

Module of
**ACADEMIC ESSAY
WRITING**

Academic Essay Writing · Compiled by Adaninggar Septi Subekti, M.Sc.



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The 2nd semester of 2018/2019 academic year



English Education Department
Universitas Kristen Duta Wacana
2019

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**ACADEMIC ESSAY
WRITING**

Compiled by
Adaninggar Septi Subekti, M.Sc.

This module is intended for students of Academic Essay Writing
at the English Education Department
in the 2nd semester of 2018/2019 academic year

Universitas Kristen Duta Wacana

Halaman Pengesahan

Modul Ajar Mata Kuliah *Academic Essay Writing*

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Yogyakarta, 07 Februari 2019

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KATA PENGANTAR

Menjadi salah satu kewajiban dosen untuk menjaga dan meningkatkan kualitas pengajaran mata kuliah yang diampunya demi tercapainya tujuan pembelajaran. Atas dasar inilah, *Module of Academic Essay Writing* ini disusun di awal semester genap tahun ajaran 2018/2019 sebagai salah satu sumber belajar mahasiswa di kelas *Academic Essay Writing*.

Modul ini berisi informasi tentang tata cara penulisan esai secara akademik baik ditinjau dari pilihan kata, organisasi tulisan, serta sumber-sumber pendukung tulisan yang relevan. Secara lebih khusus, modul ini juga memberikan informasi tentang tatacara penulisan kutipan berdasarkan gaya *American Psychological Association* yang banyak diikuti oleh jurnal-jurnal di dunia. Dalam lampiran disertakan juga contoh-contoh esai mahasiswa tahun angkatan sebelumnya untuk memberikan lebih banyak gambaran tentang esai yang diharapkan untuk ditulis mahasiswa dalam kelas ini. Rubrik penilaian pun disertakan demi transparansi dan objektivitas penilaian. Mahasiswa pun diharapkan dapat mengacu kepada rubrik penilaian setiap kali menulis untuk dapat memastikan bahwa mereka mengerjakan sesuai yang diharapkan di kelas ini.

Modul ini diharapkan dapat jadi salah satu sumber referensi bagi para mahasiswa yang untuk pertama kalinya akan menulis esai akademis selama studi mereka di Program Studi Pendidikan Bahasa Inggris.

Yogyakarta, 7 Februari 2019

Penyusun,

Adaninggar Septi Subekti, M.Sc.

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Step-by-Step Guides of Writing

GUIDE TO WRITING Arguing Positions

THE WRITING ASSIGNMENT

Write an essay on a controversial issue. Learn more about the issue and take a position on it. Present the issue to readers and develop an argument for the purpose of confirming, challenging, or changing your readers' views on the issue.

THE WRITING ASSIGNMENT

INVENTION AND RESEARCH

PLANNING & DRAFTING

Seeing What You Have
Doing Further Research
Setting Goals
Outlining
Drafting

PLANNING AND DRAFTING

CRITICAL READING GUIDE

REVISING

Presentation of the Issue
A Clear Position
Plausible Reasons and Convincing Support
Anticipation of Opposing Positions and Objections
The Organization

REVISING

EDITING AND PROOFREADING

INVENTION & RESEARCH

Finding an Issue to Write About
Exploring the Issue
Analyzing Potential Readers
Testing Your Choice
Testing Your Choice: A Collaborative Activity
Developing Your Argument
Anticipating Readers' Objections and Questions
Anticipating Opposing Positions
Considering Document Design
Defining Your Purpose for Your Readers
Formulating a Tentative Thesis Statement

CRITICAL READING GUIDE

First Impression
Presentation of the Issue
Clear Statement of the Position
Reasons and Support
Treatment of Opposing Positions, Likely Objections
Effectiveness of Organization
Final Thoughts

EDITING & PROOFREADING

Checking for Commas before Coordinating Conjunctions
Checking the Punctuation of Conjunctive Adverbs
A Common ESL Problem: Subtle Differences in Meaning

Writing the First Draft

There are many ways to write the first draft of your paper. The key is to be prepared before you start – have a purpose, a thesis, enough research, and a plan (some sort of outline). And then, just write.

You could start at the beginning and write until the end. Or you could write paragraphs separately, in any order you like. Many writers do the body paragraphs first and save the introduction and conclusion for the end.

Advice for the first draft

- Read about the introduction, body, and conclusion in this guide before you start.
- Know how to use source material (see *Research and APA Style Guide*, pp. 13-26) before you start.
- Then just write! Do not worry about perfection yet. Do not worry about grammar.
- Keep going! If you are missing information, mark the spot and then do more research later to fill in the gap.
- Be aware of plagiarism. Write down the source whenever you use anything from a source.
- Do not wait until the last minute! You will need time to revise, edit, and proofread.

The Introduction

The introduction of an academic paper is usually 1-2 paragraphs long – longer for longer papers with more background information. In general, your introduction should do the following things:

Gain the immediate attention of the audience

- Here are some (but not all) of the ways to start an interesting and relevant introduction:
 - Short anecdote that leads to your topic
 - Surprising statement/fact that relates to your topic
 - Quotation from a famous person or expert that introduces your topic
 - Brief and INTERESTING historical review of your topic
 - Statement which stresses the importance of your topic
 - Contradiction – someone else's opinion (opposite of yours) about your topic
- Do NOT be boring! Use the first sentence (often called the "hook sentence") to hook the readers' interest.
- Do NOT be too general! Immediately dive into your specific topic; don't waste space with a general introduction of the entire subject area. Remember that your audience is familiar with the subject area. And never start with the origins of humankind: "Since the beginning of history"!
- Do NOT begin with your thesis idea! Use the introduction to build up to your thesis statement, so it comes with a little tension.

Provide any necessary background information or definition of any terms.

- Give only the history, facts, or definitions that readers will need to understand your topic and thesis. Keep in mind what the audience already knows.

- Use facts/statistics to show the problem if necessary.
- Avoid dictionary and encyclopedia definitions if possible and explain in your own words what the important concepts in your paper mean.
- Use source information to provide background information, but not to answer the research question or give your opinion.
- Make sure that the readers now know enough to follow your paper, but not too much that they have lost the focus of your paper.

Briefly introduce the main points (sections) of the paper

- In academic writing, the writer lets the reader know what to expect. Provide a brief overview of your paper's main points.
- Do NOT support or try to prove these points. Do not go into depth.
- Do NOT just write a one-sentence list of your points. You can't summarize a great idea in one word.

Have a thesis statement (often the last sentence)

- This guide has covered the thesis statement already, but because it's the most important sentence of your paper, we'll go over it again. In the thesis,
 - Answer the research question in a clear, straightforward statement.
 - Make sure the purpose and point of view of your paper are clear.
 - Do NOT write a long, wordy, confusing thesis statement (especially do not try to include all of your main points).
 - Do NOT announce your intentions. Avoid "This paper will prove..." or "I'm going to write about..." Don't tell the audience what you are going to do; just do it.

Body Paragraphs

Body paragraphs can be written in many ways, depending on your purpose. However, each paragraph should have ONE point which supports the thesis statement. Most body paragraphs will have:

Topic Sentence

- Usually, but not always, the first sentence of the paragraph. If it's not the first sentence, it should be very clear which sentence is the topic sentence.
- It introduces the paragraph's main idea, makes your point about this idea, and relates to the thesis statement.
- The topic sentence connects to the previous paragraph.
- The topic sentence is NOT a fact. It has a point of view.
- The topic sentence is NOT something from a source. It is your idea.
- Every sentence in the paragraph will support this topic sentence.

Explanation of topic sentence

- The sentence(s) after the topic sentence often further describe the main idea of the paragraph.

Support

The topic sentence is supported by supporting points, details, and explanations, often presented in sandwiches (review pp. 23-25 in *Research and APA Style Guide* about

sandwiching). A body paragraph could have one to several sandwiches, depending on how long and in-depth the detail is.

- Supporting points are the ideas that support the main point of the paragraph. These can be written in your own words and then supported by details.
- Specific details are very important to show the readers that your ideas are valid.
 - When using facts, examples, studies, experts' opinions, etc. be as specific as possible. Use the expert's names and professions. Use names, places, dates and other specific information about examples. Include numbers and dates. For scientific studies, explain a little about how the study was done. Use vivid descriptions to make the details clear to the readers.
 - Make sure the details are relevant to your point. A common mistake is including misunderstood source information that does not actually support the student's point.
 - Remember that one example does not prove something. Use more than one example or source in a paragraph.
 - Check with your instructor if you can also include your own personal experience as a detail.
- Clear and complete explanations are very important because the readers are expecting you to explain everything to them. The readers do not expect to have to think too hard. So explain why/how the details support the topic sentence, and thus the thesis.
 - Your explanation should not just repeat the source material, but rather interpret and analyze it.
 - Your explanation should not simply repeat your thesis or topic sentence, but rather explain how the source material supports those ideas.
- Do NOT rely on sources too much. It's YOUR paragraph, so it should contain your ideas about the topic as well. Look at the example papers in this guide and the *Research and APA Style Guide* to see how the writers balance source material and their own ideas about it in each body paragraph.
- Make sure all your support has a logical order and good connections.

Concluding sentence

- The last sentence should review the body paragraph, emphasize the point and/or thesis again, or prepare the reader for the next body paragraph.
- Do NOT end the paragraph with a source citation. End with your own idea.

A final, important guideline about body paragraphs:

No long body paragraphs!

It is difficult for readers to stay focused on long blocks of text. $\frac{3}{4}$ of a page is generally as long as a paragraph should be. If your paragraph is much longer, find a logical way to divide it into two body paragraphs.

The Conclusion

The conclusion may be the shortest paragraph, but it's also the most important because this is what the reader will remember. A conclusion usually does these things:

Connect to the last sentence of the previous paragraph

- Use an advanced style. *In conclusion*, *to summarize*, *at the end* are rather boring and

typical although they will work. Try to be more sophisticated by repeating or connecting ideas in another way.

