

SURAT KETERANGAN

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Pimpinan Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA memberikan tugas kepada:

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Sekolah Pascasarjana UHAMKA



Adalah benar nama tersebut di atas sebagai Penulis Module yang digunakan 1 September 2023 dengan judul "Academic Writing".

Demikian surat keterangan ini diberikan kepada yang bersangkutan, untuk dapat dipergunakan sebagaimana mestinya.

Jakarta, 25 Muharram 1446 H

31 Juli 2024 M

a.n. Direktur
Sekretaris Bidang II,



Dr. Hj. Ihsana El Khuluqo, M.Pd.

Tembusan Yth:

Direktur (sebagai laporan)

Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA

Visi : Sekolah Pascasarjana Profetik dalam mendidik sumberdaya manusia yang memiliki kecerdasan spiritual, intelektual, emosional, dan sosial



ACADEMIC WRITING

MODULE

Hamzah Puadi Ilyas, PhD

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Preface

Even though it may not be true, it is widely believed that writing is the most difficult skill, compared to speaking, listening and reading. It may be because, apart from paying attention to grammar, vocabulary choice, or sentence structure, writing is also thinking. What it means by ‘writing is also thinking’ is that when writing, one needs to think to make his writing clear and understandable. Unclear writing could be caused by unclear or unorganised thinking processes. This skill is sometimes neglected by writers or writing instructors.

Writing an argumentative research article may sound new for (Indonesian) students. This is, however, a piece of writing which requires its writers to write clearly, presents their argument convincingly, discusses a topic deeply, and organises their piece well. This seems to be easily said than done, but this can be achieved through practice.

This book equips students majoring in TEFL (Teaching English as a Foreign Language) to be able to write an argumentative research article. This book aims to provide basic foundation of scientific writing; students are expected to use the skill they obtain from this course to write academic papers such as thesis, dissertation, book review, review article, or research-based article.

This book is indeed not perfect. Comment and suggestions from colleagues are very much welcome.

About the author

Hamzah Puadi Ilyas completed his Doctoral degree from University of York, England, UK in 2016. He used to be a fiction writer and has published 4 novels, 1 anthology of short stories and some 40 short stories. Currently he is a lecturer at S1 and S2 programme at University of Muhammadiyah Prof. DR. HAMKA (UHAMKA).

Unit 1: Writing scientific papers

This unit presents the conception of scientific papers, the types of scientific papers followed by the examples of a book review article and an argumentative research article, steps in writing an argumentative research article and the structure of argumentative research articles. The unit ends with an exercise to get a topic for writing an argumentative research article.

1.1 What is a scientific paper?

A scientific paper is a written composition aimed for scientific or academic purposes. Some authors name it ‘term paper’ or ‘research paper’. Writing this paper involves some activities such as finding a topic, finding information related to the topic, thinking about and examining on the information and presenting the argument.

Writing a scientific paper in English is not easy, but not very difficult. It needs writing skills and critical thinking. For undergraduate students whose native language is not English, this kind of writing may be demanding, or might be gruelling. Indonesian students may find difficulties when developing this kind of academic writing. This may be because they are not accustomed to writing a report or paper by the end of the term or semester. However, if steps and stages are practiced, “the process of producing a good research paper is not really very difficult” (Menasche, 1997, p. 1).

This book provides steps and stages in writing a scientific paper and is dedicated for undergraduates in the field of English education. Apart from introducing them with academic writing, this book can hopefully equip them with writing skills for their academic activities, such as writing a research project or *skripsi*. With some adjustment, this book can also be used by postgraduates interested in understanding basic principles of writing a scientific paper, especially an argumentative research article.

1.2 Types of scientific papers?

In the academic context, there are several types of scientific papers. They include, among others, *skripsi*, theses, dissertations, journal articles, book review, research-based articles and argumentative research articles.

While *skripsi* is the report of research conducted by Indonesian university students as a prerequisite to complete an undergraduate programme, theses and dissertations are for postgraduates. In Indonesia, thesis is for students taking a Master's programme and dissertation is for doctoral programme. In many universities abroad, thesis is for doctoral programme. Journal article is a scientific article published in an academic journal. Book review is also published in an academic journal, but it only reviews the content of a book.

There are two types of articles published in an academic journal: research-based article and argumentative research article. Research-based article is a research report consisting of at least six parts: abstract, introduction, method(s), findings/results, discussion and conclusion. Argumentative research article, which is often referred to as a review article, is an article presenting an author's argument or opinion on a topic or issue, supported by the ideas of other authors. Menasche (1997) states that argumentative research article is "when the writer presents the ideas of others and also makes judgments on them, adds personal comments, and tries to support a different, personal position on the main issue" (p. 2).

This book is about writing an argumentative research article. Students are expected to write an argumentative research article regarding one of multiple issues in English Language Teaching (ELT) as the product of this course. The product is adjusted to the level of education. For the undergraduates, the piece of writing may not be an in-depth analysis, while for the postgraduates, the writing needs to be an in-depth analysis showing students' critical judgment. The following are two examples of scientific articles: one is the book review and the other is the argumentative research article. The book review was published in *Bellaterra Journal of Teaching & Learning Language & Literature* (<http://revistes.uab.cat/jtl3/issue/view/v8-n3/showToc>) volume 8 number 3, 2015. The argumentative article was published in *Studies in English Language and Education* (<http://www.jurnal.unsyiah.ac.id/SiELE>) volume 3 number 1, 2016.

a. The example of book review

***Sociocultural Theory in Second Language Education: An Introduction through Narratives,*
by Merrill Swain, Penny Kinnear & Linda Steinman (2015, 2nd ed.). *Multilingual Matters Textbooks, 192 pages, Paperback £19.95, Hardcover £69.95, ISBN: 978-1-78309-317-5.***

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Vygotsky's sociocultural theory of mind (1978) highlights the interdependence of the individual, social community and interactions in the construction of knowledge. The theory has been widely adopted in the area of applied linguistics research, and it has been employed to explain second language learning processes (Storch, 2013). The stated aim of this 192-page book is to introduce the key concepts of sociocultural theory (SCT), including mediation, zone of proximal development, collaborative dialogue, private speech, everyday and scientific concepts, the interrelatedness of cognition and emotion, activity theory and assessments. As is posed on the cover of the book, these key notions of SCT are illuminated within the narratives to which the authors, Merrill Swain, Penny Kinnear and Linda Steinman, link various contexts of second language learning, teaching, testing, and research. Although major concepts discussed in the book originate from its first publication, this second edition provides the readers with more recent studies on Vygotskian SCT in second language education. The authors have also completed the book with references from all of Vygotsky's collected works that appear in the bibliography.

Sociocultural theory in second language education: An introduction through narratives, comprises eight chapters which follow a brief introduction from the authors. The book, in some respects, may be regarded as a narrative because the authors occupy all the eight chapters with stories related to language teaching and learning. In total, there are ten stories presented within the eight chapters. The authors purposefully employed these ten stories to illustrate one or more concepts of SCT and to create engagement between the theory and its classroom practice. The characteristics and context of the story are also presented by the authors to help readers follow the discussion and build a connection between SCT concepts and language learning practice. At the beginning of each story, the key principles of SCT and the working terminologies are briefly introduced to maintain the readers' focus when reading. The authors' in-depth

evaluation and relevant research related to the topic appear after the story and discussion questions are posed to readers to evaluate their understanding of the SCT concepts and their criticality. More importantly, the authors remind readers that the stories themselves are not the primary units of analysis in the book (p. xiii); nonetheless, they serve the SCT concepts which are so. Finally, a discussion is presented to the readers after the main chapters in order to review the concepts of Vygotsky's sociocultural theory they are already familiar with.

The first chapter *Mona: Across time and geography* illustrates the SCT tenets related to mediation. In Vygotsky's SCT, all forms of human higher mental (cognitive and emotional) activity are mediated by material and/or symbolic means (also known as artefacts). Within the chapter, mediation is explained as "the process which connects social and individual" (p.149). Mediational means refer to tools that individuals use to achieve their interactional goals. Through Mona's narrative, the authors highlight several mediational means that Mona used to attain her English learning goals, including grammar books, computers, English language lessons played on the radio and TV, tapes, her first language, and her social interactions. This book provides valuable insight for classroom language teachers to consider any classroom resources that may potentially mediate pupils' learning activity and teachers' instructional goals.

The concept of the zone of proximal development (ZPD) is demonstrated in chapter two, *Madame Tremblay: A French immersion story*. Madame Tremblay, a story written by Sarah who attended primary education in a Canadian French immersion program, resonates a number of interactions that enable learners to accomplish more than he/she could have accomplished if working alone; what is known as the ZPD. It is interesting that the authors perceive ZPD as a collaborative and dialogic interaction rather than a metaphor as ascribed by John-Steiner and Mahn (1996). The authors' argument that ZPD is an activity primarily relies on their grammatical and lexical interpretation of the term. In addition to the authors' attempt to define ZPD, they take issue with what is called intersubjectivity within the ZPD. The authors argue that a ZPD involves a number of individuals and thus suggests co-authorship or co-construction. To provide readers with clearer analysis of the *Madame Tremblay* narrative, the authors discuss two other related social theories, including scaffolding and community of practice (CoP).

Chapter three presents two narratives, namely *Jody (talking to self)* and *Sophie and Rachel (talking to others and self)*. However, the two narratives elaborate one same concept of SCT, being that of languaging. From the two narratives, the authors show how languaging plays a salient role in promoting individuals' thinking processes. In Jody's narrative, the authors demonstrate the process of internalising language aspects through self-talk whilst in Sophie's and Rachel's, the authors suggest the role of collaborative dialogue in language learning. In spite of the authors' presentation of the two types of languaging (i.e private speech/self-talk, and collaborative dialogue), they contend

that the use of the two terms appears to be interchangeable. The authors write, “what looks like collaborative dialogue may on closer inspection also be considered as speech for the self” (p. 32).

Thaya’s narrative depicting Vygotsky’s concepts of scientific (conscious, systematic) and everyday (spontaneous) language and their interconnection is the topic of chapter four (*Thaya: Writing across languages*). Contextualised in a writing classroom at the University of Ontario, the narrative is employed to illustrate “how students, especially Thaya, move between their everyday and scientific concepts to build their writing skills and sensibilities as well as a more conscious understanding of the writing process” (p. 50). To this end, the authors distinguish between Vygotsky’s concepts of scientific (conscious, systematic) and everyday (spontaneous) language and evaluate the implications of these concepts when applied into language teaching and learning classroom practice.

In chapter five, entitled *Grace: The effect of affect*, the authors discuss the SCT concept of affect by demonstrating the interrelatedness of cognition and emotion in a learning process. From a SCT perspective, the involvement of acting, thinking and feeling is critical mainly when learning in the ZPD because not only does it suggest participation, but it also transforms learners’ identity (Wells, 1999). Drawing upon Grace’s narrative, the authors argue that thinking (cognition) and feeling (emotion) are inherently related and separating the two may limit individuals’ complete understanding of their learning. To support this argument, the authors provide some evidence from research regarding the role of emotion in classroom language learning. Additionally, two other relevant concepts, including identity and regulation, are discussed to help readers better understand the concept of ‘affect’ and its value in language learning.

Sandra’s narrative illustrates the key SCTs concept related to activity theory and it is presented in chapter six, entitled *Sandra’s story: A teacher’s dilemma*. Within the chapter, the authors present an activity theory perspective, claiming that human construction of knowledge is a physically and socially motivated activity. The focus of activity theory, as the authors argue, is on “the interaction of multiple individual and social forces rather than on an individual” (p. 96). At this point, the authors evaluate Sandra’s (teacher) and Marc’s (student) email exchange and they reflect three primary elements in an activity system, namely subject (agent), object (goals) and mediational means. Sandra’s tension within herself regarding her role and objectives during the many interaction between herself and her student is also illustrated to clarify the interconnectedness of the three elements. Of the complex networks within an activity system, the authors emphasise the rules (e.g. level of formality, languages), community and division of labour. At the end of the authors’ discussion, they raise controversies related to the activity theory and challenge for the reconceptualisation of the relationship among learning, the individual and the context in order to suggest a view of learning for language teachers and scholars.

