

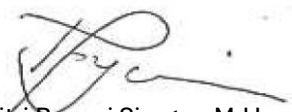




**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS**

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
Intermediate Reading	A1203406	Keahlian	2 (sks)	IV (Empat)	10 Februari 2024
Otorisasi	Dosen Pengembang RPS		Koordinator RMK		Ka PRODI
	 Dr. Eka Sustris Harida, M.Pd.		 Dr. Eka Sustris Harida, M.Pd.		 Fitri Rayani Siregar, M.Hum.
Capaian Pembelajaran Lulusan (CPL)	CPL-PRODI				
	S.3	Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan peradaban berdasarkan Pancasila			
	S.9	Menunjukkan sikap bertanggung jawab atas pekerjaan di bidang keahliannya secara mandiri.			
	P.1	Menguasai konsep teoritis tentang membaca secara <i>intermediate</i> atau sedang yang terintegrasi dengan nilai-nilai keislaman, ke-Indonesiaan, dan kearifan lokal secara mendalam.			
	KU.1	Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya			
	KK.1	Mampu mengintegrasikan nilai-nilai keislaman, keindonesiaan, dan kearifan lokal dalam membaca secara <i>intermediate</i> atau sedang.			
	CP-MK	Mahasiswa mampu memiliki sikap, pengetahuan, dan keterampilan berkaitan dengan membaca tingkat sedang dan mampu melakukan analisis pada teks bahasa Inggris yang dibaca.			
CPMK – 1	Mahasiswa mampu memahami konsep membaca, strategi-strategi dalam membaca.				
CPMK – 2	Mahasiswa mampu memahami tentang paragraf dan teks berbahasa Inggris dan memahami komponen yang membangunnya, serta menemukan ide-ide dalam teks yang dibacanya.				

	CPMK – 3	Mahasiswa mampu membaca dan menganalisis teks yang berisi informasi sebab akibat serta perbandingan dan kontras.
	CPMK - 4	Mahasiswa mampu membaca dan menganalisis berbagai jenis teks (text genre)
Deskripsi Singkat Mata Kuliah	This course is aimed at providing the students with theoretical knowledge and skills in intermediate reading in order to find ideas for their reading activities, to do skimming and scanning to find ideas, The students are also prepared to identify comparing, contrasting, cause, and effect in English texts. The students are also provided with several kinds of English texts. At the end of this course, the students are able to do text based analysis.	
Materi Pembelajaran/ Pokok Bahasan	<ol style="list-style-type: none"> 1. Understanding Reading Strategies: <ol style="list-style-type: none"> a. Definition of Reading and reading strategies b. Purposes of reading strategies c. Reading Strategies: previewing, predicting, skimming and scanning, mapping, summarizing, and paraphrasing. d. Successful/Good/Mature and Unsuccessful/bad/immature Readers 2. Understanding the Paragraph and Text <ol style="list-style-type: none"> a. Understanding the concepts (definition) of paragraph and text. b. Understanding the components of a paragraph: topic, controlling idea, main idea, topic sentence, supporting and concluding sentence. c. Components of Texts/Essay d. Recognizing topic paragraphs and supporting paragraphs e. Text Genre 3. Finding main ideas and supporting details 4. Reading Text: Cause and Effect 5. Reading Text: Comparison and Contrast 6. Skimming and Scanning 7. Summarizing Text 8. Paraphrasing Text 9. Descriptive and News Items. 10. Recount and Narrative Text 11. Discussion Text and Exposition Text 	
Pustaka	Utama:	<ol style="list-style-type: none"> 1. Harida, Eka Sustri. 2020. The Concepts of Paragraph. Diakses dari https://www.ekasustriharida.com/2020/09/the-first-topic-studied-in-reading.html 2. _____. 2018. Texts and Essay. Dapat diakses dari https://www.ekasustriharida.com/2018/09/blog-post_66.html 3. Knapp, Peter & Watkins, Megan, 2005, Genre, text, grammar: technologies for teaching and assessing writing, Sydney: UNHW Press. 4. Sutarsyah, Cucu. 2014. <i>Understanding English Texts: Some Strategies for Effective Reading for Non-English Students</i>. Jakarta: PT. Raja Grafindo Perkasa. 5. McWhorter, Kathleen T. 1992. <i>Efficient and Flexible Reading</i> 3rd edition New York: Harper Collins Publishers

