

# MODUL I

# LISTENING

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Tujuan dari modul ini adalah untuk membantu para mahasiswa agar dapat meningkatkan kemampuan *listening* melalui beberapa latihan yang diberikan. Karena topik dalam tes *listening* bervariasi, sangat disarankan agar mahasiswa membiasakan diri berlatih *listening* untuk memperkaya kosa kata. Para mahasiswa diharapkan melakukan pembelajaran *listening* secara mandiri selain yang dipelajari di kelas. Ada tiga kategori soal yang dapat dijumpai dalam tes *listening*: *short conversations*, *longer conversations*, *talks* dan *lectures*.

## **Kegiatan Belajar 1. Short Conversations**

In short conversations, there are eight problems that students may have in the test: topics, problems, details, suggestions, idiomatic expression, assumptions, predictions and implications. The following tips may help to deal with the problems:

1. Topics

A topic is the main theme of a conversation. Try to recognize the main topic.

2. Problems

The speakers may discuss a problem that needs to be solved in a conversation. Try to identify the problem.

3. Details

Try to remember the details or specific facts stated in a conversation. It is not needed to draw any conclusions.

#### 4. Suggestions

Suggestions can be expressed in the following words or phrases: “why not”, “you should” or “why don’t you”. Try to identify a suggestion in a conversation, the person who suggests, and what he or she suggests.

#### 5. Idiomatic Expressions

An idiomatic expression usually has a different meaning from the meaning of each word. Try to identify the idiomatic expression; for example, “to kill time” that means to wait. You may be asked to restate the expression and identify the attitudes or feelings of the speakers.

#### 6. Assumptions

Assumptions are statements considered as true without any proofs. In a conversation, the speakers who made the assumptions show surprise as the assumptions are proven false. Try to identify the expression of surprise. Then, draw conclusions of the assumptions made by the speakers.

#### 7. Predictions

A prediction or guess is made based on the present evidence. You may be expected to make predictions of the speakers’ future activities.

#### 8. Implications

Implications are not stated but suggested. There may be words, phrases or intonations that suggest how the speakers feel, what activity they are doing or where the conversation takes place. You may be asked to make conclusions.

**Task 1.** Listen to the listening material, and answer the questions in your answer sheet.

### **Kegiatan Belajar 2. Longer Conversations**

An academic conversation is the problem that the students may have in longer conversations. It is a conversation between students and academic personnel such as

lecturers or professors in a college or university. You may be asked to recall important details or summarize the main ideas.

**Task 2.** Listen to the listening material, and answer the questions in your answer sheet.

### **Kegiatan Belajar 3. Talks and Lectures**

In talks and lectures, there are three problems: lectures, academic talks and class discussions. The following tips may be useful:

#### 1. Lectures

You may hear a short lecture with academic information. You must be able to summarize the important ideas. As practice, try to listen carefully to documentary programs and use WH question words (who, what, when, where, why, which, whom, whose, how) while listening to the programs.

#### 2. Academic Talks

Academic talks are short talks of orientation to academic procedures or courses. Try to summarize the main ideas and remember the important details.

#### 3. Class Discussions

Class discussions occur in classrooms. Try to summarize the important ideas. It is not needed to remember the small details.

**Task 3.** Listen to the listening material, and answer the questions in your answer sheet.

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# MODUL II

## READING

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*Reading* adalah salah satu keterampilan bahasa dalam bahasa Inggris. Kegiatan *reading* membutuhkan kemampuan dalam memahami kata-kata dan kalimat dalam sebuah teks. Dengan memahami kata dan kalimat dalam teks, pembaca dapat mendapatkan makna untuk memahami informasi dan pesan dalam teks.

Ada beberapa tips yang dapat dilakukan oleh pembaca untuk meningkatkan kemampuan membaca. Tips tersebut adalah *understanding the topic and main ideas*, *making conclusion and inference*, dan *Skimming and Scanning for Details*.

### **Kegiatan Belajar 1. Understanding Topic Sentence and Main Ideas**

A topic sentence is a sentence where the focus of the paragraph lies. The topic sentence contains a summary of information in the paragraph. In addition, the topic sentence tells the readers what the rest of the paragraph is about. Understanding the topic can help the reader to identify the writer's point of view. In order to identify the topic, the readers can pick a word or phrase that describes the subject or the focus of the paragraph.

