# DESCRIPTIVE AND NARRATIVE WRITING ESSAY

FACULTY OF LANGUAGES AND ARTS UNIVERSITAS NEGERI SURABAYA

# WORKLOAD ASSESMENT

# Descriptive and Narrative Writing Essay

Academic Year 2017/2018

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Team:

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

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# A. Lesson Plan and Course Assessment

UNESA		UNIVERSITAS NEGERI SURABAYA FACULTY OF LANGUAGES AND ART ENGLISH LITERATURE STUDY PROGRAM							Document Code
LESSON PLAN									
Course	CourseCourse CodeCourse ClusterCredit (sks)Semester					Compilation Date			
Descriptive and Narra	ative Writing <b>E</b>	Essay	7920202039	Skill		T = 2	P = 0	2	-
AUTHO	RIZATION		Lesson Plan Develop	er	Course Cluster Coo	ordinator		Head of Study	
			Dwi Nur Cahyani Sri Kusumaningtyas		Lisetyo Ariyanti			Pratiwi Retnai	ningdyah, Ph.D
Learning	U		g Outcomes (PLO)-Stu	dy					
Outcomes (CP)	<u>v</u>		l on courses		ļ				
			e to create sound acader	mic or no	on-academic works b	oth oral and	d writter	n for various audi	ences and
		purposes			<u> </u>		1 0 1		
			to demonstrate English la CEFR level B2	inguage p	proficiency as indicated	by an Englis	sh proficie	ency achievement	equivalent to
		0	e to demonstrate integra			0. 0	<b>J</b> · U	· 1	
		•	solving, ethical decision	making,	or risk taking in thou	ight, expres	sion, or	intellectual engag	gement
	Course Lean	rning Out	comes (CLO)						
		0	e to compose descriptiv				clude m	ain ideas, suppor	ting details and
		· · ·	ammar patterns, are dev			<u> </u>			
		0	e to describe objects in v			0	intermed	liate level	
			e to show respect in givi						_
Brief description			uation of paragraph wr	0	0	· ·	-		-
of the course	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								
			accommodate the achie cussion, and writing pra		0		s conduc	ctea through lect	urer s
Study Materials:	1	lop paragi			n academic purposes				
Learning		an outlin	•						
Learning			ι						

Mater	ials	<ul> <li>Describe the place or person</li> <li>Narrate the event</li> </ul>							
Dofor	ncoc								
			n reference : Coe, Norman., et.al. 1986. <i>Writing Skills</i> . London: Cambridge University Press.						
				0	U	5			
		(2.) Dere	ewianka, Beverly.	1995. Exploring How	<i>Text Work</i> . NSW Austra	alia: Primary English T	eaching Association.		
		Supplemen reading :	tary						
		(1). Oshima	a, Alice and Ann H	logue. 1999. Writing	Academic English. New	York: Longman.			
		(2). Bailey,	S. 2011. Academi	c Writing: A Handboo	k for International Stud	ents (Third ed.). Oxon:	Routledge.		
Lectu	rer (s)	Dwi Nur Cał	iyani Sri Kusumani	ingtyas					
Cours	e	Paragraph V	Vriting						
requi	rements								
Week		al Ability of Ass rning Stage		ssment Form of Learning, Learning Methods, Student's Assessment, [Time estimation]		Methods, ssessment,	Learning Materials [Reading setlist]	Weight (%)	
			Indicator	Criteria & Form	Offline face-to-face	Online Learning			
(1)	(2)		(3)	(4)	meeting (5)	(6)	(7)	(8)	
1	To understand		- to indicate an		Lecturing	-	rention stage:		
	of invention sta	-	idea which is		Discussion		- essay's topic		
	writi	0	suitable as an		Writing		- limit of essay's		
			essay topic		Practice		discussion		
			- to indicate				essay's thesis		
			the limit of an				statement		
			essay's						
			discussion						
			based on its						
			topic to indicate the						
			correct thesis						
			statement						
			based on a						
			given topic						

	To implement the concept of invention stage in essay writing	<ul> <li>to select an idea which is suitable as an essay topic</li> <li>to construct a limitation for an essay's discussion to construct a thesis statement for an essay</li> </ul>			
2-3	To understand the concept of essay's parts in essay writing	<ul> <li>to show the correct construction of an introductory paragraph in an essay</li> <li>to show the correct construction of the body paragraphs in an essay to show the correct construction of a concluding paragraph in an essay</li> </ul>	Lecturing Discussion Writing Practice	<ul> <li>Parts of an essay:</li> <li>the introductory paragraph <ul> <li>a. general</li> <li>statements</li> <li>b. thesis statement</li> </ul> </li> <li>the body <ul> <li>paragraphs</li> <li>a. body 1: topic</li> <li>sentence +</li> <li>supporting</li> <li>sentences</li> </ul> </li> <li>b. body 2: topic</li> <li>sentence +</li> <li>supporting</li> <li>sentence s</li> <li>c. etc.</li> <li>the concluding</li> <li>paragraph</li> <li>a. restatement of</li> </ul>	
	To implement the concept of essay's parts in essay writing	<ul> <li>to construct a correct introductory paragraph of an essay</li> <li>to construct a correct body</li> </ul>		thesis b.closing sentences	

	To analyze the implementation of the concept of essay's parts in essay writing	paragraphs of an essay - to construct a correct concluding paragraph of an essay - to analyze the appropriaten ess of the introductory paragraph's construction - to analyze the appropriaten ess of the body paragraphs' construction - to analyze the appropriaten ess of the body paragraphs' construction - to analyze the appropriaten ess of the concluding paragraph's construction			
<b>4-8</b> 	To understand the concept of structure and language of written descriptive essay	<ul> <li>to indicate the structure of objective descriptive essay</li> <li>to indicate the structure of subjective descriptive essay</li> <li>to give examples for the use of</li> </ul>	Lecturing Discussion Writing Practice	<ul> <li><u>Descriptive essay:</u> <ul> <li>a. structure of</li> <li>objective</li> <li>descriptive essay</li> <li>b. language of</li> <li>objective</li> <li>descriptive essay</li> </ul> </li> <li><u>c.</u> structure of</li> <li>subjective</li> <li>descriptive essay</li> <li>language of</li> <li>subjective</li> <li>subjective</li> <li>descriptive essay</li> <li>anguage of</li> <li>subjective</li> <li>descriptive essay</li> </ul>	

	language of			
	objective			
	descriptive			
	essay			
	- to give			
	examples for			
	the use of			
	language of			
	subjective			
	descriptive			
	essay			
To implement the concept	- to implement			
of structure and language	the structure			
of descriptive into	of objective			
descriptive essay writing	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			

