

Appendix 1 Blue Print

Competence		Indicators	Question Indicator	Question Types	Instrument
Core Competence	Basic Competence				
1. Process, think, and present in the concrete domain and abstract domain related to development of what they have learnt in the school autonomously, effectively, and creatively, and also able to use the method based on the scientific rule.	4.8 Capturing the meaning of oral and written narrative texts in the form of legend.	Compile the narrative texts in the form of legends	Create a simple narrative text.	Written test	Write a simple narrative text about Indonesian legend by using your own words. Pay attention to the social function, structure, and language features of narrative text!

Appendix 2 Rubric of Writing

Criteria	Score				
	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable-not	5-1 College-level work
Organization: Introduction, Body, and Conclusion	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expression is used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused	Mediocre or scant introduction or conclusion; problem with the orders of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
Logical	Essay addresses the	Essay addresses the	Development of	Ideas complete; essay	Essay is complete

development of ideas: Content	assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought	issues but misses some points; ideas could be more fully developed; some extraneous material is presents	ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	does not reflect careful thinking or was hurriedly written; inadequate effort in area of content	inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully
Grammar	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences.	Advanced proficiency in English Grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences.	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present.	Numerous serious grammar problems interfere with communication of the writers ideas; grammar review of some areas clearly needed; difficult to read sentences.	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentences structure.
Punctuation, spelling, and mechanics	Correct use of English writing conversations; left and right margins,	Some problems with writing conversations or punctuation;	Uses general writing conversations but has errors; spelling	Serious problems with format of paper; parts of essay not	Complete disregard for English writing

	all needed capitals, paragraphs indented, punctuation and spelling; very neat	occasional spelling errors; left margin correct; paper is neat and legible	problems distract reader; punctuation errors interfere with ideas	legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers	conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems
Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lack awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

(Brown, 2004: 244-255)

Appendix 3 Questions of the Test

Write a simple narrative text about Indonesian legend by using your own words. Pay attention to the social function, structure, and language features of narrative text!

Orientation	
Complication	
Resolution	

Appendix 4 Lesson Plan of Experimental Group

School	: MA Walisongo Pecangaan
Subject	: English
Class/Semester	: 11 th grade/2 nd semester
Material	: Narrative text
Time Allotment	: 6 x 45 minutes

A. Core Competence

2. Inspire and practice the religion doctrine which is followed.
3. Inspire and practice the attitudes of honest, discipline, well mannered, care (community self-help, cooperative, tolerant, and peace), responsible, responsive, and pro-active in interaction effectively based on students' development in the environment, family, school, society, and natural environment, nation, country, region, and international.
4. Comprehend, apply, and analyze factual, conceptual, procedural, and meta-cognitive knowledge based on students' curiosity about science, technology, art, culture, and humanity through knowledge about humanity, nationality, country, and civilization which are related to cause of phenomenon and event, and also apply the procedural knowledge specific domain which is appropriate to their skill and interest to solve problem.
5. Process, think, and present in the concrete domain and abstract domain related to development of what they have learnt in the school autonomously, effectively, and creatively, and also able to use the method based on the scientific rule.

B. Basic Competence and Indicators

Basic Competence	Indicator
3.8 Analyze social functions, generic structure, and language features in simple narrative texts in the form of folk legends, according to the context.	<ol style="list-style-type: none"> 1. Determine the social functions and generic structures in narrative texts. 2. Indicate the language features in

	narrative text
4.8 Capturing the meaning of oral and written narrative texts in the form of legend.	<ol style="list-style-type: none"> 1. Explain the meaning of oral and written narrative texts in the form of legend. 2. Compile the narrative texts in the form of legends

C. Learning Purpose

In the end of the learning process 75% students are able to:

1. Determine the social function and generic structure of the narrative text correctly through discussion
2. Indicate the language features of narrative text accurately through discussion
3. Explain the meaning of written narrative texts through discussion properly and correctly
4. Compile the narrative texts in groups appropriately.

D. Learning Material

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Social Function

The purpose of Narrative text is to entertain the reader / listener in a story with sequential events that lead to a climax, and finally find a solution.

