





Rencana Pembelajaran Semester (RPS)

		UNIVERSITAS ALMUSLIM FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS			Kode Dokumen: RPS 07		
RENCANA PEMBELAJARAN SEMESTER							
MATA KULIAH (MK)		KODE	Rumpun MK	Bobot (SKS)		Semester	Tgl Penyusunan
Paragraph Writing		ENG 2107		T=2	P=1		25 Juni 2024
OTORISASI/PENGESAHAN		Dosen Pengembang RPS		Koordinator RMK		Ka PRODI	
		 Misnawati, M.Pd., CIIQA		 Misnawati, M.Pd., CIIQA		 (Dr. Silvi Listia Dewi, M.Pd)	
Capaian Pembelajaran	CPL-PRODI yang Dibebankan pada MK						
	CPL1 (S1)		Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap relegius;				
	CPL1 (S2)		menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika;				
	CPL1 (S9)		menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;				
	CPL1 (S11)		menggiatkan budaya 5S (senyum, sapa, salam, sopan, dan santun).				
	CPL1 (S12)		Mampu berperilaku professional serta bersikap adaptif dalam perkembangan zaman.				
CPL4 (KK4)		Melaksanakan proses pembelajaran Bahasa Inggris dengan mendesain, membuat dan memanfaatkan berbagai media pembelajaran yang inovatif dan kreatif yang berbasis digital dan memiliki sifat pembelajaran 4C yaitu <i>communcative</i> , <i>creative</i> , <i>critcal thinking</i> dan <i>problem solving</i> serta					

		<i>collaborative.</i>
CPL4 (KK5)		Melakukan percakapan secara formal dan informal dalam bahasa Inggris dengan menggunakan tata bahasa (grammar) dan pengucapan (pronunciation) yang baik dan benar.
CPL2 (KU1)		mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya;
CPL2 (KU2)		Mampu menunjukkan kinerja mandiri, bermutu, dan terukur;
CPL3 (P1)		Menguasai Bahasa Inggris minimal setara dengan tingkat <i>pos- intermediate</i> untuk menciptakan komunikasi baik lisan maupun tertulis secara lancar, akurat, efektif, dan berterima.
CPL3 (P2)		Menguasai konsep dasar linguistik kebahasaan
Capaian Pembelajaran Mata Kuliah (CPMK)		
CPMK1		Menunjukkan sikap bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap relegius (CPL1)
CPMK2		Melakukan percakapan secara formal dan informal dalam bahasa Inggris dengan menggunakan tata bahasa (grammar) dan pengucapan (pronunciation) yang baik dan benar (CPL2)
CPMK3		Menulis dan membaca naskah dan artikel baik dalam bahasa Indonesia dan bahasa Inggris (CPL3)
CPMK4		Membaca, menganalisis teks dan menterjemahkan kosa kata dari bahasa Inggris ke dalam bahasa Indonesia (CPL4)
Kemampuan Akhir Tiap Tahapan Belajar (Sub-CPMK)		
Sub-CPMK1		Mampu memperkenalkan diri dan menjawab pertanyaan ungkapan sapaan dan responnya (C3, A1), (CPMK1, CPMK2).
Sub-CPMK2		Mampu menyusun kalimat dan menyesuaikan dengan jawaban yang tepat(C6, A4), (CPMK2, CPMK4)
Sub-CPMK3		Mampu menggunakan preposition yang tepat didalam kalimat dan menyesuaikan dengan jenis-jenis preposition (C3 , A4), (CPMK2, CPMK3, CPMK4)
Sub-CPMK4		Mampu menganalisis dan membedakan struktur teks (C4, A3), (CPMK3, CPMK4)
Sub-CPMK5		Mampu menentukan jenis-jenis teks dan menceritakan kembali teks yang telah dibacakan (C3,A3), (CPMK2,CPMK3, CPMK4)
Sub-CPMK6		Mampu menemukan dan mendiskusikan main idea dalam teks secara kolaborasi (C4, A2), (CPMK3,