Chapter seven – *Yang: Being assessed* – recounts Yang’ story in preparing a highstakes exit test after attending an Academic Preparation Program at a Canadian university. Within the context of an English for academic purposes speaking course in Canada, the story exemplifies the potential contribution of SCT for second/foreign language assessment. Assessment itself is viewed as the process of documenting students’ language learning, and its practice is a social and cultural activity. The authors argue that assessments “reflect the values and belief of the broader society in which they are developed and used” (p. 121). A debate about dynamic assessment is briefly presented as it has been considered for second language assessment. To this end, the authors discuss the story with a focus on second and foreign language testing as a mediated, goal-driven activity with social and educational implications.

The final chapter (chapter eight), entitled *Maria and the Beatles; Jean-Paul and Second life*, presents additional narratives from Maria and Jean-Paul. The first story of Maria presents a dialogue between two teachers who look to the Beatles for inspiration. The other, Jean-Paul’s story, moves the discussion from the traditional classroom into a digital environment, specifically Second Life. In this chapter, the authors attempt to engage readers with the process of trying to understand the situation through SCT principles. Readers are given an opportunity to consider and evaluate the two additional narratives with the SCT concepts they already comprehend.

Overall, this second edition of *Sociocultural theory in second language education: An introduction through narratives*, is an exceptional discussion of SCT concepts that serves readers with an accessible entry to complex principles of Vygotsky. Despite the fact that the title of each chapter appears to drive attention towards one concept of SCT, the authors exceptionally establish the interrelatedness of Vygotsky’s principles so that readers may gain a complete understanding of the theory. Following Richard Donato’s remarks about the book as shown on the publisher’s website, it is a highly recommended and worthwhile read, not only for graduates and undergraduates as addressed by the authors, but also for language teachers or other newcomers seeking to understand the interaction between sociocultural theory and language classroom teaching.

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b. The example of argumentative research article

Retaining Literature in the Indonesian ELT Curriculum

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Abstract

This article presents serious independent arguments why literature needs to be retained in the Indonesian ELT (English Language Teaching) curriculum. In general, ELT curriculum nowadays seems to neglect the importance of literature since the introduction of the communicative approach. Three aspects are presented in connection with why the notion may need immediate application: (1) Literature brings many advantages to Indonesian ELT learners; (2) Literature can be used to teach critical thinking skills; and (3) Critical thinking can be used to promote tolerance. Critical thinking and tolerance are values not getting serious attention in educational processes in this country even though these values have been included in the National educational objectives for Indonesia. This article is developed based on mainly the ideas of literature teaching proposed by Collie and Slater (1987), Lazar (1993), and Ghosn (2002).

Keywords: Literature, critical thinking, ELT, tolerance.

1. INTRODUCTION

One of the widely neglected issues in ELT (the term ELT herein refers to EFL, ESL, TEFL and TESOL) is literature. This may be due to the popularity of communicative approaches. Literature, however, is believed to be beneficial for ELT learners, and ELT students can benefit from the role of literature in promoting, among other things, language acquisition and language proficiency. The potential benefits of introducing literature in ELT classrooms seem to have been forgotten in recent ELT curriculum. The examination of ELT textbooks from the 2006 and 2013 curriculum used for teaching ESL to Indonesian senior

secondary school students is in favour of this proposition; only books aimed for students majoring in language programmes contained any literary works.

This article therefore attempts to present various benefits of including literature in the context of teaching ELT in Indonesia. Apart from such benefits as exposing learners to authentic materials and introducing them to different cultures, retaining literature in the Indonesian ELT curriculum can also be used to promote critical thinking skills amongst learners. It is also argued that the teaching of critical thinking is needed to make learners aware of tolerance, which is a value that is very important for a pluralist society such as Indonesia, but it seems to be ignored in education now.

2. LITERATURE IN ELT

2.1 The Benefits of Teaching Literature in the ELT Classroom

A considerable amount of literature has been published on the importance of teaching literature in both first and second/foreign language settings (e.g. Akyel & Yalcin, 1990; Brumfit, 1981; Campbell, 1987; Elliot, 1990; Shelton-Strong, 2012; Talib, 1992). Regarding promoting a student-centred approach in ELT methodology, using literature may facilitate this method. Students, for instance, can be assigned to work in groups, discussing then presenting the motivation of the protagonist in a fictional work or how the story could end differently if the protagonist did not succeed in pursuing his/her goal. Such activity is supported by Van (2009) who argues that “the study of literature is amenable to student-centred activities that offer opportunities for collaborative group work such as reader-theatre, drama, and other projects where English is the common medium of authentic communication” (p. 8).

The promotion of a student-centred approach is not the only advantage of using literature in ELT. Due to the richness of characters in literature which represent, among others, the writer’s imagination, portraits of social life, and the suffering of humans living their lives, the use of literature can have many benefits for learners of English.

There are at least four serious noticeable advantages why literature needs to be retained in Indonesian ELT. Collie and Slater (1987) and Lazar (1993) argue that literature can help learners understand another culture (cultural enrichment) and provide stimulus for language acquisition (language enrichment). Besides this, as most literary works are not written for special use in the classroom, literature can expose learners to authentic materials. Finally, another advantage of introducing literature in the ELT class is encouraging learners to talk about their opinions on and feelings about the characters in the literary works they study.

A fictional work is a representation of a culture as it has a setting. Values considered normal or even noble in a particular setting may be different from those in a setting where the reader resides, hence people’s perception of values

need not be the same. Sexual orientation, for example, is still a big issue in most Eastern and predominantly Muslim countries, like Indonesia. Similarly, female circumcision - often referred to as genital mutilation - is considered to be against humanity in Western countries while it is a common practice in a country like Nigeria and even in Indonesia until recently. Social interaction among community members is also different from culture to culture. These aspects, which to a large degree are represented in works of fiction, may enrich the cultural exposure of students. Such exposure to different cultures can broaden the horizons of students and importantly make them appreciate different values from different cultures.

Regarding language enrichment, using literature in ELT is believed to be able to enrich language acquisition by students. This has been proved by several authors (e.g. Janopoulos, 1986; Lao & Krashen, 2000; Mason & Krashen, 1997). A study by Lao and Krashen (2000), for example, showed that the experimental group, first year students majoring in translation in a university in Hong Kong, who were assigned to read six fiction books in one semester gained more significantly in vocabulary growth and reading rate than the comparison group, who were not assigned to read novels. They also reported that “experimental subjects also indicated that they were more interested in pleasure reading as a means of improving their English than they were before taking the class, and felt that the literature class would help them in future study” (p. 267-268).

What differed significantly between the experimental and the comparison group from the Lao and Krashen’s study may be due to the experimental group’s exposure to ‘interesting’ authentic materials, supporting the third advantage of using literature in ELT. Reading novels could be more interesting than reading non-fiction, so this increases students’ motivation to improve their English. That students’ motivation increases when exposed to fiction as authentic materials is also proved by Peacock (1997) who conducted a study at a South Korean university EFL institute. Among authentic materials he chose were poems and American pop songs, which can be categorised as literature. He reports that using authentic materials significantly increased students’ motivation. The results might be different if the authentic materials used in the studies above were not as interesting as novels, poems, or pop songs.

One question that needs to be asked, however, is whether literature is suitable for low level EFL learners. An issue arising in the light of this proposition is: Is the language used in literary texts easy to understand, especially for low levels? This is because literary works can contain unusual vocabulary. ‘Unusual’ in this context means that the words or language expressions in the literature are seldom found in other genres of writing such as in newspaper articles or college textbooks for international students. These unusual expressions are sometimes deliberately used by the authors to create metaphorical effects. Besides this, material that is difficult may lower the motivation of the learners so that learning objectives are not achieved. Novels, short stories and poems can contain language

that is complex in structure, also. These are all factors that could possibly inhibit the introduction of literature to ELT beginners.

Responding to the abovementioned issues, Lazar (1994) argues that “despite their very limited proficiency in the language, students need the challenge and stimulation of addressing themes and topics which have adult appeal, and which encourage them to draw on their personal opinions and experiences” (p. 116). The idea of encouraging ELT learners to draw on their personal opinions and experiences seems interesting, and it is in agreement with the fourth advantage of using literature in ELT and with the notion of promoting critical thinking amongst learners through literature. This is supported by Ghosn (2002) who argues that teaching literature in ELT contributes to developing critical thinking amongst learners and to developing character aspects that are favourable for academic achievement and for success in life. She states:

...Third, literature can promote academic literacy and thinking skills, and prepare children for the English-medium instruction. Fourth, literature can function as a change-agent: good literature deals with some aspects of the human condition, and can thus contribute to the emotional development of the child, and foster positive interpersonal and intercultural attitudes. (Ghosn, 2002, p. 173)

However, even though literature can be introduced to lower levels, the argument about the gap between their language proficiency and difficult language expressions, structure and vocabulary in literature needs to be taken into account. Therefore, the reading materials chosen for study need to be selected to match the English proficiency of the learners. Hence teachers may need to introduce graded readers. Hill (2008) writes that “graded readers are books written for learners of English using limited lexis and syntax, the former determined by frequency and usefulness and the latter by simplicity” (p. 185).

Apart from avoiding the possibly inhibiting factors mentioned above, adjusting the literature to the language proficiency will help learners have a smooth transition, hence preventing frustration and facilitating a gradual process of language acquisition and critical thinking. At the same time, the students can still enjoy the beauty of the story. When exploited well in the ELT class, this may bring many similar benefits as previously mentioned. Besides this, studies on promoting critical thinking through critical reading by using literary works - as can be seen in the sub-section that follows - have proved that gradual progress needs to be facilitated. Graded readers certainly may be the answer to this issue.

Assigning ELT students to start to read literary works and engage in thought-provoking activities based on those works may be one of the answers as to how Indonesian ELT can be improved. Literature was once the focus of foreign language teaching in Indonesia during the Dutch colonial era. World literature was taught to MULO (Meer Uitgebreid Lager Onderwijs) students in language classes. MULO was comparable to junior secondary school at present. The

teachers asked their students to read literary works and give responses (Agung, 1993). Agung, who was educated at MULO during the Dutch colonial era, wrote in his biography:

Di kelas empat pelajaran bahasa Belanda, Inggris, Perancis dan Jerman tidak lagi menyangkut soal gramatika atau penterjemahan dari bahasa Belanda ke bahasa asing lainnya atau sebaliknya. Kurikulum dalam bidang ini mencakup pelajaran mengenai perkembangan sastra (literature) dalam keempat bahasa tersebut yang sangat menarik bagi saya. Dengan cara inilah saya mengenal sejarah sastra Eropa Barat (Belanda, Jerman, Perancis) dan mengetahui sekedarnya wakil masing-masing periode perkembangan sastra itu dengan karya-karya mereka, misalnya saya mengenal nama penyair Belanda Vondel dari abad ke-16 sampai nama Douwes Dekker (Multatuli) dan Couperus dan lain-lain. [Translation: In grade four, the language courses such as Dutch, English, French and German were no longer about grammar or translation from Dutch to other foreign languages or vice versa. The curriculum, which covered the development of literature in those four languages, was very interesting for me. This taught me about the history of literature in Western Europe (The Netherlands, Germany, and France) and I learnt about representatives of each development period of literature through their works. For example, I learnt from the 16th century Dutch poet Vondel up until Douwes Dekker (Multatuli) and Couperus and others. (Agung, 1993, p. 56)]

Exposure to world literature was also experienced by Lien, the wife of a former Indonesian vice president, who attended Dutch education at VHO (Voorbereidend Hoger Onderwijs). This was a two-year school after junior secondary school. In her biography, written by Janarto (2000), it noted that:

Untuk pelajaran bahasa Inggris, misalnya, Lien tidak hanya diajar oleh Mrs. Bowdies mendalami grammar atau structure semata, tapi juga diminta mengapresiasi buku-buku sastra klasik dunia. Untuk itu, diantaranya Lien diharuskan membaca karya-karya pujangga William Shakespeare dan berbagai sastrawan besar lain. Sekaligus ia diminta membuat semacam book report, yakni risalah yang berisi ringkasan berikut ihwal karya sastra klasik tertentu. Lakon Hamlet karya Shakespeare, misalnya, telah ia bahas dan kupas habis. Masih pula ia diminta untuk menceritakan kembali isi lakon terkenal itu di depan kelas. Tak mengherankan, para murid VHO dikenal jago berbahasa Inggris dan Belanda. [Translation: For English lessons, for example, Mrs Bowdies not only taught Lien grammar or structure but also

classical literature from the world. Therefore, she had to read the works of William Shakespeare and other great writers. She was also asked to make book reports, to summarize what she had read. She, for instance, deeply analysed Shakespeare's Hamlet. As well as this, she was asked to retell that famous play in front of the class. It is no wonder that VHO's students had a very good command of English and Dutch. (Janarto, 2000, p. 18)]

Compared to Indonesian junior high school students nowadays, I doubt that they are being asked to read world literature and discuss its contents. They may not even be asked to read recent popular literature like Harry Potter. That's why many people claim that junior high school students during the Dutch colonial era already had a good command of the English language compared to recent junior, even senior secondary school students. Also, the EFL curriculum in the teacher training and pedagogy courses does not seem to optimise the potential role of literature to improve the teaching programs for English. That's one reason why when they become secondary school teachers, they do not optimise the potential for using literary works for teaching related activities nor promote the reading of literary works in their classrooms, they just don't know about it.

