



Module of Academic Essay Writing



**Compiled by
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This module is intended for students of Academic Essay Writing at the English Language Education Department in the second semester of 2019/2020 academic year

Universitas Kristen Duta Wacana (UKDW)

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KATA PENGANTAR

Module of Academic Essay Writing ini disusun di awal semester genap tahun ajaran 2019/2020 sebagai salah satu sumber belajar mahasiswa di kelas *Academic Essay Writing*. Penyusunan modul ini didasarkan pada kesadaran akan kewajiban dosen untuk menjaga dan meningkatkan kualitas pengajaran mata kuliah yang diampunya demi tercapainya tujuan pembelajaran.

Mata kuliah ini memfasilitasi mahasiswa untuk mampu menghasilkan produk tulisan akademik dalam bentuk artikel perspektif teoritis, yaitu suatu artikel akademik yang dihasilkan berdasarkan studi pustaka seperti artikel jurnal dan buku. Dalam mata kuliah ini, mahasiswa akan diperkenalkan dengan konvensi penulisan akademik, misalnya 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.

Mengingat dalam mata kuliah ini mahasiswa untuk pertama kalinya menghasilkan tulisan akademik dalam dunia pendidikan, modul ini juga dilengkapi dengan contoh-contoh esai mahasiswa angkatan sebelumnya untuk memberikan lebih banyak gambaran tentang esai yang diharapkan untuk ditulis mahasiswa dalam mata kuliah ini

Kelengkapan kelas seperti silabus, rubrik penilaian, dan *template* beberapa asesmen juga disertakan dalam modul. Diharapkan mahasiswa dapat mengacu kepada dokumen-dokumen kelas ini sehingga mereka mampu mengalami pembelajaran secara lebih optimal.

Yogyakarta, 29 Januari 2020

Penyusun,

Adaninggar Septi Subekti, M.Sc.

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PARAPHRASING

[Redacted]

Academic

Format:
Spelling,
Punctuation,
Grammar &
Paragraphs

Planning

Structure &
Sequence

Active
Reading

Summarising
&
Paraphrasing
& Direct
Quotation

Academic Writing

Development
of Argument

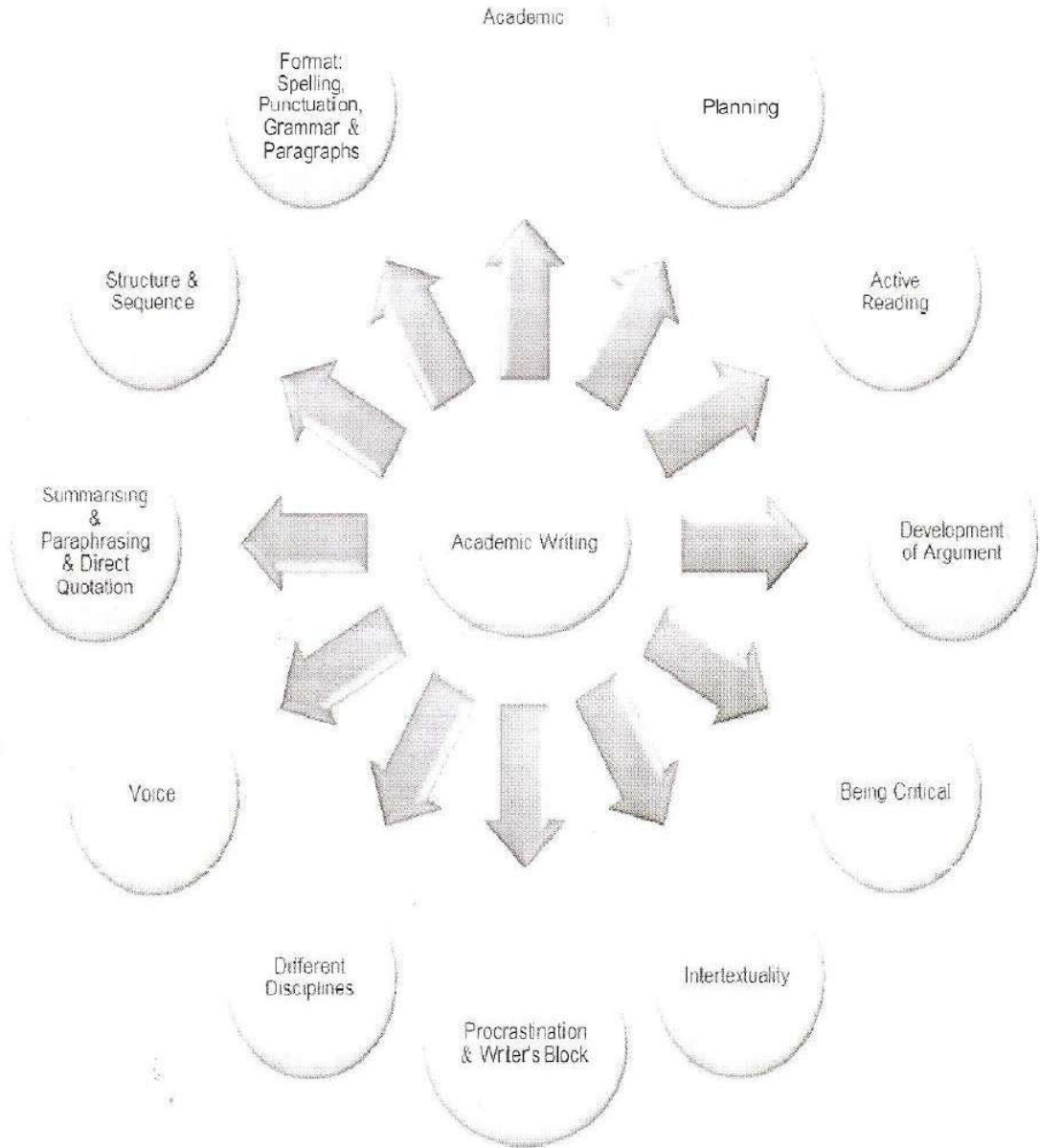
Voice

Being Critical

Different
Disciplines

Intertextuality

Procrastination
& Writer's Block



2. Reading critically and drawing relevant material from scholarly texts to craft your academic writing

In every discipline, writing helps us learn to think critically about our own ideas and the ideas of others. Academic writing is closely linked to reading – you will rarely be asked to write about something without first being expected to read some appropriate texts. In academic writing you will almost always draw on the work of others and so it is essential that you learn to read critically and draw relevant material from other texts. So how do you develop that skill? How do you become a critical reader and draw relevant material from scholarly texts to craft essays?

2.1 Reading Critically

Academic reading is not a passive activity; to become a good academic reader you must approach the text as something that needs a response from you. 'Active Reading' requires a planned approach so that you can begin to grapple with the meaning in the text. When you are ready to read articles, use a method that works best for you to capture key points and issues. You might use a computer programme or pen and paper but always write as you read. Write from the beginning because as you write you are developing content which you can revise and structure later.

When you do this, you are drawing on the work and ideas of an author and it is important to integrate the work of others in an honest way by referencing the original source. Citing sources also shows you are entering the conversation already begun in the academic or professional community. Citing others will improve your academic writing by clearly creating an intellectual basis and framework for your writing and result in better writing (Craig, 2013).

Three skills are particularly important as you write: **Summarising, Paraphrasing and Direct Quotation**. **Summarising** means writing an overview in your own

words of the main ideas, issues and general meanings of a text. It is about giving a general picture where you cite the original author. Sources help the writer to make a point and academic writers have a responsibility to cite all sources used.

Paraphrasing means focusing on a particular issue, idea or section in a text and using your own words to put forward the meaning of the original text. In a paraphrase you do not directly quote the text but, again, you must cite the original author. Try and be confident to write in your own voice and to paraphrase in your own words. **Direct Quotation** is usually identified by quotation marks or block indentation and is entirely the words of the original author which you have chosen to use. Use quotation for specific purposes:

- To present a very well-stated passage of text whose meaning would be lessened if paraphrased
- To present an idea or argument to comment on.