		CPMK4)											
	Sub-CPMK7	Mampu menganalisis kalimat pendukung (<i>supporting detail</i>), <i>reference</i> dan mengordinasikannya dalam teks (C4, A4), (CPMK1, CPMK3, CPMK4)											
	Sub-CPMK8	Mampu menemukan Similar Meaning, Inference, Refer to, Restatement didalam teks, dan mendiskusikan secara kolaborasi (C3, A2), (CPMK2, CPMK3, CPMK4)											
	Sub-CPMK9	Mampu menyimpulkan dan mengorganisasi teks kedalam paraphrasing yang baik dan benar (C5, A4), (CPMK3, CPMK4)											
	Sub-CPMK10	Mampu menulis dan membedakan kalimat positive, comparative dan superlative (C5, A3), (CPMK1, CPMK3)											
	Sub-CPMK11	Mampu berbicara secara formal (public speaking) dan menyatakan pendapat dalam bahasa inggris sederhana (C5, A1), (CPMK1, CPMK2)											
	Sub-CPMK12	Mampu menulis dalam essay singkat (C6, A5), (CPMK1, CPMK3)											
	Korelasi CPMK terhadap Sub-CPMK												
		Sub-CPM K1	Sub-CPM K2	Sub-CPM K3	Sub-CPM K4	Sub-CPM K5	Sub-CP6K 6	Sub-CPM K7	Sub-CPM K8	Sub-CPM K9	Sub-CPMK 10	Sub-CPMK 11	Sub-CPMK 12
	CPMK1							√			√	√	√
	CPMK2	√	√	√		√			√			√	
	CPMK3	√		√	√	√	√	√	√	√	√		√
	CPMK4		√	√	√	√	√	√	√	√			
Deskripsi Singkat MK	Pada mata kuliah ini mahasiswa akan mempelajari konsep dasar empat skill dalam bahasa Inggris ketrampilan menulis (writing) serta mampu mengungkapkan pendapat baik lisan maupun tulisan kedalam paragraf singkat.												
Bahan Kajian: Materi Pembelajaran	<ol style="list-style-type: none"> 1. English for Communication: Greetings dan introduction. 2. What Writing is. 3. Description of Paragraph Writing. 4. Unity and Coherence 5. The composition with unity and good coherence 6. Logical Order 7. Outlining of Writing. 8. Kinds of Texts 												

	<p>9. Analyze descriptive text, narrative text, and expository text Descriptive Text.</p> <p>10. Burger Strategy.</p> <p>11. Write the Paragraph through Burger Strategy.</p> <p>12. Write the Paragraph.</p>						
Pustaka	Utama:						
	<ol style="list-style-type: none"> 1. Alice Oshima & Ann Hogue, Writing Academic English, Third Edition, New York: Longman, 1998. 2. Andrew Littlejohn, Writing Students Book, Cambridge University Press, 1991. 3. Behran, Carol H. Writing Profeciency Lessons & Activities. First Edition : Jossey –Bass, United States of America. 2003. 4. Zuraini, Misnawati Asruna Lisa, Eli Nofriati. Improving Students in Mastering Writing Skill through the Implementation of PPIE (Point, Presentation, Illustrastion and Explanation). Jurnal CULTURE. Unaki. 2021. 5. Meyers, Alan. Composing with Confidence. Second Edition : Harper Collins Publishers. 1989. 6. Misnawati, Rizka Sylvia. Improving Students' Writing Skill through Problem Based Learning Strategy. JUPA. Universitas Al-Muslim. 2019. 7. Misnawati. Improving Students' Ability in Writing Descriptive Text through Draw Label Caption (DLC) Technique. JUPA. Universitas Al-Muslim. 2018. 8. Misnawati, Ratna Walis. Improving Students' Writing Skill by Using T-Card Method. Prosiding AICSTS. Universitas Al-Muslim. 2015. 9. Gillet, Andy., Hammond, Angela dan Martala, Mary. Successful Academic Writing. First Edition: Great Britain. 2009. 10. Ruddell, Martha Rapp. Teaching Content Reading and Writing. Fourth Edition : Sonoma University State. 2005. 						
	Pendukung:						
	Internet						
Dosen Pengampu	Misnawati, M.Pd						
Mata Kuliah Syarat	-						
Mg Ke-	Kemampuan Akhir Tiap Tahapan Belajar(Sub-CPMK)	Penilaian		Bentuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Teknik	Luring	Daring		

