**APPENDIX A (MELAB Test)**

**Please read each question carefully and choose the best alternatives. Mark the appropriate place only on your ANSEER SHEET.**

1-"Did you like the film?"

"Well, after…….the book, I was a bit disappointed."

a.having read b. I have read c.I am reading d. Had read

2-"Is your government salary good?

"Yes, but I don’t make as much…..worked in private industry."

a.as I b.if I would have c.i would if d.as I would if i

3-"Why did Janice type all those letters?" "……..new to the job, she

didn't know it wasn’t necessary."

a.while being b.Being c.When being d.As being

4-"Which dress do you like better?" the one ………..

a.i tried it on first b.first I tried it on c.i tried on it first d.I tried on first

5-"I`m surprised Betty didn`t win the Miss Singapore pageant."

"she would have……some talent."

a.had she have b.have she had c.had she had d.have she have

6-"What are the office hours where you work?"

"……., everyone comes in at eight and leaves at five."

a.general b.in generally c.in the general d. In general

7-"Why did you change your travel plans?

"I heard that……….to Washington D.C. in August is a bad idea.

a.gone b.i will go c.to go d.if I go

8."We bed better traffic ruels."

yes……wouldn’t be so many accident."

a.then it b.then they c.then d.then there

9-"I thought John wasn’t going"."i……… go."

a.made him b.made him to c.make him to d.make him

10-"I saw you studying at the library last night". "You ………I wasn’t there."

a.wouldnt have b.couldnt have c.might have d.have

11-How is this game played?" well,the team…… the hightest score wins."

a.gets b.is getting c.got d.that gets

12-Did Miller win the election? "I am not sure………or not."

a.he won b.that he won c.if he won d.whether won

13-"Why are you mad at John? "He`s been making a lot of trouble …….me lately."

a.for b.to c.with d.by

14-"Let`s move the class to another room. "Well, there could be some problems

………..that."

a.to do b.we do c.for us doing d.in doing

15-"John should have warned you about that". Yes……he`s still my good

friend."

a.moreover b.despite that c.although d.on the contrary

16-Is attendance important in this class?"No,but in the last class it……..very

seriously."

a.has taken b.has been taken c.eas taken d.was taking

17-Do you want to go skiing with us?"Oh,no!just…….skiing down a mountain

terrifies me."

a.the thinking of b.a thought on c.about thinking of d.the thought of

18-What`s that thing?""A fax,it`s a machine by which…..over the telephone

line."

a.written messages can be sent b.written messages can send them

c.can send written messages d.can be sent written messages

19-"Did you decide to hire Smith for the job?""yes, I chose him because…….not

only has the experiences but also the education.

a.he does b.he has c.he is d.he

20-"The musicians have been practicing for eight hours"."Needless……..many of them want to stop soon."

a.to say that b.to say c.it`s said that d.saying

21-I just heard John lost his job.""Yes……..the work led to his dismissal."

a.he is unable to do b.his inability doing

c.his inability to do d.he is unable doing

22-What`s all the noise about?"we had a bad accident…….at the factory."

a.happend b.happening c.happen d.has happened

23-Why was the road closed yesterday?""there……..a bad accident.

a.must have been b.has been c.has to be d.might be

24-What`s the answer to the problem two?"I don’t know,and even…….i wouldn’t

tell you."

a.i did b.thought I did c.if I did d.if I do

25-When was this school built?"I think it was sometimes…………"

a.1960`s b.in 1960`s c.at the 1960`s d.in 1960`s

26-"It gets guite cold here in the winter""oh dear.i was hoping…….buy a coat"

a.not to have to b.i don’t have to c.i wouldn’t d.not having to

27-Several languages are spoken in your country.arent they?yes,but French

is ………in the region

a.dominated b.was expected c.had expected d.the fact that

28-"I really like your new shoes""And they cost less than I………"

a.expect b.was expected c.had expected d.am expecting

29-"Why didn’t Andrew win the election?""Well,……he lied about his background worked against him."

a.the facts are b.because c.when d.the fact that

30-"Are we the only ones coming?""I asked that Mary……here,too."

a.be b.to be c.being d.will be

31-"How long is the flight?"……..knowledge.it takes about 3 hours.

a.to the best of my b.to my

c.in my best d.in best of my

32-"Jane`s daughter is very rude.""you`re right;she has no manners……….."

a.however b.whatsoever c.whenever d.evermore

33-"Can you wait while I run into the library?""Ok,……..YOU HURRY."

a.even though b.as long as c.when d.unless

34-"Before last night,I hadn`t seen Derek in years""Neither had I……..to see

him,he`s changed."

a.it is interesting b.i am interesting

c.he is interested d.it is interested

35-"Do you think the new system will be an improvement?""yes.Costs will

decrease,……………should increase profits."

a.enough which b.therefore c.which d.however

36-"Did you hear that laura secretly got married?""yes,the news was……..me"

a.shocking b.shocked c.shocked to d.shocking to

37-"What`s the biggest problem in your country?""we have……..of energy."

a.a shortage b.the shortage c.shortage d.some shortage

38-"When was the car stolen?""it…….happened this morning because I saw it

packed in the street late last night."

a.shouldn`t have b.had to have c.had d.was to have

39-I don’t think we`ll need that much cash for trip.""I don’t either,but Sally

suggested………extra just in case."

