




**WORKLOAD ASSESSMENT
DESCRIPTIVE AND NARRATIVE
WRITING**



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

WORKLOAD ASSESMENT
Descriptive and Narrative
Writing
Academic Year 2019/2020

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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UNIVERSITAS NEGERI SURABAYA

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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 Language Education Study Program				Document Code	
Lesson Plan						
COURSE		Code	Cluster	Credits	Semester	Compilation Date
DESCRIPTIVE AND NARRATIVE WRITING		8820302044	Language Skills	2	3	2020
AUTHORIZATION		Lesson Plan Developer		Coordinator		Head of Study Program
		Eva Rahmawati, M.Pd.		Eva Rahmawati, M.Pd.		Ririn Pusparini, M.Pd.
Program Learning Outcome (PLO)	PLO					
	PLO1	Demonstrate speaking and writing competence at the level of B2 CEFR.				
	PLO8	Demonstrate the oral and written skills in communicating knowledge about English instructions.				
	Course Learning Outcome (CLO)					
	CLO1	Making use of learning sources and IT to support the teaching and learning process of Descriptive and Narrative Essay Writing which integrates the process of writing, essay structure and principles of unity and coherence.				
CLO2	Possessing knowledge of the process of writing, essay structure and principles of unity and coherence required for Descriptive and Narrative Essay Writing.					
CLO3	Being able to make a right decision in applying the concept of the process of writing, essay structure, and principles of unity and coherence required for Descriptive and Narrative Essay Writing.					
	CLO4	Being responsible in applying all the concept of the process of writing, essay structure, and principles of unity and coherence to communicate ideas through written Descriptive and Narrative Essay.				
Course Description	This course is a continuation of paragraph writing course and is designed to help its participants master the concept of descriptive and narrative essay writing which integrates the process of writing, essay structure and principles of unity and coherence. Accordingly, the general discussion in this course includes inventing ideas and limiting subject of discussion as well as essay structure. To accommodate the achievement of learning outcome, the course is conducted through lecturer's presentation, class discussion, and writing practices with the aid of IT and various kinds of useful teaching media. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.					

Learning Materials/ Topics		
References	Primary	1. Oshima, Alice and Ann Hogue. 1999. Writing Academic English. New York: Longman.
	Supplementary	1. Coe, Normanetal. 1986. Writing Skills. London: Cambridge University Press. 2. Derewianka, Beverly. 1995. Exploring How Text Work. NSW Australia: Primary English Teaching Association. 3. Bailey, S. 2011. Academic Writing: A Handbook for International Students (Third ed.). Oxon: Routledge.
Lecturer(s)	Eva Rahmawati, M.Pd. Suvi Akhiriyah, M.Pd.	
Prerequisite	Paragraph Writing	

Meeting	Competence	Indicator	Material	Learning Strategy	Sources/ media	Time Allotment	Learning Experience
1	To understand the concept of invention stage in essay writing	<ul style="list-style-type: none"> - to indicate an idea which is suitable as an essay topic - to indicate the limit of an essay's discussion based on its topic - to indicate the correct thesis statement based on a given topic 	<u>Invention stage:</u> <ul style="list-style-type: none"> - essay's topic - limit of essay's discussion - essay's thesis statement 	Lecturing Discussion Writing Practice	(1), (2), (3), (4) Power Point Presentation Handouts	2x50 minutes (100 minutes)	<ul style="list-style-type: none"> - discussing the invention stage of essay writing as explained in book (1), (2), (3), (4) and power point presentation - classifying a group of ideas on a handout into an essay topic - setting up limitation for essay discussion by selecting supporting ideas which are relevant to the topic as presented on the handout - identifying the correct construction of a thesis statement based on a given topic as can be seen on the handout - selecting the best idea for an essay topic from a list of ideas on the handout - constructing the limitation for an essay discussion based on a given topic by completing a mind map - constructing a proper thesis statement from a decided topic
	To implement the concept of invention stage in essay writing	<ul style="list-style-type: none"> - to select an idea which is suitable as an essay topic - to construct a limitation for an essay's discussion - to construct a thesis statement for an essay 					

Meeting	Competence	Indicator	Material	Learning Strategy	Sources/ media	Time Allotment	Learning Experience
2-3	To understand the concept of essay's parts in essay writing	<ul style="list-style-type: none"> - to show the correct construction of an introductory paragraph in an essay - to show the correct construction of the body paragraphs in an essay - to show the correct construction of a concluding paragraph in an essay 	<u>Parts of an essay:</u> <ul style="list-style-type: none"> - the introductory paragraph <ol style="list-style-type: none"> a. general statements b. thesis statement - the body paragraphs <ol style="list-style-type: none"> a. body 1: topic sentence + supporting sentences b. body 2: topic sentence + supporting sentences c. etc. - the concluding paragraph <ol style="list-style-type: none"> a. restatement of thesis b. closing sentences 	Lecturing Discussion Writing Practice	(1), (2), (3), (4) Power Point Presentation Handouts	2x50 minutes (100 minutes)	<ul style="list-style-type: none"> - discussing the parts of an essay in essay writing as explained in book (1), (2), (3), (4) and power point presentation - selecting the correct construction of an introductory paragraph, body paragraphs, and a concluding paragraph based on the outline given as a guide - developing an outline for the thesis statement and clustered ideas decided in previous meeting - proofreading the outline - revising the outline - developing a rough draft of an essay from the revised outline - proofreading the rough draft of an essay into the final draft
	To implement the concept of essay's parts in essay writing	<ul style="list-style-type: none"> - to construct a correct introductory paragraph of an essay - to construct a correct body paragraphs of an essay - to construct a correct concluding paragraph of an essay 					
	To analyze the implementation of the concept of essay's parts in essay writing	<ul style="list-style-type: none"> - to analyze the appropriateness of the introductory paragraph's construction - to analyze the appropriateness of the body paragraphs' construction - to analyze the appropriateness of the concluding paragraph's construction 					
4-10	To understand the concept of structure and language of written descriptive essay	<ul style="list-style-type: none"> - to indicate the structure of objective descriptive essay - to indicate the structure of subjective descriptive essay 	<ul style="list-style-type: none"> - <u>Descriptive essay:</u> <ol style="list-style-type: none"> a. structure of objective descriptive essay 	Lecturing Discussion Writing Practice	(1), (2), (3), (4) Power Point Presentation Handouts	14x50 minutes (700 minutes)	<ul style="list-style-type: none"> - discussing the structure and language of descriptive essay in essay writing as explained in

