

# ***HANDOUT***

**WRITING FOR ACADEMIC PURPOSES**



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## A. THESIS STATEMENT

The thesis statement is the most important sentence in your paper. If someone asked you, “What does your paper say?” your answer would be your thesis statement. *Everything* you write will support this statement.

**A good thesis statement usually includes**

**Main idea of the paper.** ONE idea. The entire paper is based on this statement.

**Your opinion or point of view.** The thesis statement is not a fact nor a question, but your view of the topic and what you want to say about it.

**Purpose of the paper.** From the thesis, it should be clear what the paper will do.

**Answer to the research question.** Ask yourself the question and then answer it with your thesis. Is it truly an answer? (if not, change the question or the answer!)

**An element of surprise.** This means that the thesis is interesting, engaging, and perhaps not so expected.

**Clarity.** It should be understandable after one reading and have no mistakes.

When should you write your thesis statement? It depends on when you know the answer to your research question. You may have an idea before you begin researching, you may discover it as you research, or you may not know it until you have almost finished writing your paper. It’s useful to have a thesis idea at the beginning to help you focus, but it’s also OK to change your thesis statement as you go through the writing process and learn and think more about your topic.

The introduction of an academic paper is usually 1-2 paragraphs long – longer for longer papers with more background information. In general, your introduction should do the following things:

**Gain the immediate attention of the audience**

Here are some (but not all) of the ways to start an interesting and relevant introduction:

- o Short anecdote that leads to your topic
- o Surprising statement/fact that relates to your topic
- o Quotation from a famous person or expert that introduces your topic
- o Brief and INTERESTING historical review of your topic
- o Statement which stresses the importance of your topic
- o Contradiction – someone else’s opinion (opposite of yours) about your topic

Do NOT be boring! Use the first sentence (often called the “hook sentence”) to hook the readers’ interest.

Do NOT be too general! Immediately dive into your specific topic; don’t waste space with a general introduction of the entire subject area. Remember that your audience is familiar with the subject area. And never start with the origins of humankind: “Since the beginning of history”!

Do NOT begin with your thesis idea! Use the introduction to build up to your thesis statement, so it comes with a little tension.

**Provide any necessary background information or definition of any terms.**

Give only the history, facts, or definitions that readers will need to understand your topic and thesis. Keep in mind what the audience already knows.

- o Use facts/statistics to show the problem if necessary.
- o Avoid dictionary and encyclopedia definitions if possible and explain in your own words what the important concepts in your paper mean.
- o Use source information to provide background information, but not to answer the research question or give your opinion.

Make sure that the readers now know enough to follow your paper, but not too much that they have lost the focus of your paper.

**Briefly introduce the main points (sections) of the paper**

In academic writing, the writer lets the reader know what to expect. Provide a brief overview of your paper's main points.

Do NOT support or try to prove these points. Do not go into depth.

Do NOT just write a one-sentence list of your points. You can't summarize a great idea in one word.

**Have a thesis statement (often the last sentence)**

This guide has covered the thesis statement already, but because it's the most important sentence of your paper, we'll go over it again. In the thesis,

- o Answer the research question in a clear, straightforward statement.
- o Make sure the purpose and point of view of your paper are clear.
- o Do NOT write a long, wordy, confusing thesis statement (especially do not try to include all of your main points).
- o Do NOT announce your intentions. Avoid "This paper will prove..." or "I'm going to write about..." Don't tell the audience what you are going to do; just do it.

## **B. BODY PARAGRAPH**

Body paragraphs can be written in many ways, depending on your purpose. However, each paragraph should have ONE point which supports the thesis statement. Most body paragraphs will have:

**Topic Sentence**

Usually, but not always, the first sentence of the paragraph. If it's not the first sentence, it should be very clear which sentence is the topic sentence.

It introduces the paragraph's main idea, makes your point about this idea, and relates to the thesis statement.

The topic sentence connects to the previous paragraph.

The topic sentence is NOT a fact. It has a point of view.

The topic sentence is NOT something from a source. It is your idea.

Every sentence in the paragraph will support this topic sentence.

### **Explanation of topic sentence**

The sentence(s) after the topic sentence often further describe the main idea of the paragraph.

### **Support**

The topic sentence is supported by supporting points, details, and explanations, often presented in sandwiches (review pp. 23-25 in *Research and APA Style Guide* about sandwiching). A body paragraph could have one to several sandwiches, depending on how long and in-depth the detail is.

Supporting points are the ideas that support the main point of the paragraph. These can be written in your own words and then supported by details.

Specific details are very important to show the readers that your ideas are valid.

- o When using facts, examples, studies, experts' opinions, etc. be as specific as possible. Use the expert's names and professions. Use names, places, dates and other specific information about examples. Include numbers and dates. For scientific studies, explain a little about how the study was done. Use vivid descriptions to make the details clear to the readers.

- o Make sure the details are relevant to your point. A common mistake is including misunderstood source information that does not actually support the student's point.

- o Remember that one example does not prove something. Use more than one example or source in a paragraph.

- o Check with your instructor if you can also include your own personal experience as a detail.

Clear and complete explanations are very important because the readers are expecting you to explain everything to them. The readers do not expect to have to think too hard. So explain why/how the details support the topic sentence, and thus the thesis.

- o Your explanation should not just repeat the source material, but rather interpret and analyze it.

- o Your explanation should not simply repeat your thesis or topic sentence, but rather explain how the source material supports those ideas.

Do NOT rely on sources too much. It's YOUR paragraph, so it should contain your ideas about the topic as well. Look at the example papers in this guide and the *Research and APA Style Guide* to see how the writers balance source material and their own ideas about it in each body paragraph.

Make sure all your support has a logical order and good connections.

## **C. CONCLUDING SENTENCE**

The last sentence should review the body paragraph, emphasize the point and/or thesis again, or prepare the reader for the next body paragraph.

Do NOT end the paragraph with a source citation. End with your own idea.

A final, important guideline about body paragraphs:

### **No long body paragraphs!**

It is difficult for readers to stay focused on long blocks of text.  $\frac{3}{4}$  of a page is generally as long as a paragraph should be. If your paragraph is much longer, find a logical way to divide it into two body paragraphs.

The conclusion may be the shortest paragraph, but it's also the most important because this is what the reader will remember. A conclusion usually does these things:

#### **Connect to the last sentence of the previous paragraph**

Use an advanced style. *In conclusion, to summarize, at the end* are rather boring and typical although they will work. Try to be more sophisticated by repeating or connecting ideas in another way.

#### **Summarize the findings of your paper**

Remind the readers of the paper's main ideas and wrap up your argument.

- o Restate the thesis in different words/phrases.
- o Briefly summarize the main points of your paper. Again, say these in a different way, so readers are not bored by repetition of the same sentences and phrases.
- o Use your own thoughts, not your sources'. The place for source support was in the body paragraphs, not the conclusion.
- o Do NOT write any new information, points, or support in the conclusion.

#### **Show the significance of your findings**

Explain why your paper is important – What does it mean? What does it solve? What does it say about your topic? What does it show about the future of your topic? What should the readers take away from your paper?

#### **End with a strong, memorable concluding statement(s)**

Also known as the "Wow statement," the last sentence(s) of your paper should make your readers say, "Wow! I'm glad I read this paper." There are several ways to do this:

- o End with the significance of your paper, as described above.
  - o Relate your conclusion to the hook sentence(s) from your introduction. This can be a very effective way of wrapping up your paper.
  - o End with an idea for the reader to think about – a prediction or recommendation perhaps. Do NOT ask a question that leaves the reader uncertain. The purpose of academic writing is not to confuse the reader, but to enlighten the reader.
- Do NOT be too general. Stay focused on your specific topic.

DO NOT be too shocking, unbelievable, sweet, or obvious.

## **D. EXERCISES**

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You are to read some would-be papers written by your classmates, and then you are to complete the blank spaces by considering the context each. The blank spaces are **in green**, and write the numbers and your own sentences or paragraph on the answer sheet provided.

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**I. Read the following process of writing an academic paper written by your classmates.**

**Question:** Why is the tenses mastery important for learning how to write in English well?

**Thesis Statement:** Learning the English tenses is one of the most important parts in writing subject because being correct and incorrect in writing English sentences are usually determined by the students' tenses mastery.