If you use an author's specific words, you must place the words within quotation marks, or in block indentation and you must credit the source.

Activity 3: Active Reading

Have a book/journal article or report in front of you that you are planning to read and do the following:

- **Underline key ideas and key terms**
- **Use lines on the margin to draw attention to an important passage**
- **At the end of a chapter or paper, sketch a simple outline of the key arguments or ideas**
- **Write a number of summary sentences to give you an overall picture of what the reading is about**

Paraphrasing

Paraphrasing means changing the wording of a text so that it is significantly different from the original source, without changing the meaning. Effective paraphrasing is a key academic skill needed to avoid the risk of plagiarism: it demonstrates your understanding of a source. This unit focuses on techniques for paraphrasing as part of the note-making and summarising process.

1 The elements of effective paraphrasing

Paraphrasing and summarising are normally used together in essay writing, but while summarising aims to **reduce** information to a suitable length, paraphrasing attempts to **restate** the relevant information. For example, the following sentence:

There has been much debate about the reasons for the industrial revolution happening in eighteenth-century Britain, rather than in France or Germany.

could be paraphrased:

Why the industrial revolution occurred in Britain in the eighteenth century, instead of on the continent, has been the subject of considerable discussion.



Note that an effective paraphrase usually:

- has a different structure to the original
- has mainly different vocabulary
- retains the same meaning
- keeps some phrases from the original that are in common use e.g. 'industrial revolution' or 'eighteenth century'

2 Practice A

- Read the text below and then evaluate the three paraphrases (1=best), giving reasons.

2.1

THE CAUSES OF THE INDUSTRIAL REVOLUTION

Allen (2009) argues that the best explanation for the British location of the industrial revolution is found by studying demand factors. By the early eighteenth century high wages and cheap energy were both features of the British economy. Consequently, the mechanisation of industry through such inventions as the steam engine and mechanical spinning was profitable because employers were able to economise on labour by spending on coal. At that time, no other country had this particular combination of expensive labour and abundant fuel.

- (a) A focus on demand may help to explain the UK origin of the industrial revolution. At that time workers' pay was high, but energy from coal was inexpensive. This encouraged the development of mechanical inventions based on steam power, which enabled bosses to save money by mechanising production (Allen, 2009).
- (b) The reason why Britain was the birthplace of the industrial revolution can be understood by analysing demand in the early 1700s, according to Allen (2009). He maintains that,

uniquely, Britain had the critical combination of cheap energy from coal and high labour costs. This encouraged the adoption of steam power to mechanise production, thus saving on wages and increasing profitability.

- (c) Allen (2009) claims that the clearest explanation for the UK location of the industrial revolution is seen by examining demand factors. By the eighteenth century cheap energy and high wages were both aspects of the British economy. As a result, the mechanisation of industry through inventions such as the steam engine and mechanical spinning was profitable because employers were able to save money on employees by spending on coal. At that time, Britain was the only country with significant deposits of coal.

a	
b	
c	

3 Techniques for paraphrasing

- (a) Changing vocabulary by using synonyms:

argues > claims/ eighteenth century > 1700s/ wages > labour costs/ economise > saving

NB. Do not attempt to paraphrase every word, since some have no true synonym, e.g. demand, economy, energy

- (b) Changing word class:

explanation (n.) > explain (v.) / mechanical (adj.) > mechanise (v.) / profitable (adj.) > profitability (n.)

- (c) Changing word order:

... the best explanation for the British location of the industrial revolution is found by studying demand factors.

> A focus on demand may help explain the UK origin of the industrial revolution.



References and quotations

Academic writing depends on the research and ideas of others, so it is vital to show which sources you have used in your work, in an acceptable manner. This unit explains:

- the format of in-text citation
- the main reference systems
- the use of quotations
- the layout of lists of references

Why use references?

There are three principal reasons for providing references and citations:

- (a) To show that you have read some of the authorities on the subject, which will give added weight to your writing.
- (b) To allow the reader to find the source, if he/ she wishes to examine the topic in more detail.
- (c) To avoid plagiarism.



■ Decide if you need to give a reference in the following cases.

	Y/N
(a) Data you found from your own primary research	
(b) A graph from an internet article	
(c) A quotation from a book	
(d) An item of common knowledge	
(e) A theory from a journal article	
(f) An idea of your own based on reading several sources	

Citations and references

It is important to refer correctly to the work of other writers that you have used. You may present these sources as either a summary/ paraphrase or as a quotation. In each case a citation is included to provide a link to the list of references at the end of your paper:

Smith (2009) argues that the popularity of the Sports Utility Vehicle (SUV) is irrational, as despite their high cost most are never driven off-road. In his view 'they are bad for road safety, the environment and road congestion' (Smith, 2009: 37).

References

Smith, M. (2009) *Power and the State*. Basingstoke: Palgrave MacMillan.

■ Underline the citations in the example above. Which is a summary and which a quotation? What are the advantages of each?

Giving citations

A quotation	Author's name, date of publication, page no.	(Smith, 2009: 37)
A summary	Author's name, date of publication	Smith (2009)

Reference verbs

Summaries and quotations are usually introduced by a reference verb:

Smith (2009) **argues** that ...

Janovic (1972) **claimed** that ...

These verbs can be either in the present or the past tense. Normally the use of the present tense suggests that the source is recent and still valid, while the past indicates that the source is older and may be out-of-date, but there are no hard-and-fast distinctions. In some disciplines an old source may still have validity.

Using quotations

Using a quotation means bringing the original words of a writer into your work. Quotations are effective in some situations, but must not be over-used. They can be valuable:

- when the original words express an idea in a distinctive way
- when the original is more concise than your summary could be
- when the original version is well-known

All quotations should be introduced by a phrase that shows the source, and also explains how this quotation fits into your argument:

Introductory phrase	Author	Reference verb	Quotation	Citation
This view is widely shared;	as Friedman	stated:	'Inflation is the one form of taxation that can be imposed without legislation'	(1974: 93).

- (a) Short quotations (2–3 lines) are shown by single quotation marks. Quotations inside quotations (nested quotations) use double:

As James remarked: 'Martin's concept of "internal space" requires close analysis.'

- (b) Longer quotations are either indented (given a wider margin) or are printed in smaller type. In this case quotations marks are not needed.
- (c) Page numbers should be given after the date.
- (d) Care must be taken to ensure that quotations are the exact words of the original. If it is necessary to delete some words that are irrelevant, use points . . . to show where the missing section was:

'Few inventions . . . have been as significant as the mobile phone.'

- (e) It may be necessary to insert a word or phrase into the quotation to clarify a point. This can be done by using square brackets []:

'modern ideas [of freedom] differ radically from those of the ancient world. . .'

CAPITALISATION

Capitalization

In English there are many rules for using capital letters. You probably know many of them already. To test your knowledge, look at the model paragraph “Introducing Myself” on page 5 again. On the numbered lines, copy all the words or groups of words that begin with a capital letter. Add the capitalization rule, if you know it, next to each entry. *Note:* You don’t need to copy the first word of every sentence or names that are repeated.