2.2 Using Literature to Promote ELT Students' Critical Thinking Skills

Critical thinking is unique since almost all academics, especially in the Western countries, know what it is and know when their students' works are not critical, but there is no agreement on its definition. A study by Moore (2011) looked at the elusive concept of critical thinking. Among 17 academics from different fields of study in an Australian university in his research, no one proposed the same or a similar definition of critical thinking. Books on critical thinking also propose different definitions. Two scholars who are actively involved in thinking about critical thinking are Paul and Elder. Their conception of critical thinking is interesting since it touches the issues of egocentrism and socio-centrism, thus relating critical thinking beyond the school/university subjects. Paul and Elder (2006) wrote:

Critical thinking is defined as "self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities, as well as a commitment to overcome one's native egocentrism and socio-centrism. (Paul & Elder, 2006, p. xxiii)

Their definition argues that critical thinking enables one to see something from a wider perspective and avoid seeing something only from one's own perspective. This seems important in academic and social life because decision

making is not solely based on personal assumptions. Their definition also suggests that one can correct one's own thinking, hence arguing that critical thinkers are not rigid in their own beliefs as old beliefs may be misleading.

As mentioned above, literature has been believed to be beneficial in ELT since one of its benefits is purported to be the development of critical thinking. Promoting critical thinking needs to be learnt in stages as it seems impossible for learners to be critical without being taught how to do so, and some studies have proved this proposition (Commeyras, 1990; McDonald, 2004; Urlaub, 2012). These empirical studies showed that promoting students' critical thinking skills could be successful if it was conducted in stages. One of the most interesting aspects of the studies is that they used literary works to promote critical thinking. Such studies may fill in gaps in the literature because, so far, very few studies have investigated the role of literary works in promoting critical thinking skills amongst ELT learners. These studies are therefore selected and reviewed in this article.

Urlaub (2012), for example, conducted experimental research in an L2 (second language) setting where American students were learning German. Her study attempted to find out whether training in reading comprehension strategy, generating questions, benefited ESL (English as a Second Language) students to improve their critical reading/thinking. As the source of discussion, she used German short stories titled *Das Brot* and *Nachts Schlafen die Ratten doch* by Wolfgang Borchert. The study, which was conducted at the Language Centre at Stanford University, focused on the reading comprehension strategy for acquisition of self-generating questions for an experimental group (n=14) and on the strategy similar to teaching traditional L2 literature for the control group (n=7). Pre-test, treatment and post-test measured the participants' ability to give a short critical response essay. She created a rating rubric ranging from 0 to 3 in which number 3 showed that the learners were capable of critical analysis. Her results showed that the experimental group's training was more effective than the control group's traditional training. In doing her study, Urlaub showed the students in the experimental group how to use a scaffold.

Urlaub's study used a scaffold with 4 stages: (i) teaching learners to evaluate components in the literary text such as characters, settings, actions and objects, (ii) teaching the learners strategy to self-generate questions, (iii) giving examples of how the strategy was used, and (iv) teaching the learners the strategy to present critical responses to the text. Even though the study involved only a small number of participants, it showed that facilitating students' critical thinking skills needed stages. Thus it can be assumed that the success in encouraging critical thinking by the students was partly due to the scaffold, apart from using literary works in the study.

Using literature to promote critical thinking skills amongst students also seems to work well for young learners. McDonald (2004) conducted a case study with 10-11 year-old primary school students in Sydney, Australia. The students

came from different countries, many of whose native language was not English, and the study was balanced in terms of gender. The study used a novel titled *I am Susannah* by the award-winning Australian novelist - Libby Gleeson. In doing the study, McDonald introduced critical pedagogy approaches such as appraising characterization from a 'different' perspective, contrasting gender characterization and presenting an alternative (feminist) discourse. However, before the students were exposed with critical thinking activities, they were exposed to a non-critical pedagogy in order that they could "develop classroom talk which could be seen to construct moves towards critical reading" (p. 19). Non-critical pedagogy adopted was similar to the reader-response approaches of literature teaching in which the students were, for instance, encouraged to give personal responses to the text, asked to relate their understanding of the main character of the story and encouraged to share empathy with the characters.

In this study the classroom talk was recorded. The transcript presented in the research report shows how uncritical thinking pedagogy was encouraged and how this led to the pedagogy of critical thinking. Even though the study did not show how the researcher measured the students' development of critical thinking skills, it, nevertheless, indicates that the use of literature can promote critical thinking, and also how non-critical thinking activities can be used as a transition to critical thinking activities. Again, this indicates that literary works could have a beneficial influence on the promotion of (young) learners' critical thinking skills if the scaffold is adequately facilitated.

Another study that supports the role of literary works in promoting students' critical thinking skills and argues for providing a scaffold to encourage the development of skills was done by Commeyras (1990). The study aimed to "provide a convincing example to illustrate the relationship between critical thinking and reading comprehension and to show that critical thinking can be promoted in everyday classroom instruction using regular classroom materials" (p. 201) and adopted an analysis of a critical thinking reading lesson. It involved eight elementary school students in Boston and the lesson was videotaped. The reading lesson was taken from a book titled *The Death of Evening Star*. Three instructions were given: (1) asked the students to read the story for comprehension, (2) asked them to complete a written assignment by preparing evidence for a hypothesis and (3) asked them to discuss the story. The scripts presented in the research report showed the students' progress in critical thinking.

Other literature has also reported that using literary works to promote critical thinking can be successful with children. Pioneering work was done by Matthew Lipman, who created Philosophy for Children (P4C) in the 1970s. Lipman's P4C program uses stories (children's novels) to promote critical inquiry by children. Other authors (e.g. Aubrey, Ghent, & Kanira, 2012; Costello, 2000; Fisher, 2008; Lam, 2012) have proved that P4C is effective to promote children's critical thinking. For example, a study by Lam (2012) reports those children in the experimental group in Hong Kong who were taught using P4C performed

better than the control group in reasoning skills, which is an integral part of critical thinking.

Inspired by the effectiveness of literary works in promoting critical thinking, Fisher (2008), who argues that stories contain the elements of narrative constructions being potential for interpretation, reflection and discussion, proposes activities related to fictional works. According to Fisher, the elements of narrative construction that could promote critical thinking are contexts, temporal order, particular events, intentions, choices, meanings and the telling. The questions related to contexts refer to the historical, narrative and social contexts of the story, for instance, What is the relationship between the characters? (social context). While temporal order questions ask about what happened in the beginning, middle, or end of the story, questions about particular events focus on events or episodes in the story. Intentions involves questions asking what the characters in the story think, want or believe, and meanings is concerned with the meanings in the story (e.g. What kind of story is it?). Questions probing choices and the telling involve the choice of actions taken by the characters in the story and whether the story is told well.

Apart from stories (short stories and novels), Fisher (2008) also argues that poetry is another literary product that can be used to encourage children's critical thinking skills. He suggests some simple poetry-based activities that a teacher can apply in the classroom. The activities start from reading the poetry aloud, followed by asking students to think and reflect on it. Then students are asked to mention interesting findings from it as ideas for discussion. The teacher can then invite or ask one of the students to comment, and then invite others to give responses. The process can be repeated and also the discussion can be expanded by asking more questions.

Fisher's strategies seem ideal to promote children's critical thinking skills as they explore various elements of critical thinking such as questions asking for viewpoints or perspectives (What kind of story is it?), alternatives (What choices or decisions had to be made?) and clarifications (e.g. What does 'once upon a time' mean?). These three elements belong to the category of critical thinking questions (Paul, 1990). The strategies, however, are likely to work, not only for children but also for teenagers and adults. Indonesian students of junior and senior secondary school may get advantages from questions like these because at least they can start to think and express their opinions, apart from practising their speaking skills. With slight modifications, these strategies could be used for advanced ELT learners as well.

2.3 Literature, Critical Thinking and Tolerance

It is becoming increasingly difficult to ignore the importance of literature in ELT. As mentioned, apart from giving manifold benefits for language learners such as culture and authentic materials, literature can also be used to teach critical

thinking. When ELT is infused with critical thinking pedagogy, there would be two advantages. Firstly, students may improve their language proficiency. Secondly, their critical thinking skills may be enhanced. However, as has been mentioned literary criticism is getting unpopular in ELT curriculum due to possibly the influence of the communicative approach. As regards this, Ghosn (2002) states that using literature in the ELT classroom has potential for promoting empathy and tolerance, which could decrease prejudice; unfortunately, recent ELT programmes have very little attention to this aspect.

Connected to the Indonesian context, Ghosn's academic judgment seems very suitable to Indonesian conditions nowadays in which there are still many people not very tolerant of differences. Living in a very pluralistic society like Indonesia, people need to respect and appreciate differences, including differences in ideology, opinions and/or viewpoints. As reported by Indonesian media, conflicts concerning racial problems and violence respecting religious beliefs sometimes happen in the country. For example, a liberal Canadian Muslim activist Irshad Manji was attacked by Islamic hardliners/read fanatics during her book discussion in Yogyakarta, Indonesia (www.thejakartapost.com). For those being against the book, it was believed to be far away from mainstream Islamic teachings. This is absolutely based on the attackers' assumption as they had never read Manji's book. The incident appears to be uncivilized, and it is very far from 'tolerant' which is one of our educational objectives. Dialogue is not appreciated by these militants. These fanatics are not taught to counter argument with argument. Differences of opinion usually end up with a physical attack.

Introducing critical thinking may help to bring about tolerant attitudes amongst students since in critical thinking students are taught how to see a problem from different viewpoints as noted in Paul and Elder's (2006) conception of critical thinking above. Different viewpoints can then be examined, evaluated and criticised in order to make sound academic judgments. One form of critical thinking activities is dialogical critical thinking. During dialogical critical thinking, students are asked to comment on somebody else's comment (This is also part of a poetry-based activity proposed by Fisher above). The students get involved in a dialogue to find out what others think and feel, consider various perspectives, share ideas, and reflect on their own thinking. This is done with a spirit of respect, so that the students will learn that there are actually many perspectives of seeing a problem, and having a different opinion is not problematic at all. This may help to create tolerance at the end and certainly supports the objectives of education in Indonesia. Besides this, the students are expected to learn not to be easily manipulated by hardliners with extremist political propaganda.