î			1		 	,
		writing an				
		essay				
	o analyze the construction	- to analyze the				
	of descriptive essay based	implementati				
	on its structure and	on of				
	language concept	objective				
		descriptive				
		essay's				
		structure in				
		writing an				
		essay				
		- to analyze the				
		implementati				
		on 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				
9	Mid-term Exam					
10-15	o understand the concept of	- to indicate		Lecturing	<ul> <li>Narrative essay:</li> </ul>	
	structure and language of	the structure		Discussion		

·			r		•		
	written narrative essay	of narrative		Writing	1	a. structure of	1
	1	essay		Practice	1	narrative essay	1
	1	to give			1	b.language of	1
	1	examples for				narrative essay	1
	1	the use of				-	1
	1	language of					1
	1	narrative essay					1
	o implement the concept of	- to implement					(
	structure and language of	the structure					1
	narrative into narrative	of narrative					1
	essay writing	essay into					1
	cosay writing	writing an					1
	1	essay					1
	1	to implement					1
	1	the language					1
	1	use of					1
	1						1
	1	narrative essay					1
	1	into writing an					1
		essay					l
	To analyze the	- to analyze the					1
	construction of narrative	implementati					1
	essay based on its	on of					1
	structure and language	narrative					1
	concept	essay's					1
	1	structure in					1
	1	writing an					1
	1	essay					1
	1	to analyze the					1
	1	use of					1
	1	narrative					1
	1	essay's					1
	1	language in					1
	1	writing an					1
	1	essay					1
16	Final Exam						í The second sec

# Assessment

Meetings	Indicator	Assessment forms
1	<ul> <li>To define measurement, testing, assessment and evaluation</li> <li>To explain the relationship among measurement, testing, assessment, evaluation and teaching</li> <li>To define process-oriented assessment and product-oriented assessment</li> <li>To name different ways for process-oriented assessment and product-oriented assessment and product-oriented assessment</li> </ul>	Summary writing 1.Please define Measurement, testing, assessment and evaluation based on Brown & Abeywickrama (2010), Harris & McCann (1994), Russell & Airasian (2012). 2.Please list possible product-oriented assessment and process-oriented assessment
2	<ul> <li>TO mention Various methods for assessing listening</li> <li>TO explain Various methods for assessing listening</li> </ul>	Oral presentation
3	<ul> <li>TO mention Various methods for assessing Speaking</li> <li>TO explain Various methods for assessing Speaking</li> </ul>	Oral presentation
4	<ul> <li>TO mention Various methods for assessing Reading</li> <li>TO explain Various methods for assessing Reading</li> </ul>	Oral presentation
5	<ul> <li>TO mention Various methods for assessing Writing</li> <li>TO explain Various methods for assessing Writing</li> </ul>	Oral presentation

6	<ul> <li>To explain product oriented assessment instruments for L,S,R,W namely: short answer test, unstructured response test, completion, T/F, matching, MC, and essay form.</li> <li>To explain strength and weakness of developing assessment instruments for L,S,R,W.</li> <li>To develop assessment blue print for L,S,R,W.</li> <li>To develop rubric for L,S,R,W assessment.</li> </ul>	Develop short answer test, unstructured response test, completion, T/F, matching, MC, and essay form based on the basic competency in Curriculum 2013
9	<ul> <li>to explain -essay form- assessment for L,S,R,W.</li> <li>To explain strength and weakness of essay form assessment for L,S,R,W.</li> <li>to develop assessment blue print- essay form- for L,S,R,W.</li> <li>to develop assessment rubric for L,S,R,W.</li> <li>TO develop product oriented assessment instruments -essay form- for L,S,R,W.</li> </ul>	Performance
2	<ul> <li>To identify observable actions or behaviours during process-oriented assessment informally.</li> <li>To elaborate the observable actions or behaviours during process-oriented assessment informally.</li> <li>To practice doing process-oriented assessment informally.</li> </ul>	Journal writing Performance task 1. Please write learning journal on: Actions of Assessing, Oral comments, Written comments, Actions of assessing versus actions of teaching 2 <del>.Please perform: Actions of Assessing, Oral comments, Written comments</del>

3	<ul> <li>To identify forms of instruments for process-oriented assessment formally.</li> <li>To elaborate forms of instruments for process-oriented assessment</li> <li>To elaborate how to use forms of instruments for process-oriented assessment.</li> <li>To develop observation sheets</li> </ul>	Journal Oral performance Project 1.please write about your learning of forms of process-oriented assessment conducted formally: Observation Portfolio Journal Interviews Self-assessment Peer-assessment observation sheets
4	<ul> <li>To develop portfolio guides</li> <li>To develop journals</li> <li>To develop interview guides</li> <li>To develop self-assessment forms and peer-assessment forms</li> </ul>	Project1.please develop forms of process-orientedassessment conducted formally:ObservationPortfolioJournalInterviewsSelf-assessmentPeer-assessmentobservation sheets
5	<ul> <li>To elaborate measurement levels (nominal, ordinal, interval, and ratio scales).</li> <li>To interpret results of process-oriented assessment formally.</li> </ul>	Oral performance <i>Performance task</i>
6	<ul> <li>to decide which "key words" in the basic competencies in the SMP and SMA English syllabi which lead to process-oriented assessment</li> <li>to decide which "key words" in the basic competencies in the SMP and SMA English syllabi which lead to product-oriented assessment</li> <li>To develop process-oriented assessment for the basic competencies in the SMP and SMA</li> </ul>	Performance task Project
13	• To develop assessment instruments for L,S,R,W.	Performance
15	• To interpret scores using criterion reference	Performance

		m · · · ·	
	•	To score using rubric	
	-		

# B. Course Evaluation and Development

1. Calculation of Student Workload

Module/Course Title Descriptive and Narrative Writing	Student Workload 340 minutes x 15 meetings : 60 = 85 hours	Credits (ECTS) 2 CU x 1.59 = 3.18 ECTS	Semester Even semester	Frequency 2 CU x 15meetings = 30	Duration 15 meetings
Contact hours (60+50)= 110x2= 220 minutes	Independent study 60x2=120 minutes	<b>Class size</b> 20 students			

