



WORKLOAD ASSESSMENT PARAGRAPH WRITING



ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SURABAYA

WORKLOAD ASSESMENT
INTERMEDIATE ENGLISH GRAMMAR
Academic Year 2019/2020

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A. Lesson Plan and Course Assessment

 UNESA <small>Universitas Negeri Surabaya</small>		Universitas Negeri Surabaya Faculty of Languages and Arts English Education Study Program				Document Code
Lesson Plan						
COURSE		Code	Cluster	Credits	Semester	Compilation Date
Paragraph Writing		2024212018	language	2	Even (2 nd)	2020
AUTHORIZATION		Lesson Plan Developer		Coordinator		Head of Study Program
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Program Learning Outcome (PLO)	PLO					
	PL01	1. Demonstrate speaking and writing competence at the level of B2 CEFR				
	PL02	8. Demonstrate the oral and written skills in communicating knowledge about English instructions.				
	Course Learning Outcome (CLO)					
	CLO1	Possessing knowledge of the process of writing, paragraph structure and principles of unity and coherence required for Paragraph Writing;				
	CLO2	create Being able to make a right decision in applying the concept of the process of writing, paragraph structure, and principles of unity and coherence required for Paragraph Writing;				
CLO3	Being responsible in applying all the concept of the process of writing, paragraph structure, and principles of unity and coherence to communicate ideas through written paragraph and making use of learning sources and IT to support the teaching and learning process of Paragraph Writing which integrates the process of writing, paragraph structure and principles of unity and coherence					

Course Description	<p>This course is a preliminary course in English writing and is designed to help its participants master the fundamentals of Paragraph writing which integrates the process of writing, paragraph structure and principles of unity and coherence. Accordingly, the general discussion in this course includes the process of writing, narrative and descriptive paragraph structure and the principles of unity and coherence. To accommodate the achievement of learning outcome, the course is conducted through lecturer's brief presentation, class discussion, and paragraph writing workshops (project) with the aid of ICT and various kinds of useful teaching media. To support the aforementioned activities, peer review activities are incorporated during the in-class activities as well as additional writing assignments outside the class-hours.</p>	
Learning Materials/ Topics	<ul style="list-style-type: none"> - the process of writing - paragraph structure of a descriptive text - paragraph structure of a narrative text - principles of unity and coherence. 	
References	Primary	<ol style="list-style-type: none"> 1. Kizner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Writing Guide. Boston: Bedford/St. Martin's. 2. Zemach, D. E., & Islam, C. (2011). Paragraph Writing: from Sentence to Paragraph. Oxford: Macmillan Publishers Limited.
	Supplementary	<ol style="list-style-type: none"> 1. Juzwiak, Christ. 2012. Stepping stones: A Guided Approach to Writing Sentences and Paragraphs. Boston: Bedford/St. Martin's.
Lecturer(s)	<p>Arik Susanti, S.Pd., M.Pd. Fauris Zuhri, S.Pd., M.Hum. Zainul Aminin, S.Pd., M.Pd.</p>	
Prerequisite	-	

Meeting s	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
1	<ol style="list-style-type: none"> To understand the stages in process writing To understand mechanics in writing 	<p>To be able to:</p> <ol style="list-style-type: none"> identify the stages in process writing describe the stages in process writing edit error in writing related to mechanics 	<ul style="list-style-type: none"> The stages in process writing: pre-writing, drafting, reviewing and revising, rewriting Mechanics [2], [4] 	<ul style="list-style-type: none"> Lecture Small group discussion 	<ul style="list-style-type: none"> Handout compiled from: [1], [2] Presentation slides 	2 x 50 minutes	<ul style="list-style-type: none"> Identifying the stages in process writing Describing the stages in process writing Identifying error in writing related to mechanics Editing error in writing related to mechanics
2	<ol style="list-style-type: none"> To understand the characteristics of a paragraph To analyze the parts of a paragraph To analyse the characteristics of a topic sentence 	<p>To be able to:</p> <ol style="list-style-type: none"> explain the definition of a paragraph create unity in a paragraph explain the parts of a paragraph explain the characteristics of a proper topic sentence select an appropriate topic sentence 	<ul style="list-style-type: none"> Understanding a paragraph The structure of a paragraph: topic sentence, supporting sentences, and concluding sentence Topic & topic sentence [2], [4] 	<ul style="list-style-type: none"> Lecture Small group discussion 	<ul style="list-style-type: none"> Handout compiled from: [2], [3] Presentation slides Sample of students' writing for dissecting parts of paragraph 	2 x 50 minutes	<ul style="list-style-type: none"> Explaining the definition of a paragraph distinguishing a good paragraph Eliminating unrelated sentences from a paragraph adding proper supporting sentences to create unity in a paragraph identifying the three parts of a paragraph

		for a paragraph					<ul style="list-style-type: none"> ● recognizing a topic in a paragraph ● identifying the topic sentence in a paragraph ● identifying the parts of a topic sentence ● explaining the parts of a topic sentence ● finding the main ideas in the topic sentence ● selecting an appropriate topic sentence for a paragraph ● giving reasons of a weak topic sentence
3	<ol style="list-style-type: none"> 1. To understand the characteristics of descriptive paragraphs 2. To understand the types of 	<p>To be able to:</p> <ol style="list-style-type: none"> 1. Explain the characteristics of descriptive paragraphs 2. Explain the organization of descriptive paragraphs 	<ul style="list-style-type: none"> ● Descriptive paragraph: <ol style="list-style-type: none"> a. types b. purposes c. organization ● The characteristics of a topic sentence and its parts: <ol style="list-style-type: none"> a. Main idea 	<ul style="list-style-type: none"> ● Lecture ● Small group discussion ● Pair work ● Writing project 	<ul style="list-style-type: none"> ● Handout compiled from: [2], [3] ● Presentation slides ● Sample of students' writing 	2 x 50 minutes	<ul style="list-style-type: none"> ● Choosing a good example of a descriptive paragraph ● Identifying the characteristics of a descriptive paragraph

