Webpage with no Author

g. Government Publication


h. Thesis or dissertation

Online


In Print

4. The differences between APA 6.0 and 7.0

Here are some major distinctive references between APA 6.0 and 7.0.

**Book**


Note: You do not need to state the city of publication

**Online Article**


Note: You have to add the website name
More than three or more authors

Dewa, G et al. (2020). *Preparing vaccine for societies*. Jaya Baya.

Substitute all names of authors with “et al”

Note: You do not need to state all names of authors in reference

Retrieved from


C. COMPREHENSION TASKS

*Read the instruction carefully*

Each student should read 2 books, proceeding, newspaper, journal (printed or online), and online document. Then, you should make the references of each source (APA 6.0 and 7.0)
D. REFERENCES


CHAPTER IX
WRITING AN ESSAY

A. LEARNING OBJECTIVE

Upon completing this meeting, the students are able to produce a 5 (five) paragraph essay.

B. MATERIAL DESCRIPTION

Many students think that writing an academic essay is not easy, especially when they have to write a five paragraph essay in foreign language such. Suhayati (2016) states that many people such as students of English department think that writing is not an easy skill. She continues that it will be more difficult when they have to write in foreign language such as English. Maru, Dukut and Liando (2018, p.283) who say that writing has always been a challenge for college students because most of the assignments are required to be submitted in the form of essay. Since “being a bit different from speaking skills in terms of the demand for the accuracy, essay writing demands comprehensive ways in the sense of the grammatical construction, the choice of the words and the punctuation use as well as the potential of analytical ability (Maru, 2014)” This proposes that writing an essay does not only require linguistics competence to ensure expression accuracy but also the knowledge accuracy for the purpose of content comprehensiveness.

Therefore, it can be said that limiting their idea when they write is also a problem. “Some students sometimes are trapped in focusing only on following the structure, yet ignoring the quality of the shared idea” (Maru, Dukut & Liando, 2018). Some of them have so many ideas in their head and they want to write everything about a topic without considering that what they write is too broad. It leads them to run away from the main idea of their essay. Also, there are some them that say they get stuck every time they want to write an essay. They cannot to write anything more about a topic they choose before. After being observed, this problem is caused by students’ lack of information about the topic given. Therefore, gathering knowledge and information about a topic we want to write is mandatory. It is too difficult for us to write about a topic if we have limited knowledge and information.
about it. Moreover, it is impossible for us to write an essay with a topic that we have never heard before and we do not have any information and knowledge about it at all.

Not only is it difficult for them to follow the organization of the essay, but also to arrange their idea into an essay. Moreover, they are also struggling to make the essay coherence, cohesive and united. Many of them have problems in using linking words and phrases appropriately. Hartono (2017) states that the unsuccessful writing is due to “student may not know how to structure and sequence ideas with logical consistency, and how to use linguistic creativity, and how to write a text that shows coherence”. Sometimes students have much knowledge and information about a topic, but they cannot arrange them appropriately because of their limited linguistics competency. However, sometimes some students with appropriate linguistics competency have limited information and background knowledge about a topic they choose.

This fact leads to inappropriate essay product written by the students. Students have to know that they need to improve their knowledge to support their essay writing. For the purpose of the content, they can seek as much as information they can related to the topic they want to write. They also have to realize that increasing knowledge on grammar, capitalization and punctuation will absolutely help them to produce successful essay writing.

Therefore, providing students some knowledge on essay organization, the way to generate ideas, and how to make essay coherence, cohesive and united is entirely important.

1. Organization of Essay

Oshima and Hogue (2006, p.56) state that there are three main parts of an essay. They are introductory paragraph, body paragraph, and concluding paragraph. Each paragraph has its own arrangement. What has to be considered is that each paragraph of an essay has general structure: topic sentence, supporting sentences and concluding sentence. Topic sentence contains main idea of the paragraph. It is the core and the soul of the paragraph. If a paragraph does not have a topic sentence, it cannot be called as an appropriate paragraph. There are two part that topic sentence has: topic and a controlling idea. Topic relates to what a paragraph will be about. Meanwhile, controlling idea is used to limit the topic in order to not make it too broad to discuss in a paragraph.
Topic sentence is guidance for a writer to limit what will be written in the rest of paragraph. Supporting sentence has crucial function in a paragraph. As its name, it is written to support topic sentence. Sometimes this arrangement is forgotten by some students even though it is so crucial. It is difficult to write a good essay if we do not have ability to write a good paragraph. Therefore, knowledge on how to write a good paragraph is needed before we write an essay. Moreover, it is necessary to be able to write introductory paragraph, body paragraph, and concluding paragraph in an appropriate way. Here is the structure of an essay proposed by Oshima & Hogue (2006, p.57):

**Picture 5. Structure of Essay**

From the picture above, we can know that in five-paragraph essay, there is one introductory paragraph, three body paragraphs and one concluding paragraph. Additionally, it is shown that each paragraph in an essay from introductory to concluding paragraph must follow the structure of a paragraph: topic sentence, supporting sentence and concluding sentence as it is mentioned before. Each of paragraph is surely owned its structure and function. So, we have to own knowledge about them in order to be able to produce appropriate essay.
Here is the essay model taken by Oshima & Hogue (2006, p. 58-59):

<table>
<thead>
<tr>
<th>MODEL</th>
<th>Essay Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTORY PARAGRAPH</td>
<td>When the first Europeans came to the North American continent, they encountered the completely new cultures of the Native American peoples of North America. Native Americans, who had highly developed cultures in many respects, must have been as curious about the strange European manners and customs as the Europeans were curious about them. As always happens when two or more cultures come into contact, there was a cultural exchange. Native Americans adopted some of the Europeans' ways, and the Europeans adopted some of their ways. As a result, Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.</td>
</tr>
<tr>
<td>THESIS STATEMENT</td>
<td>First of all, Native Americans left a permanent mark on the English language. The early English-speaking settlers borrowed from several different Native American languages words for places in this new land. All across the country are cities, towns, rivers, and states with Native American names. For example, the states of Delaware, Iowa, Illinois, and Alabama are named after Native American tribes, as are the cities of Chicago, Miami, and Spokane. In addition to place names, English adopted from various Native American languages the words for animals and plants found in the Americas. Chipmunk, moose, raccoon, skunk, tobacco, and squash are just a few examples.</td>
</tr>
<tr>
<td>BODY PARAGRAPH 1</td>
<td>Although the vocabulary of English is the area that shows the most Native American influence, it is not the only area of U.S. culture that has been shaped by contact with Native Americans. Art is another area of important Native American contributions. Wool rugs woven by women of the Navajo tribe in Arizona and New Mexico are highly valued works of art in the United States. Native American jewelry made from silver and turquoise is also very popular and very expensive. Especially in the western and southwestern regions of the United States, native crafts such as pottery, leather products, and beadwork can be found in many homes. Indeed, native art and handicrafts are a treasured part of U.S. culture. In addition to language and art, agriculture is another area in which Native Americans had a great and lasting influence on the peoples who arrived here from Europe, Africa, and Asia. Being skilled farmers, the Native Americans of North America taught the newcomers many things about farming techniques and crops. Every U.S. schoolchild has heard the story of how Native Americans taught the first settlers to place a dead fish in a planting hole to provide fertilizer for the growing plant. Furthermore, they taught the settlers irrigation methods and crop rotation. Many of the foods people in the United States eat today were introduced to the Europeans by Native Americans. For example, corn and chocolate were unknown in Europe. Now they are staples in the U.S. diet.</td>
</tr>
<tr>
<td>BODY PARAGRAPH 2</td>
<td>Finally, it may surprise some people to learn that citizens of the United States are also indebted to the native people for our form of government. The Iroquois, who were an extremely large tribe with many branches called &quot;nations,&quot; had...</td>
</tr>
</tbody>
</table>
a. **Introductory Paragraph**

Oshima & Hogue (2006, p.59) states that introductory paragraph has two parts. They are general statement and thesis statement which has each distinctive function. There are some models of introductory paragraphs proposed by Oshima & Hogue (2006)
Picture 7. Models of Introductory Paragraph of essay

Based on the picture above, we know that introductory paragraph can be started with dramatic, interesting and funny story. Surprising of statistics of facts can also start introductory paragraph. Lastly, it can also be started with historical background. Oshima & Hogue (2006) explain that general statement contains introduction to the general topic of the essay. It also used to attract the readers to be interested in reading our essay. Meanwhile, the thesis statement is more specific than general statement of the introductory paragraph. It states the specific topic that limit the discussion of the rest paragraphs. Thesis statement may list subtopics or subdivisions of the main topic or subtopics. Writing thesis statement appropriately is mandatory when we want to write an essay because it is like a map for writers. It will guide writer what to write in the rest of essay paragraphs. This provides readers some information about what they will read in the entire paragraphs. Thesis statement may also show the pattern of organization of the essay whether it is descriptive, narrative, argumentative or any other types of essay. Readers can see by seeing how the writers arrange their thesis statement and what kind of linking verb they use. Thesis statement is normally the last sentence in the introductory paragraph, but some essays have it in the middle of the introductory paragraph.

b. Body Paragraphs

“The body paragraphs in an essay are like the supporting sentences in a paragraph” (Oshima & Hogue, p.64). They are the parts where you develop the thesis statement you write in introductory paragraph. Thesis statement contains your opinion on some issue and you have to support your thesis by writing some evidence in order to make readers get influenced by the statement you propose. Each body paragraph has different pattern depending on its topic or type of essay. It can be descriptive, narrative, compare/contrast, argumentative, etc. “A basic pattern for essays is logical division of ideas” (Oshima & Hogue, 206). They continue that in this pattern, we have to divide our topic into subtopics. These will be our body paragraphs that can be developed. Many experts say that logical division is an appropriate form for explaining reasons, reasons, types, lands, qualities, methods, advantages, and disadvantages, since there are typical college exam questions.
These are the examples of thesis statement for logical division of ideas:

1) *The abandonment of health protocols greatly contributes to the widely spread of Covid-19.*

2) *Social media has several benefits, such as communication media, promotional media and entertainment media.*

The development of nuclear-powered electricity is very detrimental to humans. To develop thesis statement (a) into body paragraphs, you have to discuss about some reason that bring the abandonment of health protocols to the widely spread of Covid-19 and explain forms of abandonment done by the public. You can add some examples, evidence, and statistics to support your statement. Thesis statement (c) has similar explanation with thesis statement (a). Here, you have to explain the advantages that will face by human because of nuclear power electricity. These both thesis statements do not mention the subtopics on their sentence. It is different from thesis statement (b) that mentions its subtopics. By reading this, the readers can see clearly what they will read in the body paragraphs. Similar to topic sentences of the paragraph, the thesis statement must also have a topic and a controlling idea. For the thesis statement that has subtopics, these become its controlling idea which guides the writers to not pass border line when they develop body paragraphs of the essay.

One of common mistakes done by students is they are not consistent in writing body paragraphs. They write everything passing through their head without considering whether it is related to their thesis statement or not. What is worse is that sometimes they have not written appropriate thesis statement, but they can write very long body paragraphs. After being checked by the teachers, their writing is not successful. The ideas they write in body paragraph do not synchronize with the thesis statement in introductory paragraph. Therefore, the teachers should guide the students especially in the process of reviewing and editing and the students should realize that learning how to write an essay is a long journey.

As it is mentioned above, students often get trouble in making their essay cohesive. Their essays do not flow smoothly and make readers difficult to understand what the writers mean. When we as readers of an essay, we also will face the same problem when we read essays which are not cohesive.
The knowledge on linking words is very beneficial to support student’s writing ability. Linking words or phrases are used to present the relationship of one idea to another idea. These can be used to link one clause to another clause, one sentence to another sentence, or one paragraph to another paragraph. Linking word or phrases can also be used to combine ideas together, contrast them, or show causes of something. There are many linking words or phrases that we can use in writing and it depend on the pattern of our essay. Oshima & Hogue (2006, p.68) propose some transition signals for logical division essay:

<table>
<thead>
<tr>
<th>Transition Words and Phrases</th>
<th>First, excessive government spending can lead to inflation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>first, first of all, second, third, etc.</td>
<td>In addition, unrestrained consumer borrowing can cause inflationary tendencies.</td>
</tr>
<tr>
<td>next, last, finally</td>
<td>Finally, an increase in the supply of paper money gives rise to inflation.</td>
</tr>
<tr>
<td>also, in addition, moreover, furthermore</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coordinators</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>Both an increase in the supply of paper money and unrestrained consumer borrowing can cause inflationary tendencies.</td>
</tr>
<tr>
<td>both … and</td>
<td>To lose weight, one must <strong>not only</strong> exercise regularly but also eat wisely.</td>
</tr>
<tr>
<td>not only … but also</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Others</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>the first cause, reason, factor, etc.</td>
<td>A <strong>second</strong> cause is an increase in the supply of paper money.</td>
</tr>
<tr>
<td>the/a second problem, result, advantage, etc.</td>
<td>Regular exercise is <strong>one</strong> way to get fit and lose weight.</td>
</tr>
<tr>
<td>one problem, reason, important factor, etc.</td>
<td>In <strong>addition to</strong> government spending, unrestrained consumer borrowing can cause inflationary tendencies.</td>
</tr>
<tr>
<td>another way, reason, disadvantage, etc.</td>
<td></td>
</tr>
<tr>
<td>an additional problem, result, etc.</td>
<td></td>
</tr>
<tr>
<td>in addition to math and science, ...</td>
<td></td>
</tr>
</tbody>
</table>

**Picture 8. Linking words or phrases used for logical division essay**

The picture above provides some linking words and phrase that we can use in writing an essay, especially logical division essay. Some linking words or phrases are use to combine two or more phrases like *both… and*. And some are used link a paragraph to another paragraph such as *finally*. Some also are used to show reasons.
c. Concluding paragraph

The conclusion is the closing paragraph in an essay which has three goals (Oshima & Hogue, p.72). One of the goals is to signals the finishing of the essay, so you have to start your concluding paragraph with a transition signal, such as *in conclusion, to sum up, etc.* Another goal is to recap your reader of your key points and there are two ways to do this: summarizing the subtopics and paraphrasing your thesis. The other goal is to leaves your reader with your final thoughts on the topic (Oshima & Hogue, 2006). This is your chance to express a strong, effective message that will be remembered by your readers.

