

Appendix 1

LIST OF TRANSLATION

No	Verse	English Translation	Indonesia Translation
1	Qs. Ar Ruum:22	And of His signs is the creation of the heavens and the earth, and the difference of your languages and colours. In truth herein indeed are portents for people knowledge.	<i>Dan di antara tanda-tanda kekuasaan-Nya ialah menciptakan langit dan bumi dan berlain-lainan bahasamu dan warna kulitmu. Sesungguhnya pada yang demikian itu benar-benar terdapat tanda-tanda bagi orang-orang yang mengetahui.</i>
2	Qs. Al-Alaq:1-5	<ol style="list-style-type: none"> 1. Read! In the name of the Lord who created 2. Has created man from a clot 3. Read! And your Lord is the most Generous, 4. Who has taught (the writing) by the pen. 5. Has taught man that which he knew not. 	<ol style="list-style-type: none"> 1. Bacalah dengan (menyebut) nama Tuhanmu yang Menciptakan, 2. Dia telah menciptakan manusia dari segumpal darah. 3. Bacalah, dan Tuhanmulah yang Maha pemurah, 4. Dia yang mengajar (manusia) dengan perantaran kalam. 5. Dia mengajar kepada manusia apa yang tidak diketahuinya.
3	Qs. Al-Baqarah: 282	O you have believed, when you contract a debt for a specified term, write it down. And let a scribe write it betwwn you in justice. Let no scribe refuse to write as Allah has taught him. So let him write and let the one who has the obligation dictate. And let him fear Allah, his Lord, and not leave anything out of it.	<i>Hai orang-orang yang beriman, apabila kamu bermu'amalah tidak secara tunai untuk waktu yang ditentukan, hendaklah kamu menuliskannya. dan hendaklah seorang penulis di antara kamu menuliskannya dengan benar. dan janganlah penulis enggan menuliskannya sebagaimana Allah mengajarkannya, meka hendaklah ia menulis, dan hendaklah orang yang berhutang itu mengimlakkan (apa yang akan ditulis itu), dan</i>

			<i>hendaklah ia bertakwa kepada Allah Tuhannya, dan janganlah ia mengurangi sedikitpun daripada hutangnya.</i>
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Appendix 2
Research Instruments

READING COMPREHENSION TEST

Time: 30 Minutes

DIRECTIONS:

1. Read the passage before choose the one best answer
2. Give mark (X) on your answer

Passage 1 (Questions for number 1-4)

When the typewriter was first invented, its key were arranged alphabetically. This made the keys easy to find. However, this arrangement also caused he bars of the machine to jam, or get stuck.

To solve this problem, a new letter arrangement was introduced by Christopher Latham Scholes in 1872. His system, the standard keyboard system, is stil used on typewriters today. He arranges the letter in such a way that the bars hit the ink ribbon from opposite directions as much as possible. This resulted in far less jamming than had occured with the alphabetical models.

1. The main topic of the passage is. . .
 - a. The arrangement of machine letter
 - b. A problem and solution concerning the early typewriter
 - c. How to write a letter on the typewriter
 - d. Why the keys stick on today's typewriter
2. The word "introduced .." in line 4 could best be replaced by . . .
 - a. Admitted
 - b. Presented
 - c. Suggested
 - d. Resulted
3. Which of the following is NOT true about the system invented by Scholes?
 - a. It was introduced in 1872
 - b. It is still used today
 - c. It became the standard system
 - d. It was alphabetical
4. The passage indicates that under Schole's system, the bars hit the ribbon. . .
 - a. In alphabetical order
 - b. From opposite directors
 - c. Caused the keys to jam
 - d. In the same way as they had on the original typewriter

Passage 2 (Questions for number 5-8)

According to the theory of continental drift, the continents are not fixed in position but instead move slowly across the surface of the Earth, constantly changing in position relative to one another. This theory was first proposed in the eighteenth century when mapmakers noticed how closely the continents of the Earth fit together when they were matched up. It was suggested then that the present day continents had once been one large continent that broken up into pieces which drifted apart.

Today the modern theory of plate tectonics has developed from the theory of continental drift. The theory of plate tectonics suggests that the crust of the Earth is divided into six large, and many small, tectonic plates that drift on the lava that composes the inner core of the the Earth. These plates consist of ocean floor and continents that quite probably began breaking up and moving relative to one another more than 200 million years ago.