**Sections:**

1. The tenses tell us the time when an action takes place, whether it occurs in the past, present, or future times.
2. Learning the tenses can facilitate students to write the sentences which are grammatically correct.
3. The tenses can be used to determine some kind of texts that students happen to read.

**II. Complete the introduction and conclusion of the following paper.**

**The Importance of Mastering Tenses in Learning How to Write English Sentences**

By Agustin Mayangsari, Umy Khasanah, and Nuri Suryaningrum

*Introduction*

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*Body Paragraph*

The tenses tell us the time when an action takes place, whether it occurs in the past, present, or future times. Actually, there are sixteen tenses. Students must be able to apply them. They need to understand these tenses. Dealing with English teaching in High School, the first grade students learn how to use *is* and *are* to describe the action taking place in the present. They also learn how to use *was* and *were* to describe action taking place in the past. Furthermore, they also learn to add -ed to verb that describes actions in the past. The second grade students practice to apply *will* before a verb to tell about action taking place in the future. The third grade students learn all the tenses that have been taught by the teacher, namely the present tense, past tense, and future tense. To help students to understand how language works and how to improve their English especially the written one, they need to master these tenses.

Learning the tenses can facilitate students to write the sentences which are grammatically correct. The correct paragraph is formed by constructing some good sentences. Being able to construct the sentences logically is a good start. Students should make sure that the sentences are complete and clear. In the good paragraph, the sense of sentences should flow from one sentence to the sentence that follows. Besides, students should observe the sentence structure. If the students do not use correct tenses, the readers will be unable to comprehend the paragraph because the flow of thought is interrupted. It is suggested not to use a long sentence if a short one will do. The characteristic of a good sentence is clear, accurate, and concise. Learning English tenses can possibly be difficult at first. However, students will understand them well if they learn the tenses step by step guided by their teacher. Moreover, students can learn more about all of the tenses by reading the textbooks and browsing using the internet.

The tenses can be used to determine some kinds of text that students happen to read. The teacher can explain that some texts contain a mixture of tenses. There are thirteen types of text available for learning English in high school. The text classification may differ from generic structure and language feature dominantly used. This will be called genres and commonly be presented in definition, generic structure, and language feature. These genres are known as variations, types of text, or kinds of text. Texts consist of spoken or written words that have the purpose of conveying a message. The message are about human experiences, jokes, how to make something, etc.

*Conclusion*

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### III. Check your completion by answering the following questions

In writing the introduction, besides writing your thesis statement, the way which you use to start an interesting and relevant introduction is (choose one of them by putting a tick):

- (a) Short anecdote that leads to your topic [ ]
- (b) Surprising statement/fact that relates to your topic [ ]
- (c) Quotation from a famous person or expert that introduces your topic [ ]
- (d) Brief and interesting historical review of your topic [ ]
- (e) Statement which stresses the importance of your topic [ ]
- (f) Contradiction – someone else's opinion (opposite of yours) about your topic [ ]

In writing your conclusion, to summarize the findings of your paper you do the followings (put a tick after the reminder that you have already considered and written).

- (a) Remind the readers of the paper's main ideas and wrap up your argument. [ ]
- (b) Restate the thesis in different words/phrases. [ ]
- (c) Briefly summarize the main points of your paper. Again, say these in a different way, so readers are not bored by repetition of the same sentences and phrases. [ ]
- (d) Use your own thoughts, not your sources'. The place for source support was in the body paragraphs, not the conclusion. [ ]
- (e) Do not write any new information, points, or support in the conclusion. [ ]

/2/

QUESTION: How to achieve the mastery of grammar related to the use of past tense?

ANSWER:

By reading as many narrative texts as possible

THESIS:

To achieve the mastery of grammar concerning with the use of past tense can be done by reading as many narrative texts as possible.

## SECTIONS:

1. Giving explanation about the pattern of past tense.
2. Giving students the opportunity to read intensively, especially narrative texts, in order to recognize the past tense.
3. Applying the use of past tense in the classroom by asking the students to write their past experience.

### Mastering Past Tense by Reading Narrative Texts By Ratih

#### INTRODUCTION

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.... To achieve the mastery of grammar concerning with the use of past tense can be done by reading as many narrative texts as possible.

#### BODY PARAGRAPHS

**Giving explanation** about the pattern of past tense is one of some ways to achieve the mastery of grammar concerning with the use of past tense. Giving explanation to the students can be done orally and can make use of video about **the pattern of past tense**. Actually the pattern of the past tense can be found in **the dictionaries**, grammar textbooks, websites via google, and other sources. However, making use of a good dictionary is more complete because we can find many things in it including the form or pattern of past tense, and the important thing is **to read diligently**. Thus, if we read the dictionary diligently, the mastery of grammar concerning with use of past tense can be reached.

Giving students the opportunity **to read intensively**, especially narrative texts, in order to recognize the past tense can be used to master grammar related to the use past tense. Reading intensively can be done by giving students some stories, fiction or non-fiction, which are related to the use past tense in the form of **hard copy**. If we give **the reading texts** in hard copy, student can read intensively. **The examples** of reading texts intended are *the Mouse Deer and the Farmer, Cinderella, the, King of Midas and the Golden Rose*, etc. These examples belong to the narrative which are very easy to get and to understand.

Applying the use of past tense in the classroom by asking the students to write **their past experience** can be used to master grammar related to the use of past tense.

**(1).....**

#### CONCLUSION

To improve writing skills related to adverbial clause material is by studying the theory of OSASCOM, reading material about adverbial clause, reading sample about adverbial clause material, Question and answer about adverbial clause material in class.

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#### QUESTION:

How to solve my problem in composing adverbial phrase by using the theory of OSASCOM?



ANSWER:

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THESIS:

To solve my problem in composing adverbial phrase by using the theory of OSASCOM can be done by providing students with as many examples of adverbial phrase as possible and working on issues related to adverbial phrase.

SECTIONS:

1. The theory of OSASCOM in composing adverbial phrase
2. Reading examples of sentences with adverbial phrase in them
3. Holding question and answer about adverbial phrase material in English class

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#### INTRODUCTION

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..... To solve my problem in composing adverbial phrase by using the theory of OSASCOM can be done by providing myself with as many examples of adverbial phrase as possible and working on issues related to adverbial phrase.

#### BODY PARAGRAPHS

(3) The theory of OSASCOM in composing adverbial phrase

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Reading examples of sentences with adverbial phrase in them

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Holding question and answer about adverbial phrase material in English class

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#### CONCLUSION

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#### QUESTION:

How to solve my problem in achieving pronunciation mastery?

#### ANSWER:

By listening to English songs, watching English films, and applying my pronunciation in my daily conversation

#### THESIS:

To solve my problem in achieving pronunciation mastery can be done by listening to English songs, watching English films, and applying my pronunciation in my daily conversation.

#### SECTIONS:

1. Listening to English songs
2. Watching English films
3. Applying my pronunciation

### Some Attempts for Achieving my Pronunciation Mastery By Fitri

#### INTRODUCTION

To solve my problem in achieving pronunciation mastery can be done by listening to English songs, watching English films, and applying my pronunciation in my daily conversation.

#### BODY PARAGRAPHS

**Listening English songs** can be used to solve my problem in achieving pronunciation mastery. For example, *My Love* by Westlife, *Sometimes* by Britney Spears, *Diamonds* by Rihanna are the **English songs** that I can utilize. The English songs can be found, **among others**, on many television channels. **Other** option is by downloading the English songs found in the internet. There are still other alternatives such as by buying VCD to enable me to listen to English songs.

**Watching English films** can be used to solve my problem in pronunciation mastery. For example, *The Warrior Gate*, *The Boss Baby*, and *Jurassic World* are the **English films** that I can utilize. The English films can be found, **among others**, on many television channels. There are other options, for example by downloading the English films found the internet or

buying VCD.

Applying my pronunciation in my daily conversation can be used to solve my problem in achieving pronunciation mastery. For example, we can apply my pronunciation by joining English club, debate competition, seminar, etc. In English club I can learn much not only about pronunciation but also about grammar. In joining English club we learn about pronunciation more intensively, namely how to speak with good pronunciation.