a.to take b.that we will take c.taking d.be taken

40-"This seems to be an important issue""oh yes.it`s a ………topic."

a.hot debated b.hotly debated c.hotly debating d.hotly debate

41-Those kids are always…….trouble.

a.looking up to b.getting into c.finding about d.putting with

42-His behavior was so………,his coworkers avoided his company

a.outrageous b.outcast c.out stretched d.outlined

43-The increase in illegal drug use has clearly…….to be the rise in crime

a.distributed b.contributed c.manipulated d.attributed

44-The farmers were pleased by the ………of their crops.

a.plurality b.redundancy c.ambiguity d.abundance

45-The hope of a raise was a powerful……….for Tim to work harder.

a.incentive b.induction c.revival d.supplement

46-Joe was……..when he had to do extra work without pay.

a.indignant b.inhibited c.incessant d.indelible

47-After much debate we reached a……….

a.manifastation b.consensus c.precision d.cohesion

48-Mary is compeletly …….with her wedding plans

a.enjoined b.appeased b.obsessed d.dispensed

49-There was great…….about the possibility of war

a.apprehension b.coincidence c.profusion d.discrepancy

50-I don’t like overcooked vegetables.i prefer them………

a.humid b.crisp c.skinny d.dense

51-At first the pan was simple.But then it……..into something compeletely

different

a.focused b.evolved c.constructed d.transferred

52-After the big storm,it was a long time before the…….of normal activities

a.revision b.resumption c.retention d.replacement

53-Because of new laws,farmers have to…….their use of weed killers.

a.prevail b.curtail c.hamper d.mitigate

54-The clerk was……..rude to the poor old woman

a.outbound b.upright c.downright d.large-scale

55-I never get enough to eat there because the size of the servings is too…..

a.brittle b.grubby c.meager d.vicious

56-Before Al took the job,he wanted to know how much time it would…..

a.reserve b.entail c.withdraw d.confront

57-Its easy to get a library card in New York;everyone is…….to apply.

a.mandatoray b.legible c.eligible d.contributed

58-Ihe fil……..a lot of attention

a.generated b.manufactured c.promoted c.contributed

59-Harold always complains about……..details.

a.accidental b.pretty c.nominal d.vast

60-I didn’t like that movie because the storyline seemed……….!

a.compulsive b.analogous c.poised d.contrived

61-That little boy is very rude;I find his manners……..

a.intolerable b.pensive c.ostensible d.precarious

62-The new employee is……to the company.

a.an ancestor b.an asset c.a glimmer d.a dispute

63-We want everyone to begin the test…….

a.simultaneously b.unexpectedly c.indefinitely d.continuously

64-No one has cleaned this place in years.its …….

a.filthy b.extinct c.smitten d.feudal

65-The town is…….in the middle of a valley.

a.sealed b.muzzled c.indulged d.supplanted

66-The student was admitted even though his test scores were……..

a.underscored b.marginal c.qualitative d.successive

67-Not mentioning the authors`s name was a serious……

a.omission b.perception c.perservation d.rotation

68-Frank hurt himself doing…….exercise.

a.paramount b.headlong c.grudging d.stenuous

69-The family is selling their large country home because they can no longer afford the……

a.extract b.domain c.upkeep d.disposal

70-With better medicine,we would stop the,,,,,,,of the disease.

a.proliferation b.suffiusion c.collaboration d.exxhibition

71-All the engineers were happy because they finally made………

a.breakthrough b.an outburst c.a viewpoint d.an otcoume

72-Memories of the flood still….. in this town.

a.suspend b.revive c.deposit d.limger

73-The store at corner has new…….

a.proprietors b.antagonist c.outskirts d.revisions

74-The teacher hoped to……..a positive,not a negative reply from his student

a.respond b.donate c.elicit d.preface

75-Tom never makes mistakes because he does his work so…….

a.meticulously b.superficially c.tactfully d.essentially

76-After hearing news of attack,the general made plans for an immediate

……against the enemy

a.reverberation b.retaliation c.resurrection d.repulsion

77-After the big storm,the beach was covereved with…….

a.extracts b.sprinkles c.debris d.sentiments

78-Peter`s talk did not give an objective viw of the situation but revealed his own…..

a.bias b.disregard c.enmity d.accumulation

79-Only a……..of water came out of the firehose.

a.trickle b.wrinkle c.gasp d.flicker

80-They solved a problem that had…….all previous efforts.

a.defied b.decried c.discarded d.deprived

**Reading comprehension questions**

Africa`s legendary pygmy elephant maybe the largest unrecognized animal in the world.in the past couple of years two German zoologist have built a strong case for the existence of six-foot-fall elephant as a separate species.Zoologist currently accept the existence of only one species of African elephant.This species,Loxodonta Africana,consists of two subspecies,the 11-foot forest elephant found in central and western Africa.the pygmy elehant,on the other hand,has been dismissed as nothing more than a loxodonta juvenile.However,a paer published in the German Journal of Cologne Zoo details a number of significant skull characteristics that distinguish this controversial creature from others.Moreover ,pygmy elephants are said to be much more aggressive than the generally playful loxodonta juveniles.