	Pendukung:					
	<ol style="list-style-type: none"> 1. Harida, Eka Sustri., 2018, Paragraphs, Texts, and Essays. Dapat diakses dari https://www.ekasustriharida.com/2018/09/blog-post_39.html 2. Harida, Eka Sustri., 2021, Basic Reading for EFL University Students (Medan: Merdeka Kreasi) 3. Djamal, Murni, et. al. (team of five). <i>Improving Reading Skill in English for University Students</i>. (Jakarta: Darul Ulum Press, 2001) 4. Groth, Cheryl, et.al. 2013. <i>Essay Writing: English for Academic Purposes</i>. Yogyakarta: Penerbit Andi. 5. Kimmelman, Joan, et. al. 1984. <i>Reading and Study Skills: A Rhetorical Approach</i>. New York: Macmillan Publishing Company. 6. Digital websites sources 					
Media Pembelajaran	Perangkat Lunak			Perangkat Keras		
	Google Classroom. Whats App Group. Learning Management System.			Laptop. Infokus. White Board and Boardmarker.		
Karakteristik Proses Pembelajaran	Students' Learning Centre, Problem-based Learning, Project-based Learning, CIRC-b-FCL, Group Discussion, Direct Questions					
Dosen Pengampu /Team Teaching	Dr. Eka Sustri Harida, M.Pd.					
Mata kuliah Syarat	Vocabulary, Structure and Grammar I, and Basic Reading					
Pertemuan Minggu ke-	Sub-CP MK (sebagai kemampuan akhir yang diharapkan)	Indikator	Kriteria dan bentuk penilaian	Metode Pembelajaran (Estimasi Waktu)	Materi Pembelajaran	Bobot Penilaian
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Introduction to the course and learning contracts.			Metode Ceramah dan tanya jawab. 2 x 50 mnt.		-
2	Mahasiswa mampu memahami tentang reading strategies dan kegunaannya serta menyebutkan dan memahami berbagai jenis	1) Ketepatan dalam menjelaskan tentang konsep dan kegunaan <i>reading strategies</i> .	Kriteria penilaian: sikap, penguasaan	Group discussion, presentation, questions and answer.	1. Understanding Reading Strategies: a. Definition of Reading and reading strategies	100%

	reading strategies, dan menentukan pembaca yang baik dan kurang baik.	<ol style="list-style-type: none"> 2) memberikan penjelasan rinci tentang berbagai macam strategi dalam membaca. 3) Menjelaskan ciri-ciri pembaca yang baik/sukses/matang dan tidak baik/tidak sukses dari segi strategi yang digunakan. 	<p>pengetahuan dan keterampilan.</p> <p>Bentuk non tes: penilaian berdasarkan keaktifan diskusi dalam zoom, WAG, google meet, di kelas, maupun di e learning.</p>	<p>Tugas terstruktur (mind mapping materi)</p> <p>2 x 50 mnt.</p>	<ol style="list-style-type: none"> b. Purposes of reading strategies c. Reading Strategies: previewing, predicting, skimming and scanning, mapping, summarizing, and paraphrasing. d. Successful/Good/Mature and Unsuccessful/bad/immature Readers 	
3	Mahasiswa mengerti tentang paragraf dan komponen yang terdapat di dalamnya sehingga dapat menemukan ide yang tertulis di dalamnya.	<ol style="list-style-type: none"> 1) Menjelaskan dengan rinci perbedaan paragraf dan teks. 2) Mengidentifikasi komponen yang membangun paragraf dan teks. 3) Menemukan paragraf utama dan paragraf pendukung. 4) Membedakan secara ringkas jenis-jenis teks. 	<p>Ketepatan, keaktifan, logika berfikir, disiplin, rasional.</p> <p>Bentuk reading comprehension test.</p>	<p>Group discussion, presentation, questions and answer.</p> <p>Tugas mandiri (mind mapping materi)</p> <p>2 x 50 mnt.</p>	<p>Understanding the Paragraph and Text</p> <ol style="list-style-type: none"> a. Understanding the concepts (definition) of paragraph and text. b. Understanding the components of a paragraph: topic, controlling idea, main idea, topic sentence, supporting and concluding sentence. c. Components of Texts/Essay: topic paragraph, supporting paragraph, and concluding paragraph. d. Recognizing topic paragraphs and supporting paragraphs e. Text Genre 	100%
4	Mahasiswa mampu menganalisis dan menemukan ide pokok dan penjabar dalam sebuah teks berbahasa Inggris.	<ol style="list-style-type: none"> 1) Membaca teks bahasa Inggris dengan baik. 2) Menemukan ide utama dalam paragraf atau teks berbahasa Inggris. 3) Mengidentifikasi ide-ide pendukung baik penjabar 	<p>Bentuk non tes: penilaian berdasarkan keaktifan diskusi dalam zoom, WAG, google meet, di kelas, maupun di e learning.</p>	<p>Group discussion, presentation, questions and answer.</p> <p>Reading aloud</p> <p>Tugas mandiri</p>	<p>Finding main ideas and supporting details:</p> <ol style="list-style-type: none"> a. What is main idea? b. Identifying Topic sentence c. Identifying Topic and controlling idea 	100%