Summarize the findings of your paper

- Remind the readers of the paper's main ideas and wrap up your argument.
 - Restate the thesis in different words/phrases.
 - Briefly summarize the main points of your paper. Again, say these in a different way, so readers are not bored by repetition of the same sentences and phrases.
 - Use your own thoughts, not your sources'. The place for source support was in the body paragraphs, not the conclusion.
 - Do NOT write any new information, points, or support in the conclusion.

Show the significance of your findings

- Explain why your paper is important – What does it mean? What does it solve? What does it say about your topic? What does it show about the future of your topic? What should the readers take away from your paper?

End with a strong, memorable concluding statement(s)

- Also known as the "Wow statement," the last sentence(s) of your paper should make your readers say, "Wow! I'm glad I read this paper." There are several ways to do this:
 - End with the significance of your paper, as described above.
 - Relate your conclusion to the hook sentence(s) from your introduction. This can be a very effective way of wrapping up your paper.
 - End with an idea for the reader to think about – a prediction or recommendation perhaps.
- Do NOT ask a question that leaves the reader uncertain. The purpose of academic writing is not to confuse the reader, but to enlighten the reader.
- Do NOT be too general. Stay focused on your specific topic.
- DO NOT be too shocking, unbelievable, sweet, or obvious.

Connection between Ideas

Because academic papers should have a clear organizational structure, throughout your paper, you need to show the readers how your ideas are connected between paragraphs and between sentences. Often this happens naturally as you write; however, sometimes you will need to make the connection clearer to the reader. Here are 3 ways to do this:

Pronouns (he/she/they/this/that/these/those)

- Use a pronoun to refer to a noun from the previous sentence.
*Teachers should **not put grades on essays**. **This** would eliminate students' tears.
Angela Rizzi argues that grades do not motivate students. **She** thinks teachers should only write comments, but not grades.*

Repeated words/ideas

- Use the same word or a synonym in the next sentence.
***The policy** on **changing classes** is too strict. According to **the policy**, a student must get the signatures of 7 different people before **moving to another class**.*

Transition words

- These words clearly state the relationship between two sentences. Here are some transitions; if you are not sure what a word means, look it up in a dictionary.
 - to start – **first, first of all, to begin with**
 - to add another idea – **in addition, furthermore, also, moreover, what's more**
 - to add a more important idea – **more importantly, what's worse, what's more**
 - to add your last idea – **finally, most of all, most importantly**
 - to contrast with the previous idea – **however, nevertheless, on the other hand**
 - to show the result of the previous idea – **therefore, thus, consequently, as a result**
 - to emphasize an idea – **in fact, in particular**
 - to give an example of the previous idea – **for instance, for example, to illustrate**
 - to show a time relationship between ideas – **first, second, then, next, finally**
- While they are very helpful, there are two big problems with using these words:
 - Students over-use them. Too many transition words at the beginning of sentences can be annoying. Do NOT use a lot of transition words. One or two in a paragraph is enough.
 - Students often use them incorrectly. Please see the box below about proper use of these words.

USING TRANSITIONS

Sentence. Transition, sentence. OR Sentence; transition, sentence.

Transitions usually connect two sentences. Therefore, they will usually appear at the beginning of a complete sentence – after a period or semi-colon.

<i>The law does not stop teenagers from drinking therefore it is ineffective.</i>	WRONG
<i>The law does not stop teenagers from drinking, therefore it is ineffective.</i>	WRONG
<i>The law does not stop teenagers from drinking; therefore, it is ineffective.</i>	RIGHT!
<i>The law does not stop teenagers from drinking. Therefore, it is ineffective.</i>	RIGHT!

Transitions must also be followed by a comma and a complete sentence.

<i>Many organizations use English, for example, the UN, the EU, and NATO.</i>	WRONG
<i>Many organizations use English. For example, the UN, the EU, and NATO.</i>	WRONG
<i>Many organizations use English. For example, it is one of the official languages of the UN, the EU, and NATO.</i>	RIGHT

Revising

Your first draft is complete, but your paper is far from finished. The next step is to revise your paper – strengthen the content. Start this at least a week before your paper is due. In fact, you don't need to wait until you have a complete first draft to start revising. You can revise individual paragraphs as you finish them as well.

Know what to fix

Before you can revise, you need to know what to fix. How can you find that out?

- **Get feedback.** In some courses, you and your classmates will be asked to exchange papers to read and comment on them in class or online. If not, ask a friend to read it. You can also ask your instructor to look at parts of your paper (most instructors are happy to help if you have started your paper early. They may not be willing if you ask for advice at the last-minute). Listen to the advice of your reviewers, but remember that in the end, your paper is your responsibility.

- **Refer to the paper requirements or grading criteria or look at the checklist in this guide.** Read your paper and look at the requirements or checklist at the same time. Check off what you have, and mark what you need to fix.
- **Outline.** Make an outline of your first draft by listing the main point of each topic sentence. This will show you whether your ideas are clearly organized and whether they focus on answering the research question (the thesis).
- **Read your paper for focus.** Read every sentence of your paper. After each, ask yourself, "Does this support the thesis statement?" If it doesn't, cross it out or change it. [Or consider changing your thesis.]
- **Read each body paragraph for support.** Read a body paragraph, and then read its topic sentence again. Did the paragraph support that sentence enough? Were there enough specific details – facts, examples, descriptions, expert opinions?
- **Re-read your paper as the audience.** Imagine that you are seeing your paper for the first time (this is often hard to do, which is why it's good to have another person read your paper). As you read, write down any comments or questions your audience might have. Make sure that the tone fits the audience – will the audience be offended or attracted by your writing?

Fix it

Once you know what to fix, you must do it. **Be daring.** You will not have a good paper if you are afraid to change things. It may be easier to completely re-type your paper while just looking at your first draft. How should you change your paper?

- **Erase** words, sentences or paragraphs; eliminate all unnecessary or irrelevant ideas.
- **Add** words, sentences or paragraphs; add new points, details, or explanations.
- **Reorganize** words, sentences or paragraphs; put everything in a logical order.
- **Re-write** words, sentences or paragraphs; keep your ideas but present them better.

Revise it again

If there is time (make time!), revise your second draft. And keep revising. Good writers actually tend to revise more rather than less as they gain more writing experience.

Editing

When you are happy with your paper's content, it's time to edit. Try to do this in the week before your paper is due.

Editing will make your writing more precise and easier to understand (not necessarily shorter, but clearer). When editing, you examine every sentence and ask yourself if has a purpose and if it's complete, clear, and concise in English. A grammar resource and an English-English dictionary are both helpful editing tools.

Experiment with the following strategies until you find what works best for you.

Read your paper out loud slowly (or ask someone to read it to you).

You will hear mistakes, wordiness, repetition, and lack of clarity, which you can correct. If you don't know how to correct something, start looking through those grammar books.

Use the spell check and grammar check functions in Microsoft Word.

They will find some things, but not everything. This should not be your only strategy.

Editing strategies for specific problems

- **Connection between ideas**
 - Read the beginning and end of every paragraph to make sure they flow together.
 - Go through the paper sentence by sentence and find connections between them.
 - If the ideas don't connect, add a transition, pronoun, repeated word, synonym, or another sentence.
- **Wordiness**
 - Find all the very long sentences (25 words or more). Can they be rewritten more clearly and concisely?
 - Read each sentence. After each one, ask, "Is it necessary to the paragraph? Does it add something new? Could it be eliminated completely or partly? Could it be combined?"
 - Read each sentence word by word. Is every word necessary? Could some be eliminated or re-written in a shorter, clearer way? Could passive verbs be rewritten as active ones?
- **Repetition, Lack of variety**
 - Read each sentence and ask, "What is the purpose of this sentence?" Does it introduce a new idea? Does it support or explain the previous idea? OR does it just repeat it?
 - Read the first 5 words of each sentence to find sentences starting in the same way (such as with a transition word). Change some so your sentences have variety.
 - Look at the length of every sentence. There should be a variety of short and long sentences. Make sentences shorter by dividing them or longer by combining.
 - Find words which are repeated a lot. Use a thesaurus to find other words to use.
- **Sentence structure**
 - Go through the essay sentence by sentence. Label the subject(s) and the verb(s) in every sentence. Make sure each sentence has a subject and verb. Make sure there are not too many subject-verb combinations in each sentence and that word order is Subject+Verb+Object. Fix fragments, run-ons, and word order.
- **Word choice**
 - Find all the long words. Could some be replaced with shorter, clearer words?
- **Clarity, Non-English structure**
 - Read your paper without using a lot of effort – you're just reading because you are interested in the topic. If you have to read something twice, it's not clear.
 - Read your paper and translate it into your native language in your head. If it's really easy to translate, then maybe the writing is not following English structure and style.
 - Say your ideas out loud in English. Write exactly what you said. You probably speak more clearly than you write.

Proofreading

When you think your paper is ready to turn it, it's time to proofread (check for mistakes). If you don't proofread, your paper may be full of careless errors, which shows the audience that you were too lazy, rushed, or uncaring to fix your paper. To proofread:

- Do not look at your paper for 24 hours (this requires time management skills!)
- Print your paper – you'll see mistakes that you might not see on a computer screen.

- Start with the last sentence of your paper and read your paper sentence by sentence, going backwards. (This will help you focus on grammar, not content).
- Cover all the other lines with another piece of paper.
- Point your pen at each word.
- Think about the grammar, spelling, punctuation, capitalization, meaning... of every word.
- If you are unsure about anything, use a dictionary or grammar book. If you are still unsure, mark the line and ask someone for help.
- Fix any mistakes that you found.
- Print your paper and proofread it again!

It is a long, slow, unpleasant experience at first. However, the more you proofread, the easier it gets, the better your English gets, and the higher your grades get too.

