

# Academic Writing for University Students

**(Developed Based on Experiential Learning Theory)**

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**Badan Penerbit UNM**

**ACADEMIC WRITING FOR  
UNIVERSITY STUDENTS  
(Developed Based on Experiential Learning Theory)**

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UNIVERSITY STUDENTS  
(Developed Based on Experiential Learning Theory)/**

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## KATA PENGANTAR

Buku yang berjudul *Academic Writing* adalah buku yang ditulis dalam rangka penyelesaian studi program doktor penulis di Program Studi Pendidikan Bahasa Inggris Universitas Negeri Makassar. Buku ini merupakan buku teks dalam pengajaran mata kuliah *Writing 2* di Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare. Buku ini berisi panduan menulis esei bahasa Inggris yang dilengkapi dengan model esei yang membahas beragam topik seperti budaya, agama, pendidikan, bahasa, teknologi, masyarakat, dan kesehatan. Buku ini ditulis berdasarkan teori pembelajaran eksperiensial, sebuah teori yang memusatkan pembelajaran pada pengalaman peserta didik dan refleksi untuk mengetahui sejauh mana mahasiswa telah memahami materi yang diajarkan. Dalam buku ini, topik-topik yang dihadirkan dalam setiap unit adalah topik-topik yang dipilih sendiri oleh mahasiswa.

Pembelajaran menulis esei dibagi ke dalam empat tahap yaitu *exposure*, *activation*, *internalization*, dan *dissemination*. Pada tahap *exposure*, mahasiswa melakukan dua kegiatan yaitu kegiatan untuk mengaktifkan pengetahuan awal mereka dan menghubungkannya dengan pengetahuan baru yaitu materi yang akan diberikan dan kegiatan yang dilakukan untuk membantu mahasiswa mengumpulkan ide yang berhubungan dengan topik yang akan ditulis mahasiswa dengan menggunakan teknik-teknik *prewriting* seperti *brainstorming*, *clustering*, *discussing*, dan sebagainya. Pada tahap *participation*, mahasiswa diberikan input berupa penjelasan tentang setiap jenis esei beserta strukturnya, struktur kalimat yang perlu dikuasai mahasiswa, dan daftar kata-kata yang berhubungan dengan setiap subjek dalam setiap unit yang bisa digunakan oleh mahasiswa ketika menulis esei. Setelah itu mahasiswa melakukan refleksi dalam tahap *internalization*. Aktifitas dalam tahap ini dilakukan dengan tujuan untuk mengetahui sejauh mana mereka telah memahami materi yang diberikan dan sejauh mana mereka terlibat dalam tugas dan aktifitas dalam tahap *activation* dengan cara menjawab beberapa pertanyaan atau memilih pernyataan yang cocok dengan kondisi mahasiswa. Mahasiswa dianjurkan untuk mengulangi kembali materi yang dianggap sulit dan belum dipahami. Setelah melakukan refleksi, mahasiswa masuk ke dalam tahap *dissemination*, yaitu tahap di mana mereka menerapkan ilmu yang telah mereka dapatkan di tahap *participation* dengan menulis esei berdasarkan ide-ide yang telah mereka kumpulkan di tahap *prewriting*. Di akhir pembelajaran, mahasiswa melakukan editing dan revising untuk memperbaiki teks mereka.

Dalam setiap tahap, mahasiswa dilibatkan dalam mengerjakan tugas dan aktifitas. Tugas dan aktifitas dalam buku ini dirancang untuk dilakukan oleh mahasiswa secara bersama-sama dan mereka belajar bersama melakukan tahap-tahap dalam proses menulis sebagaimana dikatakan oleh Knutson (2003) bahwa pembelajaran eksperiensial di kelas bahasa asing menekankan pentingnya penguasaan bahasa melalui “learning by doing” secara bersama-sama, tidak hanya mempelajari aspek-aspek bahasa tersebut secara terpisah, yang membuat pembelajaran bahasa menjadi tidak menarik bagi sebagian mahasiswa.

Model-model esei yang disajikan dalam buku ini berasal dari berbagai sumber seperti buku *writing* yang berkaitan dengan topik yang dibahas, internet, serta esei yang ditulis sendiri oleh penulis. Selain itu, buku ini juga dilengkapi dengan pembahasan mengenai struktur kalimat bahasa Inggris, kosa kata yang berhubungan dengan topik yang dibahas, struktur dari setiap jenis esei yang dibahas, serta “spelling rules”. Selain itu, simbol-simbol yang digunakan dalam proses editing naskah disertakan untuk membantu mahasiswa memperbaiki esei mereka. Buku ini juga dilengkapi dengan latihan-latihan yang dirancang agar mahasiswa mahir menulis setiap jenis esei

tersebut. Gambar-gambar yang berhubungan dengan topik-topik di setiap unit juga ditampilkan untuk menarik perhatian mahasiswa.

Makassar, Oktober 2017



## UCAPAN TERIMA KASIH

Buku ini tidak akan terwujud tanpa bantuan dari berbagai pihak. Pada kesempatan ini penulis menyampaikan terima kasih kepada banyak pihak, walaupun namanya tidak dapat disebutkan satu per satu. Ucapan terima kasih terutama ditujukan kepada tim pembimbing disertasi penulis yaitu, Prof. Dr. Mansur Akil, M.Pd., Prof. Dr. Arifuddin Hamra, M.S.Ed., dan Prof. Dr. Haryanto, M.Pd., yang telah menyumbangkan ide serta memberikan kritik dan saran yang sangat berguna bagi perbaikan buku ini. Ucapan terima kasih juga disampaikan kepada tim penguji disertasi penulis yaitu, Prof. Dr. Jasruddin, M.Si., Prof. Dr. Baso Jabu, M.Hum., dan Dr. Kisman Saliya yang telah memberikan kritik dan masukan sehingga membuat buku ini menjadi lebih baik. Ucapan terima kasih juga ditujukan kepada rekan-rekan dosen dan mahasiswa di Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare tempat penulis bertugas. Kritik dan saran dari mereka ketika buku ini diujicobakan sangat berarti bagi perbaikan buku ini. Tak lupa ucapan yang sama penulis sampaikan kepada rekan-rekan kuliah penulis, sesama mahasiswa program doktor di Program Studi Pendidikan Bahasa Inggris Universitas Negeri Makassar: Andi Sadapotto, Andi Kamariah, Abdul Haris Sunubi, Nicodemus Bisse, Arqam, Sitti Nurpahmi, dan Muhammad Yahya. Atas dorongan mereka, buku ini hadir di hadapan pembaca. Terakhir, penulis tak lupa mengucapkan terimakasih yang tak terhingga kepada keluarga penulis, ayah dan ibu penulis, Drs. H. Kaharoeddin Tjalla dan Hj. St. Napisah Hamdjah, suami dan anak, Ismail Hasan dan Farhan Nur Huda, serta saudara-saudara penulis, Nurdin, Awaluddin, Minhajuddin, Nurjannah, Misbahuddin, Daniaty, serta Husni Mubaraq. Tanpa pengertian, doa, dan dorongan mereka, buku ini tak dapat penulis selesaikan.

Mudah-mudahan buku ini bermanfaat bagi mahasiswa dan kalangan umum yang berminat menulis. Demi perbaikan buku ini di masa mendatang, penulis menerima kritik dan saran dari pihak mana pun.

Makassar, Oktober 2017

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# UNIT ONE

## CULTURE IS UNIQUE



Source: indonesia-tourism.com

### WHAT TO DO IN THIS UNIT:

1. Activating students' background schemata
2. Doing prewriting activity: Clustering
3. Learning essay structure
4. Learning to write description essay
5. Learning five sensory words
6. Learning simile and metaphor
7. Doing reflection
8. Editing and revising essa

# A. Do You Know?

- **Culture is Unique**

Culture is shared ideas and values about life which are accepted as right or not right by the members of a society. Different society has its own different culture. For that reason, we can say that culture is unique

(Source: Culture in Our Classroom, 2003)

Students have already known that each society has its' own culture that might be different from other culture. It is important for students to know that no culture is right nor wrong. Moreover, it is unwise to judge that a particular culture is superior to others.

The following activity is a part of an **exposure phase** in experiential learning. In this phase, students do an activity to activate their background schemata on culture. Moreover, the exercise is also aimed at developing the students' awareness that culture is unique, no culture is right nor wrong, and no culture is superior.



## Activity 1

### Identifying different habits and traditions of people in different places

Pair work

Think about the habits and traditions of people in your hometown that are different from your pair's. Write down the habits and traditions. Discuss with your pair why people do them. What can you conclude from your discussion?

### HABITS AND TRADITIONS

The habits and traditions of people in your hometown

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

The habits and traditions of people in your pair's hometown

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Doing prewriting activity

Before writing, students can do prewriting activity to help them find ideas related to the topic they will write. One of the well-known techniques is clustering.

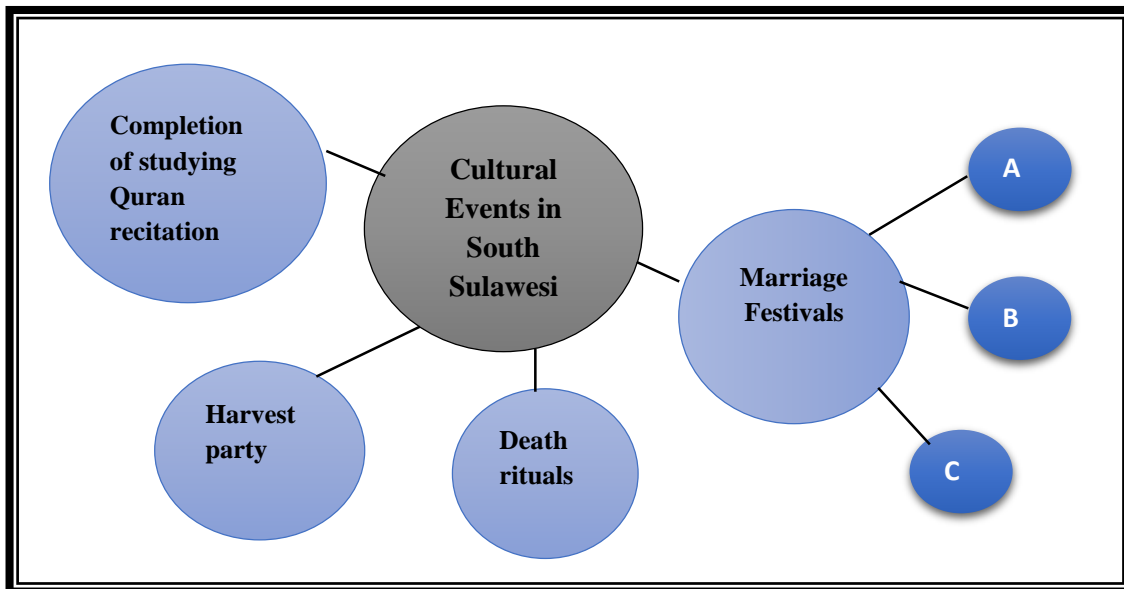


### Activity 2

## Clustering

Individual work

Write some topics on cultural events that you have seen or experienced. Do clustering. Draw some circles. Write the general topic in the center and the specific ones around the general topic. Each specific topic can be added with more specific ones by adding smaller cycles. Look at the following example:



## **B. Let's Do!**

After students do an activity to activate their background schemata and do prewriting activity, they are expected to be ready to study the materials in the **activation phase**. Besides studying the essay structure, students will also learn how to write descriptive essay after reading and studying model essays.

### **Organization**

#### **Essay Structure**

An essay is a collection of paragraphs dealing with one thesis statement. Like a paragraph, an essay also has three parts: an introductory paragraph, body paragraph, and a concluding paragraph. The parts will be learned one by one.

#### **The introduction**

An essay is started with an introduction. The introduction consists of two parts: general statement and thesis statement. The general statement presents background information about the essay topic, and the thesis statement states the main idea of the essay. Even though most of the essays are written in tunnel form, in which the idea moves from the general to the most specific, there are some other techniques the writer can use to begin an introduction. Some common techniques to write an introduction are:

1. Using a quotation.
2. Presenting some interesting facts.
3. Stating a definition
4. Asking question

The thesis statement should state one of the following ideas: subjects of an essay, purpose of an essay, and focus on a subject. A writer should clearly state his/her thesis to help reader understands the main idea stated in the essay.

#### **The body**

The body comes after the introduction. It comprises several paragraphs. Each paragraph has one topic sentence, several supporting sentences, and sometimes one concluding sentence.

#### **The conclusion**

The conclusion consists of concluding sentences and a final thought. Like the concluding sentence in a paragraph, the conclusion in an essay sums up the ideas explained in the body paragraph. A final thought sometimes is the last sentence of the concluding paragraph. Here, a writer may state his/her opinion, solution, or prediction. A good final thought should make a reader think further about the topic.

The essay structure is shown in the following figure:



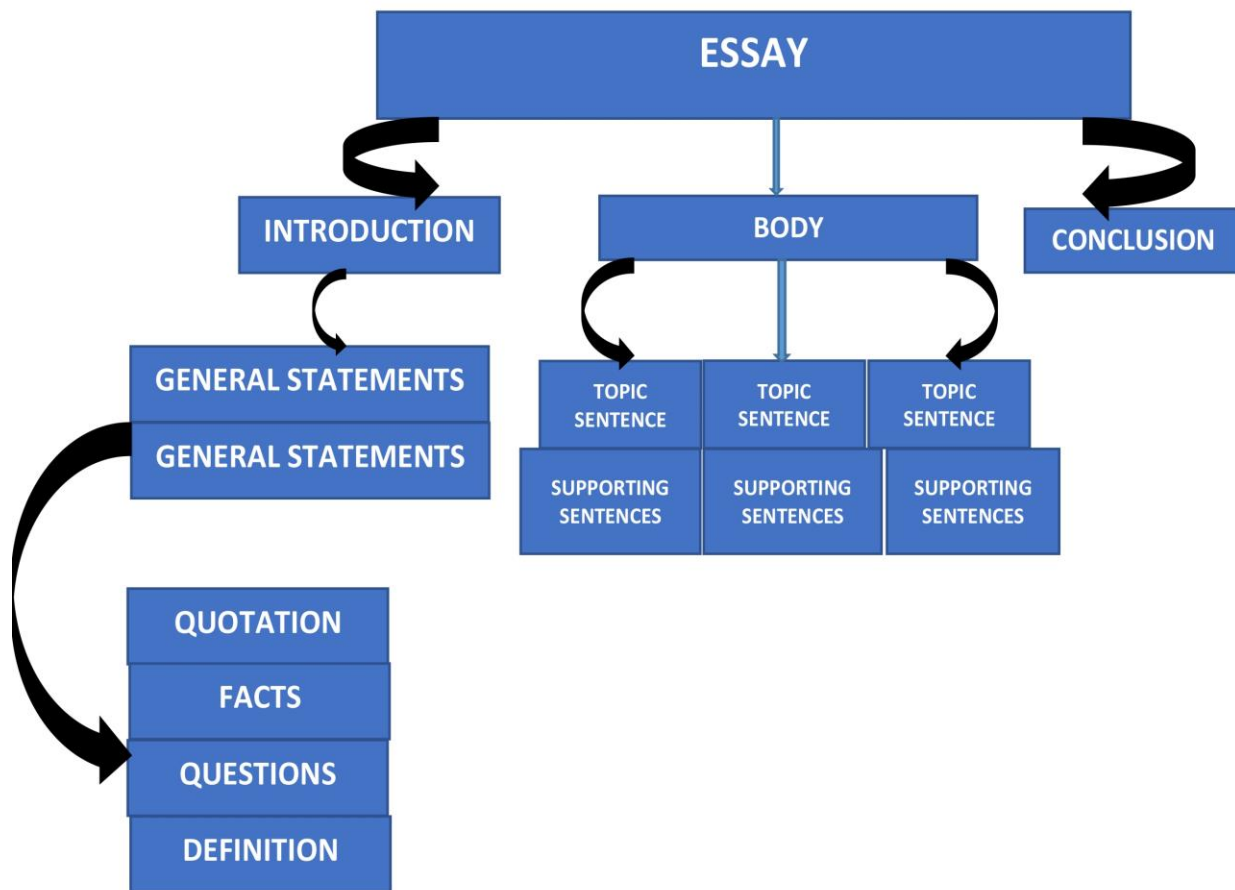


Figure 1.1 A Five-Paragraph Essay Structure



Activity 3

**Rearranging the essay parts**

Group work

Do this activity in your group. Rearrange the following paragraphs to produce a good essay consists of introduction, body, and conclusion.

One group of holidays began as pagan festivals in which people celebrated the beginning of spring. The beginning of spring was often the beginning of the New Year. Such celebrations still take place in many cultures. A very clear example of a modern holiday with pagan origin is No Rooz, Iranian New Year, which begins on the first day of spring. Iranian celebrates the passing of the old year with bonfires and the entrance of the New Year with special food. They set up a special table on which they display seven foods with names beginning with the letter s in Farsi, the language of Iran. The seven foods represent life, health, wealth, abundance, love, patience, and purity. Other objects representing a good year—a mirror, candles, eggs, and a goldfish—are

put on the table with the seven foods. Another example of a modern holiday with pagan origins is American Halloween, which is on October 31. On Halloween night, children dress up in costumes and go from home to home to get candy. The children often dress up as witches, ghosts, or black cats. People also carve frightening faces in pumpkins and put candles inside them at night. All these customs started hundreds of years ago in Ireland and England. There people celebrated the end of the farming season by lighting bonfires. They also dress up as ghosts to frighten away bad spirits, which they believe came back to Earth on that night.

Every culture in the world has special days that people observe with traditional foods, customs, and events. The origin of holidays and of the customs associated with them is a fascinating subject. Almost all of them begin as pagan festivals, anniversaries of important historical or political events, or religious days.