	<p>descriptive paragraph</p> <p>3. To understand the purposes for writing descriptive paragraph</p> <p>4. To create an appropriate topic sentence for a descriptive paragraph that describes a place</p>	<p>3. list the types of descriptive paragraph</p> <p>4. describe the different purposes of descriptive paragraph</p> <p>5. differentiate descriptive paragraphs based on their types and purposes</p> <p>6. choose an appropriate topic for a descriptive paragraph about a place</p> <p>7. write an appropriate topic sentence for a descriptive paragraph that describes a place</p>	<p>b. Controlling idea</p> <p>[1], [2], [3], [4]</p> <ul style="list-style-type: none"> ● Five senses ● Spatial order 				<ul style="list-style-type: none"> ● Identifying sensory words in a descriptive paragraph ● Identifying spatial order in a descriptive paragraph ● Arranging the organization of a descriptive paragraph ● mentioning the types of descriptive paragraph ● describing the different purposes of descriptive paragraph ● differentiating descriptive paragraphs based on their types and purposes ● choosing an appropriate topic for a descriptive paragraph about a place ● selecting an appropriate
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							<p>topic sentence for a descriptive paragraph about a place</p> <ul style="list-style-type: none"> ● writing an appropriate topic sentence for a descriptive paragraph that describes a place
4	<ol style="list-style-type: none"> 1. To analyse his/her own topic sentence 2. To create an outline of a descriptive paragraph that describes place based on the revised topic sentence 3. To create a concluding sentence for a descriptive paragraph 	<p>To be able to:</p> <ol style="list-style-type: none"> 1. Carry out self editing toward his/her own topic sentence into a proper topic sentence 2. identify the structure of a paragraph's outline 3. select relevant ideas for development in the outline 4. categorize the kinds of information required to construct an 	<p>Descriptive paragraph (place)</p> <ul style="list-style-type: none"> ● structure of an outline (examples): supporting sentences, and concluding sentence [2], [4]) ● Developing an outline for a descriptive paragraph [2] ● The characteristics of a concluding sentence and its parts [1], [2] 	<ul style="list-style-type: none"> ● Lecture ● Small group discussion ● Writing project 	<ul style="list-style-type: none"> ● Handout compiled from: [1], [2], [3] ● Presentation slides 	2 x 50 minutes	<ul style="list-style-type: none"> ● Identifying error in his/her own topic sentence ● Editing his/her own topic sentence based on the main parts (main idea and controlling idea) to make up a proper topic sentence ● identifying the structure of a paragraph's outline ● brainstorming relevant ideas for

		<p>outline for descriptive paragraph about places</p> <p>5. construct the outline of a paragraph</p> <p>6. paraphrase the topic sentence of a paragraph into a proper concluding sentence</p>					<p>development in the outline</p> <ul style="list-style-type: none"> ● categorizing the kinds of information required to construct an outline for descriptive paragraph about places ● mentioning sensory words in the outline of a paragraph ● identifying the parts of a proper concluding sentence for a descriptive paragraph ● developing the parts to make a proper concluding sentence for a descriptive paragraph
5	1. To create cohesion in a paragraph	<p>To be able to:</p> <p>1. recognize cohesive devices in a</p>	<ul style="list-style-type: none"> ● Cohesive devices for descriptive paragraphs (transition signals) ● Unity in Writing 	<ul style="list-style-type: none"> ● Lecture ● Small group discussion ● Pair work 	<ul style="list-style-type: none"> ● Handout from: [3] ● Presentation slides 	2 x 50 minutes	<ul style="list-style-type: none"> ● Identifying cohesive devices in a descriptive paragraph

		<p>descriptive paragraph</p> <ol style="list-style-type: none"> use the proper cohesive devices in a paragraph apply the proper cohesive device to write a coherent descriptive paragraph 	<ul style="list-style-type: none"> [3], [5] 	<ul style="list-style-type: none"> Writing project 	<ul style="list-style-type: none"> Sample of students' writing 		<ul style="list-style-type: none"> giving examples of some cohesive devices for a descriptive paragraph choosing the proper cohesive devices to complete a sentence choosing the proper cohesive devices to complete a paragraph applying the proper cohesive device to write a coherent descriptive paragraph
6	<ol style="list-style-type: none"> To create a descriptive paragraph of places from the outline 	<p>To be able to:</p> <ol style="list-style-type: none"> organize selected ideas based on an assigned construction to form a paragraph 	<ul style="list-style-type: none"> Clustering and organizing ideas from outline to a paragraph [3] Drafting a descriptive paragraph that describes places [1], [2], [4] 	<ul style="list-style-type: none"> Lecture Writing project 	<ul style="list-style-type: none"> Handout compiled from: [2], [3] Presentation slides 	2 x 50 minutes	<ul style="list-style-type: none"> Organizing selected ideas based on an assigned construction to form a paragraph developing the selected ideas

		<ol style="list-style-type: none"> 2. develop the selected ideas into proper supporting sentences to form a paragraph 3. use proper sensory words as details in a descriptive paragraph of places 					<p>into proper supporting sentences</p> <ul style="list-style-type: none"> ● Drafting a descriptive paragraph that describes places 4. Using proper sensory words as details in a descriptive paragraph of places
7	<ol style="list-style-type: none"> 1. To analyse his/her own descriptive paragraph 2. To analyse his/her classmates' descriptive paragraph 	<p>To be able to:</p> <ol style="list-style-type: none"> 1. To carry out self-editing activity towards his/her own descriptive paragraph 2. To carry out peer-editing activity towards his/her classmates' descriptive paragraph 	<ul style="list-style-type: none"> ● Procedure and aspects to assess in self – editing process ● Procedure and aspects to assess in peer – editing process [3], [4] ● Editing and revising 	<ul style="list-style-type: none"> ● Pair work ● Writing project 	<ul style="list-style-type: none"> ● Handout compiled from: [2], [3] ● Presentation slides 	2 x 50 minutes	<ul style="list-style-type: none"> ● giving example of procedure of self-editing ● identifying aspects being assessed in self-editing process ● demonstrating self-editing procedure ● giving example of procedure of peer editing ● identifying aspects being assessed in

							peer editing activity
							<ul style="list-style-type: none"> ● demonstrating peer editing procedure for a paragraph
8	Mid-Term test						
9	<ol style="list-style-type: none"> 1. To create an appropriate topic sentence for a descriptive paragraph that describes people 2. To create an outline for a descriptive paragraph that describes people 	<p>To be able to:</p> <ol style="list-style-type: none"> 1. write an appropriate topic sentence for a descriptive paragraph that describes people 2. construct the outline of a descriptive paragraph about people using the vocabulary words related to traits & appearance 3. use vocabulary words related to traits & appearance 4. construct a proper concluding 	<p>Descriptive paragraphs: People</p> <ul style="list-style-type: none"> ● Vocabulary (traits & appearance) ● Examples of descriptive paragraphs: People [3], [4] 	<ul style="list-style-type: none"> ● Lecture ● Writing project 	<ul style="list-style-type: none"> ● Handout compiled from: [2], [3] ● Presentation slides 	2 x 50 minutes	<ul style="list-style-type: none"> ● Selecting an appropriate topic sentence for a descriptive paragraph that describes people ● constructing the parts (main idea and controlling idea) that make up a proper topic sentence for a descriptive paragraph that describes people ● categorizing the kinds of information required to construct an outline for descriptive