5. The topic sentence of this passage is. . .
 - a. Continental drift
 - b. The theory of plate tectonics
 - c. The development of ideas about the movement of the Earth's surface
 - d. Eighteenth-century mapmakers
6. The pronoun "they" in line 4 refers to . . .
 - a. Mapmakers
 - b. Continents
 - c. Pieces
 - d. Tectonic plates
7. Which of the following is NOT true about the theory of plate tectonics?
 - a. It is not as old as the theory of continental drift
 - b. It evolved from the theory of continental drift
 - c. It postulates that the Earth's surface is separated into plates
 - d. It was proposed by mapmakers
8. The passages state that the theory of continental drift developed as result of . . .
 - a. The fixed positions of the continents
 - b. The work of mapmakers
 - c. The rapid movement of continents
 - d. The fit of the Earth's plates

Passage 3 (Questions for number 9-12)

Another common blues instrument that flourished in the rural South during the 1880s and 1930s was the blues harp or harmonica. It was played mainly in bands called jug bands that commonly performed on street corners, in saloons and at country stores. Jug bands used a variety of instruments including the banjo, guitar, ashboard, kazoo, fiddle, jugs, and blues harp. In these bands, the blues harp was used primarily for melodic and rhythmic support. The earliest evidence of the harp used as a solo or lead instrument in the jug bands was in the late 1920s, as heard in the recordings of George "Bullet" Williams. Other good harpmen, such as Sonny Terry, Little Walter and Sonny Boy Williamson, followed William, revolutionizing the harp's role as a lead instrument.

9. What does the passage mainly discuss?
 - a. Twentieth-century music of the South
 - b. A change in the role of the blue harp
 - c. Good harpmen of the traditional blues harp
 - d. The variety of instruments in jug bands
10. The blues harp is another name for the. . .
 - a. Harpischord
 - b. Guitar
 - c. Harmonica
 - d. Banjo
11. According to the author when was the harp first used as lead instrument?
 - a. 1920-1925
 - b. 1925-1930
 - c. 1930-1935
 - d. 1935-1940
12. It can be inferred that George "Bullet" Williams . . .
 - a. Was the best blues harp player
 - b. Became friends with later harpmen
 - c. Played lead guitar in his band
 - d. Influenced some of the later harpmen

Passage 4 (Questions for number 15-16)

A team of Russian scientist has challenged the theory that the woolly mammoths became extinct 10,000 years ago at the end of the Ice Age. The scientists have reported that the beast may have survived until 2000 B.C. on island of the coast of siberia, where researcher uncovered 29 fossilized woolly mammoth teeth ranging in age from 4000 to 7000 years. The question to be asked now is, how did these prehistoric pachyderms survive in their island environment?. One possibility is that they adapted to their confined surroundings by decreasing their bulk. This theory is based on their smaller tooth size, which has lead scientist to believe that they were only 6 feet tall at the shoulder compared with 10 feet of their full-sized counterpart. But would this be enough to enable them to survive thousands of years beyond that of other mammoths?. Researchers are still working to uncover the reasons for this isolated group's belated disappearance.

13. Which one the topic of the passage is mainly concerned?
 - a. Some scientists have challenged a theory
 - b. Some small teeth have been dicovered
 - c. Some mammoths lived longer than others
 - d. Some pachyderms survived on an island
14. The word "woolly" as used in this passage refersto the animal's . . .
 - a. Body size
 - b. Feet size

- c. Hair
 - d. Teeth
15. Which of the following terms from the passage is NOT used to refer to the mammoths?
- a. Beasts
 - b. Pachyderms
 - c. Bulk
 - d. counterpart
16. According to the scientists, the woolly mammoths may have managed to survive because they . . .
- a. Shed their hair
 - b. Grew smaller teeth
 - c. Became herbivores
 - d. Decrease in size

Passage 5 (Questions for number 17-20)

Another noteworthy trend twentieth-century music in the U.S was the use of folk and popular music as a base for more serious compositions. The motivation for these borrowings from traditional music might be as a desire on the part of composer to return to simpler forms, to enhance patriotic feelings, or to establish an immediate rapport with an audience. For whatever reason, composers such as Charles Ives and Aaron Copland offered compositions featuring novel musical forms flavored with refrains from traditional americana. Ives employed the whole gamut of patriotic songs, hymns, jazz, and popular songs in his compositions, while Copland drew upon folk music, particularly as sources for the music he wrote for the ballets *Billy the Kid*, *Rodeo*, and *Appalachian Spring*.