There are some techniques proposed by Oshima & Hogue (2006, p.72):

1) **Make a prediction.** We have seen how the costs of attending college have been rising while, at the same time, sources of financial aid for students have been disappearing. If this trend continues, fewer and fewer families will be able to send their children through four years of college.

2) **Suggest results or consequences.** To sum up, the costs of attending college are up and financial aid for students is down. Fewer and fewer future members of the workforce are able to educate themselves beyond high school. As a result, the nation will waste the intelligence, imagination, and energy of a large segment of the present college-age generation.

3) **Suggest a solution, make a recommendation, or call for action.** It is clear that the U.S. system of higher education is in trouble. For many students, four years of college is no longer possible because of increasing costs and decreasing financial aid. To reverse this trend, we must demand that government increase its financial support of colleges and universities and restore financial aid programs. Our future depends on it.

4) **Quote an authority on the topic.** In conclusion, costs are rising and financial aid is declining, with the result that many can no longer afford to go to college. If our nation is to prosper, increased government funding for education is essential, even if it requires higher taxes. As Horace Mann argued in his *Fifth Annual Report,* a nation's economic wealth will increase through an educated public. It is therefore in the self-interest of business to pay the taxation for public education.
You can apply those four techniques above to write an effective concluding paragraph of essay. Those examples of concluding paragraphs will help you to capture how your concluding paragraph will be.

To sum up, an essay has three primary parts such as introductory paragraph, body paragraph, and concluding paragraph. Each of parts has its own function and form. First, introductory paragraph has two elements: general statement and thesis statement. General statement is used to introduce and attracts the readers to the topic of the essay. Meanwhile thesis statement is used to show the main idea of the essay. Second, body paragraphs which is a place to develop our essay. In body paragraphs, we support what we have written in the thesis statement with some evidence such as experience, facts, or any statistics data. The last is concluding paragraph where we close our statement.

C. COMPREHENSION TASKS

Read the topics below:

1. Education
2. Social Media
3. Entertainment
4. Environment
5. Relationship
6. Sport

Choose one of the topics above, and then write a logical division essay. Follow the following instruction:

a. Write a five-paragraph essay that consists of introductory paragraph, body paragraph and concluding paragraph.

b. Please consult to your lecturer after you write the thesis statement. Your thesis statement may not too general yet too narrow.

c. Your essay must consists of at least 1000 words

d. Support your essay with some evidence: experience, examples, facts, statistics data
e. Use your original idea and word in arranging the essay. Plagiarism is forbidden and will cause a bad consequence for your assignment score.

f. You can cite ideas from experts and must be mentioned in your essay, so it will not be considered as a plagiarism action. Use direct quotation, paraphrasing or summarizing to cite their ideas.

D. REFERENCES


CHAPTER X
INTRODUCTORY PARAGRAPH OF ESSAY

A. LEARNING OBJECTIVE

Upon completing this meeting, the students are able to produce one introductory paragraph.

B. MATERIAL DESCRIPTION

Introductory paragraph or introduction in an essay should have two crucial points: several general statements and one thesis statement. Please read the previous chapter discussing introduction in an essay. See the following structure of introduction.

<table>
<thead>
<tr>
<th>Several general sentences</th>
<th>Title</th>
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ONE Thesis Statement
Examples of Introductory Paragraph

Does metacognitive strategies impact on students’ listening comprehension?

“From all-English skills, listening is the first language skill which someone acquires in his/her life. In addition, it contributes to all courses in learning English; it has important role to make an understandable communication between speaker and receiver. Therefore, in learners’ activity, they should comprehend what teachers say in order to obtain a good achievement. Also, good comprehension in English impacts on learners’ academic achievement as learners who are able to understand teachers’ explanation, they are able to obtain the ideas well and recall the information in both written and spoken. Although they spend their time a lot in listening activity, they often fail in comprehending what teachers’ utterances. As a result, most of them say listening is the most challenging skill for English language learners. Scholars have proved that listening is the most difficult, and it is difficult to improve (Graham & Marcano, 2008). To solve the above problems, teachers need to find out the proper listening learning strategies. Oxford (1990) presents several learning strategies which help teacher and learners to run listening process. Long and Macian (1994) argued that to enhance the students’ listening performance, teachers should be familiar with the proper listening strategies to help them in enhancing their English competency. One of the listening strategies is metacognitive strategy. Garrison (1997) defines “metacognitive strategies are self-directed learning where students manage their own learning and monitor their own work. It means learners should know their own way to get information, when they face problem, they should know how to solve it, and they know how to evaluate the way of learning in order to get better achievement. Based on the previous explanation, metacognitive strategies can be alternative way to enhance the students' listening performance.”

Taken from Haryati (2017)
Example 2

The Positive effects of Online Learning on Students’ Grammar Achievement

Haryati (2019) investigated

“In learning English as foreign language, students need to master all English skills and grammar knowledge. Mastering grammar is crucial point since students are able to comprehend natives’ speakers easily and respond them correctly. Knowing poor grammar in real communication leads to misunderstanding between reader, writer, listener, speaker. Therefore, comprehending correct grammar will assist students to create comprehensible interaction and avoid misunderstanding in spoken and written context. In general, the students’ grammar mastery is not qualified enough since the teaching and learning strategies delivered do not cover students’ need and offer beneficial result. Moreover, CALL (Computer Assisted Language Learning) has been admitted as the new phenomenon in educational institutions. Schools and universities have applied it in order to simplify the teaching and learning process and to be more attractive activities in grammar class. It also presents some benefits for students and teachers; for instance, students are able to submit the task easily and assist them to seek crucial information through the use of CALL. CALL can be shared out from the use of computer, online learning materials, word processor, and other things related to computer (Chapelle, 2008). Online learning is becoming trending topic in the educational sector. It is a beneficial result of the development of CALL, and it has been applied in schools and
Example 3

The Importance of Blended Learning on the Students’ Grammar Comprehension

Haryati (2018) investigated that

“Technology has developed rapidly since each person is able to access it easily. The development of technology influences every sector like social life, education, entrepreneurship, and others. No one can deny it since each activity will be supported by the use of technology. In education sector, teachers try to integrate the concept of learning with the technology in order to obtain the teaching goals. The integration of teaching and learning process with technology is called Computer Assisted Language Learning (CALL). This technological product is the best option to resolve the poor of mastering grammar among students at schools. Some scholars have defined the concept of blended learning. Blended learning is a learning model that is the most suitable since it engages ICT tools with face-to-face learning model, and students have some responsibilities outside of schools or universities (Walter, 2008 & Guzzo, et al, 2012). In blended learning, teachers try to integrate the kind of technology with supporting of conventional learning. In fact, blended learning generally...
**Example 4**

**Title**

Gender Differences in Social Communication: Sociolinguistics Study

**Rosnaningsih (2014, p 28) highlights that**

“In social relationship, human beings apply language as media for communication in social life. Human beings use it wherever they go to socialize with others in whole human life. Social system is affected by several social factors: age, educational level, economy, social status, and professions. In communication, the speaker must know several important things: who the listeners are such as students, teachers, government officers, and others, what the topics are such as teaching process, environment, social life, and others, who are the listeners. Besides, the speakers must know the time and place to talk about the specific topic, present brief goal to the listeners, and gender differences in order not to make misunderstanding.”
In order to find some possible answers about gender differences in language, one has to go back in time and look at the historical background of gender differences in social communication. One of the most well-known theorists who much discussed about language and gender was Lakoff (1973). *The writer has eagerness to explain differences between women’s language and men’s language while they are interacting.*

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**Example 5**

**Taboo and Gender: Sociolinguistics Case**

Language is a communication tool to convince the speakers’ meaning. However. People misuse the function of language; sometimes they curse others by uttering rough language. They use those words due to social utility. If the words are used to punish and make someone embarrassed, those words should be eliminated; meanwhile, if the words are used for relaxation, solidarity or humour, the words can be quite a sensible option (Timothy, 1999). Actually, people have their own excuses why they utter taboo language; to hurt others, express themselves, sexual harassment, and relieve themselves of depression. Timothy also recorded the kinds of taboo language used by females and males. Females uttered bustard and bitch,
and male uttered gay, slut, and cunt. It is clear that female and genders have many differences in physics, languages, and attitudes. In this era, females and males have the same responsibilities and activities. Sometimes, women tend to be men in languages; they imitate how the men speak in social context. “Women adopt the typical male pattern of forbidden language use for their own purposes” (Spears, 1992). It happens due to women’s liberation movement and their increasing independent social status. Due to these factors, female and male have tendency to apply taboo words in their social interaction. Some researchers have conducted their studies to find out the relationship between gender and taboo words.

Example 6

An Analysis of Theme in The Yellow Wallpaper by Charlotte Parkins Gilman.

Literature is a life of human; literature and human life cannot be separated because it is always there in human’s everyday life. It can be said that literature is a mirror of human’s life as Dubey (2013) states that literature mirrors the society, what happens in society is reflected in literary works in one form
or another. Literature makes the reader visit places, experience events, feel their joys and sufferings. Literature itself has some forms such as poetry, drama, essay, prose fiction, short story, etc. The Yellow Wallpaper is one of short stories by Charlotte Parkins Gilman telling the depression of a woman. That short story consists of the intrinsic and extrinsic element, such as theme, plot, setting, character and characterization, and more. Theme is one of the most important elements in short story. The theme in a story is its underlying message, or big idea.” (Notari, n.d., para.2). The author tries to deliver what critical belief about life is in the writing of a short story and other literary works. This belief is usually common in nature. When a theme is common, it refers to the human experience, race or language. In other word, it is what the story means. Regularly, a story will deliver more than one theme. The theme of this story is really reflected in what happens in society at the time; the themes are about mental illness and its treatment and gender rules.

Example 7

**An Analysis of Figurative Language On “Still I Rise” A Poetry by Maya Angelou**

In literature, readers are able to enjoy some literary works produced by the authors. In this era, they can enjoy poetry, poem, drama, and others by reading and watching them.
traditionally and digitally. One of the most joyful literary works is poetry; it is one of literary works that is more meaningful that uses figurative language and has implied meaning rather than others. Figurative language is commonly used in literary works. Figurative language is important in a poetry to express something beyond the literal meaning. Arp (2012) states figurative language is any way of saying something other than the ordinary way. Moreover, Harya (2017, para.4) describes “figurative language is language that uses words or expressions with a meaning that is different from the literal interpretation. Figurative language can be used in any form of communication, such as in daily conversation rarely, articles in newspaper, advertisements, novels, poems, etc." In writing poetry, a writer mostly uses figurative language to deliver meaning by comparing or identifying one thing with another that has connotation meaning to the reader. Figurative language can lead a writer to produce an image in readers’ mind. It is always found in poetry which the writer conveys the meaning in imaginative way. Maya Angelou is one of writers that created many poetries consisting several figurative languages; for example, her poetry titled “Still I Rise”. In that poetry, there are many written figurative languages such as simile, metaphor and personification.
Example 8

An Analysis About Religion and Social Issue on Graphic Novel Entitled “Persepolis” By Marjane Satrapi

In this digital era, people especially those who like reading novel or watching drama can read their lovely novel or short story through digital aids, and they can watch the drama performance not only in a theatre but also on Television or social media. Recently, many novels were filmed in order to appreciate the authors, and many people who do not read the novel can watch their work. Graphic novel that the one kind of novel, is a fiction, non-fiction or anthologized work that made up of word and picture or can be called comic content. In the past, novel was written from narrative nonfiction like history and biographies. However, recently, it is produced both from nonfiction and from the desired imagination (Uchicha, n.d.). Graphic novel entitled “Persepolis” written by Marjane Satrapi is an unconventional autobiography which narrates the author’s life story. It is a depth look at Satrapi’s childhood until she grew up that faced many public issues which directly relate her personal troubles. This extraordinary novel presents many distracted issues: religion and social issue; these issues will be explained obviously.
Example 9

The Meaning of Song Lyrics of The Song *Imagine* by John Lennon

The song contains a collection of words called “lyrics” and has its own meaning, beautifully arranged and presented with a choice of tones that can wash away and can make listeners feel carried away into the meaning of the lyrics. As noted by Awe (2003, p. 51) that “like a game of vocal style of language and deviation of the meaning of words is a language game in creating song lyrics. In addition, music and melodies that are adapted to the lyrics are used to strengthen the lyrics, so that the listener gets carried away with what the author thinks.” The meaning of the lyrics, like the lyrics in the song, Imagine by John Lennon. Many people misinterpret the meaning of the lyrics contained in this song because this song has lyrics that are negative if the listener does not examine the real meaning. Which is contained in the lyrics “no religion too” in line 10 of the song Imagine by John Lennon. **There are different meanings in song writing and the original meaning contained in the lyrics of the song Imagine by John Lennon.**

Thesis Statement
The differences of meaning in song lyric
Example 10

Rhyme and Figurative Language in Mary Had a Little Lamb Poem

Literature is an art which is expressed in written form. Not only in written form, but literature can also express in spoken material. Meanwhile, in making literary works, the writer uses his imagination to create his own world. According to Wellek and Warren (1963), literature seems best if we limit it to the art of literature, that is, imaginative literature. Literature is also produced by the imagination of the author. Literature is not just a document of facts; it is not just the collection of real events thought it may happen in the real life. Literature can create its own world as a product of the unlimited imagination. Poetry is a type of literature that has different elements with other literary works. Mary Had a Little Lamb by Sarah Joseph Hale is a famous nursery rhyme written for children. This poem shares poetic devices such as rhyme and figurative language.
C. COMPREHENSION TASKS

Write one introductory paragraph about one of the topics (applied linguistics, literature or linguistics). Remember you must include several general statements and one thesis statement and support with the citation.