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Sub-CPMK1: Mampu memperkenalkan diri (greeting) dan menjawab pertanyaan ungkapan sapaan dan responnya (C3, A1).	1. Introduction 1.1. The lecturer must give the information about the rules in the teaching and learning process of the Paragraph Writing subject for a semester. 1.2. The students should be able to understand Paragraph Writing. 1.3. Respect the rule in the teaching and learning process.	<ul style="list-style-type: none"> • Written Text • Verbal Test 	<ul style="list-style-type: none"> • Kuliah; Lecturing, discussion. 	elearning: http://elearning.umuslim.ac.id/	Tricia Hedge: Teaching and Learning in the Language Classroom	5
2 & 3	Sub-CPMK2 Be able to comprehend what writing is. (C6, A4)	2.1 Be able to comprehend what writing is. 2.2. There are four stages in writing process, namely: 2.2.1. pre-writing; 2.2.2. Planning (outlining); 2.2.3. Writing and	<ul style="list-style-type: none"> • Written Text • Verbal Test 	<ul style="list-style-type: none"> • Kuliah; Lecturing, discussion. • Presentasi [(PB:2X(2x50))] • Tugas: Essay 	elearning: http://elearning.umuslim.ac.id/	Description of writing [1] halaman: A8-A15 [2] halaman: 98-103	10

		revising drafts; 2.2.4. Writing the final copy. 2.3. Be able to write a good paragraph and composition					
4	Sub-CPMK3: Be able to comprehend description of Paragraph Writing and part of paragraph C3, A4).	3.1 Comprehend description of Paragraph Writing. 3.2 Comprehend parts of paragraph: 3.2.1 Topic sentence. 3.2.2 Supporting sentence. 3.2.3 Concluding sentence.	<ul style="list-style-type: none"> • Written Test • Verbal Test 	<ul style="list-style-type: none"> • Kuliah; Project based • Presentasi [(PB:2X(2x50))] • Tugas: Write Paragraph 	elearning: http://elearning.umuslim.ac.id/	Comprehend description of Paragraph Writing and Comprehend parts of paragraph; Topic sentence, Supporting sentence, Concluding sentence. [1] halaman: 203-211 [2] halaman: 228-262 [3] halaman: 1-4	10
5	Sub-CPMK4: Be able to comprehend unity and coherence (C3, A4).	4.1. Good Unity in writing composition or paragraph.	<ul style="list-style-type: none"> • Verbal Test 	<ul style="list-style-type: none"> • Kuliah; Project based • Presentasi [(PB:2X(2x50))] • Tugas: Comprehend unity and coherence. 	elearning: http://elearning.umuslim.ac.id/	Unity [1] halaman: 203-211 [2] halaman: 228-262 [3] halaman: 1-4	5
6	Sub-CPMK5: Be able to write the composition with unity and good coherence	5.1. Good Coherence in writing composition or paragraph.	<ul style="list-style-type: none"> • Written Test 	<ul style="list-style-type: none"> • Kuliah; Project based • Presentasi 	elearning: http://elearning.umuslim.ac.id/	Coherence. [1] halaman: 203-211 [2] halaman: 228-262	10

	C3, A4).			[(PB:2X(2x50)) • Tugas: Write Paragraph in good unity and coherence.	m.ac.id/	[3] halaman: 1-4	
7	Sub-CPMK6: Be able to Comprehend Logical Order in writing composition or paragraph. C3, A4).	6.1. Logical Order in writing composition or paragraph.. 6.2. Kinds of logical order, namely: ▪ Chronological order; ▪ Comparison/contrast; ▪ Logical division of ideas; ▪ Order of important; Cause and effect	• Written Test	• Kuliah; Project based • Presentasi [(PB:2X(2x50)) • Tugas: Write Paragraph	elearning: http://elearning.umusli m.ac.id/	Logical Order [1] halaman: 42-45 [2] halaman: 17-20	10
		7.1.1.	•				
8 UTS/ Ujian Tengah Semester: Melakukan validasi hasil penilaian, evaluasi dan perbaikan proses pembelajaran berikutnya							
9.	Sub-CPMK7: Be able to Comprehend Outlining in writing composition or paragraph. C3, A4).	7.2. Planning (Outlining). 7.2.1. Making Sub-list; 7.2.2. Writing the Topic Sentence; 7.2.3. Outlining.	• Written Test	• Kuliah; Project based • Presentasi [(PB:2X(2x50)) • Tugas: Write Paragraph	elearning: http://elearning.umusli m.ac.id/	Planning (Outlining). [1] halaman: 42-45 [2] halaman: 17-20	10
10	Sub-CPMK9: Be able to write and analyze types of texts. C3, A4).	9.1 Be able to write and analyze types of texts.	• Written Test	• Kuliah; Case Based • Presentasi [(PB:2X(2x50)) • Tugas: Write Paragraph	elearning: http://elearning.umusli m.ac.id/	Types of Texts. [1] halaman: 42-45 [2] halaman: 17-20	10