		utama maupun penjas tambahan.		2 x 50 mnt.	d. Identifying supporting majors, minors, and details in English texts	
5	QUIZ: READING PRACTICE					
6	Mahasiswa mampu melakukan identifikasi ide sebab akibat (<i>cause and effect</i>) serta perbandingan dan kontras (<i>comparison and contrast</i>) di dalam teks bahasa Inggris yang dibaca.	1) Membaca teks yang mengandung <i>clues</i> untuk berita sebab akibat di dalam teks. 2) Mampu mengidentifikasi informasi yang berhubungan dengan sebab akibat (<i>cause and effect</i>) di dalam teks bahasa Inggris.	Ketepatan, pemahaman, logika berpikir, rasional, disiplin dan tanggung jawab. Bentuk reading digital text.	Group discussion, Problem-based learning, Direct Questions, Reading Silent, CIRC-b-FCL 2 x 50 menit	Reading Text: Cause and Effect a. Clues for cause and effects b. Reading texts	50%
7		3) Mampu mengidentifikasi informasi yang berkaitan dengan comparison dan contrast di dalam teks bahasa Inggris.	Ketepatan, tanggung jawab, mandiri, rasional, logika berpikir, disiplin. Bentuk reading digital text.	Group discussion, Problem-based learning, CIRC-b-FCL, Direct Questions, Reading Silent 2 x 50 menit	Reading Text: Comparison and Contrast a. Clues Comparison and Contrast b. Reading texts	50%
8	Evaluasi Tengah Semester: Ujian tengah semester, melakukan validasi hasil penilaian, evaluasi dan perbaikan proses pembelajaran berikutnya					
9	Mahasiswa memiliki kemampuan untuk menggunakan <i>skimming dan scanning</i> dalam kegiatan membaca teks bahasa Inggris serta dapat menentukan informasi dari kegiatan tersebut.	1) Membedakan <i>skimming</i> dan <i>scanning</i> . 2) Menggunakan <i>skimming</i> dan <i>scanning</i> dalam membaca teks 3) Menemukan informasi yang dicari di dalam membaca teks berbahasa Inggris dengan menggunakan <i>skimming</i> dan <i>scanning</i> .	Ketepatan, tanggung jawab, mandiri, rasional, logika berpikir, disiplin., dan inovatif. Bentuk reading digital text.	Kuliah, Responsi, small group discussion, group presentation, n QnA. Blended learning Penugasan Terstruktur (PT) 2 x 50 menit	Skimming and Scanning a. What is <i>skimming</i> ? b. What is the function of <i>skimming</i> ? c. What is <i>scanning</i> ? d. What is the function of <i>scanning</i> ? e. Reading text using <i>skimming</i> and <i>scanning</i>	100%
10	Mahasiswa dapat menggunakan strategi membaca <i>summarizing</i>	1) Menjelaskan tentang strategi <i>summarizing</i>	Ketepatan, tanggung jawab,	Kuliah, Responsi, small group	Summarizing Text a. What is <i>summarizing</i> ?	100%

	dan dapat membuat summary dari teks yang dibaca.	<ul style="list-style-type: none"> 2) Memberikan contoh penggunaan strategi <i>summarizing</i> 3) Membaca teks dan membangun summary dari teks yang dibaca. 4) Menyajikan <i>summary</i>. 	mandiri, rasional, logika berpikir, disiplin., dan inovatif. Bentuk reading digital text.	discussion, group presentation, n QnA. Reading from e-sources. Penugasan Terstruktur (PT). 2 x 50 menit	<ul style="list-style-type: none"> b. The procedures or techniques to make summary or to <i>summarizing</i> text. c. Reading text: <i>Summarizing</i> the english texts. 	
11	Mahasiswa mampu memahami tentang parafrase (<i>praphrase</i>) dan mengaplikasikannya untuk megambil informasi dalam kegiatan membaca teks bahasa Inggris yang dilakukan.	<ul style="list-style-type: none"> 1) Memahami tentang parafrase. 2) Melakukan prafrase dalam kegiatan meBaca. 3) Menyajikan hasil bacaan yang diparafrase. 	Ketepatan, tanggung jawab, mandiri, rasional, logika berpikir, disiplin., dan inovatif. Bentuk non-test	Kuliah, Responsi, small group discussion, presentation, n QnA. Reading from e-sources. Penugasan Mandiri (PM). 2 x 50 menit	Paraphrasing Text <ul style="list-style-type: none"> a. What is praphrasing? b. The procedures or techniques to paraphrasing English text. c. Reading text: paraphrasing English text. 	100%
12	Mahasiswa mengerti text genre dan memahami tentang ide yang terkandung di dalam teks bahasa Inggris yang dibaca.	<ul style="list-style-type: none"> 1) Mampu membaca teks descriptive and news item dengan baik. 2) Mengidentifikasi generic structure and informasi yang ditemukan dari teks deskriptif dan news item. 3) Membedakan teks deskriptif dan news item. 	Kriteria: sikap, penguasaan pengetahuan dan keterampilan Penilaian terkait Ketepatan, tanggung jawab, rasional, logika berpikir, disiplin., dan inovatif. Bentuk reading digital text.	Kuliah, Responsi, small group discussion, n QnA. Reading practice. Reading from e-sources. Penugasan Terstruktur (PT) 2 x 50 menit	Text Genre: <ul style="list-style-type: none"> a. What is descriptive texts adn news item? b. Generic structure. c. Language function. d. Reading descriptive and news item texts. 	100%
13		<ul style="list-style-type: none"> 1) Mampu membaca teks recount and narraritive dengan baik. 	Kriteria: sikap, penguasaan pengetahuan dan keterampilan	Kuliah, Responsi, Tutorial, Praktik, small group	Text Genre: <ul style="list-style-type: none"> a. What is recount and narrative text? b. Generic structure. 	100%