If pygmy elephants are juveniles,argue the German zoologists,how then can you explains their fully grown tusks,the puberty of small females,and the presence of entire pygmy herds?in fact,a set of color slides taken by a former German ambassador to the Congo depicts pygmy elephannts together with their own juveniles,as well as some other animals,providing an objectives scale.Yet zoologists remains skeptical."i`m convinced that there are small elephants running around in the forest"says one elephant expert,"but i`m not certain yet what the explanation is.What we need are some tissue or blood samples for biochemical analysis."\

81-The author`s purpose in writing this passage was to…….

a.describe loxodonta Africana

b.disprove the German zoologist`s claim

c.present the controversy about pygmy elephants

d.convine readers that small elephants are in the forest.

82-The German zoologist believe that pygmy elephants……

a.are loxodonta Africana b.are not Loxodonta Africana

c.are juveniles d.are generally playful.

83-What evidence did the German zoologist use to support their theory?

a.differences in elephants` skull features

b.general playfulness of Loxodonta

c.repors of aggressive Loxodonta juveniles]d.biochemical analysis of blood and tissue samples

84-What evidence came from the German ambassador to the Congo?pictures

Showing pygmy elephants…….

a.playing with Loxodonta jeveniles

b.attacking Loxodonta juveniles

c.next to savannah and forest elephants

d.with their babies and other animals

85-What new evidence would determine the validity of Germans` claim?

a.photographs of mature and juvenile pygmy elephants

b.fully grown tusks from pygmy elephants

c.biochemical analysis of blood and tissuesamples

d.detailed skull measurements of different elephant species

Geologically,marble is simply limestone that has been recrystallized by heat or

Preassure.it is different colors derive mostly from intermixture with other minerals.since Michelangelo`s day.Not marble has been more highly prized than stautario of Carra,Italy.it may or may not be the purest white marble in the world,but the respect in which Carra statuario outdoes any other marble is its consistency-a scaacitu of off-color veins, and a uniformity of grain and crystals.within the past decade,decade,however,after ntensive quearring over a span of more than 2000 years,the known desposits of statuario at Carra have all but played out.

Nowadays,a block of statuario is fought over by sculptors from many countries.

Nevertheless,Carrara`s workmen continue to extract marble-less esteemed than statuario

But still of high-for the artichetectural market.the quarries still bustle as they have since ancient times:only the techniques have changed.in the days of the Romans,the blocks are separated from their beds by means of wooden wedges that,soaked with water,expanded and cracked the rock.From the 12th century through the 19th,the work was still done mostly by hand,with metal wedgets and hammers.Explosives were tried from 19th century on,but they tended to shatter and ruin the rock.By 1895,heliocoidal wire had been invented for cutting the stone.As a coolant and abrasive,a slurry of quartz sand and waters was fed into cracks where the wire was cutting;workers grew so skilled at the techniques they could gauge the proper slurry mixture by sound alone.To minimize breakdown,continuous wire loops as much as a mile in lenghth were strung across the countryside.Only in the late 1970s did efficient diamond-studded saws come into use.

86-What makes statuartio so valued by sculptors?

a.it is unusually uniform in color and grain

b.it has a variety of colorful veins

c.it is recrystallized limestone.

d.it is the kind of marble Michelangelo preferred.

87-How is marble formed?

a.Limstone is mixed with other minerals

b.Geological forces recrystallize limestone.

c.Veins,grains,crystals are combined

d.A slurry is mixed with heated limestone.

88-In Roman times,,,,,,,,,,,,

a.wooden b.stone blocks were soaked in water

c.beds expanded the rock d.beds seprated the wedgets

89-One change that occurred in quarrying techniques in the 12th century was that

………….

a.wooden wedges no longer were soaked with water

b.sand and water slurry was introduced

c.wire cutting techniques were introduced

d.metal wedges replaced wooden ones

90-What was one purpose of the slurry?

a.to mix the water and sand b.to cut the wire in the cracks

c.to cut down the stone d.to reduce the damage from explosives

The idea of transmitting information through light waves is far from new.But only

recently have scientists learned how to manipulate waves of lights to carry tremendous amounts of information at incredible speeds.An optical fiber system consists of three basics parts:transmitting equipments that transforms electric signals into light pulses,the optical fiber itself and receiving gear that acts as a light detector.the fiber is an incredibly thin strand of pure glass made of silicon or other materials such as germanium.the glass strand has two parts:A LIGHT-EMITTING DIODE(LED)equipment.if the signals have to travel far,they may be boosted at certain points,just as electronic signals are.Lasers are better for long distances because their signals travel far without the need for boosting,but LEDs are more reliable and less expensive.Much research is focused on creating better and less expensive light sources.In that context,probably the prices of lasrs and LEDs are going to decline at a fast rate.With prices before much of the nation`s copper cable is replaced by fiber optics.