1. Marciela Perez—name of a person _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Capitalization Rules

These are the most important rules for capitalization in English. Capitalize the following:

Rule	Example
1. The first word in a sentence	My best friend is my dog.
2. The pronoun I	He and I never argue.
3. Abbreviations and acronyms formed from the first letters of words	USA IBM AIDS UN VW CBS
4. All proper nouns. Proper nouns include	
a. Names of deities	God Allah Shiva
b. Names of people and their titles	Mr. and Mrs. John Smith President George Washington
BUT NOT a title without a name	my math professor, the former prime minister
<i>Note:</i> Some writers capitalize titles such as <i>president</i> and <i>prime minister</i> when they clearly refer to one person	The president (or President) will speak to the nation on television tonight.
c. Names of specific groups of people (nationalities, races, and ethnic groups), languages, and religions	Asian Japanese Muslim Caucasian Indian Hispanic
d. Names of specific places on a map	New York City North Pole Indian Ocean Main Street
e. Names of specific geographic areas	the Middle East Eastern Europe
BUT NOT the names of compass directions	Drive east for two blocks, and then turn south.
f. Names of days, months, and special days	Monday Independence Day January Ramadan
BUT NOT the names of the seasons	spring, summer, fall (autumn), winter
g. Names of specific structures such as buildings, bridges, dams, monuments	Golden Gate Bridge Aswan High Dam the White House Taj Mahal
h. Names of specific organizations (government agencies, businesses, schools, clubs, teams)	State Department Bank of Canada Harvard University New York Yankees French Students Club Red Cross

(continued on next page)

Capitalization Rules (continued)

Rule	Example	
i. Names of school subjects with course numbers	Business Administration 312 Chemistry 101	
BUT NOT names of classes without numbers, except languages	chemistry	French literature
j. First, last, and all important words in the titles of books, magazines, newspapers, plays, films, stories, songs, paintings, statues, television programs	<i>War and Peace</i> <i>Toronto Star</i> Jingle Bells	The Three Little Pigs <i>Paris Match</i> <i>Indiana Jones and The Temple of Doom</i>
<i>Note:</i> Italicize (or underline) titles of books, magazines, newspapers, plays, and films.		

PRACTICE I Capitalization

A. In the following sentences, change small letters to capital letters where necessary.

1. ^Ffarnaz is a student from ^IIran. She speaks ^EEnglish, ^Ffrench, and ^Ffarsi.
2. her major is business.
3. thanksgiving is a holiday in both canada and the united states, but it is celebrated on different days in the two countries.
4. it is celebrated on the fourth thursday in november in the united states and on the second monday in october in canada.
5. istanbul is a seaport city in turkey.
6. greenhills college is located in boston, massachusetts.
7. i am taking four classes this semester: american history, sociology 32, economics 40, and a computer science course.
8. i read a good book last weekend by ernest hemingway called *the old man and the sea*.
9. my roommate is from the south, so she speaks english with a southern accent.
10. the two main religions in japan are buddhism and shintoism.

-
- B. Editing Practice** In the following paragraph, change small letters to capital letters wherever it is necessary.

a future businessman

i would like to introduce my classmate roberto sanchez. he is from the beautiful island of puerto rico in the caribbean sea. roberto is twenty-one years old. he was born in san juan, the capital city. his native language is spanish. he studied english in elementary school and in high school, too. roberto comes from a large family. he has three older brothers and two younger sisters. he likes to play the electric bass. he and some friends have a small band. sometimes they play on saturday nights at the fantasia club on fourth street in downtown san jose. baseball is his favorite sport. the san francisco giants are his favorite team. now he is studying english at greenhills college. in september of next year, he will begin to study business and computer science at a university. after graduation, he wants to work for a large tech company such as intel or ibm.

APA STYLE

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.

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.

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[1471 words]

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.

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[1318 words]

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.

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[1117 words]

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 Jussof (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.

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[1345 words]

Task Based Language Teaching in the Classroom: The Practice, Benefits, and Difficulties

Abstract

To work on target language that used in the real-world, Task Based Language Teaching (TBLT) is one method or concept that can used in the classroom. Teachers' role is really important for the successful learning of the students in the practice of TBLT. Moreover, with TBLT concept of teaching, teachers can encourage students to become more confident and flexible in using target language. In the practice, TBLT also has some benefits and some difficulties that can be overcome as long as the concept of TBLT is really understood by the teachers.

Keywords: *Task based language teaching, teachers' role*

INTRODUCTION

Task Based Language Teaching (TBLT) is one concept of teaching that is used in the classroom (Nunan, 2004). In the practice of TBLT, teachers have several important roles in order to support and encourage students in their learning (Willis, 1996). Moreover, TBLT is work on the target language that used in the real-world situation and input the target language into the classroom activities (Nunan, 2004). Since TBLT work more on the target language based on the real world situation, it gives some benefits for the students to improve their communication skills (Ellis, 2009). Despite that, there are also several difficulties in the practice of TBLT (Ganta, 2015; Willis, 1996). Yet, there are some tips to overcome the difficulties that found in the practice of TBLT (Ellis, 2009; Willis, 1996). Consider the importance of TBLT, this paper will explain further about the practice of TBLT in the classroom, the benefits, and also the difficulties in the practice.

DISCUSSIONS

In the practice of TBLT in the classroom, there are several things that need to pay attention. First, in the classroom, teachers' roles are not just teaching but also as a facilitator (Breen & Candlin, 1980 in Nunan, 2004). As a facilitator, teachers need to provide aids to support students learning on the target language in the classroom (Arifin, 2018). Moreover, teachers need to consider the topic that can engage the students' attention and motivation (Willis, 1996). Second thing that need to notice is the task cycle of TBLT in the classroom. There are three stages in the task cycle, they are the task stage, planning stage, and report stage (Willis, 1996). In the task stage, teacher's role is more like an observer (Willis, 1996). The students work on their own while teachers just see and encourage them to do their task even though their language proficiency are low (Willis,

1996). While in the planning stage, teacher's role is being a guide to help students form their understanding and encourage them in conveying their ideas (Willis, 1996). Then in the report stage, teachers here are to motivate the students and also need to bring positive atmosphere to the students by giving genuine respond and reaction (Willis, 1996). To conclude, teachers are the key of successful TBLT in the classroom.

The practice of TBLT in the classroom also gives some benefits. First, even though TBLT is emphasize more on the communication purpose of target language, yet it also includes the correct form of how the language is used (Ellis, 2009; Nunan, 2004). Moreover, with TBLT, the students' confidence in using the target language can be increase (Ellis, 2009). Willis (1996) also mentioned that the students who have experienced the TBLT in the classroom will be able to have a direct or spontaneous speech easily. Furthermore, the students also able to connect their experience with the activities in the classroom and make the lessons become more interesting (Willis, 1996). The students will be more creative as well, since they are encouraged to use the target language while doing the task, so the are really need to think how to combine the words they already know before (Nunan, 2004). Another thing is the flexibility of the communication, because in TBLT the form of the sentence will be introduce at the end after the students finish doing all the free communication activities (Nunan, 2004). In this case the students will not feel any pressure or anxious if they make any mistake or not (Nunan, 2004). So, in conclusion, with TBLT, students can communicate and using the target language more flexible and confident.

Despite TBLT has some benefits, yet in the practice there also found several difficulties. First, there will be problem when TBLT first time being introduced in the classroom, since task based might be sounds strange for students (Willis, 1996). Therefore, to overcome this, teachers need to give a clear explanation about TBLT, the principles, and also the activities that will be done in the classroom (Willis, 1996). Moreover, in the classroom, there also found different motivation in learning among the students (Ganta, 2015). Furthermore, there also some irrelevant tasks for some students that might be too easy or even too hard for them (Skehan, 2000 in Ganta, 2015). This make teachers hard to observe the students' performance (Ganta, 2015). Yet, Ellis (2009) stated that, in the practice of TBLT, the teachers need to really understand about TBLT and have a clear outcome, so later the teachers can direct and instruct the students so they can improve their motivation and independence in learning the target language (Ellis, 2009). Other problem that found is the students do not get enough exposure with the grammar. According to Willis (1996), there are several ways to face this problem. First, the teachers can highlight the main or the focus of the language use at the end of the lessons (Willis, 1996). Other way is the teachers also can give the students exercises that connected with what they already learn in the class

(Willis, 1996). In short, the difficulties that found in the practice of TBLT can be overcome as long as the teachers are able to guide and direct the students.