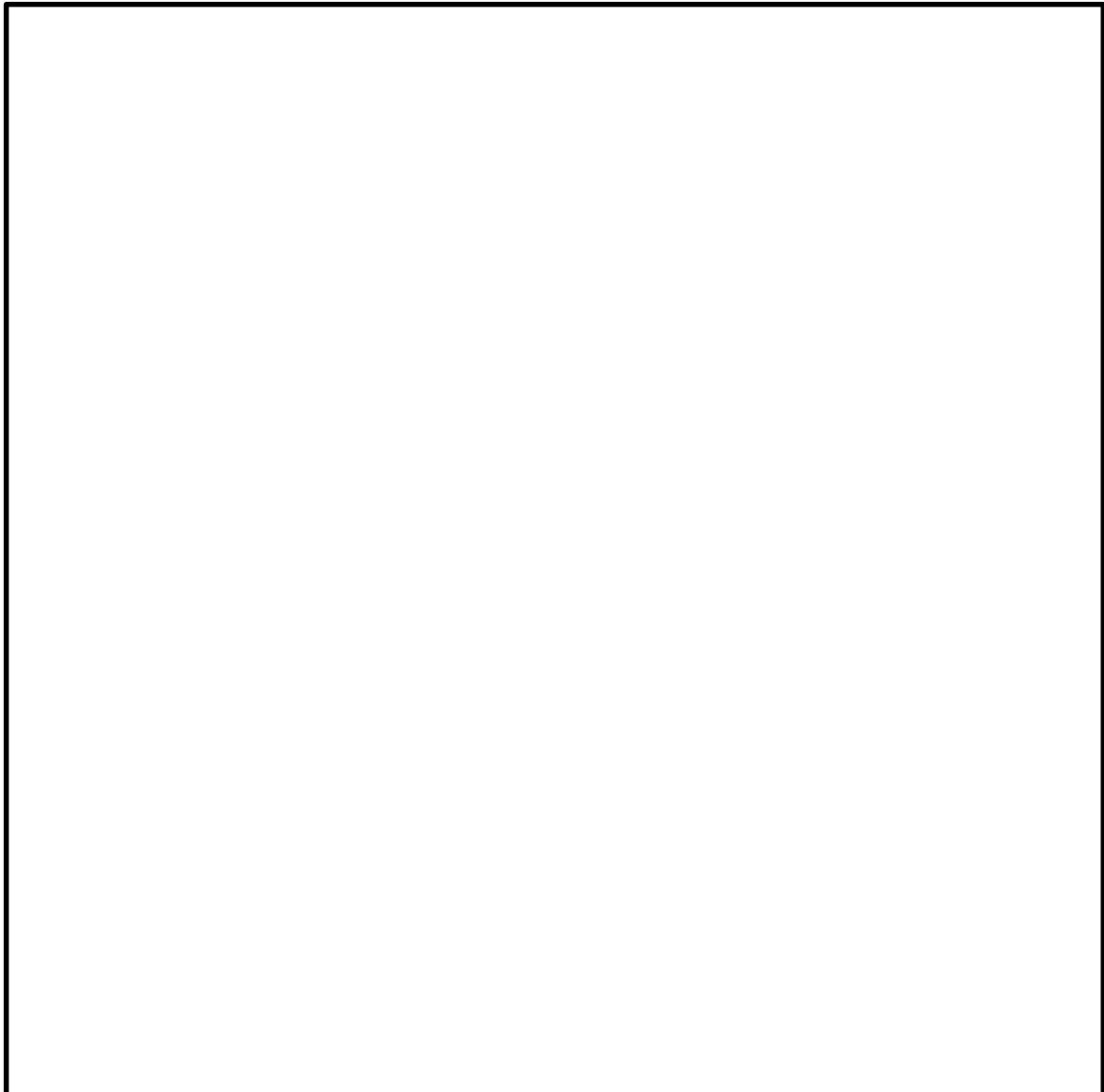
17. Which of the following best describes the main idea of the passage?
- a. Traditional music flavored some American musical compositions in the last century
 - b. Ives and Copland use folk and popular musics in their compositions
 - c. A variety of explanations exist as to why a composer might use traditional sources of music
 - d. Traditional music is composed of various types of folk and popular music
18. The word “his” in line 8 refers to . . .
- a. Aaron
 - b. Copland
 - c. Ives
 - d. Billy
19. Which of the following is NOT listed in the passage as a source for Ives’s compositions?
- a. National music
 - b. Religious music
 - c. Jazz
 - d. American novels

20. It can be inferred from the passage that the author is not sure . . .
- a. When Ives wrote his compositions
 - b. That Ives and Copland actually borrowed from traditional music
 - c. Why certain composers borrowed from folk and popular music
 - d. If Copland really featured new musical forms

Adapted from Deborah Phillips (2001, p.341)

