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LITERAL READING

A practical Guidance for Paragraph Reading



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PREFACE

Alhamdulillah, thanks Allah SWT for giving me endurance to finish this book. I realize I can do nothing without His blessing.

Literal Reading: A Practical Guidance for Paragraph Reading is a course book designed for Literal Reading course at English Education study program. This book has been written based on need analysis conducted by the writers through a research conducted in Reading course (Elfiza, Rona & Dewi Nopita, 2022). Then, the result of the analysis was used as a basis of designing the course syllabus.

The book begins with comprehending word meaning in reading activities that is about how students finding out the meaning of unfamiliar words through breaking down words into their smallest parts which bring meanings to the words themselves and using context clues. The next part of the book provides students with the knowledge and skill of how to comprehend sentences. In this part, students are trained to find out key ideas of English sentences, identify the details, use punctuations as signs in reading comprehension, and identify independent and dependent clauses. In the next chapters, the book deals with comprehending various kinds of paragraphs. In the next chapters, the book deals with comprehending various kinds of paragraphs. It includes finding out paragraph topic, main idea, writers' patterns of paragraph organization, using signal words to find meanings, and taking notes while reading.

The writers hope that this book contribute to the teaching of English reading skill. Then, the writers do thank

all students of class K2 of English Education Study Program of Faculty of Teacher Training and Education who have taken Literal Reading course in even semester of academic year 2022/ 2023 for immeasurable support during the process of completing this book. Last but not least, we would like to dedicate this book to Muhamad Hassan Ghani and Layyana Monefa who have driven the writers to write this book.

Tanjungpinang, September 2023

The Writers

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CHAPTER 1

IDENTIFYING WORD MEANING

A. Course Objective

This chapter will show you how to:

1. Recognize the structure of words
2. Students use context clues

B. Learning Material

1. The structure of words

Understanding and elucidating the significance of English morphology in general is the aim of this work. This study also seeks to understand and make clear the meaning of the word "morpheme" and other related terms in the English language. Morphology is the study of word structure. Grammatical units are the essential building elements of language, according to the discipline of linguistics known as language morphology. Similar to English, the study of word development is known as morphology. The nuances of words and morphemes will be thoroughly discussed in this section. The purpose of this study is to comprehend and clarify what the term "morphology" in English means. Morphology is the study of word structure and word development. (Gray et al., 2020)

2. Prefixes

A prefix is a group of letters placed before the root of word. For example, the word "unhappy" consists of the prefix "un-" [which means "not"] combined with the root word "happy" the word "unhappy" means "not happy". ". Prefixes can be words or letters. Prefixes are letters or groups of letters that are added to the beginning of a word to form new

terms. Every prefix denotes a different meaning. A prefix is a term that modifies or adds to the meaning of another word. There are numerous prefixes in English that can be used to create new words.(Aslamiah, 2020).

Table 1 COMMON PREFIXES

Prefixes referring to indicate

<i>Prefix</i>	<i>Meaning</i>	<i>Sample Word</i>
<i>un</i>	<i>not</i>	<i>unhappy</i>
<i>re</i>	<i>back, again</i>	<i>review</i>
<i>dis</i>	<i>not</i>	<i>disconnect</i>
<i>mis</i>	<i>wrong</i>	<i>misinterpret</i>
<i>pre</i>	<i>before</i>	<i>prehistoric</i>

Prefixes referring to amount or placement

<u>Prefix</u>	<u>Meaning</u>	<u>Sample Word</u>
ante	before	antecedent
anti	opposite	antioxidant
dis	not	disable
extra	exceed	extraordinary
macro	big	macrofossil
mono	one	monolog
sub	under	subway
over	more	overflow
mega	big	megaton
semi	half	semiconductor

3. Roots

A word's root is its fundamental component, which conveys its primary meaning. It serves as the base upon which words are constructed by the addition of affixes like prefixes and suffixes. A root word can frequently be used by

itself to form a full term, but it can also be altered by the addition of affixes to form new words.

To become a stand-alone word, the majority of root words require a prefix and a suffix. For instance, although the Latin root word aud-, which means "to hear or listen," is not a word in and of itself, it serves as the basis for words like audio, audible, and auditorium. Some roots can function as independent words. For instance, the words microscope and telescope both derive from the Greek word scope, which means "viewing instrument."

Roots can be used to determine a word's origin and meaning because they are frequently derived from words in other languages. Understanding roots can facilitate learning and remembering new words as well as aid in the comprehension and interpretation of new terminology.

We could continue with a few hundred more examples after this one, where a Latin root was employed, to create thousands of new words and polish our amazing vocabulary learning skills.(Metin, 2013)

Table 2 COMMON ROOTS

Common Latin Roots

<u>Root</u>	<u>Meaning</u>	<u>Sample Word</u>
ambi	both	ambiguous
aqua	water	aquamarine
aud	to hear	audience
bene	good	benefactor
cent	one hundred	century

To distinguish them from Latin roots that make up the English corpus, these Greek roots typically share a connection to biology. (Metin, 2013)

Table 2 COMMON ROOTS (cont.)

Common Greek Roots

<u>Root</u>	<u>Meaning</u>	<u>Sample Word</u>
anthropo	human	anthropologist
auto	self	autobiography
bio	life	biography
gram	thing written	epigram
homo	same	homonym

4. Suffixes

A suffix is a part of a word that comes after the root. The suffixes change the word's definition and usage. Vocabulary is a tool used in communicating and exchanging ideas. For purposes other than reading, a vocabulary is essential. A suffix is a linguistic component that is added to the end of a base word or root word to either produce a new term or alter the meaning of an already existing word. It is one of the two primary categories of affixes; the other category includes prefixes, which are added to the beginning of words. Suffixes have the power to change a word's part of speech, such as changing a noun into an adjective or a verb into a noun. They could also suggest. (Aslamiah, 2020)

Common suffixes and their meaning:

Suffixes are letters or groups of letters that are added to the end of a word to change its meaning or function. They can be used to form different parts of speech, such as nouns, verbs, adjectives, and adverbs.

Table 3 COMMON SUFFIXES

Suffixes that mean “one who” or condition

<u>Suffix</u>	<u>Sample Word</u>
er	teacher, reader
or	actor
ing	running, swimming, learning
ed	walked, finished, excited
able	readable, flexible, visible
ly	quickly, happily, carefully

<i>Suffixes for tense or comparison</i>	
<i>Suffix</i>	<i>Sample Word</i>
<i>ed</i>	<i>walked, talked, played</i>
<i>s, es</i>	<i>runs, plays, talks</i>
<i>ing</i>	<i>running, talking, playing</i>
<i>will, shall</i>	<i>will go, shall see</i>
<i>er</i>	<i>taller, bigger, faster</i>
<i>est</i>	<i>biggest, strongest</i>
<i>ier</i>	<i>earlier, happier</i>
<i>iest</i>	<i>happiest, earliest</i>
<i>more, most</i>	<i>more beautiful, most carefully</i>

<i>Suffixes for creating new words and meaning</i>	
<i>Suffix</i>	<i>Sample Word</i>
<i>ist</i>	<i>pianist, artist, optimist</i>
<i>ism</i>	<i>capitalism, socialism, feminism</i>
<i>ness</i>	<i>happiness, kindness, darkness</i>
<i>ity, ty</i>	<i>creativity, integrity, equality</i>
<i>ment</i>	<i>adjustment, enjoyment, movement</i>

<i>ible</i>	<i>visible, perceptible</i>
<i>ful</i>	<i>helpful, grateful</i>
<i>less</i>	<i>careless, meaningless, endless</i>
<i>ize</i>	<i>criticize, realize, analyze</i>
<i>ify</i>	<i>intensify, simplify, purify</i>
<i>sion</i>	<i>decision, confusion</i>

5. Context Clues

To help readers decipher the meaning of cryptic phrases or expressions, authors often include context clues inside their texts. These cues, which are often provided in the sentences or paragraphs around it, can help readers understand a term's intended meaning or usage. The use of context clues to determine the meaning of target nonsense words (emphasis made-up terms) was investigated to learn more about the types and patterns of context clues people utilize when reading. After viewing example phrases including the target nonsensical word, participants were specifically asked to describe it. They reported a specific word from the phrase that functioned as a context cue in order to describe the accented nonsense word.(Forbes & Buchanan, 2018)

Context clues can be categorized into several types:

1. Definition clues

Definition clues are contextual cues that immediately reveal a word's meaning within a text. For the purpose of assisting readers in understanding a word's intended meaning, authors may include a formal definition, a synonym, or an antonym.

Example:

Nestled amidst rolling hills and lush greenery, the picturesque village exudes an undeniable charm that captivates all who set foot within its borders. Its quaint cobblestone streets wind their way through rows of enchanting cottages, their pastel facades adorned with blooming flower boxes, adding splashes of vibrant color to the scene. Towering ancient trees line the village square, providing shade to locals and visitors alike as they gather to exchange friendly greetings and share stories. A gentle stream meanders through the heart of the village, its crystal-clear waters reflecting the idyllic scenery and adding a soothing melody to the atmosphere. Everywhere one looks, there is an abundance of natural beauty, from cascading waterfalls to fields of wildflowers that sway in the gentle breeze. As the sun sets behind the rolling hills, casting a warm golden glow over the village, it becomes apparent that this picturesque haven is not just a place, but a timeless work of art.

("The term 'quaint,' which means old-fashioned or charmingly unusual, is often used to describe this picturesque village.")

2. Example clues

Authors frequently use examples or concrete situations to clarify the meaning of words or phrases. These examples provide background information that helps readers comprehend the new phrase.

Example:

Her taste buds ached for the strange, and she had an insatiable appetite for the extraordinary. Her culinary exploits frequently took her to delight in uncommon fruits that most people had never heard of because she had a particular passion for the exotic. With its vivid colors and luscious flesh, dragon fruit was a personal favorite of hers, entrancing her senses with each delectable bite. Her taste receptors were

mesmerized by lychee's exquisite sweetness and floral undertones, which took her to tropical havens with each bite. Then there was the mangosteen, a real hidden gem with a velvety texture and delectable flavor. Her preference for these unusual fruits was a reflection of her adventurous nature; she was constantly trying to embrace the unusual and relish the diverse pleasures life had to offer.

("She had a penchant for exotic fruits, such as dragon fruit, lychee, and mangosteen.")

3. Contrast clues

Contrast clues can also be inferred by using words or phrases that have a unique or opposing meaning. These subliminal cues require readers to take the context into account and recognize the disparity between the words or concepts being conveyed.

Example:

Despite his laziness, she was diligent and hardworking. Her drive to be the best at whatever she did was remarkable, in sharp contrast to his carefree outlook on life. She would constantly work toward her goals whereas he preferred to laze around and put them off. She regularly shown a great work ethic that won her the respect and admiration of her peers, whether it was turning in assignments early or working late to make sure everything was perfect. Her steadfast drive to greatness was an inspiration and a constant reminder that success comes from perseverance and hard effort, no matter what challenges one may encounter.

("Despite his laziness, she was diligent and hardworking.")

4. Inference clues

Readers can infer definitions or synonyms even when they are not presented explicitly in the context by using the information provided. This necessitates interpreting the text in a broader context and reading between the lines.

Example:

After months of dedicated training, he triumphantly crossed the finish line of the grueling marathon. The physical toll was evident as his body throbbed with exhaustion and his blistered feet screamed in pain.

("After training for months, he finally completed the arduous marathon. His body ached, and his feet were blistered.")

C. Summary

Prefixes, roots, and suffixes can be combined to form a vast variety of words with different meanings and grammatical purposes. Deciphering unknown language and building a larger vocabulary in general can be made easier by understanding word structure. after that By making use of these many context clues, readers can improve their understanding and quickly determine the meaning of new words they come across in their reading materials.

D. Exercise

1. Please find out words with prefixes, suffixes, root. Then decide which one is the root, the suffixes, and the prefixes out the words.

Art is a form of expression that has been present since ancient times. It encompasses a wide range of mediums such as painting, sculpture, dance, music, and theatre. Art can be used to convey emotions, ideas, and messages to audiences. It has the power to evoke strong

emotions and bring people together. Art has played a significant role in shaping different cultures and societies throughout history. It has been used to document historical events, celebrate traditions, and promote social causes. Art continues to evolve and inspire people around the world, making it an integral part of human society.

A book is a written or printed work that contains information or stories. It typically consists of a collection of pages that are bound together and can be read or studied. Books can cover a vast range of topics and genres, from non-fiction works that offer factual information on subjects such as science, history, or politics, to fictional stories that entertain and delight readers. Reading books remains one of the most popular pastimes around the world, providing an opportunity for people to learn, explore new ideas and perspectives, and escape into imaginary worlds. While the rise of digital media has brought about new forms of reading and learning, many people still cherish the experience of holding a physical book in their hands, flipping through the pages, and enjoying the tactile sensation of reading.

2. Read the following sentences and determine the type of context clue being used:
 1. The young girl was ecstatic, filled with joy and excitement, when she received an unexpected gift from her grandmother.
 2. Janet loved to travel to exotic destinations such as Bali, Maldives, and Santorini. She had a passion for exploring new cultures and experiencing breathtaking landscapes.

3. The artist's latest masterpiece was a departure from her usual style. Instead of vibrant colors and bold strokes, she opted for a monochromatic palette and delicate brushwork.

Sarah's eyes welled up with tears as she listened to the touching eulogy. It was evident that she had a deep bond with the person being remembered

CHAPTER 2

COMPREHENDING SENTENCES

A. Course Objective

This chapter will show you how to:

1. Identify key ideas of sentences
2. Identify the details of sentences
3. Use punctuation as an aid to understand sentences
4. Identify dependent and independent clauses

B. Learning Material

1. Identify key ideas of sentences

The key idea of a sentence is to express a complete thought or idea. A sentence is a grammatical unit that consists of one or more words and typically includes a subject, a predicate, and a verb. The subject is usually the person, place, thing, or idea that the sentence is about, while the predicate is part of the sentence that contains the verb and provides information about the subject (T.McWhorter, n.d.).

For a sentence to be considered complete, it must also have a clear and concise meaning that can be easily understood by the reader. There is a lot of hint to identify the key ideas of sentences. It consists supporting details to explain better about the sentences itself.

Example 1:

The average Camel dinks thirty gallons at a time.

The key idea of this sentence is “Camel drinks”. It is expressed by the simple subject and predicate. This simple subject of this sentence is Camel. It tells what the sentence is about. The words *the* and *average* give more the information about the subject, Camel, by telling which one. The main part of predicate is the verb *drinks* this tells what the *average* Camel

did. The rest of the sentence give more information about the predicate by telling what and how much how was drinks (T.McWhorter, n.d.).

Here are a few more examples:

Liam got the trophy from the running competition.

Monica makes cakes with her mother.

Zidan likes to drink coffee every morning.

Helpful hints:

Who or what is the sentences about?

What is happening in the sentences?

Read and think about the sentences.

2. Identify the details of sentences

After you have identified the key idea, the next step to understanding a sentence is to see how the details affect its meaning. Most details either add to or change the meaning of the key idea. Usually, they answer such questions about the subject or predicate as what, where, which, when, how, or why (T.McWhorter, n.d.).

Examples:

Sam drove his car to Toronto last week.

What Where When

Last night I read with interest a magazine article on sailing.

When How What

I want to go to a place that reminds me of my parents.

Where Which

I didn't go to school because I got fever yesterday.

Where Why

As you read a sentence, be sure to notice how the details change, limit, or add to the meaning of the key idea. Decide, for each of the following examples, how the underlined portion affects the meaning of the key idea.