CONCLUSION

In summary, there are three things that are already emphasized in this paper, they are the practice of TBLT, the benefits, and also the difficulties that face in the practice. In the practice, teachers have various roles according to the stages (Willis, 1996). In each stage teachers have very important responsibility such as to observe, guide, and motivate the students (Willis, 1996). Thus, the successful practice of TBLT in the classroom is determined by the teachers. Furthermore, TBLT also has some benefits in the practice of it. First, the students' confidence in using the target language will be increased significantly (Ellis, 2009). Second, the students who already experienced the TBLT in their classroom will be able to speak spontaneously (Willis, 1996). Another benefit that also found is the students will be more creative because they are encouraged to use the target language while doing the task (Nunan, 2004). Yet, there also found several difficulties in the practice. The difficulties that found such as the different motivation of the students in learning the target language and also the students did not get enough resource for the grammar (Ganta, 2015). Despite that, there are several ways to overcome those difficulties. First, to overcome the different motivation between students, teachers need to really understand about TBLT so later the teachers could guide and instruct the students until their motivation in learning the target language develops (Ellis, 2009). Then, to overcome the lack of grammar exposure, teachers could give some highlight to the main function of language that they have learned in each lesson (Willis, 1996). Finally, TBLT is really helpful to support the students in acquiring the target language.

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[1248 words]

Four Required Basic Skills in English for Specific Purposes (ESP) for Tourism and Hospitality Class: Reading, Writing, Speaking and Listening

ABSTRACT

This paper aims to explain four required basic skills in English for Specific Purposes (ESP) for tourism and hospitality class, namely reading, writing, speaking and listening. Each of the constructed will be explained in terms of general definitions, various activities, and the purpose of learning each of these skills. First, reading ability is a must-have skill which is useful for reading important information related to tourism and hospitality context. Second, writing skill is the necessary skill which helps write essential documents in the tourism context. Third, speaking ability is one of the required expertise, which is useful for communicating with people in the field of tourism. Last, listening skill is also a must-have skill which is helpful for interact with people encountered in the field of tourism. The four skills must be mastered by every tourism and hospitality student to be ready to face the vast world of tourism.

Keywords: *English for Specific Purposes (ESP), tourism and hospitality, reading skill, writing skill, speaking skill, listening skill*

INTRODUCTION

In this 21st century, English is something important and needed in the real world. The purpose of learning English by each person is different. That is why there is a demand for English for Specific Purposes (ESP) to achieve the goal of the learners in specific contexts (Tsao & Xu, 2008 in Zahedpisheh, Bakar, & Saffari, 2017). At present, individuals and countries needs to communicate with each other with the aim of entertainment, business, and travel Of these three things, travel in the field of tourism and hospitality are the most developed (Zahedpisheh et al., 2017). Therefore, every individual in each country is expected to be able in the area of English language especially in the form of spoken (Zahedpisheh et al., 2017). English lessons in the field of tourism and hospitality are included in ESP (Zahedpisheh et al., 2017). Supina (2018) stated that “English for tourism is known as one of the attractive subjects since many of the people will be a tourist at least once in their lifetime” (p. 128). That means English for tourism are accidentally needed by everyone, especially those who are working in the tourism sector such as restaurants, hotel, and travel agencies. English for tourism is different from other English because the form is very structured and follows the proper grammar rules (Zahedpisheh et al., 2017). Moreover, English for tourism is to convey messages such as providing information about hotel facilities, hotel check-in, giving directions and other communication activities

related to hospitality (Supina, 2018). Also, Supina (2018) stated that the level of communication skills in English is connected to four basic skill concepts, namely listening, speaking, writing, reading that must be learned. Alina and Lavinia (2017) stated that “For the development of their language skills, students must be engaged in as much active practice as possible” (p. 163). It means that the four basic skills can be mastered well if the learners do a lot of practice. In the following paragraphs, the four basic skills needed in tourism and hospitality will be explained further.

DISCUSSION

First, reading skill is one skill that must be learned in ESP class for tourism and hospitality class. Reading is one of the essential skills for ESP students who are learning and need to understand an academic text, especially in the tourism field (Dreyer & Nel, 2003 in Wahyono & Puspitasari, 2016). Reading activities that can be applied in the ESP for tourism and hospitality class are scanning, skimming, with or without translation, and informative text about tourism (Zahedpisheh et al., 2017). One of the main goals why reading needs to be taught in ESP classes for tourism is that learners understand reading informative articles that are related to the development of tourism in each region and even the country (Simion, 2012). Spolsky (1989) in Lin, Wu, and Huang (2013) stated that the ability of second language learning by learners specifically in the field of reading generally would develop if they have mastered the speaking skills and also listening skills. In conclusion, reading is one of skill that must be possessed by tourism and hospitality students (Dreyer & Nel, 2003 in Wahyono & Puspitasari, 2016) to understand the text about tourism (Simion, 2012) through scanning, skimming, with or without translation, and informative activities (Zahedpisheh et al., 2017).

Besides reading, another skill also needed in ESP for tourism and hospitality class is writing skills. Writing skills taught in ESP for Tourism class aims to make learners master the writing techniques for specific purposes (Tabrizi & Vaezi, 2016). “The approach provides the learners with the opportunities to analyze texts and grasp the generic texturing structures of the texts” (Tabrizi & Vaezi, 2016, p. 475). It means that it is hoped that writing skills taught in ESP for Tourism class can produce students who can analyze and create text in the context of tourism. Also, Zahedpisheh et al. (2017) said that sending email and faxes, browsing on the internet, offering destination guides, making online ticketing, and making online hotel booking are the most common reasons for communicating in the field of writing. In ESP for tourism class, learners are prepared to understand all of the types in the form of written document on tourist destination in their career soon (Simion, 2012). One of the most exciting activities that can improve writing skill in ESP for tourism and hospitality class is making ‘free-writing’, and that is such as a poem, and also an article (Tabrizi & Vaezi, 2016). In summary, writing skill is one of skill that must be possessed by tourism and hospitality students which aims to master the techniques in

writing for specific purposes through 'free-writing' activity to improve the ability to read skill (Tabrizi & Vaezi, 2016).

Also, speaking is the essential skills which must be owned by tourism and hospitality students. In ESP for Tourism and Hospitality class, speaking ability is more learned and needed than the two skills above (Khoirunnisa, Suparno & Supriyadi, 2018). "The globalization era demands all the business communication using international language such as English" (Muntiningsih, 2015, p. 283). It means that in this era speaking in English is a skill that must be mastered, especially for those who are faced with a specific field. Supina (2018) also stated that English language skills are needed in the tourism area because English is a language commonly used throughout the world. The thing emphasized in the ESP for tourism and hospitality class is communication skills, for example, to improve the speaking skills that they have in the field of tourism so that they can be more competent in their areas specifically focus on pronunciation and accuracy of grammar (Alina & Lavinia, 2017). There are many types of activities that can be done to improve speaking skill in ESP for tourism and hospitality class, namely role play, discussions, meeting and greeting in hotel, storytelling, favorite objects, and job interview (Harmer & Kayi, 2001 in Muntiningsih, 2015). To sum up, speaking skill is one of skill that more learned than writing skill and reading skill (Khoirunnisa, Suparno & Supriyadi, 2018) which aims to communicate fluently in any situation (Muntiningsih, 2015) through role play, discussions, meeting and greeting in hotel, storytelling, favorite objects, and job interview simulation activities (Harmer & Kayi, 2001 in Muntiningsih, 2015).