Generic Structure

- 1) Orientation
- 2) Compilation
- 3) Resolution

4) Re-orientation/Coda

Language Features

1. Focus on specific or individual participant
2. Use simple past tense
3. Use of temporal conjunction
4. Use past continuous tense
5. Use of direct and indirect speech
6. Use adverb of time

Example:

	The Legend of Malin Kundang
Orientation	A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother
Compilation	<p>Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates.</p> <p>The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with</p>

	<p>him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; “Malin Kundang has become rich and now he is here”. An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang’s mother.</p> <p>She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.</p>
<p>Resolution</p>	<p>In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.</p>

Source: (<https://www.jagoanbahasainggris.com/2017/02/materi-narrative-text-beserta-dialog-dan-soal-latihan.html>)

E. Learning Method

Approach : Communicative Approach

Model : Cooperative Learning

Method : Round table Technique

F. Learning Media

- Paper
- Whiteboard
- Marker

G. Learning Sources

- Hartanto, R., & Purwanto, B. (2017). *English Text Types*. Semarang: Fastindo.

H. Learning Activity

Meeting 1: 2 x 45 minutes

Activity	Description	Time Allotment
Pre-activity	<ul style="list-style-type: none"> • Teacher enters the class and greets the students. • Teacher asks about students' condition in English. • Teacher checks the students' attendance. • Teacher asks about previous material and teacher give review about previous material. • Teacher informs the purpose of the learning activity. 	20 minutes

Main-activity	<ul style="list-style-type: none"> • Observing <ul style="list-style-type: none"> - The teacher asks students to read examples of narrative text. • Questioning <ul style="list-style-type: none"> - Students are given the opportunity to ask questions about the material to be learned. • Associating <ul style="list-style-type: none"> - Teacher asks students to make simple narrative text. 	50 minutes
Post-activity	<ul style="list-style-type: none"> • Teacher and students concludes the material • Teacher closes the class and leaves the class 	20 minutes

Meeting 2 : 2 x 45 minutes

Activity	Description	Time Allotment
Pre-activity	<ul style="list-style-type: none"> • Teacher enters the class and greets the students. • Teacher asks about students' condition in English. • Teacher checks the students' attendance. • Teacher asks about previous material and 	10 minutes

	<p>teacher give review about previous material.</p> <ul style="list-style-type: none"> • Teacher informs the purpose of the learning activity. 	
Main-activity	<ul style="list-style-type: none"> • Exploring <ul style="list-style-type: none"> - Teacher divides students into groups. One group consists of 4 to 6 students. - Teacher asks each group to provide a paper. - Teacher asks one of the students in each group to come forward to take a roll of paper in which there is the title of the narrative text that they will make. - Teacher explains how to learn using round table techniques. - Teacher asks each group to make narrative text. 	50 minutes
Post-activity	<ul style="list-style-type: none"> • Teacher and students concludes the material 	30 minutes

	<ul style="list-style-type: none"> • Teacher closes the class and leaves the class 	
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Meeting 3 : 2 x 45 minutes

Activity	Description	Time Allotment
Pre-activity	<ul style="list-style-type: none"> • Teacher enters the class and greets the students. • Teacher asks about students' condition in English. • Teacher checks the students' attendance. • Teacher asks about previous material and teacher give review about previous material. • Teacher informs the purpose of the learning activity. 	15 minutes
Main-activity	<ul style="list-style-type: none"> • Communicating <ul style="list-style-type: none"> - Teacher asks students to present the results of the narrative text made by each group in front of the class. 	50 minutes
Post-activity	<ul style="list-style-type: none"> • Teacher and students concludes the material • Teacher closes the class and leaves the class 	15 minutes

I. Assessment

1. Attitude

Technique: Observation

Observation Sheet

No	Name	Observation Aspect																				
		Honest				Tolerant				Discipline				Responsible				Cooperative				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1																						
2																						
3																						
4																						
5																						

Note:

1 = Low

2 = enough

3 = Good

4 = Very Good

Scoring:

$$Score = \frac{\text{score result}}{20} \times 100$$

A= 90-100

B= 70-89

C= 50-69

D= <50

2. Skill

Basic Competence	Indicator	Material	Indicator of question	Instrument
4.8 Capturing the meaning of oral and written narrative texts in the form of	1. Compile the narrative texts in the form of	Narrative Text	Create a simple narrative text.	Write a simple narrative text about Indonesian legend by using your own words. Pay attention to the social function,

legend.	legends			structure, and language features of narrative text!
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Rubric