With regard to Ghosn's ideas, promoting tolerance can be done through the teaching of literature. Through human suffering and the experiences of its characters, literature teaches people to be more humane, promoting empathy and respect. Besides this, in the context of ELT, literature brings many very positive

effects in such aspects as language proficiency and critical thinking. As mentioned, studies have proven that promoting critical thinking can be done through literature. Conditions in Indonesia need people who can appreciate different points of view, thus promoting tolerance. Therefore, retaining literature in the Indonesian ELT curriculum may help bring about three very important positive effects: (1) better language proficiency, (2) improved ability in critical thinking and (3) increased tolerance.

3. CONCLUSIONS AND RECOMMENDATIONS

3.1 Conclusions

The literature has reported that there is a strong relationship between the teaching of literature and the development of critical thinking and enhanced tolerance. Literature can give a lot of benefits to ELT learners such as language enrichment, culture enrichment and authentic materials. The teaching of literature can also improve learners' critical thinking skills as stories can be used to explore students' viewpoints or perspectives; thus encouraging them to voice their opinions and to build up their self-confidence. Besides this, critical thinking can promote tolerance; this can be done through dialogical critical thinking activities. In a dialogical critical thinking activity, students are given a (controversial) topic and asked to comment; a teacher needs to further explore their comments and make sure that their beliefs are actually only based on wrong assumptions and fears. All of this has important implication for retaining literature in the Indonesia ELT curriculum because both critical thinking and tolerance are two qualities included as educational objectives in the Regulations of the Republic of Indonesia Number 17, Year 2010 Regarding Educational Management and Administration.

3.2 Recommendations

The big issue emerging from the conclusion above relates specifically to Indonesian ELT textbooks and teachers. Textbooks need to include activities or tasks promoting critical thinking skills, while Indonesian school teachers need to understand how to teach literature and promote critical thinking through literary-based activities. It can thus be suggested that English textbook writers (and/or publishers) need to include activities or tasks that will facilitate the development of critical thinking skills amongst students, and Indonesian schoolteachers need further training in this field. The teachers also need to be reminded that one of the educational objectives in Indonesia is producing graduates who are, among other things, critical and tolerant. Criticality is a skill needed in this globally changing world, and tolerance is needed to sustain democracy in the country and to curb violence as a result of differences in our very pluralistic country. Retaining literature in the Indonesian ELT curriculum therefore may be one of the ways to

implement this objective of education and to improve the quality of our human resources in order to be able to compete with other people in the world.

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1.3 Steps in writing an argumentative research article

Several authors propose some steps in writing an academic article. Menasce (1997), for example, proposes some 24 steps in writing a research paper, starting from choosing a subject to submitting the paper to the instructor (teacher or lecturer). The steps below are modified from Menasce's ideas.

Step 1: Choosing a topic/issue

In choosing a topic, a student needs to consider the topic which is interesting for him. For example, he is interested in the area of Teaching English for Young Learners (TEYL). TEYL is actually still a very broad topic; it could be about the teacher, students, curriculum, textbooks, etc. He needs to narrow down the topic, for instance, teaching strategies. There are also multiple teaching strategies which can be applied in the TEYL classroom. He therefore needs to consider one strategy. Since children usually like watching movies, the idea of using movies in teaching children English is worth considering. Another teaching strategy which is worth exploring is using puppet in teaching speaking skill, for example.

There are two principles of choosing a topic: practicality and interest. Practicality means the resources (books, articles) are available and easily accessible. Avoid the topic with limited information since you only have one semester to finish the writing. Interest means you are interested in the topic. The writing process will be easier if you feel enthusiastic about the topic. On the other hand, you will feel tired and lose motivation to finish your writing if you are not interested in what you are writing about.

Step 2: Finding books or articles related to the topic

After a student chooses a topic he is interested in, he needs to start finding books and articles talking, discussing, or reviewing the topic. If, for example, he is interested in writing an argumentative research article about using movies in TEYL, he should find books and articles about the topic. However, if it is very difficult for him to find books or articles about this topic, he needs to go back to the first step, choosing a different topic. Steps one and two above are actually interrelated; one can get an idea for writing after reading books or articles.

Step 3: Reading and taking notes

This is a very important step in developing an argumentative research article because a student needs to find out what authors have said regarding the topic he is interested in writing. When reading the books or articles, he needs to make notes, writing down the authors' opinion, comments, argument, or suggestion. Don't forget to write the author's name, the title of the book or article, and relevant information such as the year of publication and the name of publisher for books and the name of the academic journal for articles. Such information will be used in the reference, the last part of an argumentative article (see the two articles above).

Students in the postgraduate level are expected to be more critical when reading and taking notes. They need to show their criticism to the authors' arguments, not taking the information at face value. It means they should evaluate the information contained in the books or articles whoever wrote them.

Step 4: Developing the preliminary thesis statement(s) and outline

After having read the books and articles and made notes of them, a student may get an idea about what statement(s) he is going to argue in the article. If, for example, he thinks that he doesn't have enough information to support his thesis statements, he needs to go back to the step 3, reading more books and articles.

Step 5: Drafting the article

A student makes a rough draft of introduction, body and conclusion. A body part can consist of several sections. When drafting the article, he only writes points which will be elaborated. Again, if he needs more information, he should go back to the step 3, doing more reading and notetaking.

Step 6: Writing the article

A student develops the draft of step 5 into an article. In this stage, he needs to finish the whole article before doing revision. The revision can be done several times until he is satisfied. He also should check mechanical errors, citation and references. Citation and references must be written following the chosen style (APA, MLA, or Harvard). If he thinks he needs more references, he can go back to the step 3 to do more reading.

Step 7: Handing in your article

This is the final step; however, don't submit your article if you are not really satisfied with your writing.

1.4 The structure of argumentative research articles

Most writing in the academic context in general can be divided into three parts: introduction, body and conclusion. Introduction, which is often referred to as 'introductory paragraph(s),' usually states the context of the topic, the summary of what other authors have written concerning the topic, the importance of discussing the topic, and the main idea (thesis statements) of the topic.

Body is the longest part of the article. As mentioned above, the body can consist of several paragraphs. This part presents the information supporting the writer's main idea stated in the thesis statement(s). This part must be written in an organised way and a good flow, so that readers can understand the arguments presented by the writer.

The final part is conclusion, also often referred to as 'concluding paragraph(s).' Similar to the body, this part can also be more than one paragraph. Conclusion usually summarises the main ideas of the article, but they must be written in different sentences. In this part, a student can give suggestions or recommendations to teachers, schools, or government, for example.

1.5 Exercise

Think about topic(s) you are interested in and write the topic(s) on a piece of paper.

Example:

I'm interested to know why some students have a good command of English. They speak and write well. I sometimes feel envious, not jealous. Is it because they study hard outside the classroom and always practise their English? If my guess is correct, they are what authors name 'independent learners'. Therefore, I'm going to write this topic and focus on "what are the characteristics of independent learners and why independent learning is important, especially in learning English as a Foreign language (EFL)."

Unit 2: Grammar in scientific writing

Grammar is completely important in writing. A piece of scientific writing, especially the one which will be published in an academic journal, must be free from grammatical mistakes. Considering students have learned grammar in different courses, this unit presents basic principles of constructing sentences which sometimes confuse students. This unit discusses subject-verb agreement, sentence fragments, run-on sentences and comma splices.

2.1 Subject-verb agreement

When writing, many students are sometimes still confused with subject and its corresponding verb. The following are some principles to avoid the confusion:

- a. Singular subjects need singular verbs, while plural subjects need plural verbs.

Examples:

1. Observation was conducted when students were involved in the classroom activities.
2. Observations were conducted when the teacher was explaining the lesson.
3. My brother is a teacher, but my sisters are doctors.
4. Researchers in this project are affiliated with University of Muhammadiyah Prof. DR. HAMKA.
5. Anissa, a 25-year-old woman who speaks English very well, is a new teacher in our school.

- b. The indefinite pronouns such as *anyone*, *anybody*, *anything*, *everyone*, *everybody*, *everything*, *someone*, *somebody*, *something*, *no one*, *nobody* and *nothing* are always singular; therefore they always require singular verbs.

Examples:

1. Nobody is planning to come to the next week's meeting.
2. Someone in the next door class is explaining about a solar eclipse.
3. Every student needs to submit the final project to pass the scientific writing course.
4. No student is allowed to be absent more than 75 per cent.
5. Everyone deserves the best.

- c. *Each* is always singular and needs a singular verb even though it is followed by a prepositional phrase ending in a plural word.

Examples:

1. Each of the students is responsible for the final project.
2. They look smart. Each of them brings heavy books.
3. Each room has TV, toilet and fridge.
4. The contest consists of 5 stages, and each one is a challenge for the contestants.

- d. Such phrases as *together with*, *as well as*, *accompanied by* and *along with* do not influence the verb; they are not similar to *and*.

Examples:

1. The governor, as well as his brother and sister, is going to prison.
2. The lecturer, together with his students, plans to have a seminar on inclusive education.
3. (But) The lecturer and his students plan to have a seminar on inclusive education.
4. The curriculum, along with its supporting components, is necessary for the success of teaching-learning processes.
5. The Indonesian president, accompanied by his ministers, is traveling to European countries.

- e. Do not be confused with a phrase that comes between the subject and the verb. The verb agrees with the subject, not with the phrase.

Examples:

1. One of the students is absent.
2. The people who like doing an exercise are usually healthy.
3. The book, including all the pictures in it, is not interesting.
4. The woman with a lot of shopping bags walks down the street.

- f. Nouns such as *civics*, *mathematics*, *linguistics*, *dollars*, *measles*, *years*, *miles* and *news* are singular and require singular verbs.

Examples:

1. Many students say that mathematics is difficult.
 2. Linguistics is the study of language.
 3. For me, ten dollars is a lot of money.
 4. (But) Dollars are often used instead of rupiah in certain places in Bali.
 5. The news about celebrity is very disgusting.
 6. Five years is long enough to finish the study.
- g. There are nouns which are always plural, for example, *scissors, tweezers, trousers, jeans, shears*, and they require plural verbs.

Examples:

1. These gardening shears are dull.
 2. The trousers I'm wearing are made of very good wool.
 3. His jeans are old but look good on him.
- h. Collective nouns such as *group, team, crew, committee, class* and *family* are singular and need a singular verb although they imply more than one person.

Examples:

1. We won the competition because the team was very solid.
 2. The committee decides to continue the event even though there is the threat of bombing.
 3. My family has never been abroad together.
 4. The film crew is preparing to take several different shots.
- i. The verb in an *or, either/or* and *neither/nor* agrees with the noun or pronoun closest to it.

Examples:

1. My brother or my sister is travelling by train tomorrow.
 2. Either my son or daughter is helping me.
 3. Neither the teacher nor the students are present.
- j. With words which indicate portions such as *a lot of, a majority of, some of, all of*, use a singular verb if the noun after of is singular and use plural verb if it is plural.

Examples:

1. A lot of the pies have disappeared.
2. A third of the population is unemployed.
3. All of the pie is gone.
4. Some of the cakes are missing.

2.2 Subject-verb agreement: Exercise

Select the verbs in the bracket which agree with their subjects.

1. Neither the plates nor the serving bowl (go / goes) on that shelf.
2. Neither the serving bowl nor the plates (go / goes) on that shelf.
3. The cabinet member, along with the newsmen, (is / are) expected to arrive shortly.
4. Worry, as well as nervousness, (are / is) the cause of her shaking.
5. Four miles (are / is) too far to walk.
6. A third of the people (are / is) unemployed.
7. Some of the pie (is / are) missing.
8. All of the students (is / are) very diligent.
9. Some of the money (are / is) saved for a rainy days.
10. Smoking or drinking (are / is) not allowed in this campus.
11. Every man (are / is) required to register before taking the course.
12. Everybody (want / wants) to love and to be loved.
13. Budi is the only one of the students who (have / has) got A for this course.
14. Muhammadiyah organisation, as well as NU and PERSIS, (need / needs) to be progressive in facing the globalised world.
15. Not only the students but also their instructor (have / has) been called to explain what is happening in the classroom.
16. One of my best friends (have / has) be awarded the best presenter in the conference.
17. Happiness and excitement (is / are) always present during my holiday.
18. Most of the milk (have / has) gone bad, but five bottles of milk (is / are) still in the fridge.
19. A large number of voters still (vote / votes) Green party.
20. Three years (seems / seem) to be long enough to leave your family.
21. Many people think that politics (is / are) a dirty business.
22. All of the books, including your book, (is / are) on the teacher's table.
23. Each of the talks (last / lasts) for only fifteen minutes.