Chemistry is really a language, a way of describing things we see every day.

The scientists with the most liberal attitudes urged further study of nuclear power.

The film about the death of the basketball star was depressing.

A sentence is the largest unit of any language. In English, it begins with a capital letter and ends with a full-stop, or a question mark, or an exclamation mark. The sentence is generally defined as a word or a group of words that expresses a thorough idea by giving a statement/order, or asking a question, or exclaiming (*Sentence: Definition & Types*, n.d.).

3. Punctuation as an aid to understand sentences

In English language has a system of symbols and signs known as “punctuation.” Punctuation shows us how to structure sentences and how each sentence should be read. To prevent expressions from being misunderstood and to enable complete comprehension of written language, punctuation marks have been used (Shweba & Mujiyanto, 2017). according to Lauchman (2010), punctuation is a writing code that is frequently needed for meaning and emphasis. In sentences and paragraphs, punctuation serves as a signal for distinguishing key words.

There are 14 punctuation marks that are used in the English language. They are: the period, question mark, exclamation point, comma, colon, semicolon, dash, hyphen, brackets, braces, parentheses, apostrophe, quotation mark,

and ellipsis (*What Are The 14 Punctuation Marks You Need To Know?*, n.d.).

a. Period (.)

Period marks the end of a sentence also referred to as a full stop, the period denotes the end of a sentence. A full sentence is considered as one that is complete and declarative.

Here's an example of a period at the end of a sentence:

- The dog ran under the fence.
- Chloe went to the shop. She bought some sweets.

Periods are also used in abbreviations, such as in names or titles. Here are examples of how to use a period in abbreviations:

- Dr. Smith read his patient's chart.
- Mr. H. Potter opened his front door.

b. Question Mark (?)

A question mark indicated the end of a question also marks the end of a phrase, but only if it asks a straight inquiry. What, how, when, where, why, or who usually come first in phrases that are questions.

Example:

- How do you like your eggs?
- Why didn't you like the movie last night?

c. Exclamation Point (!)

Exclamation points or exclamation marks are the end of dramatic statement or sentence. The emotion expressed can range from delight to disgust to fury or anything else. Exclamation points are meant to add emphasis to a sentence.

Example:

- “Look out behind you!” she yelled.
- I’m so excited to go to the park tomorrow!

d. Comma (,)

Commas indicate a natural pause in a sentence or is used to separate items in a list to add a pause to a statement, use commas. The pause can be used to separate ideas or phrases or even change the structure of a sentence, depending on the situation. 3 Commas have a few different uses.

Commas are used for a direct address, such as:

- Sunrise Street no. 28, California
- They’re also used to separate two complete sentences:
He went to the library, and then he went out for lunch.
- Commas can also be used to list items in a sentence.
She went shopping and bought shoes, a dress, two shirts, and a pair of pants.

e. Colon (:)

Three main functions define a colon. One application is to introduce something, such as a quotation, an illustration, a series, or an explanation.

Example:

- She took four classes last semester: history, biology, arts, and economics.

f. Semicolon (;)

A semicolon connects two separate clauses similarly to a colon. However, compared to when you would use a colon, the clauses here are more tightly related.

Example:

- I have a meeting tomorrow morning; I can’t go out tonight.

Both clauses are independent enough to be their own sentences, but instead of using a period, it's possible to use a semicolon to show both clauses are connected.

Another less common use for semicolons is within a list that uses commas. Have a look:

- Last summer we traveled to London, England; Paris, France; Rome, Italy; and Athens, Greece.

g. Dash (-)

There are two types of dashes that vary in size and use.

En dash: indicate a period of time, typically shorter in length, the en dash is used to denote a range, such as between numbers or dates and distance.

Example:

- The company was operational from 1990-2000.
- He took the Chicago-New York train last night.
- The number range from 1-20.

Em Dash: this dash is longer, and is sometimes used instead of other punctuation marks, like commas, colons, or parentheses.

Example:

- Her answer was clear — Yes!
- I can't wait to see Gorge — my brother — on Sunday.

h. Hyphen (-)

Hyphen is used to join words or sentences syllables in compound words when two or more words are connected.

Example:

- Step-by-step
- Mother-in-law

- She is very self-confident.

i. Brackets ([])

Brackets or square brackets used by the editor to indicate extra information to further explain something or to include technical jargon or explanations, use brackets. When quoting someone or a book, it can also be used to explain a point.

Example:

- She [Mrs. Smith] agrees that cats are better than dogs.
- Adam said that “[summer] is my favorite time of year.”

j. Slash (/)

Forward slash is use to indicate the word “OR” and can be used to separate the day, month and year.

Example:

- Please explain to the doctor when he/she arrives.
- The date today is 01/02/20223.

k. Parentheses (())

Parentheses or round brackets separates extra information from the rest of the sentence or add emphasis also adding additional information or serving as an aside is done with the use of brackets. Frequently, commas can be used in place of brackets to maintain the meaning of the statement.

Example:

- Kate (who is Matt’s wife) likes to go for walks.
- On the weekend I visit Murphy (my cousin)

l. Apostrophe (')

Apostrophes are used to denote contractions or the possessive as well as to indicate that a letter or letters have been deleted. Additionally, it can be used to lowercase letters.

Examples:

- I've been working from home for 6 months and it's great.
- Rebecca's dog had surgery yesterday.
- All that's left to do is dot the i's and cross the t's.

m. Quotation Marks (")

Quotation marks are used to indicate direct text, speech, or words spoken by someone else. It is also used to indicate dialogue.

Example:

- "I don't like this," said Mark.
- She told him that she "prefers not to think about that."

Single quotation marks ('), not to be confused with apostrophes, are often used for a quote within a quote.

- Jill told her mother "Jack ran up the hill and he said he was going to 'fetch a pail of water' before he fell."

n. Ellipsis (...)

Ellipsis indicated omitted words or to add effect to sentences, which is three full stop put together. They are frequently used to skip over or delete superfluous or obvious words as you move quickly from one sentence or phrase to another. Additionally, it is employed when quoting someone, leaving away extraneous language.

Here are some examples:

- She walked into the grocery... then walked straight back out.
- Sorry... I forgot my homework “said Gina”.

4. Identify dependent and independent clauses

a. Independent Clause

Independent clause also known as a main clause, independent clause can be applied as a single sentence, Anderson (2014). A sentence that has a whole idea, or can be said to be a complete sentence is an independent clause. (Hacker & Sommer, 2011) An independent clause can be used to make a complete sentence. A full thought is expressed by an independent clause, which has a subject and a predicate (Zulka, 2019).

Example:

I sleep in the room

I borrow your book

Logging is my hobby

As can be seen from the aforementioned instances, the sentence expresses a complete thinking and meaning. There are two types of words that can be used as connectors at the beginning of an independent clause: Independent marker words and Coordinating conjunctions. A connecting word used at the start of an independent clause is known as a marker word for the independent clause. The following words and phrases are examples of common independent markers: additionally, consequently, furthermore, furthermore, nonetheless, and hence. A comma and a coordinating conjunction are typically used to connect independent clauses that appear in a single phrase, (Nami, 2015).

Conjunction is a word which merely joins together sentences, and some words. Conjunction is joining words,

phrases and clauses Prawoto (2016). A coordinating conjunction is used to connect grammatically equal elements. There are seven coordinating conjunctions used as connecting words at the beginning of an independent clause are; and, but, for, or, nor, so, and yet (Hacker & Sommer, 2011). When the second independent clause in a sentence begins with a coordinating conjunction, there must be a comma before it. Coordinating conjunction often used when someone want to put together two or more clauses of equal importance and also use to links words and words group (Hacker & Sommer, 2011). The coordinating conjunction signals the relation between the clauses. If the clauses are closely related and the relation is clear without a conjunction, they may be linked with a semicolon instead (Hacker & Sommer, 2011), (Zulka, 2019).

b. Dependent Clause

A dependent clause is a group of words that contain a subject and verb but cannot express a complete thought. Dependent clause known as a subordinate clause; it functioned as a part of the sentence (Nami, 2015). It is patterned like sentences, having subjects and verbs and sometimes objects or complements. (Hacker & Sommer, 2011). Because a connecting word (such as because, if, so, which, that, etc.) connects it to an independent sentence, a dependent clause is dependent. A dependent clause can function as a noun, adjective, or adverb (Hacker & Sommer, 2011), (Zulka, 2019).

Examples:

I fall asleep *when my mom came home* (Dependent Clause)

When Jim studied in the Sweet Shop for his chemistry quiz, it was very noisy (Dependent Clause)

When a word is added to the start of an independent sentence, it transforms it into a dependent clause known as a subordinate conjunction. A subordinating conjunction introduces a subordinate clause and indicates the relation of the clause to the rest of the sentence (Hacker & Sommer, 2011). Some common dependent markers are: after, although, as, as if, because, before, even if, even though, if, in order, since, though, unless, until, whatever, when, whenever, whether, and while (Zulka, 2019).

A. Noun Clause

A noun clause is a clause (a group of words with a subject and a verb) that serves as a noun in a sentence. In the English language, nouns are the words used to refer to people, places, or things (MasterClass, n.d.).

A noun phrase always functions as a noun in the sentence, whether it is an animal, person, or object. Like all clauses, the noun clause has a subject and a predicate. Noun clauses are reliant at all times. Consequently, it may be said that a noun clause is a dependent phrase that serves as a subject, object, or complement.

A noun clause can be put in many places in a sentence, such as noun clause can be a subject, a subject complement, a direct object, an indirect object and a prepositional complement (Tambunsaribu, 2019). Noun clauses are usually introduced by the words (relative pronouns): that, which, whoever, whomever, whose, whatever, and “WH” question what, where, when, who, why and how (Dickerson, 2011), (Zulka, 2019)

Examples:

“I want to know what all the fuss is about.” “What all the fuss is about,” is the noun clause and functions in the sentence as

the direct object of the verb “know.” The subject is the pronoun “I.”

“She will listen to whatever you recommend.” In this sentence, “whatever you recommend” is the noun clause and functions as a direct object.

b. Adjective Clause

An adjective clause is a dependent clause. An adjective clause modifies a noun or a pronoun. Adjective clause is a clause that functions as an adjective or modifies a noun (Syah & Enong, 1997). Adjective clauses modify nouns or pronouns, usually answering the question; which one? or what kind of? They begin with a relative pronoun (who, whom, whose, which, or that) or occasionally with a relative adverb (usually when, where, or why) (Hacker & Sommer, 2011), (Zulka, 2019).

Examples:

1. The company that I worked for in 2018 is shutting down.
2. The girl, who has shifted from Japan, is here to meet you.

c. Adverbial Clause

An adverbial clause is a dependent clause an adverbial clause modifies a verb, an adjective, another adverb, or a sentence, usually answering one of these questions: When? Where? Why? How? Under what conditions? To what degree? (Hacker & Sommer, 2011) Adverbial clauses always begin with a subordinator (Lin, 2015). An explanation of the connection between the main clause and the adverb clause is provided by the linking word, the subordinator. What type of information is added by the adverb clause is revealed to the reader.

Adverbial clauses are known as one of three major classes of subordinate clauses. Their major function is that of an adverbial, i.e. they provide information on the (temporal, locative, causal, conditional, etc.) circumstances under which the events depicted in the main clauses take place (Lin, 2015). The subordinating word means that the conjunction subordinates one clause to another (Solorzano, 2015). Subordinate conjunction introduce a subordinate clause and indicates the relation of the clause to the rest of the sentence (Hacker & Sommer, 2011), (Zulka, 2019).

Examples:

The students acted differently whenever a substitute taught the class. Whenever a substitute taught the class, the students acted differently.

After I had taken a bath, I wore a cloth

Before my father goes to work, he prepares breakfast for us.

When we are young, we are full of energy. (*Contoh Kalimat Penggunaan Adverbial Clause Lengkap Beserta Terjemahannya*, n.d.)

Note that the clauses are separated with a comma when the dependent clause comes first. Some common subordinating conjunctions are: after, as, before, once, since, until, and while (Hacker & Sommer, 2011), (Zulka, 2019).

C. Summary

Comprehending sentences is a Technique to understand sentences quicker by some ways. Some of them is by doing finding the key ideas of sentences, look for the detail from the sentences, knowing the use of punctuation for better understanding, last of it is to know the difference between dependent and independent clause for each sentence. All of this could really help you to comprehend sentences you could

do it by reading the sentences detail and understand each word of the sentences. This Technique would make you understand and identify the sentence quicker and have better way to read.

D. Exercise

After you understand and learn the comprehending sentences material above. Here are some questions that you can answer to measure how far your understanding of comprehending sentences is.

Find the key ideas on these sentences!

1. My mother boiled eggs for breakfast.
 - a. My mother boiled
 - b. Boiled eggs
 - c. Eggs for
 - d. Breakfast
2. Jaden explores the Mariana Trench for research.
 - a. Mariana Trench
 - b. Jaden explores
 - c. The Mariana
 - d. For research
3. A flock of geese flies to hibernate every year.
 - a. To hibernate
 - b. A flock
 - c. Every year
 - d. Geese flies
4. My parents celebrated their wedding anniversary in Paris.
 - a. My parents
 - b. Celebrated
 - c. My parents celebrated
 - d. Wedding anniversary

Identify the details of this sentences below!

1. "Do you prefer to live in sea or in the mountains?" The underlined sentences show about?
 - a. Which
 - b. Where
 - c. What
 - d. How
2. "I prefer to live in sea because the sea is not too cold." The underlined sentences show about?
 - a. What
 - b. Which
 - c. Why
 - d. How

3. "After the death of the king, everyone wanted to be a king". From the sentence below which is the sentence that show "Why".

- a. After the death of the king
- b. Of the king
- c. Everyone wanted to be a king
- d. After the death

4. "Last weekend, me and my family went to the zoo". From the sentence below which is the sentence that show "when".

- a. Last weekend
- b. Me and my family
- c. Last weekend, me and my family went to the zoo.
- d. Went to zoo

Choose the correct use of the punctuation from the sentences below!

1. Serena William said having a dream is easy to make it come true is difficult. Which punctuation is appropriate to complete the underlined sentences?

- a. (') and (")
- b. (") and (,)
- c. (;) and (?)
- d. (.) and (!)

2. Jessica went to the mall with her mother in law to shop for baby clothes. Which punctuation is correct for the underlined word...?

- a. Mother-in-law
- b. Mother in-law
- c. Mothe-in law
- d. Mother, in-law

3. He has a ___ son

- a. Two years-old
- b. Two - years-old
- c. Two, years old

- d. Two' years-old
- 4. This is what you'll need to buy a notebook, a box of diskettes, and some paper
 - a. to buy;
 - b. to buy,
 - c. to buy:
 - d. to buy.

Identify dependent and independent clauses sentences below!

- 1) The businessman... we met at the party last night is the general manager of a big company.
 - a. Whose c. Which
 - b. Who d. Whom
- 2) I met the girl _____ is in our class
 - a. whose brother c. The brother of us
 - b. Who's brother d. Her brother
- 3) This is the place..... the Dutch imprisoned Pangeran Diponegoro.
 - a. On which c. What
 - b. Where d. That
- 4)is a long holiday after passing your exam.
 - a. You need c. What you need
 - Why you need d. Whether you need

CHAPTER 3

COMPREHENDING CLASSIFICATION PARAGRAPHS

A. Course Objective

This chapter will show you how to:

1. Identify the relationship between paragraph topic, main idea
2. ,and writer's pattern of paragraph organization of classification paragraph
3. Examine how signal words are used to help connect ideas in classification paragraph
4. Practice note -taking for understanding and remembering information

B. Learning Material

When you learn about classification paragraph, you should first understand what paragraphs are and distinguish between the types of sections that exist, to make it easier for us to group the sections according to their types of grouping. Classification paragraphs can make it easier for us to find the main idea or subject of discussion of a paragraph.