Write a comparative paragraph and choose the topic one as follows:

1. English language and Arabic language
2. A tiger and A lion
3. Football and Futsal
4. Your teachers in High School and Your teachers in University
5. Your classmates in High School and Your classmates in University
6. Dry season and Rainy season
7. Banjarese people and Javanese people
8. Living in a boarding school and Living in a rent house
9. Computer and Laptop
10. Melon and Watermelon



ANSWER KEY

1. B
2. B
3. D
4. B
5. C
6. A
7. D
8. B
9. B
10. C
11. B
12. D
13. C
14. C
15. C
16. D
17. D
18. C
19. D
20. B

Appendix 3:

BRIEF HISTORY OF ENGLISH DEPARTMENT

1. Brief history of English Department

English Department was opened in 1984 first head was H.Kadir Munsyi, Dipl,Ad,Ed and Drs. H. Ahdi makmur, M. Ag. As the secretary. The next period was continued by Drs. H. Syarifuddin, MA as the head and the secretary was Drs. H. Ahdi makmur, M. Ag. However, in academic year 1988/1989 jurusan tadaris Bahasa Inggris was closed because it was waiting for operational permission from the Department of religious affairs (Depag).

After academic year 1997/1998 tadaris Bahasa Inggris was opened for the second time and named jurusan pendidikan Bahasa Inggris (English department) was led by Drs. H. Ahdi MAkmur, M. Ag. And Drs. Sa'adillah as the secretary. Because Drs sa'adillah was continuing his S2 study, the secretary position was substituted by Drs. Husnul Yaqin, M. Ed. Since 2003, the secretary was substituted by Dra. Wardah hayati with Drs. Ahdi makmur, M. Ag. The head of English department. Then in September 2005 until 2006, the head of English department was Isa Anshari MZ and Dra. Hj. Nida Mufidah, M. Pd as the secretary. Then because Drs Isa Anshari passed away, the head of English department was led by Dr. Syaifuddin Ahmad Husin, M. A. Since January 2007 and Dra. Hj. Nida Mufida, M. Pd as the secretary, but in August 2007 Dr. Syaifuddin Ahmad Husin, M. A resigned from his position. As the next leader, Dra. Hj. Nida Mufida, M. Pd. Handled English Department.

Since January 2008 until December 2009 English department has been led by Dra. Hj. Nida Mufidah, M. Pd. And Nur Laila Kadariyah, S. Ag as the secretary. From January till June 2010, Ridha Fadhillah, M. Ed as a secretary, because Ridha Fadillah was continuing his study S3 the secretary position was substituted by Nani Hizriani since July until now. Then, in January 2013 until now, the head of English department is Drs. Sa'adillah M. Pd. And Nani Hizriani. MA as secretary.

According to the written document English department (2013:3) that are taken from vision and mission and the evaluation so far, it shows that the main purposes of English department are to produce qualified English department scholar that can exist in developing English ability, linguistics and literature, able to be the professional English teacher in elementary and middle degree, and makes English department as the center of occupation and development of English teacher staff.

The curriculum that is used in English department consists of 160 SKS. It includes institute subject, faculty and English department subject. The students need at least 4 years to finish their study in English department. English department has 15 permanent lectures (civil servants) from different educational background.

The English department used to work together with RELO (regional English Language Office) to invite English teacher who are native speaker of English. This cooperation aims to encourage Indonesia students' quality in English competency. It also aims to improve teachers' competency of teaching and learning methods, approaches, techniques and material, especially English department's lecture.

This cooperation began since academic year 2007/2008. There were three native English speaking fellows, who were ready assigned to teach in English

department, including Suzannah Mary Scoff, M.A (2007/2008), Andrea Taylor, M. A (2008/2009) and Ashleigh Sayer, M. A (2009/2010).

Table 4.1. The Number of English Language fellows of English Department UIN Antasari Banjarmasin.

No	English Fellows	Period	From	Educational Background
1	Suzannah Mary Scoff, M. A.	September 2007 until June 30th 2008	California, United State	B. A. at University of San Francisco, CA MA TESOL at Intrax English Institute, Chocago IL
2	Andrea Taylor, M. A	August 2008 until June 30th 2009	California, United State	B.A. Drama and Art at San Francisco State University M.A TESOL Diploma at San Francisco State University
3	Ashleigh Sayer, M. A	September 2009 until June 30th 2010	New Hampshire, United State	B.A Biology and Music at Kenyon College, Ohio M.A Literacy of Bilingual ESL. And Multicultural Education at University of Massachussets, Amherst
No	English	Period	From	Educational Background

	Fellows			
4	Spencer Lemaich, M.A	Septermber 2016 till now.	United State Citizen.	Master of Arts in TESOL at Biola University. Bachelor of Theological Studies (Summa Cum Laude) at The King's University.