Paper Checklist

Clear Objective, Thesis, and Focus

- | | |
|---|---|
| <input type="checkbox"/> Thesis is clear
<input type="checkbox"/> Thesis has point of view
<input type="checkbox"/> Thesis answers research question
<input type="checkbox"/> Thesis is surprising | <input type="checkbox"/> Thesis has no errors
<input type="checkbox"/> Purpose of paper is clear
<input type="checkbox"/> Every paragraph relates to thesis
<input type="checkbox"/> Every paragraph supports thesis |
|---|---|

Organization/Cohesion

- | | |
|--|---|
| <input type="checkbox"/> Clear introduction, body, conclusion
<input type="checkbox"/> Connections between paragraphs | <input type="checkbox"/> Clear, logical order of paragraphs
<input type="checkbox"/> All sentences connect to each other |
|--|---|

Introduction

-
- Hook sentence catches attention
-
-
- No too general statements
-
-
- Enough background info about topic
-
-
- Section ideas explained in introduction
-
-
- Thesis statement is easy to find

Conclusion

-
- Connects to last body paragraph
-
-
- Summarizes thesis and main points
-
-
- No new or superfluous information
-
-
- Shows importance of topic
-
-
- Effective closing statement ("wow")

Body

- | | |
|---|--|
| <input type="checkbox"/> Each paragraph has only one point
<input type="checkbox"/> Logical, convincing points support thesis
<input type="checkbox"/> Topic sentences in every paragraph
<input type="checkbox"/> Topic sentences relate to thesis
<input type="checkbox"/> Topic sentences have point of view
<input type="checkbox"/> Sufficient supp. points in each para.
<input type="checkbox"/> Supporting points are in logical order
<input type="checkbox"/> Source information is introduced
<input type="checkbox"/> Use of specific details as support
<input type="checkbox"/> Source information is integrated | <input type="checkbox"/> Support is explained/analyzed
<input type="checkbox"/> Balanced source info and own ideas
<input type="checkbox"/> Each paragraph explains "why/how"
<input type="checkbox"/> Specific explanations
<input type="checkbox"/> No repetition of ideas
<input type="checkbox"/> No irrelevant ideas or information
<input type="checkbox"/> Appropriate concluding sentences
<input type="checkbox"/> Each para. proves its topic sentence
<input type="checkbox"/> Alternative/opposing views included, minimized |
|---|--|

Some Cohesive Devices to Improve Writing Quality

WRITING A COMPOSITION

A. LOGICAL DEVICES

(a) Addition

<i>again</i>	<i>equally</i>	<i>in fact</i>
<i>also</i>	<i>furthermore</i>	<i>moreover</i>
<i>and</i>	<i>in addition (to...)</i>	<i>too</i>
<i>and then</i>	<i>indeed</i>	<i>what is more</i>
<i>besides</i>		

Examples:

The house faces north, so it never gets the sun. *Also*, it is rather damp.

The children do not like one another. *Moreover*, they often quarrel and start to fight

She hardly ever goes to the theatre. *In fact*, she has not been for months.

(b) Comparison

<i>compared with</i>	<i>in the same way</i>	<i>similarly</i>
<i>in comparison with</i>	<i>likewise</i>	

Examples:

I used to work fifteen hours a day. *In comparison with* that, my present job is more like holiday!

The doctor advised him to give up smoking. *Similarly*, he recommended him to eat much less and take plenty of exercise.

(c) Contrast and concession*

<i>besides</i>	<i>naturally</i>	<i>still</i>
<i>but</i>	<i>nevertheless</i>	<i>whereas</i>
<i>however</i>	<i>of course</i>	<i>while</i>
<i>in contrast</i>	<i>on the contrary</i>	<i>yet</i>
<i>instead</i>	<i>on the other hand</i>	

Examples:

He did not show anyone the papers. *Instead*, as soon as he got a chance, he burnt them.

She is not as pretty as she used to be. *Nevertheless*, she is still a very attractive girl.

His first novel took him only a few weeks to write, *while* his next one took over a year.

*Some of these imply both *contrast* and *concession* (for example: *however*), while others such as *on the contrary*, *on the other hand*, are more clearly concerned with contrastive relationships between sentences. On the whole, however, it seemed more convenient to subsume these items under one heading.

(d) Enumeration

<i>first(ly)</i>	<i>(second(ly))</i>	<i>last</i>	<i>on top of (that)</i>
<i>finally</i>		<i>next</i>	<i>to (begin with)</i>
<i>in the (first) place</i>		<i>more important</i>	<i>then</i>

Examples:

His job involves a number of things. *First*, he is responsible for general administration in the office. *Secondly*, he has to look after the financial side of the business... *Finally*, he has been asked to build up outside contacts.

There were several good reasons for changing the plan. *To begin with*, it involved a lot of money. *On top of that*, it needed too many people.

(e) Exemplification

<i>as (evidence of...)</i>	<i>such as</i>
<i>for example</i>	<i>thus</i>
<i>for instance</i>	<i>to show what (I mean)</i>
<i>let us (take the case of...)</i>	

Examples:

Most countries do not grow enough food for their needs. *Let us take the case of* the United Kingdom.

Most people are superstitious in some way. *Thus*, a lot of people believe that the number 13 is unlucky...

(f) Inference

<i>If not,...</i>	<i>otherwise</i>	<i>then</i>
<i>In (that) case</i>	<i>that implies</i>	

Examples:

He left the country the same day. *In that case*, he must have had his passport with him.

You must get some more petrol. *Otherwise*, we will not have enough to get us to the next town.

(g) Summary

<i>in all</i>	<i>in short</i>	<i>on the whole</i>
<i>in brief</i>	<i>in conclusion</i>	<i>to sum up</i>

Examples:

She spends a lot of money on clothes. She is also fond of buying expensive jewellery. *In short*, she is extremely extravagant.

The car is not new but it is in good condition. The price too is very reasonable. *On the whole*, I think it is quite a good bargain.

The film has a very unusual plot, with plenty of action. Both the acting and photography. *To sum up*, this is a film you should not miss.

(h) Time*

<i>after (a while)</i>	<i>before (that time)</i>	<i>since (then)</i>
<i>afterwards</i>	<i>finally</i>	<i>so far</i>
<i>at first</i>	<i>in the end</i>	<i>then</i>
<i>at last</i>	<i>meanwhile</i>	<i>(up to) then</i>
<i>at (the same time)</i>	<i>next</i>	

Examples:

He tried to open one of the small windows. *At first* it remained firmly closed but, *in the end*, after a great deal of effort, he managed to open it a few inches.

... and the fire has finally been brought under control. Several men are still missing. *Meanwhile* the causes of the explosion are still being investigated.

*That is, indicating temporal relationships. This is a very open-ended group of devices, as the number of bracketed item shows. For example, instead of *at the same time*, we may have: *at that time/at that moment*.

(i) Result

<i>accordingly</i>	<i>for that reason</i>	<i>then</i>
<i>as a result</i>	<i>hence</i>	<i>therefore</i>
<i>consequently</i>	<i>the (consequence) of that is...</i>	<i>thus</i>

Examples:

Most people were opposes to the scheme on the grounds that it was too expensive. *Accordingly*, it is now being re-examined to see if costs can be reduced.

Seven inches of snow fell during the night, blocking most main roads. *As a result*, traffic conditions have been chaotic.

In the past, no one has taken his advice very seriously. *Hence*, it is very probable that he will not be inclined to help on this occasion.

(j) Reformulation

<i>in other words</i>	<i>that is (to say)</i>
<i>rather</i>	<i>to put it more (simply)</i>

Examples:

Towards the end of the party he got up and danced on the table. *In other words*, he made a complete fool of himself.

Most people felt that the project was not worthwhile in proportion to the amount of time it would take to complete it and equally the financial expenditure involved. *To put it more simply*, it was a waste of time and money.

(k) Replacement

<i>Again</i>	<i>(better) still</i>	<i>the alternative is...</i>
<i>Alternatively</i>	<i>on the other hand</i>	

Examples:

It is very likely that we shall go by car, even though it is a long drive, because we shall need some means of transport while we are there. *Alternatively*, we might fly out and hire a car when we arrive.

If things get any worse, we might have to arrange a public meeting to discuss the matter. *Better still*, we could even organise a demonstration.

(l) Transition

As far as... is concerned

As for...

Incidentally

now

to turn to...

with (reference) to...

Examples:

We can leave most of the details of the proposal until the next meeting. *Now, as far as* money *is concerned*, this needs careful consideration.

In the end, he decided to sell his car. This, *incidentally*, proved to be a mistake.

B. GRAMMATICAL AND LEXICAL LINKING DEVICES

(a) Use of *pronominal forms to replace noun phrases*

Napoleon was a great soldier. *He* was also a great administrator.

John bought *a new car*. *It* cost a lot of money, but it goes a lot better than *his old one*.

John and Mary are going on holiday to Brazil. *Their* friends are very envious.

He decided to take *some heavy shoes* with him. He thought that *these* would be useful in case he went walking.

(b) Use of *pronominal forms to replace adverbials (noun phrases of time and place)*

He left *the following day*. He knew *then* that he was not coming back.

We called on them *soon after breakfast*. We should have realised that *this* was a bad time for a visit.* (* Noun phrases are also used as replacives. For example: John was born *just before the war*. At *that time* his parents lived in London)

I decided to take my books back to *the library*. When I got *there*, I found it was closed.

(c) Use of *pronominal forms to replace clauses or sentences*.

Some students work all night just before an exam. *This* is a great mistake.

John has just resigned. *It* was quite unexpected.

Notice that in the examples above the pronominal forms all refer back to something previously mentioned. They may also refer forward. For example: *This* is what you should do. *You should be very frank*.

My advice is *as follows*. *Be very frank*.

(d) Use of *determiners (the, this, that, etc.) to refer back to a previous noun phrase*

Thieves broke into *a jeweller's shop* in North Street last night. *The thieves* entered *the shop* through a small back window.

I bought *a pocket calculator* last year. *That calculator* has proved very useful.

Former and *latter* are used to refer back to one of two previous noun phrases:

John and Tom both took part in the play. Only *the former* has had any real experience of acting. *The latter* had never even been on the stage before.

(e) *Repetition of key words*

These particular train services are not used very much by *commuters*. As a rule, *commuters* tend to travel much earlier.

(f) *Use of synonyms to avoid repetition*

These cars were first *made* in 1972. When they were first *produced*, they were not very popular.

If you have any *thoughts* on the subject, please let me know. I shall be interested to hear your *ideas*.