		<p>sentence from the main idea of a paragraph</p>					<p>paragraph about people</p> <ul style="list-style-type: none"> ● organizing selected supporting ideas following the organization of descriptive paragraph about people ● using vocabulary words related to traits & appearance in the outline ● paraphrasing the main idea of a paragraph into a proper concluding sentence
10	<ol style="list-style-type: none"> 1. To analyse his/her own outline for a descriptive paragraph that describes people 2. To create a descriptive paragraph that describes people 	<p>To be able to:</p> <ol style="list-style-type: none"> 1. To carry out self-editing activity towards his/her own outline for a descriptive paragraph that describes people 	<ul style="list-style-type: none"> ● Outlining a descriptive paragraph that describes people ● Drafting a descriptive paragraph that describes people [3], [4] 	<ul style="list-style-type: none"> ● Pair work ● Writing project 	<ul style="list-style-type: none"> ● Handout compiled from: [2], [3] ● Presentation slides 	2 x 50 minutes	<ul style="list-style-type: none"> ● Identifying errors in his/her own outline ● Revising his/her own outline ● developing the supporting ideas into proper

		<p>2. draft a descriptive paragraph of people from the outline</p> <p>3. apply the proper cohesive device to write a coherent descriptive paragraph about people</p>					<p>supporting sentences</p> <ul style="list-style-type: none"> ● using vocabulary words related to traits & appearance ● using the proper cohesive device to write a coherent descriptive paragraph
11	1. To analyse his/her own descriptive paragraph that describes people	<p>To be able to:</p> <p>1. Recognize error in his/her own descriptive paragraph that describes people</p> <p>2. Revise his/her own descriptive paragraph that describes people</p>	<ul style="list-style-type: none"> ● Editing and revising 	<ul style="list-style-type: none"> ● Writing project 	<ul style="list-style-type: none"> ● Handout compiled from: [1], [2], [3] 	2 x 50 minutes	<ul style="list-style-type: none"> ● Identifying errors in his/her own paragraph related to the organization ● Revising the error in his/her own paragraph related to the organization ● Identifying errors in his/her own paragraph related to the use of cohesive devices and

							<p>vocabulary related to traits & appearance</p> <ul style="list-style-type: none"> ● Revising his/her own paragraph descriptive paragraph using the proper cohesive devices and vocabulary related to traits & appearance
12	<ol style="list-style-type: none"> 1. To understand the types, purpose, and organization of narrative paragraphs 2. To apply a proper time order signals (cohesive devices) in a narrative paragraph 3. To understand an appropriate 	<p>To be able to:</p> <ol style="list-style-type: none"> 1. differentiate narrative paragraphs based on their types and purposes 2. identify the organization of a narrative paragraph 3. use the proper time signals used in a narrative paragraph 4. select an appropriate 	<p>Narrative paragraphs (personal experience)</p> <ul style="list-style-type: none"> ● Examples of Narrative paragraphs ● Types ● Purposes ● Organization ● Cohesive devices (Time order signals) <p>[2] [3]</p>	<ul style="list-style-type: none"> ● Lecture ● Small group discussion ● Pair work 	<ul style="list-style-type: none"> ● Handout compiled from: [2] [3] ● Presentation slides ● Sample of students' writing 	2 x 50 minutes	<ul style="list-style-type: none"> ● listing the types of narrative paragraph ● describing the different purposes of narrative paragraph ● identifying the organization of a narrative paragraph ● identifying the time signals used in a narrative paragraph

	topic for a narrative paragraph based on personal experience	topic for a narrative paragraph based on personal experience					<ul style="list-style-type: none"> ● choosing a proper time order signals to complete a narrative paragraph ● identifying an appropriate topic for a narrative paragraph ● selecting an appropriate topic for a narrative paragraph based on personal experience
13	<ol style="list-style-type: none"> 1. To create a topic sentence for a narrative paragraph based on personal experience 2. To create an outline for a narrative paragraph based on personal experience 	<p>To be able to:</p> <ol style="list-style-type: none"> 1. construct the parts (main idea and controlling idea) that make up a proper topic sentence for a narrative paragraph 2. write supporting ideas for a narrative paragraph 	<ul style="list-style-type: none"> ● Outlining a narrative paragraph based on personal experience [3] 	<ul style="list-style-type: none"> ● Writing project ● Pair work 	<ul style="list-style-type: none"> ● Handout compiled from: [2], [3] ● Presentation slides 	2 x 50 minutes	<ul style="list-style-type: none"> ● planning an appropriate topic for a narrative paragraph based on personal experience ● developing controlling ideas of the topic ● writing the proper topic sentence for a

		<p>based on personal experience</p> <p>3. construct a proper concluding sentence from the main idea of a paragraph</p>					<p>narrative paragraph</p> <ul style="list-style-type: none"> ● categorizing the kinds of information required to construct an outline for narrative paragraph based on personal experience ● selecting most relevant ideas for further development in the outline ● constructing a proper concluding sentence from the main idea of a paragraph
14	<p>1. To create a narrative paragraph based on personal experience</p> <p>2. To create coherence in a narrative paragraph</p>	<p>To be able to:</p> <p>1. develop the supporting ideas from the outline into proper supporting sentences</p> <p>3. organize the supporting</p>	<ul style="list-style-type: none"> ● Drafting a narrative paragraph based on personal experience [2] 	<ul style="list-style-type: none"> ● Writing project ● Pair work 	<ul style="list-style-type: none"> ● Handout compiled from: [2], [3] 	2 x 50 minutes	<ul style="list-style-type: none"> ● developing the supporting ideas from the outline into proper supporting sentences ● organizing the supporting sentences to