# 2. Program Learning Outcome (PLO)

PLO 6: Being able to create sound academic or non-academic works both oral and written for various audiences and purposes

PLO 7: Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2

PLO 8: Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement

3. Course Learning Outcome (CLO)

CLO 1.being able to compose descriptive and narrative essay writings, which include main ideas, supporting details and simple grammar patterns, are developed as foundation on writing skills

CLO 2. Being able to describe objects in written form appropriately according to intermediate level

CLO 3. Being able to show respect in giving response toward the feedback

1. Assessment of PLO

# **ASSESMENT OF PROGRAM LEARNING OUTCOMES (PLO)**

COURSE	:	Descriptive and Narrative Writing Essay
CREDIT	:	2
STUDY PROGRAM	:	English Literature
PERIOD	:	2017/2018
CIASS	:	2016A, 2016B, 2016C & 2016 D
PARTICIPANTS	:	104

# **PROGRAM LEARNING OUTCOMES**

PLO 6: Being able to create sound academic or non-academic works both oral and written for various audiences and purposes

PLO 7: Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2 PLO 8: Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement

# **COURSE LEARNING OUTCOMES**

CLO 1.being able to compose descriptive and narrative essay writings, which include main ideas, supporting details and simple grammar patterns, are developed as foundation on writing skills

CLO 2. Being able to describe objects in written form appropriately according to intermediate level

CLO 3. Being able to show respect in giving response toward the feedback

	PLO1	PLO2	PLO3	PLO4	PL05	PLO6	PLO7	PL08
CL01						V		
CLO2							V	
CLO3								V

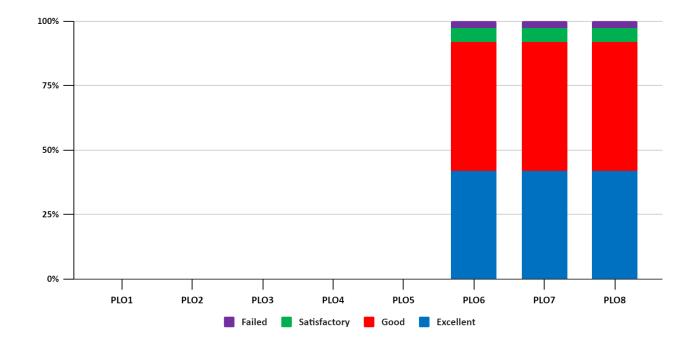
# **CLO-PLO CORRELATION**

# ASSESMENT PLAN

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO 1						V		
CLO 2							V	
CLO 3								V

# STUDENTS' PERFORMANCE

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
Excellent						42%	42%	42%
Good						50%	50%	50%
Satisfactory						5%	5%	5%
Failed						3%	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:

<b>Class Attenda</b>	nce	<b>Class Participation</b>		
	Poin		Poin	
	t		t	
More than	60	More than	40	
12		12		
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	

# 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

The criteria of assignment according to Assignment Rubrics:

	Assessment					
Indicator	Туре	For m	Instrument	Criteria	Poin t	

	ta indianta an idaa	Waitton	Esser	Whiting againments since	• The second for each	200/
•	to indicate an idea	Written	Essay	Writing assignments given	• The score for each	80%
	which is suitable as an	Assessment		along the course	assignment is given	
	essay topic				based on the criteria	
•	to indicate the limit of			Sample of instruction:	depicted by the Written	
	an essay's discussion			• Construct an outline for	Composition Profile	
	based on its topic			the theme given to you	adapted from the work	
•	to indicate the correct			and develop it into an	of Jacobs, et.al (1992)	
	thesis statement based			essay which consists of		
	on a given topic			not more than 500		
•	to select an idea which			words!	• General guide for scoring	
	is suitable as an essay				Criteria:	
	topic				85 - 100 (A)	
•	to construct a limitation				. ,	
	for an essay's discussion			• Both your outline and	80 - 84 (A-)	
•	to construct a thesis			essay must be	75 - 79 (B+)	
	statement for an essay			constructed and	70 - 74 (B)	
•	to show the correct			developed according to:	65 - 69 (B-)	
	construction of an				60 - 64 (C+)	
	introductory paragraph				55 - 59 (C)	
	in an essay			a. the process	40 - 49 (D)	
•	to show the correct			of writing		
	construction of the body			b. parts of an	<40 (E)	
	paragraphs in an essay			essay		
	to show the correct			-		
•				c. structure and language of		
	construction of a			5 5		
	concluding paragraph in			(descriptive/		
	an essay			narrative) essay		
•	to construct a correct			d. essay		
	introductory paragraph			writing format		
	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					
•	to indicate the structure					
1	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			
Ū	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			
1	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			

# b) Test (mid-term and End-term tests)

The criteria of mid-term and End-term tests in this course are:

- 1. To distinguish evaluation, assessment and test;
- 2. To distinguish between process-oriented assessment and product oriented assessment
- 3. To explain kinds of authentic assessment