In a paragraph, the writer usually gives his or her point of view toward the topic. This point of view can be seen from the main ideas. To identify the main ideas, the readers can find the topic and look for what ideas support it.

Look at the sample text:

Human beings are capable of thinking in two basic ways. Convergent thinking neatly and systematically tends toward an answer. Divergent thinking tends away from a center, perhaps in several directions at once, seeking avenues of inquiry rather than particular destination. Scientists, on the whole, engage in convergent thinking,

but it is divergent thinking that breaks with the past and leads to unpredictable conclusions.

The **topic sentence** of the passage above is **two basic ways of human being thinking capability**. The **main idea** of the passage is the first sentence: **Human beings are capable of thinking in two basic ways**.

**Task 1.** Read the following passages and find topic sentences and main ideas of each passage

1. The Japanese macaque is an endangered monkey. It inhabits an area farther north than any other primate except for humans. The Japanese call this animal the snow monkey because it can be found in the snowy regions of Japan. Ironically, some troops of macaques have been relocated in Texas to ensure their survival.

Topic Sentence:

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Main Idea: .....

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2. Originally, robots were found only in science fiction movies and books. Today, they have become science fact as technology has turned them into a feasible means of increasing productivity. The robot industries may still be in their infancy, but their products are no longer being ridiculed as an impossibility.

Topic Sentence:

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Main Idea: .....

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3. By nine o'clock in the morning, the streets are lined with people. Somewhere in the distance, a band is heard playing a marching song. Shopkeepers are locking their doors and joining the crowds. Everyone is craning their necks to see how long it will be before the first float reaches them.

Topic Sentence:

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Main Idea:

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4. Parsley, a good source of iron and vitamins A, C, and E, is a common herb of the Mediterranean area. The ancient Greeks considered it sacred and therefore did not eat it. The Romans served it as a garnish and to improve the taste of food.

Topic Sentence:

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Main Idea:

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5. For thousands of years, desert dwellers have sheltered themselves in extremely functional buildings constructed of one of the most readily available, dependable, and inexpensive materials we know of. This ideal insulator, which absorbs heat during the day and slowly releases it at night, is mud.

Topic Sentence:

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Main Idea:

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## **Kegiatan Belajar 2. Making Conclusion and Inference**

When reading a passage, the readers will get the direct statement of the fact. However, the fact can also be found in indirect statement. Hence, the readers have to make a conclusion or inferences based on the evidence given in the passage.

Conclusion or inference is an opinion that is formed after a period of thought and research. Drawing a conclusion requires the understanding of a meaning of the text which is either directly stated or implied. It also needs a readers' background knowledge when reading a passage. The readers can use their background knowledge and experience, along with the clues and information from the passage, to make a guess about what is not directly stated in the passage and form an opinion that conclude it.

Look at the sample passage:

Three of the published reports came from official investigations, but the other two came from private individuals.

From the passage above, there are several ideas we can infer:

- There were five published reports. (Implicitly stated by the writer)
- Three of them came from official investigations.
- The other two came from private individuals.

**Task 2.** Read the passages and write what you can infer from them

1. Unlike other toads, the male golden toad is nearly voiceless. It attracts its mate by its unmistakable orange color. When the clouds are thick in the rain forest, usually in April and May, the male toads appear like flashing neon signals, which is as effective as croaking in luring females during mating season.

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2. The great temple of Borobudur is a stepped pyramid of unmortared andesite and basalt volcanic stone, standing 403 feet square and 105 feet high. This holy place lay abandoned and forgotten for more than 800 years after a devastating earthquake and an eruption of one of the four surrounding volcanoes caused its population to flee in 1006. Besides earthquakes and volcanoes, torrential rains, encroaching tropical vegetation, and time have all taken their toll.

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3. Some multiple sclerosis victims are experimenting with deadly snake venom to ease the pain and tiredness caused by their disease. First, the poison is milked from cobra, krait, and viper snakes. One part of it is then mixed to 4,000 parts of a saline solution. Although medical authorities are skeptical of the treatment, those using it claim that the venom has startling healing qualities.