Meeting	Competence	Indicator	Material	Learning Strategy	Sources/ media	Time Allotment	Learning Experience
		<ul style="list-style-type: none"> - to give examples for the use of language of objective descriptive essay - to give examples for the use of language of subjective descriptive essay 	<ul style="list-style-type: none"> b. language of objective descriptive essay c. structure of subjective descriptive essay d. language of subjective descriptive essay 				<ul style="list-style-type: none"> book (1), (2), (3), (4) and power point presentation - selecting essays which are constructed after the structure of objective and subjective descriptive essay from an assortment of essays written on the handout - exemplifying the use of language of objective and subjective descriptive essay by filling in the gaps in the essays written on the handout - selecting a topic for an objective descriptive essay - constructing an outline for the topic - proofreading the outline - revising the outline according to the correct structure and language of objective descriptive essay - developing a rough draft of objective descriptive essay from the outline - proofreading the rough draft - revising the rough draft into final draft of objective descriptive essay - selecting a topic for a subjective descriptive essay
	To implement the concept of structure and language of descriptive into descriptive essay writing	<ul style="list-style-type: none"> - to implement the structure of objective descriptive essay into writing an essay - to implement the structure of subjective essay into writing an essay - to implement the language use of objective descriptive essay into writing an essay - to implement the language use of subjective descriptive essay into writing an essay 					
	To analyze the construction of descriptive essay based on its structure and language concept	<ul style="list-style-type: none"> - to analyze the implementation of objective descriptive essay's structure in writing an essay - to analyze the implementation of subjective descriptive essay's structure in writing an essay - to analyze the use of objective descriptive essay's language in writing an essay - to analyze the use of subjective descriptive 					

Meeting	Competence	Indicator	Material	Learning Strategy	Sources/ media	Time Allotment	Learning Experience
		essay's language in writing an essay					<ul style="list-style-type: none"> - constructing an outline for the topic - proofreading the outline - revising the outline according to the correct structure and language of subjective descriptive essay - developing a rough draft of subjective descriptive essay from the outline - proofreading the rough draft - revising the rough draft into final draft of subjective descriptive essay
11-15	To understand the concept of structure and language of written narrative essay	<ul style="list-style-type: none"> - to indicate the structure of narrative essay - to give examples for the use of language of narrative essay 	<p>- <u>Narrative essay:</u></p> <ul style="list-style-type: none"> a. structure of narrative essay b. language of narrative essay 	Lecturing Discussion Writing Practice	(1), (2), (3), (4) Power Point Presentation Handouts	12x50 minutes (600 minutes)	<ul style="list-style-type: none"> - discussing the structure and language of narrative essay in essay writing as explained in book (1), (2), (3), (4) and power point presentation
	To implement the concept of structure and language of narrative into narrative essay writing	<ul style="list-style-type: none"> - to implement the structure of narrative essay into writing an essay - to implement the language use of narrative essay into writing an essay 					<ul style="list-style-type: none"> - selecting essays which are constructed after the structure of narrative essay from an assortment of essays written on the handout
	To analyze the construction of narrative essay based on its structure and language concept	<ul style="list-style-type: none"> - to analyze the implementation of narrative essay's structure in writing an essay - to analyze the use of narrative essay's language in writing an essay 					<ul style="list-style-type: none"> - exemplifying the use of language of narrative essay by filling in the gaps in the essays written on the handout - selecting a topic for a narrative essay - constructing an outline for the topic

Meeting	Competence	Indicator	Material	Learning Strategy	Sources/ media	Time Allotment	Learning Experience
							<ul style="list-style-type: none"> - proofreading the outline - revising the outline according to the correct structure and language of narrative essay - developing a rough draft of narrative essay from the outline - proofreading the rough draft - revising the rough draft into final draft of narrative essay - selecting a topic for a narrative essay - constructing an outline for the topic - proofreading the outline - revising the outline according to the correct structure and language of narrative essay - developing a rough draft of narrative essay from the outline - proofreading the rough draft - revising the rough draft into final draft of narrative essay

