

APPENDICES

Appendix A

Transliteration

Surah Al-Qalam verse 1:

Verse	Transliteration	English Translation	Indonesia Translation
1	Nuun; walqalami wa maa yasturuun	Nun. By the pen and that which they write (therewith)	Nun. Demi pena dan apa yang mereka tuliskan

Appendix B

Research Letters

1. Research Approval Letter From Supervisor

SURAT PERSETUJUAN

Skripsi yang berjudul : An Analysis of Paragraph Writing Assessment by Using Learning Management System (LMS) in English Education Department of UIN Antasari Banjarmasin

Ditulis oleh : Shania Mauldyia Rahmah

NIM : 170102030644

Jurusan : Pendidikan Bahasa Inggris

Semester : Delapan

Alamat : JL. Kelurahan, Rt : 011 Rw : 004, Desa/Kelurahan : Landasan Ulin Selatan, Kecamatan: Liang Anggang, 70722, Banjarbaru, Kalimantan Selatan

Setelah diteliti dan diadakan perbaikan seperlunya, kami dapat menyetujuinya untuk dilakukan riset.

Banjarmasin, 02 Maret 2021

Pembimbing

Bidang Konten dan Metodologi




Drs. Saetdillah, M.Pd

NIP. 196405201992031006

Pembimbing

Bidang Bahasa dan Teknik Penulisan,



Anifah Linda Sari, S.S., M.Pd

NIP. 198711102015032004

2. Research Approval Letter From Department



KEMENTERIAN AGAMA UNIVERSITAS
ISLAM NEGERI ANTASARI FAKULTAS
TARBIYAH DAN KEGURUAN JURUSAN
TADRIS BAHASA INGGRIS
Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.uin-antasari.ac.id

Banjarmasin, 09 Maret 2021

No : B.123/un.14/III.1.f/KP.02.2/01/2020
Lampiran : -
Perihal : Permohonan Pengamatan dan Pengambilan Data Praskripsi / Skripsi

Yth.
Kepada Bapak Yansyah, M.Pd
Di
Tempat_

Assalamualaikum, wr,wb
Dengan hormat.

Disampaikan bahwa mahasiswa yang tersebut di bawah ini:

Nama : Shania Maulydia Rahmah
Tempat Tanggal Lahir : Landasan Ulin, 29 Juni 1998
NIM : 170102030644
Program Studi : S1 Pendidikan Bahasa Inggris
Semester : Delapan (VIII)
Alamat : Jl. Kelurahan Rt: 011 Rw: 004, Landasan Ulin Selatan
Liang Anggang, 70722, Banjarbaru,
Kalimantan Selatan

Adalah benar mahasiswa Tadris Bahasa Inggris (S1) UIN Antasari Banjarmasin dan yang bersangkutan akan melakukan penelitian dalam rangka menyusun Praskripsi / Skripsi:

Judul : AN ANALYSIS OF PARAGRAPH WRITING ASSESSMENT
BY USING LEARNING MANAGEMET SYSTEM
(LMS) IN ENGLISH EDUCATION DEPARTMENT OF UIN
ANTASARI BANJARMASIN
Tempat Penelitian : JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS TARBIYAH & KEGURUAN

Dengan ini kami memohon perkenankan izin dan bantuan seperlunya untuk menyusun penelitian disertai ini. Demikianlah surat ini kami buat dengan sebenar – benarnya agar dapat dipergunakan sebagaimana mestinya.

Ketua Jurusan

Hj. Nani Hizriani, M.A
197711272003122001

3. Research Approval Letter From Faculty



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBİYAH DAN KEGURUAN
Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
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Email: ftk.antasari@gmail.com Web: www.ftk.uin-antasari.ac.id

Nomor : B- 190 /Un.14/III.1./PP.00.9/03/2021
Sifat : Biasa
Lampiran : 1 (satu) lembar
Hal : Riset Dalam Rangka Penyusunan Skripsi

Maret 2021

Yth. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari
Banjarmasin

Assalamu'alaikum Warahmatullah Wabarakatuh

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Shania Mauliyda Rahmah
N I M : 170102030644
Jurusan : TBI
Fakultas : Tarbiyah dan Keguruan
Alamat : JL. Kelurahan, Rt : 011 Rw : 004, Desa/Kelurahan : Landasan Ulin Selatan,
Kecamatan: Liang Anggang, 70722, Banjarbaru, Kalimantan Selatan

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh



Wakil Dekan Bidang Akademik dan
Pengajaran,

Muhammad Hidayat

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari;
2. Kepala Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah & Keguruan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
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Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT RISET

B- 190 /Un.14/III.1.t/PP.00.9/03/2021

Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Shania Mauludya Rahmah
Nomor Induk Mahasiswa : 170102030644
Semester : VIII (Delapan)
Alamat : JL. Kelurahan, Rt : 011 Rw : 004, Desa/Kelurahan :
Landasan Ulin Selatan, Kecamatan: Liang
Anggang, 70722, Banjarbaru, Kalimantan Selatan
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka
pengumpulan data untuk penyusunan Skripsi
Sarjana dengan Judul :


**AN ANALYSIS OF PARAGRAPH WRITING ASSESSMENT BY USING LEARNING
MANAGEMENT SYSTEM (LMS) IN ENGLISH EDUCATION DEPARTMENT OF UIN
ANTASARI BANJARMASIN**

Tempat yang dituju : Jurusan Pendidikan Bahasa Inggris Fakultas
Tarbiyah & Keguruan
Barang yang dibawa : Seperangkat alat riset
Lamanya Riset : 2 (Dua) bulan
Dari tanggal : 09 Maret 2021
Sampai dengan tanggal : 09 Mei 2021

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkebiasaan dapat memberikan bantuan seperfunya.



Mahasiswa yang bersangkutan,


Shania Mauludya Rahmah
NIM. 170102030644



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBİYAH DAN KEGURUAN**

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REKOMENDASI

B- 190 /Un.14/III.1.1/PP.00.9/03/2021

Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin, dengan ini memberikan rekomendasi kepada:

Nama : Shania Maulydia Rahmah
Nomor Induk Mahasiswa : 170102030644
Jurusan : TBI
Semester : VIII (Delapan)
Tahun Akademik : 2020/2021
Alamat : JL. Kelurahan, Rt : 011 Rw : 004, Desa/Kelurahan :
Landasan Ulin Selatan, Kecamatan: Liang
Anggang, 70722, Banjarbaru, Kalimantan Selatan

Untuk melakukan kegiatan penelitian/Riset sebagai tindak lanjut dari penyusunan skripsi yang berjudul: "AN ANALYSIS OF PARAGRAPH WRITING ASSESSMENT BY USING LEARNING MANAGEMENT SYSTEM (LMS) IN ENGLISH EDUCATION DEPARTMENT OF UIN ANTASARI BANJARMASIN" pada Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah & Keguruan sejak tanggal 09 Maret 2021 sampai dengan 09 Mei 2021.

Demikian Surat Rekomendasi ini diberikan untuk dipergunakan sebagaimana mestinya.



Banjarmasin, Maret 2021
Wakil Dekan Bidang Akademik dan Kelembagaan,

Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
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Nomor : B- 170 /Un.14/III.1.U/PP.00.9/03/2021
Sifat : Biasa
Lampiran : I (satu) lembar
Hal : Riset Dalam Rangka Penyusunan Skripsi

Maret 2021

Yth. **Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah & Keguruan**
Banjarmasin

Assalamu'alaikum Warahmatullah Wabarakatuh

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Shania Mauludya Rahmah
N I M : 170102030644
Jurusan : TBI
Fakultas : Tarbiyah dan Keguruan
Alamat : JL. Kelurahan, Rt : 011 Rw : 004, Desa/Kelurahan : Landasan Ulin Selatan,
Kecamatan: Liang Anggang, 70722, Banjarbaru, Kalimantan Selatan

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh



**Wakil Dekan Bidang Akademik dan
Keterbacaan,**

Wahidul Huda

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari.