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4. The cassowary, one of the world's largest and least known birds, grows to a height of 6 feet and a weight of 120 pounds, its powerful legs, which it uses for defense, are fearful weapons, because the inner toe of each foot is equipped with a sharp claw, 4 inches long. The cassowary has glossy black plumage which hangs coarse and brushlike because it lacks barbules that are needed to lock feathers into a flat vane. The naked neck is of iridescent blue on the sides and pink on the back. Its head is crowned by a leathery helmet that protects it when it is charging through the jungle.

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5. Prior to 1870, little stone decoration was done on New York buildings, except for churches and public buildings. With the arrival of artisans among the groups of European immigrants, architectural carving began to flourish. Architects would buy sculptures already done or show sketches of what they wanted carved. Away from the master carver who dictated what was to be carved, the artisans created eclectic and uninhibited sculptures, which became integrated into purely American style.



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**Kegiatan Belajar 3. Skimming and Scanning**

Skimming and scanning are fast reading techniques. They require rapid eye movement and keywords to move quickly through a text. The readers can do a skimming in previewing the text, reviewing the text, or when the readers want to get a general overview of the material.

Meanwhile, scanning is a kind of fast reading with the focus on the specific fact that are intended to be found. Without reading every word, the reader already has what they are looking for in their mind. For example, the readers can focus on numbers, names, or key words in the text.

**Task 3.** Read the passage and do the scanning and skimming to find the important information from the text

Until recently, most American entrepreneurs were men. Discrimination against women in business, the demands of caring for families, and lack of business training had kept the number of women entrepreneurs Line small. Now, however, businesses owned by women account for more than \$40 billion in annual revenues, and this figure is likely to continue rising throughout the 1990s. As Carolyn Doppelt Gray, an official of the Small Business Administration, has noted, “The 1970s was the decade of women entering management, and the 1980s turned out to be the decade of the woman entrepreneur”.

What are some of the factors behind this trend? For one thing, as more women earn advanced degrees in business and enter the corporate world, they are finding obstacles. Women are still **excluded** from most executive suites. Charlotte Taylor, a

management consultant, had noted, “In the 1970s women believed if they got an MBA and worked hard they could become chairman of the board. Now they’ve found out **that** isn’t going to happen, so they go out on their own”.

In the past, most women entrepreneurs worked in “women’s” fields: cosmetics and clothing, for example. But **this** is changing. Consider ASK Computer Systems, a \$22-million-a-year computer software business. It was founded in 1973 by Sandra Kurtzig, who was then a housewife with degrees in math and engineering. When Kurtzig founded the business, her first product was software that let weekly newspapers **keep tabs on** their newspaper carriers and her office was a bedroom at home, with a shoebox under the bed to hold the company’s cash. After she succeeded with the newspaper software system, she hired several bright computer-science graduates to develop additional programs. When these were marketed and sold, ASK began to grow. It now has 200 employees, and Sandra Kurtzig owns \$66.9 million of stock.

Of course, many women who start their own businesses fail, just as men often do. They still face **hurdles** in the business world, especially problems in raising money; the banking and finance world is still dominated by men, and old attitudes die hard. Most businesses owned by women are still quite small. But the situation is changing; there are likely to be many more Sandra Kurtzigs in the years ahead.

Skimming:

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Scanning:

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# MODUL III

# SPEAKING

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Modul ini bertujuan untuk membekali para mahasiswa dengan latihan interaktif untuk meningkatkan kelancaran dan akurasi dalam berbicara bahasa Inggris. Materi modul yang dibahas dikontekstualisasikan dengan bidang ilmu pertanian. Untuk meningkatkan keterampilan berbicara dalam bahasa Inggris, mahasiswa diharapkan dapat berlatih secara mandiri di luar kelas, baik dengan teman maupun kelompok. Membiasakan diri untuk menggunakan bahasa Inggris dalam percakapan sehari-hari akan sangat membantu proses penguasaan keterampilan berbicara.