A final category of holidays includes all of those holidays that have religious origins. Moslems, for example, celebrate Eid, which comes at the end of a month of fasting called Ramadan. Buddhists in Japan have a flower festival and Parade on April 8 to celebrate Buddha's birthday. The Jewish religion has many important celebrations such as Rosh Hashanah, Passover, and Hanukkah. Christians celebrate the birth of Jesus at Christmas and his resurrection at Easter. Valentine's Day, a popular day for friends and lovers to exchange cards and gifts, honors a Christian holy man named Saint Valentine.

The word holiday is a combination of the words holy and day, but as we have seen, not all holidays are religious. They may also be pagan or patriotic in origin.

Another group of holidays celebrates important historical or political events. National independence days, such as July 1 in Canada and July 4 in the United States, are in this category. Mexicans celebrate their victory over the French on May 5, Cinco de Mayo in Spanish. Furthermore, almost all countries celebrate their greatest leaders. For example, people in the United States have a holiday in February to celebrate the birthday of the two great presidents: George Washington and Abraham Lincoln. Finally, various patriotic holidays belong to this group. In the United States, people who died in wars are honored on Memorial Day, and people who fought and survived are honored on Veterans' Day.

(Source: Introduction to Academic Writing, 1997)

**Introduction:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Body:**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.

3.

Conclusion:



Activity 4

**Analyzing the introduction**

Group work

Read the following introductions with your friends and identify the techniques that writer use to write.

1. National flags are not merely symbols of a country. The colors and design convey past history and future goals. Flags have powerful connotations: they speak to the people and politicians. People of one country will burn the flag of another with whose politics they do not agree. To show their anger, they display their own nation's flag with the design altered or cut out completely. Dictators fly flags; dissidents rip them down. In every country of the world, the treatment of a flag displays an opinion or statement.

(Source: Celebrate Holidays in the U.S.A., 1997)

Technique:

2. One of the basic concerns of all cultures is the issue of human inequality. Contrary to the claim in the U.S. Declaration of Independence that “all men are created equally” all people in a culture do not have equal levels of status or social power. Depending on the culture, some people might be regarded as superior to others because of their wealth, age, gender, education, physical strength, birth order, personal achievement, family background, occupation, or a wide variety of other characteristics.

(Source: Intercultural Competence, 2010)

**Technique:** \_\_\_\_\_

3. Indonesia convinced itself as one of the big multicultural countries in the world. There are over 300 ethnic groups live in Indonesia, with the largest ethnic group Javanese that makes about 40 percent of the total population. These ethnics speak their own languages and perform their own unique culture and tradition. Even, Indonesia admitted five official religions: Islam, Christianity, Hinduism, Buddhism, and Confucianism. Among the diversities, the culture is the most fascinating thing that attracts people to come to Indonesia.

**Technique:** \_\_\_\_\_

4. Love is something that means very different things to different people. For some, love can be purely romantic, or even purely sexual. For others, real love is unconditional and only truly exists between family members, or between people and a deity. And for some people, love is fluid, ever-changing, and everywhere, and is felt for family, friends, partners, pets, and even inanimate objects, dead artists, and fictional characters. None of these people would be right or wrong, but one thing is certain: love is the most powerful force in the entire universe.

(Source: <http://www.scholaradvisor.com/essay-examples/definition-essay-love/>)



**Technique:** \_\_\_\_\_

5. Language is inextricably linked with culture, but which comes first? Does the language we speak reflect our culture or is our world view determined, or at least affected, by the language we speak? The Sapir-Whorf hypothesis, named after two American linguists of the early twentieth century would argue the latter: we make sense of our world by organizing it into

some sort of order: we do this by naming things, using language. Our view of the world then is going to be limited by or at least shaped by the language we use.

(Source: Culture in Our Classrooms, 2010)

**Technique:** \_\_\_\_\_

Sometimes an introduction combines several techniques to introduce a topic. Consider the following introduction. Can you identify some techniques the writer uses?

1. Do you have a favorite chair or classroom seat that you think ‘belong’ to you? Or do you have a room, or perhaps just a portion of a room, that you consider to be off limits to others? The need to protect and defend a particular spatial area is known as territoriality, a set of behaviors that people display to show that they “own” or have the right to control the use of a particular geographic area.

(Source: Intercultural Competence, 2010)

**Techniques:** \_\_\_\_\_



Activity 5

**Identifying the thesis statement**

Group work

Identify the thesis statements of the introductory paragraphs above.

1. Thesis:  
\_\_\_\_\_  
\_\_\_\_\_
2. Thesis:  
\_\_\_\_\_  
\_\_\_\_\_
3. Thesis:  
\_\_\_\_\_  
\_\_\_\_\_
4. Thesis:  
\_\_\_\_\_  
\_\_\_\_\_

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5. Thesis:

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---

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6. Thesis:

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### Essay Type: Description

Besides describing a person, a place, or an object, a writer can also describe a cultural event. He/she can portray one of the aspects of culture such as tradition, holiday, religious practice, art, music, and many others. A description is used to make an event live in the reader's mind.

In a description, a writer needs to put attention on the introduction of his/her essay since it determines the reader's first impression. An interesting introduction will catch the reader's attention and makes him/her read the text until the end.



Source: pinterest.com

Description of a cultural event is developed in chronological order. Every event is described followed by the next events. The body of an essay is developed by using words appealed to five senses as well as metaphors and similes. They help a writer to make his/her description live in his/her reader's mind.

### Vocabulary

#### Five senses words, metaphors, and similes

To describe an event successfully, a writer usually adds some details to develop a thesis statement. The details produce a vivid picture in the reader's mind. To produce good details, a writer may use words appealed to five senses to describe how the thing looks, sounds, smells, tastes, or feels. Consider the following description:

“It was a gay and colorful scene that I saw when I approached the Hindu Temple last Saturday to attend a traditional wedding. The temple was decorated with banana stems and coconut leaves, and in and around it mingled people with smiling faces and wearing clothes of many different colors. The most-eye catching sight was the bride, who wore a red sari and gold jewelry. Both she and her groom had garlands round their necks”.

(Source: Model Essay, 2005)

In the description of a wedding in a Hindu temple above, the writer presents details by using words appealed to the five senses, which mostly use sight sense such as *gay and colorful scene*, *smiling faces*, *clothes of many different colors*, *red sari*, and *gold jewelry*. He/she describes the colorfulness of the temple and the joyful of the wedding, as well as the happiness felt by people in the wedding to engage the readers in the event. By doing such a way, the reader can feel the atmosphere of the event as he/she is in the temple.

#### A List of Sight Words

Sight Words			
attractive	Beige	Clear	colorful
Colorless	Crimson	Crooked	curved
Elegant	Flat	Fiery	fragile
Glossy	Grimy	Hollow	lacy
Large	Lean	Maroon	massive
Messy	Muddy	Narrow	opaque
oval	Robust	Round	ruffled
Sheer	Shimmering	Silver	small
Square	Striped	Tall	tapered
Tidy	Tiny	Transparent	wrinkled

#### A List of Hearing Words

Hearing Words			
Bang	Bark	Bleat	Boom
Bray	Bump	Buzz	Clink

Chimp	Clap	Crackle	Crash
Flush	Giggle	Gurgle	Growl
Hiss	Hum	Hush	Jangle
Laugh	Murmur	Mutter	Roar
Rumble	Rustle	Scream	Sigh
Screech	Slam	Snap	shout
Squawk	Snort	Stammer	whine
Whisper	Whimper	Whistle	yell

A List of Smell Words

Smell Words			
Acrid	Aromatic	Briny	burnt
Damp	Dank	Dry	earthy
Fresh	Fragrant	gamy	gaseous
Moldy	Musty	Perfumed	piney
pungent	Putrid	Rancid	scented
Sharp	Spoiled	Stagnant	Sickly

A list of Taste Words

Taste Words			
Bland	Bitter	Bittersweet	Burnt
buttery	Crisp	Fruity	Fishy
Hearty	Hot	Medicinal	Mellow
Oily	Rich	Ripe	Savory
Salty	Sour	Spicy	Sugary



Sweet	Tangy	Tasteless	Tasteless
-------	-------	-----------	-----------

### A List of Touch Words

Touch Words			
Bumpy	cool	Cold	crisp
Damp	Dry	Dull	dry
Fragile	Feathery	Fleshy	fussy
Furry	Furry	Hairy	hot
leathery	Lukewarm	Mushy	oily
Rough	Rubbery	Sandy	silky
sharp	Slippery	Soft	smooth
Spongy	Steamy	Sticky	tender
Tepid	Thick	Thin	velvety
Warm	Waxy	wet	wooly

(Source: Basic Skills in English, 1981)

Besides using the five senses words, another effective way to produce a successful description is by using simile and metaphor. Both simile and metaphor are used to compare two things that have something in common, however, simile uses the words *like* and *as* to compare them. Consider the following examples:

Comparing by using a simile:

“From my airplane window, I see my hometown come into view through the dark night sky. *Like a sparkling serpent, the street lights wind along the highways*”.

(Source: Heath Grammar and Composition, 1987)

Comparing by using a metaphor:

“The roads linking our experience to the world and the people around us are paved with words.”

(Source: Reading, Writing, Thinking, 1989)



## Activity 6

### Identifying five senses words, similes, and metaphors in an essay

#### Group work

Read the following description, and write down the words appealed to the five senses used by the writer. Can you find similes and metaphors?

Indonesia Independence Day celebration was always an awaited moment for me in my childhood. The day was full of events that lasted long until the August 17th. One of the events that my friends and I never missed to see was the carnival. The carnival was the most wonderful event for us. There were a lot of groups of people marched with colorful clothes, including a marching band. The excitement usually lasted for about five hours and people would not leave the carnival until it ended.

We left our houses at about 1 o'clock and walked to the main road, which was about 500 meters far from our houses. Before the carnival started, we saw many of them dressed in a variety of clothes with different colors walked to the field and gathered with their groups. Students used their school uniforms, but some of them dressed like farmers, fishermen, and many others. We also saw some adults wear ridiculous fashion; men wear women dress with bun and applied makeup like girls, one of them dressed like a pregnant woman. It was funny to see them because they cannot hide their masculinity behind their dresses.

The carnival did not start yet even though the sun was shining brightly. Some women used colorful umbrellas, but most people stood by the roadside without covering their heads. It seemed they were very excited waiting the carnival started. Many children came with their mothers; however, some of them came with their friends, like us. Some little kids were about restless waiting for the carnival. Their moms tried to coax them into giving snacks, but some of them could not wait and cried. Hubbubs were everywhere, but we all stayed patiently waiting for the carnival began.



Source: en.tempo.com

Finally, the carnival started. We were shocked. We could not see it. A lot of tall men stood right in front of us. The sound of the music made us afraid. It was the marching band! How can we see it? We looked for space where we could have a free view of the road. It was not easy. The road had been lined by rows of people that had only one focus, the marching band. We tried to infiltrate between them and we succeeded! Now we can see the marching band. It consisted of boys and girls. They dressed neatly like soldiers, and their leader, a girl with white long booth and white cap, was the most beautiful girl. The music produced by a combination of some musical instruments was really entertained us. Then, a group of students with school uniform marched. People cheered and some of them called their family member's names. Next, a group of men with ridiculous clothes passed in front us. People were hysterical. Some of them laughed while pointing a man in the pregnant dress. Some shouted out and pointing an odd bun behind a man's head. After that, a group of men and women in a car passed by. They brought agricultural products such as corn, coconuts, banana, watermelon, and some others in the car. People were amazed looking at a giant watermelon.

The carnival ended. We were happy. We still talked about the marching band and the ridiculous men on the way. We all laughed. Carnival of Indonesia Independence Day always made us happy.

Sight words:

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Hearing words:

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Touch words:

---

Taste words:

---

Smell words:

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Similes:

---

Metaphors:

---

### **Cultural Terms**

As a mastery of vocabulary is needed to write an essay, students should know some common words used to write a cultural essay. Here are some cultural terms used in the essay presented above:

1. Independence Day:  
a holiday celebrating the anniversary of a country's independence from another country that ruled it in the past

2. **Carnival:**  
a special occasion of public enjoyment and entertainment involving wearing unusual clothes, dancing, and eating and drinking, usually held in the streets of a city
3. **Marching band:**  
a group of musicians who play instruments while marching together at a parade or sports event
4. **Bun:**  
a type of hairstyle, typically worn by women, where the hair is pulled back from the face, twisted or plaited, and wrapped in a circular coil around itself, typically on the back of the head or neck.
5. **Uniform:**  
a special set of clothes which some children wear at school.
6. **Fashion:**  
clothing that is considered stylish.

(Sources: Merriam Webster Dictionary, Cambridge Dictionary, Definitions.net)



### Activity 7

#### **Finding the meaning of cultural terms**

Group work

Open your dictionary and find the meaning of the following cultural terms.

1. Culinary:

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2. Custom:

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3. Ethnic Group

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4. Ritual:

---



---

5. Tradition:

---



---

6. Norms:

---

---

## 7. Cuisine:

---

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### **Tips**

#### **Steps for writing a description on a cultural event**

##### **A. Prewriting:**

1. Think about your purpose and audience
2. Choose a cultural event that you have experienced.
3. Think of details that come to mind about your subject. Do clustering.
4. Note down the details and arrange them in logical order

##### **B. Writing the draft**

1. Write the introduction of your essay. The introduction should introduce the topic. Write the thesis statement clearly.
2. Write the body in a chronological order. Write the topic sentence in each paragraph clearly. Develop your paragraph by describing in detail the event. Use words appealed to senses, metaphors, and similes to produce an interesting mental picture.
3. Sum up the overall feeling of the event in conclusion.

##### **C. Editing and revising**

1. Read the draft carefully. Use a checklist for editing to edit the draft.
2. Revise the draft.
3. Rewrite the draft.

## **C. Let's Reflect**

### **What have you learned?**

#### Individual work

Reflection is an activity done in the **internalization phase**. This activity is helpful for both students and lecturer. Students can check how they have participated in the activities and what they have learned from them. Teacher can utilize students' answers as an indicator to measure how far students understood the materials. It is important for the lecturer to ensure that all students have understood the materials before moving to the next materials.



## Activity 8

Choose the right options for the following statements and give a reason for each of them. Review the materials if most of your answers are *no*.

Statement	Yes	No
1. I can easily identify different habits and traditions of the people where I live.		
2. Clustering is interesting to do.		
3. I can easily rearrange the essay parts.		
4. I can easily distinguish some techniques used to write the introduction.		
3. I can identify five senses words, similes, and metaphors in an essay.		
4. It is important to know culture terms commonly used in a cultural text.		
4. It is easy to follow the steps for writing a descriptive essay.		

## D. So, What?

This is the last phase of experiential learning, which is called **dissemination**. After learning the materials, students are supposed to have enough knowledge on the essay structure and things related to writing the descriptive essay, which they can use to write their own essay on describing a cultural event.



## Activity 9

### Writing the draft

Individual work

Follow the steps for writing a description to write your essay draft.

1. Write an essay describing the celebration of Indonesia's Independence Day that you think unique and interesting. You may describe the celebration of the Independence Day in your region, which is different from the other places. Try to present the people's enthusiasm in celebrating the event. Use the five-sense words, metaphors, and similes to present the details. Follow the steps for writing a descriptive essay. Consider the audience to whom you write your essay.
2. You may also describe another interesting cultural event that you have seen, such as harvest party, death rituals of people in Tana Toraja, or marriage festivities. Try to present the people's enthusiasm in celebrating the event. Use the five senses words, metaphors, and similes to present the details. Follow the steps for writing a descriptive essay. Consider the audience to whom you write your essay.

### Editing and revising

Editing and revising are two important processes in writing. Edit your draft, find some mistakes in organization and language, and rewrite it. Editing and revising can be done by the teacher, individual student, or done in pair or group.



## Activity 10

### Editing the draft

Pair work

Use the following checklist to edit your pair's draft.

#### Checklist for Editing and Revising Descriptive Essay

The writer's name:

The editor's name :

#### A. Organization

1. Do the writer writes the introductory paragraph, body paragraph, and the concluding paragraph?(yes/no)
2. Does the introduction introduces the topic and suggest an overall feeling about that?

3. Is the thesis clearly stated?
4. Is there a topic sentence in each paragraph of the body?
5. Are the details completely stated in each paragraph of the body?
6. Does the concluding paragraph sum up the overall feeling about the topic?

#### B. Language

1. Does the writer use words that appeal to senses? If there are, write them.
2. Do the writers use metaphor and simile to make the sentences interesting? If there are, write them.
3. Do all the verbs agree with the subject? Yes/No
4. Are the words capitalized correctly? Yes/No
5. Are all the words spelled correctly? Yes/No
6. Are all the sentences complete? Yes/No



#### Activity 11

### Revising the Draft

Individual work

Based on your pair's corrections, rewrite your draft. If you are finished, submit your final draft to your lecturer.





# UNIT TWO

## RELIGIONS IN INDONESIA



Source: <http://google.co.id>

### WHAT TO DO IN THIS UNIT:

1. Activating students' background schemata
2. Doing prewriting activity: Brainstorming
3. Learning to write explanation
4. Using religious terms in essay
5. Reviewing clause structure
6. Doing reflection
7. Writing explanation
8. Editing and revising essay

# A. Do You Know?

## • Religions in Indonesia

Indonesia is a country which owns many varieties, including religions. In Indonesia people of different religions such as Muslims, Christians, Buddhists, Hindus, and Confucians live peacefully.

The activity in **exposure phase** will give students chance to widen their insight on religions in Indonesia. Beside activating their background schemata on that topic, students can also relate their previous knowledge to the new one, so that they do not only know about their religion, but also they have knowledge about the other religions.



Activity 1

### Writing the worship system of religions

Group work

Each religion has its own worship system. Now, could you write the worship system of each religion? The first has been done for you.

No.	Religion	System of worship
1.	Islam	Monotheism
2.	Christianity	.....
3.	Hindu	.....
4.	Buddha	.....
5.	Confucianism	.....



Source: google.com

## 1. Doing pre-writing activity

### Brainstorming

#### Individual work



#### Activity 2

Brainstorming is one of the techniques commonly used in prewriting activity. By brainstorming, students think of ideas related to a particular topic. Then, students note down all the ideas come to their mind. For example, relating to the topic of Muslims in Indonesia, students think of the ideas related to the topic. Here is the example of ideas got from brainstorming.