4. Finnish Research Letter



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS
Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN SELESAI RISET

NOMOR: B.63/un.14/III.I.f/KP.02.16/06/2021

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin menerangkan bahwa:

Nama : Shania Maulydia Rahmah
NIM : 170102030644
Fakultas : Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris

adalah benar yang bersangkutan telah selesai melakukan penelitian/riset penyusunan skripsi pada Jurusan TBI sejak bulan Maret 2021 – Mei 2021 dengan judul: **“AN ANALYSIS OF PARAGRAPH WRITING ASSESSMENT BY USING LEARNING MANAGEMENT SYSTEM (LMS) IN ENGLISH EDUCATION DEPARTMENT OF UIN ANTASARI BANJARMASIN”**.

Demikian agar diketahui dan dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 4 Juni 2021

Ketua Jurusan TBI



Nani Hizriani, M.A

NIP.197711272003122001

Appendix C

Consultation Notes

ADVISOR OF CONTENTS AND RESEARCH METHODS

NAME OF ADVISOR: Drs. SAADILLAH, M.Pd

Date	Notes
December 7 th 2020	Research questions number 1 revises it.
March 1 st 2021	For citations, the year and pages not be separated
June 4 th 2021	<ol style="list-style-type: none">1. For background of study, the little introduction did deleted. In line 12 “Allah SWT” become “All the Almighty”2. For data collection techniques<ol style="list-style-type: none">a. Interviewb. “Documentary” not “Documents”3. For chapter V, in conclusion don’t forget to give a number according to how many research questions there are. For example:<ol style="list-style-type: none">a. Get answer to research questions number 1.b. Get answer to research questions number 2. <p>Note:</p> <ol style="list-style-type: none">1. Don’t forget to give the pages2. Need a little revision

ADVISOR OF LANGUAGE AND WRITING TECHNIQUES

NAME OF ADVISOR: AFIFAH LINDA SARI, S.S., M.Pd

Date	Notes
December 7 th 2020	Research questions number 1 revises it.
March 1 st 2021	<ol style="list-style-type: none"> 1. For research instruments, research questions revise it. 2. For research questions number 1, focuses on the steps used by lecturer in assessing writing paragraph using learning management system (LMS). 3. Then, the second research questions will be better at asking for the benefits, or it could be the strengths and weaknesses of using learning management system (LMS) for assessing paragraph writing. In order that, the result can be using as a reference for other lecture whether or not the recommend LMS is used. 4. For theoretical review, discuss directly the paragraph writing material, which was previous delete. 5. Then, each table must have a title. For example, the table is in chapter 2, the table 2.1 and so on. Writing tables can be looking in the thesis guide. 6. Do not forget add previous studies. 7. For citations, the years and pages not separate.
April 16 th 2021	<ol style="list-style-type: none"> 1. For the citation, include the year. Check the writing of the citation in the thesis guide. Use an indirect citation from the author's statement, instead of using quotation marks, likewise in other paragraphs. 2. It has not been explained in the background why choosing the English Department of UIN Antasari and brief overview of previous study. 3. Check spelling. 4. For key terms, give the definition of what is refers to by LMS in this researched? Or what LMS platform is used by lecturer in assessing student assignments. 5. Check the writing on the table on the thesis guideline, where it should put the table title. 6. For chapter III, in subject and participant, delete the subject and object.
May	1. For background of study, in the fourth paragraph check the

Date	Notes
17 th 2021	<p>citation. In the ninth paragraph, correct the sentence. In the fourteenth paragraph, change this sentence into past tense. For the fifteenth paragraph removed.</p> <ol style="list-style-type: none"> 2. For definition of key terms, explain what is meant by learning management system (LMS) used by students in this study and what is it like? 3. For chapter II, the paragraphs are tidied up, don't go backwards. Check the thesis guide for writing the title on the table. Adjust if the chart form means the title written is a chart not a table. 4. For writing citations please justify. 5. Chapter III, for sentence "this research is title" changed to "the title of this research is" 6. For sentence "was conduct" changed to "conducted" 7. For sentence "located in" changed to "which is located in" 8. For sentence "paragraph writing parts of writing, such as basic writing, essay writing, and academic writing" the sentence is justified. 9. For sentence "will be analyse" change into past tense. 10. For word "conducts" change into past tense. 11. For chapter IV, in finding number one: focus on what is asked in the research question. The first question is how lecturers use this learning management system (LMS) to assess paragraph writing. 12. In finding number two: for sentence "in paragraph writing course, meetings per week are according to the syllabus" revise this sentence. 13. For chapter V, in conclusion it is simplify, write the important points which are the answers to the questions in the research questions.
August 9 th 2021	<ol style="list-style-type: none"> 1. Abstract, the last paragraph on the abstract should be the answer of your research questions. Here, I did not find the results or answers to the research questions, the explanations were only worth it to use. Readjust with research questions. Then the abstract is written in 1 paragraph only, between 200-250 words. 2. Check how to write the title of the table on your thesis guide. So, the table title still goes into the table not above the table. 3. Finding will be better if it is equipped with examples. For example, when giving an assignment to the Learning

Date	Notes
	Management System (LMS), how it looks can be captured, as well as when the lecturer provides feedback on the Learning Management System (LMS) how the shape can be captured. Then for the mention of the lecturer's name, it is enough to only have the initial, for example the lecturer or lecturer Y.
August 16 th 2021	For references, please use Times New Roman font.

Appendix D

Interview Guideline

Research Instrument

RESEARCH QUESTIONS

1. How does the lecturer use Learning Management System (LMS) for assessing students' paragraph writing?
2. What are the benefits of using Learning Management System (LMS) in assessing student's paragraph writing?

THEORIES RELATED WITH THE INSTRUMENTS

Based on Sattayatham & Ratanapinyowong (2008, p. 17), the paragraph is unarguably the most important thing to be discuss. Words come together to form sentences; sentences join together to make a paragraph; and paragraphs combine together to form letters, reports, essays, and other larger text.

According to Tasmania (2011, p. 15), assessment is an essential part of language teach and learning. It can be says that, it is a process a making judgment related to the students' achievements in their learning in a particular period. This process includes devising assessment tasks, writing the rubric, judging the students' achievement based on those tasks, giving feedback to the students, and deciding grades.

The teacher can use various traditional types of assessment and can use the alternative ones. According to Brown (2004, p. 251), the characteristics of traditional assessment focus on the correct answer and product. On the other hand,

Brown states that alternative assessment focuses on the process as well as the product.

According to Weigle (2002, p. 108), the scoring procedures are critical because the score is ultimately what will be used in making decision and inferences about writers. A score in a writing assessment is the outcome of an interaction that involves not only the test taker and the test, but the task, the written text itself, the evaluator and the rating scale.

Under to Al-Huseiny (2015, p. 5), a learning management system (LMS) is a software application that provides a comprehensive set of tools for educators to manage learning resource, administrative functions, assessments, and grading.

In pursuance of McIntosh (2008, p. 72), the common set of such features of Learning Management System (LMS) should, include the following.

1. Course development tools for uploading resources (text, multimedia, simulation programs, etc.).
2. Course syllabus development tools with the ability to structure learning units.
3. Content management tools to enable reuse of course on subsequent years.
4. Quiz/survey tool for creating tests, course evaluation, etc.
5. Grade book to enable educators put weights on different activities.
6. Administrative tools to help instructors and departments track student activity both as individuals and in groups.
7. Password protected accounts to give students controlled access to course materials.