B. Calculation of Student Workload

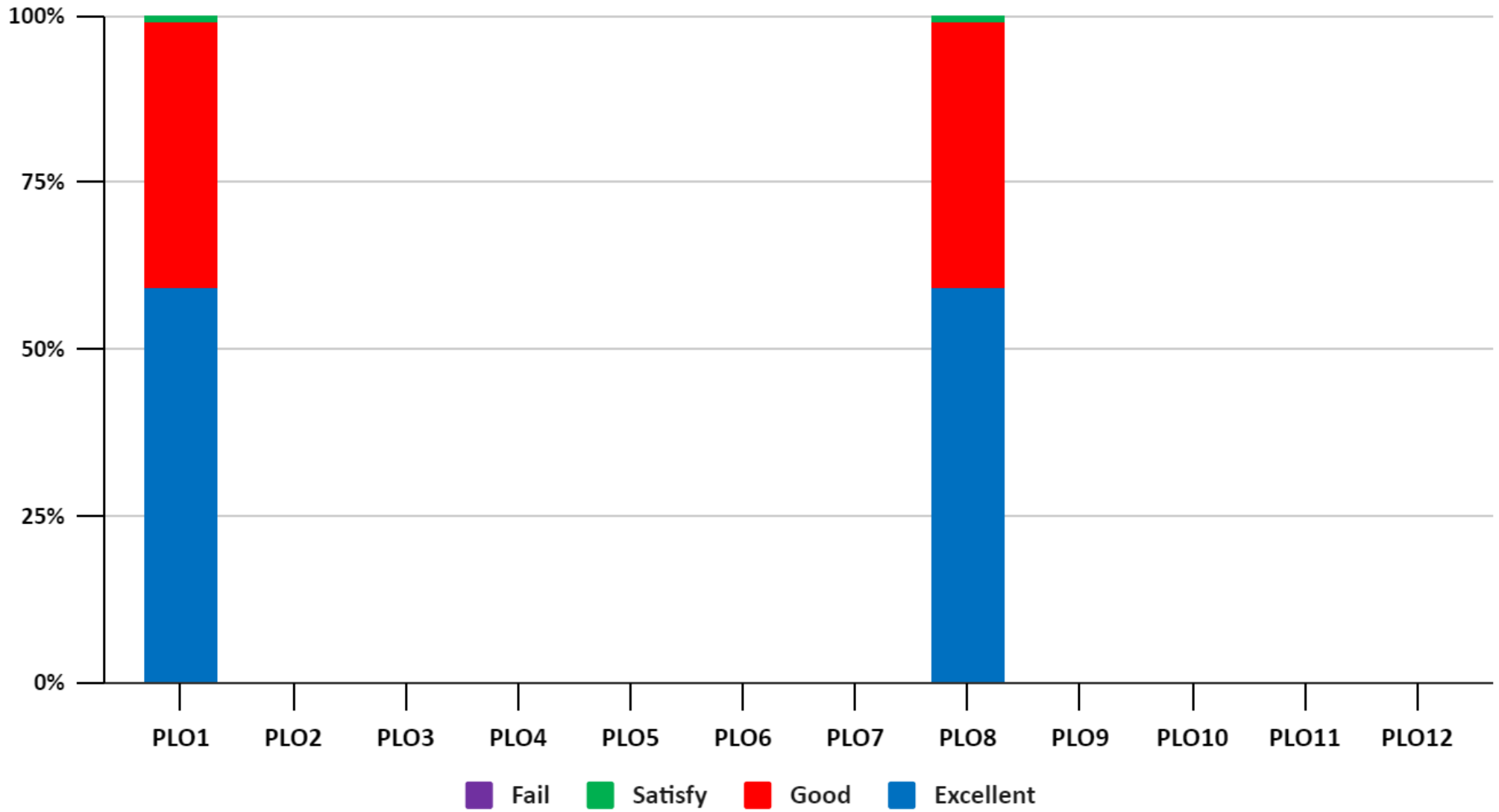
Descriptive and Narrative Writing					
Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
8820302044	78.4	3.18 ECTS	Odd	28 CU	14 Meetings
1	Types of courses a) Direct meeting b) Structured work c) Self-study	Contact hours 3.6	Independent Study 2 hours	Class size 15 students	
2	Prerequisites for participation (if applicable) None				
3	Learning outcomes PLO <ol style="list-style-type: none"> 1. Demonstrate speaking and writing competence at the level of B2 CEFR 8. Demonstrate the oral and written skills in communicating knowledge about English instructions. CLO <ol style="list-style-type: none"> 1. Possessing knowledge of the process of writing, essay structure and principles of unity and coherence required for Descriptive and Narrative Essay Writing ; 2. Making use of learning sources and IT to support the teaching and learning process of Descriptive and Narrative Essay Writing which integrates the process of writing, essay structure and principles of unity and coherence ; 3. Being able to make a right decision in applying the concept of the process of writing, essay structure, and principles of unity and coherence required for Descriptive and Narrative Essay Writing ; 				

4. Being responsible in applying all the concept of the process of writing, essay structure, and principles of unity and coherence to communicate ideas through written Descriptive and Narrative Essay ;

CLO-PLO CORRELATION												
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	V											
CLO2								V				
CLO3	V											
CLO4								V				

ASSESSMENT PLAN	PLOs											
CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	Assignment, Mid-semester test, Final semester test											
CLO2								Assignment, Mid-semester test, Final semester test				
CLO3	Assignment, Mid-semester test, Final semester test											
CLO4								Assignment, Mid-semester test, Final semester test				

STUDENTS' PERFORMANCE												
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
Excellent	59%							59%				
Good	40%							40%				
Satisfy	1%							1%				
Fail	0%							0%				