91-What is an important advantage of the optical fiber?

a.it transmits a great deal of information very quickly

b.It can travel through light waves

c.signals traveling through it donts need to be boosted

d.It is cheaper than lasers or LEDs

92-What is the core`s function?

a.to boost signals b.to transform signals c.to create signals d.to transmit

signals

93-What is the function of coating?

a.to keep the silicon pure b.to detect light

c.to keep the impulses d.to hold bundles of fibers together

94-Lasers are better than LEDs when…………

a.reliability is important b.signals must travel a long way

b.costs must be kept low d.Copper cables is not available

95-The author of the passage predicts that in the future,……….

a.impulses will be able to travel at a faster rate

Copper cable will replace fiber optics

c.the systems will become affordable and wildely used

d.the use of lasers and LEDs will secline

About 30,000 years ago Neanderthal man(Homo neanderthalensisi)disappeared Displaced by the Cro-Magnon(Homo sapiens sapiens),a taller,slimmer,altogether More agile and handsome-at least to our eyes-race of people who are thought to have Arisen in Africa 100,000 years ago,spread to the Near East,and then were drawn to Europe

By the retrating sheets of ice of the last great ice age.Alithough this was an immensely long times ago,these Cro-Magnon people were indentical to us:they had the same physique,The same brain,the same looks.And,unlike all previous hominids who ramed the earth They could choke on food.That might seem a trifilig point,but the slight evolutionary change that pushed the Cro-Magnon`s larynx deeper into the throat thus made choking a possibility, also brought with it the possibility of sophisticated, well-articulated speech.

Other mammals have no points of contact between their airways and their esophagi. They can breathe and swallow at the same time, and there is no possibility of food getting into the wrong passage. But in Homo sapiens, food and drink must pass over the larynx and thus there is a constant risk that some will be inadvertently inhaled. In modern humans, the lowered larynx isn’t in position at birth.it descends sometime between the ages of three and five months. This descended larynx explains why you can speak and your dog cannot. Neanderthals were physiologically precluded from uttering certain basics sound. Their speech, if it existed at all, would have been nasal sounding and fairly imprecise and that would no doubt no doubt have greatly impeded their development

96-According to the passage, the Neanderthals………

a.displaced the Cro-Magnons

b.spread to Near East and then to Europe

c.could make certain basics sounds

d.were less like modern humans than Cro-Magnons were

97-According to the author,the possibility of choking………

a.also made speech possible

b.was a trifling point

c.occured only in Neanderthal and Cro-Magnon people

d.Was common to al hominids

98-The author implies that clear speech…….

1.caused hominids to spread out from Africa

b.is directly related to brains capacity

c.contributed to hominid developments

d.is common to all hominids

99-One reason why a dog can't speak is that……..

a.its larynx is too hight

b.its larynx is too low

c.it can't breathe and esophagus is in contact with each other

100-Homo sapiens were the first hominids……..

a.with a larynx

b.who could breathe and swallow at the same time

c.with no contact between their airways and esophagi

d.With the physical capacity to speak clearly

**Appendix B**

**Lesson plan**

**Course:** Academic Writing

**Level:** Intermediate

**Goal:** At the end of the course, the students will be able to write essay using an information report text-type.

**Objective:** At the end of the course, the students will be able to: Identify the generic structures of an information report text-type, Identify the grammatical features of the information report text type, and Write an essay using the information report text-type with a Comparison-contrast pattern.

**Topic:** Tourist Objects

**Time: - *Meeting 1:*** 1 X 90

**- *Meeting 2:*** 1 X 120

**Venue:** Computer Laboratory

**Procedures**

Firstly, the teacher informs the activities students will carry out, introduces the type of the essay the students will write, and the CALL resources the students will use.

**A. Writing with Class (Time: 90’)**

***Stage 1: Building knowledge of field (Time: 35’)***

a) Ask students to name some famous domestic tourist objects, which they already know

b) Give the students brochures about two domestic tourist objects

c) Have the students read the brochures provided by the teacher

d) Ask the students to select one of the domestic tourist objects in which the students in groups are interested

e) Get the students to browse and read about the tourist object chosen to get more information about it on the Internet

f) Have them identify the location of the tourist object chosen, its uniqueness, its facilities offered, and so on to exploit the text

g) Ask the students to list their text investigation

h) Have them to have a conference to present their investigation using the LCD Projector to share with other groups

i) Show two short videos about The Borobudur Temple located in Yogyakarta and The *Taman Mini Indonesia Indah* (The Indonesia’s Miniature Park) situated in Jakarta to activate the students’ experience and provide input about tourist objects as a whole.

***Stage 2: Exploring the genre & Conferencing (Time: 30’)***

a) Display the texts about The Borobudur Temple and The Taman Mini Indonesia Indah in turn on the screen

b) Ask the students to read the whole texts

c) Ask the students to identify what information is provided in the texts using the Graphic organizers 1 and 2 provided

d) Ask the students the following questions about:

What the text-type is used in the texts?

What is the purpose of the texts?

Who is the reader of the texts? and

How do you find such texts?

e) Clarify the students’ answers about the questions above

f) Ask them to identify the generic structures of the text

g) Have them identify grammatical features (that is, *tense/modal*, *passive/active Voices*, *simple/ compound/complex sentences*, *independent/dependent clauses*,

*Etc.*) Employed in the texts

h) Ask the students to have a conference about their investigations about the generic Structures and grammatical features found in the text

i) Get the students to type the generic structures and grammatical features discussed and to save their notes in their own folders

j) Let the students have some questions about the generic structures of the text-type and the grammatical structures used in the texts to allow the students to consult their problems in grasping the texts as a whole

***Stage 3: Joint text construction (Time: 25’)***

a) Ask the students to write a text together on the screen. In this case, the teacher and students write an essay using a comparison-contrast pattern about the two domestic tourist objects chosen

b) Guide the students using some leading questions and the graphic organizer 3 provided

c) Write some ideas into an essay

d) Look carefully at the ideas, organization, and grammatical features as a whole

e) Get the students to read the text and ask them to learn some important features of the text

**B. Writing Cooperatively (Time: 120’)**

***Stage 4: Building knowledge of a similar field (Time: 15’)***

a) Ask the students to select two of the brochures or any information domestic tourist objects that they need to use as the materials for cooperative writing. The information could be derived from on line sources or the brochures.

b) Have them identify the location of the tourist objects chosen, their uniqueness, their facilities offered, and so on to exploit the texts

c) Get the students to outline some important information using the graphic organizer for essay outlining provided to be developed into an essay (see page 23).

