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Appendix 1

Name　　　　:

Class　　　　:

NIS　　　　　:

**Angket**

A.　Berilah tanda checklist (√) pada salah satu jawaban dari pertanyaan-pertanyaan di bawah ini. Jawablah dengan jujur dan sesuai dengan hati nurani tanpa paksaan dan pegaruh dari orang lain. Jawaban anda tidak akan berpengaruh pada nilai tulisan anda. Pilihlah satu dari lima pilihan jawaban yang tersedia sebagai berikut:

SS　　　　: Sangat setuju

S　　　　: Setuju

SM　　　　: Sulit menentukan

TS　　　　: Tidak setuju

STS　　　　:Sangat tidak setuju

| No | Pernyataan | SS | S | SM | TS | STS |
|----|-----------|----|----|----|----|-----|
| 1. | Pelajaran menulis dalam bahasa inggris adalah pelajaran yang penting bagi saya | | | | | |
| 2. | Saya tertarik jika Metode CALLA di terapkan di kelas pada pelajaran menulis | | | | | |
| 3. | Penggunaan metode CALLA model Instruction membantu saya menulis dalam bahasa inggris | | | | | |
| 4.. | Penggunaan metode CALLA model instruction membantu meningkatan kualitas tulisan saya | | | | | |

| 5. | Saya lebih termotivasi untuk bisa menulis dalam bahasa inggris setelah belaja dengan menggunakan metode CALLA | | | | | |
|---|---|---|---|---|---|---|
| 6. | Penggunaan metode CALLA sesuai dengan kemampuan bahasa inggris saya | | | | | |

B. Jawablah pertanyaan - pertanyaan di bawah ini !

1. Bagaimana pendapat anda tentang metode CALLA model instruction dalam pelajaran bahasa inggris khususnya menulis?
2. Menurut anda, apakah metode CALLA model instruction sesuai jika digunakan di kelas anda?
3. Apakah anda tertarik belajar menulis dalam bahasa inggris dengan menggunakan metode CALLA model instruction?
4. Jika anda dapat memilih, apakah anda akan memilih pengajaran bahasa inggris khususnya menulis dengan menggunakan metode CALLA model instruction atau pengajaran dengan metode lain yang telah di ajarkan oleh guru sebelumnya? Apa alasan anda?
5. Tuliskan pesan dan kesan anda terhadap penggunaan metode CALLA model instruction di dalam kelas!

Appendix 2

The list of students' name for experimental group

| No | Name | Group | Initial |
|----|------|-------|---------|
| 1 | LAODE MUAMAR KADAS HIDAYAT | Experimental | student A1 |
| 2 | SARIATI | Experimental | student A2 |
| 3 | IRIAMANA LIYASYARA | Experimental | student A3 |
| 4 | AHMAD JUFRI SAMANDI | Experimental | student A4 |
| 5 | WD.ST RAHAYU FATHANAH | Experimental | student A5 |
| 6 | NURASMAWATI | Experimental | student A6 |
| 7 | WD.OKTAVIA | Experimental | student A7 |
| 8 | SUMARDIN | Experimental | student A8 |
| 9 | RRIN WAHYUNI | Experimental | student A9 |
| 10 | WILDA LESTARI | Experimental | student A10 |
| 11 | SRI IIT PARASWATI NUR ANISSA | Experimental | student A11 |
| 12 | MARLIN | Experimental | student A12 |
| 13 | HENDRIAWAN | Experimental | student A13 |
| 14 | WD MIMI | Experimental | student A14 |
| 15 | LM ASRI MUNANDAR | Experimental | student A15 |
| 16 | SAMSIDARWATI | Experimental | student A16 |
| 17 | NINA SULARIDA | Experimental | student A17 |
| 18 | L A ALI | Experimental | student A18 |
| 19 | WA OBA | Experimental | student A19 |
| 20 | BOGEIMANSYAH | Experimental | student A20 |
| 21 | WD MULIANA | Experimental | student A21 |
| 22 | M.SURIONO | Experimental | student A22 |
| 23 | MARLIBI | Experimental | student A23 |
| 24 | ANDI SYAMSIDAR | Experimental | student A24 |
| 25 | LIFIN SAPUTRA | Experimental | student A25 |
| 26 | ZAEMBARA MATOMBOY | Experimental | student A26 |
| 27 | SARTINA | Experimental | student A27 |
| 28 | DENI RAHMAT NURHIDAYAT | Experimental | student A28 |
| 29 | HADIS ALI MANUSA | Experimental | student A29 |
| 30 | UMAR MARZUKI | Experimental | student A30 |

The list of students name for control group.