(g) *Use of a construction implying whole part or part-whole relationship*

You will need to take some *tools* with you. You can get *a hammer, a saw and a screwdriver* from most big department stores.

Large cars and lorries are not advised to use this route. These *vehicles* should take the other road.

(h) *Use of related word forms*

Seven people have been *arrested* so far. The *arrests* were made late last night.

(i) *Use of parallel structures*

It is possible that the plan will succeed. *It is equally possible* that it will fail.

Guides for Your Reflection Papers

THINKING CRITICALLY ABOUT WHAT YOU HAVE LEARNED

Now that you have read and discussed several evaluation essays and written one of your own, take some time to think critically about what you have learned. What problems did you encounter as you were writing your essay, and how did you solve them? How did reading other evaluation essays influence your own essay? How do evaluation essays in general reflect social or cultural attitudes about judgment?

Reflecting on Your Writing

Write a one-page explanation, telling your instructor about a problem you encountered in writing your essay and how you solved it. Before you begin, gather all of your writing—invention and planning notes, drafts, critical comments, revision plan, and final revisions. Review these materials as you complete this writing task.

1. *Identify one writing problem you needed to solve as you worked on the essay.* Do not be concerned with grammar and punctuation; concentrate instead on problems unique to developing an evaluation essay. For example: Did you puzzle over how to present your subject? Did you have trouble asserting an overall judgment while acknowledging what you liked as well as disliked? Was it difficult to refute an important objection you knew readers would raise?
2. *Determine how you came to recognize the problem.* When did you first discover it? What called it to your attention? If you did not become aware of the problem until someone else pointed it out to you, can you now see hints of it in your invention writings? If so, where specifically? When you first recognized the problem, how did you respond?
3. *Reflect on how you went about solving the problem.* Did you work on the wording of a passage,

cut or add reasons or refutations, conduct further research, move paragraphs or sentences around? Did you reread one of the essays in this chapter to see how another writer handled a similar problem, or did you look back at your invention writing? If you talked about the problem with another student, a tutor, or your instructor, did talking about it help? How useful was the advice you received?

4. *Write a brief explanation of the problem and your solution.* Be as specific as possible in reconstructing your efforts. Quote from your invention notes or draft essay, others' critical comments, your revision plan, or your revised essay to show the various changes your writing—and thinking—underwent as you tried to solve the problem. If you are still uncertain about your solution, say so. Taking time to explain how you identified a particular problem, how you went about trying to solve it, and what you learned from this experience can help you solve future writing problems more easily.

Frequent Student Questions

**American Psychological Association (APA)
Reference Style**

Unit 18

Frequent Student Questions



Certain questions come up very frequently in a class in which students are learning to write research papers and reports. The questions are listed here and are followed by the answers that they usually get. These answers give insight into the typical requirements of academic courses. (When the answers refer to the requirements of assignments in this textbook, this is made clear.)

1. How long should my paper be?

To this question, many instructors give the vague answer: "As long as it needs to be in order to say what you have to say." This leaves inexperienced student writers puzzled because they usually think that a paper is not a research paper if it is very short. In fact, academic research papers and reports vary greatly in length, from "short" (1–6 pages of double-spaced typescript) to "medium" (7–15 pages) to "long" (15–40 pages). If your instructor does not give you upper and lower page limits, then you should think in terms of a medium length paper. A very short student paper is unlikely to be thorough and complete, and a very long one will not be impressive just because it is long. The most effective paper is both complete and concise.

2. How much note-taking must I do?

There is no specific quantity that is best. In academic courses, the instructor never sees your notes, so you can write them as you wish, and you can write as much or as little as you wish. As a rough guideline, it may help you to think that a typical medium-length paper (7–15 pages) will be based on 30 to 50 pages of notes, but this varies a lot according to the subject, the writer, and the books and articles the writer has immediately at hand when actually writing.

You should always think of note-taking as having three equally important purposes: the obvious one of recording information and the two that are sometimes forgotten—writing notes helps you understand and organize information in your mind, and it also stimulates your own ideas.

5. How many books and articles must I use for my paper?

There is no “must” on this issue. Some research papers use many, others very few. Some papers refer only to articles. Others refer only to books, but, if the papers are up to date, they usually include references to some recent articles as well as to books. For some papers that report experimental results in scientific fields, there may be no references at all, but this is rare because such results are usually presented in the context of previously published research. For the type of student paper discussed in this textbook, there should probably be a minimum of about four or five references to books or articles.

7. How do I know which editorial style to use—APA or MLA or scientific or some other?

Ask your academic advisor or course professors or advanced graduate students in your subject area what the standard requirements are.

8. How many spaces should I leave between lines?

When typing it is customary to double-space, and when handwriting you should leave one line blank after each line of writing. This makes it easier for the instructor to read and also leaves space for the instructor to write comments.

13. When should I use quotations? Must I always use some or can I write a research paper without using any at all?

You should only quote something directly when the way it is expressed is especially effective or unusual. Quotations are not some kind of decoration or a required part of a student paper. Indeed you may have *no* need for *any* quotations. Many research papers that report experimental results do not have quotations, but papers in the humanities and social sciences usually do because they deal very often with the ideas of other writers. To decide whether to paraphrase or quote directly just ask yourself if you are more interested in *what* is said than *how* it is said. If it is the content (what is said) that you are interested in, then paraphrase. If it is the manner of expression (how it is said) that is striking, then quote directly. Never quote too much (not more than about ten percent of a paper), or your instructor might begin to think that you are using quotations just to fill pages!

14. Must every paper prove something?

No. Only an argumentative paper tries to prove a point. Other papers—reports—do not try to gather evidence and use logical argument to support a claim that some people might disagree with. When you begin a research paper project, you should have an absolutely clear idea of which type is required of you. Often, undergraduates must write reports, but it is rare for graduate students to do so. The normal requirement for graduates is to write argumentative papers. If you are in doubt about what you have to do, discuss it with your instructor early in the term.

15. What is the difference between the “thesis” of an argument and the use of the word *thesis* in “thesis statement” and in “graduate thesis”?

You have to be careful in using the term *thesis*. It has two basic meanings: one is “a proposition presented for discussion or proof”; the second meaning (derived from the first) is “a written dissertation required by a college as part of the work toward a higher degree.”

The thesis of an argument is the proposition that the argument is trying to prove; it is the claim that is being supported through evidence and logical statements. This is the meaning in the phrase *thesis state-*

ment in this textbook, referring to the one sentence that expresses the main idea of a research paper.

It is also possible to use the phrase *thesis statement* more loosely to mean several sentences that express both a summarized argument and the point that the argument is trying to make. This looser usage sometimes appears in dissertations in a section headed "Statement of the Thesis," but, strictly defined, the "thesis statement" is only the assertion that is to be proved and not the argumentation that leads to proof.

In the context of a single research paper, the "thesis statement" is synonymous with "thesis sentence," a single, grammatically complete sentence, the main clause of which expresses the idea to be proved or expanded upon.

When talking of a "graduate thesis," reference is being made to the written dissertation previously defined.

16. What can I do if I find it impossible to remember all the rules for citation formats?

Do not even try to remember them. All writers of such papers keep style guides for reference, and these are normally used at the end of the whole writing process. That is, you can put your citations in the correct format after you have written the text of the paper. The format and the "look" of the paper should not be in your mind when you are busy developing ideas, drafting and redrafting. Thinking about the mechanical conventions at this point would only interfere with the flow of activity. However, when you are developing a preliminary bibliography, be sure to note all the information that you will need for a complete citation, so that you will not waste time later, when you can least afford the time, in going back to the library just to get such simple information.

17. Should I leave out information that I think the instructor knows?

Even though the actual writing situation is that of student and instructor, you should not try to guess what an individual instructor may or may not know. Rather, imagine that you are writing for readers who are knowledgeable about your general subject but not about the details of your narrowed topic. With this guideline in mind, you will avoid writing too much that is obvious or leaving out some information that is needed.

Your reading about the general subject area will tell you what is widely known, and your reading within the narrowed topic area will tell you what very few people are thinking about and writing about. How-

ever, when you become familiar with a very limited topic, you can easily take for granted some things that people need to know, so you should give too much rather than too little background information if you are finding it hard to establish the right balance. Think of the instructor as representing a group of readers, a fairly small community of specialists.

Even in your English language class, in which the instructor obviously cannot be a specialist in all the disciplines of the various students, you should still write your paper as if for a community of experts in your field. Your English instructor will read your paper for how you write it rather than for what you write; the latter is for an academic subject specialist to judge.

18. Am I expected to write papers like those in academic journals while I am still a student?

Your instructors do not expect you to do that, but they do hope that your approach to the whole process of research, thinking, and expressing your ideas will be the same as that of the professional, academic writers. Also, more is naturally expected of graduates than undergraduates. A research paper written for a graduate academic course should really be fairly close to the type and quality of short, published articles.

19. If I know a lot about a subject from my own experience, can I write the research paper from this knowledge, without using books and articles?

No. If you did that, it would not be a research paper in the usual scholarly sense. Certainly you could use your experience of a special field as a source of ideas for a research paper, for instance, for an idea that you want to prove is true or useful or original. That idea would be expressed in your thesis statement. Or you might use personal experience as part of the evidence in an argument but only as a small part because it would be very subjective and, probably, impossible to test scientifically or argue about in a strictly logical way.

If you write from personal experience, you would be writing a personal essay, a composition that would be quite acceptable in another situation (such as a weekly composition for a writing teacher) but not as a research paper.

Using books and articles is an integral part of writing a research paper, especially in the humanities and social sciences. In some scientific fields, papers that report the results of experimental research may

make no reference to other works, but even in the scientific papers there is often some attempt to put the information in the context of the work of others.

20. Can I use subheadings in a research paper and, if so, how many?

In a short paper, it is best to avoid all subheadings, unless you are certain that they would help your reader. Using too many can make the paper seem to lack cohesion because they are not a good substitute for effective transitional sentences or paragraphs. The headings “Introduction” and “Conclusion” are often used when they are not really necessary. In a short paper, it does not need to be stated that the first few paragraphs are introductory and the last few concluding because this is assumed. In long papers subheadings are more useful, but there is no way to calculate a number that is appropriate; each must be judged separately. In some technical and scientific fields, it is normal to use specific subheadings for every paper. As you read articles in your field, you will soon notice what is typical, and you can also find out what is suitable from the style guide used in that field.