		<p>2) Mengidentifikasi generic structure and informasi yang ditemukan dari teks recount and narrative.</p> <p>3) Membedakan teks recount and narrative.</p>	<p>Penilaian terkait Ketepatan, tanggung jawab, rasional, logika berpikir, disiplin., dan inovatif.</p> <p>Bentuk reading digital text.</p>	<p>discussion, n QnA. Reading from e-sources, Penugasan Mandiri</p> <p>2 x 50 menit</p>	<p>c. Language function. d. Reading ecount and narrative texts.</p>	
14		<p>1) Mampu membaca teks discussion and exposition dengan baik.</p> <p>2) Mengidentifikasi generic structure and informasi yang ditemukan dari teks discussion and exposition</p> <p>3) Membedakan teks discussion and exposition</p>	<p>Kriteria: sikap, penguasaan pengetahuan dan keterampilan</p> <p>Penilaian terkait Ketepatan, tanggung jawab, rasional, logika berpikir, disiplin, dan inovatif.</p> <p>Bentuk reading digital text.</p>	<p>Kuliah, Responsi, Tutorial, Praktik, small group discussion, n QnA. Penugasan Mandiri.</p> <p>2 x 50 menit</p>	<p>Text Genre: a. What is discussion, analytital exposition, and hortatory exposition text? b. Generic structure. c. Language function. d. Reading discussion, analytital exposition, and hortatory exposition.</p>	100%
15	Mahasiswa dapat menangkap semua informasi yang diberikan dan diberikan pengulangan.	Memahami konsep, pengetahuan, dan keterampilan terkait dengan materi yang telah dibahas.	<p>Kriteria: sikap, penguasaan pengetahuan dan keterampilan</p> <p>Bentuk: Q n A</p>	2 x 50 mnt.	Reviews	95%
16	Evaluasi Akhir Semester: Melakukan validasi penilaian akhir dan menentukan kelulusan mahasiswa					75 – 95%

READING PRACTICE		RENCANA TEKS SESUAI DENGAN GENRE TEXT
RANCANGAN TEKS	Descriptive Tex	<p style="text-align: center;">Teoantropoecentric</p> <p>Teoantropoekosentric is a philosophical concept of education of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. It encapsulates the interconnectedness between humanity, the environment, and spirituality. In Arabic terms, the concepts is known as al-ilahiyah, al-insaniyah, and al-kauniyah. Rooted in the belief that human beings are integral to the natural world and imbued with divine purpose, teoantropoekosentric thinking emphasizes the importance of harmonious coexistence with the environment and reverence for all living beings. It acknowledges the profound impact of human actions on the planet and advocates for responsible stewardship of the Earth's resources. By recognizing the intrinsic value of nature and fostering a deep connection with the divine, teoantropoekosentric philosophy inspires all the UIN Syahada components to cultivate a more sustainable and spiritually enriched way of life.</p>
		<p style="text-align: center;">Chat GPT</p> <p>ChatGPT, or Chat Generative Pre-trained Transformer, is an artificial intelligence model developed by OpenAI renowned for its conversational capabilities. The primary function of ChatGPT is to engage in natural language conversations with users. There are some key characteristics and features of ChatGPT. It is natural language understanding in which it understands human language and interpret the answer. The other is contextual awareness, it can maintain context through a conversation given by human. The next, it is continuous learning when it learns from each interaction and feedback from human. It is coherent responses because it gives response with grammatical correct and logical coherent. Overall, ChatGPT's characteristics and features make it a powerful tool for facilitating natural language interactions, driving advancements in conversational AI, and enhancing human-computer interaction across a wide range of applications and domains.</p>

	News Item	<p style="text-align: center;">Gen Z's Values and Behaviors</p> <p>A recent study conducted by a leading research institute sheds light on the unique characteristics and preferences of Generation Z, the cohort born between the mid-1990s and early 2010s. The findings indicate that Gen Z individuals exhibit a strong sense of social consciousness, with a significant emphasis on issues such as climate change, social justice, and mental health awareness. Unlike previous generations, Gen Z prioritizes authenticity and transparency, gravitating towards brands and organizations that demonstrate a genuine commitment to ethical practices and sustainability. Moreover, the study highlights Gen Z's digital fluency and preference for online communication channels, signaling a shift towards a more interconnected and tech-savvy society. They believe much on online entertainment, travel, shopping, news, and education. As the first generation to grow up entirely in the digital age, Gen Z is poised to drive significant changes in consumer behavior, workplace dynamics, and societal norms in the years to come.</p>
		<p style="text-align: center;">Mufid: the third winner from Indonesia of International MHQI</p> <p>Consul General of the Republic of Indonesia in Jeddah Yusron B. Ambary attended the invitation to the Closing of the King Abdul Aziz International Competition for Memorizing, Reciting, and Interpreting the Holy Quran in Its 43rd Session (MHQI) which took place at Masjid Al Haram, Makkah. MHQI is an annual routine activity organized by the Secretariat General of the Al Quran Competition which is under the Ministry of Islamic Affairs of Saudi Arabia. The competition, which officially opened on 26 August 2023, was attended by 166 contestants from 117 countries, including 2 of them from Indonesia. The closing of MHQI was attended by several officials and scholars of Saudi Arabia, including the Minister of Islamic Affairs, Shaykh Abdul Latif ibn Abdul Aziz who in his speech said that this competition was intended and hoped to motivate young Muslims around the world to memorize the Al Quran, and contribute to raising a generation that adheres to the teachings of the holy book and the example of the Prophet Muhammad SAW. Also present were Deputy Governor of Makkah, Prince Badr ibn Sultan; and Grand Imam of Al Haram Mosque, Shaykh Abdurrahman As Sudais. The closing of the MHQI also coincided with the awarding of prizes to the finalists of the competition by the Governor of Mecca, Prince Badr ibn Sultan, who represented King Salman. One of the participants from Indonesia, Muhammad Mufid Al Izza, won 4th place in the 3rd branch of the competition (memorizing 30 chapters of the Quran with good recitation and tajwid) receiving a medal and a cash prize worth SR170,000 (Rp. 680,000,000). Mufid is the 3rd winner of the 2022 National MHQ branch of 30 juz and completed the tahfidz program at the Darul Quran Mulia Islamic Boarding School, Bogor. Meanwhile, 1 participant from another Indonesia, Zaki Muhammad Al Ghani, who was the 1st winner of the 2022 MHQ National 10 juz branch, only managed to take part in the competition without becoming a finalist. Indonesia gave high appreciation to all members who joined the international events.</p>