***Stage 5: Drafting, revising, & conferencing (Time: 95’)***

a) Get the students to develop their outline into a completed essay using an information report text-type by comparing and contrasting two domestic tourists' objects chosen cooperatively using a user-friendly computer programme (that is, Microsoft Office Word).

b) Ask the students to revise their own essays before the essay conference activity

c) After revising, have the students prepare a student-student conference.

d) After the conference, ask the students to have teacher-student conference.

e) Get the students to rework their essay on basis of the conference activity done

***Stage 6: Editing & publishing (Time: 10’)***

a) Have the students check minor mistakes related to grammar, spelling, punctuation, diction and the like.

b) Ask the students to submit their revised essays by email to the teacher to upload their work to a school’s website outside the classroom.

**Teaching Materials and Aids**

- Handouts

- Brochures

- Videos + Cassettes

- Computers

- LCD + Screen

**Assessment and Evaluation**

The students’ essay will analytically be assessed, and the evaluation of the course will be carried out using the criteria below.

- The students’ strengths and weaknesses in academic essay writing

- Teacher-Student Interaction

- Student-Student Interaction

- Teaching Materials

- Teaching Assessment Instruments

**SAMPLE TEACHING MATERIALS**

**A. WRITING TASK FOR JOINT TEXT CONSTRUCTION**

***Read the following instructions carefully.***

**Instructions:**

1. Read the two texts about the Taman Mini Indonesia Indah and the Borobudur Temple below,

2. Identify what information you get from the texts,

3. List it using the graphic organizers 1 and 2 provided, and

4. Compare and contrast the information from the two texts using the graphic Organizer 3 given.

**The Taman Mini Indonesia Indah (TMII)**

**Nitra, the mascot of TMII**

**The Taman Mini Indonesia Indah** (**TMII**) or Indonesia’s Miniature Park is a culture-based recreational area, which is located in East Jakarta, Indonesia. It has an area of about 250 acres. This original idea of the park came from the second Indonesian president, Soeharto’s wife, Siti Hartinah or best-known as Tien Suharto. The park shows a diversity of cultures, tribes, and languages spreading on 13,000 islands in Indonesia. TMII is a synopsis of Indonesian culture, representing all aspects of daily lives in Indonesia's 26 provinces encapsulated in separate pavilions with the collections of architectures, clothes, woodcarvings, sculptures, dances, and traditions. There are 26 traditional houses, which are similar to the real ones, from different provinces. In each house, there are collections of native cultures, crafts, sculptures, dances, and clothes. These houses are situated around the main lake, which represent a smaller version of Indonesia’s main islands, such as Java, Sumatra, Kalimantan, Sulawesi, Lesser Sunda Islands, Maluku, and Papua. Besides, at TMII, there are 5 gardens and 5 parks that are located on the north and northeast sides of the main lake. Among them are Anggek Garden (more than 150 varieties of orchids are grown), Apotek Hidup Garden (about 400 herbal crops are cultivated), Cokot Park (displaying Cokot woodcarvings), Cactus Garden (varieties of cacti are cultivated), Melati Garden (different varieties of jasmines are grown), Bunga Keong Emas Garden (Keong Emas/Golden Snail flowers are grown), Akuarium Air Tawar Garden (a large fresh water aquarium is built), Bekisar Park (Bekisar birds are bred), Burung Park (about 1,300 kinds of birds are preserved), and Prasasti APEC Park (Inscriptions of Wives of the Presidents from APEC countries who visited TMII).

TMII also offers museum attractions, including: Indonesia Museum (displaying a richly decorated building in Balinese architecture, which houses contemporary arts, crafts, and traditional costumes from the different regions of the country),Keprajuritan Museum (exhibiting Indonesia’s Heroes for Independence), Perangko Indonesia Museum (exhibiting Indonesian stamps), Pusaka Museum (displaying traditional weapons), Transportasi Museum (showing kinds of transportation), Listrik & Energi Baru Museum (displaying new energy and electrical power),Telekomunikasi Museum (showing kinds of telecommunications), Penerangan Museum (displaying development of information and science), Olahraga Museum (showing kinds of sports), Asmat Museum (exhibiting Asmat’s woodcrafts and sculptures), Komodo Museum (exhibiting a species of Komodo Dragon), Serangga Museum (displaying insectarium), Research & Technology Information Centre, and Minyak & Gas Bumi Museum (showing a petroleum building).