2. Description about lecturers and students condition

There are 15 percent lecturers (civil servants) from different educational background and 495 students of English department of Tarbiyah faculty of UIN Antasari Banjarmasin in academic year 2016/2017. The description of lecturers and studens can be seen in the following table:

Table 4.2 Description about Lecturers and Students Conditions

No	Name	Last Graduation	Subject
1.	Dr. Syaifuddin Ahmad Husin, M.A	S1 English Education Department FK Tarbiyah IAIN Antasari Banjarmasin, S2 Linguistics University of Colarado USA, S3 Culture and Humanities	Morpho-syntax, Phonology

		Science UGM Jogjakarta	
2.	Drs. Sa'adillah, M.Pd	S1 English Education Department FK Tarbiyah IAIN Antasari Banjarmasin, S2 Management of Education UNLAM Banjarmasin	Vocabulary , English for Islamic Studies.
3.	DR. Hj.Nida Mufidah, M.Pd	S1 English Education Department UNLAM, S2 indonesian language literature UNLAM. S3 Indonesian Education Department Univesitas Negeri Malang.	Teaching Media, Seminar, Language Teaching Assessment.
4.	Dra. Hj. Wardah Hayati, M.A	S1 English Education Department UNLAM, S2 Women Studies Flinders University Australia	Intensive Reading
5.	Nur Laila Kadariah, S.Ag, M.Pd,	S1 Islamic Education FK Tarbiyah IAIN Antasari Banjarmasin,S2	Grammar, Bahasa Indonesia

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		Indonesian language and literature FKIP UNLAM	
6.	Dra. Andi Irlina, M. Hum	S1 English Education Department UNHAS Ujung Pandang, S2 English Education Department UNHAS Ujung Pandang	Writing , phonology
7.	Nani Hizriani, M.A	S1 English Education Department UNMUH Malang, S2 TESOL and Foreign Language Teaching University of Camberra Australia	TEFL, Grammar, Writing, CMD
No	Name	Last Graduation	Subject
8.	Rusnadi, S,Pd.I,M. Pd.I M.A	S1 English Education Department UIN Antasari Banjarmasin, S2 Management of Education UIN Antasari. S2 TESOL Murray University USA	CMD, TEFL, Instructional Design, CCU

9.	DR. Ridha Fadillah, M. Ed	S1 English Education Department Islamic University Malang, S2 TESOL University Kedai Malaysia. S3 English Education Department Universitas Negeri Semarang.	Research Method, Extensive Reading
10.	Rahmila Murtiana, M.A	S1 English Literature Universitas Diponegoro Semarang S2 TESOL Flinders University Australia.	Writing, Intro to Literature, Play Performance
11.	Raida Asfihana, M.Pd	S1 English Education Department UNLAM Banjarmasin, S2 English Education Department UN Malang	Grammar, ESP
12.	Puji Sri Rahayu, M.A	S1 English Education Department UNMUH Malang, S2 Applied Linguistics The University of Queensland Australia.	Intro to linguistic, translation.

13.	Hj. Noor Maulidiyah, M.A	S1 English Language and Literature International Islamic University Malaysia, S2 TESL International Islamic University Malaysia.	Writing, listening.
14	Afifah Linda Sari, SS, M.Pd	S1 English Literature UIN Maulana Malik Ibrahim Malang, S2 English Education Department Universitas Sebelas Maret Surakarta.	Reading, Literatute
15	Nur Alfa Rahmah, SS, M.Pd	S1 English Literature Universitas Negeri Malang, S2 English Education Department Universitas Negeri Malang.	Pronunciation Practice, Listening.

3. Description About Administration Staff

There are some administration staff at English Department of Tarbiyah Faculty of UIN Antasari Banjarmasin in academic year 2016/2017 for helping the service of this

department. The description of administration staff and their educational background can be seen on the following table:

Table 4.3 Description About the staff of English Department UIN Antasari Banjarmasin in Academic Year 2016/2017.