1. Relationship between paragraph topic, main idea, and the writer's pattern of paragraph organization.

a. Paragraph Topic

When you want to find the topic of a paragraph in the classification paragraph, We will discuss paragraphs first. The formation of a paragraph always begins with a paragraph topic, which is useful for providing an explanation of the main idea or topic to be discussed in the paragraph. Ideally, a paragraph should consist of three parts known as the topic section, which contains the introduction of the main sentence

to be discussed. Supporting sentences, which contain data, facts, descriptions, details, evidence, etc. to support and clarify the main sentence, which can be in the form of research data; and closing sentences, which contain conclusions and further explanation of the discussion in the paragraph. (Heryana, 2022)

The word classification comes from the word class—meaning a group of things that all have one important element in common. From this word we have the verb to classify, which means “to gather into categories, segments, methods, types, or kinds according to a single basic principle of division”. Based on this meaning, classification is defined as a logical way of thinking that enables us to organize a large number of ideas or items, their use and/or function into categories (groups). By means of classification, large amounts of materials will be more manageable and easier to understand or analyze. For instance, sciences are classified into two main groups: natural and social; and each of the groups are further classified into some subgroups. Another example is that to make a book easier to find, librarian classify books based on certain system.

A classification paragraph is the one used to clearly define something and place it in a group according to a specific basis or rule so that it only fits in one group. In other words, a classification paragraph items are grouped into categories grouped according to shared characteristics. In general, information could be classified into more than one category, but a classification paragraph must stick to a basis of classification. In the paragraph, the topic sentence comprises of two parts: the topic and the basis of classification. This classification basis constitutes the

controlling idea; it controls how the writer approaches the subject.

Look at the following simple but interesting and popular example.

There are three kinds of book owners. The first has all the standard sets and best sellers—unread, untouched. (This deluded individual owns wood-pulp and ink, not books.) The second has a great many books—a few of them read through, most of them dipped into, but all of them as clean and shiny as the day they were bought. (This person would probably like to make books his own, but is restrained by a false respect for their physical appearance.) The third has a few books or many—every one of them dogeared and dilapidated, shaken and loosened by continual use, marked and scribbled from front to back. (This man owns books.)”

(From: Adler, “How to Mark a Book.” The Saturday Review of Literature, July 6, 1941).

Different person may classify book owners into different numbers of group based on different basis or criteria. In the paragraph above, Adler classifies **book owners (the topic) into three groups**. This classification is acceptable it is based the criterion of whether the persons read the books they own or not (controlling idea). In the following example, the writer classifies paraphrases based on their uses. (Parlin, 2011)

b. Main Idea

Once you can find the topic, you are ready to find the main idea. The main idea is the point of the paragraph. It is the most important thought about the topic. To figure out the main idea, ask yourself this question: What is being said about the person, thing, or idea (the topic)? The author can locate

the main idea in different places within a paragraph. The main idea is usually a sentence, and it is usually the first sentence. The writer then uses the rest of the paragraph to support the main idea.(Vener Diane, 2002)

Let's use the paragraph below as an example. First find the topic, then look for the main idea.

Friends can be classified according to their honesty, loyalty, the type that fits you into their schedule, or the type that finds time for you when they need something. An honest friend tells you the truth even if it's not always what you want to hear. In the long run, that honest friend may have saved you from embarrassment or possibly rejection. They give you constructive criticism overall. The loyal friend is the type of friend that will be there for you through the thick and the thin. They don't care how good or bad you may look one day; they are sensitive to your feelings, they respect you and the other people in your life, and most of all they will never let you down when times are hard. They may be what you call a best friend. The third group, the person that fits you into their schedule, is the type of person that is always on the go. They barely have time for themselves let alone another person. More than likely they will not be there for you when you need them most, because they are so wrapped up in their busy, hectic life. Then you have the self-absorbent type of "friend" that finds time for you only when they need something. This type of person isn't what you would call a friend. This person may always be extremely nice to you because they know that if are nice to you then they will more than likely get what they want. They will call you every once in awhile when it is almost time for them to use that person again. It may be for a ride to work, home, or they just want somebody to hangout with because they have no other friends. If the person that is being

used is smart they will eventually realize that they are getting used and will stop being there for that person. (Neill Amy, 2005)

In this paragraph:

The topic is Types of Friends

The main idea is in the first sentence: Friends can be classified according to their honesty, loyalty, the type that fits you into their schedule, or the type that finds time for you when they need something.

In this paragraph. the main idea is expressed in the first sentence. This sentence is the most general statement expressed in the paragraph. All the other statements are specific details that explain this main idea.

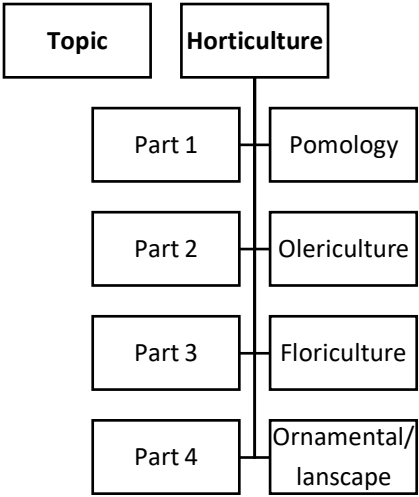
c. Writer's pattern

A common way to explain something is to divide the topic into parts and explain each part. For example, you might explain how a home computer works by describing what each major component does. You would explain the functions of the monitor [screen], the disc drives, and the central processing unit. Or you might explain the kinds of courses taken in college by dividing the courses into such categories as electives, required basic courses, courses required for a specific major, and so on and then describing each category. Textbook writers use the classification pattern to explain a topic that can easily be divided into parts. These parts are selected on the basis of common characteristics. For example, a psychology textbook writer might explain human needs by classifying them into two categories, primary and secondary. Or in a chemistry textbook, various compounds may be grouped or classified according to common characteristics, such as the presence of hydrogen or oxygen.

The following paragraph explains horticulture. As you read, try to identify the categories into which the topic of horticulture is divided.

Horticulture, the study and cultivation of garden plants, is a large industry. Recently it has become a popular area of study. The horticulture field consists of four major divisions. First, there is pomology, there is olericulture, which is concerned with growing and storing the science and practice of growing and handling fruit trees. Then vegetables. A third field, floriculture, is the science of growing, storing, and designing flowering plants. The last category, ornamental and landscape horticulture, is concerned with using grasses, plants, and shrubs in landscaping.

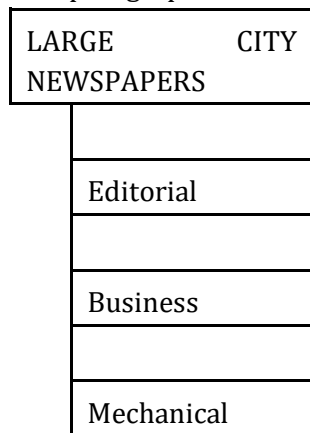
This paragraph approached the topic of horticulture by describing its four areas or fields of study. You could diagram the paragraph as follows :



When reading textbook material that uses the classification pattern, be sure you understand how and why the topic was divided as it was. This technique will help you remember the most important parts of the topic. Here is another example of the classification pattern:

A newspaper is published primarily to present current news and information. For large city newspapers, more than 2000 people may be large city involved in the distribution of this information. The staff of papers, headed by a publisher, is organized into departments : editorial, business, and mechanical. The editorial department, headed by an editor - in - chief, is responsible for the collection of news and preparation of written copy. The business department, headed by a business manager, handles circulation, sales, and advertising. The mechanical department is run by a production manager. This department deals with the actual production of the paper, including typesetting, layout, and printing.(McWhorter & Kathleen, 1986)

You could diagram this paragraph as follows :



2. Examine how signal words are used to help connect ideas.

In using signal words of *classification*, a writer classifies information in a series of statements giving supporting facts or details. The order in which the information is presented is usually not significant and can be switched around without changing the meaning.

Categoris	Elements	Numbers
Characteristics	Features	Parts
Classes	Groups	Sorts
Classify	Kinds	Types
Divide	Methods	Ways
Dimensions	aspects	

Example :

The Chinese responded to prejudice and persecution in two ways: First, they created an insulated society-within-a-society that needed little time from the dominant culture. Second, they displayed a stoic willingness to persevere, and to take without complaint or resistance whatever America dished out. (Recognizing Signal Words Part II, 2021)

3. Practice note -taking for understanding and remembering information

In order for all the lessons received to be learned and remembered well, we must make a record so that it is easier to repeat the previous lesson. Note-taking is the activity of writing by recording the core of the information available. According to the University of North Carolina Learning Center, there are two ways to write notes. The first is

handwriting and the second is digitally using a smartphone, tablet, laptop or computer. **In addition, here are popular methods of recording :**

The Cornell Method : divide a paper into three section (the main topic, the core content, and a summary of the notes).

Mind Map : create a visual diagram

Outlining : make a summary

Charting : divide information into categories such as equations, differences, impacts, and more.

The sentence method notes every new thought, fact, and topic in different lines.

Two-columb Method : for two section on one paper, fill with notes and questions (in different parts). (Annisa, 2022)

Example :

Shoppers

Shoppers can be classified according to their shopping techniques, as necessity shoppers, over spenders, and impulsive shoppers. Necessity shoppers have an uncomplicated and normal shopping technique. They purchase only the items that are necessary, such as food and toiletries, and they only get these items when they need them. The overspenders purchase too many items and they spend too much money on them. They buy unnecessary products, such as clothes and accessories. They can turn a simple trip to the store into a wallet draining extravaganza. Finally, there are impulsive shoppers. They are a combination between necessity shoppers and over spenders. They intend to be necessity shoppers by buying items that they need, but they turn into over spenders by buying unnecessary clothes and useless items. Even though there are millions of shoppers worldwide, they can easily be classified by their techniques as

necessity shoppers, over spenders, or impulsive shoppers.(Mike, 2005)

~Copyright 2005 Mike Sullivan~

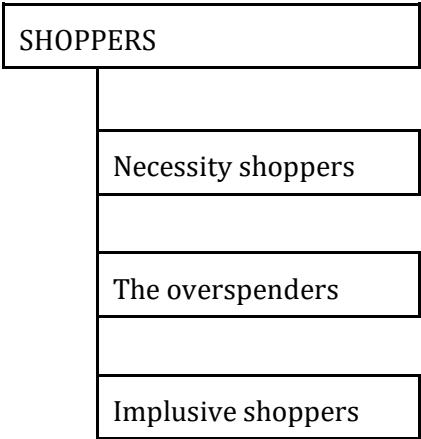
Below are some of the notes we took:

From the paragraph above we can see that the topic of the paragraph is shoppers.

Meanwhile the main idea of the paragraph above is seen in the main sentence. "Shoppers can be classified according to their shopping techniques, such as necessity shoppers, overspenders, and impulsive shoppers."

In the paragraph above we find 1 signal words, namely classified

You can see the Writers pattern in the diagram below



C. Summary

Classification Paragraph: the purpose of a classification paragraph is to clearly define something and place it in a group according to some basis or rule so that it only fits in one group. In order to be sucessful at this you have to be very detailed.

The same information can be classified into more than one category, but the classification paragraph sticks to one basis of classification. The topic sentence has two parts: the topic, and the basis of classification, which is the controlling idea; it controls how the writer approaches the subject.

Classify- to gather into types, kinds, or categories according to a single basis of division. Logical sequence- list the categories in this order: either most to least outrageous, least to most expensive, from largest to smallest and so on.

Transitional expressions:

Can be divided

Can be classified

Can be categorized

The first type

The second kind

The last category

In general, information could be classified into more than one category, but a classification paragraph must stick to a basis of classification. In the paragraph, the topic sentence comprises of two parts: the topic and the basis of classification. This classification basis constitutes the controlling idea; it controls how the writer approaches the subject.

The author can locate the main idea in different places within a paragraph. The main idea is usually a sentence, and it is usually the **first sentence**. The writer then uses the rest of the paragraph to support the main idea.

Textbook writers use **the classification pattern** to explain a topic that can easily **be divided into parts**. These

parts are selected on the basis of common characteristics. For example, a psychology textbook writer might explain human needs by classifying them into two categories, primary and secondary.

In using signal words of classification, a writer classifies information in a series of statements giving supporting facts or details. Some signal words in classification, are : categories, elements, numbers, characteristics, features, parts, classes, groups, sorts, classify, kinds, types, divide, methods, ways, dimensions, aspects.

D. Exercise

Direction: Read the following sentence and answer the questions.

Elephants are the largest land animals on Earth, and they are also one of the most unique looking animals. With a characteristic long nose, or trunk; large drooping ears; and wide, thick legs, no other animal with a similar build.

From the paragraph above, discussing the topic of...

- a. Characteristics of the largest animal on earth.
- b. Elephant.
- c. Animal with most unique appearance.
- d. Big animal features.
- e. The uniqueness of the elephant with all its characteristics.

Direction: Read the following sentence and answer the questions.

Dogs are pets that have lived with humans for generations. Dogs can be classified in several different ways. Mainly, they can be categorized by race. Examples of different

breeds include beagles, basset hounds, golden retrievers, poodles and countless others. They can also be classified based on their role in the life of their master and the work they do. For example, a dog can be a family pet, a working dog, a show dog, or a hunting dog. In most cases, the dog is defined by breed and role. For example, a dog can become a beagle which is a family pet.

What is the main topic of the paragraph above?

- a. Dog Breeds.
- b. The role of the dog in the life of its master.
- c. The breed of the dog determines the role.
- d. The family pet dog.
- e. Dogs can be pets or working dogs

Direction: Read the following sentence and answer the questions number 3 until 4

Rock Music

There are three different types of rock music, alternative rock, classic rock, and hard rock, also known as metal. Alternative rock features a steady bass drum laying down the beat, with easy flowing guitar riffs over the top. The bass line is toned down, and the lyrics are sung with intensity and authority. Depending on the song, the guitars can either be acoustic guitars or electric guitars. Classic rock combines a steady driving bass drum sound, with high snare overtones, steady and often repeating guitar riffs, and an intensive bass line. The guitars are more often than not all electric guitars, and distortion is rarely used. The lyrics are sung with style and enthusiasm. Hard rock, or metal, features a hard rolling bass drum with an abundant amount of cymbal work. This style of rock uses several electric guitars with heavy distortion to bring a very intense sound. A hard, intense,

driving bass line rounds out the style. The lyrics aren't really sung so much as screamed. It doesn't matter what your preference is, each different style of rock music is unique on its own. © 2005 Kristian Anderson

The main idea of this classification paragraph is ...

- a. There are three different types of rock music
- b. Alternative rock, classic rock, and hard rock are three different types
- c. The lyrics are sung with style and enthusiasm
- d. Each different style of rock music is unique on its own
- e. The style of rock uses several electric guitars

Choose the answer below that leads to the topic paragraph!

- a. There are three different types of rock music
- b. Alternative rock, classic rock, and hard rock are three different types of rock music
- c. The lyrics are sung with style and enthusiasm
- d. Each different style of rock music is unique on its own
- e. The style of rock uses several electric guitar

Read this paragraph to answer the question number 1

Many people have to communicate and work with members of other cultures, and social skills training is now being given to some of these who are about to work abroad. Intercultural communication is necessary for several kinds of people: tourist, government/business visitors, and students in the peace corps.