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#### CONCLUSION

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#### QUESTION:

How to build my self-confidence to make me active in speaking class?

#### ANSWER:

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#### THESIS:

To build my self-confidence to make me active in speaking class can be done by speaking English in daily activities with someone who wants to be able to speak English too and by making use of my self-confidence in speaking class.

#### SECTIONS:

1. Speaking English in daily activities
2. Finding someone who wants to speak English
3. Making use of my self-confidence

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#### INTRODUCTION

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..... To build my self-confidence to make me active in speaking class can be done by speaking English in daily activities with someone who wants to be able to speak English too and by making use of my self-confidence in speaking class.

#### BODY PARAGRAPHS

Speaking English in daily activities which becomes my habit can be a good solution

to build my **self-confidence**. When they find unfamiliar words and they don't know how to pronounce them they must keep their self-confidence by **looking for** them in dictionary. After finding the English words they look for, they will have **new vocabulary** which will enrich their English mastery. The new vocabulary they find will increase their self-confidence in speaking English.

Finding **someone** who wants to speak English can be very helpful. Someone whom I find should want to be able to **speak English** fluently too. My **classmate** or roommate must be eager to speak English too. I should speak English frequently with, say, my classmate whom I **choose**. If there is someone who can speak English fluently, he or she can also be chosen.

Making use of my self-confidence in speaking class can be something I will be proud of.

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## CONCLUSION

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## ANSWER KEY:

(1) ..... **their past experience** ..... (anything, but it should be written structurally correct. And, you should know that it is the second sentence of the third supporting paragraph)

(2) **by providing students with as many examples of adverbial phrase as possible and working on issues related to adverbial phrase** (this is the only answer. And, you should know this is the answer of your question.)

(3) **The theory of OSASCOM in composing adverbial phrase** ..... (anything, but it should be written structurally correct. And, you should know that it is the second sentence of the first supporting paragraph)

(4) ..... **good pronunciation** ..... (anything, but it should be written structurally correct. And, you should know that it is the last sentence of the third or last supporting paragraph. As a consequence, it should consider: “**Applying my pronunciation** in my daily conversation can be used to solve my problem in achieving pronunciation mastery.”)

(5) **by speaking English in daily activities with someone who wants to be able to speak English too and by making use of my self-confidence in speaking class** (this is the only answer. And, you should know this is the answer of your question.)

(6) Making use of my self-confidence in speaking class can be something I will be proud of.  
.....1.....2.....  
.....3.....4.....  
.....5.....6.....  
..... (anything, but it should be written structurally correct. And, you should know that it is the third or last supporting paragraph. As a consequence, it should consist of five or six sentences.)

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You are to read some would-be papers written by your classmates, and then you are to complete the blank spaces by considering the context each. The blank spaces are **in green**, and write the numbers and your own sentences or paragraph on the answer sheet provided.  
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#### QUESTION:

How to overcome my difficulty in achieving the mastery of Grammar 3?

#### ANSWER:

Lecturer should provide students with many sentences using noun phrase in them.

#### THESIS:

To overcome my difficulty in achieving the mastery of Grammar 3 (grammar focusing on noun phrase), lecturer should provide students with as many sentences using noun phrase as possible.

#### SECTIONS:

1. Grammar as rules for composing good sentences
2. Noun phrase representing something or someone in a sentence
3. Composing a sentence using noun phrase

Achieving the Mastery of Grammar 3: Grammar Focusing on Noun Phrase  
By Putri Yuni Mentari

INTRODUCTIONS

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BODY PARAGRAPH

Grammar consists of many rules for **composing** good English sentences. Actually, when composing sentences, we consider many **rules**. Sometimes we write English sentences using **Indonesian rules**. In writing sentences, applying rules in English **grammar** is different from applying rules in Indonesian one. In English grammar, there are many rules to compose good sentences.

**Noun phrase** can represent something or someone in a sentence. Noun phrase **functions** to represent a certain entity. Sometimes, in a sentence, noun phrase functions as a pronoun for **a subject** of sentence. The subject which can be represented by noun phrase will possibly more complete.

Composing a sentence using noun phrase is one of **the strategies** to exercise when you learn composing noun phrase. Actually, the strategy can be used not only in learning noun phrase but also in learning many parts of **grammar**. Learning grammar during mastering English is **so important** because learning grammar cannot be separated from learning writing. You can use this strategy if you want to improve your ability in composing correct noun phrase as well as in writing good sentences.

CONCLUSION

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QUESTION:

How to overcome my problem in mastering the subject of Writing For Personal Communication?

ANSWER:

I must first learn how to construct meaningful sentences.

THESIS:

To overcome my problem in mastering the subject of Writing For Personal Communication, I must first learn how to construct meaningful sentences.

SECTIONS:

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- ..(3).....
- ..(4).....

Constructing Meaningful Sentences in Achieving Writing for Personal Communication  
By Ahdzika Nur H.

INTRODUCTION

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..... To overcome my problem in mastering the subject of Writing For Personal Communication, I must first learn how to construct meaningful sentences.

BODY PARAGRAPHS

**Writing** is one of the four language skills. Writing, together with speaking, belongs to the productive skills, so it is very important to **master**. The first thing to do in mastering writing is the capability of writing **good sentences**. To write a good sentence by all means needs to know about the **components** of writing. We have to understand these components in order to master writing skill more easily.

**Grammar** is important in mastering writing. Grammar makes our written messages more **readable**. Our **sentences**, say, will be interesting. It is necessary to make our readers comprehend quickly and easily when reading our sentences by writing them **grammatically** correct. In fact, to write a good sentence we have to understand the rule and pattern found in grammar subject.

**Constructing** meaningful sentence is indispensable. Someone can be categorized being capable of writing well if he can construct **sentences** well. Sentence construction is a collection of words that conveys sense or **meaning** and that is formed according to the logic of grammar. Meaning should **flow** from one sentence to the next. To flow well, we need to know how to construct meaningful sentence.

CONCLUSION

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- (3) .....
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## QUESTION

How to solve my problem in mastering grammar one (grammar focusing on conditional sentences)?

## ANSWER

I should learn such a subject by practicing autonomous learning namely learning outside the classroom (at home) together with my classmates.

## THESIS:

to overcome my problem in mastering grammar one (grammar focusing on learning conditional sentences), I should learn such a subject by practicing autonomous learning namely learning outside the classroom together with my classmates.

## SECTIONS:

1. Grammar consisting of many rules
2. Conditional sentences considering not only patterns but also logic
3. Practicing autonomous learning by utilizing IT

## Learning Conditionals Sentences Autonomously By Devira Elwynda Satriavi

### INTRODUCTION

..... to overcome my problem in mastering grammar one (grammar focusing on learning conditional sentences), I should learn such a subject by practicing autonomous learning namely learning outside the classroom together with my classmates.

### BODY PARAGRAPHS

Grammar consists of many **rules or patterns**. The rules or patterns is the most important part in **learning grammar**. We have to learn and understand them well because if we don't understand them we can't make any **good sentence**. To make a good sentence by all means we need to master quite many rules or pattern.

Conditional sentences are not only related to patterns but also **logic**. Being logical, to me, is the first thing to do in order to understand the rules or patterns of **conditional sentences**. In teaching conditional sentences an **English teacher** need to provide his or her students with as many as examples. The English teacher should teach conditional sentences logically indeed.

Practicing **autonomous learning** by utilizing IT (for instance, searching in the internet) is a promising attempt. In doing autonomous learning, I should provide myself with some **materials** related to conditional sentences. These materials can be of soft files in the form of pdf that can be found in the **internet**. Actually, the internet helps us very much in practicing autonomous learning.

### CONCLUSION

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..... I should learn such a subject by practicing autonomous learning namely learning



outside the classroom together with my classmates in order to overcome my problem in mastering grammar one (grammar focusing on learning conditional sentences).....

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#### QUESTIONS:

How to overcome my problem in mastering speaking 3 (speaking for presenting in a conference)?

#### ANSWER:

I must develop both my vocabulary and self-confidence.

#### THESIS:

To overcome my problem in mastering speaking 3, I must develop both my vocabulary mastery and self-confidence.