No	Name	Graduated	Year
1.	Saidil Imani, S. Pd. I	S1 UIN Antasari	2007 – now
		Banjarmasin	
2.	Hidayah Nor, M.Pd	Universitas Negeri	2010 – now
		Malang	

Appendix 4

Mean and Standard Deviation

Descriptive Statistics

	Mean	Std. Deviation	N
Reading Comprehension	56,25	12,596	40
Paragraph Writing Ability	50,55	10,185	40

Appendix 5

IBM SPSS of Reliability Test

Analyze—Scale—Reliability Analysis—enter variables to item--ok

Case Processing Summary

		N	%
Cases	Valid	15	100,0
	Excluded ^a	0	,0
	Total	15	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,715	24

Appendix 6

Normality Test

Analyze -- Non parametric test -- Sample K-S -- Checklist the variables test -- Checklist test distribution -- normal -- ok

One-Sample Kolmogorov-Smirnov Test

		Reading Comprehension	Paragraph Writing Ability
N		40	40
Normal Parameters ^{a,b}	Mean	56,25	50,55
	Std. Deviation	12,596	10,185
Most Extreme Differences	Absolute	,192	,102
	Positive	,133	,102
	Negative	-,192	-,078
Test Statistic		,192	,102
Asymp. Sig. (2-tailed)		,100 ^c	,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Linearity Test

Analyze -- compare means -- means -- Checklist for dependent list and independent list -- click options -- checklist for test of linearity -- ok

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Paragraph Writing	Between	(Combined)	1116,169	10	111,617	1,105	,391
Ability * Reading	Groups	Linearity	575,783	1	575,783	5,699	,024
Comprehension		Deviation from Linearity	540,386	9	60,043	,594	,791
Within Groups			2929,731	29	101,025		
Total			4045,900	39			

Appendix 7

Table r Product Moment

TABLE r PRODUCT MOMENT

N	Interval Kepercayaan		N	Interval Kepercayaan		N	Interval Kepercayaan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	26	0,388	0,496	55	0,266	0,345
4	0,950	0,990	27	0,381	0,487	60	0,254	0,330
5	0,878	0,959	28	0,374	0,478	65	0,244	0,317
			29	0,367	0,470			
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,574	0,874				75	0,227	0,296
8	0,707	0,874	31	0,355	0,456	80	0,220	0,286
9	0,666	0,798	32	0,349	0,449	85	0,213	0,278
10	0,632	0,765	33	0,344	0,430	90	0,207	0,270
			34	0,339	0,436			
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708				100	0,195	0,256
13	0,553	0,684	36	0,329	0,424	125	0,176	0,230
14	0,532	0,661	37	0,325	0,418	150	0,159	0,210
15	0,514	0,641	38	0,320	0,413	175	0,148	0,194
			39	0,316	0,408			
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606				300	0,113	0,148
18	0,468	0,590	41	0,308	0,398	400	0,098	0,128
19	0,456	0,575	42	0,304	0,393	500	0,088	0,115
20	0,444	0,561	43	0,301	0,389	600	0,080	0,105
			44	0,297	0,384			
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537				800	0,070	0,091
23	0,413	0,526	46	0,291	0,376	900	0,065	0,086
24	0,404	0,515	47	0,288	0,372	1000	0,062	0,081
25	0,396	0,505	48	0,284	0,368			
			49	0,281	0,364			
			50	0,279	0,361			

Appendix 8

Table Score (Brown and Bailey, 1984, p.39-41)

Category	Excellent to good 20-18	Good to adequate 17-15	Adequate to fair 14-12	Unacceptabl e 11-6	Not college level work 5-0
Organization (o) -Introduction -Body -Conclusion	Appropriate title, effective introductory paragraph, topic is stated,leads to body	Adequate title, introduction and conclusion	Mediocre or scant introduction or conclusion	Shaky or minimally recognizable introduction	Absence of introduction and conclusion
Content (c)	Essay addresses the assigned topic	Essay addresses the issues but misses some points	Development of ideas not complete or essay is somewhat of the topic	Ideas incomplete	Essay is completely inadequate and does not reflect college level work
Grammar (g)	Native-like fluency in English grammar	Advance proficiency in English grammar	Ideas are getting through not the reader, but grammar problems are apparent and have negative effect on communicati on	Numerous serious grammar problems interfere with communicati on of the writers' idea	Several grammar problems interfere greatly with the message
Punctuation (p)	Correct use of English writing convention	Some problems with writing conventions or punctuation	Use general writing conventions but has error	Serious problems in format of paper	Complete disregard for English writing convention
Style and quality of expression (s)	Price vocabulary usage	Attempts variety	Some vocabulary misused may be too wordy	Poor expression of ideas	Inappropriat e use of vocabulary

$$20 (o) + 20 (c) + 20 (g) + 20 (p) + 20 (s) = 100$$

Adapted from Brown (2010, p. 286-287)