CRITERIA	SCORE	DESCRIPTION
Organization: Introduction, Body, and Conclusion	20-18 Excellent to Good	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expression is used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete
	17-15 Good to Adequate	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused
	14-12 Adequate to Fair	Mediocre or scant introduction or conclusion; problem with the orders of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere
	11-6 Unacceptable-not	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization
	5-1 College-level work	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
Logical	20-18	Essay addresses the assigned topic;

development of ideas: Content	Excellent to Good	the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought
	17-15 Good to Adequate	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is presents
	14-12 Adequate to Fair	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right
	11-6 Unacceptable-not	Ideas complete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content
	5-1 College-level work	Essay is complete inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully
Grammar	20-18 Excellent to Good	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences
	17-15 Good to Adequate	Advanced proficiency in English Grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences
	14-12 Adequate to Fair	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present
	11-6 Unacceptable-not	Numerous serious grammar problems interfere with communication of the writers ideas; grammar review of some areas clearly needed; difficult to read sentences
	5-1	Severe grammar problems interfere

	College-level work	greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentences structure
Punctuation, spelling, and mechanics	20-18 Excellent to Good	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat
	17-15 Good to Adequate	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible
	14-12 Adequate to Fair	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas
	11-6 Unacceptable-not	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers
	5-1 College-level work	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems
Style and quality of expression	20-18 Excellent to Good	Precise vocabulary usage; use of parallel structures; concise; register good
	17-15 Good to Adequate	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise
	14-12 Adequate to Fair	Some vocabulary misused; lack awareness of register; may be too wordy
	11-6 Unacceptable-not	Poor expression of ideas; problems in vocabulary; lacks variety of structure
	5-1 College-level work	Inappropriate use of vocabulary; no concept of register or sentence variety

Appendix 5 Lesson Plan of Control Group

School	: MA Walisongo Pecangaan
Subject	: English
Class/Semester	: 11 th grade/2 nd semester
Material	: Narrative text
Time Allotment	: 6 x 45 minutes

A. Core Competence

6. Inspire and practice the religion doctrine which is followed.
7. Inspire and practice the attitudes of honest, discipline, well mannered, care (community self-help, cooperative, tolerant, and peace), responsible, responsive, and pro-active in interaction effectively based on students' development in the environment, family, school, society, and natural environment, nation, country, region, and international.
8. Comprehend, apply, and analyze factual, conceptual, procedural, and meta-cognitive knowledge based on students' curiosity about science, technology, art, culture, and humanity through knowledge about humanity, nationality, country, and civilization which are related to cause of phenomenon and event, and also apply the procedural knowledge specific domain which is appropriate to their skill and interest to solve problem.
9. Process, think, and present in the concrete domain and abstract domain related to development of what they have learnt in the school autonomously, effectively, and creatively, and also able to use the method based on the scientific rule.

B. Basic Competence and Indicators

Basic Competence	Indicator
3.8 Analyze social functions, generic structure, and language features in simple narrative texts in the form of folk legends, according to the context.	<ol style="list-style-type: none"> 3. Determine the social functions and generic structures in narrative texts. 4. Indicate the language features in narrative text

4.8 Capturing the meaning of oral and written narrative texts in the form of legend.	3. Explain the meaning of oral and written narrative texts in the form of legend. 4. Compile the narrative texts in the form of legends
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C. Learning Purpose

In the end of the learning process 75% students are able to:

5. Determine the social function and generic structure of the narrative text correctly through discussion
6. Indicate the language features of narrative text accurately through discussion
7. Explain the meaning of written narrative texts through discussion properly and correctly
8. Compile the narrative texts in groups appropriately.

D. Learning Material

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Social Function

The purpose of Narrative text is to entertain the reader / listener in a story with sequential events that lead to a climax, and finally find a solution.

Generic Structure

- 5) Orientation
- 6) Compilation
- 7) Resolution
- 8) Re-orientation/Coda

Language Features

1. Focus on specific or individual participant
2. Use simple past tense
3. Use of temporal conjunction
4. Use past continuous tense
5. Use of direct and indirect speech
6. Use adverb of time

Example:

	The Legend of Malin Kundang
Orientation	A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother
Compilation	<p>Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates.</p> <p>The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He</p>

	<p>left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; “Malin Kundang has become rich and now he is here”. An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang’s mother.</p> <p>She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.</p>
<p>Resolution</p>	<p>In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.</p>

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E. Learning Method

Approach : Communicative Approach

Model : Discussion

F. Learning Media

- Paper
- Whiteboard
- Marker

G. Learning Sources

- Hartanto, R., & Purwanto, B. (2017). *English Text Types*. Semarang: Fastindo.