8. Personal webpage publishing to enable students interact with other scientific communities and other learners.
9. E-commerce tools for sale of course in private universities (optional).
10. Streaming audio and video educational material (important, but also optionally).
11. Virtual classrooms to: create webinars, video conferences and virtual labs.
12. Get access to electronic libraries.

SCORING RUBRIC

1	The response does not complete the assignment. Information may be missing or inaccurate accuracy and logic. There are problems with accuracy and logic. Overall impression: incomplete and unsatisfactory.
2	Standard barely met. Information provide is generally accurate. There may or may not be a conclusion or an opinion. If one or the other is offered, there may be problems with accuracy and logic.
3	Meets standard. Information is accurate. A logical conclusion or an opinion is offer. Writing is fluent but not interesting. The answer is lengthy rather than concise.
4	Exceeds standard. Information is accurate and writing is fluent and lively. Answer is concise and to the point. Conclucions and / or opinions are logical. Overall impression: complete and satisfactory.

Source: (Deborah, 2001, p. 28)

Interview Guideline

For the lecturer of paragraph writing:

- a. Identify yourself by full name and university.

“My name is Shania Maulydia Rahmah and I study at State Islamic University Antasari Banjarmasin.”

- b. Explain your assignment/project.

“I am conducting research for my undergraduates’ thesis.”

- c. Explain your topic.

“I am researching (the rubric of assessment for paragraph writing courses as well as benefits in before and after using Learning Management System / LMS by lecturers).”

- d. Offer an idea of how much time the person should allow for the interview.

“The interview should take approximately 20 minutes.”

- e. You can ask with your interviewees.

1. Have you previously paragraph writing taught using a Learning Management System (LMS)?
2. If you ever though paragraph writing course using a Learning Management System (LMS), how assess of paragraph writing subjects using a Learning Management System (LMS)
3. What are the benefits in assessing students in paragraph writing, before and after using a Learning Management System (LMS)?
4. What are the strength and weakness of using a Learning Management System (LMS) for assessing paragraph writing?

f. Ask for the contact information of the interviewee.

“May I ask your phone number or e-mail address?”

g. Finish with a cordial when closing the interview.

“Thank you for the opportunity and free time.”

INTERVIEW WITH THE LECTURER OF PARAGRAPH WRITING

Name : Yansyah, M.Pd

Date : Friday, March 19th 2021

Place : Muhammadiyah University Banjarmasin

No	Questions
1	Have you ever taught using the Learning Management System (LMS)?
2	How are the differences, between before and after teaching using the Learning Management System (LMS)?
3	Do you always give a paragraph writing task to students every subject in paragraph writing?
4	When you assess a students' task, do you use the criteria or rubric as an assessment?
5	How does the process in assessing student's assignments in paragraph writing subjects using the Learning Management System (LMS)?
6	After using a Learning Management System (LMS), what are the benefits in assessing students in paragraph writing?
7	After students finish work on the task, do you immediately assess their work or does it have corrections the returned to the students to be repair?
8	What are the strength and weakness of using a Learning Management System (LMS) for assessing paragraph writing?

Appendix E

Script of the Interview

Script Interview with the Lecturer of Paragraph Writing

- Interviewer : Assalamualaikum. Perkenalkan saya Shania yang tadi menghubungi bapak untuk izin wawancara. Sebelumnya mohon maaf mengganggu waktu bapak.
- Lecturer : Iya waalaikumsalam. Silahkan masuk, langsung mulai saja wawancaranya.
- Interviewer : Baik bapak. Ada beberapa pertanyaan yang ingin saya ajukan, yang pertama apakah bapak dalam mengajar pernah menggunakan aplikasi Learning Management System (LMS)?
- Lecturer : Iya saya pernah. Saya sudah beberapa kali dalam menggunakan aplikasi Learning Management System (LMS).
- Interviewer : Pertanyaan selanjutnya, bagaimana perbedaan antara sebelum dan sesudah menggunakan aplikasi Learning Management System (LMS)?
- Lecturer : Sebelumnya saya pernah mengajar untuk mata kuliah *English for Academic Purpose (EAP)*, *Language Learning Assessment, Curriculum & Material Development (CMD)* dan di semester ini mengajar mata kuliah *Paragraph Writing*. Dikarenakan sebelum-sebelumnya menggunakan aplikasi Learning Management System (LMS) dalam proses pembelajaran. Jadi tidak ada perbandingan sebelum maupun sesudah menggunakan aplikasi Learning Management System (LMS).
- Interviewer : Apakah bapak selalu memberikan tugas menulis paragraf kepada mahasiswa setiap mata kuliah?
- Lecturer : Untuk setiap pertemuan mengikuti materi yang ada di silabus. Karena lagi pandemik, proses pembelajaran beda dengan di kelas yang biasanya dilakukan secara tatap muka. Setiap pertemuan pasti ada tugas tetapi tugas yang diberikan secara bertahap. Jadi untuk materi pembelajaran tidak semua diajarkan.
- Interviewer : Ketika bapak menilai tugas mahasiswa, apakah bapak menggunakan kriteria atau rubrik sebagai penilaian?

- Lecturer : Untuk menilai hasil tugas mahasiswa saya menggunakan rubrik. Untuk rubrik ada tiga yaitu *holistic, primary trait, and analytical scoring*. Disini saya menggunakan rubrik *holistic* atau nilai keseluruhan, karena jumlah mahasiswa yang banyak jadi saya memilih rubrik *holistic*. Dalam pengumpulan tugas saya tidak minta seperti, langsung minggu depan atau pertemuan selanjutnya harus setor paragrafnya. Menurut saya yang seperti itu mereka jadi tidak mengalami proses pembelajaran. Jadi kadang-kadang diawal ada *fill assignment* dulu atau mereka *brainstorming*. Minggu selanjutnya, setelah di cek oleh temannya dan dapat masukan baru *final editing* nya yang disubmit. Paragraph yang sudah lebih bagus untuk disubmit.
- Interviewer : Jadi hasil koreksian dari temannya baru di submit pak?
- Lecturer : Iya. Paling tidak dapat koreksian dari temannya. Berlaku juga ketika *final test*. Jadi ketika *final test* materinya tentang *opinion paragraph*, mahasiswa menulis dulu di aplikasi Learning Management System (LMS) melalui forum diskusi, seperti menulis rencana ide-idenya, kemudian mahasiswa membuat draft, setelah itu dikasih ke temannya untuk diperiksa, setelah diperiksa temannya mengirim balik, dan memperbaiki sesuai masukan temannya. Saya juga akan memberikan masukan. *Step* terakhir mahasiswa bisa *final submission*. Jadi untuk satu paragraf kadang itu memakan lebih dari satu atau dua pertemuan, makanya tidak bisa terlalu banyak jenis tulisan yang ditawarkan. Meskipun ini terlihat *simple* di dalam mata kuliah *paragraph writing*, hanya menulis satu paragraf tetapi saya ingin mahasiswa mengalami proses.
- Interviewer : Bagaimana proses bapak dalam menilai tugas mahasiswa menggunakan aplikasi Learning Management System (LMS)?
- Lecturer : Sebenarnya untuk penilaian di Learning Management System (LMS) sudah tersedia kolom penilaian dan juga kolom *feedback*. Jika mahasiswa mengumpul dalam bentuk pdf dosen memberi penanda atau *notes*, tetapi jika mahasiswa mengumpul dalam jenis lain agak susah dalam penilaian.
- Interviewer : Setelah bapak menggunakan aplikasi Learning Management System (LMS), apa manfaat dalam menilai tugas mahasiswa dan apakah *worth it* digunakan di dalam perkuliahan?