From the text above, find 1 signal word in the text...

CHAPTER 4

COMPREHENDING SEQUENCE OR PROCESS PARAGRAPHS

A. Course Objective

This chapter will show you how to:

1. Identifying the relationships between paragraph topic, main idea, and the writer's patterns of paragraph organization in sequence or process paragraphs
2. Examining how signal words are used to help connect ideas in definition paragraph
3. Practicing note-taking for understanding and remembering information in definition paragraph

B. Learning Material

1. Identifying the relationship between paragraph topic, main idea, and the writer's patterns of paragraph organizing.

a. Paragraph topic

The main idea of a paragraph is stated in the topic sentence. This is the most general statement in the whole paragraph. There needs to be more explanation in the topic sentence, but this sentence can introduce the idea you want to talk about later in the paragraph. Without a topic paragraph, the reading has no point. (Viola Gina, 2022)

Each paragraph has one topic sentence or main idea. Kosasih (2014) states that topic paragraphs have several functions, namely:

1. As a boundary between one main idea and another;
2. As the opening, linking, and closing of a discourse;
3. Connecting sentences to express an idea; and
4. Where the author puts the main idea.

The characteristics of the paragraph topic:

1. Usually placed at the beginning of a paragraph.
2. One topic sentence usually contains a paragraph topic marked with several keywords.
3. Generally consists of a statement which will be explained in detail by the developer sentence.
4. The topic sentence has a clear enough meaning without having to be associated with another sentence.
5. Topic sentences can generally without the help of conjunctions and transitional phrases. (Margono et al., 2021)

Easy way to determine the topic paragraph :

1. Look at the Reading Title
2. Find Topic Sentence
3. Finding Keywords

Example:

Read the paragraph below.

The water cycle is a continuous process that moves water throughout the Earth's ecosystems. It begins with evaporation, where heat from the sun causes water from oceans, lakes, and rivers to turn into water vapor. The water vapor rises into the atmosphere and cools down, condensing into clouds through a process called condensation. Once the water droplets in the clouds become heavy enough, they fall to the ground as precipitation, which can be rain, snow, sleet, or hail. The water then flows over the land, forming rivers and streams, eventually reaching the oceans. The cycle repeats as the sun's heat continues to drive evaporation, completing the continuous movement of water around the Earth. (Jati, 2023). The paragraph above is a sequence paragraph. Sentences in bold “ **The water cycle** ” are the topic of the paragraph and

other sentences describe the sequence of the paragraph's situations.

Read the paragraph below.

Photosynthesis is the process by which plants convert sunlight, water, and carbon dioxide into glucose (sugar) and oxygen. It begins with the absorption of sunlight by chlorophyll, a pigment found in plant cells. This energy is used to split water molecules, releasing oxygen as a by product. Carbon dioxide is then taken in from the atmosphere through tiny openings called stomata, and it combines with the energy from sunlight and hydrogen from the water to produce glucose. The glucose is used by the plant as an energy source for growth, reproduction, and storage. Oxygen is released back into the atmosphere as a result of this process, making photosynthesis crucial for maintaining the oxygen balance on Earth. (Ghose 2022)

The paragraph above is a process paragraph. "**Photosynthesis**" is the topic of paragraph and the paragraph explain about the process of photosynthesis.

b. Main Idea

A paragraph's main idea is the substance of what will be covered there. When the main idea is stated directly in a paragraph, it is expressed in the topic sentence (Karunia Mulia Putri, 2022)

The function of the main idea of reading is divided into two, for the writer and for the reader. For writers, the main idea functions as a controller so that the supporting sentences will not come out of the main idea. Meanwhile for the reader, the main idea serves as a guide in understanding the contents of the reading, so that the intent of the reading

becomes easy to understand. (Pasco-Hernando State College, 2023)

The following are the characteristics of the main idea:

1. In the form of one complete and intact sentence standing alone.
2. Has a clear meaning without being connected to other sentences.
3. Contains the topic of the problem.

Strategies to find main ideas in paragraphs:

Understand the reading text well.

To be able to understand a text, you need to read the text or paragraph carefully. If necessary, repeat reading until you understand the essence of the discussion of a text.

Find the outline of the paragraph.

An outline is the same as the conclusion of a paragraph. Knowing the conclusion from the core of the paragraph or text will make it easier to find the main idea.

Make sure the sentences found are by the characteristics of the main idea.

The main idea can be the most common sentence among other sentences in the paragraph. The sentence also cannot contain supporting ideas. If you are sure you are right, you have found the main idea.

Find Conclusions

The main ideas can be found by concluding. To apply this method, you must read the entire paragraph. If so, you can conclude. Later, ideas will be easier to find.

Example:

Read the paragraph below.

The process of star formation begins with a region of interstellar gas and dust, known as a molecular cloud, becoming gravitationally unstable. The cloud collapses under its own gravity, forming a dense core. As the core contracts, it heats up, and nuclear fusion begins, igniting a new star. The young star is surrounded by a protoplanetary disk, from which planets may eventually form. Over time, the star enters the main sequence phase, where it generates energy through hydrogen fusion. Depending on its mass, a star may undergo various stages of stellar evolution before eventually running out of fuel and either becoming a white dwarf, neutron star, or black hole.

In this paragraph, “the process of star formation” is the topic paragraph and begins with a region of interstellar gas and dust is the main idea. This paragraph will describe the process through which stars are created.

Read this paragraph below.

The process making tempeh is a rather easy. To make tempeh, you need to soak washed soybeans in cold water for 12 to 18 hours. The goal of this method of drinking is to take in as much air as possible. After that, the seed coat of the soybean is freed. Then boil or steam the peas until they are soft. A fan is used to give the seeds air during a clean winnowing. Then stir the soy beans until you can feel them getting warm. The next step is to mix tempeh yeast and soybeans together. About 1.5 grams of tempeh yeast are used for every 2,000 grams of soybeans. Then, make covers out of things like banana leaves, teak leaves, or plastic. Put the soybeans in the bag. The fermentation process happens when the wrapped soybeans are left at room temperature for 1-2

days. Until the whole mushroom cover shows up. The fermentation process gives tempeh its unique taste and smell and also makes it easier for the body to digest. (Zeze 2022).

The main idea in this paragraph is **is a rather easy** and the topic paragraph is “the process making tempeh”. The paragraph is explain a sequence and process to making a tempeh.

C. The writer's patterns of paragraph organizing

The writer's patterns of paragraph organizing refer to the different strategies and structures writers use to present information in a logical and coherent manner. In sequence or process paragraphs, the writer typically organizes the information in a logical and chronological order. The paragraphs follow a specific pattern to guide the reader through a series of steps or events. The writer presents the steps or events in the order they occur in time(Kaashyap, 2023). The following is type of sequence, how to write using patterns in sequence or process paragraphs:

Chronological patterns

The chronology of pattern sequences refers to organizing information or events in the order of their occurrence. It follows a timeline or chronological order to present information in a logical and sequential manner.

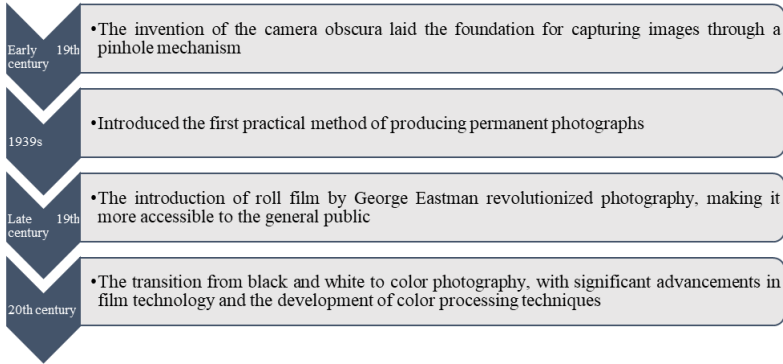
Example:

Read the paragraph below.

Photography has evolved over time, with various key developments shaping its progression. In the early 19th century, the invention of the camera obscura laid the foundation for capturing images through a pinhole mechanism. Following this, the daguerreotype process, invented by Louis Daguerre in 1839, introduced the first

practical method of producing permanent photographs. In the late 19th century, the introduction of roll film by George Eastman revolutionized photography, making it more accessible to the general public. The 20th century witnessed the transition from black and white to color photography, with significant advancements in film technology and the development of color processing techniques. Finally, the digital age brought about a paradigm shift in photography, with the emergence of digital cameras and the ability to capture, store, and manipulate images in electronic form. From camera obscura to digital cameras, the history of photography showcases a chronological progression of techniques and technologies that have shaped the art and science of capturing moments in time (Doucet, 2018).

The above text is an example of a chronological order that shows the history of photography from 19th century to the present day.



Process

In the context of writer's pattern sequence or process paragraph, The term "process" describes a set of procedures or acts that are carried out in a precise sequence in order to produce a particular conclusion or result. It entails walking

the reader through a process from beginning to end while giving information or instructions step-by-step.

The process pattern is frequently used to describe how something is done or how a certain activity is carried out in instructional or instructive writing. It strives to give the reader concise, coherent directions or assistance so they may easily follow the procedures and get the intended result.

STEPS/PROCESS
FIRST ACT
SECOND ACT
THIRD ACT

Example:

Read this following paragraph.

Making chocolate chip cookies is a fun and delicious thing to do. Follow these easy steps to make tasty chocolate chip cookies. First, gather the ingredients: butter, sugar, eggs, flour, baking soda, salt, vanilla extract, and of course, chocolate chips. Next, make sure your oven is at the right temperature by preheating it to 350°F (175°C). Then, mix the butter and sugar together in a bowl until they are light and fluffy. Add the eggs one by one and mix well after each one. Mix the flour, baking soda, and salt in a separate bowl. Mix the dry ingredients into the butter mixture little by little until they are just mixed in. The last step is to mix in the chocolate chips. Put small spoonfuls of dough on a baking sheet and bake for 10 to 12 minutes, or until the edges of the cookies are

golden brown. Let them cool on a wire rack before you take a bite out of them. If you follow these steps, you'll soon be able to enjoy warm chocolate chip cookies (Network, 2019).

MAKE CHOCOLATE CHIP COOKIES
FIRST ACT Prepare the ingredients
SECOND ACT Mix all the ingredients
THIRD ACT bake for 10 to 12 minutes, or until the edges of the cookies are golden brown

In this paragraph, the paragraph explanation of how to make chocolate chip cookies. The process pattern makes it simple for the reader to follow and duplicate the baking process by assisting in the logical and organized communication of the instructions.

2. Examining how signal words are used to help connect ideas

A transition word is another name for a signal word. Signal words help listeners navigate and anticipate conversations. They also help people understand how ideas fit together logically.(Najafi, 2021).

In sequence or process paragraphs, signal words are used to express time (Zeze, 2022).

First	Previously
Second	Soon
Third	Often
Then	Finally
Now	Before
Next	After
Last	Until
Since	During

Signal words in a process or sequence Paragraphs can be used to show the progression of events or steps. They provide the paragraph a separate form and direct the reader through the procedure. (Kelas, 2021).

Example:

To assemble the bookshelf, begin by arranging all of the components and hardware. First, identify and align the side panels with the rear panel. Next, assemble them using the provided fasteners. Then, insert the shelf boards into their respective openings on the side panels. Afterwards, secure the shelves in position using the bolts provided. Next, attach the top panel to the frame to complete it. The structure is then reinforced by inserting dowels into the pre-drilled openings. Finally, tighten all fasteners and double-check the stability and security of the bookshelf.

In this paragraph the signal words is are used is **afterwards, first, then, finally, and next**. The signal words indicate the order or sequence of events or actions. They aid in guiding the reader through the procedure, making it simple to comprehend.

The process of obtaining a mortgage involves several important stages. **First**, prospective borrowers need to assemble their financial documents, such as bank statements, pay stubs, and tax returns. **After** gathering the required documentation, the next stage is to approach a mortgage lender or broker. The lender will evaluate the borrower's creditworthiness by reviewing their financial information and conducting a credit check. The **next** stage, if the borrower meets the lender's requirements, is to submit a mortgage application. **Following** application submission, the lender will initiate the underwriting procedure. If the underwriting process is successful, the lender will issue a loan commitment, and the closing process will conclude the transaction. **After** the closing, the borrower will begin making regular mortgage payments according to the provisions agreed upon.

After read the paragraph, you can find the signal words are use in this paragraph is **first, after, next, and following**. This paragraph explain about how the process of obtaining a mortgage.

3. Practicing note-taking for understanding and remembering information

Remember that note-taking is a skill that can be developed through practice. Experiment with various methods until you discover the one that works best for you. Regularly revising and summarizing your notes will strengthen your understanding and improve your ability to retain information.

Example:

Writing essays can be done simply. The process of composing an essay begins with idea generation and research on the topic. After gathering sufficient information, you construct an outline to organize your ideas and structure the

essay. Then, you compose the introduction, which includes background information and your thesis statement. Following the introduction are the body paragraphs, which each present a main idea or supporting argument with examples and evidence. You conclude the essay by restating your thesis and summarizing your main points. Before finalizing an essay, it is necessary to edit and proofread it.

After read the paragraph, you can analysis in this paragraph:

- **The Topic Paragraph** is Writing **and Main Idea** is Writing essays can be done simply.
- **Signal Words** used in the paragraph include “After, Before, Then, Following”. These signal words indicate the sequence of steps involved in writing an essay.
- **The Writer’s pattern** is process. This paragraph describe the process of writing an essay. Where the steps are presented systematically and logically.

STEPS/PROCESS Writing Essay
FIRST ACT Idea generation and research on the topic
SECOND ACT Construct an outline to organize your ideas and structure the essay
THIRD ACT Compose the introduction
FOURTH ACT conclude the essay by restating your thesis and summarizing your main points

C. Summary

A sequence or process paragraph helps the reader through a series of events or actions by arranging the information in sequential or chronological order. The topic, main idea, and the writer's typical use of a sequence or process paragraph are all connected in some manner. In the paragraphs, signal phrases such as "first," "next," "then," "finally," and "in conclusion" are used to indicate the order of the actions. A sequence or process paragraph attempts to provide clarity and understanding by instructing and guiding the reader through a particular process or series of events.

D. Exercise

Read this following paragraph

To clean the camera we can do it by ourselves, the steps are simply. First, you need to use compressed air, an air fan, and a dry cloth to clean the dust off of the camera. Don't try to clean the camera with the window cleaner, because it will break the camera. Second, use the soft cleaning fluid to clean the lens. And don't forget to wipe off any dust from the lens on the cap. Third, you need to use the air blower to clean the dust off the sensor. And finally, to clean the inside of the camera, use the air fan to open it up. in the end, you can do it on your own at home. If you have a problem with your digital camera, please go to your city's worksheet or photo center. I hope all my friends get beautiful shots! (Min, 2023).

What is the topic paragraph, main idea, and writer's pattern in this paragraph?