		<p>sentences to form a narrative paragraph</p> <p>2. demonstrate the proper use of some cohesive devices to create coherence in a narrative paragraph</p>					<p>form a narrative paragraph</p> <ul style="list-style-type: none"> ● drafting a narrative paragraph ● using the proper cohesive devices to create coherence
15	<p>1. To analyse his/her own narrative paragraph based on personal experience</p>	<p>To be able to:</p> <p>1. Recognize error in his/her own narrative paragraph</p> <p>2. Revise his/her own narrative paragraph</p>	<ul style="list-style-type: none"> ● Editing and revising 	<ul style="list-style-type: none"> ● Writing project ● Pair work 	<ul style="list-style-type: none"> ● Handout compiled from: [1], [2], [3] 	2 x 50 minutes	<ul style="list-style-type: none"> ● Identifying errors in his/her own paragraph related to the organization ● Identifying errors in his/her own paragraph related to the use of cohesive devices (time order signals) ● Revising the error in his/her own paragraph related to the organization

							<ul style="list-style-type: none">● Revising his/her own paragraph descriptive paragraph using the proper cohesive devices (time order signals)
16	End-term test						

B. Calculation of Student Workload

1. Calculation of Student Workload

Module/Course Title Paragraph Writing	Student Workload 78.4	Credits 3.18 ECTS	Semester Even	Frequency 28 CU	Duration 14 Meetings
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Credit Unit (CU)	ECTS	Meeting Hours	Structured Assignments	Independent Study
2 CU	3.18	1400 minutes 23.3 hours	1680 minutes 28 hours	1680 minutes 28 hours

2. Program Learning Outcomes (PLO)

PLO 1 Demonstrate speaking and writing competence at the level of B2 CEFR.

PLO 8 Demonstrate the oral and written skills in communicating knowledge about English instructions.

3. Course Learning Outcomes (CLO)

CLO 1 Possessing knowledge of the process of writing, paragraph structure and principles of unity and coherence required for Paragraph Writing

CLO 2 Being able to make a right decision in applying the concept of the process of writing, paragraph structure, and principles of unity and coherence required for Paragraph Writing

CLO 3 Being responsible in applying all the concept of the process of writing, paragraph structure, and principles of unity and coherence to communicate ideas through written paragraph and making use of learning sources and IT to support the teaching and learning process of Paragraph Writing which integrates the process of writing, paragraph structure and principles of unity and coherence

4. Assessment of PLO

CLO-PLO Correlation & Assessment Plan

	PLO1	PLO8
CLO1	Assignment, Mid-semester test, Final semester test	Assignment, Mid-semester test, Final semester test
CLO2	Assignment, Mid-semester test, Final semester test	Assignment, Mid-semester test, Final semester test

CLO3	Assignment, Mid-semester test, Final semester test	Assignment, Mid-semester test, Final semester test
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5. Students' Performance

	PLO1	PLO8
Excellent	41%	40%
Good	52%	52%
Satisfy	4%	5%
Fail	3%	3%



APPENDICES

APPENDIX 1 ASSESSMENT RUBRIC

Course Assessment

A. Assessment Rubric

1) Attitudes/Affective Domain

In this domain, the evaluation of student participation in class includes communication skills, discipline and responsibility. The rubrics used are as follows:

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	$85 \leq SA \leq 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often	$70 \leq SA < 85$

participate in the completion of group assignment.	
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	55 ≤ SA < 70
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	≤ SA < 55

2) Knowledge/Cognitive Domain

The students' knowledge is assessed through assignments (individual and group) and tests (mid-term and End-term tests).

a. Assignment Rubric

Descriptive Writing Scoring Rubric

Score	Content	Organization	Sensory Detail	Sentence Fluency	Conventions
4 Excellent	The topic sentence stands out and is supported by many specific details.	<ul style="list-style-type: none"> well-focused on the topic logical organization excellent transitions easy to follow 	includes details that appeal to at least three of the five senses (taste, touch, sound, sight, smell).	<ul style="list-style-type: none"> uses complete sentences varying sentence structure and lengths 	<ul style="list-style-type: none"> proper grammar, usage correct spelling correct punctuation correct capitalization
3 Good	The topic sentence is clear but not focused. Idea is supported by details. There is one clear, well-focused topic	<ul style="list-style-type: none"> generally focused on the topic some lapses in organization some transitions usually easy to follow 	Includes details that appeal to fewer than three of the five senses.	<ul style="list-style-type: none"> uses complete sentences generally simple sentence structures 	<ul style="list-style-type: none"> few errors of grammar and usage mostly correct spelling, punctuation and capitalization
2 Fair	The topic sentence is somewhat clear but, there is a need for more supporting information.	<ul style="list-style-type: none"> somewhat focused on the topic poor organization few transitions difficult to follow 	Includes details that appeal to only one of the five senses.	<ul style="list-style-type: none"> occasional sentence fragment or run-on sentences simple sentence structure is used repeatedly 	<ul style="list-style-type: none"> errors in grammar, usage and spelling sometimes make understanding difficult some errors in punctuation and capitalization

1	Needs improvement	The topic sentence is not clear. There is a slight attempt at support.	<ul style="list-style-type: none"> not focused on the topic no clear organization no transitions difficult/impossible to follow 	Includes no details that appeal to one of the five senses.	<ul style="list-style-type: none"> frequent use of sentence fragments or run-on sentences sentences are difficult to understand 	<ul style="list-style-type: none"> frequent errors in grammar, usage, spelling, capitalization and punctuation make understanding difficult or impossible
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Narrative Writing Scoring Rubric

Score	Focus	Content	Organization	Style	Sentence Fluency	Conventions	
4	Excellent	The writer has a strong focus or theme that shows the writer understands the prompt. The writer's focus is strong throughout the writer's entire narrative.	The writer has an excellent storyline that includes sensory details, conflict, resolution, and other narrative elements. The writer's story is written in a correct order of events.	The writer's narrative has a clear beginning, middle, and end. The writer uses transition words properly. The writer has a complete introductory paragraph and a complete conclusion.	The writer demonstrates an excellent use of language, including literary devices. The writer's sentences are clear and provide a visual image to the reader.	<ul style="list-style-type: none"> uses complete sentences varying sentence structure and lengths 	<ul style="list-style-type: none"> proper grammar, usage correct spelling correct punctuation correct capitalization
3	Good	The writer has a clear focus that shows the writer understand the prompt. The writer's focus is strong for most of the writer's narrative.	The writer has a developed storyline with some sensory details, and other narrative story elements. The writer's story is written in a correct order of events.	The writer's narrative has a clear beginning, middle, and end. The writer uses transition words properly. The writer may have a topic sentence and a conclusion, but they may not be complete.	The writer shows a good use of language, and uses at least one literary device. The writer's sentences are clear and sometimes provide a visual image to the reader.	<ul style="list-style-type: none"> uses complete sentences generally simple sentence structures 	<ul style="list-style-type: none"> few errors of grammar and usage mostly correct spelling, punctuation and capitalization