- Lecturer : Untuk manfaat penggunaan aplikasi Learning Management System (LMS) yang pertama penilaian lebih transparan, karena mahasiswa bisa mengontrol sendiri nilai mereka berapa dari setiap tugas yang didapat. Artinya dosen tidak bisa menyimpan sendiri nilai, biasanya mungkin kalo perkuliahan *offline* hanya dosen saja yang tahu. Dimulai dari mengumpulkan tugas, setelah itu dinilai, kemudian diakhir semester baru bisa mengetahui nilai nya berapa. Di Learning Management System (LMS) jika sudah dinilai oleh dosen, maka mahasiswa dapat melihat sendiri nilainya. Jadi untuk penilaian lebih transparan karena mahasiswa mengetahui nilai mereka sendiri. Sebenarnya penggunaan aplikasi Learning Management System (LMS) ini *worth it*, yang pertama dilihat dari segi kouta atau paket data mungkin ini akan lebih murah atau lebih mudah dibandingkan dengan menggunakan aplikasi lain seperti Zoom yang harus tatap muka, apalagi ketika *writing* fokusnya lebih kepada *practice* seperti *discussion*, dan *submitting assignment*. Adanya aplikasi Learning Management System (LMS) sudah lumayan cukup membantu, karena untuk materi saya cuma menjelaskan misalnya untuk materi *cohesion* disana cuma sekali pertemuan atau bisa juga diupload lewat video kemudian sisanya itu akan lebih kepada pekerjaan mahasiswa, seperti mengunggah *draft* tugas, kemudian *submission final*.
- Interviewer : Untuk pengumpulan tugas jadi satu didalam aplikasi Learning Management System (LMS) seperti video ataupun tugas-tugas lain. Apakah seperti itu pak?
- Lecturer : Jadi satu pertemuan itu bisa berbagai jenis kegiatan, untuk susunan nya apa yang mau ditampilkan terserah dosen. Misalkan untuk kegiatan mahasiswa di pertemuan ini harus menonton video, kemudian disini mereka melakukan *discussion*. Dosen yang akan mengontrol bagaimana desain untuk satu modul atau silabus. Jadi misalnya saya mengajarkan materi *cohesive* dan *cohesion*, materi apa saja yang harus saya post di aplikasi Learning Management System (LMS), kemudian untuk *discussion* mau seperti apa tentang apa, kemudian untuk *project* mau seperti apa itu bebas terserah dosen.
- Interviewer : Setelah mahasiswa selesai mengerjakan tugas, apakah bapak langsung menilai atau setelah bapak menilai, dikembalikan, dan melakukan perbaikan tugas?

- Lecturer : Tergantung, misalnya nilai yang diperlukan harus cepat mau tidak mau harus dinilai secepatnya. Karena kelas yang dipegang selama *online* lumayan banyak, jadi kadang-kadang penilaian jadi tertunda dari jadwal yang seharusnya.
- Interviewer : Menurut bapak kelebihan dan kekurangan dalam menggunakan aplikasi Learning Management System (LMS)?
- Lecturer : Saya rasa manfaat dan kelebihan penggunaan aplikasi Learning Management System (LMS) sama saja. Masalah dalam penggunaan aplikasi Learning Management System (LMS) kadang-kadang salah satu mahasiswa ada yang tidak bisa *log in*. Jika terjadi seperti itu maka di luar kontrol dari dosen.
- Interviewer : Apakah koneksi internet termasuk dalam kekurangan penggunaan aplikasi Learning Management System (LMS)?
- Lecturer : Koneksi internet sejauh ini saya tidak masalah, karena kelas *paragraph writing* dibuka selama satu minggu dan saya tidak membatasi bahwa tugas harus dikumpul misalnya cuma diberi waktu hanya dua hari. Pengumpulan tugas tidak lebih dari satu minggu untuk satu tugas. Jika mahasiswa menunda-nunda untuk mengumpulkan tugas, tetap ada *deadline* misalnya untuk tugas tentang *paragraph writing process* dikumpul dalam dua atau tiga minggu. Berarti selama dua atau tiga minggu tugasnya harus selesai. Untuk koneksi internet tidak jadi masalah selama mahasiswa mau berusaha mencari. Maksudnya jika tidak bisa atau tidak punya koneksi internet bagus hari ini, mungkin bisa mencari koneksi internet bagus dihari besoknya. Masalah dalam penggunaan aplikasi Learning Management System (LMS) adalah control saya sebagai dosen. Biasanya ada mahasiswa yang bertanya seperti “pak saya tidak bisa log in” dosen tidak bisa membantu kecuali harus ke adminnya. Jika adminnya ternyata tidak atau kurang responsive, mau tidak mau seperti semester lalu mahasiswa setiap kali mengumpul tugas harus lewat e-mail. Satu orang mahasiswa tahun kemarin dia mengumpulkan tugas nya lewat e-mail tidak bisa lewat Learning Management System (LMS) karena dia tidak bisa log in.
- Interviewer : Jika ada mahasiswa tidak bisa *log in* di aplikasi Learning Management System (LMS), berarti penyelesaiannya bagaimana

pak? Apakah mahasiswa diberi dispensasi dalam mengumpulkan tugas seperti menyusul dalam mengumpulkan tugasnya?

Lecturer : Jadi setiap ingin *submission*, *discussion* atau mengumpulkan tugas mahasiswa yang tidak bisa *log in* di aplikasi Learning Management System (LMS) harus mengirim lewat e-mail. Jika teman-temannya mengirim tugas di Learning Management System (LMS), mau tidak mau mahasiswa yang tidak bisa *log in* harus mengirim lewat e-mail. Untuk sistem nilai mau tidak mau harus dilakukan secara manual, artinya terpisah dari yang lainnya dan tidak masuk di dalam aplikasi Learning Management System (LMS). Dan salah satu kekurangan di dalam aplikasi Learning Management System (LMS) cuma bisa digunakan sekali, maksudnya adalah setelah selesai perkuliahan tidak bisa lagi melihat yang sebelumnya (hilang).

Interviewer : Apakah yang ada di aplikasi Learning Management System (LMS) berarti tidak bisa dilihat kembali pak?

Lecturer : Iya, disini kita bisa melihat apa yang ada di aplikasi Learning Management System (LMS) jadinya hilang. Ini cuma ada mata kuliah semester sekarang dan untuk semester yang lalu, sudah tidak ada lagi di aplikasi Learning Management System (LMS). Mungkin ini salah satu kebijakan dari UIN Antasari. Jika aplikasi lain, contohnya saya punya aplikasi *canvas*. Apapun mata kuliah yang pernah kita pegang, semuanya ada disini mau semester sekarang atau semester beberapa tahun yang lalu selama tidak dihapus. Jadi walaupun saya dapat mata kuliah yang sama lagi dengan semester lalu saya masih mempunyai akses ke materinya. Jika di aplikasi Learning Management System (LMS) UIN Antasari, saya tidak memiliki kontrol penuh atau tidak memiliki akses lagi kecuali saya harus membuat materi baru lagi atau membuat susunan kelas baru lagi.