## b) End-term tests

1. To develop Listening, speaking, reading and writing assessment for Junior/senior high school

Writing Components	Score	Criteria
Content	30-27	Excellent to very good: knowledgeable, substantive, etc.
	26-22	Good to average: some knowledge of subject, adequate range, etc.
	21-17	Fair to poor: limited knowledge of subject, little substance, etc.
	16-13	Very poor: does not show knowledge of subject, non substantive, etc
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated, etc.
	17-14	Good to average: somewhat choopy, loosely organized but main ideas stand out, etc
	13-10	Fair to poor: not fluent, ideas confused or disconnected, etc.
	9-7	Very poor: does not communicate, no organization, etc.
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, etc.
	17-14	Good to average: adequate range, occasional errors of word/idiom forn, choice, usage, but meaning not obscured.
	13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7	Very poor: essentially translation, little knowledge of English vocabulary.
Language Use	25-22	Excellent to very good: effective complex constructions, etc.
2 C 2	21-19	Good to average: effective but simple constructions, etc.
	17-11	Fair to poor: major problems in simple/complex constructions, etc.
	10-5	Very poor: virtually no mastery of sentence construction rules, etc.
Mechanic	5	Excellent to very good: demonstrates mastery of conventions, etc.
	4	Good to average: occasional errors of spelling. Punctuations, capitalization, etc.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization,
	3	etc.
		Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

# 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	20%
attitudes/affective)	
Assignment	30%
Mid-term test	20%
End-term test	30%

# Scoring Conversion

Scoring Interval (out of 100)	Point	Grade
$85 \le \text{NA} \le 100$	4.00	А
$80 \le NA < 85$	3.75	A-
$75 \le NA < 80$	3.50	B+
$70 \le \text{NA} < 75$	3.00	В
$65 \le NA < 70$	2.75	В-
$60 \le \text{NA} < 65$	2.50	C+
$55 \le NA < 60$	2.00	С
$40 \le NA < 55$	1.00	D
$0 \le NA < 40$	0	Е

## **APPENDIX 2 COURSE ACTIVITIES RECORDS**

## a. Sample of Student Attendance



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS NEGERI SURABAYA Jl. Lidah Wetan, Surabaya - 60213 Telepon :+6231-99424932 Faksimile :+6231-99424932 e-mail :bakpk@unesa.ac.id

Dosen : Hujuala Rika Ayu, S.S., M.A.

PRESENSI KULIAH Periode 2016/2017 Gasal

Mata Kuliah : Descriptive and Narrative Writing

Kelas Prodi : A15 : S1 Sastra Inggris

Pertemuan Ke 13 1 2 3 4 5 6 7 8 9 10 11 12 14 15 NIM No Nama Mahasiswa % 22 29 05 26 03 10 17 24 31 07 14 21 05 07 09 Aug Aug Sep Sep Oct Oct Oct Oct Oct Nov Nov Nov Dec Dec Dec 16 16 16 16 16 16 16 16 16 16 16 16 16 16 16 1. 11020154217 RYAN FADLI A A A Α А Α A A A A Α н н A A 13.3 % 15020154001 RIBKA TRANSISKA DEBORANTI 2. н н A Α н н ннн н н н н н н 867% 3. 15020154002 RAFIDAH APRILISTI Н Н Н Н Н н н н н н Н НН н Н 100 % 4. 15020154003 FATMA RAHAYU NITA Н Н Н Н Н Н Н н н Н Н Н Н Н Н 100 % 15020154004 NUR PARWATI H H A A H H H н н н н 86.7 % 5. Н H H н 15020154005 CINDY AMANDA DISTIA K. н Н S н Н н н н н н Н н н н Н 100 % 6. 7. 15020154006 EKA SASHIA PURNAMASANTI н н Н Н Н AAHHH Α н н Н н 80 % RIZKY NUR OCTAVIA MAHARANI S. 15020154007 н н н нн нн н н н н 93.3 % 8. н A 1 н н н н н 9. 15020154008 MASHABI UMAR FATRA Н Н Н н Н Α Α Н Н Н Н 86.7 % 10. 15020154009 LIZA ANDRIYANI Н H A HH HAHHH н н н н н 867% 11. 15020154011 IDA AYU ANGGRAINI Н Н Н н Н Н н н н Н Н Н Н Н Н 100 % 12. 15020154012 FATIMATUZZAHROH Н н н н Н н н н н н Н н н Н Н 100 % 15020154014 CAHYANI RACHMAWAT Н 13. н н н н н н н Н Н Н н н н н 100 % 14. 15020154016 NINIS NUR KHOLISOH H A н нн Н н н н н н н Н н н 93.3 % 15020154017 CAMILIA ANJELINA 15. н Н Н Н Н H H H H Н Н H H Н Н 100 % 16. 15020154018 AISYA DEWATARI н H A н н н Н H H н н н н н н 93.3 % 15020154019 SOPHIA KIKI ABTANTI 17. Н Н н Н н H A H H H Н H H H H 93.3 % 18. 15020154020 DEVI NULANASARI HASAN PUTR н н н н н А н н н н н н н н н 93.3 % 19. 15020154022 SYAHRUL GITATAMA PUTRA н н н н н а н н н АННН H 86.7 % н 20. 15020154026 MUHAMMAD HAIDAR FIKRI Н Н Н Н Н Н Н А Α Н Н Н Α Н Н 80 % Tanda Tangan Dosen / Asisten



## KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS NEGERI SURABAYA

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

#### PRESENSI KULIAH Periode 2016/2017 Gasal

Mata Kuliah	: Descriptive and Narrative Writing
Kelas	: B15
Prodi	: S1 Sastra Inggris

Dosen : Mamik Tri Wedawati, S.S., M.Pd.