APPENDICES

APPENDIX 1 ASSESSMENT RUBRIC

Course Assessment

Indicator	Assessment				
	Type	Form	Instrument	Criteria	Point
<ul style="list-style-type: none"> - to indicate an idea which is suitable as an essay topic - to indicate the limit of an essay's discussion based on its topic - to indicate the correct thesis statement based on a given topic - to select an idea which is suitable as an essay topic - to construct a limitation for an essay's discussion - to construct a thesis statement for an essay - to show the correct construction of an introductory paragraph in an essay - to show the correct construction of the body paragraphs in an essay - to show the correct construction of a concluding paragraph in an essay - to construct a correct introductory paragraph of an essay - to construct a correct body paragraphs of an essay - to construct a correct concluding paragraph of an essay - to analyze the appropriateness of the introductory paragraph's construction - to analyze the appropriateness of the body paragraphs' construction - to analyze the appropriateness of the concluding paragraph's construction 	Written Assessment	Essay	<p>Writing assignments given along the course</p> <p><u>Sample of instruction:</u></p> <ul style="list-style-type: none"> - Construct an outline for the theme given to you and develop it into an essay which consists of not more than 500 words! - Both your outline and essay must be constructed and developed according to: <ul style="list-style-type: none"> a. the process of writing b. parts of an essay c. structure and language of (descriptive/ narrative) essay d. essay writing format 	<ul style="list-style-type: none"> - The score for each assignment is given based on the criteria depicted by the Written Composition Profile adapted from the work of Jacobs, et.al (1992) - General guide for scoring Criteria: <ul style="list-style-type: none"> 85 - 100 (A) 80 - 84 (A-) 75 - 79 (B+) 70 - 74 (B) 65 - 69 (B-) 60 - 64 (C+) 55 - 59 (C) 40 - 49 (D) <40 (E) 	80%

<ul style="list-style-type: none"> - to indicate the structure of objective descriptive essay - to indicate the structure of subjective descriptive essay - to give examples for the use of language of objective descriptive essay - to give examples for the use of language of subjective descriptive essay - to implement the structure of objective descriptive essay into writing an essay - to implement the structure of subjective essay into writing an essay - to implement the language use of objective descriptive essay into writing an essay - to implement the language use of subjective descriptive essay into writing an essay - to analyze the implementation of objective descriptive essay's structure in writing an essay - to analyze the implementation of subjective descriptive essay's structure in writing an essay - to analyze the use of objective descriptive essay's language in writing an essay - to analyze the use of subjective descriptive essay's language in writing an essay - to indicate the structure of narrative essay - to give examples for the use of language of narrative essay - to implement the structure of narrative essay into writing an essay - to implement the language use of narrative essay into writing an essay - to analyze the implementation of narrative essay's structure in writing an essay - to analyze the use of narrative essay's language in writing an essay 					
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Participation Rubric

Class Attendance		Class Participation	
	Point		Point
More than 12	60	More than 12	40
11-12	50	9-12	30
9-10	40	5-8	20
7-8	30	3-4	10
Less than 7	20	Less than 3	5

Rubric

	SCORE	CATEGORY	CRITERIA
CONTENT	30 29 – 27	Excellent Very Good	Knowledgeable-Substantive-Thorough Thesis Development-Relevant To Assigned Topic
	26 – 24 23 – 22	Good Average	Partial Knowledge Of Subject-Adequate Range-Limited Thesis Development-Mostly Relevant To Topic, But Lacks Detail
	21 – 18 17	Fair Poor	Limited Knowledge Of Subject-Little Substance-Inadequate Topic Development
	16 – 13	Very Poor	Does Not Show Knowledge Of Subject-Non Substantive-Not Pertinent-Not Enough To Evaluate
ORGANIZATION	20 19 – 18	Excellent Very Good	Fluent Expression-Ideas Clearly Stated/Supported-Succint-Well Organized-Logical Sequencing-Cohesive
	17 – 16 15 – 14	Good Average	Somewhat Choppy-Loosely Organized But Main Ideas Clear-Limited Support-Logical But Incomplete Sequencing
	13 – 12 11 – 10	Fair Poor	Non Fluent-Ideas Disconnected-Lacks Logical Sequencing And Development
	9 – 7	Very Poor	Does Not Communicate-No Organization-Not Enough To Evaluate
VOCABULARY	20 19 – 18	Excellent Very Good	Sophisticated Range-Effective Vocabulary Choice And Use-Word Form Mastery-Appropriate Register
	17 – 16 15 – 14	Good Average	Adequate Range-Occasional Vocabulary Errors -Meaning Not Obscured
	13 – 11 10	Fair Poor	Limited Range-Frequent Vocabulary Errors-Meaning Obscured
	9 – 7	Very Poor	Essentially Translation-Little Knowledge Of English Vocabulary-Not Enough To Evaluate
LANGUAGE USE	20 19 – 18	Excellent Very Good	Effective Complex Construction-Few Errors
	17 – 16 15 – 14	Good Average	Effective But Simple Construction-Minor Problems In Complex Construction – Several Errors – Meaning Seldom Obscured
	13 – 12 11 – 10	Fair Poor	Major Problems In Construction-Frequent Errors-Meaning Obscured
	9 – 7	Very Poor	No Mastery Of Sentence Construction-Dominated By Errors-Does Not Communicate-Not Enough To Evaluate
MECHANIC	5	Excellent to Very Good	Mastery Of Conventions-Few Errors
	4	Good to Average	Occasional Errors – Meaning Not Obscured
	3	Fair to Poor	Frequent Errors-Poor Handwriting-Meaning Obscured
	2	Very Poor	No Mastery Of Convention-Dominated By Errors-Handwriting Illegible-Not Enough To Evaluate

APPENDIX 2 COURSE ACTIVITIES RECORDS

a. Sample of Student Attendance



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SURABAYA

Jl. Lidah Wetan, Surabaya - 60213
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PRESENSI KULIAH Periode 2019/2020 Gasal

Mata Kuliah : Descriptive dan Narrative Writing
Kelas : 2018C
Prodi : S1 Pendidikan Bahasa Inggris

Dosen : Eva Rahmawati, S.Pd., M.Pd.