#### SECTIONS:

1. Vocabulary related to language of meeting
2. Self-confidence presenting a speech in front of audience
3. The importance of presenting in a conference

Achieving the Mastery of Speaking for Presenting in a Conference  
By Nisa Fitrianarni

#### INTRODUCTION

..... To overcome my problem in mastering speaking 3, I must develop both my vocabulary mastery and self-confidence.

#### BODY PARAGRAPH

My Vocabulary related to language of **meeting** needs to be developed. When holding a meeting I need a **specific vocabulary** for such a purpose. In this case, specific vocabulary,

such as *ladies and gentlemen, the floor is yours, etc, must be mastered*. The mastery of such vocabulary can be done by **reading and practicing**. Reading and practicing the language of meeting are needed in order to solve my problem.

My **self-confidence** needs to be developed. When developing my self-confidence, I must **practice** to speak loudly. The practice, in this case, includes practicing in front of the mirror before **presenting** in front of the audience. Presenting in front of **my classmates** first is very beneficial. My classmates definitely can help me to develop my self-confidence.

Presenting in a conference is very importance for students of English department. (6).....

## CONCLUSION

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## QUESTION:

Why do I have difficulty in achieving good score in the subject of *Introduction to Linguistics*?

## ANSWER:

Because I have to read a lot of materials whereas the questions for accomplishing the examination are not focused

## THESIS:

I have difficulty in achieving good score in the subject of *Introduction to Linguistics* because I have to read a lot of materials whereas the questions for accomplishing the examination are not focused.

## SECTIONS:

1. The subject of *Introduction to Linguistics*
2. Accomplishing the examination
3. Questions of the examination

## INTRODUCTION

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..... have difficulty in achieving good score in the subject of *Introduction to Linguistics* because I  
..... have to read a lot of materials whereas the questions for accomplishing the examination are  
..... not focused.

## BODY PARAGRAPHS

The material of *Introduction to Linguistics* is so **broad**. Being so broad entails being  
difficult to **focus** on. To focus on a certain material helps the students to be **successful** in  
attending the examination. To be successful in accomplishing the examination can be done by  
**comprehending** what parts the lecturer wants me to learn seriously. Comprehending the  
material of *Introduction to Linguistics* can be realized if it is not so broad.

Accomplishing the examination of *Introduction to Linguistics* is quite **different** from  
learning its  
materials..(7).....

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**Questions** of the examination of *Introduction to Linguistics* should be more  
specific...(8).....

## CONCLUDING PARAGRAPH

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**ANSWER KEY:**

**(1) To overcome my difficulty in achieving the mastery of Grammar 3 (grammar focusing on noun phrase), lecturer should provide students with as many sentences using noun phrase as possible.** (this is the only answer. And, you should know this is your thesis statement.)

**(2) Writing is one of the four language skills.**

**(3) Grammar is important in mastering writing.**

**(4) Constructing meaningful sentence is indispensable.**

(this is the only answer. And, you should know these are your sections.)

**(5)** .....  
(anything, but it should be written structurally correct. And, you should know that it is the first sentence of the conclusion. As a consequence, it should connect between “**Actually, the internet helps us very much in practicing autonomous learning.**” and “**I should learn such a subject by practicing autonomous learning namely learning outside the classroom together with my classmates in order to overcome my problem in mastering grammar one (grammar focusing on learning conditional sentences.)**”)

**(6)** .....  
(anything, but it should be written structurally correct. And, you should know that it is the second sentence of the third supporting paragraph. As a consequence, it should consider the previous sentence namely “**Presenting in a conference is very importance for students of English department.**”)

**(7)** ..... **different** .....  
(anything, but it should be written structurally correct. And, you should know that it is the second sentence of the second supporting paragraph.)

**(8)** ....**1.....Questions.....2.....**  
.....**3.....4.....**  
.....**5.....**  
.....**6.....**

(anything, but it should be written structurally correct. And, you should know that it is the third supporting paragraph. As a consequence, it should consist of five or six sentences.)

You are to read some would-be papers written by your classmates, and then you are to complete the blank spaces by considering the context each. The blank spaces are **in green**, and write the numbers and your own sentences or paragraph on the answer sheet provided.

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QUESTION:

How to master the use of phrasal verb in the English grammar?

ANSWER:

I have to comprehend the pattern of phrasal verb.

THESIS:

To master the use of phrasal verb in the English grammar I have to comprehend the pattern of phrasal verb.

SECTIONS:

1. Mastering phrasal verb and its influence on the next materials
2. Utilizing the pattern of phrasal verb
3. Comprehending the pattern of phrasal verb

Comprehending the Pattern for Mastering Phrasal Verb  
By Evi Kurniawati

INTRODUCTION

.....  
..... To master the use of phrasal verb in the English grammar I have to comprehend the pattern of phrasal verb.

BODY PARAGRAPHS

**Phrasal verb** is important to master because it influences on the mastery of other materials especially the higher ones. The examples of phrasal verb which students have **difficulty** to master are *grow up, look for, and make up*. The difficulties faced by students usually deal with the **meaning** of phrasal verbs themselves. The meaning of phrasal verbs, if **translated** word by word, can be quite different from the meaning found in the dictionary. In this case, translating phrasal verbs using dictionary is unable to solve the problem, and then it influences on the mastery of higher materials.

Pattern can be used to clarify the phrase of verb found in a sentence (1) .....

.....  
..... Comprehending the pattern can be a good solution to master the use of phrasal verb

..... (2).....

CONCLUSION

- (1) .....  
(2) .....

\*\*\*

QUESTION:

What is the solution to improve our public speaking skill?

ANSWER:

Talking in English frequently, mastering vocabulary, and listening to English songs

THESIS:

Talking in English frequently, mastering vocabulary, and listening to English songs are the solution to improve our public speaking skill.

SECTIONS:

1. Talking in English
2. Mastering vocabulary
3. Listening to English songs

Improving Our Public Speaking Skill  
By Novia Puji Lestari

INTRODUCTION

..... Talking in English frequently, mastering vocabulary, and listening to English songs are the solution to improve our public speaking skill.

BODY PARAGRAPHS

Talking in English is the first step if we want to improve our **public speaking skill**. Public speaking is a skill, so it is a must to **practice**. To practice our speaking, we can **join ESC** as one of some good options. Joining ESC needs some **requirements** if we want to be a committee. The requirements are, among others, attending an **interview** and reciting some Al Qur'an verses. Attending an interview needs some preparation, so we unavoidably must practice our speaking.

Mastering vocabulary is the second step to **improve** our public speaking skill. To improve our speaking skill by all means **mastering** vocabulary must be prioritized. Vocabulary mastery can be done by **reading** as many reading materials as possible. In fact, there is a close relationship between reading skill and speaking skill.

Listening to English songs is the third or the last step if we want to be **successful** in mastering our speaking skill. Being successful in mastering speaking skill will be **something** that we can be proud of. Something that deserves our **struggle** means that we should focus on it. To struggle in mastering our speaking skill can be done by listening to English songs.

CONCLUSION

**(3)**..... The solution to improve our public speaking skill include talking in English frequently, mastering vocabulary, and listening to English songs.....

**(3)** .....

\*\*\*

QUESTION:

How to solve my problem to get a good skill in writing especially in writing about many kinds of sentences?

ANSWER:

I must study hard by the help of websites found in the internet especially the material of writing found in <https://time4writing.com>.

THESIS:

To solve problem in mastering a good skill in writing, especially writing about many kinds of sentences, I must study hard by the help of websites found in the internet especially the material of writing found in <https://time4writing.com>.

SECTIONS:

1. Practicing my writing by using the materials found in the internet
2. Reading a lot of textbooks about writing skill in the internet
3. Learning grammar more intensively using the materials found in the internet

Learning Writing by Making Use of Websites in the Internet  
by Manisa

INTRODUCTION

.....  
..... To solve problem in mastering a good skill in writing, especially writing about many kinds of sentences, I must study hard by the help of websites found in the internet especially the material of writing found in <https://time4writing.com>.

BODY PARAGRAPHS

**Practicing** my writing by using websites in the internet as much as possible is important. It is impossible to master writing **skill** without practicing it. Like mastering how to swim well, for instance, mastering how to **write** well must be **practiced** because both of them constitute skill. I am sure that using websites in the internet can help us to practice our writing skill.