2	Fair	The writer has some focus or themes that demonstrate the writer understand most of the prompt. The writer does not follow this focus through most of the writer's narrative, which makes it unclear if the writer understand the prompt.	The writer's storyline has some details, but does not follow the general rules of writing a narrative. The writer's story events are not always in order.	The writer's main events are in order. The writer does not have a complete topic sentence or a complete conclusion.	The writer has some mistakes in language, which make it difficult to understand some points. The writer does not use literary devices, and visual images are not clear.	<ul style="list-style-type: none"> occasional sentence fragment or run-on sentences simple sentence structure is used repeatedly 	<ul style="list-style-type: none"> errors in grammar, usage and spelling sometimes make understanding difficult some errors in punctuation and capitalization
1	Needs improvement	The writer has little or no focus or theme, which makes it seem like the writer don't understand the prompt.	The writer's storyline is missing some important details, and it is not written in narrative form. The writer's story events are not always in order.	The writer's main events may not be in correct order, which makes the narrative hard to understand. The writer's topic sentence and conclusion are incomplete or missing.	The writer has very little control of the writer's language and sentences. The writer do not has literary devices or images for the reader.	<ul style="list-style-type: none"> frequent use of sentence fragments or run-on sentences sentences are difficult to understand 	<ul style="list-style-type: none"> frequent errors in grammar, usage, spelling, capitalization and punctuation make understanding difficult or impossible

b) Test (mid-term and End-term tests)
Mid-term tests Assessment Blue Print

Indicators	Assessment		
	Forms	Items	Weight (%)
edit error in writing related to mechanics	Error analysis	<p>A. Correct the error related to mechanics (capitalization, punctuation, and spelling) in this paragraph. Then, rewrite the paragraph correctly on the lines.</p> <p><i>when you apply to a collage or university in the united states for an undergraduate or graduate degree, you are often asked to write a one-page statement of purpose This is a short essay that tells the university why you are applying, and also why you wuold be a good addition to their program. the essay below is from a taiwanese student wishing to enter a program in teaching english as a second languange at western arizona university in the united states.</i></p>	10%
select an appropriate	Multiple	B. Read this paragraph carefully.	5%

topic sentence for a paragraph	choice	<p>_____ Trail climbing is the easiest. Climbers just walk along trails to the top of a mountain. The trails are not very steep, and the mountains are small. Mount Wycheproof is the world's smallest registered mountain which is located in Australia's Terrick Terrick Range. The second type, rock climbing, takes place on steeper slopes and bigger mountains. Climbers generally have to use special equipment such as climbing shoes, ropes, and metal nails called pitons. The third type is ice climbing. Many ice climbers practice rock climbing during the off-season. Ice climbing takes place only on very high mountains and requires a lot of special equipment. Equipment used in ice climbing includes ice axes and crampons, which are spikes attached to a climber's boots for walking on ice and hard snow. Indeed, the sport of mountain climbing can range from an easy uphill walk to a difficult climb up a frozen waterfall.</p> <p>1. Choose the best topic sentence for this paragraph</p> <ol style="list-style-type: none"> Mountain climbing requires special skills and equipment. The sport of mountain climbing is practiced worldwide. There are three main types of mountain climbing. 	
explain the characteristics of a proper topic sentence	essay	2. Determine the topic and the controlling idea from the chosen topic sentence in the previous number.	10%
create unity in a paragraph	essay	3. Find two sentences that are off the topic.	10%
recognize cohesive devices in a paragraph	essay	4. Look for three (3) transition signals in the paragraph. Write them down and indicate where you find them.	5%
<ol style="list-style-type: none"> write an appropriate topic sentence for a descriptive paragraph that describes a place organize selected ideas based on an assigned construction to form a paragraph develop the selected ideas into proper supporting sentences to form a paragraph apply the proper cohesive device to write a coherent descriptive paragraph paraphrase the topic sentence of a 	essay	<p>C. Write a descriptive paragraph about the classroom where you have this test now.</p> <p>In your paragraph, in addition to establishing cohesion and coherence, you have to include:</p> <ol style="list-style-type: none"> A topic sentence (indicate this part by underlining it) Relevant supporting sentences The implementation of spatial order Adjectives to illustrate the five senses (indicate this part by underlining it) A concluding sentence (indicate this part by underlining it) 	60%

paragraph into a proper concluding sentence			
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End-term Test Assessment Blueprint

Indicators	Assessment		
	Forms	Items	Weight (%)
use the proper time signals used in a narrative paragraph	Paragraph completion	<p><i>Complete the following paragraph with time order signals from the list provided and punctuate them correctly. Use each word or phrase once. Number 1 has been done for you.</i></p> <p>First _____ after dinner on the night before Thanksgiving _____ in the morning about 3:00 in the afternoon _____ finally then _____ soon after that _____ before taking the bite</p> <p style="text-align: center;">Thanksgiving</p> <p>Thanksgiving in the United States is a day for families to be together and enjoy a traditional meal. (1) <u>On the night before Thanksgiving</u> our mother bakes a pumpkin pie, the traditional Thanksgiving dessert. (2) ___ she gets up early to prepare the other traditional dishes. (3) ___ she makes dressing. (4) ___ she stuffs the turkey with the dressing and puts the turkey into the oven to roast. (5) ___ she prepares the rest of the meal. She cooks all day long. (6) ___ the family sits down at the table. (7) ___ everyone around the table says one thing that they are thankful for. (8) ___ we can begin to eat. We stuff ourselves just as full as Mother stuffed the turkey earlier in the day! (9) ___ we are all groaning because we have eaten too much. (10) ___ we collapse on the living room sofa and watch football games on TV. No one moves for at least two hours.</p>	20%
<p>1. construct the parts (main idea and controlling idea) that make up a proper topic sentence for a narrative paragraph</p> <p>2. write supporting ideas for a narrative</p>	essay	<p>Select one of the following topics and write a simple paragraph outline for the topic that you have chosen.</p> <ul style="list-style-type: none"> ● An experience that put you in danger ● A funny story that happened to you ● A story from your childhood ● An embarrassing story that happened to you ● A story when you got lost 	20%

paragraph based on personal experience 3. construct a proper concluding sentence from the main idea of a paragraph			
1. develop the supporting ideas from the outline into proper supporting sentences 2. organize the supporting sentences to form a narrative paragraph 3. demonstrate the proper use of some cohesive devices to create coherence in a narrative paragraph	essay	Develop the outline on PART 1 into a good paragraph consisting of not more than 200 words. The aspects being assessed include: a. Topic sentence b. Supporting sentences c. Concluding sentence (optional) d. Transition signals e. Cohesion and Coherence f. Language use g. Mechanic (paragraph format, punctuation, and handwriting)	60%

B. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if at least get 40% of the maximum End-term grade. The End-term grade (NA) is calculated based on the following weight:

Assessment Components	Percentage
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-term test	20%
End-term test	30%

Scoring Conversion

Scoring Interval (out of 100)	Point	Grade
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-

$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E

APPENDIX 2 COURSE ACTIVITIES RECORDS

a. Sample of Student Attendance



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA

Jl. Lidah Wetan, Surabaya - 60213
Telepon : +6231-99424932
Faksimile : +6231-99424932
e-mail : bakpk@unesa.ac.id

PRESENSI KULIAH Periode 2018/2019 Genap

Mata Kuliah : Paragraph Writing
Kelas : 2018D
Prodi : S1 Pendidikan Bahasa Inggris

Dosen : Arik Susanti, S.Pd., M.Pd.

No	NIM	Nama Mahasiswa	Pertemuan Ke														
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.	18020084050	DIOVANO ARDIN RACHMANTA															
2.	18020084051	MELINA CAHYANINGTYAS															
3.	18020084053	SEPTIAN DWI ANGGARA															
4.	18020084054	SELVIA MEYRA NUGRAHAENI															
5.	18020084055	ELDA KARTIKASARI															
6.	18020084056	JOAN CHANDRA JOVANDO															
7.	18020084057	RACHMAH SHOFIATUL AIDAH															
8.	18020084058	AYU KURNIAWAN															
9.	18020084059	AZMINATUL ALFAY ROHMAH															
10.	18020084060	NILAM SARI															
11.	18020084061	MAS AJENG FAHMA TAHTA															
12.	18020084062	SYLVIA PUSPA WINDRAWATI															
13.	18020084063	APRILIA AYU KUSUMA DEWI															
14.	18020084064	NUR JIHAD ROMADHONI															
Tanda Tangan Dosen / Asisten																	

Nb: Nama yang dicoret adalah mahasiswa yang belum melakukan kepenasehatan.

b. Sample of Course Log Book



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN
TINGGI

UNIVERSITAS NEGERI SURABAYA

Kampus Ketintang

Jalan Ketintang, Surabaya 60231

T: +6231-8293484

F: +6231-8293484

laman: unesa.ac.id

email : bakpk@unesa.ac.id

Aktivitas Perkuliahan

Nama Matakuliah : Paragraph Writing

Dosen : ARIK SUSANTI

Kelas : 2018D

(197802052005012001)

Jadwal & Ruang : T04.03.13 (13.00 - 14.40) R.

No	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	29-01-2019	Pertemuan ke 1	<ul style="list-style-type: none">The stages in process writing: pre-writing, drafting, reviewing and revising, rewritingMechanics	14	Terjadwal	Arik Susanti
2	05-02-2019	Pertemuan ke 2	<ul style="list-style-type: none">Understanding a paragraphThe structure of a paragraph: topic sentence, supporting sentences, and concluding sentenceTopic & topic sentence	13	Terjadwal	Arik Susanti
3	12-02-2019	Pertemuan ke 3	<ul style="list-style-type: none">Descriptive paragraph:<ul style="list-style-type: none">a. typesb. purposesc. organizationThe characteristics of a topic sentence and its parts:<ul style="list-style-type: none">c. Main idead. Controlling idea	13	Terjadwal	Arik Susanti

			<ul style="list-style-type: none"> • Five senses • Spatial order 			
4	19-02-2019	Pertemuan ke 4	<p>Descriptive paragraph (place)</p> <ul style="list-style-type: none"> • structure of an outline (examples): supporting sentences, and concluding sentence • Developing an outline for a descriptive paragraph • The characteristics of a concluding sentence and its parts 	13	Terjadwal	Arik Susanti
5	26-02-2019	Pertemuan ke 5	<ul style="list-style-type: none"> • Cohesive devices for descriptive paragraphs (transition signals) • Unity in Writing 	14	Terjadwal	Arik Susanti
6	05-03-2019	Pertemuan ke 6	<ul style="list-style-type: none"> • Clustering and organizing ideas from outline to a paragraph • Drafting a descriptive paragraph that describes places 	14	Terjadwal	Arik Susanti
7	12-03-2019	Pertemuan ke 7	<ul style="list-style-type: none"> • Procedure and aspects to assess in self – editing process • Procedure and aspects to assess in peer – editing process [3], [4] • Editing and revising 	14	Terjadwal	Arik Susanti
8	19-03-2019	Pertemuan ke 8	Mid-term test	14	Terjadwal	Arik Susanti

9	26-03-2019	Pertemuan ke 9	Descriptive paragraphs: People <ul style="list-style-type: none"> • Vocabulary (traits & appearance) • Examples of descriptive paragraphs: People 	14	Terjadwal	Arik Susanti
10	02-04-2019	Pertemuan ke 10	<ul style="list-style-type: none"> • Outlining a descriptive paragraph that describes people • Drafting a descriptive paragraph that describes people 	14	Terjadwal	Arik Susanti
11	09-04-2019	Pertemuan ke 11	Editing and revising	13	Terjadwal	Arik Susanti
12	16-04-2019	Pertemuan ke 12	Narrative paragraphs (personal experience) <ul style="list-style-type: none"> • Examples of Narrative paragraphs • Types • Purposes • Organization • Cohesive devices (Time order signals) 	14	Terjadwal	Arik Susanti
13	23-04-2019	Pertemuan ke 13	<ul style="list-style-type: none"> • Outlining a narrative paragraph based on personal experience 	14	Terjadwal	Arik Susanti
14	30-04-2019	Pertemuan ke 14	Drafting a narrative paragraph based on personal experience	14	Terjadwal	Arik Susanti
15	07-05-2019	Pertemuan ke 15	Editing and revising	14	Terjadwal	Arik Susanti

c. Sample of Assignment:

**WRITE A DESCRIPTION OF A PLACE BY
ANSWERING SOME OF THESE QUESTIONS:**

1. **Where is the place?**
2. **How big is it?**
3. **How warm or cold is the place?**
4. **How does the place make you feel?**
5. **What things can you see in the place?**
6. **What colors do you see?**
7. **What sounds do you hear?**
8. **What smell do you find in this place?**

Don't forget to start your sentence with a proper topic sentence

d. Sample of Mid-term Test



KEMENTERIAN RISET TEKNOLOGI DAN DIKTI
UNIVERSITAS NEGERI SURABAYA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS

Universitas Negeri Surabaya
Gedung T4 Universitas Negeri Surabaya 60213
Telp/Fax: (031) 7532192
Email: fakultas.gyria@unesa.ac.id

UJIAN TENGAH SEMESTER GENAP 2018/2019

MATA KULIAH	: Paragraph Writing
KODE MATA KULIAH	: 2024212018
JUMLAH SKS	: 2 SKS
PRODI / ANGKATAN	: Pendidikan Bahasa Inggris/2018
HARI / TANGGAL	: Senin, 18 Maret 2019
ALOKASI WAKTU	: 100 menit
DOSEN	: TIM

- A. Identify the error related to mechanics (capitalization, punctuation, and spelling) in this paragraph. Then, rewrite the paragraph.

when you apply to a collage, or university in the united states, for an undergraduate or graduate degree, you are often asked to write a one-page statement of purpose This is a short essay that tells the university why you are applying, and also why you would be a good addition to their program. the essay below is from a taiwanese student wishing to enter a program in teaching english as a second language, at western arizona university in the united states.

- B. Read this paragraph carefully.

_____ Trail climbing is the easiest. Climbers just walk along trails to the top of a mountain. The trails are not very steep, and the mountains are small. Mount Wycherproof is the world's smallest registered mountain which is located in Australia's Terrick Terrick Range. The second type, rock climbing, takes place on steeper slopes and bigger mountains. Climbers generally have to use special equipment such as climbing shoes, ropes, and metal nails called pitons. The third type is ice climbing. Many ice climbers practice rock climbing during the off-season. Ice climbing takes place only on very high mountains and requires a lot of special equipment. Equipment used in ice climbing includes ice axes and crampons, which are spikes attached to a climber's boots for walking on ice and hard snow. Indeed, the sport of mountain climbing can range from an easy uphill walk to a difficult climb up a frozen waterfall.

1. Choose the best topic sentence for this paragraph
 - a. Mountain climbing requires special skills and equipment.
 - b. The sport of mountain climbing is practiced worldwide.
 - c. There are three main types of mountain climbing.
2. Determine the topic and the controlling idea from the chosen topic sentence in the previous number.
3. Find two sentences that are off the topic.
4. Look for three (3) transition signals in the paragraph. Write them down and indicate where you find them.

C. Write a descriptive paragraph about the classroom where you have this test now.

In your paragraph, in addition to establishing cohesion and coherence, you have to include:

- a. A topic sentence (indicate this part by underlining it)
- b. Relevant supporting sentences
- c. The implementation of spatial order
- d. Adjectives to illustrate the five senses (indicate this part by underlining it)
- e. A concluding sentence (indicate this part by underlining it)



Sample of End-term Test



UJIAN AKHIR SEMESTER GENAP 2018/2019

MATA KULIAH	: Paragraph Writing
KODE MATA KULIAH	: 2024212018
JUMLAH SKS	: 2 SKS
PRODI / ANGKATAN	: Pendidikan Bahasa Inggris/2018
HARI / TANGGAL	: Senin, 20 Mei 2019
ALOKASI WAKTU	: 80 menit
DOSEN	: TIM

- A. Complete the following paragraph with time order signals from the list provided and punctuate them correctly. Use each word or phrase once. Number 1 has been done for you.

First	after dinner	then	soon
on the night before Thanksgiving	in the morning	after that	
about 3:00 in the afternoon	before taking the first bite	finally	

Thanksgiving

Thanksgiving in the United States is a day for families to be together and enjoy a traditional meal. (1) On the night before Thanksgiving our mother bakes a pumpkin pie, the traditional Thanksgiving dessert. (2) ___ she gets up early to prepare the other traditional dishes. (3) ___ she makes dressing. (4) ___ she stuffs the turkey with the dressing and puts the turkey into the oven to roast. (5) ___ she prepares the rest of the meal. She cooks all day long. (6) ___ the family sits down at the table. (7) ___ everyone around the table says one thing that they are thankful for. (8) ___ we can begin to eat. We stuff ourselves just as full as Mother stuffed the turkey earlier in the day! (9) ___ we are all groaning because we have eaten too much. (10) ___ we collapse on the living room sofa and watch football games on TV. No one moves for at least two hours.

- B. Select one of the following topics and write a simple paragraph outline for the topic that you have chosen.

- An experience that put you in danger
- A funny story that happened to you
- A story from your childhood
- An embarrassing story that happened to you
- A story when you got lost

- C. Develop the outline on PART 1 into a good paragraph consisting of not more than 200 words.

The aspects being assessed include:

- a. Topic sentence
- b. Supporting sentences
- c. Concluding sentence (optional)
- d. Transition signals
- e. Cohesion and Coherence
- f. Language use
- g. Mechanic (paragraph format, punctuation, and handwriting)

e. Sample of of Student's Answer to Assignment, Mid-term, and End-term Test

Sample of student's assignment

Name : Nur Jihad Romadhoni

NIM : 18020084064

Class : Writing 2018 D

My Simple Yet Comfortable Room

My favorite place in my house is the living room because it feels comfortable and relaxing. There are many places to lean my body in this room. I can lean myself to the wall or the cupboard. If it feels uncomfortable to lean onto it, I can use some cushions or any other soft things to place on my back. Not limited to that, there's also a small sofa in my living room whenever I don't want to lean at the wall. Not only that, I also have a mattress just beside the sofa. The mattress is not big, but it's not small either. Its size are just enough for me and my family to lay down on it to relax. Speaking of relaxing, there's a window in the living room that makes the room bright enough for us to do activities in the room. Also, because of the window, the room feels so breezy and cold because because of our house location is on a high ground. It really helps me to relax and forget about the tiresome days. In addition to that, there's a TV and laptops in there so I can enjoy watching shows or just play some games on my laptop while enjoying the breeze. Overall, those are the reasons why I like this room.