Appendix F

Documentary

1. Paragraph Writing Syllabus

**SYLLABUS OF ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF ANTASARI BANJARMASIN**

Course Name	: Paragraph Writing
Course Code/Credits	: PBI 2311/2 Credits
Semester	: 4
Status	: Compulsory
Prerequisite	: Basic Writing Skill
Course Description	: This course is designed to equip the students with the skill to be able to write different types of paragraphs correctly. This course also introduces the students to the three elements of paragraphs, and acquaints them to unity, coherence, and some pre-writing techniques. The types of paragraphs selected for this course are descriptive, classification, process, definition, comparison and contrast, cause effect, and opinion paragraphs.
General Objectives	: To develop students' ability to write different types of paragraphs in English.
Teaching and Learning Modes	: Lectures, pair/ group work, peer editing, blended learning
Evaluation and assessment	: Mid test : 30% Assignments : 30 % Final test : 40 %
References	: 1. Arnaudet, Martin L., & Barret, Mary Ellen. (1990). <i>Paragraph Development: A Guide for Students of English</i> . USA: Prentice-Hall Inc. 2. Brillinger, Patricia., Jackson, Kathleen., & Shaw, Christine. (1995). <i>Write Now: Process Writing for ESL</i> . Canada: Prentice Hall Inc. 3. Folse, Keith S., Mahnke, M. Kathleen., Solomon, Elena Vestri., & Williams, Lorraine. (2003). <i>Blueprints 1: Composition Skills for Academic Writing</i> . USA: Thomson Heinle. 4. Oshima, Alice, & Ann Hogue. (2007). <i>Introduction to Academic Writing</i> , Longman. 5. Oshima, Alice, & Ann Hogue. (1999). <i>Writing Academic English</i> . Longman

Meeting	Specific Objectives	Topic	Indicators of achievement
1	The students should know the objectives, topics, references, and assignments for the course	Introduction and Study Contract	1. The students know the objectives of the course 2. The students know the topics covered in the course 3. The students know the references for the course 4. The students know the assignments for the course
2	The students should know and understand the elements of a paragraph and write a good topic sentence	1. Elements of a Paragraph: Topic sentence, supporting sentences, concluding sentence 2. Topic Sentence (position, criteria of good topic sentence)	1. The students understand the elements of a paragraph 2. The students are able to write a good topic sentence
3	The students should know and understand pre-writing techniques in the process of paragraph writing	Process of Paragraph writing (pre-writing) 1. Choosing a topic 2. developing ideas (brainstorming, listing, clustering, freewriting) 3. Planning a paragraph (outlining, organizing)	The students are able to: 1. understand the importance of pre-writing 2. develop ideas through different techniques: brainstorming, listing, clustering, freewriting 3. make an outline of a paragraph
4	The students should know and understand how to develop a paragraph	Process of Paragraph Writing 1. writing supporting details 2. techniques of support 3. writing concluding sentence	The students are able to: 1. write supporting details with variety of techniques 2. write concluding sentence
5	The students should	Unity in a Paragraph	The students are able to:

	understand the unity in a paragraph		<ol style="list-style-type: none"> 1. identify a unified and not-unified paragraph 2. The students are able to revise a paragraph which does not have unity
6	The students should understand the coherence in paragraphs.	Coherence in a Paragraph; <ol style="list-style-type: none"> 1. consistence of pronoun 2. the use of linking device 	The students are able to <ol style="list-style-type: none"> 1. understand how to achieve coherence in paragraph by using consistent pronoun 2. use appropriate linking device to achieve paragraph coherence
7	the students should be able to write descriptive paragraph	Writing Descriptive Paragraph <ol style="list-style-type: none"> 1. Describing People 2. Describing Places 	The students are able to write description of people and description of place
8		Middle Test	
9	The students should be able to write process paragraph	Writing Process Paragraph	The students are able to write process paragraph
10	The students should be able to write classification paragraph	Writing Classification Paragraph	The students are able to write classification paragraph
11	The students should be able to write definition paragraph	Writing Definition Paragraphs	The students are able to write definition paragraph
12	The students should be able to write comparison - contrast paragraph	Writing comparison - contrast Paragraph	The students are able to write comparison - contrast paragraph
13	The students should be able to write cause-effect paragraph	Writing cause-effect Paragraph	The students are able to write cause-effect paragraph
14	The students should be able to write opinion paragraph	Writing Opinion Paragraph	The students are able to write opinion paragraph
15	The students should be able to improve their writing through peer editing	Overall review & peer editing	The students are able to improve their writing through peer editing
16		Final Test	

2. Student Grade Lists



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DAFTAR NILAI MAHASISWA Semester Ganjil Tahun Akademik 2020/2021

Kelas : 19-A Kode Dosen : 1327
 Kode Mata Kuliah : PBI18111 Dosen : YANSYAH, M.Pd
 Mata Kuliah : PARAGRAPH WRITING ** Program Studi : S1 - PENDIDIKAN BAHASA INGGRIS
 SKS : 2 Fakultas : TARBIAH DAN KEGURUAN

NO.	NIM	NAMA MAHASISWA	Kehadiran(10%)	Tugas(25%)	Middle Test(30%)	Final Test(35%)	NA	HURUF
1	170102030006	INDAH RAHAYU	0	0	0	0	0	E
2	190101030124	NOVIANA DWI REGITA PUTRI	100	88	85	80	85.5	A
3	190101030044	INTAN ERWANI	100	88	80	88	86.8	A
4	190101030249	MELISA KHAIRAINI	100	89	80	85	86	A
5	190101030024	SITI FATIMAH	100	93	80	87	87.7	A
6	190101030188	AWANG FAIDHIL HASAN	87	79	90	78	82.75	A
7	190101030133	NUR AZIZAH	100	93	85	80	86.75	A
8	190101030015	MAULIDA HASANAH	100	95	85	85	89	A
9	190101030198	ROBIAH	100	89	90	85	89	A
10	190101030244	MAULIDIA TAZKIAH	53	77	0	0	24.55	E
11	190101030093	AINUL PITRIA	100	90	80	89	87.05	A
12	190101030201	AYUDHIA SHERANI FIRDAUS	100	92	90	86	90.1	A+
13	190101030192	MUHAMMAD FUAD FACHRUDDIN	93	94	80	87	87.25	A
14	190101030159	NUR'AZIZAH APRILIANI	100	91	80	86	86.85	A
15	190101030989	M. HILMI FAUZAN	100	79	70	76	77.35	B+
16	190101030905	M ZAINURI IKHSAN	100	89	75	80	82.75	A
17	190101030988	ADJI SUWENO	100	89	90	80	87.25	A
18	190101030985	MUHAMMAD ASYARI	100	93	85	86	88.85	A
19	190101030886	DANDI KHASIM	100	83	90	82	86.45	A
20	190101030881	M. HADI RUSADI	93	85	80	90	86.05	A
21	190101031008	DIFA ALIMAH ADDIN	100	94	70	79	82.15	A
22	190101030597	MUHAMMAD RIZQI ADHITYA	100	88	90	78	86.3	A
23	190101030777	ARDYA RIGITA CAHYANI	100	88	75	78	81.8	A
24	190101030371	IRMA APRIYANTHI	100	92	80	90	88.5	A
25	190101030548	PUTERI NUR SYIFA NINDITA ARIFAH	100	91	70	90	85.25	A
26	190101030586	RIZALI AKBAR	100	81	75	85	82.5	A
27	190101030619	MUHAMMAD SYARIF RAHMAN	100	92	78	80	84.4	A
28	190101030786	MUHAMMAD MAWARDI ALMADANI	93	88	70	85	82.05	A
29	190101030341	ANNISA RIZQA RAHIMA	100	92	80	90	88.5	A
30	190101030447	AHMAD MUHAMMIN	47	38	0	0	14.2	E
31	190101030805	NOVIA HERMAWATI	100	95	80	90	89.25	A