Besides those of three skills needed by learners, listening is the last skill that must be learned in ESP class for tourism and hospitality class. Zahedpisheh et al. (2017) said that "Listening is the process of understanding, interpreting and evaluating spoken language in a variety of situations". It means that listening is a skill that must be possessed, especially to understand and evaluate spoken language that is experienced in various situations. Listening skill is one of the essential skill needed by tourism and hospitality students because in their job especially for hospitality students who will work as waiters or waitresses that work in the restaurant using English to communicate each other (Coskun, 2009). Not only for hospitality students, Sarmiento, Bocorny and Viana (2018) also stated that tourism students who will work in the transportation field also need listening skill in ESP class to interact with their passengers. Coskun (2009) also said that one of the activities that can improve listening skill for tourism and hospitality students is by listening to music and watching movies which use the English language often. To sum up, listening is one of skill that must be owned by tourism and hospitality students (Zahedpisheh et al., 2017) which aims to understand spoken language (Zahedpisheh et al., 2017) and interact with people encountered (Coskun, 2009) through listen to the music and watching English movies activities to improve the ability (Coskun, 2009).

CONCLUSION

In summary, four required basic skills in English for Specific Purposes (ESP) for tourism and hospitality class are reading, writing, speaking, and listening. First, reading is one of skill that must be possessed by tourism and hospitality students (Dreyer & Nel, 2003 in Wahyono & Puspitasari, 2016) which aims to understand the text about tourism (Simion, 2012). The activities to improve the ability to read skill are scanning, skimming, with or without translation, and informative activities (Zahedpisheh et al., 2017). Second, writing skill is one of skill that must be possessed by tourism and hospitality students, which aims to master the techniques in writing for specific purposes (Tabrizi & Vaezi, 2016). The activity to improve the writing skill is 'free-writing' activity (Tabrizi & Vaezi, 2016). Third, speaking ability is one of skill that more learned than writing skill and reading skill (Khoirunnisa, Suparno & Supriyadi, 2018) which aims to communicate fluently in any situation (Muntiningsih, 2015). The activities that can be applied in ESP class to improve the skill are role play, discussions, meeting and greeting in a hotel, storytelling, favorite objects, and job interview simulation activities (Harmer & Kayi, 2001 in Muntiningsih, 2015). Last, listening is one of skill that must be owned by tourism and hospitality students (Zahedpisheh et al., 2017) which aims to understand spoken language (Zahedpisheh et al., 2017) and interact with people encountered (Coskun, 2009). The activities to improve listening skills that can be done in ESP for tourism and hospitality class are listening to music and watching English movies (Coskun, 2009).

REFERENCES

[References are purposely omitted]

[1725 words]

Three Individual Differences Factors in Second Language Learning: Motivation, Aptitude, and Foreign Language Anxiety

ABSTRACT

This paper aims to explain Individual Differences (ID) factors in Second Language Learning (SLL) namely motivation, aptitude, and foreign language anxiety. Each of the constructed will be explained in terms of general information, definitions, and types related to the self of a second language learner. First, motivation is learners' desire to learn and can be divided into four types namely intrinsic, extrinsic, integrative, and instrumental. Second, aptitude is learners' capability to learn and can be divided into two types, namely Basic Impersonal Communication Skills (BICS) and Cognitive/Academic Language Proficiency (CALP). The last, foreign language anxiety is learners' feeling when learning and can be divided into three types, namely communication apprehension, fear of negative evaluation, and test anxiety. The results of second language learning vary. All levels of success in learning depend on the learners.

Keywords: *Individual Differences, Second language learning, factors, definition, types*

INTRODUCTION

In the era, learning a second language is not something strange, precisely it will be beneficial. Learning a second language is not an easy thing for some people. Everyone has their way of learning a second language. Factors affecting second language learning (SLL) are called "Individual Differences" (Dornyei & Ryan, 2015 in Maftoon, 2017). "Individual differences in educational performance are strongly related to differences in intelligence, a major focus of individual differences research" (Williams, Myerson, & Hale, 2008, p. 219). It means there are differences in individual differences because of the differences in intelligence possessed by everyone. The difference in intelligence will certainly cause different results as well. Nazimuddin (2014) also stated that individual differences could be used to identify performance and behaviour in SLL. With the differences possessed by every human being, humans can be said to be unique creatures because each has nothing in common. Khasinah (2014) also stated factors that affect SLL are motivation, age, attitude, aptitude, intelligence, personality, and cognitive style. Another factor that affects SLL also foreign language anxiety (FLA). FLA is "an important factor that influences one's level of achievement in foreign language learning" (Dordinejad & Ahmadabad, 2014 in Elaldi, 2015, p. 219). It means foreign language anxiety is the most critical thing that affects the result of SLL. Khasinah (2014) stated that some ID factors that influence SLL

would have various outcomes in education. Considering the three ID factors in SLL namely motivation, aptitude, and FLA will be explained further.

DISCUSSIONS

Motivation is one of the most important things that influence second language learning (SLL). Richards (1985) in Khasinah (2014) stated that motivation is a factor that reflects what someone will do. Learners who have motivation tend to get success in learning more than who do not (Khasinah, 2014). Gardner (1982) in Pastor and Mestre (2013) also stated motivation has three essential elements, namely effort (the learner's effort because it has motivation), desire (the desire of learners to learn), and effect (the effect of motivation in learning). On the other hand, Pastor and Mestre (2013) stated that motivation has two types they are integrative and instrumental. Integrative motivation is related to the attitudes of the learners about the target group language and instrumental motivation related to the reward obtained through the achievement of L2 learning (Pastor & Mestre, 2013). Khasinah (2014) said that both types of motivation influence the results of the learning. Not only both types that influence SLL, the factors of extrinsic and intrinsic also influential (Khasinah, 2014). Intrinsic motivation is a motivation that arises from within oneself without the influence of others while in extrinsic motivation is a motivation that arises from outside the self and is usually influenced by the environment or people around (Anjomshoa & Sadighi, 2015). "In some cases, the two kinds of motivation may overlap to some degree because one may be motivated from both an inside source and an outside one at the same time" (Anjomshoa & Sadighi, 2015, p. 127). It means intrinsic and extrinsic motivation may be arises at the same time depends on what situation. In summary, motivation is the factors that reflects learners will do namely desire, effort and also the effect in SLL (Gardner, 1982 in Pastor & Mestre, 2013).

The other ID factor besides motivation in SLL is aptitude. Ellis (1986) in Khasinah (2014, p. 262) stated that aptitude is capabilities possessed by humans which are naturally used to learn a second language. Skehan (1989) in Zafar and Meenakshi (2012) also said that aptitude is closely related to achieving success in SLL. That there are many aptitude tests may indicate the acknowledgement of aptitude role in SLL. TOEFL and IELTS are tests that are often used to measure second language skills in English learners (Zafar & Meenakshi, 2012). On the other side, two language aptitude tests can be used to measure, namely Language Aptitude Battery by Pimsleur and Modern Language Aptitude Test (MLAT) by Carroll and Sapon (Khasinah, 2014). There are four factors influence language aptitude in SLL; they are analytical sensitivity, rote learning ability, phonemic coding ability, and inductive language learning ability (Khasinah, 2014).

In other studies, there are two language abilities namely Basic Impersonal Communication Skills (BICS) and Cognitive/Academic Language Proficiency (CALP) (Cummins, 1983 in Khasinah, 2014). BICS is related to aptitude while CALP is more likely to be related to general intelligence. Through various tests used and also by examining one's language aptitude, it can be concluded that people who have low language aptitude will find it more difficult and more protracted to learn a second language than people who have high language aptitude (Khasinah, 2014). In summary, aptitude is a person's ability to learn a second language (Ellis, 1986 in Khasinah, 2014), it can be measured with language aptitude test, namely Language Aptitude Battery by Pimsleur and MLAT by Carroll and Sapon (Khasinah, 2014) and the abilities divided into two, namely BICS and CALP (Cummins, 1983 in Khasinah, 2014).