D. REFERENCES


CHAPTER XI
BODY PARAGRAPHS

A. LEARNING OBJECTIVES

The students are able to produce some body paragraphs in relation to teaching.

B. MATERIAL DESCRIPTION

Body paragraphs in an essay must be the elaboration of thesis statement stated in introductory paragraph. Body paragraphs may be two or more paragraphs. They are the detail elaborations, and writers are able to produce coherent paragraphs by having connectors; therefore, that are not isolated paragraphs or ideas. See the following body paragraph structure

_______________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
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________________________________________________________________

First body paragraph

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Second body paragraph

and more
1. Comprehending the Examples of Body Paragraphs with several Topics

Example 1

The body paragraphs are taken from Haryati (2017)

"Wang and Chen (2013) stated that Facebook was able to impact on students’ external motivation which were from their environment like their peers. In addition, it gave the effect on students’ vocabulary and grammar. The result showed students created less mistakes in grammar, and they could create more vocabulary than they used traditional way. It could be seen from the length of their ideas. Many students could create more ideas on Facebook because it helps them decrease some errors in grammatical sentences, capitalization, and spelling. These lead them to explore the ideas rather and kill their hesitation to write."
Annamalai (2015) also concluded her study that Facebook could create a good interaction between teachers and students, and students and other students. However, this interaction just increased the structural sentences not in a content of their ideas. Structural sentences improved by responding other comments. Teachers commented students’ ideas, and other students commented other peers. This process helped them correct their mistakes in grammar, but they did not discuss about the content. Another study was from Kamnoetsin (2014). Students thought that it was really helpful in their learning process. They used Facebook for online communication when they were learning something. Online communication was done by sharing updating information, and other friends could ask some related questions in this process. Facebook also allowed students to share and ask some questions to teacher and their peers.

Suthiwartnarueput and Wasanasomsithi (...) added similar finding about the effect of Facebook on students. Writing. They found that the environment of Facebook could enhance the writing competence by having good interaction with other members in the Facebook group. The students shared their thoughts with teacher, friends, or even others. They discussed writing difficulties and solution to solve them. Simmons finding
was not talking about the existence of interaction among Facebook users, but they found that Facebook increased students' writing. The improvements were students' awareness and sensitivity. Before they apply Facebook as a tool to write, they did proofread; they checked all structural sentences, capitalization, spelling, and others. They had to revise their mistakes for several times by asking teachers and friends. After having some revisions, they were ready to publish on Facebook. Later, they would also get some comments from other members in order to have better final product.

In addition, in the process, the students created joyful learning environment, and the process was more fun and easier. Being fun and easy were existence by commenting other peers’ ideas (Shukor, 2014). She found the similar results with other scholars who stated that Facebook created joyful and fun learning writing activities, and it created great interactions among students. Yunus and Salehi (2012) investigated the use of Facebook on students' writing achievement; they found that after several treatments, most respondents agreed with the use of it. Facebook motivated and encouraged them to write. They also felt more confident since their peers were able to read and comments their ideas. Here, the awareness can be constructed more and more, and motivation increased significantly. They were encouraged more to write, and then their ideas on Facebook are “like” by friends. The last scholar who investigated the effect of Facebook on students’ writing is Ping (2015). Her finding showed that Facebook features facilitated students more private, flexible, and joyful environment that made the students
gain better writing achievement. Moreover, it increased motivation as the quiet students demonstrated high interest in responding questions and argued with other peers on Facebook. The lack of confidence could decrease as they could break the unwillingness to write.

Example 2

"Many scholars had researched the interaction between genders and social network, and the dominant studies result that there are positive interactions between genders and social network like Facebook, blog, YouTube, and others."

Mazman (2011) states that in using Facebook, most females use Facebook for maintaining existing relationship, writing academic purposes, and writing their daily story as their diary. It shows that females prefer expressing their ideas by writing their private stories like their routine activities, their feeling, emotion, and current events. Females freely express
their emotion’ therefore, they are able to explore more their ideas in some paragraphs with good chronological orders. On the other hand, males use Facebook, for making new relationship and communication with other users on Facebook. Facebook is used by them to create more communication, so they are able to create more ideas in writing discussing about academic and personal matters with their new friends.

**Transition Signal and the second BP**

Furthermore, Misra and Dangi (2015) also support Mazman finding that females use Facebook for maintaining existing relationship; they tend to be communal; however, males prefer using it for playing games and having fun. Moreover, males tend to be independent personality as females have stronger eagerness to use Facebook in their routine activities than males. Moreover, females are more extrovert in using social network; they receive more social support since they are familiar with Facebook and frequently access it by publishing their images to express their feeling whereas the males feel difficult to do that. On contrast, Herrin (2015) explains that females constrain the personal information to other people who are not connected to; on the other hand, males tend to publish their personal matters on public without having hesitant. However, he found similar result that females use their images more often to represent their ideas, and the males express their ideas in patterning the sentences.

**The third paragraph**

Palmer (2012) also focused on studying about the interaction between gender and social network. He concluded that females agreed to apply social network on doing their task including searching and submitting. Before they wrote, they could
search some information regarding their topic or interest. They collected much information and tried to gather the ideas. Afterwards, they submitted through the social network they choose. The result also showed that females were more responsible and expected to do more tasks than males. Females’ responsibility could be seen through their activities in writing process, they submitted their writing task on the schedule.

Similarly, both males and females dominated the use of blog; however, they presented distinctively, (Schler, 2005). The differences are females tall their personal information and write their personal writing diary including their daily lives, their story, and others, but males write more about technology use in their district, politic, economy, and even current issue. In short, males write better and give good distribution on blog. They explore more ideas by explaining qualified topics. As a result, they grow their ideas significantly.

Mukherjee and Liu (2010) found that blog influenced females to write more emotionally. In writing their ideas, they mostly use adjective and adverbs like so, terribly, awfully, and others. On the contrary, males expressed ideas to solve problems of one issue. Also, it found that females dominated their ideas by writing diary; males dominated writing about scientific and academic issues.”

Taken from Haryati (2017)
Applying Some Techniques in Teaching Reading Comprehension

“Teaching reading comprehension can be taught through several techniques.

The first techniques to teach reading skills that used by the teacher is reading aloud. Teaching reading aloud is a widely using testing exercise. Jacob (1999) stated that by reading aloud to the class can help students develop many things. The students can increase their language proficiency (grammar and vocabulary) by exposing to interest and comprehensible language. Some of the teachers are agreeing to teach reading for beginner students by reading aloud because the student can be more attracted to texts, they are read by the teachers. “Reading aloud can be taught if the teacher can be more creative and they have to be up to date to choose the topic. The teacher can used read aloud as the way to be creative in teaching reading and by reading aloud, students listening skill can be improved and the students can think critically” (Moody, 1997, p. 316).

The second techniques in teaching reading skills that used by the teacher is Communicative Language Teaching
The goal of Communicative Language Teaching is to enable students to communicate in the target language. This technique gives instructors a different understanding of the role of reading in the language room and the type of the text can be used in the instruction. According to Brown (1987, p. 99), CLT means learning by doing with experienced approach. The Communicative Language Teaching (CLT) procedure often requires teachers to acquire less teacher-centered classroom management skills. According to Diane Larsen-Freeman (2000), there are some techniques or materials associated with CLT: - Authentic materials, -scrambled sentences, -language games, -picture strip story, and role play.

The last technique is Communicative Competence. Roger (1986) stated some characteristics of communicative competence such as dialogue if used center around communicative approach that are not normally memorized and the other reading and writing can start from the first day of teaching and learning process if desired. The goal of language communicative language teacher is to get the student process communicative competence.

**EXAMPLE 4**
“Based on the above phenomenon, there will be a question who often uses the taboo words in social interaction: females or males.

Initially, Lakoff & Robin (2004) explained that women’s language is correct, cooperative, powerless, lady talk, and not supposed to talk rough like men do. Women tend to sound something indirectly like requesting, asking, and others; they also avoid strong swear words like fuck, damn, shit. Women also speak properly, use euphemism more often to have comfortable conversation and not harm someone. Another point is women have lack of a sense of humour. They prefer using their emotion and feeling to express something in their daily conversation. However, men know how to swear when they face uncomfortable situation and how to tell something by telling dull jokes with their mates and others to release their emotion and break the ice in communication. In addition, sometimes, women need to adopt masculine words to ensure their position in societies. Hence, to be welcomed in conversation, they act and speak like men do, but societies will claim that women as aggressive personalities and are not feminine anymore since they utter rough words to harass others.

In addition, Coates (2004) adds his explanation about gender and taboo language. He reveals that the biological
features of female and male are different, and they have differences how to talk something. The differences are affected by social surrounding. Women are more polite than men, indirect speakers, cooperative in social interaction. For instance, to ask something, women tend to use indirect speech acts and give the compliment for others. Male are more impolite, direct speakers, and competitive. They speak to the point and not walk around the bush. Men will show their power by strengthen their voice, and female refers to solidarity and support others."

Taken from HAryat (…)

EXAMPLE 5

Here are several kinds of code mixing used by students on WhatsApp.

Idris and Shabri found that (2017, p.620) “the students mostly code mix using their L1 (Malay) and English in the social interaction through social media, WhatsApp. Insertion of words was the mostly used style of code-mixing by the respondents.” Based on their interaction on WhatsApp, they did insertion more often. They inserted one or two words in their sentence, for example, Urike akan masuk University di tahun ini, Maybe, tapi saya belum berani memastikannya, and Ade yang bisa explain kenape bisa seperti ini?. This finding is affected by the second language they have, Malay. It is believed that Malaysian use Malay as their first language and English as the second language. The students have obtained their mother tongue, they have got the exposure of using English as second
language. Therefore, it leads them to mix more often their Malay with English in their spoken interaction or their chat on WhatsApp.

Furthermore, Safitri, Harida, and Hamka (2017) also investigated the similar interest. They found that code mixing is mostly used in some of status and comments on WhatsApp. The detailed finding is described below:

1. Insertion: One of students use English verb “I Think” on the status while her original code is Indonesian, 2. Alternation: “Setelah test hasilnya buruk, masih butuh recovering and re-healing my comprehension…” test is insertion of verb, recovering and re-healing my comprehension is as alternation, 3. Congruent lexicalization: “Meet up costumer” and “Thanks for order” are alternation, “perfume” and “deodorant” are as congruent lexicalization.

The above finding proves that researchers found other kinds of code mixing used by the students on WhatsApp. Many students used code mixing by inserting, alternation, and congruent lexicalization.”

Taken from Haryati

EXAMPLE 6

Although it is not as popular as taboo words, it presents beneficial roles in social interaction among societies.
Euphemism can be able to replace taboo words to avoid fearful, misunderstanding, unpleasant, and it is more acceptable in social interaction (Habibi & Khairuna, 2018). The interlocutors need to know the knowledge of euphemism to represent a flight to comfort, and it can be an alternative way to reduce tension when communicating even though they discuss taboo topics. Students adoring the taboo words can apply euphemism as a substitution. However, they should seek much information about it through media in order to comprehend how to use it in social communication. Euphemism can soften the rude words, smooth out the rough, change what is negative sounds positive. It also creates different nuances and eliminates fizziness in conversation although students talk about death, abortion, or sex. The communicators will welcome euphemism words since it does not sound negative for them. For instance, when the students say about the children who were born from illegal relationship, they will say “illegitimate children” instead of “children of sin”. Moreover, they will say people are on the street instead of homeless. In fact, students have lack of euphemism words, therefore, they seldom utter the words in their social communication. They do not know how to substitute the taboo words with the comfort words. Students prefer uttering pornography, go to the bathroom, garbage man, have sex, abortion, and many other words. Those words are usually uttered by students due to lack of comfort words or euphemism. Those words are really familiar among students. If they comprehend the knowledge of euphemism, they will try to apply them in daily conversation with their peers, parents, or teachers. Also, they will
reduce the use of taboo words in academic institutions. In this case, the roles of educators are necessary to introduce them a lot of comfort words; hence, students are able to change those taboo words to be adult entertainment, use the restroom, sanitation engineer, sleep together, and pregnancy termination.