| No | Name | Group | Initial |
| --- | --- | --- | --- |
| 1 | SUSI KARTIKA | control | student B1 |
| 2 | LA ODE YADI | control | student B2 |
| 3 | NINIS ILMI OKTASARI | control | student B3 |
| 4 | SUKRI | control | student B4 |
| 5 | VIVI NOVITALIA | control | student B5 |
| 6 | EVA ASNA | control | student B6 |
| 7 | WA ODE SITI NUR ANISA | control | student B7 |
| 8 | ROSMINI | control | student B8 |
| 9 | MUSTAUFAN DWI WIBOWO | control | student B9 |
| 10 | RITA ANJARIN | control | student B10 |
| 11 | RAHMASARI | control | student B11 |
| 12 | RUKMAN | control | student B12 |
| 13 | NENONG SYAHPUTRA | control | student B13 |
| 14 | AJI ISRAL | control | student B14 |
| 15 | SUMARNI | control | student B15 |
| 16 | WA ODE RATNA | control | student B16 |
| 17 | HARTATI | control | student B17 |
| 18 | YUSFINA SARI | control | student B18 |
| 19 | NURLISA HANDAYANI | control | student B19 |
| 20 | SITTI SARNIDA | control | student B20 |
| 21 | ASRIANI | control | student B21 |
| 22 | ANGGUN SYAFITRI | control | student B22 |
| 23 | SARI MAYA | control | student B23 |
| 24 | SYAHRIN ARIS MANTO | control | student B24 |
| 25 | RATNAWATI | control | student B25 |
| 26 | AFRIANTO KURNIAWAN | control | student B26 |
| 27 | LISNA | control | student B27 |
| 28 | IRMAWATI | control | student B28 |
| 29 | WA ODE INTAN | control | student B29 |
| 30 | AHMAD ASRI | control | student B30 |

Appendix 3

Pre-test worksheet

Name :

Student' number :

Class :

Write down your experience in your first time at SMA !

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Appendix 4

TEACHING WRITING BY USING CALLA MODEL INSTRUCTION

LESSON PLAN

1. Objectives

In the end of the lesson, it is expected that students will be able to write a recount text (personal recount)

2. Activities

a. Preparation

❖ Greet the students

❖ Ask the students if they have ever written a diary. What topic they usually write on their diary and how they did it? What specific strategy that they usually use?

❖ Ask students to share their strategies in pairs.

❖ Ask one or two students to tell the whole class about his/ her strategy in writing particularly in writing their experience in the past time. Teacher makes a list of students' strategies that they mentioned.

b. Presentation

Teacher introduces the new concept or language skill. Then, she informs the students about the new strategy. Teacher names the strategy, explains how to use it, tells when to use it, models it and explain its importance.

c. Practice

Students are asked to practice the new strategy into their writing text.

d. Evaluation

Students are asked to do self-evaluation through class discussion.

e. Expansion

Students are asked to relate and transfer strategy use to other task, subject area and aspects of their lives. Teacher will tell them an example of this stage before asking students to do it.

3. Closing activity
a. Motivating students
b. Greetings.

Appendix 5

TEACHING WRITING BY USING CONVENSIONAL WAY

LESSON PLAN

1. Objectives

In the end of the lesson, it is expected that students will be able to write a recount text (personal recount)

2. Activities

a. Greet the students

b. Introduce students about recount text

c. Give change to students to address questions related the text explained

d. Ask students to write the text individually

3. Closing activity

a. Motivating students

b. Greetings.

Appendix 6

Post-test worksheet

Name:

Class :

Students' number :

Write down your experience in your first time at SMA!

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Appendix 7

Plan of teaching schedule

| No | Meeting | Topic of writing | Activities |
|----|---------|------------------|------------|
| 1 | 1 | Experience in the first time at SMA | Researcher introduces herself<br>Informing the objective of the activity<br>Dividing the classes into two groups<br>Administering pre-test |
| 2 | 2 | Experience in the last holiday | Implementing CALLA model<br>Preparation<br>Presentation<br>Practice<br>Self evaluation<br>Expansion |
| 3 | 3 | Experience in last Lebaran/ Christmas | implementing CALLA model<br>Preparation<br>Presentation<br>Practice<br>Self evaluation<br>Expansion |
| 4 | 4 | The saddest experience | implementing CALLA model<br>Preparation<br>Presentation<br>Practice<br>Self evaluation<br>Expansion |
| 5 | 5 | The funny experience | implementing CALLA model<br>Preparation<br>Presentation<br>Practice<br>Self evaluation<br>Expansion |
| 6 | 6 | The most scare experience | implementing CALLA model<br>Preparation<br>Presentation<br>Practice<br>Self evaluation<br>Expansion |
| 7 | 7 | experience when visiting Napabale beach | implementing CALLA model<br>Preparation<br>Presentation<br>Practice |

| | | | Self evaluation<br>Expansion |
|---|---|---|---|
| 8 | 8 | experience in joining a competition | implementing CALLA model<br>Preparation<br>Presentation<br>Practice<br>Self-evaluation<br>Expansion |
| 9 | 9 | Experience of your first time in SMA | Administering post-test |
| 10 | 10 | | administering questionnaire<br>conducting interview |