11 & 12	Sub-CPMK11: Be able to write and analyze descriptive text, narrative text, and expository text. C3, A4).	11.1. Be able to write and analyze Descriptive texts 11.2 Be able to write and analyze Narrative texts 12.1 Be able to write and analyze Expository texts.	• Writing test.	• Kuliah; Lecturing, demonstration and discussion. • Presentasi [(PB:2X(2x50))] • Tugas: Write Paragraph	elearning: http://elearning.umusli.ac.id/	Descriptive texts, narrative text, and expository text [1] halaman: 1-9 [2] halaman: 25-65 [3] halaman: 1-12	10
13 & 14	Sub-CPMK14: Be able comprehend and implement the Burger Strategy C3, A4).	14.1. Be able to comprehend and implement the steps of Burger Strategy. 14.2. Parts of burger strategy, namely; 1. The top bun; 2. The meat and filling; 3. The button bun in which the writer restates thesis statement/topic sentence using new word and then summarizes the main supporting ideas and also create a conclusion. 14.3 Be able to write the paragraph	• Written Test • Verbal Test	• Kuliah; Lecturing, burger startegy • Presentasi [(PB:2X(2x50))] • Tugas: Write Paragraph	elearning: http://elearning.umusli.ac.id/	Description and Steps of Burger Strategy. [1] halaman: 203-211 [2] halaman: 228-262 [3] halaman: 1-4	10

		through Burger Strategy					
15	Sub-CPMK14: Be able to write a good composition or paragraph. C3, A4).	13.1. Be able to write composition or paragraph in a good and has the qualities.	• Written Test	• Kuliah; Case Based • Presentasi [(PB:2X(2x50))] • Tugas: Write Paragraph	elearning: http://elearning.umusli.ac.id/	The qualities in paragraph. [1] halaman: 42-45 [2] halaman: 17-20	20
16	UAS/ Ujian Akhir Semester: Melakukan validasi penilaian akhir dan menentukan kelulusan mahasiswa						

Catatan:

1. Capaian Pembelajaran Lulusan PRODI (CPL-PRODI) adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan keterampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. CPL yang dibebankan pada mata kuliah adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, keterampilan umum, keterampilan khusus, dan pengetahuan.
3. CP Mata kuliah (CPMK) adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. Sub-CP Mata Kuliah (Sub-CPMK) adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. Indikator penilaian kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. Kriteria penilaian adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
7. Teknik penilaian: tes dan non tes.
8. Bentuk pembelajaran: Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. Metode Pembelajaran: *Small Group Discussion, Simulation, Discovery Learning, Self-Directed learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Case Method, Project Based Learning*, dan metode lainnya yang setara.
10. Materi pembelajaran adalah rincian atau uraian dari bahan kajian yang dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.

11. Bobot Penilaian adalah prosentase penilaian terhadap setiap pencapaian Sub-CPMK yang besarnya proporsional dengan tingkat kesulitan pencapaian Sub-CPMK tersebut, dan totalnya 100%.

12. **PB**=Proses Belajar, **PT**=Penugasan Terstruktur, **KM**=Kegiatan Mandiri.