## **Kegiatan Belajar 1. Speaking Strategy and Delivering a Speech**

Having sufficient practice will be beneficial in facing English speaking tests as the topics may be various. By practicing regularly, the students' vocabulary will be enriched. The forms of test questions are various such as personal experience and or preference, report of someone's opinion in relation to a reading passage, explanation related to a concept, summary, problem and its solution. There are some important points needed to be practiced in order to succeed in dealing with the speaking tests:

1. Answers to the topic question
2. Clear point of view or position
3. Well-organized and direct talk
4. Logically-connected sentences
5. Supporting details and examples
6. Complete thoughts
7. Comprehensible meaning

8. Various vocabulary
9. Minor errors of grammar and idioms

In addition, there is some advice for facing the speaking tests. First, you should be familiar with the question types. You could learn from any model test. Second, you should practice to prepare short speaking answers. Usually, the time of a speaking test is very limited. Try to practice using a timer in developing ideas to speak up. Third, practice speaking clearly. Do not hesitate to consult the dictionary for the right pronunciation. A word can have a different meaning when we pronounce it wrong. Checking the dictionary will be helpful. You may also ask your friend to comment on your clarity while you are speaking at him or her directly or by phone. Fourth, try to be confident in speaking. Some people experience shyness when he or she has to speak in public. Shyness is considered normal. The most important point is how to overcome it. Practicing on overcoming shyness and shifting the focus from ourselves to the audience are recommended. When you are doubtful to speak up, take a deep breath and say in your heart “I can speak well”. It is important that you keep the positive thought in your mind. Fifth, be well-prepared. Practice and gather the material needed for the speaking activities like speech, presentation, storytelling or test.

Speech will be the first and second learning activities in this module. Speech is a formal talk about a particular topic. A good speech is like a good movie or song. As previously stated, some people may find difficulties in talking in front of others. By having sufficient practice and good preparation, such inconvenient feeling may be reduced. In preparing the speech, students may use the following outline:

1. Choose a topic.
2. Write the subtopics.
3. Create your entry point or sufficient introductory remarks that direct the audience to the topic such as “Are you familiar with...?” or “Do you know the recent facts about...?”.
4. Create your closing remarks.

The first and last parts of your speech will be more remembered by the audience. Therefore, try to make strong opening and closing for your speech. There are two parts of the opening:

1. A part that grabs the audience’s attention and makes them want to listen more.
2. Another part in which the presenter introduces the audience the topic of the speech; for example, “I am going to explain about ...”.

The following are the examples of strong opening:

1. Using famous quotes that relevant to the presentation; for example, “Einstein said, “If you can’t explain it simply, you don’t understand it well enough”. Therefore, this time I would like to help you with the understanding of ....”.
2. Using pictures from a newspaper or magazine as recent events or facts shown as props.
3. Asking a yes or no question to the audience that allows them to answer in their mind.

Then, the following examples can be used as the opening of a speech:

<b>Greeting</b>	<b>Good morning/afternoon/evening</b>
Addressing	The honorable ... Ladies and gentlemen, ... Dear brothers and sisters, ...
Opening Words	<u>It is</u> an honor to be here with you today. It’s <u>It is</u> a great honor for me to be here today. It’s
Welcoming Words	Welcome to this special event. <u>We would</u> like to welcome you to this occasion. We’d

Next, before closing the speech, we should inform the audience that we are going to close it. We may use one of the following sentences:

1. “It is time to bring this speech to a close.”  
It’s
2. “Let me close my speech by ...”
3. “I am going to close my speech with a ...”  
I’m
4. “As the time is up. I would like to close my speech by/ with a ...”  
I’d

In speaking, we usually use contractions or the short forms of words such as “It’s”, “I’m” and “I’d”. Then, as the closing, we may summarize the speech by restating the main points and showing how one point relates to another. Keep up your energy by emphasizing each point in order to grab the attention of the audience at the end of your speech.

**Task 1.** As a practice, in your own words, make a speech on one topic in five minutes. You may bring a note to help you with the points of your speech. You may choose one of these following topics:

- a. People and Land
- b. Land Reform
- c. Integrated Land Administration
- d. Land Administration System
- e. Land Administration and Sustainable Development
- f. Land Use
- g. Land Development
- h. The Importance of Land Administration Processes
- i. The Changing Nature of Land Administration Systems
- j. The Principles of Land Administration



While the student assigned is delivering the speech in front of the class, another student appointed by the lecturer must take notes and ask two questions to the speaker based on his or her speech. You may use the WH question words as follows:

<b>Question Words</b>	<b>Functions</b>	<b>Examples</b>
What	To ask for information on something	What is your phone number?
	To ask for confirmation or repetition	What? I couldn't hear you. You said what?
What...for	To ask for a reason, ask "why"	What did you say that for?
When	To ask about time	When did it start?
Where	To ask about position	Where did they meet?
Which	To ask about a choice	Which seat do you prefer?
Who	To ask about a subject (which person or people)	Who drew the map?
Whom	To ask about an object (which person or people)	Whom did you talk to?
Whose	To ask about ownership	Whose books are these? Whose bag is it?