#### Muslims in Indonesia

1. There is about 95 percent of Muslims live Indonesia.
2. Islam in Indonesia is unique.
3. Muslims and the believers of other religions live peacefully. For example, children from different religions play together.
4. Muslims involve their ethnic culture in performing religious rites. For example, they celebrate the Prophet's birthday by serving colorful egg and traditional food.

## B. Let's Do!

**Activation phase** is a phase where students receive materials. In the activation phase of this unit, students learn about the structure of an explanatory essay, the language of an explanatory essay, and also learn the model essays. Besides, students also learn the cultural terms and how to write them and review their knowledge of noun clause. In this unit, the noun clause is used to explain cultural ideas.

### Organization

#### Essay type: Explanation

Explanatory text is a text that is written to give information. This is a kind of text that is usually used by the writers of a textbook. This text type provides an explanation to a specific subject.

#### The structure of an explanation

1. The introduction

The introduction of an explanatory essay introduces the subject explained. Here, the writer may state a definition. General statements tell about the topic in general. Thesis statement specifies the topic, which will be explained in detail in the body.

2. The body

The body explains the subject by providing details in forms of facts, figures, examples, or steps in a process.

3. The conclusion

The conclusion sums up the main idea and adds an ending.



#### Activity 3

### Comprehending a model essay

Individual work

Read the following essay and answer the questions.

#### Muslims in Indonesia

Islam is the religion of most of the people in Indonesia. About 95 percent of people in Indonesia are Muslims who live from Papua to Aceh. Compare to Muslims live in the Middle East, Muslims in Indonesia show their unique characteristics as they are shown in two facts.



Source:failturrahmu.wordpress.com

First, since Islam is not the only religion in Indonesia, Muslims learn to live peacefully with their neighbors of different religions. Therefore, it is common to see children with parents from various religions play together, share toys, and give and take food in the people settlement. It is also not strange to see the adults greet each other in special days related to particular religion like *Iedhul Fitri* or Christmas.

Second, most of the Muslims in Indonesia involve their ethnic culture in performing religious rites. In South Sulawesi, for example, the celebration of the Prophet Muhammad's birthday which is called *Mawlid* is highly affected by the local culture. Muslims in all regions of South Sulawesi celebrate the moment by decorating eggs. They color the eggs, stick them, and put them in a bucket which has been decorated with colorful paper. The bucket is filled with half-steamed rice or *sokko*, a kind of rice made of glutinous rice cooked with coconut milk, and added with side dishes, such as fried chicken and fried fish. Usually, each head of the family prepares a bucket to bring to a mosque. The celebration is started with a recitation of the Holy Quran and preaching by a preacher. At the end of the celebration, the committees share the eggs with all the children in the mosque. The adults also get the package of *sokko* with the side dishes.

Muslims in Indonesia are different from those in other regions in the world. They are more kind and open to people of different religions. They are also more flexible to receive the elements of their local traditions and make them as the inseparable parts of their religious rituals. This is interesting to travel around all the regions in Indonesia and see how Muslims in every place interact with their society and experience the religious rituals with the local people.

Questions:

1. What information does the writer try to share to the reader?
2. What details that he/she include in supporting the information?

## Analyzing explanatory essay structure

Group work



### Activity 4

This task will help students understand the explanatory essay structure. Read the essay above and do the following tasks:

1. Underline the general statements of the essay, then circle the thesis statement.
2. Underline the body of the essay, then circle the topic sentence.
3. Underline the conclusion of the essay, then circle the concluding sentences and the final thought.

## Rearranging ideas in a paragraph



### Activity 5

### Rearranging ideas in the introduction

Group work.

Rearrange the following introduction. Remember to begin the paragraph with the most general statement and move to the less general statements. End the paragraph with the thesis statement.

Pillars of Islam comprise five obligatory practices, namely the declaration of faith (*shahada*), prayer (*shalah*), obligatory charity (*zakah*), fasting (*sawm*), and pilgrimage (*hajj*). Pillar is one of the important parts of a building since it supports the roof of the building. Pillar is a strong element of a building. Without a pillar, a building lost its stability. In Islam, *the* pillar is considered as a framework for worship and a sign of commitment to faith.



### Activity 6

### Rearranging ideas in the body

Group work

Rearrange the following paragraphs of the body.

The second pillar is prayer (*shalah*). Muslims are commanded to perform prayer five times a day at dawn, noon, afternoon, evening, and night. By doing five prayers a day, Muslims always



interact with their God and it will keep them on the right path and remove their sins. Muslims may pray anywhere in the world whether in a mosque, a house, an office, or outside. The whole world is a place of worship. It is preferable that Muslims pray in a congregation, however, they may pray individually anywhere.

The next pillar, obligatory charity or *zakah* is a practice that relates human to the community. Muslims are obliged to perform *zakah* to remind them of their social responsibility to the community. It is obligatory for Muslims who are able to do so. They are obliged to share a portion of their wealth for the poor or the needy. In Islam, *zakah* is one of the ways that Muslims can do to ease the economic hardship of others.

The first pillar of Islam is the declaration of faith. This is a declaration of a human that admit Allah as the only God in the universe. By declaring this, we also believe in the messengership of the prophet Muhammad as the final prophet. Muslims always repeat this declaration when performing prayers. The declaration of faith is also required to non-Muslim to convert to Islam.

The last pillar of Islam is a pilgrimage to Mecca (*Hajj*). This holy trip is obliged to Muslims who are financially and physically able to perform it. *Hajj* is performed in the twelve months of the Islamic calendar. Going to pilgrimage reminds Muslims of the selfless sacrifice of the Prophet Abraham. Muslims do several hajj rites such as circling the Kaaba seven times (*tawaf*), going seven times between the Mounts of Safa and Marwa (*sa' yee*), touching the black stone (*istilam*), and symbolically stoning the devil in Mina (*ramee*). Hajj is ended by *Eid Al-Adha*, which is celebrated with prayers.

The fourth pillar, fasting, is performed every year during the ninth month of the Islamic calendar, which is called the month of Ramadan. This rite is a necessity for those who have reached puberty. When performing fasting, Muslims are supposed to abstain from food, drink, and sexual activity from dawn until sundown. Like *zakah*, this ritual is very much related to social responsibility since the experience of hunger over a prolonged of time will remind of hunger experienced by the poor.



### Activity 7

#### **Rearranging ideas in the conclusion**

##### Group. Work

Rearrange the following conclusion. Remember that a conclusion has one or more sentences as the concluding sentences and may have one sentence as the final thought.

Performing *shahadah* and *shalah* reflect the Muslims' obedience to God, and performing *shawn* and giving *zakah* show Muslims' responsibility to their community. To sum up, pillars of Islam consists of five obligatory rites performed by Muslims as a sign of faith. Muslims cannot be said fully committed to faith if they perform some pillars and deny others. Going to pilgrimage reminds Muslims of the selfless sacrifice of the Prophet Abraham.

## Using Religious Terms in Writing

Terms related to religions are important to know for students when they write an essay discussing a specific topic within a particular religion. Students can find the words in some dictionaries, such as *Webster's New World Dictionary* and *Concise Oxford Dictionary* along with their definitions. *Webster's New World Dictionary*, for example, has the term *Christian* and the definition says “*A person believing in Jesus as the Christ or in the religion based upon the teachings of Jesus*”. Another word listed in the dictionary is *Muslim* which is defined as “an Arabic word that refers to a person who submits themselves to the will of God”. The dictionaries also list some popular religious terms such as the terms related to Islam *jihad*, and other words with their definitions.



### Activity 8

#### Finding the meaning of cultural terms

Group work

Open your dictionary and find the meaning of the following words:



1. sincerity
2. day of judgment
3. nirvana
4. reincarnation
5. zoroaster
6. revelation
7. polytheism
8. messenger
9. faith
10. monotheism
11. theology



1. Write your own sentences using the religious words above.

a. sincerity

---

b. day of judgment

---

c. nirvana

---

d. reincarnation

---

e. zoroaster

---

f. revelation

---

g. polytheism

---

h. messenger

---

i. faith

---

j. monotheism

---

k. theology

---

## How to Write Religious Terms

When you write an essay discusses religions, you need to use some religious terms. There are some important rules on the writing of terms related to religions:

### 1. Use capital letter to:

- ✓ write the first letter of the names of religions, for example, **I**slam, **C**hristianity, **J**udaism, **C**atholic, **H**induism, and **B**uddhism.
- ✓ write religious events, specific incidents, and period such as *Mawlid*, **C**hristmas, **E**aster, the **C**rusade, etc.
- ✓ write proper names and titles refers to deities, such as **G**od, **A**llah, the **L**ord, the **S**upreme **B**eing and religious figures such as **M**uhammad by terms such as the **P**rophet, but do not capitalize the nonspecific use of the word "god. For example "The word "monotheistic" means the worship of one *god*.

- ✓ Write the names of major scriptures like the Bible, the Qur'an, the Talmud, and the Vedas should be capitalized, but do not capitalize the words when they turn to an adjective for example, biblical.

## 2. Use italics when:

the translation of religious terms (i.e Islamic terms) does not fit any word in English. If this happens, use the original Arabic ones, but they are written in italic, such as *Rasul* (messenger).



### Activity 9

## Using religious terms in an essay

### Group work

Rewrite the following essay. Write the religious terms correctly.

#### The Concept of Jihad

In the linguistic sense, the Arabic word jihad means struggling or striving and applies to any effort exerted by anyone. In this sense a student struggles and strives to get an education and pass course work, an employee strives to fulfill his/her job and maintain good relation with his employer, a politician strives to maintain or increase his popularity with his constituents and so on. In the West, jihad is generally translated as “holy war”, a wrong usage that many media have popularized. If we translate the word “holy war” back into Arabic we find *harbu muqaddasatun*, or for “the holy war”, *al-harbu al-muqaddasatu*. The Qur'an and the hadith used jihad in several different contexts, three of them are helping allied people who may not be muslim, removing treacherous people from power, and freeing people from tyranny.

In the Islamic history, it was noted that in the late period of the prophet Muhammad's life, he organized a campaign against Quraysh of Makkah. Banu Quraysh and Banu Bakr were allied to attack Banu Khuza'ah and inflicted many damages. Banu Khuza'ah invoked the treaty and demanded prophet Muhammad to help and punish Quraysh. The campaign of the prophet resulted in the conquest of Makkah which occurred without any battle.

Prophet Muhammad undertook a number of armed campaigns to remove treacherous people from power and their lodgings. He had entered into pacts with several tribes, however, some of them proved themselves as treacherous. Prophet Muhammad launched armed campaigns against these tribes, defeated and exiled them from Medina and surroundings.

The mission of the prophet Muhammad was to free people from tyranny and exploitation by oppressive systems. Once free, individuals in the society were then free to choose islam or not. Prophet Muhammad and successors continued in his footsteps and went to help oppressed people. For example, after the repeated call by the oppressed people of Spain to the muslims for help, Spain was liberated by muslim forces and the tyrant ruler removed. The defeated rulers of Syria were Roman christians and Iraq was ruled by zoroastrians Persians.

The three examples above showed that jihad is not always related to holy war. Jihad can be applied in a wider context than what people in Western countries thought. In short, Jihad shows that Islam is a religion that concerns with justice and human right.

(Adapted from Jihad Explained)

## **Language Focus**

### **Clause Structure**

A complex sentence consists of one main clause and one or more subordinate clauses as shown the following examples:

1. a. Pillar is one of the important parts of a building (Main clause)  
b. since it supports the roof of the building. (Subordinate clause)
2. a. Muslims always repeat the declaration of faith (Main clause)  
b. when they performing prayers. (Subordinate clause)
3. a. Muslims believe (Main clause)  
b. that Muhammad was the last prophet. (Subordinate clause)

Subordinate clause comprises three kinds: adverb clause, adjective clause, and

noun clause. The adverb clause is explained in this unit while the two other clauses will be explained in the next units.

### Adverb Clause

An adverb clause has the same function as an adverb; it modifies a verb, an adjective, or another adverb. It explains how, when, where, or why. Consider the following examples:

1. a. Pillar is one of the important parts of a building (Main clause)  
b. since it supports the roof of the building. (Adverb clause)
2. a. Muhammad was entrusted with the message of Islam (Main clause)  
b. when he was at the age of forty years. (Adverb clause)
3. a. Since Islam is not the only religion in Indonesia, (Adverb clause)  
b. Muslims learn to live peacefully with their neighbors of different religions. (Main clause)
4. a. When Muslims performing *shawn*, (Adverb clause)  
b. they are supposed to abstain from food, drink, and sexual activity from dawn until sundown.

### Subordinators in Adverb Clause

A subordinate clause begins with a subordinator. There are several subordinators often used in adverb clause and each indicates different meaning as shown in the following table:

Subordinators	Meaning
because, since, as,	cause and effect
if, unless, in case, as long as	Condition
before, after, when, while, since, as, while, until, whenever	time
where, wherever	place
although, though, even though, while, whereas	contrast
Purpose	so that, in order that
Manner	as though, as if



## Activity 10

### Completing adverb clause

#### Group work

Complete the following adverb clause. The first has been done for you.

1. *Since Islam is not the only religion in Indonesia*, Muslims learn to live peacefully with their neighbors of different religions.
2. Muslims should learn Arabic *so that* ...
3. *Since* ..., Muslims should treat people of different religions kindly.
4. Pillars cannot stand by themselves *unless* ...
5. *Although* ..., Indonesia is not an Islamic country.
6. The rich Muslims should share their wealth with the poor *because* .....
7. *While* ..., Buddhism follows the Eight Folded Path.
8. Muslims should go to Mecca *if* ...
9. Muslims cannot be said fully committed to faith *if*...
10. Muhammad was entrusted with the message of Islam *when*...



## Activity 11

### Using subordinators in adverb clause

#### Group work

Fill in the blanks with a correct subordinator for each adverb clause in the paragraph below.

#### Arrival of Islam to Indonesia

... it is difficult to reconstruct the exact development of early Islamization in the archipelago (due to a lack of sources), it seems certain that international trade played a crucial factor. There probably were foreign Muslim traders in maritime Southeast Asia from early on in the Islamic era. The first sources that inform us about indigenous people adhering to Islam originate from the early 13th century; gravestones indicate the existence of a Muslim kingdom in North Sumatra around 1211. Perhaps indigenous kingdoms adopted the new faith ... it entailed certain advantages in the trade as the majority of traders were Muslim. It remains unclear; however, why indigenous conversion to Islam seems to have taken place centuries ... the region became acquainted with this religion. Only from the 15th century onwards Islamic kingdoms and sultanates became dominant political powers in the archipelago, ... these powers were to be undermined by the European newcomers (Portuguese and Dutch) starting from the 16th and 17th century

Source: <http://www.indonesia-investments.com/culture/religion/islam/item248>

## Tips

Steps for writing an explanation on religion

### A. Prewriting

1. Think about your purpose and audience.
2. Find a topic on religion that is important to be written.
3. Brainstorm ideas related to the topic. Find sources.
4. Note down the key points, and arrange them in logical order.

### B. Writing the draft

1. Write the introduction of your essay. Provide enough background information to make the readers understand the topic. Write the thesis clearly. Choose precise words to convey clear meaning.
2. Write the body. Write the topic sentence clearly. Include facts and examples to support the thesis statement. Use transition words/phrases to connect the ideas.
3. Write the conclusion. Summarize the main points of the essay.

### C. Editing and Revising

1. Read the draft thoroughly. Use a checklist for editing explanation essay as a guide to revise and edit the draft.
2. Rewrite the paragraph.

## C. Let's Reflect



### Activity 12

#### Doing reflection

Individual work

Students have learned how to write religious issues in an explanatory essay. Now, it is the time for them to check their learning progress. Choose *true*, *false*, or *not sure* for each statement that explains how far you understood the explanatory essay structure.

STATEMENT	TRUE	FALSE
1. Finding the worship systems of the religions in the world is challenging.		
2. I can brainstorm a lot of ideas related to Islam in Indonesia in a short time.		

3. I like to read an essay explaining about Muslims in Indonesia.		
4. It is easy to arrange ideas in the essay about the five pillars of Islam.		
5. Using religious terms in sentences is quite difficult.		
6. I can easily understand the rules for writing religious terms.		
7. Learning clause structure is important to help me write sentences clearly.		

## D. So, What?

Writing an explanation essay on religion is the main competence students should master in this unit. Students should have mastered the skills that they need to have to write that essay in the **dissemination phase**.

### Writing the draft

Individual work



#### Activity 13

Write an essay explaining one of the following topics:

1. What is *fiqih*?
2. The concept of justice in Islam
3. The coming of Islam in South Sulawesi
4. The status of science in Islam
5. The status of woman in Islam
6. Other topics .....



Source: junglekey.in

## Editing and revising the draft

Edit and revise your draft before submitting it. It will make the essay ready to be read by the reader.

### 1. Editing the draft

Pair work



#### Activity 14

Edit your pair's draft using the following checklist.

#### Editing Checklist

Directions:

1. Choose “yes” or “no” in the space provided when the directions are a question.
2. Write the answers in the space provided when the directions are a command.



### A. Introductory Paragraph

1. Do the writer (s) write the thesis statement clearly? (yes/no)

Write the thesis statement: \_\_\_\_\_

2. Do the writer writes the introductory paragraph, body paragraph, and the concluding paragraph?(yes/no)

3. Do the writer writes the introduction from general to specific? (yes/no)

4. Do the general statements give background information to you? (yes/no)

5. Do the general statements attracts you?(yes/no)

### B. Body Paragraph

1. Do the writer writes an effective topic sentence in each body paragraph? (yes/no)

2. Do the writer explains the topic sentences completely? (yes/no)

3. Do the writer relates the topic sentences to the thesis? (yes/no)

4. Do each paragraph has unity? (yes/no)

If not, underline any sentences that break the unity.

5. Do the write uses transition signals between paragraph? (yes/no)

If yes, list the transition signals.