At TMII, there are also 85 cable cars (vehicles for seeing the whole scenery of the Park), theaters called Imax Keong Emas and Tanah Airku (showing beautiful Indonesia panorama films in a three-dimensional IMAX screen in 30 minutes), Angsa Arispel Indonesia (paddle boats), among Putro and Renang Ambar Tirta Parks along with a swimming pool and restaurants, and Desa Wisata (serviced accommodations). There are six worship places built at TMII representing five religions that the Indonesians believe, such as one mosque called Masjid P. Diponegoro, two churches: Gereja Katholik Santa Catherina and Gereja Kristen Haleluya, and three Hindus and Buddhist temples: Pura Penataran Agung Kertha Bumi, Wihara Arya Dwipa Arama,and Sasana Adirasa Pang. Samber Nyawa. Other TMII facilities include Tugu Api Pancasila, Baluwerti Relief Perjuangan Bangsa, Jam Bunga, Miniatur Candi Borobudur, Sasono Adiguno, Sasono Manganti, Sasono Langen Budoyo, Sasono Utomo, Sasana Kriya,Sanggar Krida Wanita Jaya Raya, Monumen KTT, and Peragaan Kayu. All of the attractions offered make TMII one of the most popular tourist destinations in the city. Visitors can see the whole picture of Indonesia in one day.

(Adapted from [www.tamanmini.com](http://www.tamanmini.com))

**TEXT 2**

**The Borobudur Temple**

Borobudur is the biggest Buddhist temple measuring 123 x 123 meters. It is one of the greatest wonders in the world. It is thought to have been built between the end of the seventh and beginning of the eighth century A.D. For about a century and a half, it was the spiritual centre of Buddhism on Java. This temple was built in the eight century by the Cailendra Dynasty.

The temple is located in Muntilan, Magellan, and Central Java southeast of Semarang or northwest of Yogyakarta.It stands majestically on a hill overlooking lush green Fields and distant hills. Borobudur is made of grey andesite stone. It rises in seven terraces, each smaller than the one below it. The top is the Great Stupa, standing 40 meters above the ground. The walls of the Borobudur are sculpted in bas-relief, a total length of six kilometres. The structure of the temple, composed of 55,000 square meters of lava-rock, is erected on a hill in the form of a stepped-pyramid of six rectangular storeys, three circular terraces, and a central stupa forming the summit. The whole structure is in the form of a lotus, the sacred flower of Buddha.

At the Borobudur Temple, there is Taman Wisata Borobudur, the Archaeological Park, which is an open area. Among the facilities built in the Park are Borobudur Study Centre, Archaeological Gallery, Information Centre where backdated photos of the temple could be viewed along with the restoration history, and Stone Conservation Centre (Karmawibhangga Museum— displaying stone samples taken from the temple for recording and restoration purposes). In the Park, a variety of plants are grown, including coconut trees, bodhi trees (*Ficus religiosa*, the tree that holds a great significance to Buddha followers), chempaka (*Michelia champaca*), tanjung (*Mimisops elengei*), kemuning (*Murraya paniculate*), and kenanga (*Cananga odorat*). At the Park, there is also a gallery offering a cultural heritage show of collections of about 2,672 reliefs.

Since many visitors come to the temple, the Park Management provides logistics and transportation facilities. There is a parking lot that can hold close to 500 cars and motorcycles, and there is a separate space for tourist buses, vans, and trucks. There are also 87 souvenir kiosks, with zigzag pathways to take across. A large parking area is available not far from the temple, so private cars and buses could be parked in this area. On a special occasion when the Buddhist festival of Waisak in May is held, visitors should take becak or horse cart or walk to reach the temple.In short, due to Borobudur Temple’s historical and richly architectural heritage, it is no wonder that millions of people are eager to visit this world’s most famous wonder to enjoy cultural tourist attractions and its facilities.

(Adapted from en.wikipedia.org/wiki/Borobudur)

**B. GRAPHIC ORGANIZERS FOR INFORMATION AND ESSAY OUTLINING**

**Graphic Organizer 1 for Text 1: The Taman Mini Indonesia Indah**

***Write some main points that you read from Text 1***

Information collected

Paragraph 1

|  |
| --- |
|  |
| Paragraph 2 |
| Paragraph 3 |
| Paragraph 4 |
| Paragraph 5  Paragraph 6 |
|  |
| Paragraph 7 |
| Paragraph 8 |
| Paragraph 9 |

**2. Graphic Organizer 2 for Text 2: The Borobudur Temple**

***Write some main points that you read from Text 2***

Information collected

Paragraph 1

|  |
| --- |
|  |
| Paragraph 2 |
| Paragraph 3 |
| Paragraph 4 |
| Paragraph 5  Paragraph 6 |
|  |
| Paragraph 7 |
| Paragraph 8 |
| Paragraph 9 |