*Burridge (2014) shares similar opinion; he declares that the use of euphemism indicates the speakers respect others.* It helps students know speakers’ attitude and help them to enhance the variety of English language. The students can use euphemism in social interaction since they have mastered the varieties of vocabulary from their parents, environment, and teachers at school. They are also able to know which taboo words are and which euphemistic words. Therefore, the students should see the situational conversation, and they know when they must use euphemism. Here, mostly females who use euphemism since they are more sensitive than males and they know how to use politeness in communication. The use of politeness leads to respecting each other.

**EXAMPLE 7**

There are several word formations found on the article, such as compounding and blending.
Compounding is the first word formation found in the article. It is the combination of two separate words to produce a single form. Bauer (2003) defines a compound as “the formation of a new lexeme by adjoining two or more lexemes.” Common English compounds are bookcase, doorknob, fingerprint, sunburn, textbook, wallpaper, wastebasket, and waterbed. For example, bookcase is a compound made of two words ‘book’ and ‘case,’ but it does not refer to two things, but it refers to one object only. From the article the word “backlash” appears in the sentence “‘The Office’ and ‘30 Rock on NBC’, ‘Family Guy’ on Fox and, of course, ‘Curb Your Enthusiasm’ on HBO are leading a backlash against lingering inhibitions.” The word “backlash” is a process of compounding two words Back + Lash which forms into a single word. Another of compounding word in this article is “breakfast.” This word appears in the phrase “Larry’s houseguests, the Blacks, eat big, bacon-and-biscuit cholesterol-binge breakfasts;” The word “breakfast” is a compound that made from two words Break + Fast.

The other type of word formation is blending. Blending is a combination of two separate forms to produce a single new term. According to Yule (2006), blending is typically accomplished by taking only the beginning of one word and joining it to the end of the other word. An example is a smog,
which comes from smoke and fog, or brunch which comes from breakfast and lunch. Another formation of blending is combining the beginnings of two words. For example, a cyborg is a blend of cybernetic and organism. Besides compounding, in this article contain blending word. It can be seen in the title, the title use “sitcom” words. The word “sitcom” is a blending process from the words “situation” and “comedy” which formed into a new word.

EXAMPLE 8

*In that poetry, there are many written figurative language such as simile, metaphor and personification.*

**Thesis Statement**

**The topic sentence of the 1st body paragraph**

**The First Body Paragraph**

Simile is one of figurative language that makes comparison between two different things (Arvius, 2003). It sometimes uses the word as, than, like, seem, so, appear and more than. In this poetry, Maya wrote “just like moons and like suns”. This phrase means she compared her courage and persistent determination with the cycle or pattern of the moon and the sun.

**The topic sentence of the 2nd body paragraph**
Maya also uses metaphor in this poetry. Metaphor is kind of figurative language that makes comparison between two things that are different to identify one with another (Arvius, 2003). Metaphor is almost same with the simile; they both used to make comparison, but actually it’s different. Similes use the words like or as to compare thing while metaphors directly state a comparison. For example, Maya wrote “I’m a black ocean, leaping and wide, welling and swelling I bear in the tide” it reveals that she is a tide, washing over all her pain and sorrows. She is letting the ocean water became her, and she uses her waves to destroy her fears.

The last type of figurative language in this poetry is personification. Personification consists of giving human characteristics to an object. Personification is a figure of speech that describes something that is not human as though it could feel, think, act, live, or die in the same way as people (Arvius 2003). One of the examples of the use of personification is when Maya wrote “you may kill me with your hatefulness”. it reveals that the bullying or hatred might kill her spirit, but she will still rise above the pain.

EXAMPLE 9

This essay focuses on racial inequality, which is reflected through one of the characters, Boy Willie Charles.
Boy Charles has spent his life in Mississippi as a sharecropper on someone else’s farm. This condition leads him to have a big desire to own a farm of his own. As African American, poverty is the real issue which he has to face. “Racial inequalities have manifested in American society in ways ranging from racial disparities in wealth, poverty rates, housing patterns, educational opportunities, unemployment rates, and incarceration rates” (Shapiro, Thomas M, 2004). It is depicted in this following quotation: “BOY WILLIE: […] I get Sutter’s land and I can go down and cash in the crop and get my seed. As long as I got the land and the seed then I’m alright. I can always get me a little something else.” The quotation exposes how Boy Willie is determined to change his destinies of being poor black people in America. He is unsatisfied and feels that it is unfair for him.

Wilson shows how racial inequality is inherited from generation to generation. The history of Charles family shows that they were a slave to white man. “Africans were first brought to the United States as slaves. While free African Americans owned around $50 million by 1860, farm tenancy and sharecropping replaced slavery after the American Civil War because newly freed African American farmers did not own land or supplies and had to depend on the White Americans” (Conley Dalton, 2010). It is depicted in this following quotation: “BOY WILLIE: […] He spent his whole life farming on somebody else’s land. I ain’t gonna do that. See, he couldn’t do no better. When he comes along, he ain’t had nothing he could build on.” It implies
that the ancestor has nothing to give to their children. It effected to the children who still stuck in the bottom of life. However, Boy Willie breaks all those ideas by determine to sell the historic piano so he can afford his former master’s land. As the black people they only have fewer chances to gain wealth. According to Bowman (2011), the most significant aspect of multigenerational wealth distribution comes in the forms of gifts and inheritances."

EXAMPLE 11

In this essay, the writer focuses on analysing how PTSD affects the two characters in daily life who are Becca and Howie that experience the death of their only son, Danny.

Becca is the saddest character in this drama because she is Danny’s mother who feels sorry for not carefully taking care of her son hit by a car in the street. Yehuda’s (2002, as cited in Anastasova, 2014, p.9) study states that “There should be certain symptoms present which are divided in three major groups: Hyper Arousal Symptoms (difficulty falling asleep, concentrating or feeling angry), Avoidance Symptoms (avoiding people / place that remind the traumatic event, lost interest in different activities, no desire to talk about the event), and Re-Experiencing Symptoms (nightmares, flashbacks, intrusive recollection).” In this case, she always avoids the things that remind her about Danny by keeping them in storage like Danny’s toys in order to forget and move on from the death of her son, it
can be seen in this quotation, “BECCA: I can't move without- I mean, Jesus, look at this (grabs a toy from the shelf) Everywhere. Do you even know? (grabs a kid's book from a stack of magazines) Here: “Runaway Bunny” for god sake. The puzzles. The smudgy fingerprints on the door-jambs.” It also shows how helpless she is to see everything that reminds her about Danny. She also seems like she can still see Danny's reflection in their house because of his stuffs. Therefore, she avoids the stuffs by keeping them in places because it is more painful to remember it again. Moreover, she does not believe in God anymore, so it indicates that PTSD affects her lives terribly. Because of her hardship, she thinks that God is sadistic to give such hardship in her life, it can be seen in this quotation, “NAT: Well you should. What if you're wrong? What if there is a God? BECCA: Then I would say he's a sadistic prick.” It shows that Becca loses herself in defining what God means in her life, and it seems that she is terribly affected by PTSD. It really distracts her mental health and religion that she used to believe. Her mother, Nat, is afraid that the hardship in Becca's life becomes the main reason that leads Becca to the wrong way.

Furthermore, Howie who is Becca’s husband is also the character that indicates to have PTSD in himself, but it does not seem as strong as Becca. As his father, he also feels the guilt and sadness after the death of his only son. According to Smith et al. (2019), people with PTSD tend to have negative mind that makes them feel isolated, alone, difficulty remembering and focusing, depressed, guilt, self-blame, etc. In this case, he often feels guilty for not being careful to take care of his son that is hit by a car, it can be seen in this quotation, “HOWIE: Well if I hadn't bought the dog- BECCA: And if I hadn't run inside to get the
phone, or if I had latched the gate.” It shows how guilty they feel for not looking after their son carefully, and the traumatic event happened. It also indicates that the feeling keeps haunting their mind even though the traumatic event has happened a long ago. Although it is hard for them to accept it by seeing them blaming themselves, they try to move on from the event helplessly.

C. COMPREHENSION TASKS

1. Read the following essays and analyse some points: thesis statement, the main points of each body paragraph, and the transition signal.

   Essay 1

   **Genders and Listening Comprehension**

   Haryati (2017) describes

   “From all English skills, listening is the first language skill which someone acquires in his/her life. In addition, it contributes to all courses in learning English; it has important role to make an understandable communication between speaker and receiver. Apparently, females and males have their own in mastering English skills including listening skill. In their listening activity, most females tend to listen the simple topics while males prefer listening to technology. Also, Ehrman and Oxford, 1989, Wharton, 2000 had investigated the relationship between gender and other variables like learning styles and learning strategies. Furthermore, language learners show their diverse ways in learning foreign language because of the following affecting factors: aptitudes, affective variable, learning style, and learning strategies. These factors impact on how learners start their learning process, they do their tasks, how they solve their problems, and other activities. Generally, many arguments come about gender, and learners have their own characteristics in learning English as foreign language. These reasons lead researchers to investigate the relationship of genders on learners’ listening comprehension.”
Most women process messages on both sides of the brain whereas men tend to process the messages on their left side of the brain. Moreover, in listening process, men are able to focus on one speaker and ignore other nuisances (Jansen, 2015). This idea is also supported by the research of Philips (2000), when listening, men’s left brains were activated. It means they just listen by using one side of brain; it is totally different with the women’s way. The research of Indiana University School of Medicine found that females and males showed different way to listen which females appear to use both sides of the brain while males appear to use half of their brain when listening (Lurito, 2000). Although they have different way in listening process; it does not mean that the result will be different. The result of the previous researches is females are able to activate two sides of brain; hence, they can absorb the information they hear properly and completely. On the side, males only activate their left side of brain; thus, they need extra effort to absorb the information they hear.

Another researcher claimed that gender will apply the distinctive learning strategies in listening process (Sobhani, 2015). Genders are able to influence and give the impact on students’ academic achievement since each learner has his/her own characteristics to learn. The distinctive ways will contribute the diverse result of academic achievement including the listening comprehension. For instance, for kinesthetic learners, they like moving when learning, hence, it is difficult for them to learn listening. However, for auditory learners, they are good at listening without noting something, so it is so simple for them to gain much information while listening the ideas. The last, for the visual learners, they need to see something visually; hence, while listening, they need to note the ideas on paper in order to recall their memory. It is obvious that each learning style will affect on their listening process, and of course it gives the significant effect on their result for listening comprehension.
Amin (2003) stated that gender has a good influence on listening comprehension; females used more often the metacognitive strategies to assist them in listening process. Here, females could do some pre-activities before they start listening. For instance, they read the questions stated on the questions and highlight the main idea on the questions. While listening, they also note some crucial main points in a piece of paper in order to assist them to answer the questions. Another activity is they circle the main idea in the questions and options. Those activities help them to find the proper answers. On the other hand, males seldom do those activities; they just focus on listening and note nothing. Therefore, it instantly gives different results on their listening comprehension.

It can be assumed that not only listening strategies that had good effect but also the students’ genders would have important effect on their listening comprehension. Many scholars stated that females and males are totally different, and they also have their own way to learn something. When listening, females are able to use both sides of brain meanwhile males are able to use a left side of brain. Apparently, researchers claim the distinctive genders do not distinguish the result of their listening performance, and others claim it presents the various effects on the students' listening comprehension.

Essay 2

Gender and Reading Comprehension

Rosnaningsih (2014) investigates that

“Language learners as well as language readers present various forms of variability. Ellis (1992) in her view believes that
one of the variabilities of the learners comes from the situational variability: sex, age, ethnicity, and interpersonal role relationships. The researcher relies with the assumption that the individual differences of reader’s sex and the use strategy will become successful factors in performing reading comprehension task in foreign language setting. The next following section will provide more specific explanation about the male and female differences in reading comprehension.

The difference relies between male and female in their language performance including reading and other skills are the results from the differential life experience and socialization that happens across cultures. Li (2010) illustrates that males tend to use their prior knowledge, checking how text context fit purpose, critically analysing information, guessing the core of the material, using references and visualizing information. For example, in Chinese society, male is more dominated and hold several key positions. From their early boyhood, male supposed to be assertive and play the leadership role in deciding important things in community. As consequences, they were labeled as fact checkers, and more analytical than girls who possess blind acceptance. So, it is not surprised that males are more critical in validating the information provided to them. Female, on the opposite, are expected to agree the situation given to them, so they analyse less.