The first line of a paragraph must be indented

You need to use more transition signals,

Spatial order cannot be seen in this paragraph, use prepositional phrases

dell
Doesn't match your TS. Simple?

dell
You use to many "lean", use other verbs

dell
SVA

dell
double



64_Mala_despel_draft1.docx

< 12 of 35 > ?

I love Harry Styles because of his attractive face and his kind heart. One of the reasons why I love Harry Styles is because of his attractive face. He has an eyebrow that is really thick. His eyebrow is really sharp. It makes his face look so gorgeous. He also has an emerald green eye. Someone who has an emerald green eye colour is rare in this world. His eye is one of some things that makes him looks charming. Besides that, he has a pointed nose. His nose is so sharp and structured that makes him looks so hot. Another thing that makes him stunning is his lips. His natural pink lips is something that men in the world are rarely have. Another reason why I love Harry Styles is because of his kind heart. He likes to donate to help others. He got bird tattoo to donate, he held world tour for charity, he does fundraising for George Floyd, he even cuts his hair for charity. He also treats his fans nicely every time. Whenever his fans want to take a selfie with him, he never rejects them, and he always says thank you to his fans whenever he has done the concert. To sum up, I adore Harry Styles because of his handsome face and his warm heart.

e-rater® Results	
Grammar	2
Word Error	0
Pronoun	0
Run-on	1
Possessive	0
Proofread	0
S/V	1
Frag.	0
Garbled	0
Verb	0
Mechanics	0
Missing Final Punct.	0
Missing ","	0
Compound	0

Sample of student's mid-term test

FBS UNESA	Ujian Sumatif/Akhir Semester Gasal/Genap
	Tahun akademik: 2018 / 2019
Mata Ujian :	Paragraph Writing
Nama :	Ayu Kurniawan 75
NIM :	18020084058
Tanda Tangan :	<i>[Signature]</i>

A. When you apply to a college or university in the United States for an undergraduate or graduate degree, you are often asked to write a one-page statement of purpose. This is a short essay that tells the university why you are applying, and also why you would be a good addition to their program. The essay below is from a Taiwanese student wishing to enter a program in teaching English as a second language at Western Arizona University in the United States. 7

B.

- C. There are three main types of mountain climbing.
 - No. 2. Main topic *controlling idea?*
 - 3. - Many ice climbers practice rock climbing during the off-season.
 - The mountains are small.
 - 4. The second type, the third type, indeed *5*

C.


My Classroom *53*

Personal opinion about the topic

My classroom is so quiet and neat. This classroom is so quiet because many students in it are doing their test. There is no sound at all except the sounds of the air conditioner that fills the atmosphere with a feeling of nervous because of the test. Sometimes the sounds of paper turned by students or the sounds of the correcting ink used by students on their paper exam appear calmly. Everyone seems to be busy with their paper and doesn't want to disturb the others. This classroom is also neat. The color of the wall is neutral, white, which looks new and clean. There are many pictures hang on the wall; they are all well arranged. Yet, in front of the class, there are two whiteboards that look old and need to be clean up in details, because there are many left-over from the permanent markers. We can also see a wooden desk and a chair beside it for the lecturer who supervises this test. Moving to the right side, you can see many windows without any curtain which make this room looks bright. There are many chairs where students do their tests. They are all arranged neatly, separated from each other for about one meters distance to make sure that the students do the test on their own. In conclusion, I can do my test peacefully in this quiet and tidy classroom.

other types of eyes? how? small?

Sample of student's end-term test

UNESA	Tahun akademik:
Mata Ujian	Paragraf Writing
Nama	Ayu Kumiawan 85
NIM	18020084068
Tanda Tangan	

A.

2. in the morning ✓
3. First ✓
4. then ✓
5. after that ✓
6. finally
7. before taking the first bite ✓ 14
8. soon
9. after dinner ✓
10. about 2:00 in the afternoon

B. Outline

Topic: An embarrassing story that happened to you

Title: Out of the Lyrics!

Topic sentence: Singing the wrong lyrics in public was something that made me feel very embarrassed.

Events:

- I had to sing solo during the class meeting.
- I sang a song entitled Flashlight by Jessie J
- The song was difficult
- I got nervous seeing the audience shouted
- I forgot the lyrics
- The audience realized my mistake
- My friends still supported me
- Even though I felt panic, I could finish the song.

orientasi? 15 17
 rising action
 conflict
 climax
 falling action?
 resolution

C.

59 Out of the Lyrics!

TS?

Orientasi I was solo singing at school in a high school class meeting represented my class. I sang a song entitled Flashlight by Jessie J. To be honest, I was not sure to sing this song. I found it difficult, for the tone of this song was higher than my ability. Besides that, the sound of the audience shouted and a lot of eyes on me made me more nervous. As all eyes were on me seriously and noticed my gesture that I imposed the tone of this song, I got panic. It made me

C.

59

Out of the Lyrics!

TS ?

Orientation I was solo singing at school in a high school class meeting represented my class. I sang a song entitled Flashlight by Jessie J. To be honest, I was not sure to sing this song. I found it difficult, for the tone of this song was higher than my ability. Besides that, the sound of the audience shouted and a lot of eyes on me made me more nervous. As all eyes were on me seriously and noticed my gesture that I imposed the tone of this song, I got panic. It made me

could not focus on my song. Then, my palms started to sweat, and cool sweat rolled down my forehead. Sure enough, in the second verse of the song, instead of me singing the lyrics from the second verse, I sang the lyrics from the first verse. Many people in front of me realized my mistake by a significant change in their facial expressions. Their faces that were initially happy and enjoyed the song turned into a shock. Instantly, cold sweat poured down my forehead more and more, and my legs felt weak. I was very embarrassed and disappointed with myself, but I have to finish this song anyway. Luckily, my friends who realized my mistake still supported me and appreciated my efforts. Finally, I could finish my song quite well even though I was not very satisfied with the result. I felt relieved and grateful to be given good friends. Instead of judging me for my mistake, they congratulated me on a good job. Through this incident, I learned not to easily panic in facing existing problems.

no verb

Justify!