Appendix 9
Syllabus of Paragraph Writing

SYLLABUS

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. This course also introduces the students to some pre-writing techniques, elements of paragraph, unity, and coherence. The types of paragraphs selected for this course are descriptive, explanation, comparison and contrast, cause – effect, and opinion paragraphs
General Objectives	: To develop students' ability in writing different types of paragraphs in English as the base for the students to write academic essays
Teaching and Learning Modes	: blended learning (face-to-face and online)

Course Outline

Week	Topic	Sub topic	Indicator of achievement
1	Introduction	1. Course outline 2. Assignments 3. Rules & regulation	The students know the objectives, the topics covered in the course, the references, and the assignments for the course
2	Elements of a paragraph	3. Topic sentence (position, criteria of good topic sentence) 4. Supporting details 5. Concluding sentence	1. The students are able to identify topic sentence, supporting details, and concluding sentence 2. The students are able to write a good topic sentence

3	Process of Paragraph writing (pre-writing)	5. Choosing a topic 6. Developing ideas (brainstorming, listing, clustering, freewriting) 7. Planning a paragraph (outlining, organizing)	1. The students are able to choose a topic, and develop ideas through brainstorming and freewriting 2. The students are able to make an outline of a paragraph
4	Process of Paragraph Writing (writing supporting sentences)	1. Developing a paragraph 2. Techniques of support (facts, example, personal experience, anecdotes)	The students are able to write supporting details through variety of techniques
5	Unity	Controlling idea and supporting sentences	The students are able to write a unified paragraph
6	Coherence	3. Smooth flow of ideas 4. Linking devices	The students are able to write a coherent paragraph using appropriate linking devices
7	Descriptive paragraph	8. Physical description 9. Order of organization	The students are able to write a descriptive paragraph
8	Mid Test		
9	Process paragraph	10. Organization 11. Chronological connectors	The students are able to write a process paragraph
10	Classification paragraph	a. Organization b. Logical sequence	The students are able to write a classification paragraph
11	Definition paragraph	1. Organization 2. Connectors	The students are able to write a definition paragraph
12	Comparison - contrast paragraph	2. Block organization 3. Point by point organization	The students are able to write a comparison-contrast paragraph
13	Cause - effect paragraph	1. Organization 2. Connectors	The students are able to write a cause effect paragraph
14	Opinion paragraph	1. Expressing Viewpoint/attitude 2. Developing arguments	The students are able to write an opinion paragraph
15	Class project	Class bulletin (optional)	
16	Final test		

References:

1. *The Process of Paragraph Writing* by Joy M. Reid
2. *The Process of Composition* by Joy M. Reid
3. *Blueprints 1: Composition Skills for Academic Writing* by Keith S. Folse et al
4. *Introduction to Academic Writing* by Alice Oshima & Ann Hogue
5. *Essential of English* by Ann Hogue
6. *Paragraph Development* by Martin L. Arnaudet & Mary E . Barrett
7. *Write Well* by Barli Bram

ASSESSMENT COMPONENTS

Mid test : 30%

Assignments : 30 %

Final test : 40 %

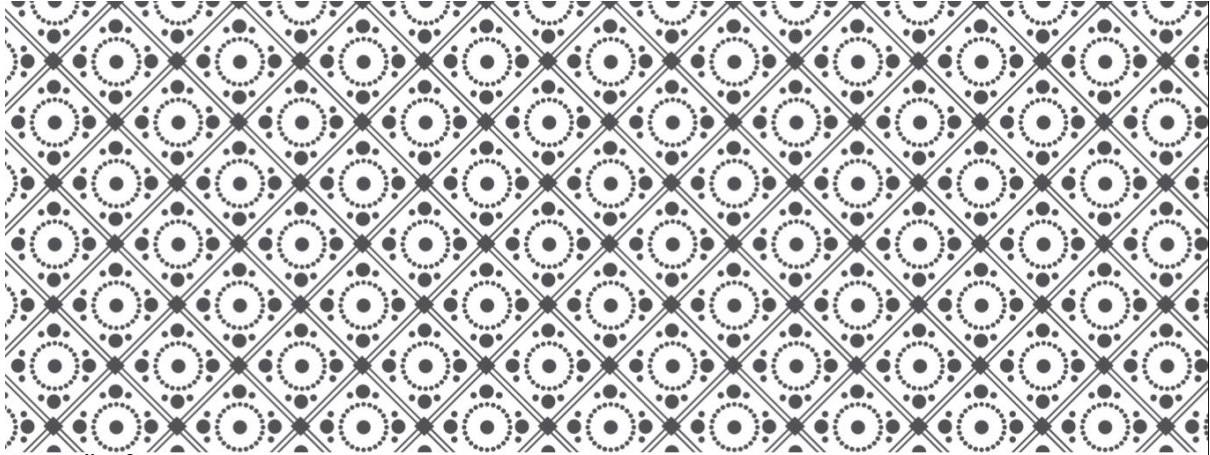
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Appendix 10