DAFTAR NILAI MAHASISWA
Semester Ganjil Tahun Akademik 2020/2021

Kelas : 19-B Kode Dosen : 1327
Kode Mata Kuliah : PBI18111 Dosen : YANSYAH, M.Pd
Mata Kuliah : PARAGRAPH WRITING ** Program Studi : S1 - PENDIDIKAN BAHASA INGGRIS
SKS : 2 Fakultas : TARBIYAH DAN KEGURUAN

NO.	NIM	NAMA MAHASISWA	Kehadiran(10%)	Tugas(25%)	Middle Test(30%)	Final Test(35%)	NA	HURUF
1	170102031367	WARDI	73	82	80	84	81.2	A
2	190101030206	DINI NADIA SAHDIAH	100	94	80	78	84.8	A
3	190101030144	VIRNA IHYA SALSABILLA	100	89	72	75	80.1	A
4	190101030068	RAHMATUL JANNAH	100	92	80	80	85	A
5	190101030162	FATHAN NOOR	100	93	80	75	83.5	A
6	190101030155	SOFIA LAPUJA	100	93	80	75	83.5	A
7	190101030169	ANISSA SALSABILLA	100	95	85	85	89	A
8	190101030222	IHDAL BAYU PAMUNGKAS	100	96	95	90	94	A+
9	190101030196	SHEVIANA AISYIAH	100	94	95	80	90	A+
10	190101030004	SAIDAH ULFAH	100	87	100	78	89.05	A
11	190101030969	ACHMAD ALFA NAJWAN	87	89	90	76	84.55	A
12	190101030960	MUHAMMAD JALALUDDIN ROMI	100	86	80	78	82.8	A
13	190101030399	KHAIRATUN NI'MAH	100	86	80	86	85.0	A
14	190101030488	MUHAMMAD HILAL NAZMI	93	87	95	87	90	A+
15	190101030798	SALMINA	100	92	80	90	88.5	A
16	190101030663	GINA AMALIA SHALEHAH	100	89	90	85	89	A
17	190101030289	BELLA SYIFA ZULFIA	100	88	80	80	84	A
18	190101030553	NOVIANA HANANI	100	88	90	85	88.75	A
19	190101030596	GUSTI RAFTATUSSYIFA	93	87	80	78	82.35	A
20	190101030354	ROFIFAH HUMAIRA	100	85	75	75	80	A
21	190101030510	SALWA DZULHIJAH NANDA MAHWAN	100	90	80	85	86.25	A
22	190101030784	YENNI MAHRITA	73	72	80	75	75.55	B+
23	190101030407	HANA SAZIDA	100	90	100	79	90.15	A+
24	190101030347	PUTRI PUSPA ANGGRAINI	100	94	80	80	85.5	A
25	190101030783	RABBYANI RAMAITA RAHMAH	100	90	80	84	85.9	A
26	190101030774	MUHAMMAD SYIHAB FADHILAH	100	78	90	78	83.8	A
27	190101030379	SALSABILA YUNITA	100	93	78	90	88.15	A
28	190101030489	NASRUDIN IKHSAN	93	86	80	80	82.8	A
29	190101030672	ROHANA	100	96	80	85	87.75	A
30	190101030304	NATASYA YASMIN	93	87	80	80	83.05	A



3. Lecture Journals



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JURNAL PERKULIAHAN Semester Ganjil Tahun Akademik 2020/2021

Kelas : 19-A
Kode Mata Kuliah : PBI18111
Mata Kuliah : PARAGRAPH WRITING **
SKS : 2

Kode Dosen : 1327
Dosen : YANSYAH, M.Pd
Program Studi : S1 - PENDIDIKAN BAHASA INGGRIS
Fakultas : TARBIYAH DAN KEGURUAN

NO	TANGGAL	WAKTU	RUANG	MATERI PEMBELAJARAN	JUMLAH MHS
1	11/09/2020	10.20 - 12.00	FTK.1.09	Introduction to the Course	29
2	18/09/2020	10.20 - 12.00	FTK.1.09	Elements of a Paragraph	30
3	25/09/2020	10.20 - 12.00	FTK.1.09	Process of Paragraph writing (pre-writing)	25
4	02/10/2020	10.20 - 12.00	FTK.1.09	Process of Paragraph Writing	28
5	09/10/2020	10.20 - 12.00	FTK.1.09	Unity in a Paragraph	29
6	16/10/2020	10.20 - 12.00	FTK.1.09	Coherence in a Paragraph	28
7	23/10/2020	10.20 - 12.00	FTK.1.09	Writing Process Paragraph (Drafting)	29
8	30/10/2020	10.20 - 12.00	FTK.1.09	Writing Process Paragraph (Final Draft)	29
9	06/11/2020	10.20 - 12.00	FTK.1.09	Middle Test	28
10	13/11/2020	10.20 - 12.00	FTK.1.09	Writing Classification Paragraph	29
11	20/11/2020	10.20 - 12.00	FTK.1.09	Writing comparison - contrast Paragraph	29
12	27/11/2020	10.20 - 12.00	FTK.1.09	Writing Opinion Paragraph I	29
13	04/12/2020	10.20 - 12.00	FTK.1.09	Writing Opinion Paragraph II	29
14	11/12/2020	10.20 - 12.00	FTK.1.09	Consultation	30
15	18/12/2020	10.20 - 12.00	FTK.1.09	Final Test	29



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JURNAL PERKULIAHAN Semester Ganjil Tahun Akademik 2020/2021

Kelas : 19-B
Kode Mata Kuliah : PBI18111
Mata Kuliah : PARAGRAPH WRITING **
SKS : 2

Kode Dosen : 1327
Dosen : YANSYAH, M.Pd
Program Studi : S1 - PENDIDIKAN BAHASA INGGRIS
Fakultas : TARBIYAH DAN KEGURUAN

NO	TANGGAL	WAKTU	RUANG	MATERI PEMBELAJARAN	JUMLAH MHS
1	11/09/2020	08.30 - 10.10	FTK.1.09	Introduction to the Course	29
2	18/09/2020	08.30 - 10.10	FTK.1.09	Elements of a Paragraph	29
3	25/09/2020	08.30 - 10.10	FTK.1.09	Process of Paragraph writing (pre-writing)	28
4	02/10/2020	08.30 - 10.10	FTK.1.09	Process of Paragraph Writing	26
5	09/10/2020	08.30 - 10.10	FTK.1.09	Unity in a Paragraph	28
6	16/10/2020	08.30 - 10.10	FTK.1.09	Coherence in a Paragraph	28
7	23/10/2020	08.30 - 10.10	FTK.1.09	Writing Process Paragraph (Drafting)	28
8	30/10/2020	08.30 - 10.10	FTK.1.09	Writing Process Paragraph (Final Draft)	30
9	06/11/2020	08.30 - 10.10	FTK.1.09	Middle Test	30
10	13/11/2020	08.30 - 10.10	FTK.1.09	Writing Classification Paragraph	30
11	20/11/2020	08.30 - 10.10	FTK.1.09	Writing comparison - contrast Paragraph	30
12	27/11/2020	08.30 - 10.10	FTK.1.09	Writing Opinion Paragraph I	30
13	04/12/2020	08.30 - 10.10	FTK.1.09	Writing Opinion Paragraph II	30
14	11/12/2020	08.30 - 10.10	FTK.1.09	Consultation	30
15	18/12/2020	08.30 - 10.10	FTK.1.09	Final Test	30

4. Lecture Attendance



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PRESENSI PERKULIAHAN Semester Ganjil Tahun Akademik 2020/2021

Kelas : 19-A
Kode Mata Kuliah : PBI18111
Mata Kuliah : PARAGRAPH WRITING **
SKS : 2

Kode Dosen : 1327
Dosen : YANSYAH, M.Pd
Program Studi : S1 - PENDIDIKAN BAHASA INGGRIS
Fakultas : TARBİYAH DAN KEGURUAN