Portofolio Penilaian dan Evaluasi Ketercapaian CPL Mahasiswa

Minggu	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indikator	Bentuk Soal - Bobot (%)*)		Bobot (%) Sub-CPMK	Nilai Mhs (0-100)	$\sum((\text{nilai Mhs}) \times (\text{bobot}\%))^*$	Ketercapaian CPL pada MK (%)
2 & 3	CPL2	CPMK4	Sub-CPMK-2	2-2.1 2-2.2	Tugas-5 Soal Essay Kuis-1	5 5	10	90 90	450 450	$= (450+450)/10$ $=900/10$ $= 90\%$
4	CPL3	CPMK3	Sub-CPMK-3	3-1-1 3-2-2	Tugas-5 Soal PG Kuis-4	5 5	10	90 90	450 450	$= (450+450)/10$ $=900/10$ $= 90\%$
5	CPL3	CPMK4	Sub-CPMK-4	5-1-1 5-1-2	Tugas-6 Soal PG Kuis-5	5 5	10	80 80	400 400	$= (400+400)/10$ $=800/10$ $= 80\%$
6	CPL3	CPMK4	Sub-CPMK-5	6-1-1 6-1-2	Tugas-6 Soal PG Kuis-6	5 5	10	90 90	450 450	$= (450+450)/10$ $=900/10$ $= 90\%$
7	CPL3	CPMK4	Sub-CPMK-6	7-2.1 7-2.2	Tugas-6 Soal PG Kuis-7	5 5	10	80 80	400 400	$= (400+400)/10$ $=800/10$ $= 80\%$
8	UTS									
9	CPL4	CPMK4	Sub-CPMK-7	9-9.1 9-9.2 9-9.3	Tugas-8 Soal Essay Kuis-8	5 5	10	80 80	400 400	$= (400+400)/10$ $=800/10$ $= 80\%$
10	CPL4	CPMK4	Sub-CPMK-8	10-1-1 10-1-2	Tugas-10 Soal Essay	5 5	8 8	95 95	380 380	$= (380+380)/8$ $=760/8$ $= 95\%$
11 &	CPL4	CPMK4	Sub-			5	10			$= (475+475)/10$

12			CPMK-9	11-1-1 12-1-1	Tugas-11 Soal Essay	5	10	95 95	475 475	=950/10 = 95%
13 & 14	CPL4	CPMK4	Sub- CPMK-10	13-1-1 14-1-1	Tugas-12 Soal PG Kuis- 8	4 4	10	80 80	400 400	= (400+400)/10 =800/10 = 80%
15	CPL4	CPMK4	Sub- CPMK-11	15-1-1 15-2-1	Tugas-12 Soal PG Kuis- 9	4 4	10	95 95	380 380	= (380+380)/10 =760/10 = 76%
16	Ujian Akhir Semester (UAS)									
Total Bobot (%)						100	100			
Nilai Akhir Mahasiswa ($\sum(\text{nilai mhs}) \times (\text{bobot}\%)$)										

Assignment MK Paragraph Writing

No	Bentuk Tugas	Topik	Tanggal Pemberian	Tanggal Penyerahan	Keterangan
1	2	3	4	5	6
1	Writing descriptive text	Please choose one topic below and write it down in a good of descriptive text: 1. Meseum Tsunami. 2. Teuku Umar. 3. Cut Nyak Dhien.	11-10-2021	01-11-2021	Individual assignment and write it down in paper!

Scoring Profile

Aspect	Score	Description
Content (Topic & Supporting sentences)	9-10	The topic is complete and clear and the details are relating to the topic.
	7-8	The topic is complete and clear but the details are almost relating to the topic.
	5-6	The topic is complete and clear but the details are relating to the topic.
	3-4	The topic is not clear to the topic.
Organization (Identification & Description)	9-10	Identification is complete and descriptions are arranged with proper connectives
	7-8	Identification is almost complete and descriptions are arranged with almost proper connectives
	5-6	Identification is not complete and descriptions are arranged with few misses of connectives
	3-4	Identification is not complete and descriptions are arranged with misses of connectives
Method (order the steps logically, write each step on new line, each step includes sufficient detail)	23-30	Includes all 3 elements, logical and coherence.
	15-22	Includes 2 elements, logical and lack coherence
	7-14	Includes 1 elements, lack coherence and steps are unclear
	4-6	No element include, fragmented important and steps are missing
Language Features	16-20	Clear and precise language used. A variety of action word used as sentence beginnings. Communicative tenses used. Linking words and technical term used consistently.
	11-15	Clear language used. A variety of sentence beginnings used. Communicative tenses used. Linking word and technical term used.
	6-10	Attempt to use clear language. Some variety in sentence beginning used. Communicative tenses used. Some evidence of linking word and technical term.
	4-6	Language not clear. Sentence beginning repetitive.