Besides the different life experienced and socialization, another factor which differentiate male and female on their reading, as Logan and Johnston (2009) mentioned, are mainly because of their different attitudes toward school, competency beliefs, and perceived academic support. First, since reading is the key success of all subjects at school, so each student will try to master it and enjoy it as part of learning habit. It is commonly recognized that female students have more positive attitude to school environment whereas male students feel that school environment put too many restrictions as disadvantages for them.
Next difference is the competency belief between the male and female themselves. Logan and Johnston define the competency beliefs as the estimation on how well a student manages his or her given activity. Burnet as cited in Logan and Johnston mentioned that boys are more confident about their mathematics ability while girls are more confident about their reading abilities. Thus, the competency beliefs are mainly about the way students whether male or female perceive their capability in experiencing success or failure on their academic achievement especially in reading.”

The last is the perception of the academic support. Daniels as cited in Logan and Johnston argues that female students are more likely to work together with their female peers as in contrast, male students prefer to work independently and compete with their peers aggressively. The helps from peers and teacher at school, however, may have beneficial assistance for raising student’s self-acceptance which leads to the positive achievement in school. In addition, Share et al. (as cited in Logan & Johnston, 2009) believed that a child peer’s abilities can add for the considerable variance of the child’s reading achievement later, over and above their own reading abilities.

To conclude, in order to achieve better comprehension, male and female share several different styles and strategies toward the text. Females have more life experiences, both female and male have difference perception on the text, and the share different competence in reading. The combination between gender factors and the use of strategies are likely to affect their classroom reading comprehension achievement. Besides, it effects on their attitude while reading text.

2. Make one thesis statement and several body paragraphs discussing applied linguistics, linguistics or literature. Remember, you must consider all writing requirements: punctuation, capitalization, grammatical sentences, content, coherence, unity, transition signal and others.
D. REFERENCES


CHAPTER XII
CONCLUDING PARAGRAPH

A. LEARNING OBJECTIVES

By the end of this session, the students are able to produce one concluding paragraph of an essay.

B. MATERIAL DESCRIPTION

Concluding paragraph is one of the crucial components in an essay. It is placed in the last paragraph of an essay; it includes the summary of ideas or main points discussed in an essay. Generally, to produce a concluding paragraph, writers can sum up the main points states in some body paragraphs or restate the thesis statement. Writers can choose one strategy; however, they are not able to restate many similar words, but they have to restate the ideas with other words and deliver similar ideas. Moreover, writers should add the phrase as the characteristic of conclusion: in brief, in conclusion, to sum up, to conclude, it is clear that, it can be concluded that, in short and others

1. Comprehending the Examples of Introductory Paragraph (Linguistics)

Example 1

*It is clear that* Maya Angelou used some of figurative language on her poetry. The three examples above have the deep meaning without saying directly her intention. Therefore, the readers of her poetry can gain what she wants to deliver. She created several figurative languages in simile, personification, and metaphor in order to show her characteristics. It also creates her own style of writing and makes the beauty of the poetry.
Example 2

The phrase used as the mark of concluding paragraph

To summarize this play, Piano Lesson tries to state that black people face racial inequality in their everyday life. The Afro-American as the minority of the society have to struggle against the limited opportunities in every field. The individual prejudice about black people leads the society to create racism. This racism creates discrimination and segregation to black people who treated unfairly.

Example 3

The phrase used as the mark of concluding paragraph

It can be concluded that the playwright tries to state how people with post-traumatic stress disorder (PTSD) suffer to move on and are affected by it. Those two characters feel the effects like sadness, anger, stress, guilt after the tragic event happens in their lives. The tragic event really distracts their lives, mental health, moods. After that, they try to avoid the things that remind them about the tragic event, but it does not work though. However, they try to move on helplessly and try to accept the truth because they cannot turn everything back in their lives. In this drama, the playwright also shows how PTSD is obtained from their deep grief that seems impossible to be forgotten by them.
Example 4

To conclude, in this short story, the theme is not really difficult to define. It seems that the writer tries to explain clearly. As Halliday (1994:37) points out that theme is seen as a universal element in every language there is a means for identifying what the clause is about. This story starts to talk about the illness of the narrator and the treatment of the illness from her husband and in the middle till the end it talks about the gender roles of the 19th century. This gender role makes the narrators feel so suffer till cannot control herself. The diary becomes a symbol of rebellion in gender roles.

Example 5

To sum up, the novel consists of many public issues that provide circumstances which happen on that time. Marji grew up in the Iranian society which affected her positively and negatively. The issues of religion and social separation made her mind growing fast from the common children in her age. She was thought about the government flows instead of shielded from them, she was raised to stand for her own personal beliefs, and she experienced death, happiness and pain of the reality.
Example 6

and female refers to solidarity and support others.

**Concluding Paragraph and the use of transition signal**

In conclusion, female and male show their differences in language and characteristics. They will apply their own characteristics in social situation. Women prefer speaking properly, politely, and indirectly to express their meaning to others. Moreover, they will choose euphemism to substitute taboo language in order not to harass and hurt others. On the other hand, males have distinctive characteristics in conversation. They refer speaking directly, impolitely, and bluntly to express their meaning and emotion. They sometimes hurt other in order to relive their depression. All the distinction is caused by students’ social surrounding.

Example 7

alternation, and congruent lexicalization.

**Concluding Paragraph and the use of phrase**

Based on the finding above, it can be revealed that people do code-mixing on their daily conversation through social media, such as WhatsApp. It was found that the students applied some types of code mixing in sharing their status or comment through WhatsApp: insertion, alternation, and lexicalization. Moreover, the students had their own factors why they applied code mixing on WhatsApp.
Example 8

**In brief,** having known euphemism in social context is very beneficial for students since the usage euphemism can create comfortable conversation in social situation, not harm others, and protect a group of people from misunderstanding. Knowing the euphemism vocabulary is necessary for the students in order to enrich their vocabulary diversity. Also, they are able to use those words in proper social situation, not harm other interlocutors, and show off their respect and good attitudes as educated students.

Example 9

**In brief,** compounding and blending words are used to make simple the writer to write or make easier for the reader to read. In the article of The New York Times, there are some compounding and blending words. Based on the analysis about compounding and blending words in The New York Times article, it can be found some examples of compounding word (backlash and breakfast) and blending word (sitcom).
Example 10

In short, most scholars who had similar interest in investigating the effectiveness about Facebook and English writing found that Facebook could enhance the students' writing achievement including their motivation, interaction, grammar, and joyful environment. The students also feel joyful and are able to interact more with others. By having the process, Facebook can be used not only for social interaction but also for writing activities. It is obvious that Facebook is able to share beneficial things to the students' writing performance. It is suggested for teachers to apply this tool to enhance the students' writing skill.

Example 11

To conclude, most scholars agree that there is a great relationship and interaction between gender and social network including Facebook and blog. The result shows distinctively; some results show that females have better interaction with social network; they are able to create more ideas related to their feeling and emotion, and they are more responsible to do more tasks. Meanwhile, males are better to write some topics: politics, economy, technology and others. As a result, both can present positive improvement on their English writing.
Example 13

Concluding Paragraph
The writer can choose one way to conclude: sum up or restate the thesis statement

In conclusion, by the teaching reading aloud the teacher has to be mastered with the three technique teaching skills in reading. The teacher will have an interaction with the students, so the students will give their feedback by the exercise that the teacher gives. In teaching learning process, the interaction between teacher and students mostly uses English to communicate.

C. COMPREHENSION TASKS

Read some online journal (free interest). You have to make one concluding paragraph from the online journal you read. Remember to note the topic.

D. REFERENCES


CHAPTER XIII
MODELS OF ESSAY

A. LEARNING OBJECTIVES
The students are able to produce one essay with the topic from the field of linguistics, applied linguistics or literature.

B. MATERIAL DESCRIPTION
1. Comprehending the Examples of essay

Example 1

Title
Gender and Taboo words

Who Utters Taboo Words: Females or Males?
Language is a communication tool to convince the speakers’ meaning. However, People misuse the function of language; sometimes they curse others by uttering rough language. They use those words due to social utility. If the words are used to punish and make someone embarrassed, those words should be eliminated; meanwhile, if the words are used for relaxation, solidarity or humour, the words can be quite a sensible option (Timothy, 1999). Actually, people have their own excuses why they utter taboo language; to hurt others, express themselves, sexual harassment, and relieve themselves of depression. Timothy also recorded the kinds of taboo language used by females and males. Females uttered bustard and bitch, and male uttered gay, slut, and cunt. It is clear that female and
genders have many differences in physics, languages, and attitudes. In this era, females and males have the same responsibilities and activities. Sometimes, women tend to be men in languages; they imitate how the men speak in social context. “Women adopt the typical male pattern of forbidden language use for their own purposes” (Spears, 1992, p.56). It happens due to women’s liberation movement and their increasing independent social status. Due to these factors, female and male have tendency to apply taboo words in their social interaction. Based on the above phenomenon, there will be a question who often uses the taboo words in social interaction: females or males. Initially, Lakoff & Robin (2004) explained that women’s language is correct, cooperative, powerless, lady talk, and not supposed to talk rough like men do. Women tend to sound something indirectly like requesting, asking, and others; they also avoid strong swear words like fuck, damn, shit. Women also speak properly, use euphemism more often to have comfortable conversation and not harm someone. Another point is women have lack of a sense of humour. They prefer using their emotion and feeling to express something in their daily conversation. However, men know how to swear when they face uncomfortable situation and how to tell something by telling dull jokes with their mates and others to release their emotion and break the ice in communication. In addition, sometimes, women need to adopt masculine words to ensure their position in societies. Hence, to be welcomed in conversation, they act and speak like men do,
but societies will claim that women as aggressive personalities and are not feminine anymore since they utter rough words to harass others.

**In addition,** Coates (2004) adds his explanation about gender and taboo language. He reveals that the biological features of female and male are different, and they have differences how to talk something. The differences are affected by social surrounding. Women are more polite than men, indirect speakers, cooperative in social interaction. For instance, to ask something, women tend to use indirect speech acts and give the compliment for others. Male are more impolite, direct speakers, and competitive. They speak to the point and not walk around the bush. Men will show their power by strengthen their voice, and female refers to solidarity and support others.

**In conclusion,** female and male show their differences in language and characteristics. They will apply their own characteristics in social situation. Women prefer speaking properly, politely, and indirectly to express their meaning to others. Moreover, they will choose euphemism to substitute taboo language in order not to harass and hurt others. On the other hand, males have distinctive characteristics in conversation. They refer speaking directly, impolitely, and bluntly to express their meaning and emotion. They sometimes hurt
other in order to relive their depression. All the distinction is caused by students’ social surrounding.

Example 2

**Code Mixing Used by College Students on WhatsApp**

“Sociolinguistics emphasizes on the social groups and the linguistic system in societies and relates to other variables in specific cultures like age, profession, social status, gender, economy, education, and other variables. In digital era, multilingual societies probably produce interaction with the use of their native language and blend it with other languages that they have obtained. The interaction among distinctive cultures in societies leads to the existence of pidgin, creole, bilingualism, multilingualism, code mixing, code switching, and interference. Inserting a piece of word in sentence is also encouraged by the technological development; it can be primary cause of people use code mixing more often on digital media. Furthermore, Safitri, Harida, and Hamka (2017) stated that “code-mixing is about the combination of a word or phrase in using one language with another language”. Here, speakers are able to blend more than language within one sentence. In this millennial era, many people often interact on WhatsApp as a digital tool which assists users to interact with other users in the cybernetic world and unconsciously apply code mixing on it. Here are several kinds of code mixing used by students on WhatsApp.
Idris and Shabri found that (2017, p.620) “the students mostly code mix using their L1 (Malay) and English in the social interaction through social media, WhatsApp. Insertion of words was the mostly used style of code-mixing by the respondents.” Based on their interaction on WhatsApp, they did insertion more often. They inserted one or two words in their sentence, for example, Urike akan masuk University di tahun ini, Maybe, tapi saya belum berani memastikannya, and Ade yang bisa explain kenape bisa seperti ini?. This finding is affected by the second language they have, Malay. It is believed that Malaysian use Malay as their first language and English as the second language. The students have obtained their mother tongue, they have got the exposure of using English as second language. Therefore, it leads them to mix more often their Malay with English in their spoken interaction or their chat on WhatsApp.

Furthermore, Safitri, Harida, and Hamka (2017) also investigated the similar interest. They found that code mixing is mostly used in some of status and comments on WhatsApp. The detailed finding is described below:

1. Insertion: One of students use English verb “I Think” on the status while her original code is Indonesian, 2. Alternation: “Setelah test hasilnya buruk, masih butuh recovering and re-healing my comprehension…” test is insertion of verb, recovering and re-healing my comprehension is as alternation, 3. Congruent lexicalization: “Meet up costumer” and “Thanks for order” are alternation, “perfume” and “deodorant” are as congruent lexicalization.
The above finding proves that researchers found other kinds of code mixing used by the students on WhatsApp. Many students used code mixing by inserting, alternation, and congruent lexicalization.

Based on the finding above, it can be revealed that people do code-mixing on their daily conversation through social media, such as WhatsApp. It was found that the students applied some types of code mixing in sharing their status or comment through WhatsApp: insertion, alternation, and lexicalization. Moreover, the students had their own factors why they applied code mixing on WhatsApp.