**3. Graphic Organizer 3 for Essay Outlining: A Comparison-Contrast Pattern**

**PURPOSE**

**AUDIENCE**

**ORGANIZATION**

**General Information**

**Thesis Statement**

**Compare the Taman Mini Indonesia Indah and the Borobudur Temple**

**How alike?**

**Contrast the Taman Mini Indonesia Indah (TMII) with the Borobudur Temple**

**(BT)**

**How different?**

|  |  |  |
| --- | --- | --- |
| **The TMII** | **With regard to** | **The BT** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Conclusion**

|  |
| --- |
|  |

**C. TYPICAL CONNECTORS FOR A COMPARISON-CONTRAST PATTERN**

**ESSAY**

|  |  |  |
| --- | --- | --- |
| ***Word/Sentence Connectors*** | ***Comparison*** | ***Contrast*** |
| Pair Word Conjunction | like…; similar to;  the same…as… | unlike…; dissimilar to;  different from |
| Coordinate Conjunction | And | But; yet |
| Correlative Conjunction | Both…and…;  not only…but also… |  |
| Conjunctive Adverb | likewise; similarly | however; nonetheless |
| Transition Expression | in the same way;  in like manner; | on contrary; in contrast to;  by contrast; on the other  hand |
| Comparative Pairs | as…as…; more-/-er  than…;  less…than…; | as not…as…; more-/-er  than…; less…than…; |
| Sub-coordinating  Conjunction |  | while, whereas, although,  even though, though |

**D. OTHER CONNECTORS (TRANSITIONAL SIGNALS) FOR CONNECTING SENTENCES**

**1. Showing a conclusion**

|  |
| --- |
| Briefly in short to summarize  in brief shortly  in conclusion to conclude  in other words to sum up |

**2. Indicating generalization**

|  |
| --- |
| as a rule/a general rule generally speaking  broadly speaking in general/ a general sense  commonly normally/frequently |

**3. Expressing illustrations/facts/examples**

|  |
| --- |
| Actually for example in fact  as a matter of fact for instance |

**4. Indicating an augmentation**

|  |
| --- |
| Besides furthermore moreover  Further in addition (to this) |

**E. WRITING TASK FOR COOPERATIVE WRITING**

***Read the following instructions carefully.***

1. Write an essay using an information text-type with a comparison-contrast Pattern as we did in the joint text construction.

2. Your essay topic is on tourist objects. You need to choose two tourist objects.

3. You may browse any information on the Internet for the two tourist objects chosen.

4. Outline your ideas using the essay outlining below.

5. Develop your ideas outlined into an essay. You may use some connectors provided (See Sections C and D) to connect your ideas to achieve cohesive Purposes.

**ESSAY OUTLINING**

**General Information**

|  |
| --- |
|  |

**Thesis Statement**

|  |
| --- |
|  |

**Compare Tourist Object 1 and Tourist Object 2**

**How alike?**

|  |
| --- |
|  |

**Contrast Tourist Object 1 and Tourist Object 2 How different?**

|  |  |  |
| --- | --- | --- |
| **Tourist Object 1** | **With regard to** | **Tourist Object 2** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Conclusion**

**SAMPLE GUIDELINE FOR PEER ESSAY OUTLINE REVIEW**

**A Guideline for Peer Essay Outline Review**

Planners: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of Essay: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Rate the outline you have reviewed. Check your rating.

|  |  |  |  |
| --- | --- | --- | --- |
| *Points* | *Need to Improve* | *Average* | *Good* |
| 1. General Information |  |  |  |
| 2. Thesis |  |  |  |
| 3. Body |  |  |  |
| 4. Concluding Paragraph |  |  |  |

1. Is the outline written in a good and parallel order?
2. Are main supporting ideas clear?
3. Are main supporting ideas sufficient?
4. General Comments

**SAMPLE GUIDELINE FOR PEER WRITING REVIEW**

**A Guideline for Peer Writing Review *Form***

Does the essay consist of?

|  |  |  |
| --- | --- | --- |
| *Points* | *Yes* | *No* |
| 1. General Information |  |  |
| 2. Thesis |  |  |
| 3. Body |  |  |
| 4. Concluding Paragraph |  |  |

***Content***

1. Is general information interesting and readable?

Comments:

2. Is the thesis clear?

Comments:

3. Does the body develop the thesis?

Comments:

4. Does the concluding paragraph summarize the body?

Comments:

***Unity & Coherence***

1. Do all of the supporting sentences develop main ideas in each paragraph?

2. Are there transitional signals (phrases or sentences) connecting sentences or paragraphs?

3. Are the ideas arranged in logical order?

***Grammar***

1. Are there any mistakes in tenses? 2. Are there any mistakes in modals?

3. Are there any mistakes in agreement? 4. Are there any other grammatical mistakes? Please specify.

***Vocabulary***

1. Is word choice appropriate? 2. Is word choice reader friendly?

**3. SAMPLE DESCRIPTORS OF RATING SCALE FOR A**

**WRITING MARKING SCHEME**

|  |  |
| --- | --- |
| **Remarks** | **Descriptors** |
| **Excellent** | **Content:** Very clear and substantive understanding of the topic given in terms of  the length/scope of the essay, well-developed, thoughtfully and thoroughly supported,  very reasonably and relevantly-presented, excellent awareness of  audience and purpose  **Organization of Ideas:** A very convincing and clear thesis statement, very  coherent and well-organized in an introduction, development, and a conclusion  with excellent use of cohesive devices (paragraphs at the essay level; sentences at  the paragraph level), very appropriate and logical structure both within the essay as  a whole and within the paragraph, excellent main ideas at the paragraph level, very  well-informed  **Language:** Excellent command of English, excellent control of language usage,  very frequent use of excellent complex and compound sentences without any  errors, impressive range of appropriate vocabulary and idiomatic language  **Mechanics:** Excellent control of punctuations and spellings  **Style:** Evident stylistic control and display of impressive creativity and flair as  well as originality throughout the essay |
| **Good** | **Content:** Clear and substantial understanding of the topic given in terms of the  length/scope of the essay, well-developed, thoughtfully and thoroughly-supported,  reasonably and relevantly-presented, good awareness of audience and purpose  **Organization of Ideas:** A convincing and clear thesis statement, coherent and  well-organized in an introduction, development, and a conclusion with good use of  cohesive devices (paragraphs at the essay level; sentences at the paragraph level),  appropriate and logical structure both within the essay as a whole and within the  paragraph, good main ideas at the paragraph level, well-informed  **Language:** Good command of English, good control of language usage, frequent  use of good complex and compound sentences with insignificant errors, good range  of appropriate vocabulary and idiomatic language  **Mechanics:** Good control of punctuations and spellings  **Style:** Good stylistic control and display of creativity and flair as well as  originality throughout the essay |
| **Fair** | **Content:** Fairly clear and substantive understanding of the topic given in terms of  the length/scope of the essay, sufficiently-developed, satisfactorily-supported and  presented, satisfactory awareness of audience and purpose  **Organization of Ideas:** A fairly convincing and clear thesis statement, coherent  and satisfactorily-organized in an introduction, development, and a conclusion with  satisfactory use of cohesive devices (paragraphs at the essay level; sentences at the  paragraph level), fairly appropriate and logical structure both within the essay as a  whole and within the paragraph, satisfactory main ideas at the paragraph level,  fairly-informed  **Language:** Satisfactory command of English, satisfactory control of language  usage, fairly frequent use of satisfactory complex and compound sentences with a  few errors, a satisfactory range of appropriate vocabulary and idiomatic language  **Mechanics:** Excellent control of punctuations and spellings  **Mechanics:** Fair control of punctuations and spellings  **Style:** Satisfactory stylistic control and display of creativity and flair as well as  originality throughout the essay |
| **Poor** | **Content:** Poor understanding of the topic given in terms of the length/scope of the  essay, occasionally irrelevant and poorly-developed as well as supported,  dissatisfactory-presented, poor awareness of audience and purpose  **Organization of Ideas:** A barely convincing and less clear thesis statement, less  coherent and poorly-organized in an introduction, development, and a conclusion  with poor use of cohesive devices (paragraphs at the essay level; sentences at the  paragraph level), less appropriate and logical structure both within the essay as a  whole and within the paragraph, poor main ideas at the paragraph level, poorly informed  **Language:** Poor command of English, poor control of language usage, frequent  use of poor complex and compound sentences with many errors, poor range of  appropriate vocabulary and idiomatic language  **Mechanics:** Poor control of punctuations and spellings  **Style:** Poor stylistic control and display of creativity and flair as well as originality  throughout the essay |
| **Very Poor** | **Content:** Barely clear understanding of the topic given in terms of the length/scope  of the essay, irrelevant and lack of logic, little/no evidence of ability to generate  ideas, little/no attempts to address appropriate audience and purpose  **Organization of Ideas:** A unclear thesis statement, incoherent and pointless in an  introduction, development, and a conclusion without use of cohesive devices  (paragraphs at the essay level; sentences at the paragraph level), inappropriate and  illogical structure both within the essay as a whole and within the paragraph, no  main ideas at the paragraph level  **Language:** Very poor command of English, very dissatisfactory control of  language usage, very frequent use of very poor simple and compound sentences  with numerous errors, a very considerable range of inappropriate vocabulary and  idiomatic language  **Mechanics:** Very poor control of punctuations and spellings  **Style:** Hardly any stylistic control and display of creativity and flair as well as  originality throughout the essay |

Appendix C

**Criterion-referenced analysis sheet**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Comment | Maximum  score | Descriptor | Category | Part C |
| Start with 10 and delete  2 points for each  sentence  Inappropriately placed. | 10 | Is all the information/  commentary in the  correct sections of the  Template? | Overall  organization  (macro patterning) | Organization |
| Add 3 points (to a  maximum of 12 points)  for each correctly  sequenced paragraph  within each section of  the template (where  there are more than  One). | 12 | If there is more than one  paragraph within each  section of the template,  are the paragraphs  Appropriately sequenced? | Internal  Organization |  |
| Start with 15 and delete  3 points for each  (maximum deletion =  15 points). | 15 | Does each paragraph (or  sequence of 2 paragraphs)  have an appropriate topic  Sentence? | Coherence |  |
| Start with 15and delete  3 points for each  inappropriately located  idea (maximum  Deletion = 15 points). | 15 | *Within each paragraph*,  are the ideas  Appropriately organized? |  |  |
| Add 3 for each one  Used correctly.  Delete 3 for each used  but used  inappropriately or  Incorrectly. | 24 | Are the discourse  relational signals (e.g.  *because, if, however,*  *firstly*) included where  necessary and used  Appropriately? | Cohesion | Language |
| Add 3 for each one  Used correctly.  Delete 3 for each used  but used  inappropriately or  Incorrectly. | **24** | How many of the  language features (apart  from cohesive devices  signaling relations) that  were taught for  this type  of genre are included and  used correctly | Language  features |  |

**Total**  **100**