24. The researcher doing five kinds of research last year (is / are) giving presentation about his research.
25. The examination of the writing skill of two groups (show / shows) that they are quite matched.

2.3 Sentence fragments

A sentence consists of subject and verb, and a complete sentence must contain at least an independent clause or a main clause. When a sentence is not complete, it is called a sentence fragment. Many students still have problem with sentence fragments when writing. Here are some examples of sentence fragments:

- a. Because I did not study seriously last semester.
Problem: This is not a sentence; this is a dependent/subordinate clause.
To correct: Add an independent or a main clause.
→ Because I did not study seriously last semester, my GPA was not satisfying.
- b. For example, the increase of tuition fee one factor of college dropout.
Problem: There is no verb.
To correct: Add a verb.
→ For example, the increase of tuition fee is one factor of college dropout.
- c. After completing a final project.
Problem: It is a phrase.
To correct: Add independent clause.
→ After completing a final project, he takes a holiday.
- d. Many students who are serious during their study.
Problem: The independent clause is unfinished.
To correct: Finish the independent clause.
→ Many students who are serious during their study are also successful in their career.
- e. With the goal of this unit is to make students aware of grammar in scientific writing.
Problem: There is no subject.
To correct: Find a subject

→ The goal of this unit is to make students aware of grammar in scientific writing.

2.4 Sentence fragments: Exercise 1

Sentence or fragment?

1. The desire of all men and women to live happily.
2. Second, the idea that male students are smarter than female students cannot be proved.
3. The most interesting novel I have ever read.
4. For example, not coming late to the class.
5. Although many people doubt his intelligence.
6. Finding the best job in our life is not always easy.
7. Many people who don't have enough money to study at university.
8. Because education is very important.
9. Many people still believe that money is everything.
10. Because of the accident she had last week.
11. Before choosing the university to study.
12. Becoming an English teacher.
13. The reason why I choose English department.
14. Reading skill in a foreign language should be taught to Indonesian university students.
15. The basic principles of teaching English to young learners.
16. After the rain stops.
17. Such as reading, listening, writing and speaking.
18. The information about sentence fragments which is available in the internet.
19. Some of the students coming to the seminar yesterday.
20. One of the requirements to pass the writing course.

2.5 Sentence fragments: Exercise 2

Revise the fragments above to make complete and meaningful sentences.

2.6 Run-On sentences and comma splices

Look at the two sentences below:

1. Learning how to write well is like learning to ride a bicycle it needs a lot of practice.
2. Learning how to write well is like learning to ride a bicycle, it needs a lot of practice.

Sentence number 1 is not correct. It is not properly connected with the punctuation. When two independent clauses are combined without a proper punctuation, it is called a *run-on sentence*. Also, two independent clauses cannot be combined with a comma just like number 2. It is called a *comma splice*. Both of them are not correct. There are some ways to correct the sentences:

1. Add a period:
Learning how to write well is like learning to ride a bicycle. It needs a lot of practice.
2. Add a semicolon:
Learning how to write well is like learning to ride a bicycle; it needs a lot of practice.
3. Add a coordinator:
Learning how to write well is like learning to ride a bicycle, so it needs a lot of practice.
4. Add a subordinator:
Because learning how to write well is like learning to ride a bicycle, it needs a lot of practice.

2.7 Run-on sentences and comma splices: Exercise

The following sentences are not correct. Revise them to make correct sentences.

1. Many new university students usually face some problems, for example, they have a problem adjusting to different teaching-learning processes.
2. Jakarta could be considered as a melting pot of Indonesia, there are people from different cultures and ethnic groups living in the city.
3. Learning writing is not really difficult, it needs practice and motivation.
4. Mountain climbing is a dangerous sport you need thorough preparation to avoid an accident.

5. A thesaurus is good for students, it contains synonyms and antonyms of words.
6. Because information comes to our life almost every minute we have to be critical about it.
7. When we read an article we should not just accept it as truth.
8. You cannot find articles or books you need for your writing task in the library you can go to the internet to find resources.
9. Keeping our motivation to succeed is sometimes difficult, we need to remind ourselves about our goal.
10. Critical reading is not only finding the main idea of a reading passage or making the summary of it, it is about evaluating the information and making sound judgment of it.

2.8 Editing

The paragraph below contains subject-verb disagreement, fragments, run-on sentences and comma splices. Revise the paragraph. Pay attention the underlined parts as a clue.

A language are a systematic means of communication by the use of sounds or conventional symbols, it is the code we all use to express ourselves and communicate to others. It is a communication by word of mouth it is also the mental faculty or power of vocal communication. A language is the written and spoken methods of combining words to create meaning used by a particular group of people, language is something specific to humans it is the basic capacity that distinguishes humans from all other living beings. Language therefore remain potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes. A set of linguists who based his assumptions of language on psychology made claims that language are nothing but ‘habit formation’. According to her, language is learnt through use, through practice, in their view, ‘the more one is exposed to the use of language, the better one learns’.

Unit 3: Mechanics of writing

Error-free writing needs not only good grammar but also correct mechanics. The mechanics of writing is the rules for capitalization, punctuation, grammar, etc. Since grammar has been discussed in the previous unit, this unit only focus on capitalization,

3.1 Rules for capitalisation

When writing, we should pay attention to the rules for capitalisation. The following are the important rules for capitalisation.

1. The first word of a sentence:
 - **C**omputer is an inseparable part of our life.
 - **P**eople need to work hard to succeed in their career.
 - **T**elevision can give positive and negative effects for children.
2. The pronoun I:
 - **I** will be an English teacher after **I** finish my study at university.
3. Abbreviations and acronyms formed from the first letters:
 - **UK**
 - **USA**
 - **MPR**
 - **UNICEF**
4. Proper names (names of people including their titles, deities):
 - **G**od
 - **A**llah
 - **J**ames **B**ond, **P**h.**D**
 - **D**r. **J**ames **B**ond
 - **D**iana, **P**rincess of **W**ales

Don't capitalise a title without a name: the prince, the professor
5. Names of specific place we can found on a map:
 - **L**ake **T**oba
 - **N**orth **P**ole

- **Java Sea**
- **Second Street**

6. Names of days, months, and special days:

- **Sunday**
- **Friday**
- **February**
- **Independence Day**
- **Ramadan**
- **Christmas**

Don't capitalise the names of the seasons: winter, summer, autumn

7. Names of nationalities, races, ethnic groups, languages and religions:

- **Asian**
- **Muslim**
- **Arabic**
- **English**
- **Javanese**
- **American**

8. Names of geographic areas:

- the **Middle East**
- the **South**
- the **Mediterranean**

Don't capitalise the names of compass direction: Drive west, and then turn north.

9. Names of school subjects with course numbers:

- **Philosophy 101**
- **English 100**

Don't capitalise names of classes without numbers: computer science, scientific writing

10. Names of specific structures such as buildings and bridges:

- **Suramadu Bridge**
- **Plaza Hotel**
- **Buckingham Palace**

- the **White House**

11. Names of organisations (businesses, clubs, schools):

- **University of Muhammadiyah Prof. DR. HAMKA**

- **Indonesian Doctor Association**

- **Bank of Indonesia**

12. Titles of compositions, stories, books, magazines, newspapers, plays, poems and movies:

- **Introduction to Scientific Writing**

- **Kompas**

- **Romeo and Juliet**

- **Harry Potter**

3.2 Capitalisation: Exercise 1

Change small letters to capital letters wherever necessary in the sentences below.

1. ibrahim a student from Malaysia, and he speaks malay, english and Indonesian. he is studying biology.

2. three important holidays in Indonesia are idul fitri, christmas and new year's day.

3. president joko Widodo was born on june 21, 1961.

4. uhamka is located in Jakarta.

5. I am taking three classes this semester: english, mathematics, and philosophy.

6. ramadan is a holy month for muslim.

7. excuse me! could tell me the way to the ampere bridge?

8. there are six religions admitted in Indonesia: islam, protestant, catholic, hinduism, Buddhism and confucianism.

9. I do not work during the months of december and january.

10. the book that i think interesting is harry potter and the sorcerer's stone.

3.3 Capitalisation: Exercise 2

Revise the passage below by changing small letters to capital letters wherever necessary.

Ahmed Deedat

(1) Ahmed Hoosen Deedat was a South African writer and public speaker of Indian descent. (2) He was best known as a Muslim missionary, who held numerous inter-religious public debates with evangelical Christians, as well as video lectures on Islam, Christianity, and the Bible. (3) Deedat established the IPCI (Islamic Propagation Centre International), an international Islamic missionary organisation, and wrote several widely distributed booklets on Islam and Christianity. (4) He was awarded the King Faisal International Prize in 1986 for his fifty years of missionary work. He wrote and lectured in English.

(5) Deedat was born in the town of Tadkeshwar, Surat, Bombay Presidency, British India in 1918. His father had emigrated to South Africa shortly after his birth. (6) At the age of 9, Deedat left India to join his father in what is now known as KwaZulu-Natal. His mother died only a few months after his departure. (7) Arriving in South Africa, Deedat applied himself with diligence to his studies, overcoming the language barrier and excelling in school, even getting promoted until he completed standard 6. However, due to financial circumstances, he had to quit school and start working by the time he was the age of 16.

(8) In 1936, while working as a furniture salesman, he met a group of missionaries at a Christian seminary on the Natal South Coast who, during their efforts to convert people of Muslim faith, often accused the Islamic Prophet Muhammad of having "used the sword" to bring people to Islam. Such accusations offended Deedat and created his interest in comparative religion.

(9) Deedat took a more active interest in religious debate after he came across the book *Izhar ul-Haqq* (Truth Revealed), written by Rahmatullah Kairanawi, while he was rummaging for reading material in his employer's basement. This book chronicled the efforts of Christian missionaries in India a century earlier. (10) The book had a profound effect on Deedat, who bought a Bible and held debates and discussions with trainee missionaries, whose questions he had previously been unable to answer.

3.4 Rules for comma

The use of comma in writing is sometimes confusing for some students. Here are some rules when using commas.

1. Separating words, phrases, or clauses in a series when it is more than two.
 - I like eating chocolate, meat balls, spaghetti and gado-gado. (British style of writing)
 - I like eating chocolate, meat balls, spaghetti, and gado-gado. (American style of writing)
 - Everybody eats, drink, sings and dances at the wedding party.Don't use a comma if there are two items: He enjoys watching movies and reading comic.
2. Separating the part of dates.
 - She was born on February 4, 1990.
3. Separating the part of addresses, except before ZIP code.
 - Mr Black lives at 2345 First Avenue, Pittsburgh, Pennsylvania 7762.
4. After transition signals and prepositional phrases at the beginning of a sentence, except 'then.'
 - First, students need to register.
 - Then they will get the registration number.
 - After the seminar, they will get a certificate.
 - Before dinner, we enjoyed coffee and snack.
5. Before a coordinating conjunction in a compound sentence.
 - My father's favourite food is meat, but my mother's favourite food is vegetable.
 - Learning a foreign language needs a lot of practices, and it also requires motivation.
6. In a complex sentence when an adverb clause comes before an independent clause.
 - After they arrived in Europe, they felt cold.
 - While you are waiting for the waiter to serve, read a book.
7. Separating thousands, millions, billions (not year or dollars from cents)
 - UHAMKA has around 14,000 students.

8. After the greeting and closing in a personal letter, and after closing in a business letter.
 - Dear Dr John,
 - Dear Mom,
 - Love,

3.5 Rules for comma: Exercise

Add commas wherever necessary in the sentences below.