\_\_\_\_\_

\_\_\_\_\_

### A. Concluding Paragraph

1. Do the writer summarizes the main point in the concluding paragraph? (yes/no)

2. Do the writer restates the main point in the concluding paragraph? (yes/no)

3. Do the writer gives a final thought to the conclusion? (yes/no)

### B. Grammar and Mechanics

1. Do all the verbs agree with the subjects? (yes/no)

2. Are words capitalized correctly? (yes/no)

3. Are all the words spelled correctly?(yes/no)

4. Are all the sentences complete? (yes/no)

## 2. Revising the Draft

### Individual Work



#### Activity 12

Revise your essay draft based on the critics of your pair. Rewrite your draft before you submit it.

## **UNIT THREE**

# **WITH A GOOD EDUCATION, I CAN BE ...**



Source: <http://google.co.id>

### **WHAT TO DO IN THIS UNIT:**

1. Activating background schemata
2. Activating background schemata
3. Learning argumentative essay structure
4. Understanding the meaning of some educational terms
5. Using noun clause in an essay
6. Writing an argumentative essay
7. Doing reflection
8. Editing and revising essays

# A. Do You Know?

## • Education is Important to Our Life

Education is very important to everybody's life. It influences all aspects of our every day's life now and in the future.

Doing the following activity is a part of **exposure phase** of an experiential learning in ESL/EFL classroom. The activity is prepared to help students activate their background schemata about education.



### Activity 1

#### Pairwork

What can you do with a good education?

Discuss with your pair. Write down as many as possible ideas on the importance of education to your life.

The importance of education to my future:

1. With a good education, I can /can be ...
  - a. A good human.....
  - b. Teach other.....
  - c. Understand knowledge.....

#### 1. Doing prewriting activity

#### Mind mapping

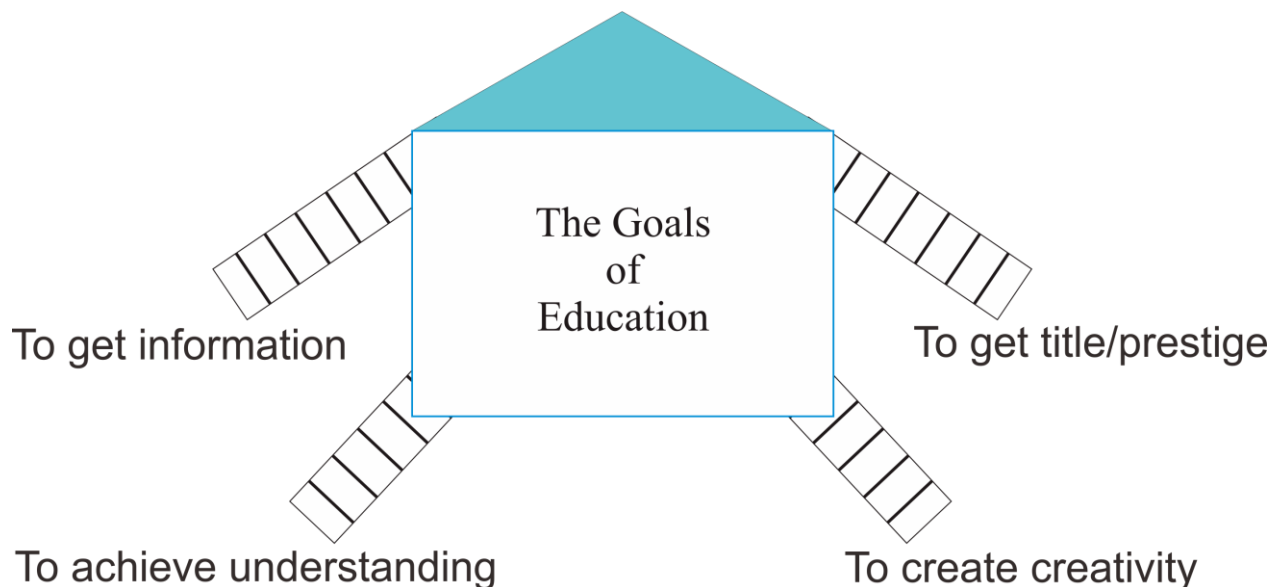
Individual work

Mindmap is a good way to gather information about a particular topic to be developed in an essay. Doing mind map will help students get relevant information on the topic and use them to you write their essay.



### Activity 2

Do mind map to get ideas on the topic you will develop in an essay. This activity will make enjoyable writing because students can draw their own pictures. Look at the following example how a writer does mind map to get more ideas on the goals of education. Could you add the list?



## B. Let's Do!

In this **activation phase**, students will learn about the structure of the argumentative essay, model essays on argumentation, and do some activities to prepare students to write their own essay in dissemination phase.

### Organization

#### Essay Type: Argumentation

Argumentation is written to persuade the reader to agree with a writer's view of point. In argumentation, a writer presents his/her own idea and providing strong arguments to defend his/her idea.

#### Structure of an argumentative essay:

##### 1. The introduction:

The introduction of argumentative essay introduces the thesis. It explains why the topic is interesting or important to discuss. It consists of a brief explanation of the topic, some background information, and a thesis statement. The thesis presents the writer's position on a specific topic.

##### 2. The body:

The body consists of all the arguments that support the thesis. It starts with a topic sentence that states a reason. The supporting sentences consist of a mix of evidence, facts, or statistical data to support a writer's reason. Each paragraph of the body only discusses one main aspect of the thesis to convince the reader of the validity of the argument.

### 3. The conclusion:

The conclusion of the argumentative essay offers a resolution. It also restates the main point of the argument stated in different words. It should show the importance of the discussed topic in the larger context.

### Language Focus

#### Language of argumentation

Argumentation is characterized by the presence of supporting (pro) and opposing (contra) ideas. There are several ways to express the pros and cons ideas:

- 1) Pointing out opposing arguments (cons), for example:
  - a) Opponents of this idea claim / maintain that ...
  - b) Those who disagree/are against these ideas may say/assert that ...
  - c) Some people may disagree with this idea.
- 2) Refusing the idea, for example:
  - a) Formal education is the best way to educate people (counter-argument).  
Experience is also effective to educate people (insufficient claim).
  - b) A good education is expensive for a poor family (counter-argument).  
Education is not only the responsibility of the family but also the government (refutation method: opponents are partially correct).
  - c) Disabled children are difficult to get a good education (counter-argument). Disabled children are not difficult to get a good education if the family and the government support them (refutation method: opponents are completely wrong).
- 3) Completely disagreeing, for example:  
After seeing this evidence, there is no way we can agree with what he/she says/.
- 4) Say that their argument is irrelevant to the topic, for example:
  - a) What we are discussing here is not what they are trying to prove.
  - b) Their argument is irrelevant.



#### Activity 3

### Comprehending a model essay

Group work

Read the text carefully and pay attention to the language used by the writer to present the supporting and opposing ideas. Write down the language used to present those two ideas.

### Social and Economic Leaders Should Not Have High Formal Education

The formal education is important for people has been known to all. However, whether people will be good social and economic leaders does not always depend on their formal education. It is believed that experience is also a salient contribution to a success.

It is true that formal education gives benefits to leaders-to-be, but things they got from formal education are not necessarily applicable in the society where they later become leaders. In facts, at school and universities people only “learn” theories, while in society; people do learn actual lives through their experience. This experience, then, creates good social and economic leaders. They are actually born from what they have learned in the society.

To take some examples of good social and economic leaders, we can mention some figures. The late Adam Malik was appointed Indonesian Vice President not because of his formal education he just finished a certain level of elementary school—but because of his capacity acquired from his autodidactic learning. The late Hamka was another leader born from his own way of learning. He also became a well-known religious man and literary man as well because of his autodidactic learning. Even Einstein did not have a good reputation in his formal education, but through his real learning in his society, he turned out to be a distinguished expert in Physics.

It is clear, then, through formal education people only learn how to learn, not how to live. Although formal education is necessary, it is not the only way leading to be social and economic leaders.

(Source: Wiratno. 2003. Kiat Menulis Karya Ilmiah dalam Bahasa Inggris)

To express opposing ideas:

a. although  
eventhough/though \_\_\_\_\_  
\_\_\_\_\_

a. However \_\_\_\_\_  
\_\_\_\_\_

b. But \_\_\_\_\_  
\_\_\_\_\_

2. To express supporting ideas:

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_



## Activity 4

### **Analyzing argumentation essay structure**

#### Group work

This activity will help students understand the structure of an argumentation. Read the essay carefully and answer the questions following the it.

#### Skills vs. Knowledge in Education

Education systems all over the world are based on the idea that students get and remember information from teachers and books. These systems test this knowledge with standardized tests which compare students to each other. They only test the kind of information which is possible to measure in tests. The goal is gaining information, not developing skills by which to use and make information. Unlike the old style of education where people remembered things in order to pass tests and get higher scores than other students, the modern world calls for a new kind of education in which the focus is deep understanding, creativity, and information management skills.

Most education systems in the world are designed to make students remember things. One reason is that schools feel the need to compare students. They do this by giving tests. They want to be able to give grades and decide which students are smart and which are not. They function as a sorting mechanism for society. From the earliest grades, students are put on tracks that will decide their futures. Another reason schools like to make students remember things is that by doing so they will be able to test their knowledge and determine if they remember or not. They believe that if students remember things it is the same as understanding those things. Schools also like to impart knowledge because in this way, although students can have different individual skills, they can all have the same knowledge.

Einstein said “Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world” (Needle, 2007). All the knowledge in the world is useless unless you are able to use information in creative ways. Knowledge is what other people have created. Understanding is all about what you think about something. Everybody sees, hears, feels, and thinks differently. No two people in the world have the same understanding of the same thing. It is impossible to give tests on a point of view. Because of this, tests are illogical. The only reason tests exist is to label students as “smart” or “stupid.” There are many kinds of intelligence, however. One of the most famous researchers in the field of intelligence, Gardner, found at least seven different kinds of intelligence (Gardner, 1999). Intelligence and understanding are related. Unfortunately, tests only measure one type of intelligence.

In the modern world, skills are more important than knowledge. If a person knows many facts, it is impressive, but not very useful. It is of much greater importance to be able to find information quickly, organize that information, analyze and understand the main ideas, put different pieces of information together (synthesize), and create new information. Together these skills make what we call information management and innovation, the skills which are most desired in the business world.



Most people in the world believe that education is about remembering things to take tests which measure one's performance against other people who have studied the same information. However, this idea no longer matches the reality of the modern world in which knowledge is less important than creativity and deep understanding. To be successful in the age of technology, education must focus on helping students gain information management and innovation skills.

(J. Donaldson, 2010)

**Questions:**

1. How does the writer present the introduction?
2. What is the idea the writer tries to argue for?
3. What evidences does the writer provide for his/her argument?
4. What is the resolution of the argument?



**Vocabulary**

**Educational Terms**

Educational terms are used in texts related to education. To make sure the spelling and the meaning of the terms are correct, use dictionary. Dictionary is helpful to find the spelling and the meaning of the words. Read the meaning of some educational terms below:

Terms	Meaning
Education	institution or people involved in teaching or training
University	institution for advanced teaching and research
Experience	knowledge gained by doing something
Academy	school for special training
Seminar	small group of students meeting for study
Professor	university teacher of the highest rank



Activity 5

**Identifying educational terms in essay**

Group work

Find the educational terms used in an essay entitled “Skill Vs Knowledge” above and find their meanings.

Educational terms	Meaning
1. Rector_____	_____
2. Lecturer_____	_____
3. Graduation_____	_____
4. freshman/woman_____	_____
5. curriculum_____	_____

## Clause Structure

### Noun Clause

A noun clause is a clause used as a noun in a sentence. Like noun, noun clause can be used as a subject, an object of the verb, a predicate word, or an object of a preposition. A noun clause cannot modify as an adverb and adjective clause.

### Functions of noun clause

Subject: *What parents expect* is a good education for their children

Direct object: Can you explain *how the new curriculum meets the students' needs*?

The object of preposition: The principal agreed with *whatever the teacher*

*said.*

Predicate noun: My objection was that *the learning approach was out of date.*



### Activity 6

#### Group work

1. Read the following essay and underline the noun clauses used by the writer.
2. What are the functions of noun clauses found in the essay?

### Child Education Psychology

As a significant branch of psychology, child psychology looks into behavioral patterns of children through different areas. Children, ranging from birth to adolescence, have behavioral patterns in the mind studied to learn more about the emotional and mental state. This area also reviews child development including social and physical growth patterns. Over the years child psychology has played a big role in helping adults understand how and why children react and think differently from adults.

Children are not just a smaller version of an adult. They have unique thinking patterns that change as they develop during childhood and adolescence. This form of study is considered complex due to various changes that take place rapidly. There are specialists that do not agree on how a child develops in this aspect since there are different approaches considering when solving problems. One element includes understanding early experiences during childhood and how they may or may not have an effect as they grow older. For experiences that do have a profound effect, the understanding of this concept presents more questions with lack of evidence.

There are various aspects explored with child psychology including social development and relationships they have with those in their environment. Personal characteristics and potential genetic connections, along with other influential factors are studied to understand how they play roles in development stages of children. Even cultural concepts are studied to help understand how customs effect development of children. Children may be taught to adopt or be accustomed to a certain culture through their parents. Such aspects are reviewed to learn how they affect the life expectancy of children. Child care and education received are additional elements reviewed.

Where children live and their upbringing tend to have an effect on whether they take opportunities available as they get older. Meaning, depending on the social class of the child, they may have greater chances of engaging in opportunities that promote positive growth potential into adulthood. Aspects studied such as healthcare access, education, and nutrition are also reviewed and compared to learn how concerns can be addressed with effective solutions. There are various areas where imbalances may occur but because children are at a younger age when they are learned about, they have more time to correct them with appropriate strategies. Prenatal development, gender roles, personality development, cognitive development, and sexual development are other areas child psychology explores.

(Source: <http://www.sanaaguniversity.com>)

Examples of Noun Clause	Function
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____

### Subordinators in Noun Clause

Noun clauses often started with a variety of subordinators such as *what*, *that*, *whatever*, *whom*, *where*, *when*, and *how*.



### Activity 7

Complete the following complex sentences with noun clauses. The first has been done for you.

1. *What all teachers in the world do* is educating students.
2. Can you tell me *how* ...
3. The students are looking at *whatever* ...
4. My idea is *that* ...

## Tips

### Steps for writing an expository paragraph on religion

#### A. Prewriting

1. Think about your purpose and audience.
2. Find a topic on education that is important to be written.
3. Mind map to get ideas related to the topic.
4. Make a list of points for both sides of argument.

#### B. Writing the draft

1. Write the introduction of the essay. State the context of the argument using facts. State the reason for discussing the topic. Show the issue in the view of the pro and the contra.
2. Write the body. Write the topic sentence, provide reason for showing the argument. Presents facts and examples to support the reason.
3. Write the conclusion. Provide resolution for the topic. Restate the thesis in different words.

#### C. Editing and Revising

1. Read the draft carefully. Use a checklist for editing an argumentative essay as a guide to revise the draft. Rewrite the draft

## C. Let's Reflect



### Activity 8

What have you learned?

Individual work

Check your learning progress. Read each statement in the following table and give  $\checkmark$  to one of the three boxes provided.

STATEMENT	YES	NO
Discussing the importance of education to our life is interesting.		
I enjoy to gather information through mindmapping.		
Although it is not easy, showing our ideas through		
I can mention the expression used to show supporting and opposing ideas.		

I can explain the meaning of the educational terms because they are commonly used.		
I can easily identify noun clauses in an essay.		



Activity 9

## D. So, What?

In **dissemination phase**, students are given chance to write their own essay after studying the materials and analyzing the model essay.



Source:asia-first.com



### Activity 10

#### Writing the draft

Individual work

Write an argumentative essay on the following controversial topics:

1. Is the application of full-day school able to develop the quality of our education?
2. Can the educational institutions in Indonesia produce qualified teachers?
3. Can a teacher teach his/her students according to their learning style?
4. Can the internet be accessed in schools in the remote areas?
5. Is the students' reading habit affect their achievement?

#### 4. Editing and Revising



### Activity 10

Editing the draft

Pair work

This task is designed to be done by two students. Use the following checklist as a guide to edit the draft.

The Writer's Name _____ The Editor's Name _____	
<b>A. Organization</b>	
1. Can you identify the main idea or thesis in this essay?	Yes/No If _____ so, _____ write _____ the _____ thesis here _____ _____
2. Does the thesis contain the author's position on this subject?	Yes/No
3. Does this essay have an introduction?	Yes/No

4. Does the introduction give an outline of the importance of the topic?	Yes/No
5. Does each paragraph contain a topic sentence state the argument/claim?	Yes/No
6. Do the supporting sentences provide facts to support the claims made?	Yes/No
7. Are the facts enough to support its topic sentence?	Yes/No
8. Does the concluding paragraph state a resolution? Yes/No	Yes/No
9. Does the conclusion restate the main point in a new way?	Yes/No
1. Is each sentence clear and grammatical?	Yes/No
2. Does the essay contain correct language for supporting and opposing?	Yes/No

Adapted from pulse.pharmacy.arizona.edu/.../handouts/peer\_checklist.doc

## Revising the draft



### Activity 11

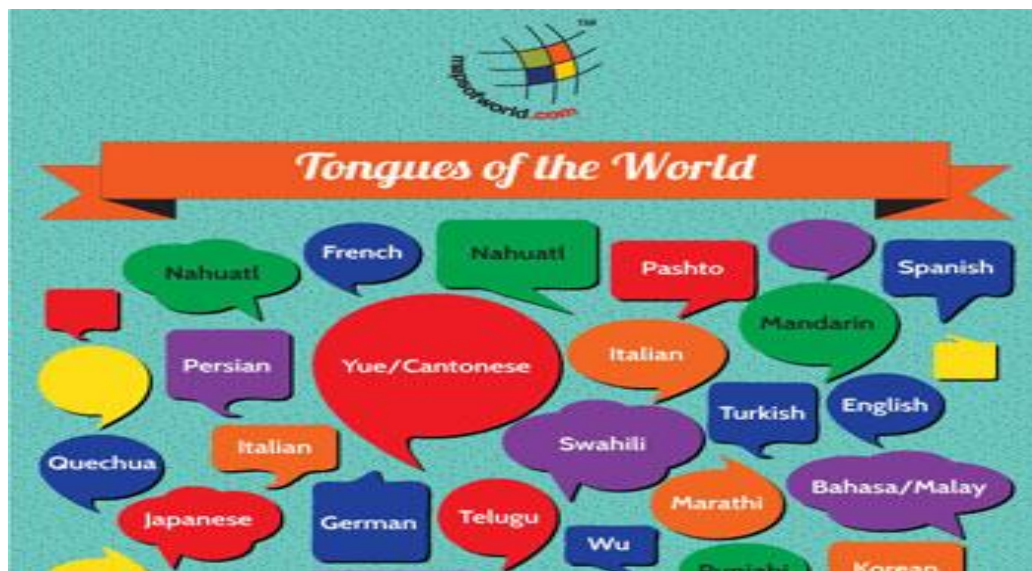
#### Individual Work

After revising the draft, rewrite the draft based on the revision checklist. Submit your final draft to your lecturer.