Spelling,
punctuation and
grammar

	Communicative tenses not use. Little evidence of linking words or technical terms
16-20	No grammatical, spelling or punctuation errors
11-15	Almost no grammatical, spelling or punctuation errors
6-10	A few grammatical, spelling or punctuation errors
1-5	Many grammatical, spelling or punctuation errors

Penilaian Ketercapaian CPL pada MK Paragraph Writing

No	CPL pada MK Paragraph Writing	Nilai Capaian (0-100)	Ketercapaian CPL pada MK (%)
1	CPL 1: Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap relegius;		
2	CPL 2: Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya;		
3	CPL3: Menguasai Bahasa Inggris minimal setara dengan tingkat <i>pos- intermediate</i> untuk menciptakan komunikasi baik lisan maupun tertulis secara lancar, akurat, efektif, dan berterima.		
4	CPL 4: Melakukan percakapan secara formal dan informal dalam bahasa Inggris dengan menggunakan tata bahasa (grammar) dan pengucapan (pronunciation) yang baik		

Kriteria Penilaian

No	Penilaian (Indikator)	Persentasi (%)
1	Kehadiran	15
2	Sikap	10
3	Tugas	20
5	Quiz	15
6	UTS	20
7	UAS	20
Total		100

Format penilaian

Skala Nilai	NM	AM	Sebutan
$NM \geq 85$	A	4.00	Sangat Cemerlang
$80 \leq NM < 85$	A	3.75	Cemerlang
$75 \leq NM < 80$	B+	3.50	Sangat Baik
$70 \leq NM < 75$	B	3.00	Baik
$65 \leq NM < 70$	B-	2.75	Hampir Baik
$60 \leq NM < 65$	C+	2.50	Lebih dari cukup
$55 \leq NM < 60$	C	2.00	Cukup
$50 \leq NM < 55$	C-	1.75	Hampir Cukup
$40 \leq NM < 50$	D	1	Kurang
$NM < 40$	E	0	Gagal

WRITING SKILL

A
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D
BY

MISNAWATI

Definition of writing

- Luhulima (1995:210) in Misnawati & Sylvia (2015) says that “writing is the expressing of ideas”.
- Smith :1989: 18) in Misnawati & Sylvia (2019) states that “writing is an activity to distribute ideas, thought, messages, information in the sentences to be a good paragraph and composition”.

There is nothing like a dream to create the future
Utopia to create the future

Continued.....

- Harmer (2001:79) as quoted by Zuraini, Misnawati , et all (2021) states that writing is a form of communication to deliver thought or to express feeling through written form.
- Flynn and Stainthorp (2006: 23-25), “Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete”.
- Mc Andrews (2008:213) stated that writing can help people to discover ideas, relationships, connections, and patterns in their lives and in their world.

Stages of Writing

There are four stages in writing process, namely:

1. pre-writing
2. Planning (outlining)
3. Writing and revising drafts.
4. Writing the final copy.

Continued.....

1. pre-writing

Pre-writing is a process when the students think carefully and organize their ideas before they begin to write a paragraph. Pre-writing process stages encourage the students to choose general topics and narrow it to specific aspect. Steps in pre-writing are:

a. Choosing and Narrowing a Topic

This step are choosing and narrowing a topic. The students should choose the topic that they are going to write then they have to narrow it to a particular aspect of the general or specific topic.

continued.....

example:

School	(general topic)
Headmaster	(specific topic)
Teacher	(specific topic)
Students	(specific topic)
Library	(specific topic)
Canteen	(specific topic)
Teachers' room	(specific topic)



Continued.....

b. Brainstorming

In this step is to generate ideas. Brainstorming is the technique in writing to generate the ideas.

There are three useful brainstorming techniques are:

❖ listing.

❖ free-writing.

❖ clustering.

Continued.....

- Listing

Listing is a brainstorming technique in which students think about their topic and quickly make a list of whatever words or phrases come into their mind. The purpose of listing is to produce as many ideas as possible in a short time and the goal is to find a specific focus for their topic.

Continued.....

- Free-writing

In free-writing activity, the students start to write whatever comes into their mind and keep going for at least ten minutes. When the students are writing, one idea will support another idea. Write freely about a topic for specific focus.

- Clustering

Clustering is another brainstorming activity that the students can use to generate ideas.