Why	To ask for a reason, what...for	Why did you call me?
Why don't	To make a suggestion	Why don't you help me?
How	To ask about manner	How did it happen?
	To ask about quality or condition	How is your condition?
How + adj/adv	To ask about degree or extent	See the following examples:
How far	Distance	How far is Kulon Progo from Wonosari?
How long	Length (time or space)	How long will it be?
How many	Quantity (countable)	How many students are there?
How much	Quantity (uncountable)	How much information did you get?
How old	Age	How old is she?

**Task 2.** Prepare a five-minute speech with your own words about one of these topics:

- a. Land Redistribution in Indonesia
- b. The Need for Land Redistribution
- c. The Problems of Land Redistribution
- d. How to Develop, Implement, and Monitor an Effective National Program of Land Redistribution

While the student assigned is delivering the speech in front of the class, another student appointed by the lecturer must take notes and ask two questions to the speaker based on his or her speech. Use the WH question words for asking the questions.

### **Kegiatan Belajar 2. Using Presentation Slides for Speaking**

Great presentations are the ones that give impacts to the audience and are memorable. The impacts show the effectiveness of the presentations. The words “presentation” and “speech” are often used interchangeably as they are delivered in front of many people. According to *English Oxford Living Dictionary*, a presentation is defined as a speech or talk in which a new product, idea, or piece of work is shown and explained to an audience. The word “shown” in the definition implies the use of visual aids such as presentation slides.

**Task 3.** By using presentation slides within five to eight minutes, present a topic related to Land Consolidation. You may choose one of the following topics:

- a. Implementation and Roles of Vertical Land Consolidation in Urban Spatial Planning
- b. Land Consolidation in Land and Spatial Planning Studies
- c. Agricultural Land Consolidation to Support National Food Security
- d. Land and Spatial Planning for Specific Area (Post-Disaster, Coastal Zone, State Border, Small Island and Outer Island)

While the student assigned is presenting in front of the class, another student appointed by the lecturer must take notes and ask two questions to the speaker based on his or her presentation. Use the WH question words for asking the questions.

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# MODUL IV

## WRITING

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Menulis merupakan komponen tersulit dalam penguasaan suatu bahasa, terutama dalam konteks penulisan karya ilmiah. Paling tidak terdapat dua hal yang harus diperhatikan, yakni bagaimana agar tulisan dapat dipahami dengan baik dan bagaimana agar tulisan tersebut tidak tersangkut plagiarisme. Oleh karena itu, agar tulisan dapat dipahami dengan baik tanpa menimbulkan salah tafsir, kita harus memahami struktur penulisan kalimat dalam bahasa Inggris, termasuk penggunaan tanda baca (*punctuation*) dan penyusunan paragraf yang baik agar poin-poin utama yang ingin kita sampaikan tidak terlewat oleh pembaca.

### **Kegiatan Belajar 1. Sentences**

#### **a. Phrases, Clauses, and Sentences**

Especially in an academic piece of writing, we need to write a complete sentence. What is a complete sentence? First of all, we have to understand well how to differentiate sentences from phrases and clauses. A phrase is a group of words which acts as one entity of either subject, predicate, object, or complement. Meanwhile, both a sentence and a clause contain at least one subject and one predicate. Only, a sentence is a complete thought that gives a clear idea over a certain topic, while a clause might not.

To understand the concept of a sentence and a clause is a little bit tricky. A sentence might contain more than one clause. There are two kinds of clause: independent clause and dependent clause. Two independent clauses compose a compound sentence, while an independent clause and a dependent clause compose a complex sentence. To make everything clear, see the table below.

## Phrase

*Noun phrase* → a pen, her ruler, few problems, (he) who forgot to wear uniform

*Verb phrase* → is good, were trying, has worked, should have been kept

*Adjective phrase* → light brown, hard exam, 100-year-old man

*Adverb phrase* → very quickly, probably nearby, a few hours later

*Prepositional phrase* → on the floor, in the garden, across the road

## Clause

*Independent clause (main clause)* → can stand alone

The theodolite is not heavy.