21. Why are research papers assigned in so many different academic courses?

Research papers are the basis of communication between scholars. You might even think of many academic books as consisting of sets of research papers (or articles or chapters) that develop a subject in depth. The process of writing a research paper—investigation, analysis, developing and changing ideas, clear self-expression in writing, and learning through writing—is a vital part of what colleges and universities are trying to teach you because this process is fundamental to scholarly communication.

EXAMPLES IN APA STYLE

The examples that follow show the types of citation most often needed for student term papers. For other types, consult the *APA Manual*.

Book

Stuckey, S. (1994). *Going through the storm: The influence of African American art in history*. New York: Oxford University Press.

Book: Two authors

Brett, A., & Provenzo, E. F. (1995). *Adaptive technology for special human needs*. Albany, NY: State University of New York Press.

Book: Many authors

Moran, T. E., Levy, R., McClure, A., & Guthrie, J. L. (1997). *Evaluating transformation processes in municipal organizations*. New York: Center for Social Inquiry.

Book: Later edition

Brockett, O. G. (1992). *The essential theatre* (5th ed.). Fort Worth, TX: Harcourt Brace Jovanovich.

Book: Group author, same publisher as author

Motor Vehicle Manufacturer's Association of the United States. (1982). *World motor vehicle data*. Detroit, MI: Author.

Book: Edited

Ming, T., Tohen, M., & Zahner, M. E. P. (Eds.). (1995). *Textbook in psychiatric epidemiology*. New York: Wiley-Liss.

Book: Translated into English

Calvino, I. 1997. *The baron in the trees* (A. Colquhoun, Trans.). San Diego: Harcourt Brace Jovanovich. (Original work published 1959)

Book: Non-English

Walter, H. (1994). *L'aventure des langues en Occident: Leur origine, leur histoire, leur géographie* [The adventure of language in the West: Their origin, their history, their geography]. Paris: Editions Robert Laffont.

Article in journal

Maldonado, N. S. (1992). Making TV environmentally safe for children. *Childhood Education*, 68, 229-230.

Article in monthly magazine

Callihan, D. (1995, September). Through the window of pain. *Pitt Magazine*, 10, 20-23.

Article in weekly magazine: No author, one page

Dreams of roads and railways. (1995, March 11). *The Economist*, p. 48.

Article in edited book

Garcia, G. E., & Pearson, P. D. (1994). Assessment and diversity. In L. Darling-Hammond (Ed.), *Review of research in education* (pp. 337-391). Washington, DC: American Education Research Association.

Article in daily newspaper: No author, discontinuous pages

New bank attracts depositors with high rates. (1996, June 22). *Edinboro Gazette*, pp. 1, 5.

Conference paper: Published in conference proceedings

Barclay, L. P., Bateson, R., & Obiakor, T. F. (1996). Making computers talk. In P. R. Wigmore (Ed.), *Proceedings of the Second International Conference on Artificial Intelligence* (pp. 135-141). Amsterdam: De Bruijn Press.

Conference paper: Unpublished

Jameson, P. E. (1997, January). *Light filters in high-speed medical photography*. Paper presented at the meeting of the California Association of Medical Photography Technicians, Sacramento, CA.

Doctoral dissertation: Unpublished

Juffs, A. (1993). *Learnability and the lexicon: Chinese learners' acquisition of English argument structure*. Unpublished doctoral dissertation, McGill University, Montreal, Canada.

Report: Group author

Council for Exceptional Children Advocacy and Governmental Relations Committee. (1988). *Report of the Council for Exceptional Children's ad hoc committee on medically fragile students*. Reston, VA: CEC.

Review of a book

Forman, P. (1995). Truth and objectivity. [Review of the book *A social history of truth*] *Science*, 269, 707-710.

Electronic Publications

Note 1: There is no period at end of the entry because periods are part of electronic addresses; adding a final period would confuse the reader.

Note 2: If you want to, you may the add date of access [in brackets] at the end of an on-line entry, as in the first example that follows. This refers to the date on which you found the record through direct computer access.

World Wide Web: Article in electronic journal

Ling, R. (1996). Cyber McCarthyism: Witch hunts in the living room. *Electronic Journal of Sociology*, 2. Available: <http://olympus.lang.arts.ualberta.ca:8010/vol002.001/Ling.Article.1996.html> [1997, January 3]

World Wide Web: Article

Weaver, R., Servesco, R., & Tian, J. (1996). Determining the destiny of plastic. Available: <http://dirac.py.iup.edu/college/chemistry/course/plastic.html>

Internet: Article

Swaminathan, K. (1997). The limits of athletic endurance: A statistical model. Available: [gopher://gopher.upr.edu/32/GH.research. unit-physiol.ftp](gopher://gopher.upr.edu/32/GH.research.unit-physiol.ftp)

CD-ROM

Hille, T. (1996). *Form function in architecture*, [CD-ROM]. Available: University of Michigan Press.

Compiled from:

Axelrod, R. B., & Cooper, C. R. (2001). *The St. Martin's Guide to Writing*. Boston: Bedford/St. Martin's.

Menasche, L. (1997). *Writing a Research Paper (Revised Edition)*. Michigan: The University of Michigan Press.

Whitaker, A. (2009, September). *Academic Writing Guide*. Retrieved from City University of Seattle.

Examples of Students' Essays

The Role of Students' Motivation in Learning English

Abstract

This paper examined types of motivation and two ways to maintain students' motivation in learning English. There are four types of motivation that can influence student's outcome of language learning which are intrinsic, extrinsic, integrative, and instrumental motivation. Those types of motivation can help the students to overcome their problems in learning English. Students at least have one motivation to help them in achieving their goal in learning English. However, some students do not have motivation when they learn English. That is why, this paper also examined two ways to maintain students' motivation in learning English. The first way is making the learning become more interesting. The second way is to invite the students more active. Those ways to maintain students' motivation can help the students to overcome their problems or difficulties in learning English.

Keywords: Types of motivation, two ways to motivate students in learning English.

English known as a second language or foreign language in Asia. English is also an instrument to communicate with other people in English. So, to learn English, the students need motivation to help them achieve their goal in learning English. Johnstone (1999, p.146) in Ryan and Deci (2000) stated that motivation is a stimulant that the students use for achieving their specific target in learning English. Similarly, according to Ryan & Deci (2000, p. 54) "to be motivated means to be moved to do something". It means that students who are motivated have a cause to do something in their daily life. For example, students study academic essay writing because they want to write essay in terms of academic. Moreover, they also want to get high score in their exam in academic essay writing class. The aim of getting high score and being able to write essay in terms of academic is a motivation for students who learn academic essay writing. Almost all students need motivation to keep their success and satisfy their need in learning English. However, every student may have different motivation. They have one or more motivation. This motivation can influence the students to do something to achieve their goal in learning English. Cook (2000) in Mahadi and Jafari (2012) stated that students should have at least one motivation to achieve their goal in learning English. It is because if students do not have motivation either intrinsic or extrinsic motivation, they will face many problems while they learn a second language. Also, they will face any difficulty to learn and add knowledge of a second language in classroom. So, learning language will be difficult for them if they do not have motivation. Thus, this paper explains the types of motivation and two ways to motivate students in learning English.

Deci and Ryan (1985) and Gardner and Lambert (1972) stated that there are four types of motivation that can influence someone's outcome of language learning which Intrinsic, extrinsic, integrative, and instrumental motivation

Deci and Ryan (1985) in Self-Determination theory (SDT) differentiate between two types of motivation based on different goal. First is intrinsic motivation. Intrinsic motivation is students' desire to do something or achieve their goal because they enjoy every interesting activities (Deci and Ryan, 1985). Furthermore, Hummel (2014) stated that extrinsic motivation

is the motivation comes from outside that person. It means that students will be motivated to do something when someone gives a reward to engage them in the activity. However, Uno (2006) stated that intrinsic motivation is stronger than extrinsic motivation. It is because intrinsic motivation comes from ourselves internally such as desire and curiosity. Someone who has intrinsic motivation is better than someone who has extrinsic motivation (Uno, 2006). It is because they love something which is challenging. They believe that they can do it because they love something challenging for them. Whereas, someone has extrinsic motivation, they force themselves to do something because some rewards. Even though, they do not like an activity but they keep doing it. It is because they want to get a reward or appreciation. In short, there two types of motivation based on the different goal which are intrinsic and extrinsic motivation. However, intrinsic motivation is stronger than extrinsic motivation. It is because intrinsic motivation comes from internal factor, whereas extrinsic motivation comes from outside factor

Moreover, Gardner and Lambert (1972) stated that there are two types of intrinsic motivation which are integrative and instrumental. Integrative motivation is motivation that encourages students learn others' culture that is related with English. For example, they want to marry with foreigner. When someone who want to marry with foreigner, they need intrinsic motivation to learn English. It is because, they want to communicate with their future husband in English. Whereas, Instrumental motivation is encouragement which makes the students to be motived to learn English because by mastering English, they will get good occupation for their future. For example, they want to apply a job in international office. That is why, Gardner and Lambert (1972) suggested that integrative and instrumental motivation are more useful factors for second language learning. In short, these two types of motivation can influence the outcome and produce of language learning.

Considering an important motivation, teacher should have two ways to maintain the students' motivation in learning English.

The first way to maintain students' motivation is making learning activity become more interesting (Kong, 2009). Most of students do not have motivation to follow some classes. Kong (2009) stated that students do not have motivation because their teachers do not use various activities to make them engaged in every process of learning English. Kong (2009) also stated that teachers can use interesting and various activities. It is one of an effective ways to build their curiosity in English learning. Learning English is little bit different with other subjects (Kong, 2009). Teaching English needs the students to develop their four skills which are speaking, writing, listening, and reading. Eison (2010) stated that the students need motivation to master those four skills in learning English by using many kinds of strategies. So, the teachers' task helps the students to gain their intrinsic motivation and encourage their involvement in learning English by using and applying various, interesting, and fun activities. In short, the teachers need to make the learning activities become more interesting, fun, and enjoyable to gain their motivation in language learning.