**Reading** a lot of textbooks related to writing skill found in the internet is needed. If we want to write, we need to read, especially reading **materials** about writing skill found in the internet. Such materials, for example the materials found in the <https://time4writing.com>, can be searched quite easily. The website can help me to find a lot of materials about writing skill.

**Learning grammar** more intensively using the materials found in the internet is very helpful. We can learn **grammar** to make our writing skill better. If we **understand** grammar, we can make use of it to write good English sentences. Learning grammar is very helpful for the sake of understanding other English materials related to writing.

CONCLUSION

**..(4).....** I must study hard by the help of websites found in the internet especially the material of writing found in <https://time4writing.com> in order to solve my problem in mastering a good skill in writing, especially writing about many kinds of sentences.....  
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(4) .....

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QUESTION:

How to solve my problem in achieving good score in the subject of pronunciation?

ANSWER:

To achieve good score in the subject of pronunciation, I have to do exercises more.

THESIS:

Doing exercises more is the way to solve my problem in achieving good score in the subject of pronunciation.

SECTIONS:

1. Reading loudly some passages taken from English textbooks
2. Finding some unfamiliar words in dictionary and learning how to pronounce them
3. Keeping speaking English especially with classmates

INTRODUCTION

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.....(5).....

BODY PARAGRAPHS

.....(6).....  
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.....(7).....  
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.....(8).....  
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CONCLUSION

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(5) .....  
(6) .....  
(7) .....  
(8) .....

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/5/

You are to read some would-be papers written by Anita, Diyah, Fitry, Janah, Rizka, and Tetra, and then you are to complete the blank spaces by considering the context each. The blank spaces are **in green**, and write the numbers and your own sentences or paragraph on the answer sheet provided.

\*\*\*

QUESTION:

Why do I have difficulty to face the subject of Grammar Two (grammar focusing on clauses)?

ANSWER:

I have difficulty to face the subject of Grammar Two because I cannot make any sentence with clauses in it which is grammatically correct.

THESIS:

I have difficulty to face the subject of Grammar Two, grammar focusing on clauses, because I cannot make any sentence with some clauses in it.

SECTIONS:

1. The subject of Grammar Two
2. Some kinds of Clause
3. Making a sentence with clauses

Facing the Subject of Grammar Two  
By Anita

INTRODUCTION

..... I have difficulty to face the subject of Grammar Two, grammar focusing on clauses, because I cannot make any sentence with some clauses in it.

BODY PARAGRAPHS

Grammar Two is the subject which is available in the **third semester**. During the third semester I was **confused** to deal with such a subject. I was confused because the subject consisted of many parts of relative **clauses**. An example of a sentence **containing** relative clauses is "I met my little sister whose bag is red." The content of a sentence can be of some kinds of clauses which are discussed thoroughly in the subject of Grammar Two.

Kinds of clause found in a **sentence** can be of adverbial clause, adjective clause, noun clause, and relative clause. In a sentence, I frequently found **some kinds of clause** which made me confused. A sentence which has some kinds of clause is called **subordinate clauses**. An example of subordinate clauses is "This car is very clean, only that there is a rubbish on the tire."

**Making a sentence with clauses.....**

CONCLUSION

**(1)** Making a sentence with clauses .....

\*\*\*

QUESTION:

Why do I have difficulty to face the subject of writing?

ANSWER:

It is because I can't explore my mind. It means that I have difficulty to write something. I am confused how to start my writing.

THESIS:

I have difficulty to face the subject of writing because I cannot explore my mind.

SECTIONS:

1. The difficulty in mastering writing skill
2. My mind can be of the solution
3. Exploring mind overcoming my writing problem

Exploring Mind for Mastering Writing  
By Diyah

INTRODUCTION

I have difficulty to face the subject of writing because I cannot explore my mind.

BODY PARAGRAPHS

The difficulty in mastering writing skill.....

My mind can be of the solution.....

Exploring mind overcoming my writing.....

CONCLUSION

2 My mind can be of the solution .....

\*\*\*

QUESTION:

ANSWER:

THESIS:

SECTIONS:

- 1.
- 2.
- 3.

Mastering TOEFL in Listening 3 Autonomously  
By Fitry

INTRODUCTION

Listening examination as a part of English national examination started being implemented in the year of 2000s. The implementation of such an examination needs some devices such as loud speaker, some cassettes, etc. To examine the students' listening skill is different from to examine other students' language skills, at least dealing with the instrument to obtain the students scores. As a prospective English teacher I have to master the four language skills, and, to me, Listening Three is the most difficult subject in English education program I have already faced so far. I have difficulty to face the subject of Listening Three because I cannot focus on native speakers' utterances and cannot learn it again outside the language laboratory.

BODY PARAGRAPHS

Focusing on the material is the first thing to do in Listening Three class. Focusing on the material needs my concentration very much. To concentrate in listening class, especially in mastering TOEFL, can be done by avoiding the obstacles such as being hungry, being sleepy, and thinking of other tasks. To avoid the obstacles is important to do in order that I can focus on the material.

Utterances coming from English native speakers are the main materials in Listening Three class. The materials in listening three class is mainly about TOEFL. Listening Three is the continuation of Listening Two but the former is more difficult than the latter. It is more difficult because there are a lot of utterances coming from native speakers.

Studying at home autonomously can be of the treatment. The treatment can only be done if I provide myself with flashdisk containing the toefl test. The contents of listening toefl test are small talk, longer talk, and speech. Among these contents, the speech is the most challenging. Thus, in studying at home autonomously, I should focus on listening to the speech.

CONCLUSION

3. SECTIONS:

1. ....
2. ....
3. ....

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QUESTION:

Why do I have difficulty in learning grammar?

ANSWER:

It is because sometimes I forget the pattern that I have already learned.

THESIS:

I have difficulty in learning grammar, espacially Grammar Three, because sometimes I forget the patterns due to being unable to apply them frequently.

SECTIONS:

1. Grammar Three, about mastering complex sentence
2. The pattern of complex sentence
3. To apply the pattern of complex sentence

Learning Grammar by Applying the Patterns  
By Janah

INTRODUCTION
..... I have difficulty in learning grammar, espacially Grammar Three, because sometimes I forget the patterns due to being unable to apply them frequently.
BODY PARAGRAPHS
Grammar three, about mastering complex sentence, is the most difficult subject for me
.....
.....
The pattern of complex sentence is quite complicated.....
.....
To apply the pattern of complex sentence needs not only being intelligent but also being diligent. Being diligent means being able to provide myself with abundant time to apply the pattern.
.....
CONCLUSIONS
.....
.....

(4) .....
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QUESTION:

What should I do to be able to speak fluently?

ANSWER:

I should practise to speak English everyday by joining ESC programs.

THESIS:

In order to be able to speak fluently I should practise to speak English everyday by joining ESC program.

SECTIONS:

1. ....
2. ....
3. ....

Joining ESC Program and Mastering Speaking Skill  
By Rizka

INTRODUCTION
..... In order to be able to speak fluently I should practise to speak English everyday by joining ESC program.
BODY PARAGRAPHS
To be able to speak fluently is a skill that a student of English education program should master. It is quite easy to speak English, but it is quite difficult to speak english fluently. As a student, we must try hard to be able to speak English easily, but we must try hard to speak English not only easily but also fluently. Without being able to speak fluently, as a student we will feel ashamed.
The importance to practice to speak is agreed by all of English Language Teaching (ELT) professionals. It is important to practice, but the problem is that when and where we can practice. During learning-teaching activity in the classroom is possibly the best time and place to practice our speaking skill. However, to practice our speaking skill can also be done outside classroom. Practicing

Joining ESC Program is an example of practicing our speaking skill outside classroom. Joining ESC program actually is not a must for the students, but to me it is a “must”. I am sure if we do something without being forced, it is a must for me to do, the result will be much better. The result of joining ESC program is at least we can speak English easily, and, in near future, we can speak English fluently.

.....

1. ....
2. ....
3. ....

QUESTION:

ANSWER:

THESIS :

SECTIONS:

## 2. Vocabulary mastery

### 3. Using vocabulary contextually

By Tetra

English teaching in Indonesia in 1970s emphasized on the teaching of reading skill. It is because English was taught to provide the students of upper secondary school with the skill to read English textbooks easily when they already studied at university or college .....