S            P            C

*Dependent clause (subordinate clause)* → cannot stand alone

-Noun clause

Who tore the air photos (is not known).

S    P            O

-Adjective clause

(The guys) whose shirts are white (are our new employees).

S            P            C

-Adverb clause

(Daniel worked in Kalimantan) before he works here.

Conj. S    P            C

## Sentence

*Simple sentence*

They do.

S    P

We have completed the task.

S            P            O

*Compound sentence* → the ideas are related and equally important  
(by using coordinate conjunctions such as *and, or, but, because, so, etc.*)

Lodi is in the library + Saki is in the library =

Independent Clause                  Independent Clause

Lodi *and* Saki are in the library.

*Complex sentence* → the ideas are related but not equally important  
(by using conjunctions such as *however, therefore, moreover, etc.*)

Lodi was on the way home + when his boss called =

Independent Clause                  Dependent Clause

Lodi was on the way home when his boss called.

or\*

When his boss called + Lodi was on the way home =

Dependent Clause                  Independent Clause

When his boss called, Lodi was on the way home.

\*When a dependent clause is in the front, use a comma before adding an independent clause behind.

## b. Chippy Sentence vs Stringy Sentence

The most important thing of writing is creating understandable sentences so the readers will not find biases or ambiguities within the text. A good essay will use different varieties of sentences: sometimes short, some other times long. The combination should be to the point but clear. Sometimes, when we want to deliver ideas straightforwardly, the sentences become chippy. In contrast, when we want to elaborate some ideas, the sentences become too long. Because of containing too many clauses and ideas, they instead become difficult to



understand. Therefore, we should be wise in composing sentences. Use the suitable connectors to make the sentences flow smoothly.

<b>Choppy Sentences</b>	<b>Stringy Sentence</b>
<p>Wind erosion rates is difficult to measure. It is more difficult than water erosion rates. Wind eroded particles. It can extend thousands of meters in the atmosphere. Soil particles eroded by water stay close to the ground. It can be easily captured and weighed.</p>	<p>To date, the most extensive calculation of the water erosion productivity association was made by Larson et al who used data for estimated water erosion rates from the 1977 National Resource Inventory; rates were calculated with the Universal Soil Loss Equation, then estimated the loss in soil productivity that those erosion rates were expected to cause, based on changes in soil properties.</p>

(Dregne, 1987)

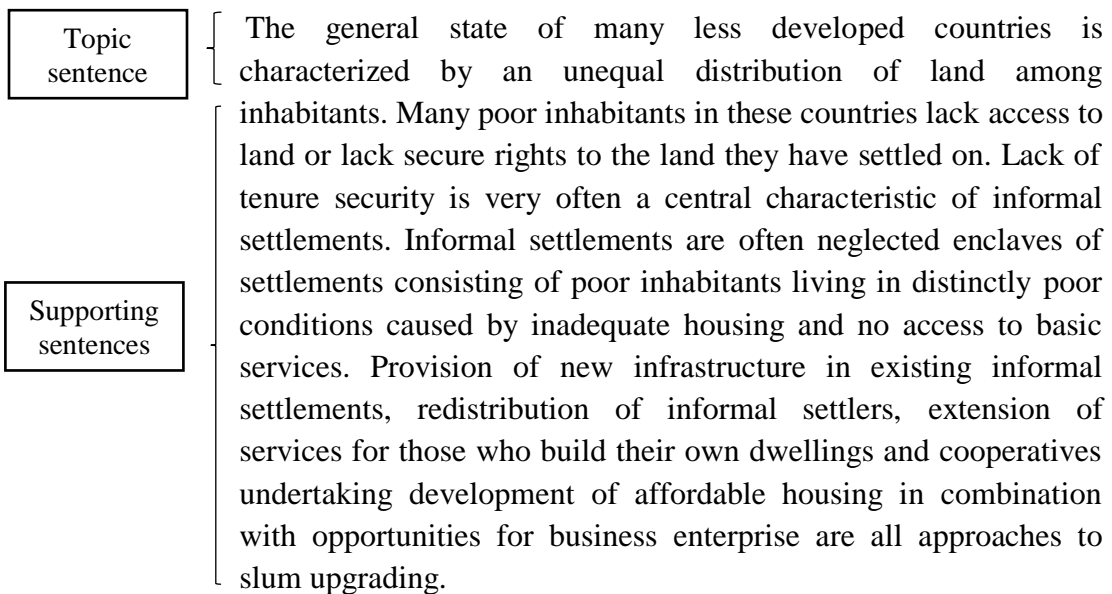
**Task 1.** Write kinds of sentences below:

- a. Write a simple sentence.  
.....
- b. Write compound sentences by using the following conjunctions.  
-but  
.....  
-so  
.....  
-because  
.....
- c. Write complex sentences by involving the following category in each sentence.  
-noun clause  
.....  
-adjective clause  
.....  
-adverb clause  
.....

## Kegiatan Belajar 2. Paragraphs

### a. Writing a Paragraph

Now that we have understood the difference between a phrase, a clause, and a sentence, let us try composing a paragraph out of sentences. In a paragraph, there must be a topic sentence and its supporting sentences. A topic sentence is usually at the beginning of the paragraph (the first sentence of the paragraph). It contains the main idea of the whole paragraph, which is usually still very general. It needs some explanations to make it clearer or more convincing. The supporting sentences play the role to elaborate the topic sentence. They might be data, facts, opinions, or examples. Look at the example below.



(Enemark et al., 2014: 339-40)

### b. Unity & Coherence

A good essay shows both unity and coherence. Unity means a single idea that covers and links to the whole paper, while coherence means logical flow from one sentence or paragraph to the next. To check if your essay has unity, ask yourself whether every single sentence relates to the topic of essay. As to make a good flow to make the text coherent, you must use appropriate connectors.

Purpose	Examples
Additional ideas	additionally, another, furthermore, in addition, moreover
Contrast	by contrast, despite, however, yet, in spite of, nevertheless, on the one hand/on the other hand
Examples	for example, for instance, specifically, to illustrate
Further explanations	in other words, to put it another way
Reasons	because of, due to
Results	as a consequence, as a result, consequently, therefore, thus
Steps	first, second, third, next, then, later, finally, at last
Conclusion	in conclusion, to put it in a nut shell

Example of a paragraph applying connectors showing contrast:

Public spaces are typically comprised by parks, squares, boulevards, pedestrian networks, playgrounds, beaches and so on, all of which symbolize common goods that promote social equity and social cohesion. *On the one hand*, public spaces are thereby useful in promoting a collective consciousness by which different social groups make use of them. *On the other hand*, differences in accessibility, quality, safety and usability of public space also expose social inequities in society by holding the character of being both inclusive and exclusive. This condition highlights the relationship of human rights to common land and the role of planning and management through land administration systems.

(Enemark et al., 2014: 343)

**Task 2.** Compose a paragraph on the topic of Land Value around 80 words by using appropriate punctuation

### **Kegiatan Belajar 3. Essay Writing Process**

An essay is a piece of writing that consists of several paragraphs covering one single topic. It needs us to explain and elaborate our ideas or opinions over the chosen topic. These ideas are organized into three parts: introduction, body paragraphs, and conclusion. But before moving into the organization of an essay, here are several steps of essay writing process (Bailey, 2004: 1). Steps below are limited for short essay, not for a long research paper. You can follow them to organize and write your essay.

1. Understand the requirements.
2. Find and choose the most appropriate reading texts.
3. Select relevant areas of texts by keeping the important ones for references.
4. Make notes on relevant areas by combining a variety of sources where necessary.
5. Determine appropriate structure for your essay.
6. Organize the main body first, then later the introduction and conclusion, usually by making outlines.
7. Write them down in order: introduction first, then main body and conclusion.
8. Critically read & edit where necessary.
9. Final proof-reading.