H. Learning Activity

Meeting 1: 2 x 45 minutes

Activity	Description	Time Allotment
Pre-activity	<ul style="list-style-type: none"> • Teacher enters the class and greets the students. • Teacher asks about students' condition in English. • Teacher checks the students' attendance. • Teacher asks about previous material and teacher give review about previous material. • Teacher informs the purpose of the learning activity. 	20 minutes
Main-activity	<ul style="list-style-type: none"> • Observing 	50 minutes

	<ul style="list-style-type: none"> - The teacher asks students to read examples of narrative text. • Questioning <ul style="list-style-type: none"> - Students are given the opportunity to ask questions about the material to be learned. • Associating <ul style="list-style-type: none"> - Teacher asks students to make simple narrative text. 	
Post-activity	<ul style="list-style-type: none"> • Teacher and students concludes the material • Teacher closes the class and leaves the class 	20 minutes

Meeting 2: 2 x 45 minutes

Activity	Description	Time Allotment
Pre-activity	<ul style="list-style-type: none"> • Teacher enters the class and greets the students. • Teacher asks about students' condition in English. • Teacher checks the students' attendance. • Teacher asks about previous material and teacher give review 	10 minutes

	<p>about previous material.</p> <ul style="list-style-type: none"> • Teacher informs the purpose of the learning activity. 	
Main-activity	<ul style="list-style-type: none"> • Exploring <ul style="list-style-type: none"> - Teacher explains about narrative text. - Teacher divides students to some group and asks them to discussion with their group. - Teacher asks students to make narrative text. 	50 minutes
Post-activity	<ul style="list-style-type: none"> • Teacher and students concludes the material • Teacher closes the class and leaves the class 	30 minutes

Meeting 3: 2 x 45 minutes

Activity	Description	Time Allotment
Pre-activity	<ul style="list-style-type: none"> • Teacher enters the class and greets the students. • Teacher asks about students' condition in English. • Teacher checks the students' attendance. • Teacher asks about previous material and 	15 minutes

	<p>teacher give review about previous material.</p> <ul style="list-style-type: none"> • Teacher informs the purpose of the learning activity. 	
Main-activity	<ul style="list-style-type: none"> • Communicating <ul style="list-style-type: none"> - Teacher asks students to present the results of the narrative text made by each group in front of the class. 	50 minutes
Post-activity	<ul style="list-style-type: none"> • Teacher and students concludes the material • Teacher closes the class and leaves the class 	25 minutes

I. Assessment

1. Attitude

Technique: Observation

Observation Sheet

No	Name	Observation Aspect																			
		Honest				Tolerant				Discipline				Responsible				Cooperative			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1																					
2																					
3																					
4																					
5																					

Note:

1 = Low

2 = enough

3 = Good

4 = Very Good

Scoring:

$$\text{Score} = \frac{\text{score result}}{20} \times 100$$

A= 90-100

B= 70-89

C= 50-69

D= <50

2. Skill

Basic Competence	Indicator	Material	Indicator of question	Instrument
4.8 Capturing the meaning of oral and written narrative texts in the form of legend.	2. Compile the narrative texts in the form of legends	Narrative Text	Create a simple narrative text.	Write a simple narrative text about Indonesian legend by using your own words. Pay attention to the social function, structure, and language features of narrative text!

Rubric

CRITERIA	SCORE	DESCRIPTION
Organization: Introduction, Body, and Conclusion	20-18 Excellent to Good	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expression is used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete
	17-15 Good to Adequate	Adequate title, introduction, and conclusion; body of essay is

		acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused
	14-12 Adequate to Fair	Mediocre or scant introduction or conclusion; problem with the orders of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere
	11-6 Unacceptable-not	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization
	5-1 College-level work	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
Logical development of ideas: Content	20-18 Excellent to Good	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought
	17-15 Good to Adequate	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is presents
	14-12 Adequate to Fair	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right
	11-6 Unacceptable-not	Ideas complete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content

	5-1 College-level work	Essay is complete inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully
Grammar	20-18 Excellent to Good	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences
	17-15 Good to Adequate	Advanced proficiency in English Grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences
	14-12 Adequate to Fair	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present
	11-6 Unacceptable-not	Numerous serious grammar problems interfere with communication of the writers ideas; grammar review of some areas clearly needed; difficult to read sentences
	5-1 College-level work	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentences structure
Punctuation, spelling, and mechanics	20-18 Excellent to Good	Correct use of English writing conversations; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat
	17-15 Good to Adequate	Some problems with writing conversations or punctuation; occasional spelling errors; left margin correct; paper is neat and legible
	14-12 Adequate to Fair	Uses general writing conversations but has errors; spelling problems

		distract reader; punctuation errors interfere with ideas
	11-6 Unacceptable-not	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers
	5-1 College-level work	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems
Style and quality of expression	20-18 Excellent to Good	Precise vocabulary usage; use of parallel structures; concise; register good
	17-15 Good to Adequate	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise
	14-12 Adequate to Fair	Some vocabulary misused; lack awareness of register; may be too wordy
	11-6 Unacceptable-not	Poor expression of ideas; problems in vocabulary; lacks variety of structure
	5-1 College-level work	Inappropriate use of vocabulary; no concept of register or sentence variety