..... We can develop our reading comprehension skill by using vocabulary contextually.

[illegible]

## CONCLUSION

(6).....

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Directions:

- This is an open-booked examination.
- Except for Part A, write down your answers on answer sheet provided.

A. Check your understanding on writing a paper or academic essay by putting a tick (✓).

No.	Statements	True	False
1	An academic writing assignment is supposed to be your opportunity to explore something that interests you from your course. You have freedom to choose a topic, empty pages on which to express your own ideas, and an audience that is interested in reading what you think.		
2	In an academic writing assignment, you will start by asking a good question, then find and analyze answers to it, and choose your own best answer(s) to discuss in your paper.		
3	So the goal of academic writing is not to show off everything that you know about your topic, but rather to show that you understand and can think critically about your topic.		
4	The goal of your paper is to answer the question you posed as your topic. Your question gives you a purpose. The most common purposes in academic writing are to persuade, analyze, and synthesize.		✓
5	Your paper will have and support your own original idea about the topic. This is called the thesis statement, and it is your answer to the question.		
6	Every paragraph (even every sentence) in your paper will support your thesis statement. There will be no unnecessary, irrelevant, unimportant, or contradictory information.		
7	Your paper will be unlikely to include contradictory or alternative points of view, and you will never respond to and critique them to further strengthen your own point of view.		✓
8	Academic writing follows a standard organizational pattern. For academic essays and papers, there is an introduction, body, and conclusion. Each paragraph logically leads to the next one.		
9	The introduction catches the readers' attention, provides background information, and lets the reader know what to expect. It also has the thesis statement.		
10	The body paragraphs support the thesis statement. Each body paragraph has one main point to support the thesis, which is named in a topic sentence. Each point is then supported in the paragraph with logical reasoning and evidence. Each sentence connects to the one before and after it. The readers do not have to work to find the connection between ideas.		

11	The conclusion summarizes the paper's thesis and main points and shows the reader the significance of the paper's findings.		
12	An argumentative paper would probably have a yes/no question, such as "Should the morning after pill be sold to girls under 16?" or "Should animal organs be used for human transplants?" And then, of course, your paper would argue for your answer to the question.		
13	An analytical paper most likely has a why/how question, such as "How has Poland's ban on abortions affected women's lives?" or "How effective is the article in supporting the author's thesis?" And then, of course, your paper will analyze the various answers, justifying your point of view to the audience.		
14	An informative paper often has a what/why/how question, such as "What are the negative aspects of wind energy?" or "What are the causes of anorexia in teenage boys?" And then, of course, your paper will explain the various answers, giving the readers a new way of looking at the topic.		
15	The thesis statement is the most important sentence in your paper. If someone asked you, "What does your paper say?" your answer would be your thesis statement. <i>Everything</i> you write will support this statement.		
16	The thesis statement is a fact, question, and view of the topic and what you ignore to say about it.		√
17	Many writers do the body paragraphs first and save the introduction and conclusion for the end.		
18	The introduction of a paper or academic essay is usually 1-2 paragraphs long – longer for longer papers with more background information.		
19	Some (but not all) of the ways to start an interesting and relevant introduction are short anecdote that leads to your topic, surprising statement/fact that relates to your topic, quotation from a famous person or expert that introduces your topic, and brief and interesting historical review of your topic		
20	Do not begin with your thesis idea! Use the introduction to build up to your thesis statement, so it comes with a little tension.		
21	Avoid dictionary and encyclopedia definitions if possible and explain in your own words what the important concepts in your paper mean.		
22	Topic Sentence is usually, but not always, the first sentence of the paragraph. If it's not the first sentence, it should be very clear which sentence is the topic sentence.		
23	The topic sentence is something from a source. It is not your idea.		√
24	Do not rely on sources too much. It's your paragraph, so it should contain your ideas about the topic as well.		
25	Relate your conclusion to the hook sentence(s) from your introduction. This can be a very effective way of wrapping up your paper.		

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B. Read the following academic essay carefully, and then answer the questions that follow.

# Mastering Reading Aloud and Practicing Pronunciation

By Nur Azizah (152120103)

To me, reading subject is one of the most important subjects. A reading text will be interesting when I can read it easily. Actually, encountering many new vocabulary make me confused to read it, and it makes the reading text uninteresting. I think, to read loudly all new vocabulary by pronouncing them correctly I must make use of a reliable dictionary. In order to be able to read aloud a narrative text well I should read the narrative text more frequently, learn more intensively the text, and practice to pronounce the new vocabulary more dilligently.

The difficulty in mastering reading narrative text or story is one of my problem that I must overcome. According to Namara (2007), the importance of reading strategies is becoming increasingly recognized. Material of reading narrative text is available in the first semester. In that semester, I felt confused to read it especially when I encountered many new vocabulary. According to Erickson (2006), reading academic texts published by those disciplinary experts permits students to immerse in the culture of the discipline and facilitates learning its conventions, discourse, skills, and knowledge. So, to solve this problem I must use the reliable dictionary and read the phonetic transcriptions. According to Robinson and Unruh (2003), instructional practices in reading comprehension have shifted over the last century And then one by one my problem can be done. Thus, by doing so, I can overcome the difficulty in mastering reading narrative text.

Learning more intensively the narrative text or story and understanding the grammar while reading it is one of the most important parts. Pressley (2002) states that comprehension of narrative text is better when the text is organized to a well-known story grammar. Because if I read the narrative text without understanding the story, it will not be interesting at all. I can learn deeply the story by practicing to pronounce the new vocabulary in front of the mirror. By learning deeply and practicing to pronounce in front of the miror I can improve my understanding of the story.

Practicing to pronounce new vocabulary is a good way to develop our reading skill. According to Levis (2005), pronunciation is part of the curriculum in many adult education programs; it is often not included in state language proficiency standards or addressed systematically in instruction. It is easy for me, because I can practice autonomously at home everyday. Furthermore, I should spent my time to practice pronouncing new vocabulary. In fact, a learner needs to begin learning the language before age 7 in order to develop native-like pronunciation (Lenneberg, 2000). I am sure if we do something without being forced, realizing that it is a must for me to do so, the result will be much better. The result of practicing pronunciation is at least we can read aloud the narrative text well.

Practicing reading aloud is one of some ways to develop my reading skill. For the sake of being capable of reading aloud a narrative text well I should read the narrative text more frequently, learn more intensively the text, and practice to pronounce the new vocabulary more dilligently. Reading narrative text will be easier and comprehending it will be better when I first pronounce the new vocabulary. I should spent my time to practice reading aloud. To solve my problem related to the fact that reading subject is one of the most important subjects I should overcome it immediately and systematically.

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- Gilbert, J. (2008). *Teaching Pronunciation Using the Prosody Pyramid*. New York: Cambridge University Press.



Based on the paper above, we know that:

The thesis statement: .....  
.....  
.....

Section 1: .....

Section 2: .....

Section 3: .....

Furthermore, the thesis statement can also be found in the concluding paragraph. Underline it, and then rewrite it on the answer sheet.

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C. Read the following academic essay carefully, and then answer the questions that follow.

## Teaching Grammar on Past Tense

By Ratih Purwaningrum

A story or a description of a series of events is called narrative. We cannot say that narrative is simply about entertaining the readers. Instead, narrative has a powerful social besides being a medium for entertainment. We can conclude that narrative is one of some ways to learn grammar especially on past tense. To achieve the mastery of grammar related to the use of past tense can be done by giving explanation about the pattern of past tense, reading as many narrative texts as possible, and applying the pattern of past tense in the classroom.

Giving explanation about the pattern of past tense is one of some ways to achieve the mastery of grammar related to the use of past tense. Giving oral explanation to the students can be done and providing students with video about the pattern of past tense can also be done. Actually, the pattern of past tense can be found in the dictionaries, grammar textbooks, websites in the internet, and other sources. However, dictionary to some extent is more complete because we can find almost everything there including the form or the pattern of past tense. In fact, if we read the dictionary diligently, to master grammar related to the use of past tense can be achieved well.