1. Rahmat Nina Daisy and Anwar are from the same region and studying at the same university.
2. He lives in Chicago and his complete address is 2345 North Street Chicago Illinois 87398.
3. Buyung is from Padang and Joko comes from Salatiga.
4. All of them like eating but none of them like cooking.
5. After completing her education she will find a job as a teacher.
6. Before we had dinner we ate fruit.
7. He was born on January 10 1980 in Kediri East Java.
8. The number of population in Jakarta reaches more than 19000000 people.
9. Eating meat can give us protein but eating meat too much is not good for our body.
10. You may choose chocolate cake or ice cream or you can have chocolate cake and pudding.

Unit 4: Citation

When writing scientific articles, a writer needs to pay attention to the system of referencing. There are several systems of referencing. They include, among others, American Psychological Association (APA), Modern Language Association (MLA), Harvard, and Chicago style. Each system of referencing has its own rules and regulation. This unit presents two well-known systems of referencing, APA and MLA, when writing an academic article.

4.1 APA: Citing references

The following are some essential examples when citing literature using APA system of referencing. Complete information can be found in the APA manual.

1. A book

Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.

Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.

Dubin, F., & Olshtain, E. (1996). *Course design*. Cambridge: Cambridge University Press.

Woolfolk, A., Hughes, M., & Walkup, V. (2008). *Psychology in education*. Harlow: Pearson.

Bassham, G., Irwin, W., Nardone, H., & Wallace, J. M. (2011). *Critical thinking: A student's introduction* (4th ed.). New York: McGraw Hill.

2. An edited book

Aronson, J. (Ed.). (2002). *Improving academic achievement: Impact of psychological factors on education*. London: Academic Press.

Capel, S., Leask, M., & Turner, T. (Eds.). (2005). *Learning to teach in the secondary school: A companion to school experience* (4th ed.). London: Routledge.

3. A chapter in an edited book

Dyson, A. (2006). Beyond the school gates: Context, disadvantage and 'urban schools'. In M. Ainscow & M. West (Eds.), *Improving urban schools: Leadership and collaboration* (pp. 117-129). Maidenhead: Open University Press.

Mares, C. (2003). Writing a coursebook. In B. Tomlinson (Ed.), *Developing materials for language teaching* (pp. 130-140). London: Bloombury.

Wallace, C. (1992). Critical language awareness in the EFL classroom. In N. Fairclough (Ed.), *Critical language awareness* (pp. 59-92). London: Longman.

4. A journal paper

Ilyas, H. P. (2016). Retaining literature in the Indonesian ELT curriculum. *Studies in English Language and Education*, 3(1), 1-12.

Mulyono, H. (2016). Using quipper as an online platform for teaching and learning English as a foreign language. *Teaching English with Technology*, 16(1), 59-70.

Hurd, S. (2008). Does school-based initial teacher training affect secondary school performance? *British Educational Research Journal*, 34(1), 19-36.

Kuteeva, M., & McGrath, L. (2015). The theoretical research article as a reflection of disciplinary practices: The case of pure mathematics. *Applied Linguistics*, 36(2), 215-235.

Ampuero, D., Miranda, C. E., Delgado, L. E., Goyen, S., & Weaver, S. (2015). Empathy and critical thinking: Primary students solving local environmental problems through outdoor learning. *Journal of Adventure Education and Outdoor Learning*, 15(1), 64-78.

5. An electronic source

Halvorsen, A. (2009). *Incorporating critical thinking skills development into ESL/EFL courses*. Retrieved September 1, 2012, from https://learnweb.harvard.edu/ccdt/_uploads/documents/Halvorsen%20-%20Incorporating%20C...pdf

Hong Kong economic and trade offices in the United States: The government of Hong Kong special administrative region. *About Hong Kong*. Retrieved June 24, 2015 from <http://www.hketousa.gov.hk/usa/abouthk.htm>

Rear, D. (2008). Critical thinking and modern japan: Conflict in the discourse of government and business. *Electronic Journal of Contemporary Japanese Studies*. Retrieved May 29, 2014, from <http://www.japanesestudies.org.uk/articles/2008/Rear.html>

6. Publication in a foreign language

Agung, I. A. A. G. (1993). *Kenangan masa lampau: Zaman colonial Hindia Belanda dan zaman pendudukan Jepang di Bali* [Past memory: The era of Dutch and Japanese colonialism in Bali]. Jakarta: Yayasan Obor Indonesia.

Ahiri, J. (2007). Membangun citra profesionalisme guru: Suatu pemikiran ke arah peningkatan status okupasional profesi keguruan [Building the image of teacher professionalism: A thought to increase teaching occupational status]. *SELAMI IPS*, 21(11), 112-118.

Alam, W. T. A. (2003). *Pertentangan Sukarno vs Hatta* [Contention between Sukarno and Hatta]. Jakarta: Pustaka Gramedia Utama.

Alawiyah, F. (2011). Penjaminan mutu pendidikan tinggi [Quality assurance of higher education]. *Aspirasi*, 2(1), 95-118. Retrieved January 7, 2013 from http://jurnal.pdii.lipi.go.id/admin/jurnal/211195118_2086-6305.pdf

7. Thesis

Zhu, D. (2008). *EFL learning motivation in Shanghai upper-secondary students and the influence of important others*. Unpublished doctoral thesis, University of York, York.

Ilyas, H. P. (2016). *Critical thinking: Its representation in Indonesian ELT textbooks and education*. Unpublished doctoral thesis, University of York, York, UK.

8. A book review

Edkins, A. (2008). Every school a great school – Realizing the potential of system leadership [Review of the book *Every school a great school – Realizing the potential of system leadership*]. *British Educational Research Journal*, 34(1), 143-144.

Mulyono, H. (2015). Sociocultural theory in second language education: An introduction through narratives [Review of the book *Sociocultural theory in second language education: An introduction through narratives*]. *Bellaterra Journal of Teaching & Learning Language & Literature*, 8(3), 94-98.

9. Newspaper article

Alwasilah, A. C. (2002, May 2). Critical thinking crucial to global success. *The Jakarta Post*, p. 4.

4.2 APA: Citing sources in a text

This section presents how to cite sources using APA when writing a text.

1. Using ‘and’ and ‘&’ - Use ‘&’ when citing the source in the brackets and ‘and’ in a normal text.

Kwan and Wong (2015) argue that educational researchers have been interested in critical thinking. Some other authors have also made a similar statement (Johnson, 1999; Smith, Held, & Roberts, 2006; Wood & Verma, 2002).

Note: If the sources are more than one, they should be in alphabetical order and separated by a semicolon.

2. Using ‘et al’

Jones, Kirk and Adams (2009) state that think this is an important point to be considered when teaching reading. Jones et al. (2009) also mention some other less important points.

3. Direct quotation (fewer than 40 words)

Nunan (2004) states that “the students should be encouraged to extemporize, using whatever language they have at their disposal to complete the task” (p. 33).

4. Direct quotation (more than 40 words)

Nunan (2004) states that:

My own position is that the curriculum needs to take account of both means and ends, and must, in consequence, incorporate both content and process. In the final analysis, it does not matter whether those responsible for specifying learning task are called ‘syllabus designers’ or ‘methodologies.’ (p. 10)

5. Referring a source from a secondary source.

A study by John and Black (as cited in Atkinson & Austin, 2016) reported that students who were taught problem-based learning technique had better critical thinking skills.

4.3 MLA

MLA is usually used in the field of humanities. The following are some examples of citing sources using MLA:

1. A Book

Nunan, David. Task-Based Language Teaching. Cambridge: Cambridge University Press, 2004.

Biale, David, ed. Cultures of the Jews: A New History. New York: Schocken, 2002.

Richards, Jack. C. Curriculum Development in Language Teaching. Cambridge: Cambridge University Press, 2001.

Dubin, Fraida., and Elite Olshtain. Course Design. Cambridge: Cambridge University Press, 1996.

2. A book chapter

Wallace, Catherine. "Critical Language Awareness in the EFL Classroom." Critical Language Awareness. Ed. Norman Fairclough. London: Longman, 1992. 59-92.

3. A journal article

Ilyas, Hamzah Puadi. "Retaining Literature in the Indonesian ELT Curriculum." Studies in English Language and Education 3.1 (2016): 1-12.

Mulyono, Herri. "Using Quipper as an Online Platform for Teaching and Learning English as a Foreign Language." Teaching English with

Technology 16.1 (2016): 59-70.

Kuteeva, Maria., and Lisa McGrath. (2015). “The theoretical research article as a reflection of disciplinary practices: The case of pure mathematics.” Applied Linguistics 36.2 (2015): 215-235.

4.4 Exercise

Go to the library and write a reference using APA; each category should be minimum 3 examples (e.g. books, journal articles, newspaper, book chapters, etc.)

Unit 5: Avoiding plagiarism - paraphrase

When writing scientific articles, a writer needs to avoid plagiarism. Plagiarism is taking one's ideas as if they were yours. In unit 4, we already learn how to cite one's ideas using direct quotation with APA system of referencing; this is one way to avoid plagiarism. This unit presents another way to avoid plagiarism: paraphrase.

5.1 What is paraphrase?

Paraphrase is rewriting one's ideas using different words without changing their meaning. A paraphrase cannot be acceptable if it is too similar to the original and contains similar words or sentence structure to the original. When paraphrasing, we should indicate the original source since we are citing the idea which is not ours. Look at the three paragraphs below.

Paragraph 1:

Education system in European and American universities has some differences. In European universities, students are not required to attend classes. In fact, professor in Germany generally do not know the names of the students enrolled in their courses. In the United States, however, students are required to attend all classes and may be penalised if they don't. Furthermore, in the European system, there is usually just one comprehensive examination at the end of the students' entire four or five years of study. In the American system, on the other hand, there are usually numerous quizzes, tests, and homework assignments, and there is almost always a final examination in each course at the end of the semester (Oshima & Hogue, 1999).

Paragraph 2:

System of education in European and American universities is different. In European universities, students do not have to come to the class. In fact, professor in Germany usually do not recognise the names of the students listed in their courses. However, in the United States, students have to attend all classes and can get the consequence if they don't. Moreover, in the European system, there is a comprehensive examination by the end of the study. In the American system,

there are many tests, quiz, and assignment, and there is always a final examination for each course at the end of semester (Oshima & Hogue, 1999).

Paragraph 3:

Universities in Europe and America adopt different system. For example, in America, class attendance is a must; failing to fulfil the required attendance brings a consequence to the students. However, this does not happen in Europe. Even in Germany, a professor does not really care who are present in his class. In terms of examination, American universities give assignments, quizzes and test during the period of a semester and a final examination by the end of the semester. This is different from the universities in Europe, which do not give many tests, only a comprehensive examination by the end the whole study (Oshima & Hogue, 1999).

Paragraph 1 is the original text. Paragraph 2 is still considered plagiarism even though the writer has changed many words. This is because the writer only change some words with their synonyms. Paraphrase is not only replacing words with their synonyms but also changing the sentence structure. Paragraph 3 is a paraphrase. The paragraph is different from the original since it changes many of the words, and the sentence structure is also different from the original.

5.2 Steps in paraphrasing

An experience writer may not find difficulty in paraphrasing; however, this could be a problem for students. When paraphrasing is still a problem, these are some steps to follow.

1. The first step is having a complete understanding of a text. It will be very difficult if we do not understand the text. To understand the text, we can read it several times and look up the words in dictionary when necessary. We need to do anything to make us understand what the text is about.
2. After fully understanding the text, we can say what the text is about in our mind by not reading the text. Try to close the text, so our eyes will not be tempted to see the text.

3. After stating the text in our mind, we can now write the text, and don't try to see the text while we are writing.
4. When we are finished writing, we can check the original to find out if we miss the information. In this stage, we can add necessary information to make our paraphrase resembles the original.
5. Name the source of the original in the bracket.