Read this following paragraph

Instant noodles are very simple foods to make. Firstly, pour a bowl of water to the saucepan. Turn on the stove. After

that, open one pack of instant noodle. Take out the seasoning and pour it into a plate. Next, when the water is boiling, put the noodle into the saucepan for 2-3 minutes. Then turn off the stove. Put the noodle out and put it in the plate with the seasoning. Stir them well. After mixing the noodles and seasonings together, you can add chili to make it spicier. The tasty instant noodles are finally ready to eat. (Syifa, 2022)

Find the signal words are use in this paragraph

CHAPTER 5

COMPREHENDING COMPARISON AND CONTRAST PARAGRAPHS

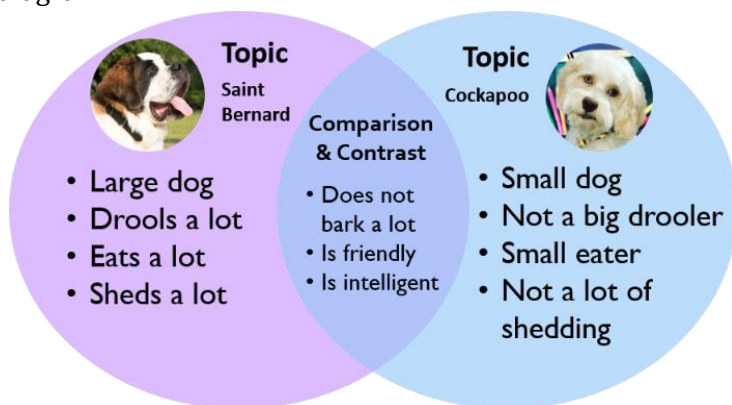
A. Course Objective

This chapter will show you how to :

1. Identify the relationships between paragraph topic, main idea, and the writer's patterns of paragraph organization in comparison and contrast paragraph.
2. Examine how signal words are used to help connect ideas in comparison and contrast paragraph.
3. Practice note-taking for understanding and remembering information in comparison and contrast paragraph.

B. Learning Material

When discussing comparison and contrast in paragraphs we are talking about the similarities and differences. Comparison and contrast paragraphs are paragraphs that show similarities or differences between two things (Tania Pattison, 2018). Take a look at the following diagram.



The diagram above illustrates the characteristics between the breeds, Saint Bernard in purple and Cockapoo in blue. They are both dogs, but they have their differences. Purple characterizes a Saint Bernard and blue characterizes Cockapoo. Purple and blue meet which share the same characteristics. These similarities and differences are referred to in comparison and contrast.

A comparison paragraphs provide similarities and answer the question, "What do they have in common?" A paragraph of contrast makes a difference and answer the question, "How is it different?" The goal is to provide a better understanding of the similarities and differences between topics.

1. Relationships between paragraph topic, main idea, and the writer's patterns of paragraph organization.

a. Paragraph Topic

A topic paragraph in a comparison and contrast paragraph is a part of a paragraph that gives an idea of the topic or subject being compared. In a paragraph there is a topic sentence which is usually located at the beginning of the paragraph (McWhorter 1986). Take a look at the examples below.

Paragraph 1

The water brands Aqua and Cleo are both famous. ***They are both consuming water that is healthy for their bodies. It is simple to locate Cleo and Aqua in supermarkets or other neighborhood businesses. Cleo tastes a little bit bitter, while Aqua tastes fresher.*** Despite the fact that both brands are widely available, **Aqua costs more than Cleo.** (Laksana Fajar, 2022)

There is a comparison paragraph. The first statement, which claims that the water brands Aqua and Cleo are both famous

is the topic sentence. The similarities are explained in *italic* and the comparison between the two is explained in **bold**.

Paragraph 2

Dogs and cats are the most common. **Dogs are bigger and smarter, although they do not seem to be easy friends with humans.** In contrast to **cat pets, their bodies are smaller and quite lazy.** Almost all **cats are easy friends and familiar with humans.** Even so, most people prefer to keep cats. That is why more cats are kept by humans than dogs. (Laksana Fajar, 2022)

There is a contrast paragraph. The first statement, which claims that dogs and cats are the most common pets is the topic sentence. The contrast between the two is explained in **bold**.

b. Main Idea

Main idea is what the writer wants you to know about the topic (Nurdiana. Amelia Rizki, 2017). In a paragraph, the core of the problem is on the main topic. Main idea in the comparison and contrast paragraph is the subject matter described in the paragraph. The main idea identifies the main topic of the paragraph and provides guidance for the reader to understand the entire body of the paragraph. Take a look at the examples below.

Paragraph 1

Goats and sheep are similar but not the same. Based on taxonomy, both come from the same family, namely *bovidae*. However, both are different general, if the goat comes from the genus *capra*, it is different from the sheep from the genus *ovis*. Both also have characteristics that are quite significant. If goat hair is straight, it is different from sheep which has curly hair. In addition, sheep prefer to live in

groups. Contrary to sheep, goats are usually freer and not in groups. (Tatiek, 2020)

In the paragraph above, the topic paragraph is Goats and sheep are similar but not the same. The bold is main idea which described the topic. If you read the paragraph as a whole then you will find that the paragraph explains the similarity and differences between goats and sheep.

Paragraph 2

Sociology and psychology are very different fields of study. Both of them are social sciences but have difference in study. Sociology is concerned with the structure, organization, and behavior of groups. Psychology, on the other hand, focuses on individual behavior. While a sociologist would study characteristics of groups of people, a psychologist would study the individual motivation and behavior of each group member. Psychology and sociology also differ in the manner in which research is conducted. Sociologists obtain data and information through observation and survey. Psychologists obtain data through carefully designed experimentation. (Laksana Fajar, 2022)

In the paragraph above the topic is sociology and psychology are very different fields of study. If you read the paragraph as a whole then you will find that the paragraph explains the similarity and differences between sociology and psychology.

C. The Writer's Patterns

To clarify the explanation, sometimes the writer compares or contrasts things talked about (Suladi, 2014a). The writer tries to show similarities and the difference between the two things. Which can be compared or contrasted are two things on the same level. Both of these

have similarities and differences. Take a look at the examples below.

Paragraph 1

Dinsa and Dilla are identical twins. Although many say that twins always like the same things, that is not entirely the case. **Dinsa and Dilla have different preferences, especially in the world of music. Dinsa, who has an introverted and melancholy character, prefers music with the classical genre. Meanwhile, Dilla, with her extrovert character, prefers K-Pop genre songs. Dinsa thinks that by listening to classical music, he can express himself more and find many new ideas. In contrast to Dilla who is more expressive when listening to K-Pop music.** Dilla also thinks that listening to K-Pop music makes him more enthusiastic. (Tatiek, 2020)

The paragraph above compares Dinsa and Dilla which are identical twins. The writer states that although their twins are not completely the same. The writer then explains their differences from several aspects such as music and characters.

Paragraph 2

Living in the countryside seems more enjoyable than living in urban areas. ***The reason is, in the countryside, we can breathe fresh air without pollution. The quiet atmosphere adds to the comfort of living in the countryside. In addition, many sources of clean water have been found so that we do not have to worry about finding clean water. In rural areas, it is still easy to find fresh vegetables and fresh fruits. Sometimes we do not need to buy it, if we have free land, we can plant it ourselves. Village people are very friendly and like to work together.***

Their family spirit is still high. The environment is treated collaboratively. Therefore, the rural environment remains clean, beautiful, and comfortable to live in. Another case with living in urban areas. Clean water sources are very rare. Polluted air, noise from vehicles, and no land to grow their own crops. In addition, the crime rate in urban areas is quite high compared to rural areas. People who live in urban areas are generally individualistic. Living in urban areas is very different from living in rural areas. (Suladi, 2014)

The paragraph above describes rural and urban life. In *italic*, the writer describes rural life first. And then in **bold**, the writer describes urban life which is the opposite.

Paragraph 3

My life in Canada is very different from my mother's life in our old country. *The main difference is that, as a girl, I have access to education in Canada. I am in high school now, and I have studied a range of subjects: English, math, chemistry, biology, physical education, music, and lots more.* My mother had very little formal education, and most of her learning was from traditional books at home. *Another difference is that I have more freedom than my mother had. I can go out with my friends, see a movie, or play soccer. My friends are both girls and boys. I am even learning to drive, so I will be more independent.* My mother could not do those things. She had to stay at home, help her mother, and learn to cook traditional food. She certainly could not go to a movie with a boy! *Finally, I know there will be a big difference in the career opportunities open to me later. After high school, I want to go to college and train to be a paramedic or a firefighter.* My mother did not have those opportunities; as a girl, she

was not expected to have a career, and certainly not the kind of career I want to have. She got married when she was very young, and she has never had a paying job. I am not saying my life is better than my mom's life; I am just saying that living in a new culture makes a huge difference. (Tania Pattison, 2018)

In the paragraph above the writer wants to describe information by comparing the two things that show differences. The above paragraphs were developed by comparing and contrasting the lives of the writer and her mother in terms of education access, freedom, and career opportunities. The writer presents his life in *italic* and his mother in **bold** alternately.

After you understand the topic, main idea, and writer's pattern, you should also know that the three of them have a very close relationship in building a paragraph.

The topic is the subject that is mentioned at the beginning of the sentence and the main idea comes from the predicate after the topic is mentioned. The writer then develops the paragraph by explaining the predicate. Take a look at the following examples.

Paragraph 1

Sociology and psychology are very different fields of study. Both of them are social sciences but have difference in study. Sociology is concerned with the structure, organization, and behavior of groups. Psychology, on the other hand, focuses on individual behavior. While a sociologist would study characteristics of groups of people, a psychologist would study the individual motivation and behavior of each group member. Psychology and sociology also differ in the manner in which research is conducted. Sociologists obtain

data and information through observation and survey. Psychologists obtain data through carefully designed experimentation. (Laksana Fajar, 2022)

The topic in the paragraph is sociology and psychology and the main idea is mentioned in green phrase which **are very different fields of study**. The writer then develops the paragraph by explaining the main idea by mentioning the differences between sociology and psychology.

Paragraph 2

Mothers and in-laws have experienced differences of opinion regarding the upbringing of. This naturally occurs because of the generational difference between the two. Differences in parenting patterns that often occur between mothers and in-laws in feeding children. Mothers who may have shared a lot with child nutritionists or information via social media that it is better to give the first meal to children at the age of 6 months. It is different with the in-laws who think that children under 6 months can be given their first meal. (Tatiek, 2020)

The topic in the paragraph above is mothers and in-laws and the main idea is mentioned in green phrase which **have experienced differences of opinion regarding the upbringing of**. The writer then develops the paragraph by explaining the main idea by mentioning the differences between differences of opinion regarding the upbringing of.

Paragraph 3

The water brands Aqua and Cleo are both famous. *They are both consuming water that is healthy for their bodies. It is simple to locate Cleo and Aqua in supermarkets or other neighborhood businesses. Cleo tastes a little bit*

bitter, while Aqua tastes fresher. Despite the fact that both brands are widely available, **Aqua costs more than Cleo.** (Laksana Fajar, 2022)

The topic in the paragraph above is the water brands Aqua and Cleo and the main idea is mentioned in green phrase which **are both famous**. The writer then develops the paragraph by explaining the main idea by mentioning what are the indicators that Aqua and Cleo are famous in *italic* which are similarities and compare them in **bold**.

Paragraph 4

Dogs and cats are the most common pets which has some differences. Dogs are bigger and smarter, although they do not seem to be easy friends with humans. In contrast to cat pets, their bodies are smaller and quite lazy. But almost all cats are easy friends and familiar with humans. Even so, most people prefer to keep cats. That is why more cats are kept by humans than dogs. (Laksana Fajar, 2022)

The topic in the paragraph above is Dogs and cats and the main idea is mentioned in green phrase which **are the most common pets which has some differences**. The writer then develops the paragraph by explaining the main idea by mentioning the differences of them.

From the explanation above it can be concluded that the topic, main idea, and writer's pattern are interrelated and contribute to one another in conveying the writer's message in an effective way to the reader.

2. Examine how signal words are used to help connect ideas.

Comparison and contrast paragraph starts with a statement that clearly states the two subjects that are to be

compared, contrasted, or both (MINNEAPOLIS, 2015). Signal words play a crucial role in connecting ideas and providing coherence in comparison and contrast paragraphs. These words and phrases serve as markers or signposts that indicate the relationships between different pieces of information. When used effectively, signal words guide readers through the text, highlighting similarities and differences between ideas or concepts. Here's an examination of how signal words are used in comparison and contrast paragraphs:

COMPARISON	Similarly	This word indicates that two or more ideas or concepts being discussed have similarities.
	Likewise	It suggests that the previous point or idea has a corresponding or similar aspect.
	In the same vein	This phrase is used to introduce a similar idea or point that aligns with the previous one.
	Compared to/with	These phrases explicitly state that a comparison is being made between two or more elements.
	In comparison	It highlights that a comparison is about

		to be made and sets the stage for contrasting ideas.
CONTRAST	However	This word marks a shift in direction or introduces a contrasting idea or point.
	On the other hand	It is used to present an opposing viewpoint or highlight a different aspect of the topic.
	In contrast	This phrase explicitly signals that a point of difference is about to be discussed.
	Unlike	It denotes a dissimilarity between two or more elements.
	Conversely	* This term is employed to introduce an opposing or contrasting perspective.
ADDITIONAL SIGNAL WORDS	Both	It indicates that two elements share a common attribute or characteristic.

	Neither	This word suggests that two elements do not possess a particular quality or characteristic.
	On the contrary	It introduces a contrasting idea that is in opposition to a previous statement.
	While	This word highlights a difference or contrast between two ideas or concepts.
	Yet	It is used to introduce a contrasting idea that follows logically from the previous point.

Therefore, having several phrases will make it easier for readers to analyze them. **However, while, another case, different, difference, meanwhile, another hand, unlike, more, than adj-er, most, and adj-est** can be characteristics of comparison and contrast.

Comparison

Comparisons usually use expressions, such as **similar to, both, as it is, likewise, same as, and in line with**. Take a look at the following example.

Paragraph 1

The call "Kiri" may not be commonly found in other areas. The **same as** in Bandung, Jakarta residents also use the "Kiri" call to stop angkots. **However**, in Manado, the word called for "Muka". **Meanwhile**, the call "Pinggir" is commonly used in the Lampung area to indicate that a passenger is about to get off. **Another case** in Padang, even though **more than** one or maybe all of the passengers got off, the calling word used was "Siko cieh!" which means "Here one!" (Alek, 2019)

Contrast

Contrasts usually use expressions, such as **contradictory**, **contrary to**, **the opposite**, and **in contrast**. Take a look at the following example.

Paragraph 1

The nature of Bowo and Bobi is very **contradictory**. Bowo is a smart kid. He always ranks 1st in his class, not only smart, Bowo is also known to be very kind and cares about those around him. He likes to help his friends when they are in trouble. Therefore, it is not surprising that Bowo is very liked and loved by his friends. **However, on the other hand**, Bowo's twin brother, Bobi, is the exact **opposite** of Bowo. Bobi is not as smart as Bowo, even Bobi often has difficulty doing his school assignments. Bobi's daily life is very **different from** Bowo's. Bobi always denied the cold and ignored the people around him. Therefore, Bobi's friends always sell him as arrogant. Even so, Bobi has talent in the field of football. He earned many championship medals in football matches. (Laksana Fajar, 2022)

3. Practice note-taking for understanding and remembering information.

You try it! You ought to be able to recall and access the information after reading the comparison and contrast paragraphs. Taking notes is recording information that needs to be recorded (Nordquist Richard, 2019).

Look at the following example paragraph and then take notes about the similarities and differences in the objects described.

Paragraph 1

My eldest son and his younger brother are completely different. My eldest son's face is similar to his mother's, while his younger brother's face is similar to mine. In terms of eating, it is difficult to persuade the Eldest to eat. He only likes light foods like cakes, while his younger brother almost never refuses any food. However, in medicine they are exactly the opposite. The eldest is very easy to take all the medicine given by the doctor, while the younger sibling must be persuaded first to want to take it. (Suladi, 2014)

In making note-taking, you can highlight them. Take a look at the examples below.