Appendix 6 Pre Test Score of Experimental Class

Pre Test Score of Experimental Class

No	Students' code	Score Per Item					Total
		O	C	G	P	S	
1	EC01	8	9	8	10	10	43
2	EC02	10	8	9	10	9	46
3	EC03	10	9	10	8	10	47
4	EC04	11	8	10	9	10	48
5	EC05	15	9	10	9	10	33
6	EC06	13	8	9	8	9	47
7	EC07	14	9	10	9	10	52
8	EC08	10	8	9	9	13	49
9	EC09	10	8	9	8	14	49
10	EC10	10	9	15	9	10	53
11	EC11	13	8	10	9	10	50
12	EC12	10	10	9	8	11	48
13	EC13	12	8	9	9	9	47
14	EC14	15	10	9	9	9	32
15	EC15	11	9	8	10	10	48
Total							692
Mean							46,13

Appendix 7 Pre Test Score of Control Class

Pre Test Score of Control Class

No	Students' code	Score Per Item					Total
		O	C	G	P	S	
1	CC01	8	8	9	9	10	44
2	CC02	9	10	9	10	11	49
3	CC03	15	15	10	9	10	59
4	CC04	8	11	9	9	10	47
5	CC05	8	9	8	9	10	44
6	CC06	9	9	9	9	10	46
7	CC07	10	8	9	9	9	45
8	CC08	8	8	10	8	10	44
9	CC09	6	6	6	6	6	30
10	CC10	8	8	7	9	8	40
11	CC11	8	8	9	8	8	41
12	CC12	16	11	10	9	13	59
13	CC13	8	9	8	8	9	42
14	CC14	9	8	9	9	8	43
15	CC15	8	8	8	8	10	42
16	CC16	15	10	13	11	14	63
17	CC17	10	10	9	12	11	52
18	CC18	10	11	10	11	10	52
19	CC19	10	9	12	10	13	54
20	CC20	11	10	11	12	11	55
21	CC21	10	9	13	11	12	55
22	CC22	10	10	12	11	13	56
Total							1062
Mean							48,27

Appendix 8 Post Test Score of Experimental Class

Post Test Score of Experimental Class

No	Students' code	Score Per Item					Total
		O	C	G	P	S	
1	EC01	20	17	15	15	18	85
2	EC02	20	18	16	17	16	87
3	EC03	20	19	16	18	18	91
4	EC04	20	17	15	18	18	88
5	EC05	20	16	18	17	17	88
6	EC06	20	18	17	16	18	89
7	EC07	20	20	19	18	20	97
8	EC08	20	17	18	17	19	91
9	EC09	20	18	17	18	19	92
10	EC10	20	20	19	19	18	96
11	EC11	20	18	18	17	19	92
12	EC12	20	18	17	16	18	89
13	EC13	20	18	17	17	19	91
14	EC14	20	20	19	19	20	98
15	EC15	20	18	18	17	19	92
Total							1366
Mean							91,07

Appendix 9 Post Test Score of Control Class

Post Test Score of Control Class

No	Students' code	Score Per Item					Total
		O	C	G	P	S	
1	CC01	14	14	13	14	15	70
2	CC02	16	15	15	14	16	76
3	CC03	18	17	16	16	18	85
4	CC04	16	15	16	16	17	80
5	CC05	13	14	14	13	16	70
6	CC06	17	16	15	16	16	80
7	CC07	16	16	15	16	16	79
8	CC08	17	15	16	17	16	81
9	CC09	16	16	16	17	15	80
10	CC10	14	13	13	14	15	69
11	CC11	13	14	13	15	16	71
12	CC12	19	18	18	17	18	90
13	CC13	14	14	15	14	13	70
14	CC14	13	14	12	13	15	67
15	CC15	14	13	13	14	15	69
16	CC16	20	17	18	17	18	90
17	CC17	16	17	17	16	15	81
18	CC18	17	16	17	16	18	84
19	CC19	17	16	16	16	17	82
20	CC20	17	17	16	16	17	83
21	CC21	16	16	17	15	16	80
22	CC22	17	17	16	16	16	82
Total							1719
Mean							78,14

Appendix 10 Documentation