Taken from Haryati & Prayuana (2020)

Example 3

Title
Euphemism and Social interaction

The Roles of Euphemism in Social Interaction

Language is human nature; it means language belong to human characteristics. Only human beings who are able to produce the diversity of sounds, store the diversity of words in
their mind carefully, and distinguish the words excellently. In people’s daily activity, they have used metaphor to cover taboo words with the polite words. The words can be seen on printed and electric media. The kind of these words is called Euphemism. Euphemism is not well known as taboo words in societies. It is a word or phrase that can substitute taboo words to avoid unpleasant subjects. **Although it is not as popular as taboo words, it presents beneficial roles in social interaction among societies.**

**Euphemism can be able to replace taboo words to avoid fearful, misunderstanding, unpleasant, and it is more acceptable in social interaction (Habibi & Khairuna, 2018).** The interlocutors need to know the knowledge of euphemism to represent a flight to comfort, and it can be an alternative way to reduce tension when communicating even though they discuss taboo topics. Students adoring the taboo words can apply euphemism as a substitution. However, they should seek much information about it through media in order to comprehend how to use it in social communication. Euphemism can soften the rude words, smooth out the rough, change what is negative sounds positive. It also creates different nuances and eliminates fizziness in conversation although students talk about death, abortion, or sex. The communicators will welcome euphemism...
words since it does not sound negative for them. For instance, when the students say about the children who were born from illegal relationship, they will say “illegitimate children” instead of “children of sin”. Moreover, they will say people are on the street instead of homeless. In fact, students have lack of euphemism words, therefore, they seldom utter the words in their social communication. They do not know how to substitute the taboo words with the comfort words. Students prefer uttering pornography, go to the bathroom, garbage man, have sex, abortion, and many other words. Those words are usually uttered by students due to lack of comfort words or euphemism. Those words are really familiar among students. If they comprehend the knowledge of euphemism, they will try to apply them in daily conversation with their peers, parents, or teachers. Also, they will reduce the use of taboo words in academic institutions. In this case, the roles of educators are necessary to introduce them a lot of comfort words; hence, students are able to change those taboo words to be adult entertainment, use the restroom, sanitation engineer, sleep together, and pregnancy termination.

Burridge (2014) shares similar opinion; he declares that the use of euphemism indicates the speakers respect others. It helps students know speakers’ attitude and help them to enhance the variety of English language. The students can use euphemism in social interaction since they have mastered the varieties of vocabulary from their parents, environment, and teachers at school. They are also able to know which taboo words are and which euphemistic words. Therefore, the students should see the situational conversation, and they know when they must use euphemism. Here, mostly females who use euphemism since they are more sensitive than males and they
know how to use politeness in communication. The use of politeness leads to respecting each other.

**In brief,** having known euphemism in social context is very beneficial for students since the usage euphemism can create comfortable conversation in social situation, not harm others, and protect a group of people from misunderstanding. Knowing the euphemism vocabulary is necessary for the students in order to enrich their vocabulary diversity. Also, they are able to use those words in proper social situation, not harm other interlocutors, and show off their respect and good attitudes as educated students.

Example 4

**Compounding and Blending on The New York Times Online Article “Pushing Their Luck, Sitcoms are Playing with Race Cards”**

Linguistic is the scientific study of language. Richard and Schmidt (2002) state that “linguistics as a study of a language as a system of human communication. In linguistics, morphology is the study of words, how they are formed, and their relationship to other words in the same language. Nida (1957, p.1) believes that “morphology is the study of morphemes and their arrangements in forming words.” In morphology, word formation is the creation of a new word. “The study of word formation can be defined as the study of the ways in which new complex words are built in the
basis of other words or morphemes” (Plag, 2003). There are several word formations found on the article, such as compounding and blending.

Compounding is the first word formation found in the article. It is the combination of two separate words to produce a single form. Bauer (2003) defines a compound as “the formation of a new lexeme by adjoining two or more lexemes.” Common English compounds are bookcase, doorknob, fingerprint, sunburn, textbook, wallpaper, wastebasket, and waterbed. For example, bookcase is a compound made of two words ‘book’ and ‘case,’ but it does not refer to two things, but it refers to one object only. From the article the word “backlash” appears in the sentence “‘The Office’ and ‘30 Rock on NBC’, ‘Family Guy’ on Fox and, of course, ‘Curb Your Enthusiasm’ on HBO are leading a backlash against lingering inhibitions.” The word “backlash” is a process of compounding two words Back + Lash which forms into a single word. Another of compounding word in this article is “breakfast.” This word appears in the phrase “Larry’s houseguests, the Blacks, eat big, bacon-and-biscuit cholesterol-binge breakfasts;” The word “breakfast” is a compound that made from two words Break + Fast.
The other type of word formation is blending. Blending is a combination of two separate forms to produce a single new term. According to Yule (2006), blending is typically accomplished by taking only the beginning of one word and joining it to the end of the other word. An example is a smog, which comes from smoke and fog, or brunch which comes from breakfast and lunch. Another formation of blending is combining the beginnings of two words. For example, a cyborg is a blend of cybernetic and organism. Besides compounding, in this article contain blending word. It can be seen in the title, the title use “sitcom” words. The word “sitcom” is a blending process from the words “situation” and “comedy” which formed into a new word.

In brief, compounding and blending words are used to make simple the writer to write or make easier for the reader to read. In the article of The New York Times, there are some compounding and blending words. Based on the analysis about compounding and blending words in The New York Times article, it can be found some examples of compounding word (backlash and breakfast) and blending word (sitcom).

C. COMPREHENSION TASKS

1. Read the following essays and analyse some points: thesis statement, the main points of each body paragraph, the transition signal, and concluding paragraph.

   Essay 1
Genders and Listening Comprehension

Haryati (2017) describes

“From the all English skills, listening is the first language skill which someone acquires in his/her life. In addition, it contributes to all courses in learning English; it has important role to make an understandable communication between speaker and receiver. Apparently, females and males have their own in mastering English skills including listening skill. In their listening activity, most females tend to listen the simple topics while males prefer listening to technology. Also, Ehrman and Oxford, 1989, Wharton, 2000 had investigated the relationship between gender and other variables like learning styles and learning strategies. Furthermore, language learners show their diverse ways in learning foreign language because of the following affecting factors: aptitudes, affective variable, learning style, and learning strategies. These factors impact on how learners start their learning process, they do their tasks, how they solve their problems, and other activities. Generally, many arguments come about gender, and learners have their own characteristics in learning English as foreign language. These reasons lead researchers to investigate the relationship of genders on learners’ listening comprehension.

Most women process messages on both sides of the brain whereas men tend to process the messages on their left side of the brain. Moreover, in listening process, men are able to focus on one speaker and ignore other nuisances (Jansen, 2015). This idea is also supported by the research of Philips (2000), when listening, men’s left brains were activated. It means they just listen by using one side of brain; it is totally different with the women’s way. The research of Indiana University School of Medicine found that females and males showed different way to listen which females appear to use both sides of the brain while males appear to use half of their brain when listening (Lurito, 2000). Although they have different way in listening process; it
does not mean that the result will be different. The result of the previous researches is females are able to activate two sides of brain; hence, they can absorb the information they hear properly and completely. On the side, males only activate their left side of brain; thus, they need extra effort to absorb the information they hear.

Another researcher claimed that gender will apply the distinctive learning strategies in listening process (Sobhani, 2015). Genders are able to influence and give the impact on students’ academic achievement since each learner has his/her own characteristics to learn. The distinctive ways will contribute the diverse result of academic achievement including the listening comprehension. For instance, for kinesthetic learners, they like moving when learning, hence, it is difficult for them to learn listening. However, for auditory learners, they are good at listening without noting something, so it is so simple for them to gain much information while listening the ideas. The last, for the visual learners, they need to see something visually; hence, while listening, they need to note the ideas on paper in order to recall their memory. It is obvious that each learning style will affect on their listening process, and of course it gives the significant effect on their result for listening comprehension.

Amin (2003) stated that gender has a good influence on listening comprehension; females used more often the metacognitive strategies to assist them in listening process. Here, females could do some pre-activities before they start listening. For instance, they read the questions stated on the questions and highlight the main idea on the questions. While listening, they also note some crucial main points in a piece of paper in order to assist them to answer the questions. Another activity is they circle the main idea in the questions and options. Those activities help them to find the proper answers. On the other hand, males seldom do those activities; they just focus on listening and note nothing. Therefore, it instantly gives different results on their listening comprehension.
It can be assumed that not only listening strategies that had good effect but also the students’ genders would have important effect on their listening comprehension. Many scholars stated that females and males are totally different, and they also have their own way to learn something. When listening, females are able to use both sides of brain meanwhile males are able to use a left side of brain. Apparently, researchers claim the distinctive genders do not distinguish the result of their listening performance, and others claim it presents the various effects on the students’ listening comprehension.”

Essay 2

**Gender and Reading Comprehension**

Rosnaningsih (2014) investigates that

“Language learners as well as language readers present various forms of variability. Ellis (1992) in her view believes that one of the variabilities of the learners comes from the situational variability: sex, age, ethnicity, and interpersonal role relationships. The researcher relies with the assumption that the individual differences of reader’s sex and the use strategy will become successful factors in performing reading comprehension task in foreign language setting. The next following section will provide more specific explanation about the male and female differences in reading comprehension.

The difference relies between male and female in their language performance including reading and other skills are the results from the differential life experience and socialization that happens across cultures. Li (2010) illustrates that males tend to use their prior knowledge, checking how text context fit purpose, critically analysing information, guessing the core of the material, using references and visualizing information. For example, in Chinese society, male is more dominated and hold several key positions. From their early boyhood, male supposed to be
assertive and play the leadership role in deciding important things in community. As consequences, they were labelled as fact checkers, and more analytical than girls who possess blind acceptance. So, it is not surprised that males are more critical in validating the information provided to them. Female, on the opposite, are expected to agree the situation given to them, so they analyse less.

Besides the different life experienced and socialization, another factor which differentiate male and female on their reading, as Logan and Johnston (2009) mentioned, are mainly because of their different attitudes toward school, competency beliefs, and perceived academic support. First, since reading is the key success of all subjects at school, so each student will try to master it and enjoy it as part of learning habit. It is commonly recognized that female students have more positive attitude to school environment whereas male students feel that school environment put too many restrictions as disadvantages for them.

Next difference is the competency belief between the male and female themselves. Logan and Johnston define the competency beliefs as the estimation on how well a student manages his or her given activity. Burnet as cited in Logan and Johnston mentioned that boys are more confident about their mathematics ability while girls are more confident about their reading abilities. Thus, the competency beliefs are mainly about the way students whether male or female perceive their capability in experiencing success or failure on their academic achievement especially in reading.”

The last is the perception of the academic support. Daniels as cited in Logan and Johnston argues that female students are more likely to work together with their female peers as in contrast, male students prefer to work independently and compete with their peers aggressively. The helps from peers and teacher at school, however, may have beneficial assistance for
raising student’s self-acceptance which leads to the positive achievement in school. In addition, Share et al. (as cited in Logan & Johnston, 2009) believed that a child peer’s abilities can add for the considerable variance of the child’s reading achievement later, over and above their own reading abilities.

To conclude, in order to achieve better comprehension, male and female share several different styles and strategies toward the text. Females have more life experiences, both female and male have difference perception on the text, and the share different competence in reading. The combination between gender factors and the use of strategies are likely to affect their classroom reading comprehension achievement. Besides, it effects on their attitude while reading text.

Essay 3

Egilistiani (2018) explains that

“Language is a connector used by people to communicate. In linguistics, Kushartanti et al (2009, p. 3) said that “language is a sound system used by society group to collaborate, communicate and to identify themselves.” Nowadays, people are more interesting communicate in cyberspace than real world. This also happened by teenagers. The more someone has interaction in cyberspace will make them use more informal language one of them is a slang language. Now, slang language has its variety. One of the slang languages used by teenagers is word change. The raised of word change used by teens is one of the language play phenomena. Word change created by some teenagers is a language play that is created by themselves and followed by other teenagers and become hits to be a new slang language. In general, slang language can be classified into several types.

Sumarsono (2010) explains that the first type of slang language is interpolation of v consonant + vowel. Interpolation of v consonant + vowel is appeared before 50’s among the teenagers. The vowel that existed behind v is adapted with syllables vowel that inserted. V consonant + vowel is placed behind every syllable, either in local language as well as in Indonesian. For example, (1)
Pulang (go home) = pu + lang + (pu + vu) + (la + va + ng) puvulavang, (2) Buka (open) = bu + ka + (bu + vu) + (ka + va) buvkava. After v consonant + vowel appeared, the insert in slang language with similar formula also appears with p consonant + vowel and g consonant + vowel.