My eldest son and his younger brother are completely different. My eldest son's face is similar to his mother's, while his younger brother's face is similar to mine. In terms of eating, it is difficult to persuade the Eldest to eat. He only likes light foods like cakes, while his younger brother almost never refuses any food. However, in medicine they are exactly the opposite. The eldest is very easy to take all the medicine given by the doctor, while the younger sibling must be persuaded first to want to take it. (Suladi, 2014)

The paragraph above explains the differences in the writer's children. Aspects of difference are highlighted in

yellow; face, eating, and in medicine. The differences between them are highlighted in blue.

Differences:

1. The eldest son's face is similar to his mother's, while his younger brother's face is similar to his mother
2. The eldest only likes light foods like cakes, while his younger brother almost never refuses any food
3. The eldest is very easy to take all the medicine given by the doctor, while the younger sibling must be persuaded first to want to take it.

Try practicing note-taking again in the paragraph below. Try to do by yourself as you can before looking at the answer.

Paragraph 2

Christianity and Islam are the largest religion in the world. People often think these religions are very different, but there are actually some similarities between them. The first similarity is that followers of both religions worship only one God, and this god is the source of rules that must be followed. These include prohibitions on killing and stealing. Second similarity is that both religions have a holy book. For Christians, this is the Bible; for Muslims, the sacred text is the Qur'an. Both books provide guidance for followers of the religion with regard to suitable behavior. A third similarity is that both religions have a long history of pilgrimage. All Muslims are required to travel to the city of Mecca in Saudi Arabia at least once in their lives whereas Christians do not have this exact requirement, but many of the great cathedrals in Europe have long been sites of pilgrimage. A final similarity, and perhaps the most important, is that both religions promote peace. While the conflict in the Middle East receives a lot of attention in the news, Muslims are quick to

point out that Islam, like Christianity, is inherently a peaceful religion. Of course, there are differences between Christianity and Islam, such as the role of women in society and Islam's ban on eating pork and drinking alcohol. However, it is worth remembering that the two religions have more in common than people often think. (Tania Pattison, 2018)

The paragraph above describes Christianity and Islam as the largest religions in the world. There are some similarities and differences between the two. Similarities are highlighted in peach and differences are highlighted in blue.

Similarities:

1. Worship only one God, and this god is the source of rules that must be followed,
2. Prohibitions on killing and stealing,
3. Have a holy book,
4. Have a long history of pilgrimage,
5. Promote peace.

Differences:

1. The Christian holy book is the Bible while Islam is the Al-Qur'an,,
2. All Muslims are required to travel to the city of Mecca in Saudi Arabia at least once in their lives whereas Christians do not have this exact requirement
3. Role of woman,
4. Islam's ban on eating pork and drinking alcohol.

C. Summary

Comparison and contrast paragraphs are paragraphs that show similarities or differences between two things that aims to provide a better understanding of the similarities and differences between topics.

Topic, main idea, and writer's pattern have a very close relationship in building a paragraph. The topic is the subject that is mentioned at the beginning of the sentence and the main idea comes from the predicate after the topic is mentioned. The writer then develops the paragraph by explaining the predicate.

Comparison and contrast have several words that indicated such as; however, while, another case, different, difference, meanwhile, another hand, unlike, more, than, adj-er, most and , adj-est. Comparisons usually use expressions such as; similar to, both, as it is, likewise, same as, and in line with. Contrasts usually use expressions such as; contradictory, contrary to, the opposite, and in contrast.

D. Exercise

Part 1: Read the following paragraph and answer the questions.

Mexico and Canada are two North American countries that have unique cultural characteristics. Despite their geographical proximity, they differ significantly in terms of language, climate, and cuisine. Firstly, when it comes to language, Mexico predominantly speaks Spanish, while Canada has English and French as its official languages. This language contrast can be seen in various aspects of daily life, from street signs to government documents. Secondly, the climate in Mexico and Canada is another contrasting feature. Mexico is known for its warm and tropical climate, with abundant sunshine throughout the year. In contrast, Canada experiences long, harsh winters with heavy snowfall in many regions. These distinct climates shape the lifestyle and activities of the residents in both countries. Finally, the culinary traditions of Mexico and Canada differ greatly.

Mexican cuisine is famous for its spicy flavors and vibrant use of ingredients like chili peppers and avocados. On the other hand, Canadian cuisine is diverse and influenced by various cultures, including British, French, and Indigenous cuisines. These culinary differences reflect the historical and cultural backgrounds of the two countries. (Alek, 2019)

1. What is the topic of the paragraph?
2. What is the main idea of the paragraph?
3. How the writer develops paragraph?
4. What points of contrast does the writer give?
5. What is the writer contrasting here?

Part 2: Read the following paragraph and answer the questions.

BMX bikes and mountain bikes are built in different ways. BMX bikes are great for tricks because they have a low, light frame and short tires. Mountain bikes have a high, heavy frame and thick tires. This makes them great for off-road riding on bumpy surfaces. Another way the two types of bikes differ is the number of gears. Mountain bikes have many different gears, but BMX bikes normally have just one gear. The number of gears relates to the main difference between the two bikes. BMX bikes are built in a way that lets riders do tricks, while mountain bikes are built for off-road riding, including up and down hills. (Reading a Comparison-Contrast Paragraph and Essay, 2023)

1. What point is the writer making here?
2. What is the writer's purpose in writing this?
3. How is the pattern of paragraph development?
4. What differences does the writer mention?
5. What differences does the writer describe?

Part 3: Read the following paragraph and answer the questions.

Oceans and lakes have much in common but also quite different. Both are bodies of water, but oceans are very large bodies of salt water, while lakes are much smaller bodies of fresh water. Lakes are usually surrounded by land, while oceans are what surround continents. Both have plants and animals living in them. The ocean is home to the largest animals on the planet, whereas lakes support much smaller forms of life. When it is time for a vacation, both will make a great place to visit and enjoy. (Oceans and Lakes Have Much in Common, 2021)

1. What point is the writer making here?
2. What is the writer's purpose in writing this?
3. How is the pattern of paragraph development?
4. What similarities does the writer describe?
5. What differences does the writer describe?

CHAPTER 6

COMPREHENDING CAUSE AND EFFECT PARAGRAPHS

A. Course Objective

This chapter will show you how to:

1. Identify the relationships between topic, main idea, and the writer's patterns of paragraph organizing in cause and effect paragraph.
2. Examining how signal words are used to help connect ideas in cause and effect paragraph
3. Practice note-taking for understanding and remembering information in cause and effect paragraph.

B. Learning Material

1. Identify the relationships between topic, main idea, and the writer's patterns of paragraph organizing in cause and effect paragraph.

There are various kinds of paragraph in English text. One of them is cause and effect paragraph that you will find mostly in explanation text. According to (McWhorter & Kathleen, 1986), "a cause-and-effect passage explain reason why something happens or effect of something". Cause is a reason or motive for action, something that produce an effect. An effect is a result of an action. These sentences explain the relationships between events.

On several examples of cause-and-effect paragraph, they begin with a topic sentence as an effect and this sentence is followed by supporting sentences that describe causes. Take a look at this paragraph and identify the effect and causes

In recent decades, cities have grown so large that now about 50% of the Earth's population lives in urban areas. There are several reasons for this occurrence. First, the increasing industrialization of the nineteenth century resulted in the creation of many factory jobs, which tended to be located in cities. These jobs, with their promise of a better material life, attracted many people from rural areas. Second, there were many schools established to educate the children of the new factory laborers. The promise of a better education persuaded many families to leave farming communities and move to the cities. Finally, as the cities grew, people established places of leisure, entertainment, and culture, such as sports stadiums, theatres, and museums. For many people, these facilities made city life appear more interesting than life

on the farm, and therefore drew them away from rural communities.

As you can see at the paragraph above, the main idea was explained by effect with sentence “cities have grown so large that now about 50% of the Earth’s population lives in urban areas.” After begin with the effect, the author serves the supporting sentences with some causes of city development, such as increasing industrialization, many schools established and more interesting facilities made for city life.

The cause and effect writing generally used in expository writing (to explain, describe, or inform and give information) and persuasive writing (to persuade, develop a logical argument, or give an opinion) styles (Inggris, 2021).

There are some characteristics of cause-and-effect sentences:

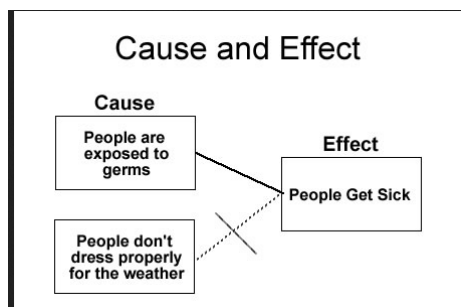
Characteristics of “Cause”

- Answer the question “Why something happened?”.
- Contain signal words/linking words/ causal linking.
- Can be placed at the beginning or the end of sentence.

Characteristics of “Effect”

- Answer the question “What happened”.
- Commonly start with signal words/linking words/causal linking.
- Can be replaced by another noun.

Take a look to the diagram below!



Source : (Turngren, 2017)

As you can see in this diagram, there are many examples of cause and effect in daily life. You can probably relate to some of the following examples.

- Since school was canceled, we went to mall.
- I had to get the mop since I spilled my juice.
- Maria didn't follow the recipe correctly, so the cake did not come out as expected.

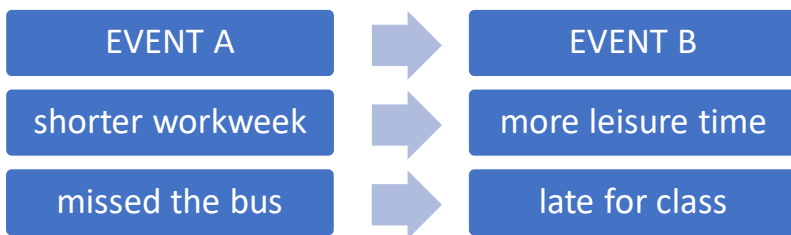
Here is the example of cause and effect paragraph about smoking that begin with cause as the main idea and the effects will be the supporting sentence.

Smoking causes numerous horrible effects. First, it is the source of serious diseases, such as cancer and heart problems. In addition, smokers waste a lot of money because of this habit. Finally, when you smoke, you are not only hurting yourself but others around you. **All in all, smoking is the most destructive decision a person can make in their life that's why, smokers should seriously consider stopping this habit before it's too late.**

Writer's Patterns

In this pattern, there are four types of relationship;

1. Single cause-Single effect.



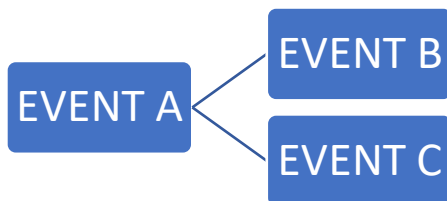
Read the following paragraph, here is the example of **single effect-single cause**.

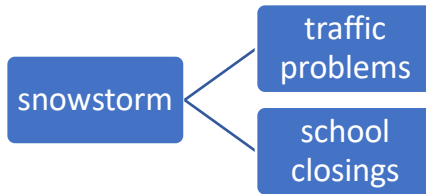
Have you ever heard anyone say that the absent are usually wrong? There is some truth to this saying. If a person is present, he can defend himself. He can try to show that he is right, he can try to tell his side of the story. If a person is absent, however, he cannot defend himself. Even if the absent person is right, he often seems to be wrong to the people who are present.

Source : (Sheller, 1988) *welcome to english workbook 4*

Based on the paragraph above, you can see the single effect-single cause in one sentence, "If a person is present, he can defend himself". The cause is "the person is present", and the effect is "the person can defend himself".

2. Single cause-Multiple effects.



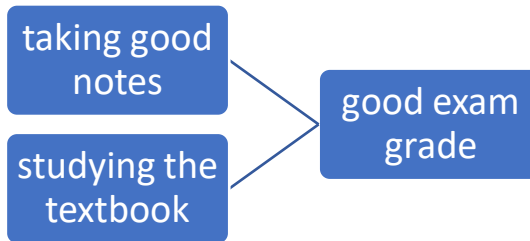
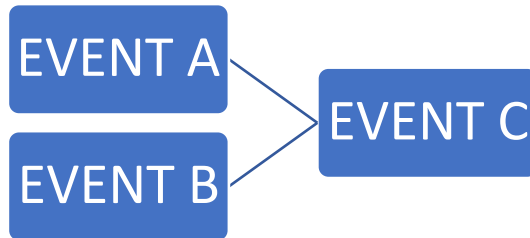


Read the following paragraph, here is the example of **single cause-multiple effects**.

Fermented drinking is exceptionally risky for our wellbeing. There are parcel of issues brought on by this unsafe liquid. In the first place, it can bring about a swell in our liver. This is on account of it can trigger the liver to work additional hard separating the liquid in our body, so that, the liver gets to be swollen in light of the fact that it contains so much liquid. Besides, fermented drinking harms the human mind. It will diminish the capacity of liquor junkie's mind, in this manner expanding the danger of sadness and disappointment. On the off chance that this happens, there will be an adjustment in conduct on the alcoholic, even they can be distraught. At that point, liquor additionally diminishes the elements of our faculties.

Based on the paragraph above, "Fermented drinking" is the single cause and the supporting sentences described the effects. The multiple effects begin with sentence "there are parcel of issues brought on by this unsafe liquid".

1. Multiple cause-Single effect



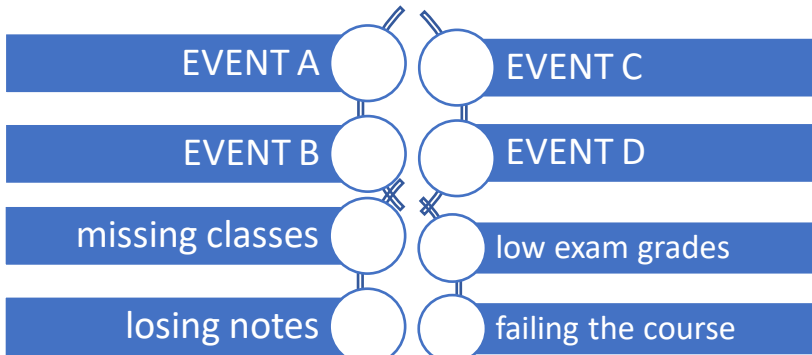
Read the following paragraph, here is the example of **multiple causes-single effect**.

I was bullied by my friends at school. This is because I am the son of a baker. My friends are rich kids. They treat me differently, bad different. I was locked in the bathroom, they told me to buy lunch and the worst thing was they ever told me to do all their assignments until mine had not been done. As a result of their actions, I experienced psychological trauma. I became afraid to meet other people, even though the incident of bullying was almost 10 years ago.

Source : (4 Contoh Teks Cause and Effect Beserta Fungsi & Jenisnya, n.d.)

As you can see on the paragraph above, the underlined word “as a result of their actions” is the sign that the previous sentences contain with multiple causes. Those causes created one effect, “the person experienced psychological trauma”.

2. Multiple cause-multiple effect



Read the following paragraph, here is the example of **multiple causes-multiple effects**.

Eating unhealthy, processed, or sugary foods can take a toll on the body. It can result in weight gain, high cholesterol, and other health problems. Besides, it can also raise some psychological issues such as lack of satisfaction, feeling guilty, etc.

Source (Sus, 2023) <https://helpfulprofessor.com/cause-and-effect-examples/>

The last examples show you the multiple causes at the first sentence of the paragraph. And the next sentences will be the multiple effects.