<p>Recount Text</p>	<p style="text-align: center;">My Slipper make me positive thinking</p> <p>Last year, I continued my study at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan where the all the students should stay at dormitory for a year. It was called Ma'had Al-Jami'ah. I should follow the rules and many activities for the decision I joined this campus that I never joined yet. In all day, I enjoyed all the activities, such as learning languages, Arabic and English, attitudes, al-Qur'an, and others. In the night, I followed the activity in the mosques from maghrib to Isha. When I wanted to go back to dormitory, I lost my slipper. At the time, I should walk on my foot without using slipper from the mosque to the dormitory; it was about 15 minutes. When I came back to the mosque in the morning to take sbuh prayer, I found my only lovely slipper in the wudhu' place. I was very happy because I thought that my slipper was stolen by others. I was really regretful because having negative thinking at the night. From the experience, I promised that I would not do it again in every moments I had, I should have positive thinking to make my self happy and enjoy.</p>
	<p style="text-align: center;">Cooking Fried Rice</p> <p>Two months ago, a friend of mine gave me a box of fried rice that she made by herself. I was so amazed by how tasty her fried rice was. Itu encouraged me to learn how ti make delicious fried rice. So, one week later I made one. After school, I purposefully did not take a nap. Instead, I went to the kitchen and prepared all the ingredients needed. However, at that time I did not know how to make it or where to start. So, I tried to find a recipe on Youtube. The, I found a video of a simple fried rice recipe that had been watched by over 1 million viewers. After watching the video once, I followed it according to the steps shown in the video. It took me approximately 10 minutes of preparation and 30 minutes cooking. When I finished cooking, I served the fried rice on a large plate. Afterwards, I served it for the family. My mother and father said that my fried rice was tasty. But, my brother said that it was too spicy for him. Turns out, cooking was an exciting activity. After receiving compliments from my mother and father, I wanted make delicious food more and more.</p> <p>https://www.detik.com/sulsel/berita/d-7151534/10-contoh-recount-text-bahasa-inggris-lengkap-dengan-artinya.</p>
<p>Narrative Text</p>	<p style="text-align: center;">The Legend of Toba Lake</p> <p>In the past, there lived a young orphan farm in the northern part of the island of Sumatra. Syahdan, the young man made his life from farming and fishing. One day while he was fishing he got a fish which was so beautiful in golden brown. While he was holding it, the fish turned into a beautiful princess. The princess was a woman who was condemned for violating the prohibitions and it would turn into a kind of creature who first touched it. Because at that time the human touched it, then it turned into a princess.</p>

		<p>Fascinated by her beauty, the young man asked her to be his wife. The application was accepted on condition that the young man was not allowed to tell the origin of the princess who came originally from fish. The young man agreed to this requirement. Having got married for a year, the couple got a boy but he had a bad habit that he never felt satisfied while he was eating. He ate all the food.</p> <p>One day the boy ate all the food that should be given to his father. The young man then so angrily said: "basically you are the offspring of fish!" That statement by itself unlocked the secrets of his wife and broke his promise.</p> <p>Shortly afterwards, his wife and son magically disappeared. Suddenly in the land of their former footsteps went out the springs which were very heavy. The water flew from these springs continuously and the longer it happened the larger it would be. Finally, these springs became a vast lake. The lake is now called Toba Lake</p> <p>Source: https://www.detik.com/sulsel/berita/d-6497025/25-contoh-narrative-text-dalam-bahasa-inggris-lengkap-dengan-terjemahannya</p>
		<p style="text-align: center;">Snow White</p> <p>Once upon a time, there was a beautiful princess named Snow White. She had a cruel stepmother who was jealous of her beauty and ordered a huntsman to take Snow White into the forest and kill her. However, the huntsman couldn't bring himself to do it, and instead, he left Snow White in the forest. She eventually came across a cottage belonging to seven dwarfs who took her in. The wicked stepmother found out that Snow White was still alive and disguised herself as an old woman to give Snow White a poisoned apple. Snow White fell into a deep sleep, and the only way to wake her up was with true love's kiss. A prince who had fallen in love with Snow White found her and kissed her, waking her up from her slumber.</p> <p>https://www.english-academy.id/blog/narrative-text</p>
	<p>Discussion Text</p>	<p style="text-align: center;">Exploring Blended Learning: An Evolving Educational Paradigm</p> <p>Blended learning, a pedagogical approach that combines traditional face-to-face instruction with online learning experiences, has garnered considerable attention in educational discourse. Proponents argue that blending traditional and digital learning modalities offers a dynamic and flexible approach to education, catering to diverse learning styles and enhancing student engagement. By integrating technology into the classroom, educators can leverage multimedia resources, interactive activities, and personalized learning platforms to enrich the learning experience and foster deeper</p>