No	NIM	Nama Mahasiswa	Pertemuan Ke															%
			1 21 Aug 19	2 28 Aug 19	3 04 Sep 19	4 11 Sep 19	5 18 Sep 19	6 02 Oct 19	7 09 Oct 19	8 16 Oct 19	9 23 Oct 19	10 30 Oct 19	11 06 Nov 19	12 13 Nov 19	13 20 Nov 19	14 27 Nov 19	15 04 Dec 19	
1.	18020084032	JALU WINTANG WIDODO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
2.	18020084033	RATNA GUSTI DENOK	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
3.	18020084034	DIANA NURIA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
4.	18020084036	NATASYA ADELIA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
5.	18020084037	AINUN RAHMADIA ASIH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
6.	18020084038	MEDINA AULIA SYAHRIAR	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
7.	18020084039	ZHAFIRAH ROSA KUSUMAWARDANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
8.	18020084040	MILLATUZ ZAKIYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
9.	18020084041	WANDA HJRIANI HERWANTO	H	H	H	H	H	A	H	H	H	H	H	H	H	H	H	93.3 %
10.	18020084042	NAUFAL MUHAMMAD WAHIDUL QUTHBI	H	H	H	H	A	A	H	A	H	H	A	H	H	H	H	73.3 %
11.	18020084043	TIFFANI WIDYA LARASATI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
12.	18020084044	SATYA DWINANDA SURJONO PUTERA	H	H	H	H	H	A	H	H	H	H	A	H	H	H	H	86.7 %
13.	18020084046	SASI KIRANA SUGI WIWIKANANDA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
14.	18020084047	RAVITA MAHARANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
15.	18020084048	HAFIRSYANI RIZKA OKTRIANUR	H	H	H	H	H	A	H	H	H	H	H	H	H	H	H	93.3 %
16.	18020084049	JIBRIIL AHMAD ABDILLAH	H	H	H	H	H	A	H	H	H	H	A	H	H	H	H	86.7 %
Tanda Tangan Dosen / Asisten																		

b. Sample of Course Log Book



KEMENTERIAN RISET, TEKNOLOGI, DAN
PENDIDIKAN TINGGI

UNIVERSITAS NEGERI SURABAYA

Kampus Ketintang

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Aktivitas Perkuliahan

Nama Matakuliah : Descriptive dan Narrative Writing
Dosen : EVA RAHMAWATI (198708102014042001)
Kelas : 2018C
Jadwal & Ruang : T08.01.01 (07.00 - 08.40) R.

No	Tanggal	Per temuan	Topik	Peserta	Status	Dosen
1	21 - 08 - 2019	Per temuan ke 1	<u>Inve ntio n stag e:</u> - essay 19s topic - limit of essay 19s discussion - essay 19s thesis	16	Ter jad wal	Eva Ra hm aw ati

			state ment			
2	28 - 08 - 20 19	Per tem uan ke 2	<u>Parts</u> <u>of an</u> <u>essa</u> <u>y:</u> - the intro duct ory para grap h a. gene ral state ment s b. thesi s state ment - the body para grap hs a. body 1: topic sent ence + supp ortin g sent ence s b. body 2: topic sent ence + supp ortin g	16	Ter jad wa l	Eva Ra hm aw ati

			sentence s c. etc. - the concluding paragraph a. restatement of thesis b. closing sentences			
3	04 - 09 - 20 19	Per tem uan ke 3	<u>Parts of an essa y:</u> - the introductory paragraph a. general statements b. thesis statement - the body paragraphs a. body 1:	16	Ter jad wal	Eva Ra hm aw ati

			topic sentence + supporting sentence s b. body 2: topic sentence + supporting sentence s c. etc. - the concluding paragraph a. restatement of thesis b. closing sentence			
4	11 - 09 - 2019	Per tem uan ke 4	- <u>De</u> <u>scrip</u> <u>tive</u> <u>essa</u> <u>y</u> : a. struc ture of	16	Ter jad wal	Eva Ra hm aw ati

			<p>objective descriptive essay b. language of objective descriptive essay c. structure of subjective descriptive essay d. language of subjective descriptive essay</p>			
5	18 - 09 - 2019	Per tem uan ke 5	- <u>Descriptive essay</u> : a. structure of obje	15	Ter jad wal	Eva Rahmawati

			ctive descriptive essay b. language of objective descriptive essay c. structure of subjective descriptive essay d. language of subjective descriptive essay			
6	02 - 10 - 20 19	Per tem uan ke 6	- <u>De scrip tive essa y</u> : a. struc ture of obje ctive	11	Ter jad wal	Eva Ra hm aw ati

			<p>descriptive essay b. language of objective descriptive essay c. structure of subjective descriptive essay d. language of subjective descriptive essay</p>			
7	09 - 10 - 2019	Per tem uan ke 7	- <u>Descriptive essay</u> : a. structure of objective desc	16	Ter jad wal	Eva Rahmawati

			riptive essay b. language of objective descriptive essay c. structure of subjective descriptive essay d. language of subjective descriptive essay			
8	16 - 10 - 20 19	Per tem uan ke 8	UTS Essay Writing	15	Ter jad wal	Eva Ra hm aw ati
9	23 - 10 -	Per tem uan ke 9	- <u>De</u> <u>scrip</u> <u>tive</u> <u>essa</u> <u>y</u> : a. struc	16	Ter jad wal	Eva Ra hm aw ati