5.3 Writing a paraphrase: Exercise 1

1. In the current world, it's almost impossible to imagine that someone can live without computers. Computers have become an electronic device of almost every day use for individuals of every age. They are essential in almost all the business dealings that are made nowadays. The most that any industry has gained from the discovery of the computers is the business industry because of its nature. Computers have gained significance as they have improved the efficiency and productivity of work done. Large amounts of information in industrial and business sectors as well as in the personal lives are stored on computers (adopted from <http://www.pixuffle.net/the-importance-of-computers-in-our-daily-lives/>).
2. Education is most important among all of us. Education plays a very important role in your life. For living a luxurious life or for living a better life, you should be educated. Education is that which transforms a person to live a better life and even in a social well-being. Education is the one that doing something constructive in our near future. It helps a person to show their best by their mind and spirit. It gives you a lot of knowledge in whatever aspects. Education plays a vital role in your success in the personal growth. The more you have knowledge the more you grow (adopted from [https:// myeducationservices.wordpress.com](https://myeducationservices.wordpress.com)).
3. There are several factors that make the English language essential to communication in our current time. First of all, it is the most common foreign language. This means that two people who come from different countries (for example, a Mexican and an Indonesian) usually use English

as a common language to communicate. That's why everyone needs to learn the language in order to get in touch on an international level. Speaking it will help you communicate with people from countries all over the world, not just English-speaking ones (adapted from <http://hubpages.com/literature/importanceofenglishlanguages>).

4. Reading gives your brain a different kind of workout than watching TV or listening to the radio. Whether you're absorbed in a page-turner or simply scanning an instruction manual for your coffee maker, "parts of the brain that have evolved for other functions -such as vision, language, and associative learning - connect in a specific neural circuit for reading, which is very challenging," Ken Pugh, PhD, president and director of research of Haskins Laboratories, told Oprah magazine. The habit spurs your brain to think and concentrate (adopted from <http://www.rd.com/health/wellness/benefits-of-reading/>).
5. Reading keeps your brain young. Digging into a good book can literally take years off your mind, according to a recent study from Rush University Medical Center as reported by Prevention. Adults who spent their downtime doing creative or intellectual activities like reading had a 32 percent slower rate of cognitive decline later in life than those who did not. "Brainy pursuits make the brain more efficient by changing its structure to continue functioning properly in spite of age-related neuropathologies," Robert S. Wilson, PhD, professor of neuropsychology at Rush University Medical Center, told the magazine. Another recent study found that older adults who regularly read or play mentally challenging games like chess or puzzles are two and a half times less likely to develop Alzheimer's disease, reported ABC News (adopted from <http://www.rd.com/health/wellness/benefits-of-reading/>).

Unit 6: Avoiding plagiarism - summary

In unit 5, we learn one way of avoiding plagiarism through paraphrase. In this unit we will learn and practice another way of avoiding plagiarism: writing a summary.

6.1 What is summary?

A summary is not really different from a paraphrase. The difference is that it is shorter than paraphrase. This is because summary is compressing information; this focuses only on main ideas. However, a summary must also be different from the original, except the main ideas (key words) which cannot be written in different words. Similar to a paraphrase, a summary must indicate the original source. Look at the two paragraphs below.

Original passage:

Education system in European and American universities has some differences. In European universities, students are not required to attend classes. In fact, professor in Germany generally do not know the names of the students enrolled in their courses. In the United States, however, students are required to attend all classes and may be penalised if they don't. Furthermore, in the European system, there is usually just one comprehensive examination at the end of the students' entire four or five years of study. In the American system, on the other hand, there are usually numerous quizzes, tests, and homework assignments, and there is almost always a final examination in each course at the end of the semester (Oshima & Hogue, 1999).

Summary:

Universities in Europe and America adopt different system. In America, class attendance is a must. This, however, does not happen in Europe. In terms of examination, American universities give assignments, quizzes, and tests during the period of a semester and a final examination by the end of the semester. This is not done by the universities in Europe; they only give a comprehensive examination by the end the whole study (Oshima & Hogue, 1999).

6.2 Steps in summarising

1. The first step is having a complete understanding of a text. Read the text several times and look up the unfamiliar words in dictionary when necessary. Make note of the synonyms of the words.
2. After fully understanding the text, focus on the important points or main ideas and omit unnecessary details. Write the text without seeing the original by writing the main ideas in as few words as possible.
3. Read your summary and check it against the original text.
4. Name the source of the original in the bracket.

6.3 Writing a summary: Exercise 1

1. In the current world, it's almost impossible to imagine that someone can live without computers. Computers have become an electronic device of almost every day use for individuals of every age. They are essential in almost all the business dealings that are made nowadays. The most that any industry has gained from the discovery of the computers is the business industry because of its nature. Computers have gained significance as they have improved the efficiency and productivity of work done. Large amounts of information in industrial and business sectors as well as in the personal lives are stored on computers (adopted from <http://www.pixuffle.net/the-importance-of-computers-in-our-daily-lives/>).
2. Education is most important among all of us. Education plays a very important role in your life. For living a luxurious life or for living a better life, you should be educated. Education is that which transforms a person to live a better life and even in a social well-being. Education is the one that doing something constructive in our near future. It helps a person to show their best by their mind and spirit. It gives you a lot of knowledge in whatever aspects. Education plays a vital role in your success in the personal growth. The more you have knowledge the more you grow (adopted from [https:// myeducationservices.wordpress.com](https://myeducationservices.wordpress.com)).

3. There are several factors that make the English language essential to communication in our current time. First of all, it is the most common foreign language. This means that two people who come from different countries (for example, a Mexican and an Indonesian) usually use English as a common language to communicate. That's why everyone needs to learn the language in order to get in touch on an international level. Speaking it will help you communicate with people from countries all over the world, not just English-speaking ones (adapted from <http://hubpages.com/literature/importanceofenglishlanguages>).

4. Reading gives your brain a different kind of workout than watching TV or listening to the radio. Whether you're absorbed in a page-turner or simply scanning an instruction manual for your coffee maker, "parts of the brain that have evolved for other functions -such as vision, language, and associative learning - connect in a specific neural circuit for reading, which is very challenging," Ken Pugh, PhD, president and director of research of Haskins Laboratories, told Oprah magazine. The habit spurs your brain to think and concentrate (adopted from <http://www.rd.com/health/wellness/benefits-of-reading/>).

5. Reading keeps your brain young. Digging into a good book can literally take years off your mind, according to a recent study from Rush University Medical Center as reported by Prevention. Adults who spent their downtime doing creative or intellectual activities like reading had a 32 percent slower rate of cognitive decline later in life than those who did not. "Brainy pursuits make the brain more efficient by changing its structure to continue functioning properly in spite of age-related neuropathologies," Robert S. Wilson, PhD, professor of neuropsychology at Rush University Medical Center, told the magazine. Another recent study found that older adults who regularly read or play mentally challenging games like chess or puzzles are two and a half times less likely to develop Alzheimer's disease, reported ABC News (adopted from <http://www.rd.com/health/wellness/benefits-of-reading/>).

Unit 7: Writing the thesis statement

In unit 1, we learn that an argumentative research article has three parts. They are introduction, body and conclusion. As has been mentioned, introduction usually states the context of the topic, the summary of what other authors have written concerning the topic, the importance of discussing the topic and the thesis statement or main idea of the topic. This unit presents what thesis statement is and how to write the thesis statement of the argumentative research article.

7.1 What is thesis statement?

Similar to an essay, an article has a thesis statement. Thesis statement is the main idea of the article or presents the claim of an idea. The content of the article represented in the body part should therefore support the thesis statement or elaborate the thesis statement. Menasche (1997) states that the thesis statement should make a claim and should be one sentence only.

Go back to Unit 1 Section 1.5. In the section the writer wants to focus his writing on ‘what are the characteristics of independent learners and why independent learning is important, especially in learning English as a Foreign language (EFL).’ The focus can be turned into ‘this article presents several characteristics of independent learners and argues why independent learning is important in learning English as a foreign language.’ This sentence can be used as the thesis statement since it claims that independent learning is important in learning English.

Some other examples of thesis statement:

- Although using songs is believed to be beneficial to learn English, this article will present some techniques in using songs in the ELT classroom and explains why the techniques can benefit the learning process.
- In this article I will talk about what makes writing in a foreign language difficult, present the strategies in teaching writing and argue the importance of writing skill.

- The writer argues that collaborative learning gives positive effects in the ELT classroom and presents the strategies of implementing collaborative learning in teaching reading and writing skills.
- ‘Extensive listening’ seems to be unfamiliar to English teachers of Indonesian junior and senior secondary schools; therefore, this article attempts to present what extensive listening is, give the examples of classroom activities adopting extensive listening, discuss the benefits of extensive listening and propose alternative activities.
- This article presents several principles of developing course materials and discuss why those principles are important to do.

7.2 Findings the thesis statement

In an argumentative research article, the introductory part can consist of several paragraphs. A thesis statement can usually be found in the last paragraph of introduction. Look at the paragraphs below; they are parts of the introduction of articles. Find the thesis statement of each paragraph.

- This article therefore attempts to present various benefits of teaching literature in the context of Indonesian ELT. Apart from such benefits as exposing learners to authentic materials and introducing them to different culture, retaining literature in the Indonesian ELT curriculum can also be used to promote learners’ critical thinking skills. I also argue the notion of teaching critical thinking for making the learners aware of tolerance in which the value seems to be very important in a pluralist society, just like this country, but seems to be ignored in education. (Ilyas, 2016)
- In this paper, I will examine the use of Quipper as an online platform for EFL learning. Specifically, I will evaluate the affordability of Quipper from a technical perspective; that is, whether or not some features available in Quipper help teachers expose students to L2 input, facilitate interaction among teachers, students and between teachers and students, and whether they promote students’ linguistic production. To help readers understand the following discussion, I will provide a brief definition of two terms used in online learning and LMS. The term ‘online learning’ (also known as ‘e-

learning’) is used to explain the use of the Internet as a technological tool that enables users to interact with the content, with other users; and to get support during the process of learning so that they can acquire knowledge, construct personal meaning, and to experience learning (Ally, 2008). (Mulyono, 2016)

- Whereas most research on interaction has focused primarily on how an interlocutor’s feedback affects a learner’s utterances, a few studies (Liu, 2009; Sato, 2008; Shehadeh, 2003) have considered the relevance of how learners initiate and modify their utterances for themselves. Initiation and modification of utterances is referred to as self-initiated repair, because a learner realizes that an error or miscommunication exists, and initiates an attempt to repair the miscommunication. Considering that an ultimate goal of any language learning classroom is to help learners become more autonomous rather than reliant on teacher assistance, investigation into self-initiated repair can provide insight into how teachers can better lead their students to become autonomous learners. Because self-initiated repair shows the learners’ ability to monitor their own output and control over the target language, investigating L2 learners’ repair initiation has the potential to provide insight into the linguistic categories that learners are most able to self-repair. Taking this insight into learner self-repair as an overall goal, we describe here a study that examines self-initiated repair in interactions between non-native speakers of English in an effort to determine what linguistic categories are targeted, the degree to which grammaticality is achieved through the repair, and the interlocutors’ response to the repair. (Choi & Kilpatrick, 2013)

7.3 Writing the thesis statements

Write the thesis statements from the following topics.

1. Using movies to teach vocabulary
2. Collaborative writing
3. Facebook in learning English
4. The use of technology in learning English
5. Literature in language learning
6. Teacher’s professional development
7. Students’ perception on writing in a foreign language
8. Teaching grammar interactively

9. The characteristics of good language learners
10. The benefits of authentic materials

7.4 Write your own thesis statement based on the topic you have developed in chapter 1

Unit 8: Making an outline

In unit 7, you have written the thesis statement of an argumentative research article. As mentioned, the thesis statement is the main idea we need to elaborate in the body part. Before developing an article, you need to outline the content of the article based on the thesis statement you have written. This unit discusses how the outline of the argumentative research article can be developed.

8.1 The objective of outlining?

When writing, writers sometimes have many ideas. The ideas could/could not be related to the main argument put in the thesis statement. The writers therefore need to organise the ideas which reflect the main argument.