NO.	NIM	NAMA MAHASISWA	PERSENTASE	JML PERTEMUAN
1	170102030000	INDAH RAHAYU	0%	0/15
2	190101030124	NOVIANA DWI REGITA PUTRI	100%	15/15
3	190101030044	INTAN ERWANI	100%	15/15
4	190101030249	MELISA KHAIRAINI	100%	15/15
5	190101030024	SITI FATIMAH	100%	15/15
6	190101030188	AWANG FAIDHIL HASAN	86.67%	13/15
7	190101030133	NUR AZIZAH	100%	15/15
8	190101030015	MAULIDA HASANAH	100%	15/15
9	190101030198	ROBIAH	100%	15/15
10	190101030244	MAULIDIA TAZKIAH	53.33%	8/15
11	190101030093	AINUL PITRIA	100%	15/15
12	190101030201	AYUDHIA SHERANI FIRDAUS	100%	15/15
13	190101030192	MUHAMMAD FUAD FACHRUDDIN	93.33%	14/15
14	190101030159	NURAZIZAH APRILLIANI	100%	15/15
15	190101030989	M. HILMI FAUZAN	100%	15/15
16	190101030905	M ZAINURI IKHSAN	100%	15/15
17	190101030988	ADJI SUWENO	100%	15/15
18	190101030985	MUHAMMAD ASY'ARI	100%	15/15
19	190101030680	DANDI KHASIM	100%	15/15
20	190101030881	M. HADI RUSADI	93.33%	14/15
21	190101031008	DIFA ALIMAH ADDIN	100%	15/15
22	190101030597	MUHAMMAD RIZQI ADHITYA	100%	15/15
23	190101030777	ARDYA RIGITA CAHYANI	100%	15/15
24	190101030371	IRMA APRIYANTHI	100%	15/15
25	190101030548	PUTERI NUR SYIFA NINDITA ARIFAH	100%	15/15
26	190101030586	RIZALI AKBAR	100%	15/15
27	190101030019	MUHAMMAD SYARIF RAHMAN	100%	15/15
28	190101030780	MUHAMMAD MAWARDI ALMADANI	93.33%	14/15
29	190101030341	ANNISA RIZQA RAHIMA	100%	15/15
30	190101030447	AHMAD MUHAMIN	46.67%	7/15
31	190101030805	NOVIA HERMAWATI	100%	15/15





PRESENSI PERKULIAHAN
Semester Ganjil Tahun Akademik 2020/2021

Kelas : 19-B
Kode Mata Kuliah : PBI18111
Mata Kuliah : PARAGRAPH WRITING **
SKS : 2

Kode Dosen : 1327
Dosen : YANSYAH, M.Pd
Program Studi : S1 - PENDIDIKAN BAHASA INGGRIS
Fakultas : TARBİYAH DAN KEGURUAN

NO.	NIM	NAMA MAHASISWA	PERSENTASE	JML PERTEMUAN
1	170102031367	WARDI	73.33%	11/15
2	190101030206	DINI NADIA SAHDIAH	100%	15/15
3	190101030144	VIRNA IHYA SALSABILLA	100%	15/15
4	190101030068	RAHMATUL JANNAH	100%	15/15
5	190101030162	FATHAN NOOR	100%	15/15
6	190101030155	SCFIA LAPUJA	100%	15/15
7	190101030169	ANISSA SALSABILLA	100%	15/15
8	190101030222	IHDAL BAYU PAMUNGKAS	100%	15/15
9	190101030196	SHEVIANA AISYIAH	100%	15/15
10	190101030004	SAIDAH ULFAH	100%	15/15
11	190101030969	ACHMAD ALFA NAJWAN	86.67%	13/15
12	190101030960	MUHAMMAD JALALUDDIN ROMI	100%	15/15
13	190101030399	KHAIRATUN NIMAH	100%	15/15
14	190101030488	MUHAMMAD HILAL NAZMI	93.33%	14/15
15	190101030798	SALMINA	100%	15/15
16	190101030663	GINA AMALIA SHALEHAH	100%	15/15
17	190101030289	BELLA SYIFA ZULFIA	100%	15/15
18	190101030553	NOVIANA HANANI	100%	15/15
19	190101030596	GUSTI RAFATUSSYIFA	93.33%	14/15
20	190101030354	ROFIFAH HUMAIRA	100%	15/15
21	190101030510	SALWA DZULHIJAH NANDA MAHWAN	100%	15/15
22	190101030784	YENNI MAHRITA	73.33%	11/15
23	190101030407	HANA SAZIDA	100%	15/15
24	190101030347	PUTRI PUSPA ANGGRAINI	100%	15/15
25	190101030783	RABBYANI RAMAITA RAHMAH	100%	15/15
26	190101030774	MUHAMMAD SYIHAB FADHILAH	100%	15/15
27	190101030379	SALSABILA YUNITA	100%	15/15
28	190101030489	NASRUDIN IKHSAN	93.33%	14/15
29	190101030672	ROHANA	100%	15/15
30	190101030304	NATASYA YASMIN	93.33%	14/15



5. Materials



Opinion Paragraph

Opinion paragraph is a paragraph that **contains a person's opinion/thoughts** about something that is used **to persuade readers to support their opinions.**



In order to write a paragraph with a good opinion, there are several things you should do, namely:

- Write your opinion in the topic of sentence clearly
- Explain each reason in logical order
- Use facts to support each reason
- Finish your paragraph with a concluding sentence at the end.

Example

According to my research, violent video games are harmful to young people.

First, playing these games can cause changes in the behavior of young people. Frequent players have poorer grades in school, according to studies by psychologists. **The next reason** is that violent video games make young people less sensitive to violence in the real world. The games are toxic to children that make it looks fun to shoot and kill, and the line between play violence and real violence becomes very thin or disappears entirely. **The last reason** is that violent video games teach players to use violence to solve problems. Classmates usually tease each other, but don't make this anger you and do something that you will regret. **In short, I feel that violent video games are harmful to young people and should be controlled - or, even better, banned.**

Dear Editor,

More people should ride bicycles into town. Last year, seventy-three percent of all workers drove their own car to work. Car traffic in town is terrible, parking places are hard to find, and pollution from cars is a real problem. Citizens who want a cleaner, nicer place to live ought to try this non-polluting form of transport. Cycling is good exercise, too! The city must not allow this problem to get worse. Instead, people should ride bicycles to work and school—and enjoy the health benefits of daily exercise.

Bill Adams
Bellingham



Example

Modal auxiliaries

Using modal auxiliaries

When you speak, you introduce opinions with phrases like *I think*, *In my opinion*, and *I believe*. In general, these introductory phrases are not needed in writing. They can even make you sound less sure of your ideas. Instead, writers use grammatical methods such as modal auxiliary verbs and transition words to express their opinions. Modal auxiliary verbs show the strength of a writer's opinion or argument.

AFFIRMATIVE:

The city	could	add more cycle paths.	weakest
	should		▼
	ought to		strongest
	has to / must		

NEGATIVE:

The city	doesn't have to	allow more cars.	weakest
	shouldn't		▼
	can't / must not		strongest

Your task is.....

Make a letter to the head of English department. You may choose one of these cases:

1. Next semester, teaching and learning should be online or face-to-face meeting
2. Thesis should be or should not be replaced with another project
3. Casual dress should or should not be allowed in campus



6. Student Assignments

Guideline

- You need to provide facts for your writing. The fact can be found by giving a questionnaire or interview
- You also can add facts based on literature review.
- This week you just need to report your facts and share it in the LMS discussion.
- Next meeting, you can start to write your draft and share to one of your friends to get feedback.
- Send the feedback and the revision for the final test.