Giving students the opportunity to read extensively, including narrative text, in order to recognize the pattern of past tense can be of a promising attempt. Pang et al in Yemina Alberti (2014) argued that reading is a complex activity in understanding written text that involves both perception and thought, also consists of word recognition and comprehension process. Reading extensively can be done by giving stories or short stories related to the use of past tense in the form of hard copy. If we give the text in hard copy, the students can read more intensively. Such a text can be found in the story of *the Mouse Deer and the Farmer*, *Cinderella*, *the King Midas and the Golden Rose*, etc. It is quite easy to understand and to get them.

Applying the pattern of past tense in the classroom by asking the students to write their past experience can be of a promising attempt to master of grammar related to use past tense. The students have to write past experience applying the pattern of past tense appropriately. Applying the pattern can help them to write good sentences. In addition, sentences in a paragraph are considered good ones if they are coherence. Huddleston in Jannah (2015) states that although a knowledge of grammar will not on its own create writing skills, there is good reason to think that understanding the structure of sentences helps to increase sensitivity to some of the important factors that distinguish good writing from bad one. As we know, to write our past experience we can use the pattern of past tense in order to be better.

The pattern of past tense can be used by students to write their past experience to be better. To achieve the mastery of grammar related to the use of past tense can be done by giving explanation about the pattern of past tense, reading as many narrative texts as possible, and applying the pattern of past tense in the classroom. Besides students are able not only to write their past experience but also to read narrative texts extensively. By writing past experience, reading narrative texts, and applying the pattern of past tense, the students will be easy to achieve the mastery of grammar on past tense. Actually narrative is a story or a description of a series of events which most of the students love to read it.

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 ejournal.stkipmpringsewu-lpg.ac.id/index.php/smart/ by Miftakhul jannah journal accessed on 21st December 2017

Based on the paper above, we know that:

The thesis statement: .....  
 .....  
 .....

Section 1: .....  
 Section 2: .....  
 Section 3: .....

Furthermore, the thesis statement can also be found in the concluding paragraph. Underline it, and then rewrite it on the answer sheet.

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D. Complete the concluding paragraph of the following academic essay based on its introduction and body paragraphs.

### Using Vocabulary Contextually for Developing Reading Comprehension Mastery

By Tetra Andriani Sara (152120095)

There are four language skills in English. The four language skill are listening, speaking, reading, and writing. In mastering reading comprehension we must have vocabulary needed and we must know the meaning in context. Actually, to overcome my difficulty in comprehending reading texts and to know the meaning of unfamiliar vocabulary contextually I should know well that reading comprehension can be held in a certain activity in the classroom, that employing certain reading strategies is important, and that the difficulties in comprehending reading texts by all means can be overcome.

Reading comprehension is an activity to understand more deeply the text that is already read. In attending in an activity of reading comprehension I usually encounter unfamiliar vocabularies.

Souhila (2013) states that one of the most difficult problems that make an obstacle for students in the comprehension of reading is facing unfamiliar words. Sometimes the unfamiliar words in text are difficult to understand. Thus, they become the hindrance of understanding the text. Ness (2009) states that...the value of reading comprehension instruction, content coverage may trump the explicit strategy instruction which promotes students' understandings of text. The hindrance can be overcome by memorizing the words and also their meaning. Comprehending words is the important factor in determining the degree of reading comprehension.

Employing certain reading strategies is an effective way used by EFL learners to be successful in mastering reading comprehension. According to Souhila (2013) reading strategy is more important for EFL learners to have the ability not only to read written materials but also to understand what they already read. So, EFL learners need to achieve comprehension in reading through applying appropriate and effective reading strategies. Mc Namara et al in Souhila (2013) views that reading strategies are more useful and beneficial for learners who show lack of knowledge in the domain of reading, as well as those with lower reading skill, these kinds of learners are strongly needed to these strategies to achieve reading comprehension. The problem is that I have difficulty to understand the text. Besides, reading comprehension is the process of extracting meaning from text. According to Woolley in Souhila (2011), the goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In order to understand the text I must know the meaning of the vocabularies.

Difficulties in comprehending reading texts must be overcome. The difficulties are in getting information from the reading text. I often fail in comprehending reading texts because of lack of vocabularies. Actually, lack of vocabularies can be solved by memorizing the meaning or by relating vocabularies with the context. According to Clarck in Souhila (2013), in the best way to solve this problem is to guess the meaning of unfamiliar words from the context in order to save time and to continue reading without interruption or referring to a dictionary. I can learn much about vocabulary meaning through different contexts in which it is used. Furthermore, Rouai in Souhila (2013) states that the ability to guess meaning from context is a useful skill to practice. So, I should practice to improve my reading skill by using context

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References

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Ness, Molly K. (2009). Reading Comprehension Strategies in Secondary Content Area Classrooms. *Teacher Use of and Attitudes Towards Reading Comprehension Instruction*. 49, Issue 2, Article 5.

**E. SUMMARY**

PAPER

The Introduction



## Body Paragraphs



## The Conclusion

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## Body Paragraphs

*before research*

**Research Question:** Are birth control pills safe for women?

**Thesis:** Birth control pills are safe.

Sections:

- I. Pills contain nothing harmful to health.
- II. Pills bring health benefits to women.
- III. Myths about birth control pills are wrong.



*after more thinking and/or research*

**Research Question:** Are birth control pills safe for women?

**Thesis:** Although there are some disadvantages, birth control pills are safe.

Sections:

- I. Pills contain nothing harmful to health.
- II. Pills bring some health benefits to women.
- III. Myths about birth control pills are wrong.
  1. They do not cause ovarian cancer, but prevent it.
  2. They do not cause breast cancer.
  3. It is safe to use them when breastfeeding if done right.
- IV. There are some minor disadvantages, but not for healthy women.

(4 sections, with a total of 6 paragraphs)



#### DETAILED OUTLINE

**Thesis:** Although there are some disadvantages, birth control pills are safe.

Section I/Paragraph #1 **Pills contain nothing harmful to women's health.**

1. Pills contain hormones produced by women's bodies.
  - Combination (estrogen+progestin) and progestin only (Planned Parenthood, 2003)
  - Estrogen – activates uterus, thickens walls. Progesterone – helps uterus accept egg (National Cancer Institute, 2003)
2. Pills give women the right amount of hormones so they can't get pregnant
  - Estrogen pill stops egg production, progestin pill will "thicken cervical mucus" so no fertilization (Planned Parenthood, 2003, Basics section, para. 2)
  - Hormones "fool the body into acting as if it's pregnant" (Alice, 1998)

Section II/Paragraph #2 **Taking birth control pills has benefits for women's health.**

1. Avoid unwanted pregnancy
2. Improve skin
  - less acne, less "excess" hair (Greenfield, 2004a)
3. Other benefits are fewer ovarian cysts, and less likelihood of anemia (Greenfield, 2004a)
4. Less painful menstruation
  - not so many cramps, lighter flow (Planned Parenthood, 2003)
5. Women can enjoy life

Section III: **Myths about birth control pills** are wrong.

Paragraph #3 Birth control pills do not **cause ovarian cancer**.

1. On the contrary, birth control pills help fight against cancer.
  - Progestin pill caused "increased cell turnover in the ovarian epithelium, indicating that progestin might lower ovarian cancer risk by activating cancer-preventative molecular pathways in the ovary – Duke Comprehensive Cancer Center ("Oral contraceptives," 2002). More cell turnover means pre-cancerous cells are destroyed earlier and faster.
  - Women who took pills with more progestin had lower risk of ovarian cancer than women on pills with more estrogen, but all women taking

the pill had lower risk of ovarian cancer than other women ("Oral contraceptives," 2002)

2. Some doctors even advise women to take the pill for five years because of its benefits in preventing ovarian cancer (Greenfield, 2004b)

3. The longer women use pill, more protection they have against ovarian cancer.

- Women who used pill for 1 year had 10-12% less chance of ovarian cancer.

- Women who use it for 5 years decrease risk of ovarian cancer by 50%. – Centers for Disease Control and Prevention, Harvard Medical School (National Cancer Institute, 2003)

4. Pill can especially help women with ovarian cancer in family history.

Paragraph #4 birth control pills do not [cause breast cancer](#).

Paragraph #5 It is possible to [use the pill during lactation](#).