	20 19		ture of obje ctive desc ripti ve essa y b. lang uage of obje ctive desc ripti ve essa y c. struc ture of subj ectiv e desc ripti ve essa y d. lang uage of subj ectiv e desc ripti ve essa y			
1 0	30 - 10 - 20 19	Per tem uan ke 10	- <u>De scrip tive essa y</u> : a. struc ture	16	Ter jad wa l	Eva Ra hm aw ati

			of objective descriptive essay b. language of objective descriptive essay c. structure of subjective descriptive essay d. language of subjective descriptive essay			
11	11 - 2019	Peraturan ke 11	- <u>Narrative essay</u> : a. structure of	13	Ganti	Eva Rahmawati

			narrative essay b. language of narrative essay			
1 2	13 - 11 - 20 19	Per tem uan ke 12	- <u>Na</u> <u>r</u> <u>r</u> <u>a</u> <u>t</u> <u>i</u> <u>v</u> <u>e</u> <u>e</u> <u>s</u> <u>s</u> <u>a</u> <u>y</u> : a. struc ture of narr ative essa y b. lang uage of narr ative essa y	16	Ter jad wa l	Eva Ra hm aw ati
1 3	20 - 11 - 20 19	Per tem uan ke 13	- <u>Na</u> <u>r</u> <u>r</u> <u>a</u> <u>t</u> <u>i</u> <u>v</u> <u>e</u> <u>e</u> <u>s</u> <u>s</u> <u>a</u> <u>y</u> : a. struc ture of narr ative essa y b. lang uage of narr ative	16	Ter jad wa l	Eva Ra hm aw ati

			essa y			
1 4	27 - 11 - 20 19	Per tem uan ke 14	- <u>Na</u> <u>rrati</u> <u>ve</u> <u>essa</u> <u>y</u> : a. struc ture of narr ative essa y b. lang uage of narr ative essa y	16	Ter jad wa l	Eva Ra hm aw ati
1 5	04 - 12 - 20 19	Per tem uan ke 15	- <u>Na</u> <u>rrati</u> <u>ve</u> <u>essa</u> <u>y</u> : a. struc ture of narr ative essa y b. lang uage of narr ative essa y	16	Ter jad wa l	Eva Ra hm aw ati

c. Sample of Assignment

Create a summary related to a descriptive essay based on the aspects below.

- Definition

- Purposes
- Characteristics
- Example (form) of the essay
- Organization (Structure)
- Transition signals

d. Sample of Mid-term and End Test



UJIAN TENGAH SEMESTER GASAL 2019/2020

MATA KULIAH	: Descriptive & Narrative Essay
KODE MATA KULIAH	: 8820302044
JUMLAH SKS	: 2
PRODI/ ANGKATAN	: Pendidikan Bahasa Inggris/2018
HARI/ TANGGAL	: 08-10-2019
ALOKASI WAKTU	: 100 menit
DOSEN	: Tim

Instructions

- Write a descriptive essay based on your own personal experience. Your essay should have 500 - 1000 words and be mindful of the style of descriptive essay that you use.
- You must write your essay in the following format:
 - Font : Times New Roman (12)
 - Line Spacing : Double space
 - Paper Size : A4
 - Margin : Top (4 cm), Left (4 cm), Bottom (3 cm), Right (3 cm)

Please refer to the scoring rubric on the next page for scoring range and criteria.

Happy Writing



Rubric

	SCORE	CATEGORY	CRITERIA
CONTENT	30	Excellent	Knowledgeable-Substantive-Thorough Thesis Development-Relevant To Assigned Topic
	29 – 27	Very Good	
	26 – 24	Good	Partial Knowledge Of Subject-Adequate Range-Limited Thesis Development-Mostly Relevant To Topic, But Lacks Detail
	23 – 22	Average	
	21 – 18	Fair	Limited Knowledge Of Subject-Little Substance-Inadequate Topic Development
17	Poor		
16 – 13	Very Poor	Does Not Show Knowledge Of Subject-Non Substantive-Not Pertinent-Not Enough To Evaluate	
ORGANIZATION	20	Excellent	Fluent Expression-Ideas Clearly Stated-Supported-Succinct-Well Organized-Logical Sequencing-Cohesive
	19 – 18	Very Good	
	17 – 16	Good	Somewhat Choppy-Loosely Organized But Main Ideas Clear-Limited Support-Logical But Incomplete Sequencing
	15 – 14	Average	
	13 – 12	Fair	Non Fluent-Ideas Disconnected-Lacks Logical Sequencing And Development
11 – 10	Poor		
9 – 7	Very Poor	Does Not Communicate-No Organization-Not Enough To Evaluate	
VOCABULARY	20	Excellent	Sophisticated Range-Effective Vocabulary Choice And Use-Word Form Mastery-Appropriate Register
	19 – 18	Very Good	
	17 – 16	Good	Adequate Range-Occasional Vocabulary Errors -Meaning Not Obscured
	15 – 14	Average	
	13 – 11	Fair	Limited Range-Frequent Vocabulary Errors-Meaning Obscured
10	Poor		
9 – 7	Very Poor	Essentially Translation-Little Knowledge Of English Vocabulary-Not Enough To Evaluate	
LANGUAGE USE	20	Excellent	Effective Complex Construction-Few Errors
	19 – 18	Very Good	
	17 – 16	Good	Effective But Simple Construction-Minor Problems In Complex Construction – Several Errors – Meaning Seldom Obscured
	15 – 14	Average	
	13 – 12	Fair	Major Problems In Construction-Frequent Errors-Meaning Obscured
11 – 10	Poor		
9 – 7	Very Poor	No Mastery Of Sentence Construction-Dominated By Errors-Does Not Communicate-Not Enough To Evaluate	
MECHANIC	5	Excellent to Very Good	Mastery Of Conventions-Few Errors
	4	Good to Average	
	3	Fair to Poor	Frequent Errors-Poor Handwriting-Meaning Obscured
	2	Very Poor	
			No Mastery Of Convention-Dominated By Errors-Handwriting Illegible-Not Enough To Evaluate



Sample of End-term Test



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

Kampus Lidah Witan Surabaya
Gedung T4 Lidah Witan Surabaya
60213 Telp./Fax. (031)7532192
Email: bahasainggri@unesa.ac.id