		<p>understanding. Moreover, blended learning enables students to take ownership of their learning journey, offering opportunities for self-directed exploration and collaboration in virtual spaces. However, critics raise concerns about the potential drawbacks of blended learning, such as inequitable access to technology, the loss of human interaction, and the need for comprehensive teacher training. As educators navigate the complexities of implementing blended learning models, it is imperative to strike a balance between the benefits of technology-enhanced learning and the enduring value of traditional pedagogy, ensuring that all students have equitable access to high-quality education in an increasingly digital world.</p>
		<p style="text-align: center;">Television Program: Good or bad?</p> <p>Television becomes part of our life. Every day we watch television. We usually watch television after working, getting together with our family, even when we are working. As the part of our life, television has bad and good effects.</p> <p>People have different opinion about the negative and positive impacts of watching TV. The bad effects most people say are TV makes us lack of movement. We stay for a long time in our TV. It's not healthy life. They also say that TV influence our daily life. Sometimes we don't realize that we become more consuming after watching various ads. Some TV shows influence the way children act. The rudeness and violence come to our house without permission through television.</p> <p>But, the other people say that television has a good impact. We can get much information from TV. When there is something happened in another city, we know directly, fastly through the news on TV. TV also makes us relax. After working all day, we come home and turn on TV to watch funny and comedy videos.</p> <p>We can conclude that TV has a good and bad effects to our life. Our task is how to choose the good things and try to take away the bad one.</p> <p>https://englishadmin.com/2015/11/contoh-discussion-text-tentang-tv.html</p>
	<p>Hortatory Exposition Text</p>	<p style="text-align: center;">Embracing English: The Gateway to Global Opportunities</p> <p>In today's interconnected world, proficiency in English has become more than just a valuable skill—it is an indispensable asset that opens doors to a world of opportunities. Therefore, let us recognize the importance of learning English and embrace it wholeheartedly.</p>

First and foremost, mastering English enhances our communication abilities and enables us to connect with people from diverse backgrounds and cultures. Whether traveling abroad, pursuing higher education, or engaging in international business, proficiency in English empowers us to effectively convey our thoughts, ideas, and aspirations to a global audience.

Moreover, English proficiency broadens our horizons and enriches our personal and professional lives. It provides access to a wealth of knowledge and resources, including literature, academic research, and online content, that would otherwise remain inaccessible. By learning English, we can explore new ideas, expand our intellectual horizons, and stay informed about global developments.

Furthermore, proficiency in English enhances our career prospects and opens doors to a myriad of job opportunities in both domestic and international markets. In today's globalized economy, many employers prioritize candidates with strong English skills, recognizing the value of effective communication in a multicultural workplace. By investing in our English language proficiency, we increase our competitiveness in the job market and position ourselves for success in our chosen fields.

Therefore, let us embrace the importance of learning English and commit ourselves to mastering this invaluable language. Let us take advantage of every opportunity to practice and improve our English skills, whether through formal education, self-study, or immersion experiences. By embracing English, we unlock a world of possibilities and position ourselves for success in an increasingly interconnected and competitive global landscape.

Watch Your Kid while Watching TV

Television becomes one of the most important devices, which takes place in almost houses. It can unite all members of the family as well as separate them. However, is it important to know what your kids are watching? The answer is, of course, absolutely "Yes" and that should be done by all parents. Television can expose things you have tried to protect the children from, especially violence, pornography, consumerism and so on.

Recently, a study demonstrates that spending too much time on watching TV during the day or at bedtime often causes bed-time disruption, stress, and short sleep duration. Another research find that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being

aggressive. Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.

Considering some facts mentioning above, protect your children with the following tips: limit television viewing to one-two hours each day, do not allow your children to have a TV set in their own bedrooms, review the rating of TV shows which your children watch, and watch television with your children and discuss what is happening in the shows.

**Analytical
Exposition
Text**

Honoring Our Mothers

The bond between a mother and her child is unparalleled, embodying love, sacrifice, and unwavering support. As we reflect on the role of mothers in our lives, it becomes evident that honoring them is not merely a duty but a deeply ingrained aspect of our humanity.

Firstly, mothers are the architects of our earliest experiences, shaping our identities and laying the foundation for our future endeavors. From the tender embrace of infancy to the guiding hand of adolescence, mothers provide a nurturing presence that fosters growth and development. Their unconditional love and tireless dedication inspire us to strive for excellence and embrace life's challenges with courage and resilience.

Moreover, honoring our mothers is an acknowledgment of the sacrifices they make on our behalf. Whether sacrificing their time, energy, or personal aspirations, mothers selflessly prioritize the well-being and happiness of their children. Their acts of devotion and selflessness serve as a beacon of light in times of darkness, guiding us through life's uncertainties with grace and compassion.

Furthermore, honoring our mothers is an affirmation of the values they instill within us. From lessons of kindness and empathy to teachings of integrity and perseverance, mothers impart invaluable wisdom that shapes our character and influences our actions. Their unwavering moral compass serves as a guiding force, empowering us to navigate life's complexities with integrity and compassion.

In conclusion, honoring our mothers is a testament to the profound impact they have on our lives and the enduring legacy of love and sacrifice they leave behind. It is a recognition of their role as nurturers, mentors, and guardians, and a celebration of the profound bond that unites us. As we express gratitude for their unwavering support and devotion, we affirm the timeless importance of motherhood and the profound influence it has on shaping the fabric of our society.

TV Programs affect Children

What do they worry about? Well, one thing that parents worry about is how violence on television affects their kids.

The first opinion is that violence on television makes children more aggressive. Many parents think that violence on television affects children to gradually accept violence as a way to solve problems. There are two reasons for this view. The first reason is that there is a lot of violence on television today. Some people have counted the violent actions on TV as about 10 per hour, and the most violent shows on TV are children's cartoons. Cartoons have an average of 18 violent actions per hour! By the time a child is twelve, he or she will see a total of about 8,000 murders and 100,000 other violent actions on television. That is a lot of violence! Parents are worried that all this violence will make their children more violent.