Not only motivation and aptitude which are essential, FLA is also the important factor. FLA is "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning" (MacIntyre & Gardner, 1994 in Elaldi, 2016, p. 219). It means, FLA is feelings that appear in learners when studying the second language, it can be in the areas of all contexts in the second language. Trang (2012) stated that FLA is unique type in the aspect of anxiety. The anxiety that arises to learners due to their self-confidence in learning the second language (Zhang & Zhong, 2012 in Elaldi, 2016). Usually, learners, who have lower anxiety will have high levels in performance rather than those who have high anxiety (Cui, 2011 in Elaldi, 2016). There are three components of FLA invented by Horwitz namely communication apprehension, fear of negative evaluation, and test anxiety (Horwitz, Horwitz & Cope, 1986 in Elaldi, 2016). Horwitz et al., (1986) in Elaldi (2016) stated that communication apprehension is the difficulty possessed by learners in all aspects of communication namely speaking and conveying messages to others. Besides, fear of negative social evaluation is the difficulty of the learner to have a positive impression on someone which is related to communication apprehension (MacIntyre & Gardner, 1991 in Elaldi, 2016). Test anxiety is connected with an academic evaluation which is a common problem, while fear of negative social evaluation and communication are the main problems in FLA (MacIntyre & Gardner, 1991 in Elaldi, 2016). In summary, FLA is feelings that exist within the learner in all contexts of SLL (MacIntyre & Gardner, 1994 in Elaldi, 2016) and it can be divided into three components namely communication apprehension, fear of negative evaluation, and test anxiety (Horwitz, Horwitz & Cope, 1986 in Elaldi, 2016).

CONCLUSION

In summary, three Individual Differences (ID) factors in second language learning (SLL) are motivation, aptitude, and foreign language anxiety (FLA). First, motivation is desires that arise from inside or outside the learners to learn a second language (Khasinah, 2014). The factors of

motivation are intrinsic and extrinsic which can appear simultaneously at the same time (Anjomshoa & Sadighi, 2015). Second, aptitude is the capabilities of humans to learn a second language (Ellis, 1986 in Khasinah, 2014). Besides, learners who have a low level of language aptitude will be more difficult when learning a second language than learners who have a high level of language aptitude (Khasinah, 2014). The last, FLA is the feelings that appear in learners when studying second language context such as speaking, writing, and listening (MacIntyre & Gardner, 1994 in Elaldi, 2016) and it can be divided into three types namely communication apprehension, fear of negative evaluation, and test anxiety (Horwitz, Horwitz & Cope, 1986 in Elaldi, 2016).

REFERENCES

[References are purposely omitted]

[1443 words]

CLASS DOCUMENTS

SYLLABUS

(RENCANA PEMBELAJARAN SEMESTER - RPS)



**Program Studi Pendidikan Bahasa Inggris
Fakultas Kependidikan dan Humaniora
Universitas Kristen Duta Wacana**

RENCANA PEMBELAJARAN SEMESTER				
MATA KULIAH	KODE	Rumpun MK	BOBOT (SKS)	SEMESTER
Academic Essay Writing	EN 2053	Keterampilan Komunikasi Umum/Language Skills (KD 1)	3	4
Dosen Pengembang RPS		Tim InQA Prodi		
OTORISASI		Adaningtyas Saputro, M.Sc.		
CP Luaran (CPL) Prodi				
PG-E-01	Menguasai konsep teoritis kebahasaan dan teknik berkomunikasi secara lisan dan tulisan untuk tujuan umum (General English) dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat post-intermediate.			
PG-I-01	Menguasai konsep teoritis kebahasaan dan teknik berkomunikasi secara lisan dan tulisan untuk tujuan umum (General English) dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat post-intermediate.			
KK-E-01	Mampu menunjukkan kecakapan berbahasa Inggris dalam konteks umum (English for General Purposes/EGP) setara tingkat post intermediate baik secara lisan maupun tertulis.			
KK-I-01	Mampu menunjukkan kecakapan komunikasi lisan atau tertulis pada satu atau beberapa bidang bahasa Inggris untuk keperluan tertentu (English for Specific Purposes/ESP) setara tingkat post intermediate.			
SK-I-03	Menginternalisasi nilai, norma, dan etika akademik.			
SK-I-12	Mampu menahan diri dari tindakan korupsi.			
SK-I-17	Mampu bekerja secara konsisten.			
CP Mata Kuliah (CPMK)				
CP-MK 1	Mampu mengibaratkan karya tulis orang lain dengan tidak melakukan plagiarisme (SK-I-03, SK-I-12)			
CP-MK 2	Mampu mengidentifikasi detail sumber-sumber akademik dan memahaminya dalam bentuk referensi (SK-I-03)			
CP-MK 3	Mampu menulis esai berdasarkan ide-ide orisinal mereka dan menyebutkan sumber referensi (PG-E-01, PG-I-01, KK-E-01, KK-I-01, SK-I-03, SK-I-12, SK-I-17)			
CP-MK 4	Mampu menunjukkan usaha optimal dalam proses mencari topik, mencari referensi, outlining, drafting, dan final writing (SK-I-17)			
CP-MK 5	Mampu menunjukkan pemahaman terhadap suatu topik dalam bidang pendidikan (PG-E-01, PG-I-01, KK-E-01, KK-I-01)			
CP-MK 6	Mampu mengintegrasikan informasi dari berbagai sumber untuk membentuk paragraf yang logis dan ilmiah (PG-E-01, PG-I-01, KK-E-01, KK-I-01, SK-I-03, SK-I-12, SK-I-17)			
CP-MK 7	Mengaplikasikan aturan penulisan akademik (PG-E-01, PG-I-01, KK-E-01, KK-I-01, SK-I-03, SK-I-12, SK-I-17)			
CP-MK 8	Menyebutkan sumber-sumber tulisan dengan format yang konsisten dalam artikel kajian teori (PG-E-01, PG-I-01, KK-E-01, KK-I-01, SK-I-03, SK-I-12, SK-I-17)			
Model Evaluasi				
Turun Check				
Mastery-on-references assessment, Theoretical Perspective Articles 1 and 2				
Theoretical Perspective Articles 1 and 2				
Theoretical Perspective Articles 1 and 2, Reflections				
Theoretical Perspective Articles 1 and 2				
Theoretical Perspective Articles 1 and 2				
Peer reviews, Theoretical Perspective Articles 1 and 2				
Theoretical Perspective Articles 1 and 2				

Capaian Pembelajaran (CP)



Kaprodi
Alvita Kurniawati, M.Hum.

Ignatius Tri Endarto, MA.