Pertemuan Ke 2 3 4 7 8 9 10 11 12 13 14 15 1 5 6 NIM No Nama Mahasiswa % 24 31 07 14 21 28 05 12 19 26 02 09 16 23 30 Aug Aug Sep Sep Sep Sep Oct Oct Oct Oct Nov Nov Nov Nov Nov 16 16 16 16 16 16 16 16 16 16 16 16 16 16 16 10020154238 ATTHUR RAZAKI н н н н Α Н н A н Α A Α Α 46.7 % 1. Α Α 2. 12020154243 YUDHI NATANAEL YUNUDY н А А н н н А А н н Н А А А А 46.7 % 13020154018 NADYA AGUSTIN 3. н нн Н Н Н A 80% н A A н н н Н н 4. 15020154023 ANANDA DWI RAHMA н Н н Н Н Н нн Н н Н н Н Н Н 100 % 15020154024 PRAFINA YUNISDA Н н Н Н 5. н н Н Н Н н н н н н Н 100 % 6. 15020154025 MARINI SARASWATI Н Н н Н Н Н Н Н Н Н Н Н Н Н Н 100 % CLEMENTINO CHIRISTO KOPONG 7. 15020154027 н Н Н Н Н А н 80 % Н Α Н Н Н Н Н A KOLIN 8. 15020154028 CHASIKA DHI TSALAZA н Н Н Н Н Н Н н Н Н Н Н 100 % Н н н 9. 15020154029 KHUSNUL KHOTIMAH н н н н н н н н Н н н Н н Н н 100 % 10. 15020154030 KRESNA ADI YUDHA н н н н н н нн Α н н Α Н Α Н 80 % 15020154031 JAMIATUS SOLEHA н н Н н н н 11. н н н н н н н н н 100 % 12. 15020154032 SUSMITA ZEIN н н н н н н Н н н н н н Н Н Н 100 % 13. 15020154033 SAMROTUL MUNFAATI н н н н Н н н н Н н н н н Н н 100 % 14. 15020154035 MEGA RAHMADANI н Н Н н н Н нн н Н Н Н Α А Н 86.7 % 15. 15020154036 ANITA FIRDAUSI NUZULA н н Н Н н н н Н Н н н Н Н н н 100 % 16. 15020154037 BRYAN PANDU PRAKOSO Н Н н Н Н Н Α A A Н Н Н Н Н н 80 % WICAKSONO 15020154038 IDHA NURAIDA HAVINA 17. н н н H. н Н HH н н н Н н н Н 100 % 18. 15020154039 ELOK SURYA RACHMAN Н Н Н Н Н Н Н Н Н Н Н Н Н н Н 100 % Tanda Tangan Dosen / Asisten



# KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN **UNIVERSITAS NEGERI SURABAYA**

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# PRESENSI KULIAH

Periode 2016/2017 Gasal

Mata Kuliah	: Descriptive and Narrative Writing
Kelas	: C15
Prodi	: S1 Sastra Inggris

Dosen

: Mamik Tri Wedawati, S.S., M.Pd.

: S1 Sastra Inggris

						7.5°			Pert	emua	an Ke							
1500	2-105-14-12-14-12		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
No	NIM	Nama Mahasiswa	25	01	08	15	22	29	06	13	20	27	03	10	17	24	01	%
			Aug	Sep	Sep	Sep	Sep	Sep	Oct	Oct	Oct	Oct	Nov	Nov	Nov	Nov	Dec	
			16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	
1.	14020154065	FARID ALDIANSYAH	Н	н	Н	A	н	н	н	н	Н	Н	н	Н	н	A	Α	80 %
2.	15020154040	VERONICA DEVY KURNIAWATI	Н	Н	н	н	Н	н	Н	Н	Н	Н	н	Н	A	A	Н	86.7 %
3.	15020154041	IMAN MAULANA AL GHAZALI	н	н	н	н	Н	н	н	н	н	Н	н	н	н	н	Н	100 %
4.	15020154042	MAULIDYA AYU PUSPASARI	Н	Н	Н	Н	Н	Н	A	Н	А	A	Н	Н	Н	Н	Н	80 %
5.	15020154043	FRISILIA MEGAWURI CAHYANINGRUM	Н	н	н	н	н	н	н	н	Н	н	Н	Н	н	A	Н	93.3 %
6.	15020154044	DEBBY NADHYA MAHARANI	н	н	н	н	н	н	н	н	н	н	н	н	A	A	A	80 %
7.	15020154045	AYU PURI RAHAYU	н	н	н	н	н	н	н	н	н	н	н	н	A	A	A	80 %
8.	15020154046	ACHMAD ALDI FAHREZA ROHIMIN M	Н	Н	н	A	Н	Н	н	Н	Н	Н	Н	Н	A	н	Н	86.7 %
9.	15020154047	GILANG DWI RAMA	н	н	A	A	н	н	н	н	н	н	н	Н	A	н	н	80 %
10.	15020154048	WISNU AJI WARDANI	Н	н	A	Α	н	н	н	н	Н	н	н	Н	A	н	н	80 %
11.	15020154049	FAHMI APRILIYANTI AMIRULLAH	Н	Н	н	Н	н	Н	н	н	Н	Н	н	Н	н	н	Α	93.3 %
12.	15020154050	IRFAN DELTA SETIAWAN	н	Н	н	н	Н	н	н	Н	Н	Н	H	Н	н	н	Н	100 %
13.	15020154051	AHMAD HIBATULLAH HAQQY	Н	Н	Н	Н	Н	Н	Н	Н	Н	Н	H	Н	н	Н	Н	100 %
14.	15020154052	SOFIA NURNISA	Н	Н	Н	н	Н	н	н	Н	Н	н	н	Н	H	н	Н	100 %
15.	15020154053	ANDINI SWARI DEVINA	Н	Н	Н	н	Н	н	Н	Н	Н	Н	Н	Н	A	A	Н	86.7 %
16.	15020154054	AILLEN ROBIATUL ADAWIYAH	н	н	н	н	н	н	н	н	н	н	н	Н	н	н	н	100 %
17.	15020154055	RAWADAN REZA RACHMAN	Н	н	н	н	Н	н	н	н	н	н	н	Н	н	н	Н	100 %
18.	15020154056	DWIYANTO HARIS PRIYADI	Н	н	н	н	Н	н	н	н	н	н	н	н	A	A	A	80 %
19.	15020154058	OKTAVENA KURNIAWATI	н	н	н	н	н	н	н	н	н	н	н	Н	н	A	н	93.3 %
20.	15020154059	PUTTI AISYAH ALIF	Н	н	н	н	н	н	н	н	н	н	н	Н	н	н	Н	100 %
	Tanda	Tangan Dosen / Asisten																



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

: Hujuala Rika Ayu, S.S., M.A.