Secondly, reverses the phoneme in a word (multiform range). This phoneme reversing language appeared in 1960 among teenagers in Malang (Sumarsono) and eventually spread to other areas to the Indonesian territory. Basic words can be from the local language or Indonesian language. The words are read in the order of the phonemes from the back and are read in reverse (Java = walikan). For example, Eyes (Mata) -- atam and Sari (one of Indonesian girls’ name) – iras. Moreover, in Sundanese, this variety of walikan language is also used by adolescents. For example, Nu gelo -- olegun (crazy person) and Ripuh - - hupir (hard). Also, in a foreign language spoken with the Sundanese dialect lately is also often used by teenagers such as Slow --- selow ---- woles

The last, he also notes the change of 'Kali' an informal additional word of the sentence as the slang language. Lately, many teenagers or slang people in big cities talked to their peers using sentences with the last word in the modification. This word changes shape by changing vowels /a/ and /i/ at times with /e/. The second e-vowel is mostly added more than one. Kali consists of two syllables /ka + li/ it made change the syllable becomes keles / ke + les /. The second syllable is also other than changed from /i/ to /e/ but sometimes there is a change from /i/ become /eu/ that is /ke + leus /. See the examples: Kali – kelees or keleus, and for the long sentence: Gak gitu juga keleees (It’s not that I mean)

In brief, today teenagers’ languages vary. Slang language is a language that is used by teenagers and used by adults in a minority, and it is obvious that there are several word plays created by teenagers. One of current slang language that raises a language dimension is like talking spoiled like baby talk. In linguistics, spoiled language that is being one of the slang languages nowadays is not a good language variation.”

**Essay 4**

English language has many languages because of the variations which seems to be fascinating to find out. Accent and dialect are evidences of this
language variety. Factors such as time, place, social context, and the medium dictate these variations (Pope, n.d., p170). These two terms are given interchanging meaning as the terms are encountered in everyday life, but they have different technical definitions. According to Yule (2016), accent is restricted to the description of aspects of pronunciation that identity where an individual speaker is from, regionally or socially. Meanwhile, dialect is used to describe features of grammar and vocabulary as well as aspects of pronunciation. The differences of accent and dialect in aspect of social classes of English language: lower, mid and upper classes.

Every social class has a different variety of the English language. This means that someone from the Underclass can or will use different words than someone from the Upper class, articulates the words in another way or uses different rules regarding to grammar. In almost every social class you have different sociolects. The difference between a dialect and a sociolect is that a dialect is identified by its geography, in which region the dialect is spoken, while a sociolect is the way a person speaks in a certain group. This can regard to someone’s ethnicity, age, gender etc. People who use the same rules and norms when it comes to language are called a speech community. People who study the relation between language and society are called sociolinguistic. However, there are also some accents and/or dialects that are commonly used in a particular social class. Some dialects have very distinct ways of pronunciation and have difference in ways of grammar, vocabulary and/or pronunciation. As I mentioned earlier there are several accents and/or dialects that are commonly used in a particular social class. Actually, it’s not uncommon that a certain accent and/or dialect is used in a particular social class. Here are some of the accents mostly used in the Lower class. The Scouse accent is the accent and dialect of Liverpool, it's commonly used by the lower-class people in the Merseyside area. London Cockney is the accent commonly used by the lower-class people in (east) London. The CK or K sound is often replaced by a kind of Dutch G sound. You would say pig, gan of goge, lige. Instead of pick, can of coke, like. The Multicultural London English can be considered as rather new dialect as it emerged in the late 20th century.

The lower classes commonly using Multicultural London English or London Cockney accent, meanwhile the upper and middle class have another different. Sometimes middle class always being same with the lower class or working
class, they have a slightly same about the accent and dialect. Not like Upper class that calls as a well-educated people’s language and Middle- or Lower-class calls as a less educated people’s language. Upper classes usually formal, appropriate, grammatically correct and talk like a book. The Middle classes usually more casual, sometimes ungrammatical and infrequent words in speech. According to Labov (1966) upper class or higher class use more /r/ sound and lower class use fewer /r/ sound.

To sum up, he differs the accent and dialect in aspect of social classes of English language in Upper, Middle and Lower classes can be seen in how they pronounce the words and the grammatical of the sentences. Sometimes it can be recognized easily because Upper Classes always using a formal words or language.

2. Make one essay with “One of Topics in Linguistics, Literature or Applied Linguistics” as your theme. Remember, you must consider all writing requirements: punctuation, capitalization, organisation, grammatical sentences, content, coherence, unity, transition signal and others. REMEMBER, you must cite some ideas from expert to strengthen your ideas.

D. REFERENCES


CHAPTER XIV
MODELS OF ABSTRACT

A. LEARNING OBJECTIVES

By the end this lesson, the students are able to produce one essay from models of abstract

B. MATERIAL DESCRIPTION

1. Components of Abstract

Abstract in a research consists a summary of a work such as a research or scientific paper. It helps the researchers to find out what they are going to look for and comprehend important points that are discussed. While writing an abstract, writers should include the following points: the purpose of the study (to find out something), method (it covers how you obtain and analyse the data), and result (it covers the findings of study). After preparing abstract, you should state the keywords of study. They can take from the variables that you are going to analyse.

When you write abstract and want to submit in one journal, you should consider some requirements offered by the journal. However, most abstract should be type in one space only. The font and how many words are adjusted with the journal consideration. The most important thing is abstract is not typed in pages; it is about half of page. Therefore, you have to read the rules of one journal cautiously.

2. Comprehending the Examples of Abstract

Example 1

“This study was aimed to find out the kinds of code-mixing used by lecturers from some departments and the factors of using code mixing. This study was a descriptive qualitative analysis that attempted to describe the kinds of code-mixing and the factors. The participants of this study were lecturers from 4
different groups of Universitas Pamulang. The participants were selected based on the purposive sampling in order to support the research finding. The data were taken from questionnaire and observation on WhatsApp groups to seek the factors and to classify the types of code-mixing. As the results, the writers found the group of Pelatih TOEFL produced 15 congruent lexicalization, 4 insertion and 0 alternation. The group of Penelitian Internal Unpam produced 15 congruent lexicalization, 6 insertion and 2 alternation. The group of Sastra Unpam produced 9 congruent lexicalization, 10 insertion and 5 alternation. The group of Prodi Sasing produced 17 congruent lexicalization, 3 insertion and 5 alternation. In addition, the distribution of questionnaire resulted the factors of applying code-mixing on all WhatsApp groups. Bilingualism (38%), speaker and interlocutor (4%), situation (5%), vocabulary (46%) and prestige (8%) are the factors found in Pelatih dan Pengawas TOEFL group. Bilingualism (21%), speaker and interlocutor (11.11%), situation (22%), vocabulary (38%) and prestige (8%) are the factors found in Peenelitian Internal Unpam group. Bilingualism (48%), speaker and interlocutor (5%), situation (13%), vocabulary (34%) and prestige (0%) are the factors found in Sastra Unpam group. Bilingualism (55%), speaker and interlocutor (5%), situation (7%), vocabulary 67%) and prestige (12%) are the factors found in Sastra Unpam group.

Keywords: code-mixing, WhatsApp application, factors of code-mixing”

Taken from Haryati & Prayuana (2020)
Example 2

“Technology is everywhere in education. Schools, universities, and other educational institutions have provided computers for learners to run their learning activities. Most students enthusiastically welcome such an extraordinary technology. Moreover, the growth of technology encourages teachers to apply it in teaching learning process and involves learners in order to achieve the goals. Due to these issues, this study was conducted to determine students’ perspective on the implementation of Project Based Learning (PBL) activities in an application of Computer Assisted Language Learning (CALL). This study involved 40 participants who were learning writing at the fifth semester. To obtain the data, the writer distributed the paper-based Linkert scale survey, and the students handed the reflective notes in to answer two questions related to the implementation of PBL: What are the advantages of the PBL activities done in the CALL application? and What are the challenges of the PBL activities done in the CALL classroom? The data analysis revealed that the students had positive responses on CALL and PBL in teaching and learning process although they found some obstacles to integrate CALL. The implication of CALL in learning English as a Foreign Language (EFL) can be used for further research.”

Key words: PBL, student’s perspective, CALL

Taken from Haryati (2017)

Example 3

“This study was aimed at investigating the effectiveness of blended learning using e-learning software on students ‘grammar achievement. To obtain the data, 40 English literature students at fourth semester of Pamulang university were
chosen as participants in this study. 20 evening class students were the experimental groups, and 20 morning class students were control group. Each group had different treatment which experimental group had blended learning while control group had traditional learning experience. Grammar test and questionnaire were administered in order to have the real students ‘scores and find out the students ‘perception of blended e-learning. A quantitative analysis including descriptive statistics and independent t test were further analysed in order to investigate the effects of blended e-learning on students ‘grammar achievement. The result revealed that p – value < 0.05 which means two groups showed significant difference. In other words, blended e-learning presented positive effect on students ‘grammar achievement.”

*Keywords: blended learning, e-learning software, grammar achievement*

Taken from Haryati (2018)

Example 4

“The purpose of this research was to find out whether there is any significant difference result of writing achievement between learning styles (introvert and extrovert), whether there is any significant difference result of writing achievement in the use of ICT (Blog and Facebook), and whether there is a significant interaction of learning style and the use of ICT on students’ writing achievement. A quantitative analysis that included descriptive statistics (mode, median, range, mean, standard deviation, and the distribution of frequency in histograms), and inferential analysis (ANOVA) tests were conducted to answer the research questions of this study. The respondents of this study were the fifth semester students (regular class) taking the Writing IV program at English department of Pamulang University academic year 2015/2016. Out of 90 students of the population, 48 (24 introvert and 24 extrovert) were chosen as the samples based on the cluster random sampling. To collect data, the study used two kinds of
instruments: a writing test, and two questionnaires. The result of this study revealed that out of two independent variables, only the variables of learning style affected students' writing achievement ($p – value < 0.05$) with mean score extrovert students were higher than introvert students. However, the different use of ICT did not give significant effect on students' writing achievement ($p – value > 0.05$). Moreover, the overall use of both Facebook and blog through different students' learning styles had not shown significant interaction on students' writing achievement ($p – value > 0.05$).

Keywords: Learning styles, the use of ICT, writing achievement

Taken from Haryati (2016)

Example 5

“COVID-19 has been the pandemic in Indonesia since March 2020. Drastically, it impacts on educational segment; therefore, the platforms of digital tools are able to be the best alternative way to overwhelm this issue and to strengthen the material delivery conducted by educational institution including universities. They can be beneficial tools in COVID-19 pandemic condition as teachers’ assistance. Due to these issues, this study was conducted to determine students’ perspective on the implementation of platforms in virtual learning environment during Covid-19 pandemic. This study involved 105 participants of the sixth semester students of English department of Universitas Pamulang. To obtain the data, the writer distributed a survey consisting 3 major questions (the platform reference, the advantages and the challenges); the students handed the reflective notes in to all questions related to the implementation of virtual learning in COVID-19 pandemic situation. The findings revealed that the students prefer having screen recording in learning activity (38.10%), Google Meeting (28.57%), Kahoot (19.04%), and Ed Puzzle (14.29%). Furthermore, the advantages of the platforms are time flexibility, effective platforms, less quota, interaction, fun application, the
mastery of grammar; however, the challenges are monotonous activity, the students’ boredom, difficult to create an account, poor responses, poor internet connection and nonequivalent schedule.

Keywords: the students’ perspectives, virtual learning environment, platforms”

Taken from Haryati (2021)

Example 6

"Reading motivation is seen as the most vital element that affects reading comprehension skills. It is also viewed as one of the main factors for foreign language students that assists them to read more effectively. Researchers have found that teaching reading strategies is the key in developing the students ‘comprehension. The POSSE is one of the interesting strategies used in reading. It refers to the activity in which POSSE activates their prior knowledge about the topic and connect it with the information contained in the text (Englert & Marriage in Westwood, 2008: 45). This action research paper aims to investigate the effect of motivation through POSSE strategy on comprehending English texts. It concentrates on reading comprehension mainly because reading is one of the four basic skills in English as a foreign language (EFL). This study used a descriptive analytical approach to examine how motivation through POSSE strategy affects the students ‘reading comprehension skills among the second semester students of English department faculty of letters at Universitas Pamulang (UNPAM). The data were collected by means of questionnaires and tests from 60 participants, and they were analysed by using t-test to find out the effect of motivation through POSSE strategy on the students ‘reading comprehension. This study leads to the findings that: POSSE is one of the motivational techniques which improves the EFL intrinsic motivation to read, motivation effects on EFL learners ‘reading comprehension skills, and different techniques of teaching reading comprehension are helpful in comprehending English texts. Further, the study revealed that the motivation gave significant effect on the students ‘reading comprehension skills. Finally, the writer recommends that the different reading strategies should be taught to EFL students to improve the students ‘motivation to read and understand the reading texts."
Example 7

“This study aims to determine the attitudes and beliefs of teachers regarding the use of L1 in EFL (English as a foreign language) and to describe the functions for which L1 was employed by the teachers. The participants of this study were 15 EFL teachers teaching at several schools in three provinces: Banten, West Java, and Jakarta (Indonesia). To collect data, the writer conducted Likert-scale survey and semi-structured interview to two teachers. The results showed that even though there were few of them were in doubt whether the use of L1 might negatively affect students’ English learning, their attitudes were positive toward the use of L1 in the English classroom. The results also indicated that the teachers employed L1 in the classrooms as a teaching tool and as part of classroom management to maximize the learning outcomes.

Keywords: EFL, teachers’ belief and attitudes, function of L1”

Example 8

The writers investigated the effect of POSSE reading strategy on the students’ reading comprehension.