Deskripsi Singkat MK	<p>This course offers both theoretical and practical aspect of written communication in academic contexts. Students are prepared to produce products of academic writings in the form of theoretical perspective articles. In this course, students will be introduced to the frameworks and conventions of academic writing. Upon completion of this course, students are able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a good understanding on an educational issue through writing theoretical perspective articles 2. Put contents of various academic sources in such a way to form logical sequence and structure of theoretical perspective articles 3. Apply the conventions of academic writing through writing theoretical perspective articles 4. Mention references in consistent formats through writing theoretical perspective articles 																
Materi Pembelajaran/ Pokok Bahasan	<p>Mengenal beberapa macam sumber pustaka (artikel jurnal, buku, chapter buku) dan detail informasinya Mengenal konsep <i>citation</i> dan <i>reference</i> dalam artikel ilmiah Mengenal macam-macam <i>citation style</i> dan mempelajari lebih dalam tentang <i>APA Citation Style</i> Mempelajari bagaimana menulis <i>citation</i> dan <i>reference</i> dengan <i>APA citation style</i> menggunakan Microsoft Word Menulis artikel kajian teori (<i>theoretical perspective articles</i>) sesuai minat dengan menggunakan prinsip-prinsip tata tulis ilmiah</p>																
Pustaka	<p>Journal articles on selected topics Books on selected topics Book chapter on selected topics</p>																
Media Pembelajaran	<p>PowerPoint slides Microsoft Word</p>																
Dosen Pengampu	<p>Adaninggar, Septi Subekti, M.Sc. adaninggar@staff.ukdw.ac.id LINE: adaninggar</p>																
Mata Kuliah Pra-syarat	<p>EN 1103 Essay Writing</p>																
Komponen Penilaian	<table border="0"> <tr> <td>1. Peer review practices</td> <td>9%</td> </tr> <tr> <td>2. Assignment posted in blogs</td> <td>5%</td> </tr> <tr> <td>3. Mastery-on-references assessment</td> <td>7%</td> </tr> <tr> <td>2. Two (2) peer review activities (@ 6%)</td> <td>12%</td> </tr> <tr> <td>3. Two (2) reflection papers (@ 5%)</td> <td>10%</td> </tr> <tr> <td>4. Theoretical Perspective Article 1</td> <td>25%</td> </tr> <tr> <td>4. Theoretical Perspective Article 2 (FINAL TEST)</td> <td>32%</td> </tr> <tr> <td>TOTAL</td> <td>100%</td> </tr> </table>	1. Peer review practices	9%	2. Assignment posted in blogs	5%	3. Mastery-on-references assessment	7%	2. Two (2) peer review activities (@ 6%)	12%	3. Two (2) reflection papers (@ 5%)	10%	4. Theoretical Perspective Article 1	25%	4. Theoretical Perspective Article 2 (FINAL TEST)	32%	TOTAL	100%
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4. Theoretical Perspective Article 1	25%																
4. Theoretical Perspective Article 2 (FINAL TEST)	32%																
TOTAL	100%																
Metode Pembelajaran	<ol style="list-style-type: none"> 1. Kuliah/Transfer Knowledge (TCL) 2. Small Group Discussion (SGD) 3. Discovery Learning (DL) 4. Self-Directed Learning (SDL) 5. Cooperative Learning (CL) 6. Collaborative Learning (CbL) 																
Standar Acuan Penilaian	<p>A : 90,0 - 100 A- : 85,0 - 89,9 B+ : 80,0 - 84,9 B : 75, - 79,9 B- : 70,0 - 74,9 C+ : 65,0 - 69,9 C : 60,0 - 64,9 D : 55 - 59,9 E : < 55</p>																
Beberapa Informasi penting:	<ol style="list-style-type: none"> 1. Mahasiswa yang terbukti melakukan plagiarisme dalam suatu tugas akan mendapat nilai nol (0) secara langsung pada tugas yang dimaksud. 2. Semua tugas dikumpulkan via e-class. 3. Mahasiswa yang telat menghadiri pertemuan melebihi 15 menit dianggap absen pada pertemuan yang dimaksud namun tetap diperkenankan mengikuti kuliah 4. Jumlah pertemuan (tatap muka) dalam satu semester adalah 15. Apabila prosentase kehadiran kurang dari 75% (12 pertemuan) pada meeting ke-15, ybs masih boleh mengumpulkan <i>Theoretical Perspective Article 2 (final test)</i> namun nilai yang diakui adalah 50% dari nilai asli yang didapatkan. 																

Minggu No	Tanggal	Sub-CP-MK	Indikator	Kriteria & Bentuk Penilaian	Bobot Penilaian (%)	Metode Pembelajaran [Estimasi Waktu]	Materi Pembelajaran [Pustaka]
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Rabu, 5 Februari	Syllabus and course introduction; Theoretical Perspective Article samples, identifying several academic sources and how to find them Homework: Searching for various sources on selected topics	Reading student samples of theoretical perspective articles, searching for various academic sources in the internet	Individual works, group works		TCL, SGD, DL, SDL, CL, CbL	Online sources
2	Rabu, 12 Februari	Paraphrasing, quoting, summarising, APA Reference Style, Homework: Searching for various sources on selected topics	Practice on paraphrasing, quoting, and summarising information using APA style	Individual works, group works		TCL, SGD, DL, SDL, CL, CbL	Online sources
3	Rabu, 19 Februari	Identifying details of sources/references, managing sources in Microsoft Word, Homework: Thinking of a possible topic and searching for relevant sources	Identifying details of sources/references and trying to manage them in Microsoft Word, practice on using in-text citations in Microsoft Word	Individual works, group works		TCL, SGD, DL, SDL, CL, CbL	Online sources
4	Rabu, 26 Februari	Practice on putting references into dialogues using APA, practice on managing in-text citations and references, Homework: Thinking of a possible topic and searching for relevant sources	Reading information on selected topics and trying to convey it in a paragraph using in-text citations	Individual works, group works		TCL, SGD, DL, SDL, CL, CbL	Online sources
5	Rabu 4 Maret	Assessment on learners' mastery of references: details of journal articles, books, and book sections, and producing a reference list (individual assessment)					
6	Rabu, 11 Maret	Working on Article 1 - 900 words (meeting 1): Deciding topic, finding sources (journals, books, book chapters)	Working on the articles	Individual works		TCL, DL, SDL	Journal articles, books, and book chapters on selected topics
7	Rabu, 18 Maret	Working on Article 1 (meeting 2): Introduction section, thesis statement, and topic sentences of Discussion section, finding sources (journals, books, book chapters)	Working on the articles	Individual works	Peer review practice	TCL, DL, SDL	Journal articles, books, and book chapters on selected topics
8	Rabu, 1 April	Working on Article 1 (meeting 3): Discussion section, finding sources (journals, books, book chapters)	Working on the articles	Individual works	Homework: peer review practice	TCL, DL, SDL	Journal articles, books, and book chapters on selected topics
9	Rabu, 15 April	Working on Article 1 (meeting 4): Discussion and conclusion sections, making sure all the in-text citations correspond to the references, finding sources (journals, books, book chapters)	Working on the articles	Individual works	Homework: PEER REVIEW 1 (6%)	TCL, DL, SDL	Journal articles, books, and book chapters on selected topics

10	Rabu, 22 April	Working on Article 1 (meeting 5/FINAL): "perfecting" everything (Thesis statement, topic and conclusion sentences, in-text citations and references, language use/grammar) <i>Submission of Progress Assessment before the next meeting</i>	Editing the articles, having individual consultations	Individual works	ARTICLE 1: 25%	TCL, DL, SDL	Journal articles, books, and book chapters on selected topics
11	Rabu, 29 April	Writing 300-Word Reflection Paper 1 - 5% (submitted before the next meeting)					
12	6 Mei	Working on Article 2 (FINAL TEST) - 1,200 words (meeting 1): Deciding topic, finding sources (journals, books, book chapters)	Working on the articles, having individual consultations	Individual works		TCL, DL, SDL	Journal articles, books, and book chapters on selected topics
13	13 Mei	Working on Article 2 (meeting 2): Introduction section, thesis statement, and topic sentences of Discussion section, finding sources (journals, books, book chapters)	Working on the articles	Individual works	Homework: peer review practice	TCL, DL, SDL	Journal articles, books, and book chapters on selected topics
14	3 Juni	Working on Article 2 (meeting 3): Discussion section, finding sources (journals, books, book chapters)	Working on the articles	Individual works	Homework: PEER REVIEW 2 (6%)	TCL, DL, SDL	Journal articles, books, and book chapters on selected topics
15	10 Juni	Working on Article 2 (meeting 4): Discussion and conclusion sections, making sure all the in-text citations correspond to the references, finding sources (journals, books, book chapters)	Editing the articles	Individual works	Homework: 300-Word Reflection Paper II - 5%	TCL, DL, SDL	Journal articles, books, and book chapters on selected topics
16	17 Juni	Submission of Article 2, Take-Home Reflection Paper II, and blog addresses containing four written products of the class via e-class BY NOON, students SIGN Final Test Attendance List in PBI Front Office BY NOON					

GRADING RUBRICS

**RUBRICS FOR ARTICLES 1 AND 2
ACADEMIC ESSAY WRITING CLASS**

Aspects	9-10	7-8	5-6	0-4
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: _____

**SCORING RUBRICS FOR PEER REVIEWER'S PERFORMANCE
ACADEMIC ESSAY WRITING CLASS**

Student reviewer's name: _____

85-100 Very good	75-84 Good	65-74 Sufficient	60-64 Needing a fair degree of improvement	0-60 Needing major improvement
Reviewer gives clear and sensible explanations/elaborations from each criteria with examples from the essays. He/she points out most aspects that still need improvement clearly.	Reviewer gives clear and quite sensible explanations/elaborations from each criteria with examples from the essays. He/she points out several aspects that still need improvement clearly.	Reviewer gives rather vague and unclear explanations in one or both criteria (for example: due to lack of examples). Comments on one of the scoring criteria are missing. He/she points out some aspects that still need improvement rather unclearly.	Reviewer gives vague and unclear explanations. Comments on one or more scoring criteria are missing. Aspects that need improvement are missing or vaguely mentioned.	Reviewer gives very little details of explanation. Explanations are minimum and or hard to understand.