Section IV/Paragraph #6 [The use of oral contraception has a few disadvantages](#).



## PAPER

### **Birth Control Pills: A Safe Choice for Women**

Gabriela Zurikova

Janka (24) bought a pregnancy test and now is waiting for the results, which makes her nervous. One second may change her whole life, and she could become the mother of an unwanted child. To avoid this stressful situation, it was only necessary to have used a 43-year-old method of birth control – the birth control pill – once a day. It has been taken by approximately 80% of American women today (Okie, 2002), and its effectiveness is over 99% if used correctly (Planned Parenthood, 2003). However, some women still fear that taking the birth control pill could harm their health. In fact, the pill's composition provides advantages to women, including prevention of ovarian cancer. There is also no connection between the pill and breast cancer, and its usage is possible while breastfeeding too. Although there are a few disadvantages to its use, the birth control pill is safe for women.

Birth control [pills contain nothing harmful to women's health](#). This oral contraception is divided into two groups. First are combination pills including estrogen and progestin (synthetic progesterone), and second are progestin-only-pills. Women's ovaries produce both estrogen and progesterone (Planned Parenthood, 2003). The pill thus contains the same hormones that women's bodies already have. According to the National Cancer Institute (2003), estrogen is a hormone which makes the uterus more active when a women's body becomes sexually mature. It also makes the endometrium (the uterus walls) thicker at the

beginning of the menstrual cycle. Then, the endometrium is ready to accept a fertilized egg with the help of progesterone, which is made in the second part of the menstrual cycle. The pill, however, gives women the right amount of these hormones so that they cannot get pregnant. Planned Parenthood (2003) explained that estrogen in combination pills stops the ovaries from producing eggs, while progestin-only pills “thicken cervical mucus” to stop the fertilization of eggs (Basics section, para. 2). These supplemental hormones “fool the body into acting as if it's pregnant” (Alice! Health Promotion Program, 1998). They do not damage the body; they just make it act in a different way. So, the contents of this oral contraceptive may be seen as safe.

Another point is that **taking the birth control pill has benefits for females' health**. Not just young 18-year-old girls, but also 30-year-old women use the pill to avoid unwanted pregnancies. In addition, the pill can improve the condition of their skin. As Dr. Marjorie Greenfield (2004a), an Associate Professor of Obstetrics and Gynecology, reported, compared with non-pill users, users of the birth control pill have fewer problems with acne and “excess” hair on the face and body. She even pointed out that pill users are less likely to have ovarian cysts and anemia. So the hormones in the pill provide a variety of benefits beyond contraception. Moreover, women often have painful menstruation at the beginning of their cycles, and the birth control pill can be a solution. Planned Parenthood (2003) noted that women have lighter menstruations and do not suffer from such terrible stomach cramps when they use the pill. That means that the pill helps girls and women enjoy their lives, go out with friends, or exercise instead of staying in bed because of pain. In summary, these examples show that the birth control pill can have a beneficial influence on women's health and lives.

Despite these advantages of using **the contraceptive pill**, there is a **myth** that its use **causes ovarian cancer**. However, research shows that the deaths of females from this cancer are not connected with the birth control pill at all; on the contrary, the pill is successful in fighting against it. The effect of the birth control pill on the ovary is interesting. Scientists from the Duke Comprehensive Cancer Center found that progestin from the pill led to “increased cell turnover in the ovarian epithelium, indicating that progestin might lower ovarian cancer risk by activating cancer-preventative molecular pathways in the ovary” (as cited in “Oral contraceptives,” 2002). With higher cell turnover in the ovary, cells that may become cancerous are destroyed earlier and faster, due to the effects of progestin from the birth control pill. In fact, another study at Duke showed that women who took a pill with more progestin had a lower risk of ovarian cancer than women who took a pill with more gen; however, all women who took any birth control pill had a lower risk of ovarian cancer than other women (as cited in “Oral contraceptives,” 2002). So the pill, especially the progestine-only one, has been effective in fighting against ovarian cancer. According to Dr. Greenfield (2004a), the effectiveness of the pill is so great that some doctors now advise women to take the pill for five years just because of its benefits in preventing ovarian cancer. From this, it seems that the birth control pill neither increases the danger of cancer of the ovaries nor damages their functioning, so the myth should be forgotten. In actuality, the longer women use this form of birth control, the bigger the protection against ovarian cancer they have. The Centers for Disease Control and Prevention and Harvard Medical School studies found that women who used the pill

for one year had a 10-12% less chance of getting ovarian cancer, while women decrease the risk of getting the cancer by 50% if they use the pill for no less than five years. This protection lasts even after women stop using the pill (as cited in National Cancer Institute, 2003). Thus, continued use of the pill is not a bad decision because it can help to prevent cancer for a long time in the future. So, especially women whose mothers or grandmothers had ovarian cancer are protecting themselves in the right way by taking the birth control pill.

Another claim is that the [birth control pill](#) may [cause breast cancer](#), which is a blunder. The truth is that not only 20- to 30-year-old women, but also women in their 40s, 50s and 60s do not have a higher chance of getting breast cancer just because they used oral contraceptives. This was shown by a study in *The New England Journal of Medicine* called the Women's Contraceptive and Reproductive Experience study. Of 9,200 women between 35 and 64, half of whom had had a breast cancer diagnosis, women who had used the pill did not have increased breast cancer risk (as cited in National Cancer Institute, 2003). So, especially older women, who are at greater risk of getting breast cancer because of their age, do not have to be afraid that taking the pill could lead to breast cancer. There is also another significant fact about women with a history of breast cancer in their families. The same Women's Contraceptive and Reproductive Experience study showed that women with breast cancer in their families did not have a higher risk of cancer if they took the pill (as cited in Okie, 2002). So, women who had breast cancer in the past are free to use the pill as well as healthy women. They could also use the pill for two, five, or ten years without worrying because, as Okie (2002) pointed out, the study indicated no higher risk of breast cancer due to time of usage, or even race or weight. Almost all women can safely use the pill for weeks, months or years. In conclusion, there is no clear connection between breast cancer and using the birth control pill.

It is also remarkable that it is possible to [use the pill during lactation](#). Women breastfeeding their infants also need to use birth control to avoid pregnancies, and hormonal oral contraceptives, especially the progestin-only-pill, are one of the safe options. According to the web site of well-known pediatrician Dr. William Sears (n.d.), in comparison with the combination pill, the progestin-only pill is better to use because it does not contain estrogen, which could reduce the amount of mother's milk. But his most important point is that the pill does not affect the child's health at all. This means that women do not have to stop either taking the pill or breastfeeding their babies. Furthermore, the combination oral contraceptive is also approved for use by breastfeeding women. Dr. Greenfield (2004b) confirmed that the combination pill may be used when the milk is well produced, which is six months after birth. When the mother's body is accustomed to breastfeeding, therefore, it is possible and safe to use both kinds of oral contraceptive without worrying about the baby or mother's health. In short, the birth control pill could be used during lactation with no danger to the child.



Although the **use of oral contraception has** all these benefits, there are also **a few disadvantages**. For instance, Planned Parenthood (2003) reported that women taking the pill for the first time may have terrible headaches and feel sick. They may experience bleeding during the month as well. These are typical side effects of oral contraceptives, but they usually disappear in three months. It seems that the additional progestin and estrogen cause those changes, but as women's bodies adjust, the bad effects soon vanish. Plus, if the effects do not disappear, a doctor can help women to choose another kind of birth control pill. However, Okie (2002) named one group in danger while taking birth control pills: smokers over 35. This combination is risky because these women have a higher risk of heart attacks. Here it is important to note that smoking is the bad habit which endangers women, not the pill. In general, oral contraceptives benefit women's health and well-being much more than they hurt.

Using the birth control pill is a safe solution to avoiding unwanted pregnancies. It contains hormones which do not confuse the systems of women's bodies and bring health benefits into their lives. The pill has been successful in the prevention of ovarian cancer; moreover, there is little danger connected with breast cancer. Taking the birth control pill is also safe for women breastfeeding their babies. On the other hand, there could be a few minor negative side effects and there are risk groups who should be careful. Oral contraceptives overall, though, should not be seen as a symbol of jeopardy, but a symbol of women's choice.

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