Dosen

## PRESENSI KULIAH

Periode 2016/2017 Gasal

 Mata Kuliah
 : Descriptive and Narrative Writing

 Kelas
 : D15

 Prodi
 : S1 Sastra Inggris

Pertemuan Ke 2 4 5 6 8 9 10 11 12 13 14 15 1 3 7 NIM No Nama Mahasiswa % 22 29 05 26 03 10 17 24 31 07 01 05 07 09 Aug Oct Oct Oct Oct Oct Nov Nov Dec Dec Dec Dec Aug Sep Sep 16 16 16 16 16 16 16 16 16 16 16 16 16 16 16 VINCENTIUS VIVALDI н Н 13020154036 A A A Α А A А A Α Α A Α A 13.3 % 1. 14020154081 PUTERA KARUNIAWAN A Α Α Н Α Α A Α A Α А А н н Н 26.7 % 2. 15020154060 YOGA PRASETYO Н Н н Н н 93.3 % 3. Н н Н Н н н А н Н н 4. 15020154061 ELVERA PUSPA ARTIKASARI н Н Н н Н н Н н Н Н Н А Н Н н 93.3 % 5. 15020154062 TIMOTIUS DELWIN MARTEN Н н Α Н н Н Α н н Н н А н Н н 80 % ROFIFAH UMMU RAHMAHTUL DEA 15020154063 93.3 % 6. н н н Н Н н н н н н н A Н Н н 7. 15020154064 CITRA MAHAR SARI Н Н н н н н Н н н н 100 % Н н Н Н Н 8. 15020154065 MA'RIFATUL KHOIRIYAH AL HARITS н н н Н н н Н Н н н Н н Н н Н 100 % 9. 15020154066 SATYA OMAR RABANI н н н Н Н Н Н Н н н A н н Н Н 93.3 % 10. 15020154067 FENOLITA SAVIRA CAHYA INSANI A Н н Н н н н Н н Н н н н н н 93.3 % 11. 15020154068 SATRIO PAMUNGKAS А н А Н Н н н Α н A Α Н н н 60 % A WINDYA AMALINA SAFITRI Н 12. 15020154069 Н Н Н н Н н н н н A Α н н н 86.7 % 13. 15020154070 RENNY CLAUDIA SARI Н н н Н Н Н Н Н н Н Н А Н Н Н 93.3 % 14. 15020154071 ACHMAD ANGGA RAFIKA ALWIN Н Н н Н Н Н Н Н Н Н A Н н Н Н 93.3 % 15020154072 HILFI ZHARFAN 15. Н н н A A A н Н н н н Н н Н Н 80 % 16. 15020154073 **DINI ISMIRATNAINI** Н Н н Н Н Н Н Н н н н Н 100 % н н н 17. 15020154074 **REZA KURNIA DARMA** Н Н н Н н н н н T. Н Н A Н н н 93.3 % 18. 15020154075 SAHFILZA KHOIRIL BASYAR Н н н Н Н н Н н н Н Н Н Н Н 100 % н 19 15020154076 DZAKIYYAH RUSYDAH н н н н н н н н н н A н Н н н 933% 20. 15020154077 RATIH PELANGI PUTRI Α н н Н Н Н Н Н н н A Н Н Н Н 86.7 % 21. 15020154078 ANNISA IKA AYU SULISTYANINGRUM Α Н н Н Н Н Н Н Н Н н Н н 86.7 % A н Tanda Tangan Dosen / Asisten

# b. Sample of Course Log Book



Kelas

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI

UNIVERSITAS NEGERI SURABAYA

Kampus Ketintang Jalan Ketintang, Surabaya 60231 T: +6231-8293484 F: +6231-8293484 Iaman: unesa.ac.id email : bakpk@unesa.ac.id

#### Aktivitas Perkuliahan

Nama Matakuliah : Descriptive and Narrative Writing

: A15

Dosen :

HUJUALA RIKA AYU (198112142006042001)

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	22-08-2016	Pertemuan ke 1	Introduction: Paragraph writing into essay writing	19	Terjadwal	Hujuala Rika Ayu
2	29-08-2016	Pertemuan ke 2	Paragraph to Essay: Thesis Statement	19	Terjadwal	Hujuala Rika Ayu
3	05-09-2016	Pertemuan ke 3	Paragraph to Essay: Introductory Paragraph	14	Terjadwal	Hujuala Rika Ayu
4	26-09-2016	Pertemuan ke 4	Paragraph to Essay: Intro Par, Body, Conclu Par (Consultation)	18	Terjadwal	Hujuala Rika Ayu
5	03-10-2016	Pertemuan ke 5	Paragraph to Essay: Intro Par, Body, Conclu Par (Consultation 2)	19	Terjadwal	Hujuala Rika Ayu
6	10-10-2016	Pertemuan ke 6	Exercise 1-8 Effective Academic Writing	14	Terjadwal	Hujuala Rika Ayu
7	17-10-2016	Pertemuan ke 7	Descriptive Essay	13	Terjadwal	Hujuala Rika Ayu
8	24-10-2016	Pertemuan ke 8	Planning descriptive essay	19	Terjadwal	Hujuala Rika Ayu
9	31-10-2016	Pertemuan ke 9	Writing descriptive essay	19	Terjadwal	Hujuala Rika Ayu
10	07-11-2016	Pertemuan ke 10	Mid term test	19	Terjadwal	Hujuala Rika Ayu
11	14-11-2016	Pertemuan ke 11	writing descriptive essay on food	15	Terjadwal	Hujuala Rika Ayu
12	21-11-2016	Pertemuan ke 12	writing narrative essay	19	Terjadwal	Hujuala Rika Ayu
13	05-12-2016	Pertemuan ke 13	writing narrative essay	19	Terjadwal	Hujuala Rika Ayu
14	07-12-2016	Pertemuan ke 14	Narrative Essay	19	Terjadwal	Hujuala Rika Ayu
15	09-12-2016	Pertemuan ke 15	writing narrative essay	19	Terjadwal	Hujuala Rika Ayu



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MAMIK TRI WEDAWATI

(198205082006042001)