# UNIT FOUR

## DIFFERENT COUNTRY, DIFFERENT LANGUAGE



Source: Thejackpetcheyfoundation.wordpress

### WHAT TO DO IN THIS UNIT:

1. Activating background schemata
2. Doing prewriting activity: discussing
3. Learning to write compare and contrast essay
4. Reviewing clause structure
5. Finding the meaning of educational terms
6. Doing reflection
7. Writing compare and contrast essay
8. Editing and revising essay

# A. Do You Know?

If you want to learn another language and become fluent, you may have to change the way you behave in small but sometimes significant ways, specifically how you sort things into categories, and what you notice.

Source: How Language Seems to Shape One's View of the World, [www.npr.org/](http://www.npr.org/)

Doing the activity in exposure phase will help you activate students' background schemata on language.



## Activity 1

### Discussing the way students learn a new language

Group work

Discuss with your friends the way you learn a new language. Think of the first time you tried to learn English or other languages.

### Doing prewriting activity



## Activity 2

### Comparing and Contrasting

Group work

Compare and contrast the aspects of Indonesian with those of English. What are the similarities? What are the differences?

Aspects of Language	Similarities	Differences
Grammar	1. _____ 2. _____	1. _____ 2. _____
Vocabulary	1. _____ 2. _____	1. _____ 2. _____

## B. Let's Do

This is the activation phase, a phase where students are ready to study new materials. In this phase, students are given input about the structure of one type of essay and are given chance to practice some activities related to the new material.

### a. Organization

#### Essay type: Comparison and Contrast

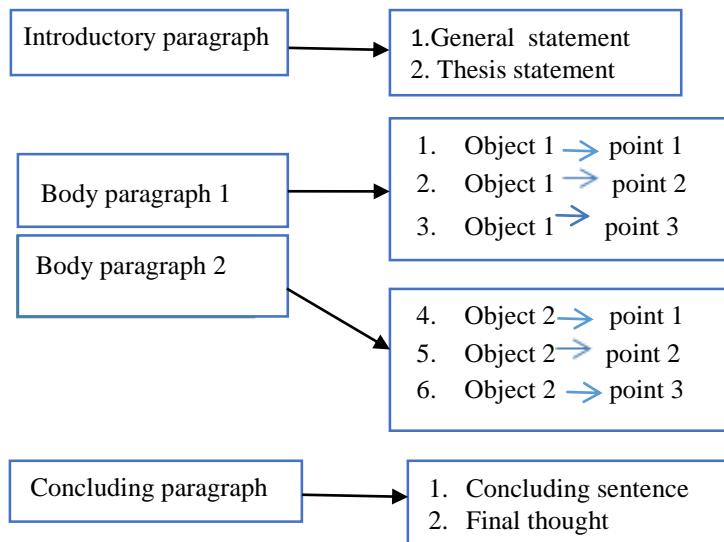
A comparison and contrast essay is a kind of essay that explains similarities and differences of one thing from another. The essay can analyze the similarities or the differences only, but can also analyze both the similarities and differences. Analyzing two things in terms of the similarities and the differences is one way to get deeper understanding towards the things you write and makes you become a critical student.

#### 1) Structure of a comparison and contrast essay

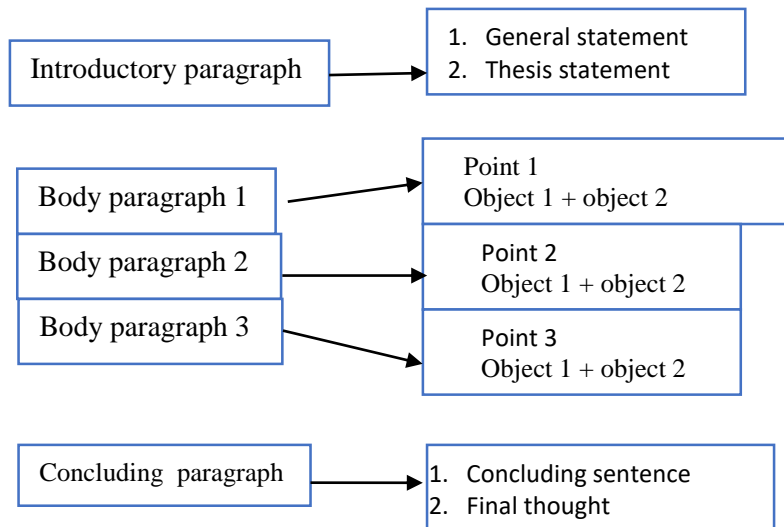
There are two common ways of developing a comparison and contrast essay; using block method and using the point-by-point method. In the first method, all the information about one of the two objects being compared and contrasted are explained first and then all the information about the other thing are explained later. In the point-by-point method, each similarity and difference of one of the two things is immediately followed by the similarity and difference of the other.

The structure of the two methods is shown in the following diagram.

#### 1. Block method



## 2. Point-by-point method



### a. Language used to compare and contrast

There are two ways of forming comparative as explained as follows:

- a) -er is added to one-syllable adjectives such as *slow* to *slower* and two-syllable adjectives ending in -y such as *easy* to *easier*.

For example: Some Indonesian people say that Indonesian is *easier* to learn than English.

- b) more is used with words of two or more syllables such as *careful* to *more careful*, *quickly* to *more quickly*. However, there are some two-syllable words that can use either the first or the second form such as *simple* to *simpler* or *more simple*.

Comparisons can be made more exact by using *slightly*, *much*, *considerably*, *far* or *significantly* before the comparative.

For example: English grammar is *far* difficult than Indonesians.

3. To state similarity, the form as ..... as can be used.

For example: British letters are *nearly as* expensive as Japanese letters.

### Transition Signals in a Comparison and Contrast Essay

There are a lot of words and phrases often used as transitional signals in a comparison and contrast essay. They can be categorized into those show similarities and those show differences as shown in the following table:

## THE LANGUAGE BARRIER: PART 1



Source: station-interactive.com

Function	
Showing similarities	Showing differences
In addition	However
Similarly	Even though
Likewise	Unlike
Correspondingly	On the contrary
Just as	In contrast to
Same as	Conversely
Compared to	On the other hand
As well as	Although
At the same time	Meanwhile



### Activity 3

## Comprehending a Model Essay

### Group work

Read the following essay of comparison and contrast. What method does the writer use to develop his/her essay? What transitional signals does the writer use in his essay? What functions do the transitional signals show?

### Differences in Communication

Many of my difficulties in learning English result from the differences that exist between my language, Indonesian and English. These differences are of two basic types. First, there are the obvious differences in grammar and syntax, however, there are also differences in nonverbal systems of communication, which may not be as immediately observable but which just are as important for getting a message across. Both of these systems, verbal and nonverbal, are governed by rules that must be learned in order for communication to take place.

Actually, Indonesian and English have very similar sentence patterns, which the subject coming first in a sentence and the predicate and object following it. But there the similarity ends. In questions, the patterns are not the same at all. Also, in Indonesian, there are no tenses; we write all sentences with the verb in the same form regardless of changes in time. For instance, in English, we used the simple present tense to express something done again and again or a habit, as in the sentences, “I go to school every day.” Also, we change the verb “go” to “went” when we want to use a past time. In Indonesian, however, we never make any changes in the verb, but add other words to show time. For example, we say “I go to school every day” and “I go to school yesterday.” Whereas in English we have problems in subject-verb agreement, having to be careful not to say “they comes” but “they come,” in Indonesian we don’t have any such required changes. Thus, Indonesian students may have a terrible time with the English verb system.

The most difficult problem Indonesians commonly face with the English grammar is the use of articles since there are no specific articles in our language. I have to consider whether the noun is count or non-count, whether it is specific, general, or generic, or whether, if it is a proper noun, it takes an article or not. Then I must choose between a consonant or vowel sound. Since Indonesian doesn’t have such a system, most students have a hard time remembering to use articles at all, much less use them correctly.

In addition to these verbal variations, differences can also be found in the nonverbal forms of communication in Indonesia and the United States. One example can be found in gestures, which in all cultures carry various meanings. In both Indonesia and the United States, one can see the “thumbs up” gesture and the perceived meaning in both cases is very positive. In the United States, it may mean everything is “okay”, while in Indonesia, it means that you have done a good job or you are a good person. Another gesture used in both countries is the extension of the finger in a V-shape. After World War II, people made that sign for “Victory,” and now in the United States, it is used for “Victory” or “Peace.” In Indonesia, that sign simply means the number two. Another similar symbol is the “o” shape formed by the thumb and the first finger. In the United

States, if someone makes that sign for you, you have done well and should be proud of yourself. However, in Indonesia, if that sign is given to you (especially after a test), you will feel very sorry or ashamed because that symbol only means “zero”.



Source: judgemeadow.leicester.sch.uk

Although most of the people never think about this, space is another aspect of communication, and Americans traveling in Indonesia might be a little surprised at the different concept of where one person stands in relation to another. For example, an Indonesian man will rarely hug a woman in public; men and women usually just shake hands. Men, on the other hand, often walk with their arms around each other upon meeting. Americans find this behavior very different from their own, and if they are unaware of our Indonesian customs, they may disjudeg the men involved.

Fortunately, during my stay in the United States so far, I have not made any embarrassing mistakes in either verbal or nonverbal communication around Americans, but this may be because I am very aware that many differences exist which I must be careful of. It is advisable for anyone who plans to spend time in a foreign country to learn about differences in the verbal communication systems as well as culturally bound variations in the nonverbal systems of the native and the foreign cultures.

Taken from Independent Writing, Terese D.O'Donnell & Judith Paiva, Heinle and Heinle Publishers, U.S.A., 1993.

## Rearranging ideas in a paragraph



### Rearranging Ideas in the introduction

Group work

Rearrange the following sentences to make a good introduction. Start with a general idea and move to specific ones. The thesis is in the last sentence of the paragraph.

Title: Differences between English Spoken by British People and Americans

1. The three segments have differences in the way they are written and spoken.
2. The article will compare American English versus British English.
3. The English language is known in these three segments: English (American), English (Australian), and English (British or UK).
4. English is a language that has a variety of dialects; particularly, there are three different major English segments.

### Rearranging ideas in the body

Rearrange the following paragraphs to make a good body.

1. Other ways the languages very have to do with the meaning of words. Some words do not have the same meanings. Football in the United States of America is a very common sport where teams throw a football to each other trying to score a touchdown. Football in the UK is very different; the word “football” refers to what we call soccer. One controversial difference between UK English and American English is the word “fag”. In America, this is a highly offensive slang word while in the UK the word is very common and refers to a cigarette.
2. British English is the most formal form of the English language. The UK practices formal and dictation while the United States of America uses slang and informal English. Our spelling of the same words even differs from each other. In the United States of America, we spell words like *color* and *favorite* while the UK spells these same words *colour* and *favourite*. The formal or British, version of the word has *au* for dictation and pronunciation purposes. America likes to simplify the spelling of some of the traditionally spelled words.

### Rearranging ideas in the conclusion

Rearrange the following sentences to make a good conclusion.

1. The UK speaks a very formal version of the English language and the American English language is very informal.
2. British English annunciates while American English does not.
3. American English and British English have some similarities but are very different forms of the English language.
4. The dialects of the two versions of the language are also very different.

### Language Focus

#### Adjective Clause

An adjective clause has the same function as an adjective in a sentence; it modifies a noun or pronoun. An adjective clause is often preceded by relative pronouns as the subordinators which functioned to introduce an adjective clause. The following words are often used as relative pronouns in adjective clauses: *who*, *which*, *whose*, *that*, *whom*, *where*, and *when*.

Relative Pronoun	Function in a sentence
Who (for human)	Subject
Which (thing/animal)	Subject and object
That (human, thing, animal)	Subject and object



Whose (human, thing, animal)	Subject and object
Whom (human)	Object
When	Object
Where	Object

Examples of adjective clause :

1. Children who were born in multilingual society tend to speak more than one language.
2. Communicative teaching approach, which is the most current approach in teaching language, was firstly used in Britain.
3. Latin, whose words are mainly used in English, is one of the dead languages.
4. Do you remember the first time when you learn English?
5. Didn't you know where the strange language comes from?
6. Meimei, whom you spoke Japanese yesterday is a Chinese.
7. The English language has a history that goes back hundreds of years.



### Activity 5

#### Group work

Read the following essay and identify the adjective clauses the writer uses.

Traditionally, children begin studying foreign languages at secondary school. Many individual schools or educationalists have recommended studying foreign languages at an earlier stage. However, this policy may bring some advantages along with some disadvantages. This essay will further discuss whether extending foreign language study to the primary stages is beneficial and if disadvantages may occur in the later stages.

Obviously, young children pick up languages much more easily than teenagers. Their brains are programmed to learn their mother tongue which also facilitates learning another language. At a young age, children are enthusiastic to explore and to learn new things. The primary timetable should allow more frequent shorter sessions for maintaining learner's enthusiasm and progress. Acquiring foreign languages can also help them to understand other cultures. However, there are some disadvantages. Primary school teachers may not have the necessary language skills or they are not well trained in those particular languages. If any language specialist is called then the flexibility of sessions is diminished. Primary language teaching needs to be standardized so that secondary schools do not face problems in their intake. In some situations, it would become very stressful to the child when he has to learn three languages i.e. native languages and foreign languages. Some researchers have shown from their studies that such children have difficulties in deciding which language to speak and may end up learning nothing.

In conclusion, a standardized policy can be adopted at primary schools which can also benefit society culturally and economically. Young children's grasping power can make these benefits more achievable

(Source: <http://www.ieltsbuddy.com/learning-a-foreign-language-essays.html>)

### c. Vocabulary

#### Using Language Terms in Writing

In order to write an essay on language fluently, you need to know some language terms. Here are some language terms that you might use in your essay:

1. Native language
2. Second language
3. Foreign language
4. Language acquisition
5. Language acquisition devices
6. Language skills
7. Grammar
8. Vocabulary
9. Language performance
10. Language competence



Source: mumsinthewood.com



## Activity 6

### Group work

Write a sentence for each of the language terms above explains the definition of the term.

1. Native language :

---

---

2. Second language :

---

---

3. Foreign language :

---

---

4. Language acquisition :

---

---

5. Language acquisition devices :

---

---

6. Language skills :

---

---

7. Grammar :

---

---

8. Vocabulary :

---

---

9. Language performance :

---

---

10. Language competence :

---

---

## C. Let's Reflect!

What have you learned?

Individual work



### Activity 7

Check your learning progress. Read the statements in the following table and choose the right choice.

STATEMENT	YES	NO
I enjoy discussing the way I learn a new language.		
Comparing and contrasting language is helpful to broaden my knowledge.		
It is important to learn adjective clause to produce a correct sentence.		
It is important to know language terms because I will use them in my writing,		

## D. So, What?

There are three activities that are important to do in the dissemination phase, writing the draft, editing the draft, and revising it..



### Activity 8

### Writing the draft

Individual work

Choose one of the following topics to be written:

1. Compare and contrast speaking and writing
2. Compare and contrast English and Indonesian
3. Compare and contrast English and one of the other international languages
4. Compare and contrast the way you learn English and the way your friend learns English
5. Compare and contrast the use of audiocassette and audiovisual media in learning speaking
6. Compare and contrast the effect of intrinsic motivation and extrinsic motivation in the success of learning language

## Editing and Revising



### Activity 9

#### Editing the draft

Pair work

Do this task in pair. Use the following checklist to edit your pair's draft.

The Writer:	The Editor
<b>A. Introductory Paragraph</b>	
1. Does the writer identify the two items being compared in the introduction? Yes/No 2. Does the writer clearly state the purpose of the comparison in the thesis? Yes/No	
<b>B. Body Paragraph</b>	
1. Does the writer develop adequately the points of comparison in the body? Yes/No 2. Does the writer develop adequately the points of contrast in the body? Yes/No 3. Does the writer use the transitional signal for comparing or contrasting? Yes/No	
<b>C. Concluding Paragraph</b>	
1. Does the writer effectively conclude both the points? Yes/No	
<b>D. Grammar and Mechanics</b>	
1. Do all the verbs agree with the subject? Yes/No 2. Are the words capitalize correctly? Yes/No 3. Are all the words spelled correctly? Yes/No 4. Are all the sentences complete? Yes/No	

## Revising the draft



### Activity 10

Individual work

Rewrite your draft before you submit it.

# UNIT FIVE

## TECHNOLOGY AND ITS' EFFECTS



Source: [funny-pictures.picphotos.net](http://funny-pictures.picphotos.net)

### WHAT TO DO IN THIS UNIT:

1. Activating background schemata
2. Do prewriting activity
3. Learning essay of cause and effect
4. Learning the language to state cause and effect
5. Learning terms related to technology
6. Doing reflection
7. Writing essay of cause and effect
8. Editing and revising essay

# A. Do You Know?

- **The Positive and Negative Effects of Technology**

Technology changes very fast and it has influenced human in all aspects of life. Even though sometimes we are not aware of the changes, but the effects have made our life easier. However, sometimes technology makes human lazy and loose of a chance for face-to-face communication.