UJIAN AKHIR SEMESTER GASAL 2019/2020

MATA KULIAH	: Descriptive & Narrative Essay
KODE MATA KULIAH	: 8820302044
JUMLAH SKS	: 2
PRODI/ ANGKATAN	: Pendidikan Bahasa Inggris/2018
HARI/ TANGGAL	: 16-12-2019
ALOKASI WAKTU	: 100 menit
DOSEN	: Tim

A. Make an outline of a narrative essay based on the following pattern. (30 points)

	Title
1. Introductory Paragraph	
General Statement	:
Thesis Statement	:
2. Body Paragraph I	
Topic Sentence	:
Supporting Sentence	: a)
	b)
	c)
3. Body Paragraph II	
Topic Sentence	:
Supporting Sentence	: a)
	b)
	c)
4. Body Paragraph III	
Topic Sentence	:
Supporting Sentence	: a)
	b)
	c)
5. Concluding Paragraph	
Concluding Statement	:
Concluding Remarks	:

B. Make an essay based on the outline you have made. (70 points)

Narrative Topics

1. A memorable journey
2. An encounter with someone you were in awe of or afraid of



3. An occasion when you experienced rejection
4. Your first visit to the countryside (or to a large city)
5. The circumstances that led to the breakup of a friendship



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

Sample Answer of Assignment

Name : Milatuz Zakiyah

NIM : 18020084040

Cohort: 2018 C

Score : 85

1. Definition

Descriptive essay is an essay that tells what something looks, sounds, smells, tastes, or feels like.

2. Purposes

To give readers a clear, vivid picture of a person, place, or object description and to create a single dominant impression.

3. Characteristics

- Focus on select details

- Focus on one key characteristic of the subject you are describing or on several related descriptive details

- Using objective description, reporting only what your sense of sight, sound, smell, taste, and touch

- Using subjective description, conveying attitude and feeling about something observed

- Using figures of speech, consist of a simile, a metaphor, and personification

4. Example (form) of the essay

- Describing thing

- Describing person

- Describing place

5. Organization (Structure)

Least to More Important

1. Introduction

2. Least important details

3. More important details

4. Most important details

5. Conclusion

Top to Bottom

1. Introduction

2. Details at top

3. Details in middle

4. Details on bottom

5. Conclusion

Far to Near

1. Introduction

2. Distant details

3. Closer details

4. Closest details

5. Conclusion

6. Transition signals

above, behind, below, between, beyond, in, in back of, in front of, inside, nearby, next to, on, on one side, on the other side, outside, over, the least important, the most important, under.

Sample Answer of Midterm Test

Name : Milatuz Zakiyah

NIM : 18020084040

Cohort: 2018 C

Score : 90

OUTLINE OF A DESCRIPTIVE ESSAY

Topic: Facts about Prambanan Temple

Title: Prambanan Temple

Introduction

Opening Remarks (2-3 sentences): Prambanan Temple or also known as Roro Jonggrang Temple is the largest Hindu Temple in Indonesia. This temple is located exactly 17 km northeast of the city of Yogyakarta, Central Java. This temple was built in the 9th century during the reign of the Sanjaya Dynasty.

Thesis Statement: Prambanan is the largest and grandest Hindu Temple in Indonesia which has several interesting facts with historical significance.

Body Paragraph 1

Topic Sentence: Prambanan Temple is decorated with reliefs telling the story of Ramayana.

Supporting Sentence 1: the Ramayana relief depicts how Shinta was kidnapped by Rahwana.

Supporting Sentence 2: the reliefs of the story of Ramayana are carved on the inner wall of the fence along the gallery aisle that surrounds the main temple.

Supporting Sentence 3: the relief is read from right to left in a clockwise motion around the temple.

Body Paragraph 2

Topic Sentence: Prambanan Temple has magnificent architecture

Supporting Sentence 1: The shape of the Prambanan Temple follows the shape of the holy mountain Mahameru

Supporting Sentence 2: Prambanan Temple has a temple zone level

Supporting Sentence 3: The number of temples in the Prambanan complex is 240 temples

Body Paragraph 3

Topic Sentence: There is museum inside the Prambanan temple tourist park complex.

Supporting Sentence 1: The Prambanan Museum was built in 1998

Supporting Sentence 2: The museum is divided into three showrooms.

Supporting Sentence 3: In the Prambanan Museum there is a collection of historical and valuable objects.

Conclusion

Concluding Statement: Prambanan Temple is the largest Hindu temple in Indonesia, as well as one of the most beautiful temples in Southeast Asia.

Concluding Remarks: Prambanan Temple, which has several interesting facts with historical significance, is a UNESCO World Heritage Site.

COMPLETE OF A NARRATIVE ESSAY

Prambanan Temple

Prambanan Temple or also known as Roro Jonggrang Temple is the largest Hindu Temple in Indonesia. This temple is located exactly 17 km northeast of the city of Yogyakarta, Central Java. This temple was built in the 9th century during the reign of the Sanjaya Dynasty. Prambanan is the largest and grandest Hindu Temple in Indonesia which has several interesting facts with historical significance.

Prambanan Temple is decorated with reliefs telling the story of Ramayana. The Ramayana relief depicts how Shinta (Rama's wife) was kidnapped by Rahwana, and how Hanoman attempted to save Shinta until Shinta met Rama again. The reliefs of the story of Ramayana are carved on the inner wall of the fence along the gallery aisle that surrounds the main temple. There are three main temples in Prambanan, namely Brahma, Wisnu, and Siwa. And the story of Ramayana begins on the east side of the Siwa temple and continues to the Brahma temple. The relief is read from right to left in a clockwise motion around the temple. This is following the Pradaksina ritual, which is the ritual of circling the sacred building clockwise by pilgrims.