#### Aktivitas Perkuliahan

Nama Matakuliah: Descriptive and Narrative WritingDosen :Kelas: B15

Jadwal & Ruang : T8.02.2 (07.00 - 08.40) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	24-08-2016	Pertemuan ke 1	bco, introduction to the study	18	Terjadwal	Mamik Tri Wedawati
2	31-08-2016	Pertemuan ke 2	What is descriptive essay?	15	Terjadwal	Mamik Tri Wedawati
3	07-09-2016	Pertemuan ke 3	1st descriptive essay, outline	15	Terjadwal	Mamik Tri Wedawati
4	14-09-2016	Pertemuan ke 4	Thesis statement	18	Terjadwal	Mamik Tri Wedawati
5	21-09-2016	Pertemuan ke 5	1st essay	18	Terjadwal	Mamik Tri Wedawati
6	28-09-2016	Pertemuan ke 6	2nd essay outline	18	Terjadwal	Mamik Tri Wedawati
7	05-10-2016	Pertemuan ke 7	2nd essay,peer assesment	14	Terjadwal	Mamik Tri Wedawati
8	12-10-2016	Pertemuan ke 8	3rd essay, thesis statement	14	Terjadwal	Mamik Tri Wedawati
9	19-10-2016	Pertemuan ke 9	3rd essay, outline	16	Terjadwal	Mamik Tri Wedawati
10	26-10-2016	Pertemuan ke 10	3rd essay	18	Terjadwal	Mamik Tri Wedawati
11	02-11-2016	Pertemuan ke 11	midterm	18	Terjadwal	Mamik Tri Wedawati
12	09-11-2016	Pertemuan ke 12	narrative essay	15	Terjadwal	Mamik Tri Wedawati
13	16-11-2016	Pertemuan ke 13	draft 1 narrative essay	15	Terjadwal	Mamik Tri Wedawati
14	23-11-2016	Pertemuan ke 14	draft 2 narrative essay	14	Terjadwal	Mamik Tri Wedawati
15	30-11-2016	Pertemuan ke 15	final draft	14	Terjadwal	Mamik Tri Wedawati



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI

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MAMIK TRI WEDAWATI

(198205082006042001)

## Aktivitas Perkuliahan

Nama Matakuliah: Descriptive and Narrative WritingDosen :Kelas: C15

Jadwal & Ruang : T8.02.2 (10.20 - 12.00) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	25-08-2016	Pertemuan ke 1	bco, introduction to the study	20	Terjadwal	Mamik Tri Wedawati
2	01-09-2016	Pertemuan ke 2	What is descriptive essay?	20	Terjadwal	Mamik Tri Wedawati
3	08-09-2016	Pertemuan ke 3	1st descriptive essay, outline	18	Terjadwal	Mamik Tri Wedawati
4	15-09-2016	Pertemuan ke 4	1st essay, Thesis statement	16	Terjadwal	Mamik Tri Wedawati
5	22-09-2016	Pertemuan ke 5	1st essay	20	Terjadwal	Mamik Tri Wedawati
6	29-09-2016	Pertemuan ke 6	2nd essay outline	20	Terjadwal	Mamik Tri Wedawati
7	06-10-2016	Pertemuan ke 7	2nd essay,peer assesment	19	Terjadwal	Mamik Tri Wedawati
8	13-10-2016	Pertemuan ke 8	3rd essay, outline	20	Terjadwal	Mamik Tri Wedawati
9	20-10-2016	Pertemuan ke 9	3rd essay, thesis statement	19	Terjadwal	Mamik Tri Wedawati
10	27-10-2016	Pertemuan ke 10	3rd essay	19	Terjadwal	Mamik Tri Wedawati
11	03-11-2016	Pertemuan ke 11	midterm	20	Terjadwal	Mamik Tri Wedawati
12	10-11-2016	Pertemuan ke 12	what is narrative essay?	20	Terjadwal	Mamik Tri Wedawati
13	17-11-2016	Pertemuan ke 13	draft 1 narrative essay	12	Terjadwal	Mamik Tri Wedawati
14	24-11-2016	Pertemuan ke 14	draft 2 narrative essay	12	Terjadwal	Mamik Tri Wedawati
15	01-12-2016	Pertemuan ke 15	final draft	15	Terjadwal	Mamik Tri Wedawati



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI

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HUJUALA RIKA AYU (198112142006042001)

#### Aktivitas Perkuliahan

Nama N	latakuliah : Descri	ptive and Narrati	ve Writing Dosen :	
Kelas	: D15			
Jadwal &	& Ruang : T8.03.	1 (13.40 - 14.30) F	R.	
No.	Tanggal	Pertemuan	Topik	P
1	22-08-2016	Pertemuan ke 1	Introduction: Paragraph writing into essay writing	
2	29-08-2016	Pertemuan ke 2	Paragraph to Essay: Thesis Statement	
3	05-09-2016	Pertemuan ke 3	Thesis statement and introductory paragraph	
4	26-09-2016	Pertemuan ke 4	Paragraph to Essay: Intro Par, Body, Conclu Par (Consultation 1)	
5	03-10-2016	Pertemuan ke 5	Paragraph to Essay: Intro Par, Body, Conclu Par	

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	22-08-2016	Pertemuan ke 1	Introduction: Paragraph writing into essay writing	15	Terjadwal	Hujuala Rika Ayu
2	29-08-2016	Pertemuan ke 2	Paragraph to Essay: Thesis Statement	19	Terjadwal	Hujuala Rika Ayu
3	05-09-2016	Pertemuan ke 3	Thesis statement and introductory paragraph	18	Terjadwal	Hujuala Rika Ayu
4	26-09-2016	Pertemuan ke 4	Paragraph to Essay: Intro Par, Body, Conclu Par (Consultation 1)	19	Terjadwal	Hujuala Rika Ayu
5	03-10-2016	Pertemuan ke 5	Paragraph to Essay: Intro Par, Body, Conclu Par (Consultation 2)	18	Terjadwal	Hujuala Rika Ayu
6	10-10-2016	Pertemuan ke 6	Exercise 5-8 Unity	18	Terjadwal	Hujuala Rika Ayu
7	17-10-2016	Pertemuan ke 7	Descriptive Essay	17	Terjadwal	Hujuala Rika Ayu
8	24-10-2016	Pertemuan ke 8	Planning descriptive essay	18	Terjadwal	Hujuala Rika Ayu
9	31-10-2016	Pertemuan ke 9	Writing descriptive essay	17	Terjadwal	Hujuala Rika Ayu
10	07-11-2016	Pertemuan ke 10	Mid term test	18	Terjadwal	Hujuala Rika Ayu
11	17-11-2016	Pertemuan ke 11	writing narrative essay	12	Terjadwal	Hujuala Rika Ayu
12	01-12-2016	Pertemuan ke 12	writing narrative essay	13	Terjadwal	Hujuala Rika Ayu
13	05-12-2016	Pertemuan ke 13	writing narrative essay	20	Terjadwal	Hujuala Rika Ayu
14	07-12-2016	Pertemuan ke 14	writing consultation	20	Terjadwal	Hujuala Rika Ayu
15	09-12-2016	Pertemuan ke 15	writing consultation	21	Terjadwal	Hujuala Rika Ayu