From this different kinds of cause and effect paragraphs, you should be able to categorize the types of this pattern based on the quantity of the cause and effect.

2. Examining how signal words are used to help connect ideas in cause and effect paragraph

Cause and effect connected by some signal words. “Transition and connection words help establish a relationship between the main points and organize the events”(Cause and Effect Essay, n.d.). Take a look to the table below, there are some signal words that will help you to identify the cause-and-effect sentence.

Signal words “Cause”	Signal words “Effect”
Because	As a result,
The reason for	Then
On account of	Hence
Bring about	For this reason,
Give rise to	Therefore
Created by	Outcome
Contributed to	So
Led to	Consequently
Due to	Finally,
Owing to	In order to
In view of	Upshot
For as much as	In consequence
Seeing that	Reaction
Being that	Accordingly,
Starting point	Thus

Source : (Husnunnisa 2023)

Examples:

1. Forest fires are caused by intense heat, drought, and strong winds.
2. Earth's gravitational force causes objects to fall down when released.
3. Smoking regularly increases the risk of lung cancer.

4. Good education increases job opportunities and future income.
5. Government economic policies can affect inflation rates and economic growth.

Read the following paragraph and you will find the cause and effect. The signal words will help you to identify the sentences easily.

California's Fresh Water Shortage	
Topic Sentence	A fresh water shortage is changing the way Californians live and do business. California's fresh water is in short supply due to a record drought and rising temperatures. As a result, the state's government enforced restrictions on water usage for cities and residents. Farmers have been forced to use costly groundwater reserves to grow crops. Snowless mountains have hurt the tourism industry, especially ski resorts. Meanwhile, drying forests increase the chances of dangerous wildfires. Without rain, Californians must continue to take measures to conserve fresh water.
Body Sentences	
Ending Sentence	

In this paragraph, there are two signal words that will help you to identify the cause-and-effect sentences. The words “Due to” and “As a result” are the connector that establish relationship between events.

California's fresh water is in short supply due to a record drought and rising temperatures. As a result, the state's government enforced restrictions on water usage for cities and residents.

Due to: Signal words “Cause”

As a result: Signal words “Effect”

3. Practice note-taking for understanding and remembering information in cause and effect paragraph.

In this part, you will learn about how to take notes of this chapter with some examples of cause and effect paragraph.

Example of cause and effect paragraph

(Single cause-Multiple effects)

The virus is outbreak in the city. Consequently, the city is lockdown by government. My parents cannot send me to the school today, therefore i walk to school. Many employees get fired, thereby a lot of people unemployed.

Main idea (cause): Virus is outbreak in the city.

Signal words: Consequently, therefore, thereby

Effects:

- a. City is lockdown by government.
- b. I walk to my school.
- c. A lot of people unemployed.

Alcoholic drinking is very dangerous for our health.

There are lot of problems caused by this dangerous fluid. First, it can cause a swell in our liver. This is because it can trigger the liver to work extra hard filtering the fluid in our body, so that, the liver becomes swollen because it contains so much fluid. Secondly, alcoholic drinking damages the human brain. It will decrease the function of alcohol addict's brain, thereby increasing the risk of depression and frustration. If this happens, there will be a change in behaviour on the alcoholic, even they can be mad. Then, alcohol also decreases the functions of our senses. One is our eye is absolutely can be blind because of alcohol. In addition, this drink can also speed up menopause in women because it decreases the function of reproductive organs in women, so that they will get

menopause sooner than the period in general. Last, it is also able to cause defects in the fetus. Alcohol that comes into the body of pregnant women also has an impact on their baby, so that they will be born with disabilities. Therefore, the circulation of alcoholic drinking is prohibited in Indonesia because it causes several dangerous diseases to the body.

Main idea (cause): Alcoholic drinking is very dangerous for our health.

Signal words:, thereby, because

Effects:

- a. a swell in our liver
- b. damages the human brain
- c. increasing the risk of depression and frustration
- d. decreases the functions of our senses.
- e. also speed up menopause in women
- f. defects in the fetus

Pattern of the paragraph: Single cause-Multiple effects

C. Summary

Cause and effect passage is one of various kind of paragraphs in English. The function of this paragraph is to explain how the thing happened. Cause is a reason of an action and effect is the result of action. This paragraph explains the relationship between events.

In explanation text, mostly the effect will be the main idea of the paragraph and the causes will be the supporting sentences. There are signal words of this pattern that could be the clue to find the cause and effect. Identifying the cause and effect can be easier with these words.

There are four patterns in this passage.

- a. Single cause-single effect (in this paragraph you will find a cause and an effect)
- b. Single cause-multiple effect (in this paragraph you will find a cause and more than one effect)
- c. Multiple causes-single effect (in this paragraph you will find more than one causes for an effect)
- d. Multiple causes-multiple effects (in this paragraph you will find more than one causes for many effects)

D. Exercise

Read the following paragraphs and choose the right answer!

1. Read the following paragraph!

The main reasons behind the increase of women in the workplace are women's liberation and feminism. The women's liberation movement originated in the 1960s and was popularised by authors such as Simone de Beauvoir. As a consequence of this, new legislation emerged, granting women equal rights to men in many fields, in particular employment. Because of feminist ideas, men have taken up roles which were previously seen as being for women only, most importantly those related to child rearing. As a result of this, women have more time to pursue their own careers and interests.

Based on the paragraph, what is the main idea that contain "cause" of the events in this paragraph?

- a. Women's liberation.
- b. Increase of the women in workplace.
- c. Women have more time.
- d. Women's feminism.

2. Read the following paragraph!

The lack of exercise and poor eating habits have contributed to the rise of obesity in many countries around the world. Modern lifestyles have made it easier for people to live a sedentary life, with less physical activity required in daily routines. The availability of fast food and processed snacks has also made it easier for individuals to choose unhealthy options over nutritious foods. As a result, obesity rates have skyrocketed, leading to serious health issues such as heart disease, diabetes, and high blood pressure. The negative impact of obesity on one's health can also lead to mental health issues, affecting an individual's overall well-being. The solution to combat obesity lies in adopting healthy eating habits and engaging in regular physical activity. Making small lifestyle changes such as opting for healthier food options and engaging in regular exercise can lead to significant improvements in one's health and overall quality of life.

Based on the paragraph, what signal word in the paragraph indicates a cause-and-effect relationship?

- a. The
- b. Has
- c. And
- d. As a result.

CHAPTER 7

COMPREHENDING DEFINITION PARAGRAPHS

A. Course Objective

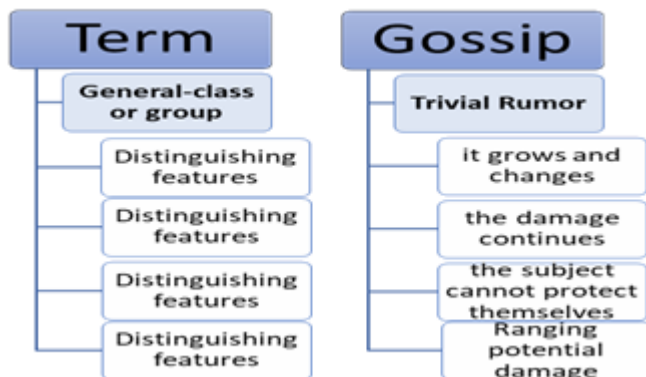
This chapter will show you how to:

1. Identify the relationships between topic, main idea, and the writer's patterns of paragraph organization in definition paragraph
2. Examine how signal words are used to help connect ideas in definition paragraph
3. Practice note-taking for understanding and remembering information in definition paragraph

B. Learning Material

When reading a paragraph, there will be terms that we might find hard to understand. Usually, this term will be explained in definition paragraph.(McWhorter, 1986) Definition usually consist of two parts which are a general class where the term belongs to, and things that makes the term distinguishable from other members of the general class (McWhorter, 1986), or as the name suggest, the paragraph purpose is to define a specific term or topic (Christie, 2022).

The diagram above illustrates the general ways of a definition. The gossip is a term that will be explained in the paragraph. We will find where the term belongs to in a general class. Further down, the paragraph will explain the distinguishing features that makes the term different from the other group in the general class where it belongs. Definition paragraph tries to answer the question "what does the term means?" by explaining to us its general class, and its distinguishing features by providing us with examples (Anker, 2009)



1. Identifying Relationships between Topic, Main Idea, And the Writer's Patterns of Paragraph Organization in Definition Paragraph

a. Paragraph Topic

A topic identifies the topic in your paragraph. In a definition paragraph, the topic is the term that will be defined (University, 2023). This means that the topic is the subject which will be defined in the paragraph. The topic is the core point of what a paragraph is explaining. In a paragraph, topic sentence usually located at the beginning of a paragraph (McWhorter, 1986)

Take a look at this example:

A **wristwatch** is a mechanical time-telling device which is worn on a band about the wrist.(Arnaudet & Barret, 1990)

The sentence above is a topic sentence of a definition paragraph. The wristwatch is the topic which will be discussed further down on the paragraph. You can also see the class of the topic stated on the example above. "The

wristwatch is a **mechanical time-telling device**", this is the general class where the wristwatch belongs to. From the topic sentence alone, you can guess what a paragraph will define while reading texts.

Take a look at another example:

Canine Teeth is a type of teeth that is important in the human mouth. These sharp teeth found in the front corners of the upper and lower rows of teeth, between the incisors and bicuspid. Because they are long and strong and deeply rooted, they have several functions. First, even though canines do not chew food, they guide the jaw during the chewing process. Second, they shape the face. They can also serve as anchors for other teeth when a dentist puts in bridge work. And finally, as the name "canine" suggests, they work like the teeth of a dog to cut and tear food-and to bite. In sum, the purpose of these essential, sharp teeth is many fold.(Study Lib, 2009)

This is one example of a definition paragraph. The topic located in the first sentence that defines Canine Teeth is a type of teeth that is important in the human mouth. The canine teeth is the term that is defined and its general class is a type of teeth. Further down, you can find the distinguishing features with other type of teeth in words that are blue colored.

Take a look at the next example:

The "employee assistance program" (EAP) is a confidential, early- intervention workplace counseling service designed to help employees who are experiencing personal problems. It is a social service within a work environment

that can be found in most major corporations, associations, and government organizations. EAP services are always free to the employee and benefit the organization as much as the employee. Employees who are free of emotional problems are far more productive than those who are not. An employee whose productivity is negatively affected by a drinking problem, for example, might seek help through the EAP. He /she would be assessed by a counselor and then referred to an appropriate community resource for additional services. The employee is helped through the EAP while the employer is rewarded with improved productivity. An EAP is a win-win program for all involved (Anker, 2009)

The topic of the paragraph above is **The “Employee Assistance Program”**. Its general class is simply a counseling service designed to help employees. After that, the paragraph explains to us what differentiates the topic with its other members in the general class by providing us the topic’s distinguishing features which is highlighted in blue.

From the example given, Topic in a definition paragraph is the main point of a definition paragraph. a formal definition includes 3 kinds of information: The topic, which is the term that will be defined; the class to where the topic belongs to; and lastly the distinguishable features that differentiate the term from other members of the class (Arnaudet & Barret, 1990).

b. Main Idea of a Paragraph

In written form, main idea is the thing that distinguishes one paragraph from the other. Some paragraphs may have the same topic, but the main idea will be different between one paragraph and the other (Arnaudet & Barret, 1990).

Take a look at this example:

A pencil is a tool we use for writing. It is made of a piece of graphite and a piece of wood or plastic. The graphite leaves marks on paper and the wood or plastic holds the graphite so it does not break. The most important thing about a pencil is that the marks it makes can be erased. Pencils are very good for drawing and for doing math, because if we want to change something, we only need to rub it out and draw or write it again. Pencils are better than pens when we might need to change or correct what we are putting on paper. (Markpenny, 2012)

In this example, the topic being talked is Pencil. The main idea that accompanying the term is that pencil is a tool for writing. As a result, the supporting details explains about the distinguishable features from a pencil **as a writing tool**. The topic and main idea are in line with the supporting details that exist in that paragraph example.

Take a look at another example:

A garbage can, or waste receptacle, is a container for temporarily storing refuse and waste. There are many kinds of garbage cans. They can be made of various materials, such as metal or plastic. They can be made in various shapes, such as boxes or cylinders. They can be made for different types of garbage, such as regular waste and recycled waste. They may have lids for keeping the garbage dry, pedals and levers for raising the lids by foot pressure, handles for safer lifting, wheels for easier moving, or attachments for lifting by garbage trucks with arms. Some garbage cans are designed for use outside while others, such as kitchen garbage cans, are for use indoors. They come in different sizes, such as giant school garbage bins that stand in the parking lot or tiny bathroom waste baskets that stand under bathroom sinks.

Whatever its design, the garbage can serves mankind and the environment by neatly holding unwanted materials and items until they can be taken away to landfills, incinerators or recycling stations. (Markpenny, 2012)

The topic in this example is **garbage can**. The main idea is that **garbage can is a container for temporarily storing refuse and waste**. The main idea in this paragraph state the general class where the garbage can belongs to, which is a container. Further down, the paragraph explains its distinguishable features from other “container” class.

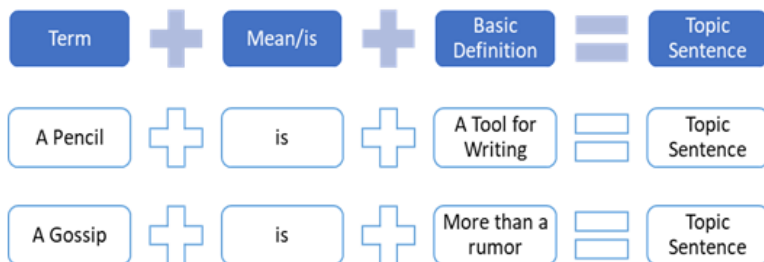
Take a look at this example:

Gossip is much more than just information and rumor. As the rumor continues, it grows and changes. People do not know all the facts, They add information as the gossip goes from one person to the next person, the damage continues, and the person who is the subject of the gossip can not do anything to answer or protect himself or herself. Because the potential damage may range from hurt Feelings to a lost career, gossip is much worse than simply an information or rumor. (Virginiya, 2023)

In this examples, the term that is defined is **Gossip**. The main idea explains where is the general class gossip belongs to, which is Information and rumors. Further down, the paragraph explains how the gossip is different than just an information by giving us its distinguishable features from other members of “information” general class.

From the examples above, it can be concluded that main idea is the expression that address what the term is being defined. This is because in definition paragraph, the main idea is the combination between the term and the adverb or phrase that explains the general class where the topic/term belongs to.