The second reason is that parents are worried about violence on TV is that children like to imitate things that they see people do. It's simple. Children learn by imitating adults and, like it or not. Children from two or five years old may not know the difference between something on TV and real life. One very sad example of this happened to a little five years old boy. The little boy saw a cartoon on TV where the cartoon characters lit a bed on fire and said "Fire is fun!" The same day, this little imitated what he saw on TV, and lit his two-year-old sister's bed on fire. His sister died in the fire, and their house burned down. Why did he do it? Was it because he watched it on TV? Many people think so.

So, this is one example of how children can imitate the violence they see on TV. Because there is a lot of violence on TV, many parents want to stop it.

<https://majalahinggris.com/2021/07/08/analytical-exposition-text-how-television-affect-us/>

URAIAN TUGAS DAN PENILAIAN					
Capaian Pembelajaran:	Mahasiswa mampu memiliki sikap, pengetahuan, dan keterampilan berkaitan dengan membaca tingkat sedang dan mampu melakukan analisis pada teks bahasa Inggris yang dibaca.				
Tugas Terstruktur:	Pada akhir pembelajaran mahasiswa mampu membuat tugas berupa: <ol style="list-style-type: none"> 1. Analisis paragraf dan teks berbahasa Inggris lengkap dengan komponennya. 2. Analisis teks berdasarkan genre, generic structure, and grammatical function. 				
Rubrik Penilaian:		No	Aspek	Nilai Maksimal	Nilai
		1.	Materi lengkap dan benar	30	
		2.	Ketepatan analisis	40	
		3.	Sumber referensi	20	
		4.	Desain dan sistematika penulisan	10	
		Jumlah		100	
PENILAIAN SIKAP dan RUBRIK					
	S3	Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan peradaban berdasarkan Pancasila			
		1) Bertaqwa kepada Tuhan Yang Maha Esa			
		(1) Mahasiswa selalu menunjukkan rasa iman dan taqwa kepada Allah.			3
		(2) Mahasiswa jarang menunjukkan rasa iman dan taqwa kepada Allah.			2
		(3) Mahasiswa tidak menunjukkan rasa iman dan taqwa kepada Allah.			1
		2) Menghargai perbedaan dan kebhinekaan.			
		(1) Mahasiswa selalu memiliki penghargaan terhadap pendapat teman, budaya, jawaban/ tanggapan teman, tidak menyinggung perasaan teman dan menyampaikan pendapat dengan bahasa yang sopan dan santun			3
		(2) Mahasiswa jarang memiliki penghargaan terhadap pendapat teman, budaya, jawaban/ tanggapan teman, tidak menyinggung perasaan teman dan menyampaikan pendapat dengan bahasa yang sopan dan santun			2
		(3) Mahasiswa tidak memiliki penghargaan terhadap pendapat teman, budaya, jawaban/ tanggapan teman, tidak menyinggung perasaan teman dan menyampaikan pendapat dengan bahasa yang sopan dan santun			1
		3) Menjunjung tinggi nilai etika dan kebenaran secara akademik.			
		(1) Mahasiswa selalu memiliki rasa hormat dan nilai etika dan berlaku benar dalam menghadapi dosen.			3
		(2) Mahasiswa jarang memiliki rasa hormat dan nilai etika dan berlaku benar dalam menghadapi dosen.			2
		(3) Mahasiswa tidak memiliki rasa hormat dan nilai etika dan berlaku benar dalam menghadapi dosen.			1
	S9	Menunjukkan sikap bertanggung jawab atas pekerjaan di bidang keahliannya secara mandiri.			
		1) Mengikuti perkuliahan dengan disiplin, kritis, dan inovatif, penuh kejujuran.			

		(1) Mahasiswa selalu mengikuti perkuliahan dengan disiplin, kritis, dan inovatif, penuh kejujuran, dan menghindari perbuatan curang dan menghindari plagiarisme.	3
		(2) Mahasiswa jarang mengikuti perkuliahan dengan disiplin, kritis, dan inovatif, penuh kejujuran, dan menghindari perbuatan curang dan menghindari plagiarisme.	2
		(3) Mahasiswa tidak mengikuti perkuliahan dengan disiplin, kritis, dan inovatif, penuh kejujuran, dan menghindari perbuatan curang dan menghindari plagiarisme.	1
		2) Mengerjakan tugas yang diberikan dengan penuh tanggungjawab sesuai dengan kontrak perkuliahan yang diberikan.	
		(1) Mahasiswa selalu mengerjakan tugas dengan penuh tanggungjawab dan tuntas.	3
		(2) Mahasiswa jarang mengerjakan tugas dengan penuh tanggungjawab dan tuntas.	2
		(3) Mahasiswa tidak mengerjakan tugas dengan penuh tanggungjawab dan tuntas.	1
		3) Melakukan melakukan kegiatan membaca dan melakukan revisi pada tugas yang diamanahkan.	
		(1) Mahasiswa selalu melakukan kegiatan membaca yang ditugaskan dan melakukan revisi pada tugas yang diberikan.	3
		(2) Mahasiswa jarang melakukan kegiatan membaca yang ditugaskan dan melakukan revisi pada tugas yang diberikan.	2
		(3) Mahasiswa tidak kegiatan membaca yang ditugaskan dan melakukan melakukan revisi pada tugas yang diberikan.	1
RANCANGAN UJIAN			
UJIAN MID - SEMESTER	Ki-si-ki-si	1. Mahasiswa diminta menjelaskan tentang strategi yang digunakan dalam membaca, kegunaan, dan jenis-jenisnya.	
		2. Mahasiswa diminta menemukan de-ide yang terkandung di dalam parafrag dan teks sesuai dengan komponen yang terkandung di dalamnya, seperti topic, main idea, topic sentence, supporting, and concluding senetnce.	
		3. Mahasiswa diminta menemukan ide yang berkaitan dengan sebab akibat dan contrast dan comparison.	
		4. Mahasiswa diminta menemukan ide berdasarkan skimming dan scanning yang dilakukan.	
UJIAN AKHIR SEMESTER	Ki-si-ki-si	1. Mahasiswa diminta menganalisis ide yang terkandung didalam berbagai jenis teks.	
		2. Mahasiswa diminta menganalisis teks berbahasa Inggris sesuai dengan komponennya.	
		3. Mahasiswa diminta melakukan parafrase dan membuat simpulan dari bacaan yang dibacanya.	
		4. Mahasiswa diinta menemukan ide sesuai dengan pertanyaan yang diberikan dari teks yang disajikan.	