This paragraph need more connection. Revise it!

Ho Chi Minh City

Ho Chi Min City, in Vietnam, is a fascinating destination for travellers to Southeast Asia. Ho Chi Min City located on the Mekong River. Ho Chi Min City was one an important trading centre for the France in the Southeast Asia. The influence of French culture can still be felt. Many people, especially the older generations, learned French in school and they can still speak it very well. Some cafes serve French-style bread and pastries in Ho Chi Min City. Expensive hotels and restaurants serve French food. Many of the buildings in the city are built in French style. The Vietnamese and the French fought. The French eventually left the country. There are museums and monuments documenting the country's long--and often bloody--history. If you are looking for a unique city to visit in Southeast Asia, Ho Chi Min City is an attractive choice.

This paragraph need more connection. Revise it!

Ho Chi Minh City

Ho Chi Min City, located in the Mekong River in Vietnam, is a fascinating destination for travellers to Southeast Asia. ~~Ho Chi Min City located on the Mekong River. Ho Chi Min City~~ It was one an important trading centre for the France in the Southeast Asia and, ~~The~~ influence of French culture can still be felt. For example, ~~Many~~ many people, especially the older generations, learned French in school and they can still speak it very well. In addition, ~~some~~ some cafes serve French-style bread and pastries in Ho Chi Min City. ~~Expensive~~ expensive hotels and restaurants serve French food. Another sign of the French influence is that ~~Many~~ many of the buildings in the city are built in French style. The Vietnamese and the French also fought, ~~but~~ The French eventually left the country. There are museums and monuments documenting the country's long--and often bloody--history. If you are looking for a unique city to visit in Southeast Asia, Ho Chi Min City is an attractive choice.

Name: Novia Hermawati
Nim: 190101030805
Class: TBI-A19

FIRST DRAFT

Dear the Head of English Education Department,

It has been months since we have lived and worked at home because of the pandemic. It is not easy for everyone, and students are no exception. They have a hard time with online learning. This is proven by the number of students who prefer offline learning to online learning in a survey I conducted and was attended by twenty participants. The result shows that 50% choose offline learning and 45% choose online learning, while 5% choose the two to be balanced. The reasons are various, but most of them choose to say that online learning makes it difficult for them to concentrate. They are distracted by many things at home, such as taking care of relatives or doing household chores. In the end, they can't really understand what is being taught. Also, it leaves them with too many assignments, and they feel overwhelmed with those. In addition, they cannot socialize with friends and discuss things in person. It puts their mental health in poor shape. On the other hand, with offline classes, their schedules are much more organized. When it's time for class, they don't think of anything else to do besides going to school. They also feel much happier because they can interact with their friends directly. Moreover, their bodies will be much fresher and healthier if they go to school because they move a lot and are exposed to sunlight every day. Therefore, face-to-face meetings for next semester's teaching and learning should be conducted.

Novia Hermawati,
Banjarmasin

FEEDBACKS by Maulida Hasanah

I think the sentence "It puts our mental health in poor shape" doesn't really suit the previous sentence "In addition, they cannot socialize with friends and discuss in person". It doesn't really support the previous sentence. In my opinion, the sentence is too general to be supportive sentence.

Also I think "As the result" is better than "in the end" for the sentence.

FINAL DRAFT

Dear the Head of English Education Department,

It has been months since we have lived and worked at home because of the pandemic. It is not easy for everyone, and students are no exception. We have a hard time with online learning. This is proven by the number of students who prefer offline learning to online learning in a survey I conducted and was attended by twenty participants. The result shows that 50% choose offline learning and 45% choose online learning, while 5% choose the two to be balanced. The reasons are various, but most of them choose to say that online learning makes it difficult for them to concentrate. They are distracted by many things at home, such as taking care of relatives or doing household chores. As the result, they can't really understand what is being taught. Also, it leaves them with redundant tasks, and they feel overwhelmed by it. The time to work on them may be long but the number of tasks that have to be turned in almost at the same time is too many. In addition, online learning limits their communication with others. They cannot socialize properly with people such as discuss things in person which makes them frustrated. As a result, it can disrupt their mental health. On the other hand, with offline classes, their schedules are much more organized. When it's time for class, they don't think of anything else to do besides going to school. They also feel much happier because they can interact with their friends directly. Moreover, their bodies will be much fresher and healthier if they go to school because they move a lot and are exposed to sunlight every day. Therefore, face-to-face meetings for next semester's teaching and learning should be conducted.

Novia Hermawati,
Banjarmasin

- **FISRT DRAFT**

Dear Mrs. Nani Hizriani

As stated in my analyses, next semester, teaching and learning shouldn't be offline. First, as we knew face-to-face school simulations that have been implemented in several areas ended with the addition of a new cluster of COVID-19. This happens because the entire academic community and students are not ready to carry out face-to-face teaching and learning. The subsequent reason is that switching from face-to-face teaching and learning online must be done because keeping our distance is one way to break the chain of spreading COVID-19. By force of many people who have been confirmed to have COVID-19 but have no symptoms so they can pass it on to other people. The COVID-19 virus has mutated 7 times since it was discovered. I believe that it is potentially more contagious and could go undetected. The latter reason is that online teaching and learning are flexible. Students and lecturers can also carry out all lecture activities anywhere, as comfortable as they are and also save time. Summarily, I feel that online learning must be done so that it doesn't endanger students and lecturers, or worse will be the suspect COVID-19.

- **Feedback from my friend Hana Sazida**

- I think The yellow highlight should be just one sentence
- The grey highlight should be replace with another appropriate sentence
- Overall seems good and clear enough statement, good job.

- **Revislon for the final test**

Dear Mrs. Nani Hizriani

As stated in my analyses, next semester, teaching and learning shouldn't be offline. First, as we knew face-to face school simulations that have been implemented in several areas ended with the addition of a new cluster of people with COVID-19. This happens because the entire academic community and students are not ready to carry out face-to-face teaching and learning. The subsequent reason is that switching from face-to-face teaching and learning online must be done because keeping our distance is one way to break the chain of spreading COVID-19. By force of many people who have been confirmed to have COVID-19 but have no symptoms so they can pass it on to other people. The COVID-19 virus has mutated 7 times since it was discovered. I believe that it is potentially more contagious and could go undetected. The latter reason is that online teaching and learning are flexible. Students and lecturers can also carry out all lecture activities anywhere, as comfortable as they are and also save time. Summarily, I feel that online learning should be implemented in next semester for common welfare.

CURRICULUM VITAE

I. Personal Details			
Name	: Shania Maulydia Rahmah		
Place and Date of Birth	: Landasan Ulin Barat, June 29 th 1998		
Gender	: Female		
Marital Status	: Single		
Religion	: Islam		
Nationality	: Indonesia		
Parents	: H. Syahron HB and Noor Fahriddawati, S.Pd		
Siblings	: Hakam Al Ansyori, Shayesha Shabrina Sharon, and Mochammad Nouval Nuzuli		
II. Formal Educational Background			
2004	- 2005	: Trisula IV Perwari Kindergarten (TK. Trisula IV Perwari)	
2010	- 2011	: Landasan Ulin Barat 4 State Elementary School Banjarbaru (SDN Landasan Ulin Barat 4 Banjarbaru)	
2013	- 2014	: State Junior High School 1 Gambut (SMPN 1 Gambut)	
2016	- 2017	: State Senior High School 4 Banjarbaru (SMAN 4 Banjarbaru)	
2017	- 2022	: English Education Department of Antasari State Islamic University Banjarmasin (UIN Antasari Banjarmasin)	
III. Organization Experience			