(Source: Emirotti. 2012. Positive and Negative Effects of Technology on Human's Life.)

Do this task to activate your background schemata.



## Activity 1

### Discussing

Group work

Do this task with the members of your group. Discuss the strengths and weakness of some technological devices. Write down the result of your discussion in the following table. The first has been done for you.

No.	Technological Invention	Positive Effect	Negative Effect
1.	Television	To entertain	Reducing time to communicate with the family members.
2.			
3.			
4.			



## Doing Prewriting Activity

### Identifying cause and effect



#### Activity 2

### Individual work

Do this task individually. Find a specific technological device that you are familiar with. Think why the device can affect your life (cause), and what the result of that (effect). You can focus either on the negative or positive effect, or both of the effects. Look at the example.

Cause	Effect
Watching TV all day	1. Get up late 2. Get tired
_____	1. _____ 2. _____

## B. Let's Do!

This is the activation phase of experiential learning. After doing an activity to activate students' background schemata, and doing prewriting activity, they are ready to learn new materials before writing their draft.

### a. Essay type: Cause and effect

Cause and effect essay is written to analyze or inform the causes and the effects of an event. The cause is the reasons why something happens while the effect is the result of an event. There are two strategies to develop the cause and effect essay:

1. Focus-on-Effects Method. In this method, a writer analyzes the ways in which one or more effects result from a particular cause.
2. Focus-on-Causes Method. By choosing this method, a writer analyzes the ways in which one or more causes lead to a particular effect.



### Activity 3

## Identifying the essay focus

### Group work

Read the following model essay. Decide whether the essay focuses on the cause or the effect.

### Ways in Which VR Can Change Our Lives

It is commonplace that technologies are changing the world we live in. Roughly, every two decades, Earth becomes almost a brand new place in terms of technological wonders becoming routine and revolutionary ideas settling as solid scientific theories. However, we might not be aware of the extent to which the world is changing—not just because we constantly live within the eye of the hurricane, so to say, but also because technologies sometimes advance way too fast for us to comprehend and evaluate their influence on the ways we live, think, feel, and behave. One of such technologies is virtual reality or VR: a concept introduced by science-fiction writers and scientists quite a while ago but is now becoming a trending technology worldwide. In addition, since it is obvious that VR will from now on be an inalienable part of the world, it is important to contemplate the ways in which it will affect humanity.

If we analyze the term “virtual reality,” we naturally need to understand what each of its two components means on their own. So, according to the online Merriam-Webster dictionary, “virtual” means “very close to being something without actually being it” (Merriam-Webster.com). Specifically, this adjective is mostly applied to the environments created with the help of computers (as in video games, for example). “Reality,” in its turn, is broadly speaking about the whole three-dimensional world we live in and interact with. Considering these two definitions, it can be said that virtual reality is an artificially-created three-dimensional environment constructed with the help of computers, which people can interact with in the same way as they do with the real world, using their senses to navigate and explore it.

Computer generation can emulate situations and environments hardly possible in the real present world: visual effects we can see in movies such as “Transformers” or “Avatar” make a solid example of this statement; no need to say that emulating regular real-life situations is also possible for VR. Therefore, VR can be used to enable people to perform actions without affecting the real world, which is especially useful for all kinds of training and practices. **For instance, a future jet pilot can safely learn how to maintain and fly their aircraft without putting their lives at risk and wasting expensive fuel.** An astronaut can practice their outer space repairing skills with the help of a computer simulation, completely emulating the conditions that he/she will face in actual space. A medical student can learn how to perform surgeries or autopsies on fully interactive body models, which can appropriately respond to a student’s action—it is much safer for learning than when a novice surgeon performs their first operation on a real patient. Therefore, one of the most obvious effects VR will have on the modern world is the enhancement of studying and training capabilities, especially for the people involved in dangerous jobs.

As it can be seen, virtual reality is a new technology that can affect the lives of many people worldwide in a number of ways. Being an artificial, three-dimensional depiction of the real world, it grants numerous opportunities for practicing a wide range of skills that would otherwise imply

great risks; jet pilots or medical students, for example, would definitely appreciate the possibilities VR grants. VR can significantly change the way people interact online, making their digital experiences for immersive and realistic—for example, Facebook has integrated Oculus technology, allowing 360-degree viewing of images, and this is just the beginning. The last is the fact that VR will allow disabled people to experience what they are deprived of: walking, running, exploring the world and traveling, and so on, so its value in these terms is difficult to underestimate.

Source: Pencraft. <https://academichelp.net/samples/academics/essays/cause-effect/>

Focus of essay: \_\_\_\_\_

### Structure of Cause and Effect Essay

The structure of cause and effect essay of the two strategies mentioned above are shown in the following table:

Focus on effect		
<b>Introduction</b>	Paragraph 1	Background information Thesis
	Paragraph 2	Effect 1
<b>Body</b>	Paragraph 3	Effect 2
	Paragraph 4	Effect 3
	Paragraph 5	Restated thesis Final thought (suggestion, opinion, prediction)

Focus on cause		
<b>Introduction</b>	Paragraph 1	Background information Thesis
	Paragraph 2	Cause 1
<b>Body</b>	Paragraph 3	Cause 2

	Paragraph 4	Cause 3
<b>Conclusion</b>	Paragraph 5	Restated thesis Final thought (suggestion, opinion, prediction)

#### A. The introduction

The introduction generally presents background information about the subject and states the purpose of the analysis in a clear thesis.

#### B. The body

The body of the first strategy explores all relevant effects, while in the second strategy, it explores all causes.

#### C. The conclusion

In the first strategy, the conclusion summarizes the various effect relationships established in the body and clearly states the conclusions that can be drawn from those relationships. In the second strategy, the conclusion sums up the causes explained in the body paragraph. In both the strategies, a writer can state an opinion, suggestion, and prediction at the end of the conclusion.

### **Tips**

#### **Steps for writing cause and effect essay**

1. Decide the cause and effect topic that you are going to write. Research the topic so that you have a good knowledge of the topic.
2. Brainstorm and make a list of possible causes and effect for your topic.
3. Decide how will focus your explanation: the causes or the effects. If you have more causes, then you should write a focus-on-causes essay with one effect. If you have more effects, then you should write a focus-on-effects essay with one cause.
4. Prepare a simple outline of your essay.
5. Write the first draft based on your outline. Write a
6. Write the introduction to your essay. Give background information which gives the reader more insight towards the causes as well as explain some of the effects. State clearly whether you are focusing on causes or effects. Organize supporting details. Back up your thesis with relevant and sufficient details.
7. Write the body of your paragraph. Write the topic sentences state the causes or the effects. Use appropriate transitions to blend details smoothly.
8. Write the conclusion. Restate the thesis and summarizing the main argument.
9. Proofread the final draft. Use the checklist for editing and revising your draft.

## Analyzing the essay content



### Activity 4

#### Group work

Reread the essay entitled “Ways in Which VR Can Change Our Lives “ carefully and answer the following questions.

#### A. The introduction

1. What information does the author present in the introduction?

\_\_\_\_\_

2. Write the thesis. \_\_\_\_\_

#### B. The body

1. What are the effects stated in the body?

Effects: \_\_\_\_\_

2. What are the facts or examples the writer offers?

\_\_\_\_\_

#### C. The conclusion

1. Summarize the points of the body.

\_\_\_\_\_

2. How does the writer end the conclusion? Choose one of the three ways: suggestion opinion, or prediction. \_\_\_\_\_

#### Write thesis statement for cause and effect essay

Thesis statement states the main idea of an essay, therefore it is important to write the thesis clearly. The Clear thesis statement is helpful for a reader to understand essay. A good thesis statement shows that the essay focuses on causes or effects. Study the following example how thesis statements focus on causes or effects.

Focus on:	Example thesis statement
<b>Causes</b>	<ol style="list-style-type: none"><li>1. Many parents worry about the use of the internet by their children for several reasons.</li><li>2. The increase in the use of cellular phone in Indonesia is due to several reasons.</li></ol>

<b>Effects</b>	<ol style="list-style-type: none"> <li>1. This essay will discuss the effects of playing game too much on children's character.</li> <li>2. The two main areas in which computers have brought about a profound change in our lives are in the economic field and in the field of communications.</li> </ol>
----------------	--

## Language Focus

### The language of cause and effect

Cause and effect essay use specific words or phrases functioned as transition signals. The words/phrases either state causes and effects as shown in the following example:

Words / phrases used to state cause and effect	
Cause	Effect
Because of	As a result
Due to	As a consequence
Owing to	Consequently
Since	Therefore
One reason why ...	Would result in
The reason that.../why.../for... is that ...	The result of
The main reason why ...	

### Analyzing the language



#### Activity 5

#### Pair work

Read the following essay, and identify the words or phrases the writer used to state cause or effect.

What Effects Has the Computer Had on Our Lives?

The twenty-first century is already turning out to be the century of the computer. The computer revolution that started after the Second World War is now developing exponentially and computers are beginning to influence and take over nearly every aspect of our lives. Computers are clearly changing and affecting society in many ways. The two main areas in which computers have brought about a profound change in our lives are in the economic field and in the field of communications.

The computer has led to immense changes in economic and business life. First, businesses now have to be computerized or they risk failure. Every big corporation bases its operations on computing, regardless of which sector they are in. For example, Coca-Cola, the BBC, and Levi's market sell different products and services, yet they all share one basic property – without computers, their operations would collapse. Second, computing is an economic dynamo. Japan, China, India, and many other countries have large IT sectors which drive their economies upwards. Furthermore, the developed world is moving from an industrial-based economy to a computer and IT-based one.

It is not just in business that computers have affected us so profoundly; communication has been totally revolutionized. Firstly, whereas before, people wrote letters, which would often take weeks to reach their destinations, or speak on the phone, which was terribly expensive, now they e-mail. For instance, instead of waiting weeks for a letter now, we can read it instantly, seconds after it's been written. Secondly, many people use computers to communicate with people all around the world using chat rooms and chat programs, this was impossible before the computer became widespread. As a result, now people who live thousands of kilometers away from each other can communicate as much as they want and whenever they want using e-mail and/or chat rooms.

In conclusion, computers have had a profound effect on our lives in many ways and it is in business and communication that they have had the greatest influence. In the future, if the computer continues evolving at such speed, our business practices, and methods of communication will undergo changes that are even more radical.

*Source: <http://writing.itu.edu.tr/ce1.pdf>*

## **Writing effective sentences**

In order to express ideas clearly, students need to write sentences effectively. There are some ways they can do to make their sentences effective; some of them are explained as follows:

### **1) Avoid run-on sentences**

Sometimes students write two sentences that are not related by a conjunction. Use a comma to separate the two sentences. One of the examples of run-on sentences is:

Technology must have positive and negative effect; we have to be wise in using it.

To make the sentence correct, write the two sentences separately and add a full stop at the end of the sentences like this:

a. Technology may have a positive and negative effect. We have to be wise in using it.

Or write the two sentences as a compound sentence by adding a conjunction to relate them and add a comma before the conjunction. Here is the example:

b. Technology may have a positive and negative effect. Therefore, we have to be wise in using it.

## 2) Avoid sentence fragments

Sentence fragments make the idea unclear as shown by the following examples:

- a. Khosia told us that the misuse of technology can kill the living things. And I agreed with her because of my experience of dealing with technology.

To correct the sentences, rewrite the sentences as in the following example:

- b. Khosla told us that the misuse of technology can kill the living things, and I agreed with her because of my experience of dealing with technology.

## Vocabulary

### The Negative Effects Of Technology On Today's Society



Source: slideshare.net



### Activity 6

## Technological terms and the meaning

In the the era of technology, some inventions have been used to help people do their tasks. Try to find some current technological devices and explain them.



Source: youtube.com



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## C. Let's Reflect



### Activity 7

What have you learned?

Individual work

Check your learning progress. Read the statements in the following table and answer by marking ✓ to one of the three choices provided.

QUESTIONS	TRUE	FALSE	NOT SURE
1. A cause and effect essay can be developed into two strategies: focus on cause and focus on effect.			
2. The cause is the reason for an event, while the effect is the result of the event.			
3. Some of the words and phrases that state causes are <i>consequently</i> , <i>therefore</i> , and <i>as a result</i> .			

4. Some of the words and phrases that state effects are <i>the main reason...</i> , <i>due to</i> , and <i>because</i> .			
5. To develop the the topic, a writer uses his/her opinion.			



Source: computingandinformaticseducation

## D. So, What?

This is the dissemination phase, the last phase of an experiential learning in ESL/EFL classroom. Use your knowledge about the structure of essay of cause and effect and grammar to write your draft.



### Activity 8

#### Writing the draft

Individual work

After studying the essay structure and do some activities, it is now your turn to write an essay. Read the following steps for writing your cause and effect essay.

1. Find a good topic on technology to write. Limit your topic. Decide your essay focus: on cause or effect.
2. Think of to whom you write the essay. Remember that you write the essay to convince reader on the cause or effect of an event.
3. Use cause and effect graphic to explore your topic as explained in the prewriting activity section.
4. Develop your essay. Write the thesis statement clearly. Use transition signal stating cause or effect correctly.
5. Reread your draft. Edit and revise it. Rewrite your draft before you submit it.



## Activity 8

### Editing and Revising the Draft Editing the Draft

Individual work

Use the following checklist to help you edit your pair's draft.

Editing Checklist for cause and effect essay

Directions:

1. Choose "yes" or "no" in the space provided when the directions are a question.
2. Write the answers in the space provided when the directions are a command.

<b>A. Introduction</b>
1. Does the writer write the thesis statement clearly? (yes/no) Write the thesis statement: _____
2. Does the write give sufficient information on the topic?
<b>B. Body</b>
1. Does the writer explain all the causes or effects in the body? (yes/no) If not, write the missing cause/effect.
2. Do the writer writes effective topic sentence in each body paragraph? (yes/no)
3. Do the writer explains the topic sentences completely? (yes/no)
4. Do the writer relates the topic sentences to the thesis? (yes/no)
5. Does the writer use transition signal for cause or effect correctly? (yes/no)
6. Do each paragraph has unity? (yes/no) If not, underline any sentences that break the unity. _____ _____ _____
<b>C. Conclusion</b>
1. Do the writer summarizes the main point in the concluding paragraph? (yes/no)
2. Do the writer restates the main point in the concluding paragraph? (yes/no)
3. Do the writer gives a final thought to the conclusion? (yes/no).
4. How does the writer present the final thought? (suggestion/opinion/prediction)
<b>D. Grammar and Mechanics</b>
1. Do all the verbs agree with the subjects? (yes/no)
2. Are words capitalized correctly? (yes/no)
3. Are all the words spelled correctly?(yes/no)
4. Are all the sentences complete? (yes/no)



## Activity 9

### **Revising the draft**

Revise the draft before you submit it. Revise your draft based on the editing checklis.

# UNIT SIX

## HOW TO SOLVE THE SOCIAL PROBLEM?



Source: lookfordiagnosis.com

### WHAT TO DO IN THIS UNIT:

1. Activating background schemata
2. Doing prewriting activity
3. Learning to write essay of problem-solution
4. Learning the language to express problem and solution
5. Finding the meaning of social terms
6. Doing reflection
7. Writing essay of problem-solution
8. Editing and revising essay

# A. Do You Know?

## Social Problems around Us

A social problem is a problem which is created by the people of a society and it is a condition that at least some people in a community view undesirable.

Source: slideshare.net

The following activity is a part of **exposure phase**. The activity is directed to activate students' background schemata about social problems.



### Activity 1

#### Group work

Think of some social problems around you. Write them in the following table. The one has been done for you.

No	Social Problems
1.	Poverty
2.	
3.	
4.	
5.	

## 1. Doing prewriting activity



### Activity 2

#### Organizing ideas

##### Individual work

Before writing your problem-solution paragraph, organize your ideas in a problem-solution chart to help you easily develop your essay. Here is the chart that guides you to organize your ideas.

<b>Problem</b>	Put the problem you will analyze here.
<b>Solution</b>	Put your thesis here.
	Bullet your points that support your solution here. These will become your body paragraphs.
<b>Refutation/conclusion</b>	Evaluate arguments that oppose your solution as well as other solutions. Be sure to explain the importance of the information

Look at the following example:

<b>Problem</b>	Cigarette smoking
<b>Solution</b>	Offer help to those who are addicted and create programs to prevent new addicts.
	<ul style="list-style-type: none"><li>• Educate youths at an earlier age.</li></ul>

	<ul style="list-style-type: none"> <li>• Make patches, gum and other nicotine programs more affordable.</li> <li>• Charge more for a cigarette.</li> <li>• Educate families through the media, news and medical services.</li> </ul>
<b>Refutation/conclusion</b>	Some will argue it's against their freedoms to phase this habit out but second smoke takes the rights and lives away from others. Some will argue it is too late to help those who are addicted but with the right support and accessibility for help, they can quit.

Source: [umhs.eduhsd.k12.ca.us/documents/School Info/OWL/Argumentation...](http://umhs.eduhsd.k12.ca.us/documents/School%20Info/OWL/Argumentation...)

## B. Let's Do!

### Organization

#### Essay Type: Problem and solution

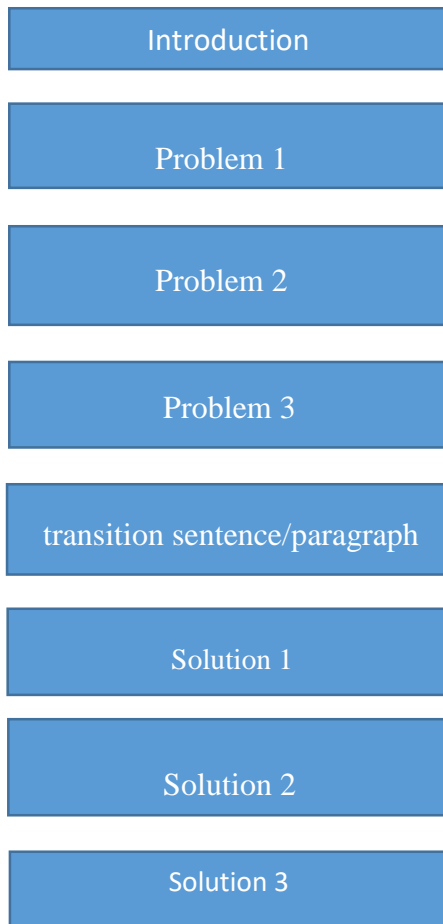
Problem –solution essay analyzes the problems of a particular situation, and propose solutions to those problems. A writer of this essay writes to convince the reader to take a particular action. Sometimes, the writer also needs to persuade the reader regarding specific cause of the analyzed problem (Dave Kemper et al., 2016).