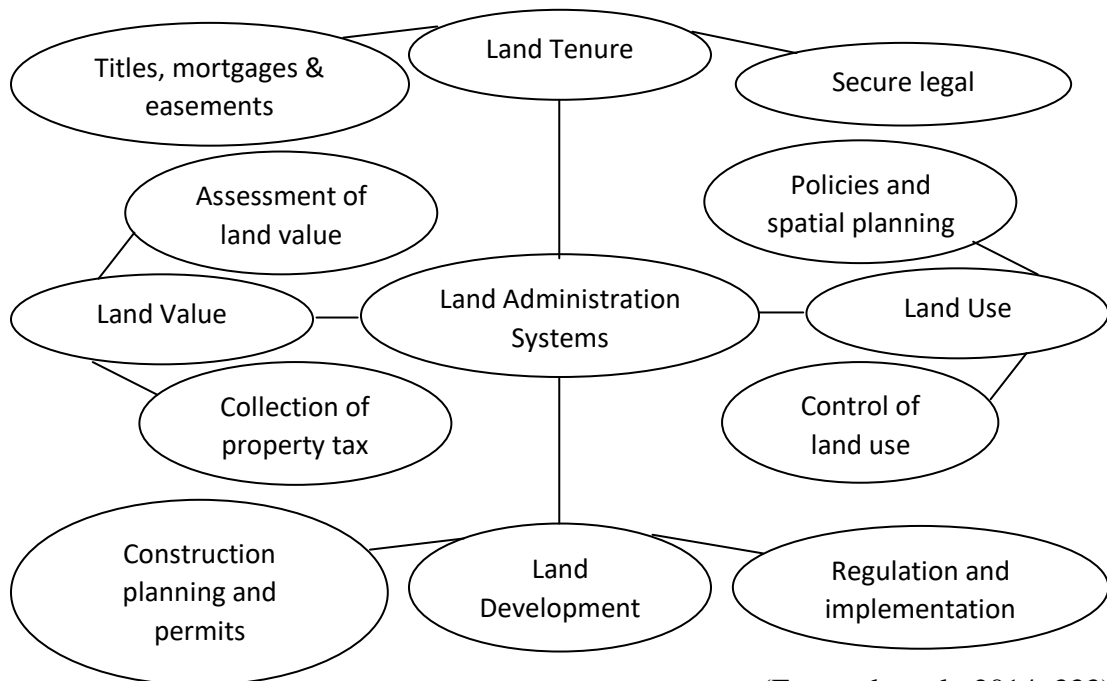
Somewhere before step 5 there is this additional step where you can generate ideas in the area that you have determined. There are at least three ways to discover ideas to write: brainstorming, clustering, and free writing (Meyers, 2014: 13-5). Brainstorming is the easiest way of the three; clustering is the intermediate one; free writing is the advanced one.

Brainstorming invites you to write down your ideas. The writing will be in a form of list. Brainstorming can be applied to organize ideas either after you determine the focus or still trying to find the focus.

***Focus: Land administration systems***

- Land Tenure
- Titles, Mortgages & Easements
- Secure Legal Rights
- Land Value
- Assessment of Land Value
- Collection of Property Tax
- Land Use
- Control of Land Use
- Land Development
- Construction Planning and Permits
- Regulation and Implementation
- Land Information Infrastructures
- Built and Natural Environment
- Sustainable Development

If you are such a visual person, you can try clustering. It is actually the more advanced way of brainstorming. While in brainstorming your ideas are written in a form of list, in clustering you separate the one that becomes the central idea from the ones that become its branches.



(Enemark et al., 2014: 333)

Meanwhile, free writing can be used after determining one focused topic, then write fast by using timer. In the decided time, write freely by writing down whatever comes up in your mind without thinking about grammar and spelling. After 5 minutes, stop, and you can evaluate which ideas might be useful for your essay.

Now that we have learned the steps of organizing ideas to make an essay, we go straight to the organization of an essay. As have been introduced previously, an essay consists of three parts, which are introduction, body paragraphs, and conclusion. Look at the elaboration below.

**Introduction**

*The introduction contains the thesis statement showing the one focused topic being discussed.*

**Body Paragraphs**

*Each body paragraph explains the ideas or opinions in order to make it clearer to the readers. The number of body paragraphs are in accordance with the needs.*

*Paragraph 1*

*Paragraph 2*

*Paragraph 3*

**Conclusion**

*The conclusion can be a restatement of the thesis in different words, significant quotation or example, summary, or the main argument of the essay.*

**Task 3.** Write a short essay on the topic of Land Use around 250 words. Use the steps of essay writing process and the tips of writing sentences and paragraphs with unity and coherence

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