Prambanan Temple has magnificent architecture. The shape of the Prambanan Temple follows the shape of the holy mountain Mahameru. It is designed to resemble Siwa's house. Prambanan Temple has a temple zone level. The first area is the outer zone. This zone is an open space and the lowest level of the temple. The second area is the middle zone where hundreds of small temples used to stand. The last area is the inner zone. This section is the highest and most sacred level of the temple. The number of temples in the Prambanan complex, which has an area of 39.8 hectares, is 240 temples. The temples consist of 3 Main Temples, 3 Wahana Temples, 2 Apit Temples, 8 Patok Temples, and 224 Perwara Temples.

There is a museum inside the Prambanan Temple Tourist Park Complex. The Prambanan Museum was built in 1998. The museum occupies a land area of one hectare with a Javanese architectural style building in the form of a joglo house. The museum has three main buildings. The first building contains history and artefacts from the Prambanan Temple Complex. The second building contains information on how the temple was built, which is displayed in the form of infographics and animated videos about the construction of the Prambanan Temple. The third building contains several Buddhist head artefacts from Borobudur Temple. In the Prambanan Museum, there is a collection of historical and valuable objects. Collections stored in this museum are various temple stones, statues, artefacts, pottery, animal fossils, and the legend of Roro Jonggrang.

Prambanan Temple is the largest Hindu temple in Indonesia, as well as one of the most beautiful temples in Southeast Asia. The large temple complex and the towering building of up to 47 meters make this temple look magnificent. Prambanan Temple, which has several interesting facts with historical significance, is a UNESCO World Heritage Site.

Sample Answer of Final Exam

Name : Milatuz Zakiyah

NIM : 18020084040

Cohort: 2018 C

Score : 90

OUTLINE OF A NARRATIVE ESSAY

Topic: A day everything went wrong

Title: A day of trouble

Introduction

Opening Remarks (2-3 sentences): Have you ever had a day when everything went wrong? For me, it happened when I was going to Jombang with three of my friends. That day, we gathered at my friend's house in Surabaya. We wanted to go to Jombang together to get some files at our boarding school.

Thesis Statement: It was an unsettling day because everything went wrong.

Body Paragraph 1

Topic Sentence: One of my friends and I bought a train ticket at the station.

Supporting Sentence 1: At the station, we went straight to the ticket office, but the ticket to Jombang left only tickets that cost a lot.

Supporting Sentence 2: We did not have enough money to buy four tickets, then we decided to go to the ATM first to collect the money.

Supporting Sentence 3: We bought those tickets and we went home to ask our friend to prepare.

Body Paragraph 2

Topic Sentence: We got ready to go to the station at 11.00 am.

Supporting Sentence 1: We ordered an online car to go to the station.

Supporting Sentence 2: The online car driver came after we waited a few minutes.

Supporting Sentence 3: We were anxious when we found out the driver of an online car was taking the long route to the station.

Body Paragraph 3

Topic Sentence: Arriving at the station, we heard the sound of a train that would leave.

Supporting Sentence 1: We ran because we were afraid of missing the train.

Supporting Sentence 2: I ran faster at the front until I dropped the clean board.

Supporting Sentence 3: The train was already leaving when we arrived at the train ticket checkpoint.

Conclusion

Concluding Statement: We had trouble that day. The train tickets we bought were wasted, our arrival to the station by driving an online car was useless, and we were exhausted from running away at the station. In the end, we decided to go to Jombang by bus.

Concluding Remarks: It was a day of trouble because there were many problems that day.

COMPLETE OF A NARRATIVE ESSAY

A Day of Trouble

Have you ever had a day when everything went wrong? For me, it happened when I was going to Jombang with three of my friends. That day, we gathered at my friend's house in Surabaya. We wanted to go to Jombang together to get some files at our boarding school. It was an unsettling day because everything went wrong.

The day started in the morning when one of my friends and I bought a train ticket at the station. At the station, we went straight to the ticket office, but the ticket to Jombang left only tickets that cost a lot. We were confused because we did not have enough money to buy four tickets, then we decided to go to the ATM first to collect the money. We went to the ATM in the modern market, which is in front of the station, on foot. After arriving in front of the modern market, we asked the security guard where the ATM was, then we hurried away. When we finished taking the money and going back to the station in a hurry, my friend slipped while walking through the slippery little stairs to the station. She immediately got up and asked me straight to the ticket office. Finally, we bought those tickets and we went home to ask our friend to prepare.

We got ready to go to the station at 11.00 am. We ordered an online car to go to the station. While waiting for the online car to come, we checked again our luggage that we would bring to Jombang, so that nothing was left behind. The online car driver came after we waited a few minutes. We rushed into the car, my two friends and I were sitting in the back and one of my friends in the front next to the driver. We were anxious when we found out the driver of an online car was taking the long route to the station. At that time, we felt long to arrive at the station, we repeatedly saw the clock on our phone that continued to run closer to the time of departure.

Arriving at the station, we heard the sound of a train that would leave. We ran because we were afraid of missing the train. However, one of my friends was still waiting for a refund from the driver of an online car, so we all screamed at her to run right away. Everyone at the station was looking at us, and some people were laughing at our excitement. I ran faster at the front until I dropped the clean board. I felt embarrassed, but I went on to run after fixing the clean board. We ran far enough and felt tired with the many things we carried, but the train was already leaving when we arrived at the train ticket checkpoint. We felt sad because we wanted to take a train to Jombang.

We had trouble that day. The train tickets we bought were wasted, our arrival to the station by driving an online car was useless, and we were exhausted from running away at the station. In the end, we decided to go to Jombang by bus. It was a day of trouble because there were many problems that day.