Problem-solution essay is characterized by the existence of a problem that needs to be solved, a thesis that identifies the problem and suggest the solution, identification of several possible solution, the use of specific facts, details, examples, and reasons to show why one solution is the best, and the use of analytical tone. This means that the argument in the essay is not analyzed subjectively but using accurate facts and examples.

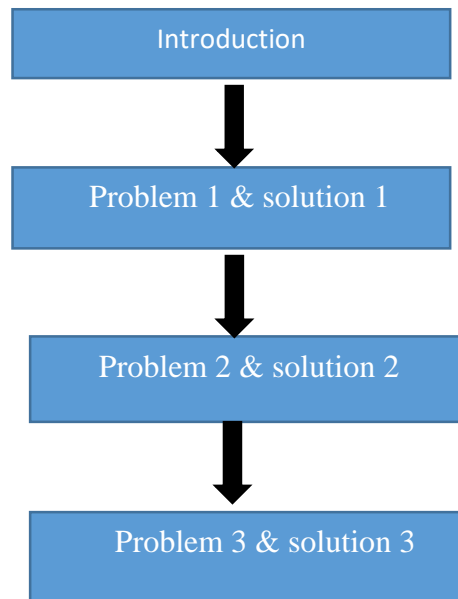
There are two well-known models of the problem-solution essay: block model and chain model. In the first model, a writer lists all the problems first, then the solution afterward. In the second model, the writer lists each problem and immediately list the solution to that problem. The two models are shown in the following figure:



### Block Model



### Chain



### Structure of a problem-solution essay:

#### 1. Introduction:

Introduction of the problem-solution essay describes the problem in general. It explains the reasons why this is a problem. The thesis statement usually proposes the solution.

#### 2. Body:

Body paragraph explains the problems and the solutions. Here the writer explains the problem. The explanation should persuade the reader that this is a serious problem that affects many people. The writer should offer a concrete solution to the problem. Evaluate the other solutions to show that your solution is the best one. You should support your explanation with accurate facts and examples.

#### 3. Conclusion:

Sum up the importance of the problem and the value of your solution.

## Writing the thesis statement



### Activity 3

#### Group work

The thesis states a solution for the problem described in the introductory paragraph. Discuss with your group to find the thesis statements for the following problems:

1. The number of educated unemployment in Indonesia increases every year.

Thesis: \_\_\_\_\_

2. Teenagers lose good model in family.

Thesis: \_\_\_\_\_

3. Children watch TV shows for adult.

Thesis: \_\_\_\_\_

4. Poverty reduces children's opportunity to get good education.

Thesis: \_\_\_\_\_



Source: [catalog.flatworldknowledge.com](http://catalog.flatworldknowledge.com)

## Comprehending a model essay



### Activity 4

Read the following essay model on a social problem. Answer the following questions:

#### Drug Abuse

Drug abuse is rife in many countries. Billions of dollars are spent internationally preventing drug use, treating addicts, and fighting drug-related crime. Although drugs threaten many societies, their effects can also be combated successfully. This essay looks at some of the effects of the drug on society and suggests some solutions to the problems.

Drug abuse causes multiple problems for countries and communities. The medical and psychological effects are very obvious. Addicts cannot function as normal members of society. They neglect or abuse their families, and eventually require expensive treatment or hospitalization.

The second effect is on crime. Huge police resources are needed to fight smuggling and dealing. Criminal gangs and mafia underworlds develop with the money from drugs. However, the menace of drugs can be fought.

Education is the first battle. Children need to be told at home and in school about drugs. People need to be aware of the effects so that they can avoid. A second approach is to increase police manpower and create effective laws to stop dealers.

However, the main target should be the user. Families and counselors need to talk to children and people at risk. Parents need to look at their children and help them to become responsible. Worthwhile jobs and housing are also needed to give a role in society.

In conclusion, although the problem of drugs may seem impossible to eliminate, there are concrete steps that can be taken to weaken the hold of drugs on society. The danger of drugs is too great to ignore for our children and us.

(Source: writefix.comproblem and solution)

Answer the questions:

1. Identify the sentences that outline the problems. How many are they?
2. Identify the sentences that propose solutions. How many are they?
3. Identify the sentences that justify the solutions and calls for action.

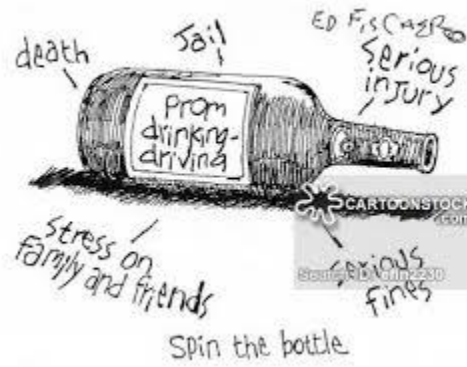
### Common expressions used in a problem-solution essay

In a problem-solution essay, the writer describes problem/problems and propose some solutions. To introduce the solution, the writer may use verb phrase as in the following example:

“One solution is to reduce monthly payment that should be paid by parents.”

Or use clause as shown in the following example:

“To address (solve) this problem, governments could spend more money on subsidizing early childhood education.”



Source: <http://google.co.id/imgres?=&imgur>

## Language Focus

### Writing Effective Sentences

As explained in the previous unit, to write effective sentences, students should avoid run on sentences and sentence fragments. Other ways to write produce effective sentence are avoiding empty sentences, padded sentences, and overloaded sentences.

When students repeat the same idea in a sentence, they make an empty sentence. The empty sentence makes their idea unclear. Consider the following empty sentence:

- a. The problem is *complicated* and *complex*.

To edit the sentence, delete the repeated word, therefore, the sentence would be:

- b. The problem is complicated, or
- c. The problem is complex.

Writing an opinion without adding with explanation or fact will also produce empty sentence. Consider the following example:

- a. The governments should stop sending unskilled woman workers working abroad.

To improve the sentence, students should add an explanation like the following sentence:

- b. The governments should stop sending unskilled women workers working abroad to reduce the number of violence towards the women workers.

A padded sentence is a sentence that consists unimportant phrases that eliminate the main idea. Some of the common unnecessary phrases are:

In my opinion what I mean is

The point is the thing is

Well, you see you know

Eliminate the unnecessary phrase to make the sentence effective as shown in the following example:

- a) *In my opinion*, the government should prevent illegal lodging with forest law.
- b) The government should prevent illegal lodging with forest law.

An overloaded sentence is the one that contains too many ideas. Such sentence usually uses conjunction *and* to relate the ideas, but the conjunction is used to relate unrelated ideas. Consider the following overloaded sentences:

a) Some people make a living by selling drugs but they thought they have made their family happy for giving money, but in reality they lead themselves into prison.

To make the sentences effective, you should rewrite them into several sentences and use the right conjunction as shown in the following examples:

b) Some people make a living by selling drugs, and they thought they have made their family happy for giving money. In reality, they lead themselves into prison.

## Vocabulary

Learning social terms

When students are assigned to write an essay on social problems, they might need to use some social terms. Here are some of social terms and their meanings:

Social terms	
addict = (noun) someone who takes illegal or harmful drugs and cannot stop e.g. A drug addict can show signs of depression, angry outbursts, manic behavior, irritability, moodiness and overall attitude change.	family breakdown = (noun) the failure of a relationship through divorce, separation or death. e.g. Family breakdown can lead to behavioral problems in children.
addiction = (noun) a strong need that someone feels to regularly take an illegal or harmful drug e.g. Nicotine is considered addictive because it alters brain functioning and because people use it compulsively. Addiction to nicotine is not immediate - it may take weeks or months to develop.	homelessness = (noun) the state of not having a place to live and therefore having to live and sleep on the streets e.g. Homelessness is one of the most extreme forms of social exclusion.
alcoholism = (noun) a medical condition that makes it difficult for you to control the amount of alcohol you drink e.g. Studies show, however, that the risk factors that lead to alcoholism and the consequences of alcohol abuse differ among men and women.	overcrowding = (noun) unpleasant conditions caused by too many people or things being in the same place e.g. Overcrowding in houses can arise from several causes, and the physical and psychological effects on people living in overcrowded conditions can be quite severe

crime rate = (noun) the ratio of crimes in an area to the population of that area; usually expressed per 1,000 population per year	unemployment = (noun) a situation in which some people do not have work and do not have an income e.g. The community here has been devastated by poverty and unemployment.
divorce = (noun) a legal way of ending a marriage e.g. I want a divorce.	violent crime = (noun) a crime in which the offender uses or threatens to use violent force upon the victim (e.g. murder, rape, robbery, etc.) e.g. While many crimes have fallen in recent years, sadly some types of violent crime have been on the increase.

Source: myteacher.com



### Activity 5

#### Using the social terms in sentences

Pair work

Choose the correct answer for each of the following sentence.

1. It isn't always easy to recognize the signs that you have developed a dependence on drugs. After all, no one sets out to become a drug ADDICTION / ADDICTED / ADDICT.
2. There is a growing problem of drug ADDICTION / ADDICTED / ADDICT in Indonesia.
3. Cigarettes are harmful, highly ADDICTION / ADDICTED / ADDICT, and aggressively marketed to young people.
4. Maurice Licorish II, senior film production major, believes that the social aspect of drinking can lead to ALCOHOLISM / ALCOHOL / ALCOHOLIC.
5. HOMELESS / HOMELESSNESS can happen to anyone with reasons ranging from relationship breakdown, debt and unemployment to mental health issues, drug / alcohol issues.
6. Both her marriages ended in DIVORCE / DIVORCE
7. Her parents DIVORCE / DIVORCED when she was 14.
8. The Council's Housing Opportunities Team aims to advise on and help to resolve OVERCROWDED / OVERCROWDING.
9. UNEMPLOYED / EMPLOYMENT / UNEMPLOYMENT rose last month to its highest level for over five years.

## Tips

### Steps for writing a problem-solution essay

#### A. Prewriting

1. Define the problem to be solved.
2. Brainstorm to identify several solutions. Use the problem-solution chart to organize your ideas as shown previously.
3. Write a thesis
4. Gather supporting information

#### B. Writing

1. Decide how to develop your essay, follow chain model or block model.
2. Write the introduction. Provide situation for your problem. Write the thesis statement clearly.
3. Write the effects of the problem clearly. Support your arguments with relevant facts and examples. Exclude your subjective opinion.
4. Use your list of supporting information to back up your ideas about the best solution to the problem. Explain the solutions objectively.
5. Write a strong conclusion. Restate the problem and solution.

#### C. Editing and revising

1. Read your draft carefully. Using a checklist for a problem-solution essay, edit your draft.
1. Rewrite your draft before submitting it.



Source: bca2media20.13group7.blogs

# C. Let's Reflect!

## What have you learned?

Individual work

What have you learned so far? Check your learning progress. Read the statements in the following table. Give  $\surd$  to one of the two conditions fit you.



### Activity 6

STATEMENTS	YES	NO
1. Describing the problems in a problem-solution essay is easy.		
2. It is easy to write a thesis that suggests problem and solution clearly.		
3. It is easy to explain the problems.		
4. It is easy to provide objective solutions.		
5. It is easy to summarize the main points of the problems and solutions.		
6. It is easy to develop a problem solution essay.		





Source: news18.com

## D. So, What?

### Writing the Draft



#### Activity 7

#### Individual work

After studying the essay structure, it is the students' to write their draft. Choose one of the following challenging topics to be written:

1. The widespread use of the internet has brought many problems. What do you think are the main problems associated with the use of internet? What solutions can you suggest? Give reasons for your answer and include any relevant examples from your research.
2. The modern life affects the family. Many women work outside to help men earn money. What do you think are the main problems associated with this changing family role? What solutions can you suggest? Give reasons for your answer and include any relevant examples from your research.
3. Due to reducing the high-cost economy, many companies in Indonesia choose uneducated employers instead of educated employers. As a result, the number of educated unemployment has increased for three years. What do you think are the main problems associated with this fact? What solutions can you suggest? Give reasons for your answer and include any relevant examples from your own research.
4. The modern communication devices have eased the way people communicate. Many of them choose to communicate through gadget than do face-to-face interaction. What do you think are the main problems associated with this fact? What solutions can you suggest? Give reasons for your answer and include any relevant examples from research.

5. With the effect of globalization, many teenagers imitate the way the teenagers in other countries treat their parents impolitely. What do you think are the main problems associated with this fact? What solutions can you suggest? Give reasons for your answer and include any relevant examples from your research.

## Editing and Revising the draft



### Activity 8

#### Editing the draft

Pair work

Edit your draft using the following checklist.

	Yes	No	Comments
Does the writer use appropriate structure is used, either block or chain?			
Does the essay have a clear thesis statement?			
Does each paragraph have a clear topic sentence?			
Does the essay has strong support (facts, reasons, examples, etc.).			
Does the conclusion include a <a href="#">summary</a> of the main points?			

Does the essay have a thesis that indicated a specific problem and solution?			
Does the writer Include relevant and reliable evidence to show the problem?			
Does the writer include transitions to connect points and ideas?			
Does the conclusion summarize the main points?			

Adapted from : [http://writefix.com/?page\\_id=1205](http://writefix.com/?page_id=1205) .

## Revising the draft



### Activity 9

#### Individual work

Rewrite your draft based on the result of the editing process, then submit your final draft to your lecturer.



# UNIT SEVEN

## BE HEALTHY, BE HAPPY

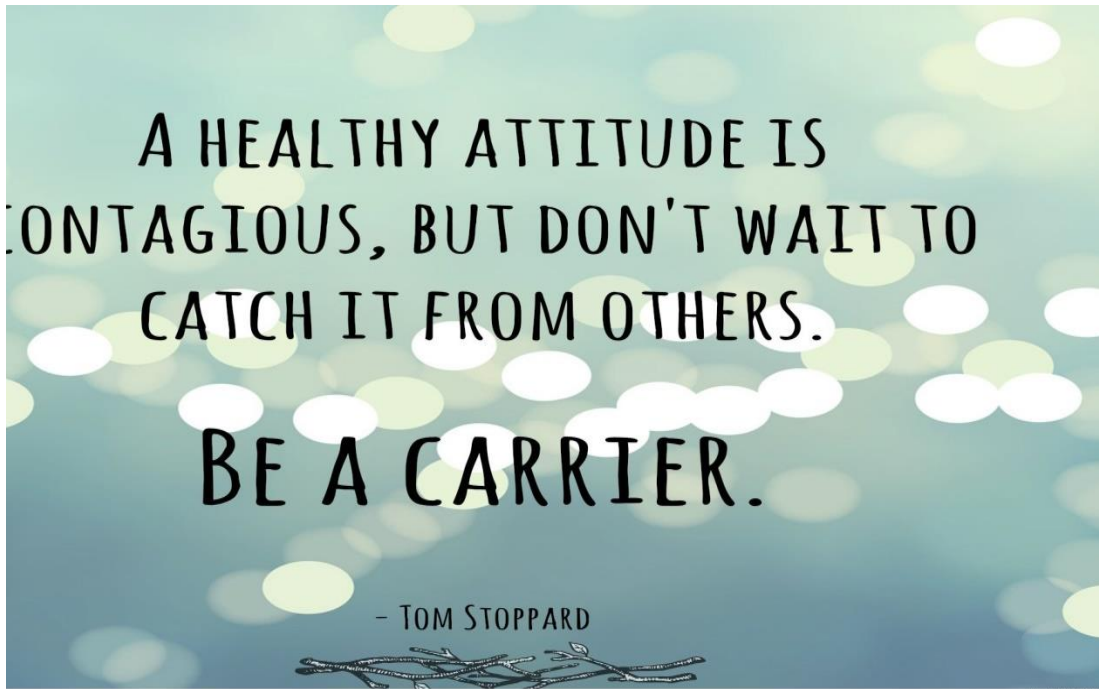


Source: [theowetan.wordpress.com](http://theowetan.wordpress.com)

### WHAT TO DO IN THIS UNIT:

1. Activating background schemata
2. Doing prewriting activity: discussing
3. Learning to write explanation essay
4. Learning to write a definition
5. Learning health terms
6. Doing reflection
7. Writing explanation essay
8. Editing and revising essay

## A. Do You Know?



Source: <http://quotespic-net/wp-content/>

Do the following task to activate your background schemata on a healthy lifestyle.  
**Identifying healthy lifestyle**



### Activity 1

Group work

Write down some examples of a healthy lifestyle. The first has been done for you.

No.	Healthy lifestyle
1.	Eating fewer snacks
2.	.....
3.	.....
4.	.....
5.	.....

## 1. Doing prewriting activity

### Discussing

#### Group work

What can you get from healthy lifestyle?



#### Activity 2

Discuss the benefits of healthy life to you. Note down the results of your discussion.



Source: <https://www.bing.com>

A healthy lifestyle leads to:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## B. Let's Do!

Essay type: Explanation

As previously explained, the explanatory essay is written to explain a particular topic to the reader. The goal of writing this essay type is to bring the reader to a concrete understanding of a topic. In this type, the writer of an explanatory writing simply explains the information and does not try to evaluate it, nor persuade the reader to believe it. To back up the explanation, facts and examples are included. The writer needs to use precise and accurate words to help the reader understand the information.



### Activity 3

#### Comprehending a Model Essay

Read the following explanation essay and answer the questions:

#### **The Art of Healthy Eating**

Obesity among adults and teenagers is considered to be one of the most common and disturbing problems globally, at least in economically-prosperous countries. Though food manufacturers notify customers about the nutritional value and the amounts of proteins, fats, and carbohydrates contained in most products, this does not contribute to decreasing the scope of the obesity issue. Nutritionists say that the origins of the problem lay not only in what people eat but in how they eat. Consequently, it is essential to have knowledge about the most common eating habits and offer alternatives to each of them.