Learning Material of Paragraph Writing



Appendix 10

Learning Material of Paragraph Writing

COMPARISON & CONTRAST PARAGRAPH

Compare : tell what is similar about two things

Contrast : tell what is different about them

COMPARE OR CONTRAST TWO CULTURES:

Meals and meal time

Foods eaten for breakfast

Driving habits

Parents roles

Ways of raising children

PARAGRAPH ORGANIZATION

Block organization: group all similarities in one block, and all
differences in one block

Point by point : write similarities and differences by subtopic

SAMPLE PARAGRAPH

Although U.S. English and British English are mutually understandable languages, there are quite a few differences. One different is spelling. Some words are spelled one way in the U.S. but spelt another way in Great Britain. A person goes to British *theatre* but to a U.S. *theater*. In U.S. schools students *theorize*, *analyze*, and *socialize*, whereas British students *theorise*, *analyse*, and *socialise*. A second area of difference is vocabulary. For example, the word *college* names two very different types of schools in the U.S. and Great Britain – university level in the U.S. and pre-university level in Great Britain. Also, British university students live in *halls* on campus and in *flats* off campus, but U.S. students live in *dormitories* on campus and *apartments* off campus. Finally, there are many differences in pronunciation. In Great Britain, the sound of *a* in the words *path*, *laugh*, *aunt*, *plant*, and *dance* is like the *a* in *father*. In the United States, in contrast, the *a* sound in the words is like the *a* in *cat*. All in all, though there are differences between the English spoken in the United States and the English spoken in the British Isles, we understand each other most of the time.

COMPARISON SIGNALS

Sentence connectors	Coordinating conjunctions	Subordinating conjunctions	Paired conjunctions	Others
Similarly Likewise Also Too	And (too)	As Just as	Both.... And.... Not only.....but also.....	Similar Equal The same Similar to Equal to The same as Just like Equally

EXAMPLE

Tokyo is the financial heart of Japan. Similarly/Likewise, New York is the center of banking and finance in the United States.

Tokyo is the financial heart of Japan. New York is also the center of banking and finance.

Tokyo is trendy and hip, as/just as New York is.

Two cities are both trendy and hip.

Tokyo and New York have similar/equal/the same traffic problems.

Tokyo's and New York's traffic problems are similar/equal/the same.

Like New York, Tokyo has traffic problems.

Tokyo and New York are equally crowded.

CONTRAST SIGNALS

Sentence connectors	Coordinating conjunctions	Subordinating conjunctions	Others
In contrast On the other hand However	But yet	While Whereas Although Even though though	Different from Unlike Differ from/in

EXAMPLE

Most baby animals can walk within a few hours of birth. In contrast/on the other hand/however, a human baby need about 12 months to learn this skill.

The way left brained-people think and learn is different from right brained people do.

Left brained-people think and learn differently from the way right-brained people do.

Unlike left-brainers, right-brainers often know the answer to math problem without knowing how they got it.

PRACTICE: COMBINING SENTENCES

1. Newspapers and magazines need advertising to pay their costs. Radio and television need advertising to pay their costs.
2. Printed pictures are powerful advertising media. Video pictures are powerful advertising media.
3. Fresh fruits and vegetables taste delicious. Canned ones are tasteless.
4. A university has a graduate school. A college usually does not.
5. Knowing a second language is useful for travel. Knowing a second language is useful for employment.
6. Medical care is free in Canada. People must pay for it in the United States

HOMework TOPICS

- Two jobs
- Two cities
- Morning people/night people
- Punctual people/tardy people
- Neat people/messy people
- Shopping habits of men and women
- English and Indonesian

Appendix 11

Blue Print of Indicator Reading Comprehension Test

No	Indicator of Questions	Number of questions	Total
1	Finding topic/main idea	1,5,9,13,17	5
2	Understanding the Meaning and finding pronoun referents	2,6,10,14,18	5
3	Finding unstated details	3,7,15,19	4
4	Finding stated details	4,8,11,12,16,20	6
Total			20

CURRICULUM VITAE

1. Name : Khalipah
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 - 2007-2010 : MTs Khazanaturrahmah
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