Second way is to invite the students be more active in learning. This is an important things for students. Eison (2010) stated that the best strategy to maintain students' motivation is involving students in doing something and thinking about that thing that they are doing. By being active participants in learning, it helps students to be motivated in process of learning. They do not feel bored easily and they will enjoy every process of the learning in the class.

Moreover, Knight and Wood (2005) in Eison (2010) stated that to make the students be more active the teacher should teach more by lecturing less. It means that the learning activities do not only accept the lecture from the teacher. However, the learning activities can be conducted by group discussion, demonstration, case study, presentation, and brainstorming. With conducting so many kinds of activity, it helps the students do not bored and the students can also motivate one another to achieve their goal. In short, the teacher should let the students be more active to gain their motivation in expressing their ability in English.

To sum up, this study explain about the types of motivation and two ways to motivate students in learning English. Deci and Ryan (1985) stated that there are two different motivation based on the goal which are intrinsic and extrinsic motivation. Intrinsic motivation is students' desire to achieve their goal because they enjoy every process of activities, while extrinsic motivation is the motivation come from outside that person (Deci and Ryan (1985). They have motivation in following the activity only for getting something such as reward, appreciation, gift, and many more. Moreover, Gardner and Lambert (1972) also stated that there are two types of intrinsic motivation which are integrative and instrumental motivation. Integrative motivation is motivation that encourages students learn English culture. Whereas, instrumental motivation is motivation that encourage students to be motivated in learning English. Those two motivation are useful for second language learning (Gardner and Lambert, 1972). Furthermore, considering an important motivation in learning English there are two ways to motivate students. The first way is making learning activity become more interesting. Kong (2009) stated that by conducting various activities help the students more engaged in every process of language learning. The second way is to invite the students be more active in learning. Eison (2010) stated that the best strategy to maintain students' motivation is involving students in doing something and thinking about that thing that they are doing.

References:

[References are purposely omitted]

Online Games as the Effective Media of Learning: The Benefits of Online Games Toward English of Second Language Learning

Abstract

The advances of technology make people familiar with internet. Internet is developing into some applications and one of them is online games. The use of online games makes students lazy in doing their assignment. Teacher and also parents ban online games because they thought that online games gives bad impact for learners. Despite the bad impact of online games in education field, there are also some benefits that learners can get from playing online games especially for language learning such as: vocabulary improvement, students' motivation, and the way pronounce the words.

Keywords: *online games, benefit, English, language learning*

INTRODUCTION

In this globalization era, people are pampered with many technologies that they can access. The advances of the technology makes people familiar with the term "internet" and most of them start using the internet (Wang & Zhu, 2011). The use of internet is developed into some online games that most of people play nowadays. People, not only the adolescents but also children and adults, allocate most of their time in a long period to play online games (Voiskounsky, Mitina, & Avetisova, 2004). It can be noticed that people are addicted to play online games by looking at this case. To play online games, people should master the language that is used in the online games. That is why online games also have a relation with language learning.

Some people stated that online games do not have any benefit for people especially for learners (Alyaz, Spaniel-Weise, & Gursoy, 2017). The use of online games are mostly seen as a bad impact which makes learners demotivated in their learning. Online games also become a reason why learners are unsuccessful in their learning experience. This statement makes the parents and teacher ban online games to be played by young learners because they think that online games will disturb their learning process (Salimi, 2016). In conclusion online games seen gives bad impact for learners in parents and teacher's perception.

In language perception, online games can help people in acquiring language. English is a global lingua franca in this era (Reddy & Mahavidyalaya, 2016) and it makes English become a very important language that should be acquired by everyone in the world. Turgut and Irgin (2009) stated

that the use of online games in education field is been thought much even though the use of online games still rarely achieving the goal. But there is some research that views online games supporting the language acquisition (Turgut & Irgin, 2009). Despite some of bad impacts that are given by online games, online games also have some benefits for the learners through language learning, especially for the English language learners. In relation to this phenomenon, the benefits of online games towards learners' L2 learning will be explained further.

DISCUSSIONS

The first benefit of using online games in language learning process is improving the vocabulary (Turgut & Irgin, 2009). Most of the online games use English as their common language. It can be seen that online games and English have a strong relation from the case that the gamers should know the English vocabulary to make them understand the instruction of the online games. "They are a valuable site for exploring the ways in which new and older forms of literacy and multimodality combines, changing understandings of what constitutes text and engagement and providing insights into the highly effective learning principles incorporated into games as an essential precondition of commercial success and play" (Turgut & Irgin, 2009, p. 761). It means that online games are an effective learning process to make the learners easy to remember the English vocabulary. Nguyen and Khuat (2003) in Yip and Kwan (2006) also stated that for some learners that use English as their second language feel that memorizing unfamiliar words and has to complete a lot of exercise are boring and hard to engage to the vocabulary learning. Online games activities help the learners developing and using the words through different context by making the lessons enjoyable (Huyen & Nga, 2003). So, by using online games, students will be enjoying in learning and gaining the vocabulary that is hard for them to understand.

The second benefit of using online game is improving the student motivation in learning language. Oguzhan the participant in Turgut's and Irgin's (2009) study said, "I speak with people. I can speak English even though I am not good at grammar. In computer games, you meet someone, and become friend. You ask them where they live, what they do, and what their hobbies are. We become friends," (p. 763). It means that the students feel more motivated in language learning by using online games because when they are using English while they are chatting with other people even though they are not in a good grammar they can became a friend. Klimova and Kacet (2017) also clarify that the online games such as in the computer design enhance the ability of the learners in their communication. Using English in their daily communication through online games will increase their confidence in English communication. In conclusion, by talking with their friends in the online games, the students can improve their English language and they will become more confident in using English in their conversation.

The third benefit is making sure of the pronunciation of the English words. Pronunciation is an important thing that the students should acquire so they can communicate well in the global world. Turgut and Irgin (2009) stated that online games are interactive, and can give the linguistic feedback directly. Chick (2012) also stated that using the activities that interest the students in practice language learning will be more effective. Online games for Mobile Legend gives an instruction by speaking the words such as: "Enemy has been Slain", "Godlike", "Killing Spree", that can be imitated easily by the learners, so the learners can understand how to pronounce the words. This type of online game gives chances for the learners in improving their pronunciation and speaking ability (Turgut & Irgin, 2009). In conclusion, the language learning process by using online games will make students easier and enjoy their speaking learning process and help them in pronounce the words correctly.

CONCLUSION

In summary, the use of online games in term of education, especially language learning, is helpful. The bad impact that is given by online games is not always being bad. Even though the use of online games is rarely achieving the goal, there are also some benefits of online games that can be seen. The benefits that the students can get are improving the vocabulary of the learners, increase the motivation of the students in language learning, and make sure of the pronunciation of the words. The benefit of the vocabulary improvement can be seen by the learners while doing the games. The words that they did not know before can be known by using online games and it will be easier for them to memorize. The other benefit that learners can get from using online game is increasing the students' motivation because learners are enjoying the learning process. By using online games, the students whose demotivated in language learning because there are a lot of things that they had to remember, will enjoy the learning process that use something they like. The last benefit that the students can get is how to pronounce the word. Most of the language learners are shame to communicate with other people using English language because they were afraid in failing pronunciation. By using online games, learners can hear the words as much as they can and imitate the words so they can pronounce it correctly. So, despite the bad impact that given by the online games, online games also gives some benefits that help students in their learning process especially language learning.

REFERENCES

[References are purposely omitted]

Extensive Listening in English Language Teaching for Foreign Language Learners: Definition, How to Implement and Advantages

Abstract

Despite the importance of Extensive listening (EL) is relatively under research. This paper aims to introduce EL definition, how to implement it, and the advantages for learners. EL has developed as a listening strategy inside or outside classroom. EL is a strategy that uses the interesting listening sections to motivate learners to keep on listening. The steps of implementing EL are considering time frame, combining reading and listening activity, selecting interesting materials, and paying full attention while listening. This paper also explains the advantages of EL, such as providing a cognitive map to other language skill and enhancing the learners' ability to cope with speed sound of listening.

Keywords: EL Strategy

INTRODUCTION

Teaching Foreign Language (FL) has four important skills to deal with. They are speaking, listening, writing, and reading. Specific about English Language Teaching (ELT), many teachers found that from these four skills, listening skill becomes the most difficult for many FL learners with lower proficiency levels in the language (Renandya & Farrell, 2010). Even though listening skill is difficult, it has to be mastered because English teachers recognize that listening is a major skill that is enabling the learners to use their other skills (Yavuz, Degirmenci, Akyuz, Yılmaz & Celik, 2015). Furthermore, their problems of listening come from catching the sounds or the words, getting the general or important ideas of the spoken-text and doing the listening tasks or worksheets. The first problem is catching the speed sounds. If the speed is too fast and learners are distracted, they will be unable to continue to process the information from the audios or even speakers (Renandya & Farrell, 2010). Moreover, Renandya and Farrell (2010) stated that if learners are unable to process the information, it will be difficult for them to recognize the general even important ideas of the talk. Lastly, listening tasks or worksheets are hard to do because they are unable to produce the spoken text properly. Related to those three problems, EL is one way of improving the listening skill (Renandya & Farrell, 2010). Therefore, using EL is an effective strategy because they will do a lot of comprehensible, easy, and enjoyable listening practices (Chang & Millet, 2013). Because EL

is an effective strategy to improve listening skill, the definition, how to implement and benefits of extensive listening will be explained further.

DISCUSSIONS

First of all, the definition of EL is the basic thing that will be explained. Indeed, the idea of extensive listening is that learners learn by doing. Thus, learners develop their listening skills by listening. Renandya (2016, p. 101) defined that “EL involves students listening to large amounts of motivating and engaging materials which are linguistically appropriate over a period of time where they listen with a reasonable speed for general understanding, with a focus on meaning rather than form.” In other words, EL is listening strategy which provides students’ listening with a reasonable speed and more focusses on the meaning instead of forms like videos or audios of the listening tests or practices. Renandya (2016) also stated that like other strategies where the goal is to build the language skills’ fluency, EL also aims to help develop listening fluency. In summary, EL is the concept of listening strategy which considers using comprehensible videos and audios.