FORMAT RANCANGAN TUGAS MAHASISWA (UNJUK KERJA)

Mata Kuliah : INTERMEDIATE READING
Semester : III
Sks : 2 SKS
Minggu Ke : 3 s/d 5
Tugas ke/ Resume : 1 - 3 / Pertemuan 3 - 5
Dosen : Dr. Eka Sustris Harida, M.Pd

1	Tujuan Tugas	Untuk meningkatkan pemahaman mahasiswa terhadap teks bahasa Inggris
2	Uraian Tugas	Menulis rangkuman materi yang dibahas yakni tentang paragraph, teks dan komponen.
	a. Objek tugas	Menulis summary teori
	b. Batasan pengerjaan tugas	<ul style="list-style-type: none"> • Summary materi topic 2, 3,4,5,6, 9,11 • Minimal 2 halaman • Batas penyerahan sebelum perkuliahan dimulai
	c. Metode/ cara dan acuan tugas	<ul style="list-style-type: none"> • Written summary • Hand writing
	d. Deskripsi luaran tugas	<ul style="list-style-type: none"> • Short summary (5 pages minimal)
3	Kriteria Penilaian	
	a. Length	25 %
	b. Accuracy	25 %
	c. Clarity	25 %
	d. Language	25 %
4	Total Nilai Tugas Terstruktur	100 = 15%

FORMAT RANCANGAN TUGAS MAHASISWA (UNJUK KERJA)

Mata Kuliah : INTERMEDIATE READING
Semester : IV
Sks : 2 SKS
Minggu Ke : 4 s/d 5
Tugas ke/ Resume : 10 - 11 / Pertemuan 10 - 11
Dosen : Dr. Eka Sustris Harida, M.Pd

1	Tujuan Tugas	Untuk meningkatkan pemahaman mahasiswa terhadap strategi yang dapat digunakan dalam membaca teks Bahasa Inggris
2	Uraian Tugas	Membaca teks Bahasa Inggris dan mengambil intisari bacaan atau melakukan retelling / rewriting melalui strategi membaca yang dipelajari.
	b. Objek tugas	Menulis summary teori
	c. Batasan pengerjaan tugas	<ul style="list-style-type: none"> • Minimal 2 halaman • Batas penyerahan sebelum perkuliahan dimulai
	d. Metode/ cara dan acuan tugas	<ul style="list-style-type: none"> • Written summary • Hand writing
	e. Deskripsi luaran tugas	<ul style="list-style-type: none"> • Short summary
3	Kriteria Penilaian	
	a. Length	25 %
	b. Accuracy	25 %
	c. Clarity	25 %
	d. Language	25 %
4	Total Nilai Tugas Terstruktur	100 = 15%

FORMAT RANCANGAN TUGAS MAHASISWA (UNJUK KERJA)

Mata Kuliah : INTERMEDIATE READING
Semester : IV
Sks : 2 SKS
Minggu Ke : 12 - 14
Tugas ke/ Resume : 4 - 6 / Pertemuan 12 - 14
Dosen : Dr. Eka Sustris Harida, M.Pd

1	Tujuan Tugas	Untuk melatih keterampilan membaca teks bahasa Inggris secara komprehensif
2	Uraian Tugas	Menjawab soal-soal membaca komprehensif
	a. Objek tugas	Menganalisis teks berdasarkan jenisnya.
	b. Batasan pengerjaan tugas	<ul style="list-style-type: none"> • Batas penyerahan setelah perkuliahan selesai • Menemukan generic structure dan ide dari teks yang dibaca.
	c. Metode/ cara dan acuan tugas	<ul style="list-style-type: none"> • Written
	d. Deskripsi luaran tugas	<ul style="list-style-type: none"> • Menemukan informasi dari teks yang dibaca dan melakukan identifikasi sesuai dengan generic struktur teks yang ada.
3	Kriteria Penilaian	
	a. Accuracy	25 %
	b. Strategies	25 %
	c. Interest	25 %
	d. Comprehension	25 %
4	Total Nilai Tugas Mandiri	100 = 15%