Take a look at this diagram:



From the Diagram Above, we can see that the topic is the term that will be explained on the leftmost box, the main idea is the topic sentence in which the topic has already have a class or a basic definition given to them. The main idea is the topic sentence that consist of the term and the adverb or the predicate that gives the term its clear basic definition (Anker, 2009)

Let's take a look back on the previous paragraph:

A pencil is a tool we use for writing. It is made of a piece of graphite and a piece of wood or plastic. The graphite leaves marks on paper and the wood or plastic holds the graphite so it does not break. The most important thing about a pencil is that the marks it makes can be erased. Pencils are very good for drawing and for doing math, because if we want to change something, we only need to rub it out and draw or write it again. Pencils are better than pens when we might need to change or correct what we are putting on paper. (Markpenny, 2012)

Here on this definition paragraph, we can divide the paragraph like this:

- Term : Pencil → **Topic** — **Main Idea**
- Class : A tool for writing → **General Class** —
- Distinguishing features :

1) made of a piece of graphite and a piece of wood or plastic

- 2) The marks it makes can be erased
- 3) Very good for drawing and for doing math
- 4) Better than pens when we might need to change or correct what we are putting on paper

Thus, the pencil is distinguished from other tools of writing in its class like pens or black marker. The paragraphs further give us a distinguishing features of pencils so that we can understand what a pencil is

c. Pattern of Paragraph Organization

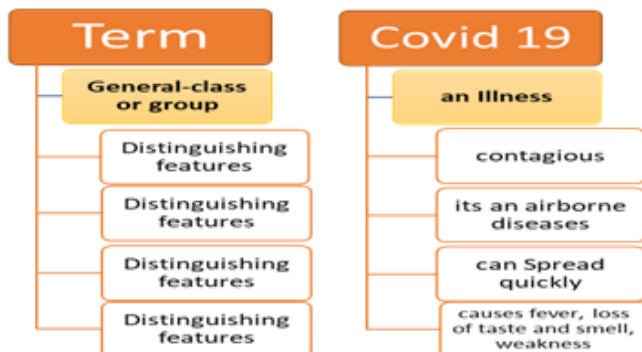
Paragraph organization is how the sentences in a paragraph are arranged in order to make the paragraph unite as one and has a coherence in its content(*Topic Sentence and Paragraph Organization*, 2023). In definition paragraph, the way the paragraph is organized is controlled by the topic and the main idea that makes the topic sentence. The key is, what a paragraph defines is shown at the topic sentence.

Take a look at this paragraph example:

Covid 19, often known as the Corona Virus, is an illness caused by a virus called SARS-CoV-2. The sickness is contagious and can spread quickly. It is an airborne disease that can quickly spread. This virus causes fever, loss of taste and smell, weakness, and other symptoms.(Christie, 2022)

In this example, we can see that the topic is Covid 19, while the main idea is the topic sentence that are marked in bold words. the topic sentence are coherence with its supporting sentences, because the main idea is that **covid 19 is an illness**, the supporting sentences supports that idea by giving explanation about it.

The above example can be diagrammed as follows:



This is how most definition paragraph organized. The topic and the main idea are supported by the correct sentences that have coherence with the idea of the paragraph. the organization are the key to the reader in order to understand information given in a paragraph.

a topic.

A good definition usually has a term that will be defined, a clear basic definition on the topic sentence, utilizes examples to demonstrate the writer's point, and give information about the topic and the main idea on the paragraph (Anker, 2009). Keep in mind that some definition paragraph may not include examples, but most of it will provide a clear basic definition to signal that the paragraph that you're reading is a definition paragraph (further read the passage about signal words below)

How a definition is given can be divided into three types (PBWorks, 2005; University, 2023)

1. Class; this is the simplest kind of definition where the term is defined by the general class where it belong

Example: A pencil is a writing tool; Insomnia is a sleep disorder

Take a look at this paragraph:

A racist is a biased person who discriminates against others based on their physical appearance or race. Racism can begin with a youngster being nurtured with bad beliefs, or it might be brought on by personal circumstances. Growing up in a racist family, for example, will give a teenager dreadful notions about a race without even exposing them to how they truly feel. Another example of how a person may unintentionally choose to be racist is if a person visits a country and an unpleasant occurrence occurs; this person may become racist toward a group of people who reside there all because of one personal experience that occurred. (PBWorks, 2005)

This paragraph defines its terms using a class pattern. You can see the term that is highlighted in bold word, the class where it belongs in blue words, and the supporting statement in green words.

2. Synonym; by explaining the definition using words that have similar or same meaning.

Example: A sanction can simply means penalty or a punishment

Take a look at the example below:

A Sanction can simply means penalty or punishment.

It can be given by anyone that holds authority. Usually, a sanction is made to keep people in check. With a sanction threat, a person will think twice before doing crimes or breaking the law. There are many forms of sanction that have different weight depending on the rules that are agreed. Regardless of its sound, sanction is a necessity to keep order in place.

This paragraph used synonyms to define the term or the topic. We can see the topic that is being defined being highlighted in bold words, while the synonyms is highlighted in blue words.

3. Negation; this pattern is given in a sentence where the writer gives the wrong definition first, then gives the correct definition after. Or, the writer can simply give the wrong definition on the topic sentence, but explains the correct definition on the supporting sentences.

Examples: Coffee is not a medicine for tiredness, it is only a drink to make you stay awake;

Take a look at this paragraph:

An amtrack is not a boat; rather, it is a military vehicle that can travel on both land and sea. It's a heavy armored truck weighing 26 tons. In an amphibious assault, an amtrack transports troops from ships off shore to the beach. It's built of aluminum and has a steel suspension. It has tracked suspension, similar to a bulldozer. Its front end dips upward toward the headlamps to provide more ground clearance. On land, it is powered by its tracked suspension; but, in the water, it is pushed by two water jets. It is equipped with a turret housing a fifty caliber machine gun and a forty millimeter fully automated grenade launcher. This ramp has a door built into it so that even when the ramp is up, people may still enter and exit through the back. It has three hatches behind the turret that may be opened to allow supplies to be dropped into the vehicle or to allow embarked infantry to see out. The driver peers out of a hatch on the vehicle's front left side, while the platoon commander sits directly behind him. The vehicle commander sits in the vehicle's turret and controls the machine guns. The amtrack is completely watertight.(Markpenny, 2012)

This is an example of a negation paragraph, the paragraph stated the topic that will be defined in bold words, then provide a false definition that is highlighted in blue words. After that, the paragraph give the correct definition of the topic which will be the main idea of the paragraph. Further down, we can see the coherence between the paragraph's main idea and the supporting sentences.

After we understand what the topic, main idea, and the pattern of organization in definition paragraph. we can understand each other relationship in definition paragraph. firstly, the topic is the term that will be defined in the paragraph. next is the main idea, which explains what and how the topic will be defined in the paragraph. lastly, the patterns of paragraph organization which will show the unity of the topic that is being discussed. Having an understanding of these material will make us easier in scanning the information included in a definition paragraph.

2. Examining how signal words are used to help connect ideas in definition paragraph

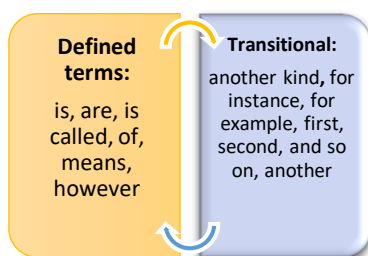
Signal words are words or phrases that indicate a transitional relationship between sentences or paragraphs. They help readers understand the organization and flow of a text. In paragraph definition, signal words play an important role in conveying the meaning of a term or concept. Signal words are a sign from the writer about what kind of information is given in a paragraph(Linda & Beatrice S. Mikulecky, 2007). Is it an example? A definition? A comparison? All have different kinds of signal words

The function of the signal words in the definition paragraph is to(McWhorter, 1986):

1. Provide a clear understanding of a concept or term.
2. Explain the characteristics of a concept or term.

3. Make definitions easier to understand and remember.

In definition paragraph, signal words are mainly used for two things. First is to tell the reader that there are something that will be defined and given explanations. Second is to tell the readers the connection between ideas and to show coherence in a paragraph (Anker, 2009; Linda & Beatrice S. Mikulecky, 2007)



Take a look at this paragraph example:

Deja vu **is** a French word meaning "already seen", it has **also** been described as a feeling or experience that one has seen or done something before. **For example**, you are waiting in line to check out at the grocery store and the lady behind you asks you to hand her a pack of gum. Suddenly you get an overwhelming feeling that you have been there in that exact same spot, talking to the same lady, even the same brand of gum. **Even though** everything seems so familiar you know there is no way that could have happened before. There are many theories as to why **and** how this phenomenon happens. One theory is that deja vu is connected with temporal-lobe epilepsy, but people without a history of epilepsy have also experienced deja vu. Psychiatrists believe it is something in your brain that confuses an event that happened in the past with the present. **Another** theory is parapsychologist think it is connected with past life

experiences. Whether déjà vu is an experience of the paranormal **or** simply some confusion in the brain, it is a perplexing feeling of having "already seen." (PBWorks, 2005) In this example, we can see how the signal words function in a paragraph. all of the signal words is highlighted in light blue. The signal words helps to connect ideas between the sentences in this paragraph. we can differentiate between the transitional sentences, example given, and definition just by looking at the signal words.

From the explanation, we can conclude that the signal words in definition paragraph are used to help readers know what is being defined, and where to look for examples and connecting ideas between sentences.

3. Practice note-taking for understanding and remembering information in definition paragraph

Note taking, put simply, is taking short words of important things (Range, 2014). In reading, note taking helps you by making it easier to remember the important things existed in a paragraph. You will have a shorter time remembering information, and you will have easier time rereading the paragraph without reading all of the passage.

In definition paragraph, thing that are important are **the topic, its basic definition, its distinguishing features, and its example if provided**. These information are what makes a definition paragraph. by noting it down, you will have an easier time remembering the definition paragraph.

Let's look at the first example:

Acne (acne) **is a skin disorder** associated with excessive oil production (sebum). It **causes inflammation and blockage of skin pores**. Inflammation is characterized by the **appearance of small bumps (which sometimes contain pus) above the skin**. Skin disorders are common in the body with

the most oil glands in the face, neck, upper chest, and back. **In adolescents, acne occurs more often in men than women.** However, **when entering a young adult age, acne is easier for women than men.** Acne usually occurs between the ages of 14-17 in women, 16-19 in men. Although it doesn't close the possibility that **acne can also be present in a more mature age.** **Basically acne is not a dangerous disease.** It's a common condition that can happen to anyone. However, acne can leave scars (acnescars), which are scar tissue due to imperfect acne healing. This often **reduces the confidence of those who experience it.**

The following paragraph can be noted like this:

- **Topic:** Acne
- **Main Idea:** acne is a skin disorder, it occurs more in men in adolescents, it is not a dangerous disease
- **Distinguishing features:** causes inflammation, appearances of small bumps above the skin, when entering young adult age, acne is easier for women than men, occurs between the age of 14-17 in women, 16-19 in men, It's a common condition that can happen to anyone. However, acne can leave scars (acnescars), reduces the confidence of those who experience it

This is an example of taking notes in a definition paragraph. by doing this, we can see the important information clearer and make us easier remembering it. First, we highlight the topic by giving it bold words. After that, in this case there are 3 paragraph, we can highlight each paragraph main idea by giving it red color lastly, we highlight the supporting statements that distinguish the topic by giving it blue color. You can highlight it the way you want, we only

show you what kind of information should be highlighted in a definition paragraph.

Take a look at this example:

An **eraser** is a tool used for rubbing out pencil markings. Erasers are typically made of rubber. They are quite flexible and can come in almost any color. To erase pencil markings, we simply rub the eraser back and forth over the markings until the markings disappear. Unlike white-out and correction tape, which mask the markings we wish to change and must remain on the page to be effective, erasers leave small slivers of rubber which can be easily brushed off the page, leaving very little trace of themselves or the markings they have removed (Markpenny, 2012)

The following paragraph can be noted as follows:

- **Topic:** Eraser
- **Main Idea:** Eraser is a tool used for rubbing out pencil markings
- **Distinguishing features:** made of rubber, quite flexible and can come in almost any color, To erase pencil markings, we simply rub the eraser back and forth over the markings until the markings disappear, leave small slivers of rubber which can be easily brushed off the page.

This is another example of note taking in definition paragraph. this paragraph defines what an eraser is. First, it explains that eraser is a tool for rubbing out pencil marking. This is the general class where eraser belongs to. After that, the paragraph explains the distinguishing features of an eraser so that we can better understand what an eraser is by explaining what are its characteristics are. By taking notes, we can see the important point clearer and can have better understanding of the paragraph.

Note taking can be beneficial to us readers. It can help us remembering the information of a paragraph. It makes re-reading the paragraph easier. And also shorten our time to comprehend a paragraph.

C. Summary

Definition paragraph is a paragraph that defines a topic or a term to the reader. When reading a paragraph, there will be terms that we might find hard to understand. Usually, this term will be explained in definition paragraph (McWhorter, 1986). Definition usually consist of two parts which are a general class where the term belongs to, and things that makes the term distinguishable from other members of the general class (McWhorter, 1986), or as the name suggest, the paragraph purpose is to define a specific term or topic (Christie, 2022).

In reading a definition paragraph, the topic is the term that will be defined (University, 2023), the main idea explains the general class where the topic belong. The way the paragraph is organized is controlled by the topic and the main idea that makes the topic sentence. The key is, what a paragraph defines is shown at the topic sentence.

D. Exercise

Read the following paragraph and answer the question!

A car is a four-wheeled vehicle that travels on roads. The word car can include many different types of four-wheeled vehicles, such as small trucks and vans, but usually only when people ask a question like “Does anyone have a car?” In this sense, the word car means a vehicle which runs on a motor (as opposed to being pedalled, like a bicycle), offers protection from the weather (as opposed to being open

to the weather, like a scooter or motorcycle), and is designed to carry a small group of people (as opposed to being designed to carry a large group of people, like a bus, or cargo, like a freight truck). (Markpenny, 2012)

1. What is the topic of the paragraph?
2. What is the main idea of the paragraph?
3. What is the general class of the topic?
4. How did the writer develop the paragraph? (Choose one)
 - A. Using synonym
 - B. Using negation
 - C. Using class

Read the following paragraph and answer the following question!

A stereotype is a conventional idea or image that is simplistic — and often wrong, particularly when it is applied to people or groups of people. Stereotypes can prevent us from seeing people as they really are because stereotypes blind us with preconceived notions about what a certain type of person is like. For example, I had a stereotyped notion of Native Americans until I met my friend Daniel, a Chippewa Indian. I thought all Indians wore feathers and beads, had long black hair, and avoided all contact with non-Native Americans because they resented their land being taken away. Daniel, however, wears jeans and T-shirts, and we talk about everything — even our different ancestries. After meeting him, I understood that my stereotype of Native Americans was completely wrong. (Anker, 2009)

1. What is the topic of the paragraph?
2. What is the main idea of the paragraph?

3. What is the general class of the topic?
4. How did the writer develop the paragraph? (Choose one)
 - A. Using synonym
 - B. Using negation
 - C. Using class

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GLOSSARY

Cause-Effect Paragraph one which shows either the reasons or the results of something

Classification Paragraph In a classification paragraph, separate items are grouped into categories according to shared characteristics

Clause parts of a sentence

Comparison Paragraph a paragraph showing similarities of two things or more

Contrast Clue a word or phrase that has the opposite meaning of the unfamiliar word

Contrast Paragraph a paragraph showing similarities of two things or more

Definition Clue contextual cues that immediately reveal a word's meaning within a text

Dependent clause parts of a sentence (a clause) that can not stand by itself

Example Clue words or phrases that provide background information that helps readers comprehend the new phrase

Independent Clause sentence parts (clauses) that can stand by itself

Inference Clue readers can infer definitions or synonyms even when they are not presented explicitly in the context by using the information provided

Key Idea the point or message - what an author presents and what a reader takes from a text

Note-taking a strategy in reading to know the writer's flow of ideas by taking notes

Paragraph a group of sentences that discuss one topic

Paragraph Topic what the paragraph is about

Prefix the smallest parts of words that come before the root

Process Paragraph a paragraph that discuss a process

Punctuation the tool that allows us to organize our thoughts and make it easier to review and share our ideas

Sentence a group of words that express a complete thought

Suffix a string of letters that go at the end of a root word, changing or adding to its meaning