# c. Sample of Assignment:

# YOUR TASK

Please work in five groups and write the stages for developing 5 forms of authentic assessment (one group one form):

- Observation
- Portfolio
- Journal
- Interviews
- Self-assessment/Peer-assessment

And the example of each stage. See the example from last year's work for your reference. Use Brown (2004) Brown & Abeywickrama (2010) and O'Malley and Pierce (1996) too.

# d. Sample of Mid-term Test



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

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

## **UJIAN TENGAH SEMESTER GASAL 2017/2018**

MATA KULIAH	: Descriptive and Argumentative Essay Writing
KODE MATA KULIAH	: 2094212025
JUMLAH SKS	: 2
PRODI/ANGKATAN	: Sastra Inggris/2016
HARI/TANGGAL	: Selasa / 10 Oktober 2017
ALOKASI WAKTU	: 100 menit
DOSEN	: Lisetyo Ariyanti, S.S., M.Pd.
	Adam Damanhuri, S.S. M.Hum.

## INSTRUCTION

Write an essay of descriptive text that describe the condition of the places that were used for English Week 2016!

## Note:

Your essay should :

- a. Have a thesis statement and a concluding paragraph
- b. Use appropriate diction
- c. Be coherent (using appropriate evidence) and cohessive (using appropriate reasons)
- d. Be minimum 500 750 words in length.

## Sample of End-term Test



KEMENTERIAN RISET TEKNOLOGI DAN DIKTI UNIVERSITAS NEGERI SURABAYA FAKULTAS BAHASA DAN SENI JURUSAN BAHASA DAN SASTRA INGGRIS Kampus Lidah Wetan Surabaya Gedung T4 Lidah Wetan Surabaya 60213 Telp/Fax. (031) 7532192 Email: bahasainggris@unesa.ac.id

## UJIAN AKHIR SEMESTER GASAL 2017/2018

MATA KULIAH	: Descriptive and Narrative Essay Writing
KODE MATA KULIAH	: 2094212025
JUMLAH SKS	: 2
PRODI/ANGKATAN	: Sastra Inggris/2016
HARI/TANGGAL	: Selasa / 12 Desember 2017
ALOKASI WAKTU	: 100 menit
DOSEN	: Lisetyo Ariyanti, S.S., M.Pd. Adam Damanhuri, S.S., M.Hum.

## INSTRUCTION

Below sentences are the beginning part of a narrative story. Read those beginnings, then choose one to be developed into a Narrative essay.

- As I sat down at my desk and stared at the pile of revision notes, all I could think was, "Why me?"
- It was warm, sunny morning and I woke up to the sound of the phone ringing. The voice on the other end of the line simply said, "Juan, it's me. Meet me on the corner in half an hour."
- I'm sure you all know what it is like when you have to sit an exam that you have not studied for. Well, last May I was getting ready to......
- One day I went to school. On the way, I crashed my bike into a tree. The bike was badly damaged......
- I was really tired and was looking forward to a good night's sleep. Suddenly, I heard a strange sound coming from the garden.

Note:

Your essay should :

- a. Have a thesis statement and a concluding paragraph
- b. Use appropriate diction
- c. Be coherent (using appropriate evidence) and cohessive (using appropriate reasons)
- d. Be minimum 500 750 words in length.

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

**Review:** 

Based on the comments made in the students work, the task of this grouped is marked 80 (Good)

Sample of Mid test answer

3. Read this KD: "Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana 7 points yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan public yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks". This KD can be assessed by using:

Product-oriented assessment

- Process-oriented assessment
- Both product/process-oriented assessment

4. This KD "Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif 7 points lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaannya" is best assessed by using:

Product-oriented assessment

Process-oriented assessment

Both product/process-oriented assessment

5. This KD "Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur sponts kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)" can be assessed by using:

Product-oriented assessment

Process-oriented assessment

Both product/process-oriented assessment

6. Which of the followings is not the characteristics of alternative assessment?

8 points

They focus on processes as well as products

O They require students to perform, create, produce or do something.

They use real-world context or simulations.

O They use tasks that represent meaningless instructional activities

( They tap into higher-level thinking and problem solving skills

Sample of Final test answer

## Score=97

Name : DIANA NURIA PUTRI Reg. number : 18020084034 Class : 2018 B

## FINAL EXAM ELT ASSESSMENT

### KD

## Kelas IX

4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial.

#### Indikator

1. Mengulang ungkapan menanyakan nama seseorang yang didengar.

Assessment form: Performance

## Assessment item:

Repeat after me: "What is your name?"

Sample answer: You say "What is your name?"

#### Rubric:

Saying exactly the same words	: 100
Saying some words that aren't the same	: 50
Saying different words	: 0

### Indikator

2. Menulis kembali jawaban ungkapan menanyakan nama seseorang yang dibaca.

Assessment form: Performance Assessment item: Rewrite this : What is your name?

Sample answer: You write: What is your name?

#### **Rubric:**

Writing exactly the same words	: 100
Writing some words that aren't the same	: 50
Writing different words	: 0

## Indikator

3. Menjawab secara lisan pertanyaan yang diberikan oleh teman tentang kota asal kepadamu.

## Assessment form: Performance

## Assessment item:

You hear : "Where do you come from?"