The writer analysed the teachers’ belief and attitudes and the function of L1 regarding the use of L1 in EFL.
“This research is aimed to explore the implementation of Product-Process based Approach (PPBA) in teaching and learning writing, the obstacles that students face in writing argumentative essay, and the benefits of Product-Process based Approach. This was qualitative research. This research was conducted at Pamulang University, Banten Province, from December 2015 to January 2016. It involved 22 students, consist of 12 males and 10 females at fifth semester of English Department. The researcher used several instruments to support the data such as observation, document, interview and retrospect. The result of the research revealed that first; PPBA is helpful and all students responded to this approach positively and emphatically. Besides the ability to write thesis statements, arguments and counterarguments was increased. Second, the students were difficult to make thesis statement, arguments and counter arguments before PPBA was implemented. Third, PPBA had given many benefits for students: a) PPBA helps the students to to write better; b) PPBA helps the students to see some mistakes that cannot be seen by them through peer’s revising and editing; c) PPBA makes the students to know all of the writing process; d) PPBA makes the students know how to use transition signals appropriately; and e) PPBA makes the students better in writing thesis statements, arguments and counterarguments.”

Keywords: product-based approach, process-based approach, argumentative essay"

Taken from Suhayati (2016)

C. COMPREHENSION TASKS

After comprehending some abstracts above, please read the following abstracts, then you have to make an essay. (Select one abstract and visit the link to read the online journal)
Abstract 1

“The impact of the Coronavirus outbreak on the education system is inevitable that higher education institutions choose to transform their instructional practices to entirely online using specific platforms. This shifting comes with challenges to students as they are demanded to be independent and autonomous. This study investigated the students’ readiness and perception towards being an autonomous learner in online language-learning. This case study investigated 25 students who joined online language learning by the WhatApps group in an English department of STAI Sufyan Tsauri Majenang. The data were gained by giving an online questionnaire, having an online interview with some students who were chosen randomly, and also assigning students self-report. The data showed that the students do not have enough autonomy in online language-learning. It means that the students are not ready to be autonomous learners in online language learning. The result of the study indicated that the students prefer having a face-to-face class and direct guidance from the teacher where 66.9% of the same students prefer learning in class or face to face meeting. In comparison, only 18.5 % who share no problem having an online class. 14.6% of them enjoy both options. This finding suggests that teachers need some strategies to promote and foster students’ learner autonomy to achieve learning objectives in online language learning.

Keywords: Case Study, Autonomy Learning, Online Language-Learning.”

Taken from Muliyah, et al. (2020)
https://doi.org/10.46244/geej.v7i2.1164

Abstract 2

“This study aimed at identifying the types of the presupposition on the slogans of the advertisements in the Jakarta post. Slogan is the words employed to describe the virtues of products or services. Presupposition is one of the indispensable things in
a communication, especially in the advertisement. Mostly the presupposition is frequently employed by the advertiser to convey a message about product or service since it possesses some virtues in the advertisement. Yule’s theory (1996) and Lam (2009) were used to identify the presupposition found. The research method employed was the qualitative method. From the data analysis, some types of presupposition were found 5 types of presupposition, namely 6 existential presuppositions, 6 factive presuppositions, 6 lexical presuppositions, 1 structural presupposition, 2 non-factive presuppositions

Keywords: Pragmatics, presupposition, advertisement, slogan.”

Taken from Tryana (2018)
http://openjournal.unpam.ac.id/index.php/Proceedings/article/view/2991

Abstract 3

“The research explored the issues of the English teaching method as a foreign language. The purpose of the study is to improve students’ vocabulary of English. It focused on teaching technique in English vocabulary by using Korean Drama with English sub-title. In particular, it focused on students’ feelings and behavior in line with a student’s test result of whether or not the implementation of Korean Drama with English subtitles in English teaching is beneficial for students’ improvement of English vocabulary. The literature review highlighted the connection between teaching methods and building learning community. Since the meaning of building learning communities is broad, the research focused on the motivation in watching Korean drama, it was linked to build learning community in terms of improving English vocabulary. The method employed during the research phase of this project has been done to generate data through questionnaires, interviews, and tests. Since the aim of the research is to see the possibility of Korean Drama in improving students’ vocabulary in English, it was important to produce qualitative elicited partly through the use of test results and open questions in questionnaires and interviews. This study employed 70 respondents from the first semester students of the English
Department in Universitas Pamulang as samples of the population. From the data analyses, it was found that there are some aspects that should be improved in the project itself such as feedback, support in continuing professional development of lectures and monitoring and also evaluation. From the findings, the research suggests that developing teaching should be in line with a system for fostering teachers to follow up and assist their abilities to sustain professional development independently, might assist in improving student’s competency.

Keywords: English subtitle, Korean Drama, learning communities, motivation and Vocabulary.”

Taken from Mahmud & Tryana (2020)
http://www.openjournal.unpam.ac.id/index.php/LJLAL/article/view/9307

D. REFERENCES


RENCANA PEMBELAJARAN SEMESTER
(RPS)

Program Studi: Sastra Inggris S-1
Mata Kuliah/Kode: Scientific Writing
Semester: 5
Deskripsi Mata Kuliah

Mata kuliah Scientific Writing adalah mata kuliah yang wajib ditempuh oleh mahasiswa program studi S-1 Sastra Inggris, Fakultas Sastra UNPAM. Capaian pembelajaran mata kuliah ini adalah mahasiswa dapat menyusun tulisan saintifik/akademik dengan menggunakan transition signals, tata bahasa, dan organisasi yang tepat dan baik serta secara tepat menggunakan kutipan dan membuat daftar pustaka sebagai pendukung argumen mereka.

Penyusun

1. Haryati, S.Pd., M.Pd.
2. Lisa suhayati, S.S., M.Pd.
3. Mohammad Fajar Mediyawan Gintings, M.Tesol

Prasyarat

Kurikulum

Sks: 2 sks
Kurikulum: KKNI

Capaian Pembelajaran

Setelah satu semester mengikuti mata kuliah Scientific Writing, mahasiswa dapat menyusun tulisan saintifik dengan menggunakan transition signals, tata bahasa, dan organisasi yang tepat dan baik serta secara tepat menggunakan kutipan dan membuat daftar pustaka sebagai pendukung argumen mereka.

Cakupan materi

mata kuliah ini meliputi prinsip-prinsip dasar dalam menghasilkan scientific/academic writing, elemen-elemen dasar scientific/academic writing, pre-writing activities, petunjuk penulisan dan penggunaan kutipan APA 7th Edition, dan pemaparan contoh-contoh scientific/academic writing dalam bidang Sastra, Linguistik, dan Linguistik Terapan. Tugas yang wajib dilakukan mahasiswa pada mata kuliah Scientific Writing adalah menulis sebuah esai secara mandiri dengan topik pilihan dari tema Sastra, Linguistik, dan Linguistik Terapan.
<table>
<thead>
<tr>
<th>PERTEMUAN KE-</th>
<th>KEMAMPUAN AKHIR YANG DIHARAPKAN</th>
<th>POKOK BAHASAN</th>
<th>METODE PEMBELAJARAN</th>
<th>PENGALAMAN BELAJAR</th>
<th>KRITERIA PENILAIAN</th>
<th>BOBAT NILAI</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
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<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
<td>(6)</td>
</tr>
<tr>
<td>1.</td>
<td>Mampu memahami perbedaan antara penulisan saintifik dan personal writing</td>
<td>Introduction to the course and its requirements: perbedaan antara penulisan saintifik dan personal writing</td>
<td>Lecture and discussion</td>
<td>Mahasiswa mendengarkan ceramah dan aktif dalam tanya jawab.</td>
<td>Ketepatan pemahaman</td>
<td>5%</td>
</tr>
<tr>
<td>2.</td>
<td>Mampu menggunakan pre-writing activities sebagai bagian dari proses menyiapkan tulisan saintifik.</td>
<td>Pre-Writing Activities</td>
<td>Ceramah, diskusi, dan tugas kelompok.</td>
<td>Mahasiswa mendengarkan ceramah dan mencoba melakukan pre-writing activities dalam kelompok.</td>
<td>Pemahaman terhadap proses penulisan saintifik dan kemampuan membandingkan hasil diskusi kelompok mengenai pre-writing activities.</td>
<td>10%</td>
</tr>
<tr>
<td>3.</td>
<td>Mampu mengaplikasikan aturan dasar tulisan akademik</td>
<td>Perbedaan Esai saintifik dengan tulisan lain</td>
<td>Ceramah, diskusi, tanya jawab, praktek</td>
<td>Siswa menyimak pemaparan materi dan mempraktekkan aturan tulisan akademik dengan merevisi sebuah paragraph.</td>
<td>Ketepatan pemahaman</td>
<td>10%</td>
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<tr>
<td>4.</td>
<td>Mampu membedakan jenis-jenis plagiasi dan membuat sitasi</td>
<td>Plagiarisme dan sitasi</td>
<td>Ceramah, diskusi, tanya jawab</td>
<td>Siswa menyimak pemaparan materi, terlibat tanya jawab, dan membuat sitasi dari berbagai sumber</td>
<td>Ketepatan pemahaman</td>
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<tr>
<td>5.</td>
<td>Mampu menyusun direct quotation</td>
<td>Citation: Direct Quotation</td>
<td>Ceramah, diskusi, tanya jawab, praktek</td>
<td>Siswa membuat direct quotation dari ide yang disediakan.</td>
<td>Ketepatan direct quotation</td>
<td>5%</td>
</tr>
<tr>
<td>6.</td>
<td>Mampu menyusun paraphrasing</td>
<td>Citation: Paraphrasing</td>
<td>Ceramah, diskusi, tanya jawab, praktek</td>
<td>Siswa membuat paraphrasing dari ide yang disediakan.</td>
<td>Ketepatan paraphrasing yang dibuat</td>
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<tr>
<td>7.</td>
<td>Mampu menyusun summary</td>
<td>Citation: Summarizing</td>
<td>Ceramah, diskusi, tanya jawab, praktek</td>
<td>Siswa membuat summary dari ide yang disediakan.</td>
<td>Ketepatan summary yang dibuat.</td>
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<td>8.</td>
<td>Mampu Menyusun reference dengan selingkung APA</td>
<td>Referencing</td>
<td>Ceramah, diskusi, tanya jawab, praktek</td>
<td>Siswa membuat reference list.</td>
<td>Ketepatan reference yang dibuat.</td>
<td>5%</td>
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<tr>
<td>No.</td>
<td>Tujuan Belajar</td>
<td>Konten Belajar</td>
<td>Format dan topik esai</td>
<td>Praktek dan konsultasi</td>
<td>UAS</td>
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<tr>
<td>9</td>
<td>Mampu mentukan topik untuk tulisan saintifik dan memahami format penulisan esai</td>
<td>Format dan topik esai</td>
<td>Praktek dan konsultasi</td>
<td>Mahasiswa menentukan topik untuk tulisan saintifik yang akan mereka susun.</td>
<td>Kemampuan menjabarkan konsep dari topik yang dipilih.</td>
<td>5%</td>
</tr>
<tr>
<td>10</td>
<td>Mampu menyusun introductory paragraph dengan struktur yang berterima.</td>
<td>Introductory paragraph</td>
<td>Ceramah, diskusi, tanya jawab, praktek, konsultasi</td>
<td>Mahasiswa menulis introductory paragraph sesuai dengan struktur yang dipaparkan.</td>
<td>Ketepatan dalam mengisi struktur introductory paragraph.</td>
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<tr>
<td>11</td>
<td>Mampu menyusun body paragraph dengan struktur yang berterima.</td>
<td>Body Paragraph</td>
<td>Ceramah, diskusi, tanya jawab, praktek, konsultasi</td>
<td>Mahasiswa menulis body paragraph 1 sesuai dengan struktur yang dipaparkan.</td>
<td>Ketepatan dalam mengisi struktur body paragraph.</td>
<td>10%</td>
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<tr>
<td>12</td>
<td>Mampu menyusun concluding paragraph dengan struktur yang berterima.</td>
<td>Conclusion</td>
<td>Ceramah, diskusi, tanya jawab, praktek, konsultasi</td>
<td>Mahasiswa menulis concluding paragraph 2 sesuai dengan struktur yang dipaparkan.</td>
<td>Ketepatan dalam mengisi struktur concluding paragraph.</td>
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<tr>
<td>13</td>
<td>Mampu menyusun tulisan dalam bentuk esai saintifik secara utuh.</td>
<td>Finishing the Essay</td>
<td>Ceramah, diskusi, tanya jawab, praktek, konsultasi</td>
<td>Mahasiswa menyelesaikan tulisan saintifik dengan merevisi tulisan yang sudah dibuat di pertemuan sebelumnya.</td>
<td>Ketepatan dalam mengisi setiap struktur tulisan saintifik.</td>
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<td>14</td>
<td>Mampu menyusun tulisan dalam bentuk esai saintifik secara utuh.</td>
<td>Finishing the Essay</td>
<td>Ceramah, diskusi, tanya jawab, praktek, konsultasi</td>
<td>Mahasiswa menyelesaikan tulisan saintifik dengan merevisi tulisan yang sudah dibuat di pertemuan sebelumnya.</td>
<td>Ketepatan dalam mengisi setiap struktur tulisan saintifik.</td>
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</tr>
</tbody>
</table>

Referensi

Tangerang Selatan, 11 Desember 2020
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