Moreover, the implementations are time frame, combining skills, materials, and completing the listening cycle (Chang & Millet, 2013). First is considering specific time. Listening practice should be conducted within a specific time: students listen to a text or book and complete around 200 questions which are provided by the teacher each week. If students do less than 200 questions of listening practice each week, their listening will not be sufficient to develop (Chang & Millet, 2013). Combining skills, furthermore, is linking of reading and listening which increases students’ confident. Students will do simultaneous reading and listening activities before the real listening practice (Chang & Millet, 2013). It will reduce unfamiliar vocabulary and motivate them to listen carefully so that they can answer the questions correctly. Next is material. Using authentic materials for listening activities as they are needed as a potential solution to students’ problems in comprehending speech can be effective (Ratri, 2014). In other words, using authentic materials which are enjoyable and entertaining that is suitable for the students’ language competence will influence students’ motivation to keep on listening. Furthermore, Chang and Millett (2013, p. 38) observed that “the students felt a great sense of achievement when they were able to listen smoothly without referring to the written texts.” In other words, the students prefer to do listening section which is suitable instead of doing listening with a script of it. Therefore, teachers need to be sensible when selecting the

listening practices that they will find very useful (Renandya, 2011). Lastly, completing the students' cycle is merely extended practice that focuses on listening (Chang & Millet, 2013). It is the key to improve students' fluency. Even though simultaneous reading and listening activity is helpful, but learning cycle brings students to pay full attention to the listening practices or tasks. In short EL programme is not hard to do, but it has to be appropriate with their needs and has to be monitored not only in class but also outside the class to get the best result of their listening skill (Renandya, 2016).

Implementing EL can bring advantages to the learners. Renandya (2011) found that some benefits of implementing EL, such as providing a cognitive map and enhancing the ability of students to cope with the speed rate. First of all, it provides students with a cognitive map. It means that students can build their knowledge for development of the other language skills, for example, writing, reading, and speaking skill. Furthermore, it can enhance the ability of students to cope with the speed rate because EL provides repeating listening sections so that learners can catch up with the listening (Renandya, 2011). To sum up, EL is important to be applied because of two benefits, building students' knowledge for development other language skills and enhancing the ability of students to cope with the listening speed rate.

CONCLUSION

To sum up, the definition of Extensive Listening, how to implement it, and the advantages have been explained. First is the definition. EL is a listening strategy that uses listening practices or sections which has reasonable speed and focuses on the meaning rather than form (Renandya, 2016). Next, the implementations are using specific time frame, combining reading and listening activity, selecting interesting materials, and the last is paying full attention to the listening sections (Chang & Millett, 2013). Those step supposed to be followed by the teachers who apply this strategy to get the best result. Lastly, the advantages of EL are providing students with a cognitive map which can build their knowledge for developing other language skills and also increasing their proficiency on listening speed rate (Renandya, 2011). By understanding those explanations, English teachers can use it in English classroom.

REFERENCES

[References are purposely omitted]

Advantages and Disadvantages of Learning Using Blended Learning

Abstract

Technology nowadays gives effect to the education. The using of technology for teaching has used by the teachers to help the students' learning activities. Blended learning as the combination of online approach, technology and face-to-face has used to create the experience of students to learn in the right time and place. In using blended learning for teaching and learning process, it has some advantages that improve the learning outcome of the students and make the learning become effective. In other hand, blended learning also has disadvantages that can be seen in the using of technology, the design and the organizational.

Keywords: *Blended Learning, technology*

INTRODUCTION

In this modern era, technology brings impact to many aspects in the world. The sophisticated technology has become the basic need for human because it plays big role in human life. One of the aspects that has influenced by technology is education. Technology is needed to support the teaching and learning process in the classroom. Nowadays, the teacher use blended learning as the solution to support the students learning. Blended learning is defined as face-to-face and online approaches and technologies (Graham, 2006 in Kaur, 2013). Hassana and Woodcock (2014) emphasize that in the 21st century, blended learning becomes a significant development in learning that gives chances for students to create their experiences in the right time, place, and level. In addition, face to face, online approach, and technology are combined as blended learning. In the past, the teachers used lectures, book, handout, and laboratory to teach (Graham, 2006 in Kaur, 2013). Yet, in this day, blended learning provides opportunities for teachers to teach using technology (Hassana & Woodcock, 2014). According to Osguthorpe and Graham (2003), pedagogical richness, access to knowledge, social interaction, personal agency, cost effectiveness, and ease of revision are the six reasons why the teachers choose blended learning to support their teaching. Another expert, Valiathan (2002) in Hassana and Woodcock (2014) suggests that web-based course, EPSS, collaboration software, and knowledge management are methods of blended learning. In contrast, Hoffman (2014) in Kintu, Zhu and Kagambe (2017) stated a big challenge in learning with blended learning is how the users can use the technology successfully and ensure

the participants to gather with technology. This paper aims to discuss more about the advantages and the disadvantages of blended learning.

DISCUSSIONS

There are some advantages of learning using blended learning and they are learning activities become effective and improving the students' learning outcomes.

The first advantage is learning activities become effective. Bliuc (2007) in Kaur (2013) suggested that blended learning provides flexibility for the teachers and students. In addition, Kanuka, Brooks, and Saranchuck (2009) in Jeffrey, Milne, Suddaby and Higgins (2014) blended learning permits the high quality interaction between teachers and students. "Blended learning mixes various event-based activities, including face-to-face classrooms, live e-learning and self-paced learning" (Hassana & Woodcock, 2014, p. 3). It helps the teachers to manage and facilitate the online interaction with their students (Marsh, 2012). For instance, in Duta Wacana Christian University, there is a Learning Management System (LMS) named e-class or electronic class. It is used to help the teachers to have connection with their students outside the class. The teachers use e-class to provide materials and the students can access those materials easily. If the time in the classroom is limited and the students do not finish their assignment, the teachers can set the deadline of assignment and students can continue their work in the house and submit it through e-class. A Learning Management System is an indicator of success in blended learning (Delone and McLean, 2003). Goyal and Tambe (2015) also stated that by submitting assignment, sharing materials, and using the calendar can improve students' learning through Learning Management System. The teachers and students do not have to contact face to face because they have greater flexibility and accessibility (Hancock & Wong, 2012 in Kaur, 2013). The students can express their attitude in online class and face-to-face classroom (Beard, Harper, & Rilley, 2004 in Kintu et al., 2017). In brief, using blended learning in the classroom is an effective way of learning.

The second advantage is blended learning improve the students' learning outcomes. Hassana and Woodcock (2014) suggested that blended learning provides certain patterns of various theories that students can learn and access materials that corresponding with their learning styles. Kaur (2013) stated that blended learning improves students' learning outcomes in every meeting. Besides, Hughes and Lewis (2003) in Hughes (2007) explained that some of the participants of the research found the positive experiences and they were successful in learning through blended learning. Holden and Westfall (2006) in Kaur (2013) explained that the purpose of blended learning is to influence the positive attribute from the environment to reach the goal and objectives in learning. Rahman, Yasin and Jussuf (2011) in Kintu et al. (2017) stated that through the assignment that the students get, they will be able to use some tips of constructing meaning

in an online discussion. In summary, learning with blended learning can improve the learning outcomes of the students.

Despite the advantages of blended learning, furthermore, there are some disadvantages of learning using blended learning and they are technology, instructional design and organizational.

The first disadvantage is technology. Harris, Connolly and Feeney (2009) recommended that the limitation of access the technology should be accounted for. According to Blocker and Tucker (2001) in Kintu et al. (2017), technology and inadequate group participants are the problem that the students had in learning using blended learning. Technology also effects the students' satisfaction because of the technical difficulties (Hara and Kling, 2001 in Kintu et al., 2017). The problem in learning using blended learning is the network connection by the internet and broadband provision, and hardware specification (Hennik, 2003 in Hassana & Woodcock) "Resisting the urge to use technology simply because it is available" (Hoffman, 2011 in Kaur (2013). In conclusion, technology is the problem in blended learning.

The second disadvantage is instructional design. Hoffman (2011) in Kaur (2013) suggested that instructional design include knowing how to teach, matching the best delivery medium to the performance objectives, using online instead of just speaking, ensuring the students' commitment, and making sure that all blend' elements are related one another (Hoffman, 2011 in Kaur 2013). Give attention to the implementation when technology is introduced, while the actual design of the content is a few time and budget to design a successful program. In brief, instructional design is one of the disadvantage of blended learning.

The third disadvantage is organizational. Hoffman (2011) in Kaur (2013) devided the problem of organizational into some parts, such as reestablish the role of the facilitator, manage and monitor the progress of the participants, and overcome blended learning that it is not effective as training in the traditional classroom. Hoffman also stated that blended learning fails to understand that it is a complex process which has to teach beyond an individual program. In conclusion, organizational is also become a challenge in learning with blended learning.

CONCLUSION

In conclusion, learning with blended learning becomes a significant development in the 21st century. It is used in the classroom as supporting tool for the teachers in their teaching process. Through blended learning, the students can learn not only in the classroom, but they can learn also outside the class in their time and place. Learning with blended learning have some advantages such as it can make the learning activities become effective. The teachers can monitor their students through Learning Management System which is the teachers provide materials via

online and students can get those materials easily. Another advantage of blended learning is it can improve the learning outcome of the students. Students will get their objectives in every meeting by several patterns that they have learned. Besides the advantages of blended learning, there are also some disadvantages that can be found in learning with blended learning. Technology, instructional, and organizational. Even though blended learning has disadvantages, it does not mean that it could not be an effective learning tool.

REFERENCES

[References are purposely omitted]

Assessments and Rubrics

Course : Academic Essay Writing
Student's name : [.....]
Assignment : Progress Assessment/Final Assessment

[Title of Essay – It should reflect the contents of the essay and should be in noun phrase]

Abstract [Font size: 10, Italics]

[Write the "summary" of everything you write below in no more than 200 words. Write this part after you finish all the essay.]