There is no absolute way of writing an outline. Some writers use numbers while some others use bullet points to separate sections in the body part. You can also use hyphen if you are comfortable with it. Use any symbol that suits you well. However, if you do not feel comfortable with symbols to separate sections, don't use them. The sections can be written in full sentences or phrases.

8.2 The examples of outline

The following are the examples of outline developed based on the thesis statements from the previous unit.

Outline 1

1. Introduction

Thesis statement: Although using songs is believed to be beneficial to learn English, this article will present some techniques in using songs in the ELT classroom and explains why the techniques can benefit the learning process.

2. Using songs in the ELT classroom

2.1 Kinds of songs

2.2 Research on the use of songs in teaching English

3. Teaching techniques in using songs in the ELT classroom

3.1 Technique 1 and its benefits

3.2 Technique 2 and its benefits

3.3 Technique 3 and its benefits

4. Conclusion

Outline 2

- Introduction

Thesis statement: In this article I will talk about what makes writing in a foreign language difficult, present the strategies in teaching writing and argue the importance of writing skill.

- Writing in a foreign language

- Some definitions of writing

- The importance of writing skill

- Students' problems in learning writing

- Some strategies in teaching writing

- Conclusion

8.3 Making an outline

Work in groups and write an outline of the thesis statements from Unit 7

8.4 Make an outline based on your own thesis statement

Unit 9: Writing the draft of introduction

This unit is about writing the draft of introduction. Two examples of the introduction of argumentative research article are presented. By the end of the meeting, you are expected to write the draft of introduction based on the topic sentence and outline you have written in the previous unit.

9.1 The content of introduction

There is no exact formula regarding the points put in the introduction. In general, the introduction presents the context of the topic, the importance of discussing the topic, and the main idea (thesis statement) of the topic. Also, there is not any stipulation as regards the number of paragraphs in the introduction.

9.2 The first example of introduction

Look at the introduction of the argumentative research article taken from Unit 1.

INTRODUCTION

One of the widely neglected issues in ELT (the term ELT herein refers to EFL, ESL, TEFL and TESOL) is literature. This may be due to the popularity of communicative approaches. Literature, however, is believed to be beneficial for ELT learners, and ELT students can benefit from the role of literature in promoting, among other things, language acquisition and language proficiency. The potential benefits of introducing literature in ELT classrooms seem to have been forgotten in recent ELT curriculum. The examination of ELT textbooks from the 2006 and 2013 curriculum used for teaching ESL to Indonesian senior secondary school students is in favour of this proposition; only books aimed for students majoring in language programmes contained any literary works.

This article therefore attempts to present various benefits of including literature in the context of teaching ELT in Indonesia. Apart from such benefits as exposing learners to authentic materials and introducing them to different cultures, retaining literature in the Indonesian ELT curriculum can also be used to promote critical thinking skills amongst learners. It is also argued that the teaching of critical thinking is needed to make learners aware of tolerance, which is a value that is very important for a pluralist society such as Indonesia, but it seems to be ignored in education now.

Examining the introduction above, the topic of the article is about the role of literature reflected in the first sentence. Reading throughout the first paragraph, it talks about the context of the topic in which the writer states that literature seems to be ignored in ELT since the English textbooks used in Indonesian schools do not contain a lot of materials related to literature.

The second paragraph contain the thesis statement of the article “This article therefore attempts to present various benefits of including literature in the context of teaching ELT in Indonesia.” Besides this, the paragraph also elaborates points which will be covered in the article and presents the importance of the topic.

9.3 The second examples of introduction

Read the introduction carefully and answer the questions.

INTRODUCTION

Even though critical thinking is an elusive concept, it is believed to be important in this globally changing world, in which humans’ lives are bombarded with a stream of information. Not being able to be critical, people could be the victims of misleading information; they also could be manipulated easily. This may be dangerous for society and eventually threaten democracy.

Critical thinking has gained attention in education to address such issues as democracy, tolerance and independence. Besides this, critical thinking can promote deep learning as an alternative approach to what rote learning and memorisation approaches cannot provide. Many countries have included critical thinking in their educational agenda, some of which even have included critical thinking in English textbooks. China, for example, has included critical thinking in English textbooks for university students.

Indonesia has also included critical thinking as one of educational objectives. This is written in the government document: the Regulation of the Republic of Indonesia Number 17 Year 2010 Regarding Educational Management and Administration. The latest school curriculum, the 2013 curriculum, seems to have considered the importance of critical thinking though it is not clear what kind of critical thinking needed in Indonesian education. That critical thinking has gained attention in the newest curriculum can be seen from the adoption of Bloom’s taxonomy; Bloom’s taxonomy is claimed to be able to

promote higher order thinking skills, a similar concept to critical thinking. However, there is no explicit examples for teachers how to promote students critical thinking skills or how teachers can optimise coursebooks to encourage students' critical thinking.

This article attempts to fill the gap between the educational objective and its application in the classroom regarding critical thinking, especially in the teaching of English (ELT). Very little attention has been paid to how critical thinking can be included in ELT, particularly in the Indonesian context. This article argues the benefits of critical thinking and therefore proposes how to infuse critical thinking into reading texts by providing the examples of critical thinking questions that can be adopted and modified by Indonesian English teachers. It is expected that students can be critical when reading texts; thus, avoiding them to become the victims of texts' propaganda and help them put their own position in this ever-changing world full of 'irresponsible' information.

Answer the following questions. Discuss in groups.

1. What is the point of paragraph 1?

2. What is the point of paragraph 2?

3. What is the point of paragraph 3?

4. What is the point of paragraph 4?

5. What is the thesis statement of this article?

6. What is the context of this article?

9.4 Developing the introduction

Look at the outline below taken from previous unit.

Outline 1

1. Introduction
Thesis statement: Although using songs is believed to be beneficial to learn English, this article will present some techniques in using songs in the ELT classroom and explains why the techniques can benefit the learning process.
2. Using songs in the ELT classroom
 - 2.1 Kinds of songs
 - 2.2 Research on the use of songs in teaching English
3. Teaching techniques in using songs in the ELT classroom
 - 3.1 Technique 1 and its benefits
 - 3.2 Technique 2 and its benefits
 - 3.3 Technique 3 and its benefits
4. Conclusion

Reading the outline, you know that the article will be about using songs in teaching English. The article will also present some techniques that can be used in using songs and argue their benefits. The context of the article can be about English songs and their possible contributions to English language teaching. This can be written in one paragraph.

Another paragraph is about the importance of the topic. In this paragraph, you can put the thesis statement. The thesis statement can be in the beginning or at the end of the paragraph. Look at the following example of introduction developed from the outline above.

INTRODUCTION

Almost everybody likes listening to songs. This may be because listening to the songs can make them feel relaxed. Apart from making us feel relaxed, songs can be used as a tool to improve our English language skills, especially listening skill. We can increase our vocabulary and know how a word is pronounced. However, not all songs can be used in the language classroom. This is because there are many songs which are difficult for the certain level of learners, or the songs use inappropriate languages. Therefore, English teachers need to be careful in selecting the appropriate songs for the classroom use.

Although using songs is believed to be beneficial to learn English, this article will present some techniques in using songs in the ELT classroom and explains why the techniques can benefit the learning process. The techniques are taken from the literature showing the beneficial effects of using songs in the English classroom. This article will review the techniques and discuss their benefits. It is expected that English teachers can use the techniques and modify them when necessary to give the utmost contribution to English language teaching and learning.

9.5 Writing the introduction based on your own outline

Write the introduction based on the outline you have developed in the previous unit. The minimum number of paragraph of your introduction is two. Your introduction should at least contain the context, the importance of discussing the topic, and the thesis statement.

Unit 10: Writing the abstract

This unit is about writing the abstract of an argumentative research article. Abstract may be the smallest part of academic articles, this however is the most important part of academic articles. One writing an academic article needs to know how to write a good abstract.

10.1 What is abstract?

Abstract can be defined as a brief summary of academic writing (research articles, thesis, dissertation, etc.). It functions to give information about the content of the writing. By reading an abstract, one will know what the article is about.

10.2 The components of the abstract of a research-based article

There is no exact rule what an abstract contains. However, the abstract of a research-based article consists of the following points: *brief context of the research, the aim of the research, research method(s), the results of the research, main contribution/conclusion*. ‘Brief context of the research’ usually talks about a very short background of the research. ‘The aim of the research’ states the objective(s) of the research. Presenting the research questions is also possible in this stage. ‘Research method(s)’ presents how the researcher collects the data, for example, interview, focus group, questionnaire, observation, document analysis, etc. ‘The results of the research’ talks very briefly what the research has found. Finally, ‘main contribution/conclusion’ presents what the research contributes to the academic discussion about the topic studied. Each journal has its own rule about the number of words in the abstract, but usually it is not more than 200 words. Look at the example of the abstract of a research-based article below (Diem, Yusufardiyah, Koniaturrohmah & Lismalayani, 2016):

Information about Curriculum 2013 has seemed to make many EFL teachers feel anxious. This anxiety is assumed to happen due to the unwillingness of the teachers to implement the new curriculum because they have not yet even implemented the previous curriculum (KTSP) in their classrooms optimally. This study was aimed primarily at investigating the implementation of KTSP covering three important components: preparation, application, and evaluation by 107 secondary school teachers of English. To collect the data, “KTSP Implementation

Questionnaire” was used. The data collected based on the teachers’ own perceptions were analyzed in relation to their education level, teaching experience, certification status, and KTSP socialization involvement. The results showed that (1) 62% teachers confessed that they had not yet optimally implemented KTSP although all of them had been involved in its dissemination program done by the government; (2) there was no correlation between either education level or teaching experience and the implementation of KTSP. However, (3) there was a significant correlation between teachers’ certification status and their (i) KTSP preparation, (ii) teaching experience, and (iii) involvement in dissemination program activities. **(180 words)**

The abstract above consists of 180 words. Sentences 1-2 talk about the context of the research. Sentence 3 presents the aim of the research. Sentences 4-5 are the method of the study. The last two sentences report the results or findings of the study. The abstract does not present the contribution of the study or the conclusion of the study.

10.3 The components of the abstract of an argumentative research article

Different from the abstract of a research-based article, the abstract of an argumentative research article usually consists of two main part: *context* and *the objective of the article*. Look at the following abstract of an argumentative research article (Ilyas, 2016).

Though critical thinking has been officially written as one of educational objectives in Indonesia as written in the Regulation of the Republic of Indonesia Number 17 Year 2010 Regarding Educational Management and Administration, it seems that schoolteachers in this country still do not understand what it is and do not realise the importance of critical thinking for students and professionals of this country. This might be because there is no clear conception of what kind of critical thinking needed in education in this country, or it may be because Indonesian schoolteachers do not really know how to encourage students’ critical thinking as they may be still confused with this concept as mentioned above. The latest 2013 curriculum, however, seems to have accommodated the infusion of critical thinking into school subjects, as can be seen in the adoption of Bloom’s taxonomy. This article therefore attempts to argue what critical thinking can

contribute to Indonesian students and people as well as proposes reading activities based on Ilyas' critical thinking framework. This framework is the result of synthesising, examining and evaluating critical thinking taxonomies, strategies, programmes and tests. **(185 words)**

Sentences 1-3 are the context, explaining the background of the article. The sentence starting with "This article therefore ..." until the end is the objective of the article.

10.4 Practice writing an abstract for a research-based article.

Write an abstract from the following information.

1. Context: Students' perceptions of using songs in the English classroom.
2. Aim: To find out how students perceive the use of songs in the English classroom.
3. Methods: Interview and open-ended questionnaire; 40 students in the English classroom at junior secondary school in Jakarta.
4. Results: The majority of students (96%) responded positively to the use of songs in the English classroom. More than half of the participants (58%) stated that their English improve in terms of vocabulary and pronunciation.
5. Conclusion: The use of songs could give positive effects for English learners.

10.5 Practice writing an abstract for an argumentative research article.

Write an abstract from the following information.

1. Context: The use of songs in the English classroom.
2. Objective of the article: Arguing the benefits of songs in the English classroom and discussing some strategies in using songs.