2. Planning (Outlining)

In the planning stage, the students organize the ideas they generated by brainstorming into an outline. They are three steps of planning:

a. Making Sub-list

The first step toward making an outline is to divide the ideas that the students have chosen then they have to list it further into sub-list and to cross out any items that do not belong or that are not useable.

Continued.....

b. Writing the Topic Sentence

Finally, the students write a topic sentence. The topic sentence is the most general sentence in a paragraph, and it expresses the central focus of the paragraph.

c. Outlining

An outline is a formal plan for paragraph. In an outline, the students write down the main points and sub-points in the order which they plan to write about them.



3. Writing and Revising Drafts

After pre-writing and planning, the next step in writing process is writing and revising several drafts until the students have produced a final copy to hand in. In fact, no piece of writing is ever perfect the first time.

They are three steps of writing and revising drafts:

a. Writing the first rough draft

The first step in this stage is the students write a rough draft from their outline.

Continued....



b. Revising content and organization

After the students write the rough and draft, the next step is to revise it. When they revise, they change what they have written in order to improve it. They check it over for content and organization, including unity, coherence, and logic.

During the first revision, the students do not try to correct grammar, sentence structure, spelling or punctuation. In this stage they should be concerned mainly with content and organization.

Continued.....

c. Proofreading the second draft

The next step is to proofread their paper to check for grammar, sentence structure, spelling, and punctuation. In this step the students check over each sentence for correctness and completeness: no fragments and no copy or run-on sentences, a subject, a verb, subject-verb agreement, correct verb tenses, punctuation, spelling, capitalization, typing errors, and change vocabulary words as necessary.

4. Writing the Final Copy

In this step, the students are ready to write the final copy to hand in. After re-read the final copy because writing is a continuous process and they can rewrite it until they are satisfied with the final product.

Thanks for concern.....

Assamu'alaikum.....

WHAT IS PARAGRAPH?





DEFINITION OF PARAGRAPH

Paragraph is a group of sentences which tells about one topic or main idea (Misnawati & Sylvia; 2019) .

Zuraini; Misnawati: Lisa; Nofriati (2021) states that paragraph is a series of sentences that develops one topic.



Parts of paragraph

There are three components of paragraph; they are:

- a. topic sentence.
- b. supporting sentence.
- c. concluding sentence.

a. The Topic Sentence

The topic sentence is often at the first sentence in the paragraph. Occasionally, it comes at the end of the paragraph.



Continued.....

- ◆ A Topic Sentence is a sentence that tells the reader what your paragraph is about.
- ◆ The topic sentence is the most “general” sentence in the paragraph.



Next.....

- ◆ **Topic sentence** contains a topic and a controlling idea. It means the topic and then limits the topic to a specific area to be discussed in the space of a single paragraph.
- ❖ *Topic* is a main idea.
- ❖ *controlling idea* is a specific comment about the topic.
- ❖ **The controlling idea** tells your reader what specific aspect of the topic you are going to write.



Continued.....

e.g:

1). Convenience foods are *easy to prepare*.

Convenience foods : topic

Easy to prepare : controlling idea.

2). English is *an international language*.

topic: English.

controlling idea: an international language.



b. Supporting sentence

- ◆ Supporting sentence is develop the topic sentence. Can be explained by giving reasons, examples, facts, statistics, and quotations.



C. Concluding Sentence

- ◆ Concluding Sentence is signals at the end of the paragraph.
- ◆ Concluding Sentence is the summarizing the main points of the paragraph
- ◆ Concluding Sentence is giving a final comment on the topic.

Example of a paragraph

Gold

Gold, a precious metal, is prized for **two important characteristics**. First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was minted twenty-three centuries ago.





Another important characteristic of gold is its usefulness to industrial and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronauts' suits. Astronauts wear gold-plated heat shields for protection outside spaceships. **In conclusion, gold is treasured not only for its beauty but also for its utility.**

A collection of military medals and a compass are arranged on a checkered board. The board is blue and white, with several small, round, gold-colored medals scattered across it. One prominent medal is a red ribbon with a circular emblem. Another is a blue ribbon with a circular emblem. A large, ornate silver star medal with a central emblem is also visible. A pair of gold-rimmed glasses with thin temples lies across the board. In the bottom left corner, a circular compass with a white face and black markings is visible.

**Thanks a lot for
your attention.**