**The general population’s consensus in developed countries is that if they consume larger portions or high-calorie food, they will feel full longer; accordingly, during their lunch breaks, they eat as much as they can and then return to their offices. While those who have active professions, such as construction workers or woodsmen, burn calories faster and thus are less exposed to obesity, many office workers can be categorized as being connected to risk, as they sit down at a desk for many hours after eating.** Eating at night is even worse, as a person does not simply lie in bed, but processes in their body, including food digestion, slow down. An effective alternative is to eat more often, [but in smaller portions](#), and to chew food thoroughly—in this case, satiety will occur sooner, and last longer, than if you were swallowing big bites.



**Opposed to popular opinion, fats are useful and beneficial for the human body. At the same time, this does not mean you can eat all fatty food without limitation. Trans fats and saturated fats, taken excessively, increases the risk of heart disease and obesity because one gram of fat has about twice as many calories per gram as carbohydrates and proteins (Web MD).** On the other hand, a healthy diet should include monounsaturated and polyunsaturated fats. Monounsaturated fats are contained in such products as oil, peanut oil, and olive oil, as well as avocados, nuts, and seeds. Polyunsaturated fats, including Omega-3 and Omega-6 fatty acids, can be found in fatty fish such as salmon, herring, mackerel, anchovies, and



sardines. One should also try different types of protein, simultaneously moving away from making it the center of your daily meals.

Many people who try to lose weight make excessive efforts involving personal willpower, forbidding themselves from products that they want. When you recognize certain foods as prohibited, your body will start to want more of it. In this case, if you fall into temptation, you will most likely experience a strong feeling of guilt or failure. In most cases, reducing portions of “banned” products and eating them rarely rather than usually is a more effective measure: you do not feel like you have to sacrifice your favorite food in favor of healthy nutrition. As time goes on, you will discover that your craving for such food decreases.

Though many people share the myth that healthy nutrition means counting calories and panicking about every sip of beer or chocolate, it is not true. The secret is not what people eat, but how they eat. Most often what they need is not a diet, but a revision of their eating habits. This includes split meals into smaller portions, a more balanced combination of fats, proteins, and carbohydrates, and reducing, not giving up, food which is favored but not exactly healthy.

Source: <https://academichelp.net/samples/academics/essays/expository/healthy-feeding.html>

Questions:

1. What information does the writer try to share with the reader?
2. What facts does the writer present in the body paragraph?
3. Does the writer use precise and accurate words?

### **Stating definition in an explanation essay.**

Sometimes, a writer needs to state the definition of a word or a phrase . The writer may define the word or phrase which is very technical, very recent, or with no widely agreed meaning to give reader background information on the topic before giving further explanation. Even some thesis statements of explanatory essays are definitions. Look at the definition of a term in the following introduction.

Is genetically modified food beneficial or unsafe for us and our planet? *Genetically modified foods are foods coming from genetically modified organisms (GMOs) which have had specific changes introduced into their DNA by genetic engineering techniques; they are usually genetically modified crops or fish.* They were first produced in 1983 after scientists discovered that DNA can be transferred between organisms in 1946.

A definition often consists of a word, a category, a detail, and a use (Bailey, 2003) as in the following example:

Word	Category	Detail	Use
A thermometer is	an instrument	containing liquid, such as alcohol	used for measuring body temperature.
Obesity is	a problem	commonly faced by people as result of unhealthy lifestyle.	

### Methods to define a word / phrase

There are some common methods used by a writer to state a definition as in the following explanation (Bailey, 2003):

1. Use category words such as process, system, or effect as in the following example:



Source: <https://www.bing/images/search?>

Obesity is the effect of eating more calories than what we use.

2. Defines the term in a negative way (an absence):

Depression is characterized by the absence of feelings of happiness and hope in a person.

3. Quotes a definition from another writer:

Bowlby (2010) argues that healthy eating is the practice of making choices about what and/or how much one eats with the intention of improving or maintaining good health.



### Activity 4

Writing the Definitions of the Healthy Lifestyle  
Group work

Write the definitions of the following words or phrases below. Use the three methods above to define.

1. added sugar:

---

2. carbohydrate:

---

3. calorie:

---

4. saturated fat

---

5. diet:

---

6. cholesterol:

---

7. diabetes:

---

8. glucose:

---

9. insulin:

---

10. overweight:

---

### Language Focus: Consistent verb form

It is important to give attention on the use of word class in writing. A writer should use the same verb form to show that his/her essay is carefully planned, revised, and edited. Look at the following example:

1. People should be careful in *selecting* and *buy* their food consumption.
2. Fats *are useful* and have benefits for the human body.
3. Many people *plant* and *producing* their own food because it is healthier.

The writer uses different word forms in each sentence that makes his/her sentence Incorrect. To improve the sentences, rewrite them and change the words into the same forms. Consider the results:

1. People should be careful in *selecting* and *buying* their food consumption.
2. Fats are *useful* and beneficial for the human body.

3. Some people *plant* and *produce* their own food because they are healthier.

Using consistent words form in writing



### Activity 5

Pair work

Change the words in bracket into the right form.

Are genetically modified food (have benefits) or unsafe for us and our planet? Genetically modified foods are foods coming from genetically modified organisms (GMOs) which have had specific changes introduced into their DNA by genetic engineering techniques; they are usually genetically modified crops or fish. They were first produced in 1983 after scientists discovered that DNA can be transferred between organisms in 1946.

### Vocabulary

In order to successfully convey a message, a writer needs to use exact and precise words. Avoid using words or phrases that can produce multiple interpretations.

Moreover, to write an essay on health, a writer also needs to know some common health terms. Here are the commonly used terms that are important to learn.

Healthy- life terms	
<b>Alcohol:</b> a volatile compound made by distillation	<b>Anorexia:</b> a prolonged disorder of eating due to loss of appetite
<b>Anemia:</b> a deficiency of red blood cells	<b>Acupuncture</b> Treatment of pain or disease by inserting the tips of needles at specific points on the skin.
<b>Bacteria:</b> Single-celled organisms that can cause disease	<b>Carbohydrate:</b> Carbohydrates are a component of food that supplies energy (calories) to the body.
<b>Healthy diet:</b> A diet which is heavily weighted towards 'good foods' while minimizing 'bad foods'	<b>Insulin:</b> A hormone made by the <u>pancreas</u> , insulin helps move glucose (sugar) from the blood to muscles and other tissues. Insulin controls blood sugar levels.

<p><b>Metabolism</b> The process that occurs in the body to turn the food you eat into energy your body can use.</p>	<p><b>Protein:</b> One of the nutrients that provide calories to the body.</p>
<p><b>Trans fatty acids:</b> A type of fat produced when liquid fats (oils) are turned into solid fats through a chemical process called <u>hydrogenation</u></p>	<p><b>Whole grains</b> Grains and grain products made from the entire grain seed usually called the kernel, which consists of the bran, endosperm, and/or germ.</p>

Source: [www.niddk.nih.gov](http://www.niddk.nih.gov) › Health Information & <https://www.verywell.com/carbohydrates-2242004>



### Activity 5

#### Using health terms in sentence

Group work



Source: [starttribune.com](http://starttribune.com)

Write sentences using the terms in the table.

1. Alcohol

---

2. Insulin

---

3. Metabolism

---

4. Protein

---

5. Carbohydrate

---

6. Bacteria

---

7. Whole grain

---

8. Trans fatty acids

---

9. Acupuncture

---

10. Anemia

---

11. Anorexia

---

12. Healthy diet

---

#### Steps for writing explanatory essay

1. Find a topic of interesting.
2. Determine the purpose and audience.
3. Brainstorm.
4. Find sources.
5. Write the introduction. Try to catch your readers' attention. Provide enough background information to make the reader understand the topic. Write the thesis clearly. Choose precise words to convey clear and exact meaning.
6. Write the body. Write the topic sentences clearly. Include facts and examples to support the thesis statement. Use transition words/phrases to connect the ideas.
7. Write the conclusion. Summarize the main points of your essay.



Source:thesieuthjournal.com

## C. Let's Reflect



### Activity 6

#### Individual work

What have you learned so far? Check your learning progress. Read the statements in the following table and give  $\checkmark$  to one of the two conditions fit you.

Statement	YES	NO	Comment
1. I can easily write the background information of the introduction.			
2. I can easily write a thesis statement for an explanatory essay. .			
3. I can easily define a word/phrase using the methods previously explained.			

4. I can easily explain the thesis in the body paragraph.			
5. It is easy to summarize the main points of the problems and solutions.			

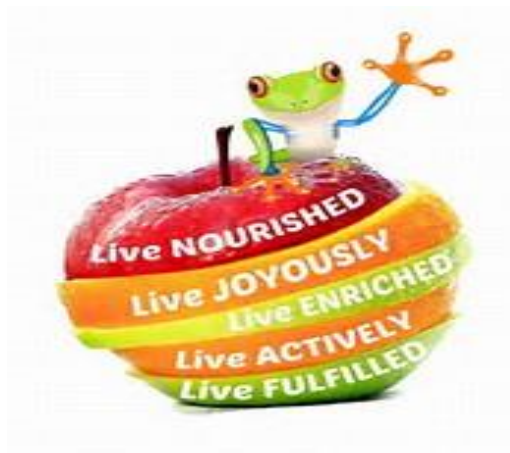
## D. So, what?

### 1. Writing the Draft



#### Activity 7

#### Individual work



Source: <https://www./bing.com/images/search?>

Write an explanatory essay on one of the following topics:

1. The benefits of drinking more water.
2. The benefits of sleeping.
3. How does nicotine in cigarette kill us?
4. Why is fast food not good for our health?
5. Why is excessive consumption of carbohydrate bad for our body?



### 3. Editing and Revising the draft



#### Activity 8

#### a. Editing the draft

Pair work

Edit your draft to make it perfect. Use the following checklist to help you do some revisions. Then rewrite your draft.

	Yes	No	Comments
<b>A. Organization</b> 1. Does the thesis statement introduce the audience to the subject to be explained or analyzed 2. Does the concluding paragraph clearly and effectively reinforce the analysis? 3. Are there enough details for each point? Are there enough facts for each point that I make? 4. Are there transition words to link all the information in a paragraph together?			
<b>A. Grammar and mechanics</b> 1. Is the sentence structure varied? 2. Is the word choice precise that convey exact meaning? 3. Do all the verbs agree with the subject? 4. Are the sentences complete? 5. Are all the words spelled correctly?			



b. Revising the draft

Take your draft and rewrite it. Make some changes based on the corrections in the revision step, then submit it to your lecturer.

## Editing Symbols

SYMBOL	MEANING	EXAMPLE IN A SENTENCE
	Start a new paragraph	Obesity among adults and teenagers is considered to be one of the most common and disturbing problems globally,
	Use a capital letter	A very clear example of a modern holiday with pagan origin is No Rooz, iranian New Year
	Insert a missing word letter, or punctuation mark	The seven foods represent life, health, wealth, abundance, love, patience and purity.
	Close up space	Iranian celebrates the passing of the old year with bon fires.
	Delete a word, letter, or punctuation mark	Islam is the the religion of most of the people in Indonesia.
	Change the order of letters or words	My family and I love to eat fresh food.
	Add a period	A noun clause is a clause used as a noun in a sentence
	Add a comma	Japan, China, India and many other countries have large IT sectors which drive their economies upwards.

	Add a space	Because of poverty, some children cannot go to school.
	Add a colon	Air pollution comes from the following sources cars, factories, and smokers.
	Add a semicolon	It is not just in business that computers have affected us so profoundly communication has been totally revolutionized.
	Add a hyphen	The twenty first century is already turning out to be the century of the computer.
	Add an apostrophe	My sons new computer presents the latest technology.

## Rules for Spelling

### 1. Adding Prefixes

When a prefix is attached to a word, the spelling of the word remains the same. See the following example:

dis-+ appear = disappear	im-+mobile= immobile
mis-+inform= misinform	pre-+mature=premature
re-+apply=reapply	un-+noticed=unnoticed

### 2. Suffixes and Silent e

When a suffix beginning with a vowel is attached to a word ending in a silent e, the e is usually dropped. See the following example:

hide+-ing=hiding	date+-ing=dating
sense+-ible=sensible	cube+-ic=cubic
believe+able=believable	celebrate+-ion=celebration

When a suffix beginning with a consonant is attached to a word ending in a silent e, the e is usually retained. See the following example:

grate+-ful=grateful	life+-less=lifeless
safe+-ty=safety	bare+-ly=barely
move+-ment=movement	strange+-ness=strangeness

### 3. Suffixes and Final y

When a suffix is attached to a word ending in y preceded by a consonant, the y is usually changed to i. See the following example:

pity+-ful=pitiful	marry+-age=marriage
body+-ly=bodily	twenty+eth=twentieth

#### Exception.

When -ing is added, the y is retained.

Carry+-ing=carrying	fly+-ing=flying
worry+-ing=worrying	copy+-ing=copying

When a suffix is attached to a word ending in y preceded by a vowel, the y usually does not change. See the following example:

stay+-ed=stayed	convey+-or=conveyor
relay+-s=relays	enjoy+able=enjoyable

### 4. Adding the suffixes -ness and -ly

When the suffix -ly is added to a word ending in l, both l's are kept. When -ness is attached to a word ending in n, both n's are kept. See the following example:

loyal+-ly=loyally	open+-ness=openness
potential+ly=potentially	uneven+-ness=unevenness

### 5. Doubling the Final Consonant

In one syllable words that end with one consonant preceded by one vowel, double the final consonant before adding -ing, -est, -ed, or -er. See the following example:

hop+-ing=hopping	big+-est=biggest
sip+-ed=sipped	nap+ing=napping
plan+er=planner	win+er=winner

In one syllable words that end with one consonant preceded by two vowels, the final consonant is doubled. See the following example:

dear+-est=dearest	need+-ing=needing
groan+-ed=groaned	cool+-er=cooler

### 6. Words with the "Seed" Sound

Only one English word ends in -sede: supersede. Three words end in -ceed: exceed, proceed, succeed. All other words ending with the sound of *seed* are spelled *cede*. See the following example:

Concede	secede	recede	precede
---------	--------	--------	---------

## 7. Words with *ie* or *ei*

For words with *ie* or *ei* pronounced as long *e*, there is a general spelling rule. The correct spelling is *ie* except after a *c*. See the following example:

### I before E

field	grieve	pierce	fierce	chief
niece	shield	believe	relieve	retrieve
reprieve	pierce	shriek	grief	pier

### Except after C

ceiling	receipt	perceive	deceit
receive	deceive	conceive	conceit

### Exception:

leisure	either	weird
neither	species	seize

Source: Basic Skills in English

## The Correct Form for Writing

### The Title

The correct form for a title includes capitalization. Capitalize only the first letter of the first word and of all important words. Do not underline the title .

### Writing Numbers

Numbers under 100 are usually spelled out. Large numbers are written in figures. See the following examples:

The criminal is a boy, he is 15 years old.

The minimum salary for a worker is Rp 2,750.

At the beginning of a sentence, a number is always spelled out. See the following examples:

Five hundred people who live around the volcano were evacuated.

Twelve students joined the competition.

Numbers are used for the following: dates, street and room numbers, telephone numbers, decimal, and percentages. See the following examples:

People of America celebrate the Independence Day on July 14.

The new company address is at Jl. Merdeka Barat No. 21.

The meeting is in room 207.

Call the telephone number 858687 for emergency call.

The temperature is 40; this is the highest temperature during this year.

You can read the letters to the editor on page 4.

The truck is 2.8 miles long.

The divorce rate increased 3 percent every year.

## Using Abbreviations

Abbreviations are used for most titles before and after names. Abbreviations may also be used for government agencies and for time. See the following examples:

Titles before proper names: Dr., Mr., Mrs., Ms., Gen., Prof.

Titles after proper names: Phd., M.Hum., M.Pd., S.H., S.E.

Dates and times: B.C., A.D., A.M., P.M.

Government agencies: CIA, FBI.

A title is abbreviated when it is used with a person's name, as Dr. Harun. *The Dr. is humble* is not correct.

# ACADEMIC WRITING FOR UNIVERSITY STUDENTS

## Teachers' Guide

### 1. Who is Experiences in Writing for?

Experiences in Writing is intended to be used in essay writing course for university students.

### 2. What is the purpose of the book?

Experiences in Writing is developed to help students master the skills of writing such as understanding the functions of writing (i.e. to inform, to persuade, etc.), understanding the structure of essay (introduction, body, and conclusion) and structure specific to a particular test type, the use of specific grammar to specific writing function, understanding the rules for spelling, and understanding the process of writing (prewriting, writing, and post writing).

### 3. How is the book organized?

The book is organized into seven units developed around seven different topics: culture, religion, education, language, technology, society, and health. Each unit includes prewriting activities, explanations, tasks and activities, reflection, draft writing, draft editing, and revision.

### 4. What kind of activities does the book provide?

As the book presents language as a means of communication, the tasks and activities are developed to involve students in using language to express their feeling, ideas, and opinions. To achieve that purpose, students are involved in activities by working together. The activities are arranged from activating student's background schemata to editing and revising their draft.

### 5. How should the book be used?

The book consists of seven units and each unit talk about different topic. The is organized on topic to accommodate students' interests to different topics. Each unit is always started with prewriting to activate students' background schemata on the topic discussed and relate it to the new

materials. The other function of prewriting step is to collect ideas related to the topic they will write in each unit. The book also presents input on the general essay structure and structure specific to each essay type, grammar and structure, vocabulary to facilitate students to produce a good essay. To solve students problem on the spelling of difficult words, the book provides rules for spelling. The explanations are followed by tasks and activities to make students use the aspects of language. Students were assigned to do reflection on their involvement in the activities before they write their essay draft. At the end, students edit and revise their draft before submitting it. To help students edit their draft, the book provides symbols for editing.





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