**SCORING RUBRICS FOR PEER REVIEWER'S PERFORMANCE
ACADEMIC ESSAY WRITING CLASS**

Student reviewer's name: _____

85-100 Very good	75-84 Good	65-74 Sufficient	60-64 Needing a fair degree of improvement	0-60 Needing major improvement
Reviewer gives clear and sensible explanations/elaborations from each criteria with examples from the essays. He/she points out most aspects that still need improvement clearly.	Reviewer gives clear and quite sensible explanations/elaborations from each criteria with examples from the essays. He/she points out several aspects that still need improvement clearly.	Reviewer gives rather vague and unclear explanations in one or both criteria (for example: due to lack of examples). Comments on one of the scoring criteria are missing. He/she points out some aspects that still need improvement rather unclearly.	Reviewer gives vague and unclear explanations. Comments on one or more scoring criteria are missing. Aspects that need improvement are missing or vaguely mentioned.	Reviewer gives very little details of explanation. Explanations are minimum and or hard to understand.

**MASTERY-ON-REFERENCES INDIVIDUAL ASSESSMENT
ACADEMIC ESSAY WRITING CLASS**

Student's name: _____

ASPECTS	Very good (8-10)	Good (7.0-7.9)	Fair (6.0-6.9)	Needs major improvement (0-5.9)
Details of academic sources	Able to identify details of academic sources e.g.: Authors, editor, journal's name, publisher, book title, chapter title, city of publication, volume, issue, pages quite smoothly to very smoothly (e.g.: quite fast and without delay).	Able to identify several details of academic sources e.g.: Authors, editor, journal's name, publisher, book title, chapter title, city of publication, volume, issue, pages and have difficulty in identifying several others.	Able to identify few details of academic sources e.g.: Authors, editor, journal's name, publisher, book title, chapter title, city of publication, volume, issue, pages and have difficulty in identifying several others.	Able to identify very few details of academic sources e.g.: Authors, editor, journal's name, publisher, book title, chapter title, city of publication, volume, issue, pages with obvious struggle and have difficulty in identifying many others.
Creating references	Able to create a complete and accurate reference list of a journal article, a book, or a book section quite smoothly to very smoothly (e.g.: quite fast and without delay).	Able to create a complete and yet slightly inaccurate reference list of a journal article, a book, or a book section e.g.: incorrect capitalization, typos, reverse information.	Able to create a reference list of a journal article, a book, or a book section but it contains incomplete information and inaccurate details.	Able to create a reference list of a journal article, a book, or a book section but it contains incomplete information and inaccurate details with much struggle.

Total points : 20

**MASTERY-ON-REFERENCES INDIVIDUAL ASSESSMENT
ACADEMIC ESSAY WRITING CLASS**

Student's name: _____

ASPECTS	Very good (8-10)	Good (7.0-7.9)	Fair (6.0-6.9)	Needs major improvement (0-5.9)
Details of academic sources	Able to identify details of academic sources e.g.: Authors, editor, journal's name, publisher, book title, chapter title, city of publication, volume, issue, pages quite smoothly to very smoothly (e.g.: quite fast and without delay).	Able to identify several details of academic sources e.g.: Authors, editor, journal's name, publisher, book title, chapter title, city of publication, volume, issue, pages and have difficulty in identifying several others.	Able to identify few details of academic sources e.g.: Authors, editor, journal's name, publisher, book title, chapter title, city of publication, volume, issue, pages and have difficulty in identifying several others.	Able to identify very few details of academic sources e.g.: Authors, editor, journal's name, publisher, book title, chapter title, city of publication, volume, issue, pages with obvious struggle and have difficulty in identifying many others.
Creating references	Able to create a complete and accurate reference list of a journal article, a book, or a book section quite smoothly to very smoothly (e.g.: quite fast and without delay).	Able to create a complete and yet slightly inaccurate reference list of a journal article, a book, or a book section e.g.: incorrect capitalization, typos, reverse information.	Able to create a reference list of a journal article, a book, or a book section but it contains incomplete information and inaccurate details.	Able to create a reference list of a journal article, a book, or a book section but it contains incomplete information and inaccurate details with much struggle.

Total points : 20

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 idiomatcity, 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

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 idiomatcity, 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

TEMPLATES

Course : Academic Essay Writing
Student's name : [.....]
Assignment : Article 1/Article 2 [Final Test]

[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 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 Article 1 and 1,200 words for Article 2**)]

REFERENCES

[Minimum: 5 sources (3 journal articles at the minimum, with 2 books and or book sections, or 5 journal articles). The use of more sources is always preferable. The use of Wikipedia, Discussion Forum, and blogs is *strongly prohibited*. The sources listed in the reference should cover all of the in-text citation sources. Write your references in American Psychological Association (APA) style]

STUDENT REVIEWER :

STUDENT ID :

Essay Information

Title :

Author :

Peer review criteria:

Knowledge and Use of the Literature	There is strong evidence of reading core and supplementary texts seen from an extensive use of in-text citations and from more than five credible references. In-text citations correspond to references and vice versa and they are presented in perfect and complete manners (APA citation style).
Constructing Academic Discourse	The structure of the essay adopts 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.

Review details (further comments justifying the grades above and comments for improvements)

Student reviewer should clear explanations/elaborations with examples from the essays. He/she should also point out several aspects that still need improvement. There is no minimum or maximum details. High grades are obtained not from the length but from the quality of the review. [The space below is “unlimited”.] **Use sandwich comments.**

-

[Copy and paste the reviewee’s essay here and make annotations for comments using MS Word Feature (REVIEW→ New Comment)]

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

[Title of the Reflection]

Reflection I : My Reflection on Working on Article 1 entitled: [write the title of article 1]

Reflection II : My Reflection on Working on Article 2 entitled: [write the title of article 2]

Possible guiding questions

1. Do you learn something new while doing Article 1/2? What is it (are they)?
2. What are the challenges you face while doing Article 1/2? If so, how do you overcome those challenges? Or, are you trying the best you can to try overcoming them?
3. Others

Reflection Example

My Reflection on Working on Article 1 entitled *Three Types of Foreign Language Anxiety*

Thesis statement:

In the following paragraphs I will share some experiences I had when working on my first academic article.

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

The first is related to.....

The second is....

Thirdly ...

Finally...

WORD COUNT: minimum 300 words

[Delete this page in your reflection paper]

REFERENCES

Materials on theories in this module are adapted from:

Bailey, S. (2011). *Academic writing: A handbook for international students* (Third Edit). London: Routledge.

Fitzmaurice, M., & O'Farrell, C. (2015). *Developing your academic writing skills: A handbook*. Dublin: Academic Practice & eLearningm, Trinity College Dublin.

Oshima, A., & Hogue, A. (2007). *Introduction to academic writing* (Third Edit). New York: Pearson Education, Inc.

Other materials:

- Students' essay samples are taken from several essays of 2016 and 2017 students of the English Language Education Department with their respective permission.
- Rubrics and templates are designed by the instructor (the one compiling this module).



ENGLISH LANGUAGE EDUCATION DEPARTMENT
UNIVERSITAS KRISTEN DUTA WACANA (UKDW)

2020