Keywords: *[write no more than four (4) keywords of your essay]*

INTRODUCTION

[Font-size: 11, space: 1.5]

[It should be one paragraph only and the paragraph should be ended with a Thesis Statement.]

DISCUSSIONS

[The length of this section may vary. Normally, it will consist of at least three paragraphs. But, it depends on the topic of discussion. In general, the total length of this section should be more than the introduction and conclusion paragraphs combined.]

[Do not forget to use *Topic Sentence – Supporting Sentences – Concluding Sentence* structure for each paragraph]

CONCLUSION

[Summary of your elaboration in the Discussion section. It should be one paragraph only.]

[The whole essay (excluding the references should be at least **900 words for Progress Assessment and 1,200 words for Final Assessment**)]

REFERENCES

[Minimum: 5 sources (3 journals at the minimum, with 2 books and or book sections). The use of more sources is always preferable. The use of Wikipedia, Discussion Forum, and blogs is *not* allowed. The sources listed in the reference should cover all of the in-text citation sources. Write your references in American Psychological Association (APA) style]

**RUBRICS FOR PROGRESS ASSESSMENT AND FINAL ASSESSMENT
ACADEMIC ESSAY WRITING CLASS**

Aspects	10	8	6	4
Knowledge and Use of the Literature	Student has shown strong evidence of reading core and supplementary texts seen from an extensive use of in-text citations and from more than minimum* number of references. In-text citations correspond to references and vice versa and they are presented in perfect and complete manners (APA citation style). (x 1.5)	Student has shown enough evidence of reading core and supplementary texts seen from adequate use of in-text citations with minimum number of references. There are a few inaccuracies/incompleteness in the presentation of in-text citations and references but they correspond to each other. (x 1.5)	Student has shown some evidence of reading core and supplementary texts seen from a fairly minimum use of in-text citations and from less than minimum number of references. There are a few inaccuracies/incompleteness in the presentation of in-text citations and references and there are some in-text citations not appearing in the references and vice versa. (x 1.5)	Student has shown little evidence of reading core and supplementary texts seen from insufficient use of in-text citations and from less than minimum number of references. There are inaccuracies/incompleteness in the presentation of in-text citations and references in most parts and there are many in-text citations not appearing in the references and vice versa. (x 1.5)
Constructing Academic Discourse	Student has structured the assignment effectively, adopted an appropriately academic style and tone. This includes perfect format (Thesis Statement, Topic sentences, introduction, body, and conclusion paragraphs), perfect spelling and vocabulary, and mostly perfect grammar. This includes excellent usages of transitions.	Student has structured the assignment rather effectively, adopted an academic style and tone with occasional inaccuracies. This includes incomplete components of Thesis Statement, topic sentences, introduction, body, and conclusion paragraphs, perfect spelling and vocabulary, and adequately accurate grammar. This includes good usages of transitions.	Student has structured the assignment in a way that slightly deviates from academic style and tone. This includes incomplete components of Thesis Statement, topic sentences, introduction, body, and conclusion paragraphs, occasional mistakes in spelling and vocabulary, and fairly inaccurate grammar. This includes average usages of transitions.	Student has structured the assignment in a way that deviates from academic style and tone. This includes the inexistence several of the components: Thesis Statement, topic sentences, introduction, body, and conclusion paragraphs, and includes frequent mistakes in spelling and vocabulary, and highly inaccurate grammar. This includes poor/no usage of transitions.

Total points : 25

Minimum points to have a pass : 15

(* minimum number of references is 5 (minimum three journal articles and two books and or book chapters)

Student's name: _____

STUDENT CONSULTATION RECORD
ACADEMIC ESSAY WRITING CLASS 2018/2019

Student's name : _____

No	Dates	Points of consultation	Action plans	Teacher's Signature

Teacher: Adaninggar Septi Subekti, M.Sc.

Participation and Consultation Rubrics

Number of consultations	Step-by-step progress	Points of consultations*	Action plans*	Blog Completeness
The number of consultations is more than the number of class meetings intended for the essays (more than 8 consultations). (100 points)	Student shows visible gradual improvements in their essays through series of regular consultations. (81-100 points)	Student has relevant points of consultation during consultations, which shows he/she has done optimal effort in working on his/her essays gradually and good mastery of his/her essay contents. (81-100 points)	Student has very clear action plans after each regular consultation and does the action plans he/she makes after his/her regular consultations. (81-100 points)	Progress Assessment, Final Assessment, and three reflections are posted in wixsite (5 essays in total). (100 points)
The number of consultations is the same as the number of class meetings intended for the essays (8 consultations). (80 points)	Student shows some improvements in their essays through some consultations even though at times the progress made seems to be irregular. (70-80 points)	Student has few relevant points of consultation during consultations, which shows he/she has done little effort in working on his/her essays gradually and a fair degree of understanding of his/her essay contents. (70-80 points)	Student has fairly clear action plans after each regular consultations and does some of the action plans he/she makes after his/her regular consultations. (70-80 points)	Both progress Assessment and Final Assessment are posted, but there is a missing reflection (4 essays). (85 points) Either Progress Assessment or Final Assessment is missing, but all of the reflections are posted (4 essays). (85 points)
The number of consultations is less than the number of class meetings intended for the essays (less than 8 consultations). (60 points)	Student shows few gradual improvements seen through fairly minimal consultations. (60 points)	Student has very few relevant points of consultation during consultations, which shows he/she has done very little effort in working on his/her essays gradually and a limited degree of understanding of his/her essay contents. (60 points)	Student has vague/unclear action plans after each regular consultations and it is rather difficult to assess whether he/she does the action plans he/she makes after his/her regular consultations. (60 points)	Student only posts three essays or less. (60 points)

*) The scores on these criteria are greatly affected by the number of consultations. They will not exceed the score obtained in the criterion of the number of consultations. E.g.: If a student scores 80 in the number of consultations, he/she will obtain the maximum of 80 for these two criteria.

Total points: 500 (converted into 0-100 range and will contribute to 20% of the final score)

Course : Academic Essay Writing
Student's name : [.....]
Assignment : Reflection Paper I/II/III

[Title of the Reflection]

Reflection I : My Reflection on My First Exposure to Academic Writing
Reflection II : My Reflection on Working on My Progress Assessment entitled: [....]
Reflection III : My Reflection on Working on My Final Assessment entitled: [....]

Guiding questions for Reflection I

1. What are your impressions of the first four meetings of Academic Essay Writing course? You can compare the course with Essay Writing course you had last semester.
2. What have you learnt so far? Provide details.
3. Do you face any difficulties in understanding the materials so far? What are they? Why does it happen?
4. Do you prepare yourself for this course? For examples, you study the materials before or after class, you study Grammar to make your writing better, and many more. WHY?
5. Others (see your module for other applicable guiding questions)

Guiding question for Reflection II

1. Overall, what do you think of your Progress Assessment in terms of:
 - a. Contents
 - b. Organization
 - c. Grammar
 - d. Conventions of academic writing
2. Do you learn something new while doing your Progress Assessment? What is it (are they)?
3. Do you face difficulties while doing your Progress Assessment? If so, how do you overcome those difficulties? Or, are you trying the best you can to try overcoming them?
4. In the scale of 1 to 5, how do you rate your efforts in doing your Progress Assessment? Explain in details.
6. Others (see your module for other applicable guiding questions)

Guiding question for Reflection III

1. Overall, what do you think of your Final Assessment in terms of:
 - a. Contents
 - b. Organization
 - c. Grammar
 - d. Conventions of academic writing
2. Do you learn something new while doing your Final Assessment? What is it (are they)?
3. Do you face difficulties while doing your Final Assessment? If so, how do you overcome those difficulties? Or, are you trying the best you can to try overcoming them?
4. In the scale of 1 to 5, how do you rate your efforts in doing your Progress Assessment? Explain in details.
7. Others (see your module for other applicable guiding questions)

[Delete this page in your reflection paper]

Course : Academic Essay Writing
Student's name : [.....]
Assignment : Reflection Paper I/II/III

Reflection Example:

My Reflection on My First Exposure to Academic Writing

[Introduction paragraph]

[Prologue]

[Thesis Statement: In the following paragraphs I will share some of my experiences during my first meetings in Academic Essay Writing course.]

[Body Paragraphs - minimum two paragraphs - Always begin with A TOPIC SENTENCE and end with a CONCLUDING SENTENCE]

The first is related to my first impression on the course.

The second is....

Thirdly ...

Finally...

[Conclusion paragraph]

[Summarise the main points in the body paragraphs]

WORD COUNT: minimum 400 words

Score	Details of reflection	Organization	Language Use
5	Shows very detailed information, all points mentioned are widely elaborated, shows extensive reflective thinking.	Is well organized and well developed, using clearly appropriate explanations, exemplifications and/or details. Displays unity, progression and coherence	Displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice and idiomaticity, though it may have minor lexical or grammatical errors
4	Shows detailed information, few points mentioned are not fully elaborated, shows reflective thinking fairly.	Is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications and/or details. Displays unity, progression and coherence, though it may contain occasional redundancy, digression, or unclear connections	Display facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form or use of idiomatic language that do not interfere with meaning
3	Shows adequate details of information, several points mentioned are not fully elaborated, reflective thinking is not really evident.	Displays unity, progression and coherence, though connection of ideas may be occasionally obscured.	<ul style="list-style-type: none"> • May demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning. • May display accurate but limited range of syntactic structures and vocabulary
2	-	<ul style="list-style-type: none"> • Inadequate organization or connection of ideas • Inappropriate or insufficient exemplifications, explanations or details to support or illustrate generalizations in response to the task 	<ul style="list-style-type: none"> • A noticeably inappropriate choice of words or word forms. • An accumulation of errors in sentence structure and/or usage
1	-	Little or no detail, or irrelevant specifics, or questionable responsiveness to the task	Serious and frequent errors in sentence structure or usage

(Adapted from IELTS and iBT Writing Rubrics)

GRADE = Total score x 10

1.5