Appendix 8

Model of recount text

## My Day

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9.30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Taken from Developing English Competencies for Grade X

Appendix 9

Expanding Jacobs et. al Writing Scale

(Jacobs et al. (1981) as cited in Hughes, 2003, p. 104)

Content

| ASPECT | SCORE | LEVEL/ CRITERIA |
|--------|-------|-----------------|
| CONTENT | 30-27 | EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic |
| | 26-22 | GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to the topic, but lacks detail |
| | 21-17 | FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic |
| | 16-13 | VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate |

30(excellent)    : present a clear understanding about the subject,substantive, main points related to the topic are discussed, both major and minor details are clearly illustrated and without any extraneous materials.

29 (excellent)    : presents a clear understanding about the subject, substantive, main points related to the topic are discussed, major details are clearly (thoroughly) illustrated, missing 1-2 (not more than 3) minor details that do not affect the overall content, no extraneous materials.

28 (very Good)   : presents a clear understanding about the subject, mostly substantive, main points related to the topic are discussed, major details are presented but missing some minor details(more than 3) yet the whole content was not affected, no extraneous materials.

27(very good)   : presents a clear understanding about the subject, mostly substantive, some main points related to the topic are presented, major details are complete but missing several minor details,no extraneous materials.

26 (good)   : presents some knowledge of the subject, presents adequate range of main points, development of thesis are complete but limited, mostly relevant to subject, major details are discussed but lacks in minor detail, there are some extraneous materials

25 (good)   : presents some knowledge of the subject, presents adequate range of the main points, development of thesis are complete but limited, major details are discussed, few minor details are missing, there are some extraneous materials

24 (average)   : presents some knowledge of the subject, presents adequate range of main points, development of thesis are complete but limited, only major details are discussed, less minor details, there are some extraneous materials

23 (average)   : presents some knowledge of the subject, presents less ranged main points, development of thesis are complete but limited, only major details are discussed, most minor details are missing, there are some extraneous materials

22 (average)   :presents some knowledge of the subject,presents less ranged main points, development of thesis are complete but limited, only major details are discussed (limitedly) with less minor details, there are some extraneous materials

21 (fair)   : limited knowledge of the subject, little substance, only few main points are discussed, inadequate development of topic

that does not convey the sense of completeness, missing 1 major detail with little minor details, shows communication breakdown

20 (fair)       : limited knowledge of the subject, only few main points are discussed, inadequate development of thesis that does not convey the sense of completeness, missing 1-2 major details with less minor details, shows communication breakdown

19 (fair)       : limited knowledge of the subject, only few main points are discussed, inadequate development of thesis that does not convey the sense of completeness, missing some major details with the absence of minor details, shows communication breakdown

18 (Poor)       : less understanding of the subjects, less main points discussed, inadequate development of thesis that does not convey the sense of completeness, missing some major details with the absence of minor details, shows communication breakdown

17 (Poor)       : less understanding of the subject, less main point discussed, inadequate development of thesis that does not convey the sense of completeness, missing some major details with the absence of minor details, shows communication breakdown.

16 (very poor)  : does not show knowledge of the subject, non substantive, not pertinent (not relevance to the subject), shows communication break down

15 (very poor)  : does not show knowledge of the subject, non substantive that makes it hard to find the main point of the discussion, not pertinent, shows severe communication break down

14 (very poor)  : does not show any knowledge of the subject, not substantive or does not present the main point of the discussion, not pertinent, shows severe communication break down

13 (very poor)  : does not show any knowledge of the subject, Not enough to evaluate.

Organization

| | 20-18 | EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive |
|---|---|---|
| ORGANIZATION | 17-14 | GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing |
| | 13-10 | FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development |
| | 9-7 | VERY POOR: does not communicate • no organization • OR not enough to evaluate |

20 (excellent) : fluent expression (the ideas flows smoothly and are building one another), ideas are clearly stated and supported, all ideas are directed concisely to the central focus of the subject, well-organized (there are beginning, middle and end of paragraph), presents logical sequencing and supported by the correct use of transitional markers, cohesive.

19(very good) : fluent expression, ideas are clearly stated and supported, most ideas are directed concisely to the central focus of the subject, well-organized, presents some logical sequencing, cohesive.

18 (very good) : the flow of ideas are clear (not quite smoothly but clear), ideas are clearly stated and but not all ideas are well-supported, well-organized, presents some logical sequencing, cohesive.

17 (good) : shows flow of ideas but sometimes choppy (wavy, or talk about something different for a while), loosely organized but main ideas stand out, ideas are clearly stated but limitedly supported, logical but incomplete sequencing.

16 (good)       : shows flow of ideas but sometimes choppy (wavy, or talk about something different for a while), loosely organized but main ideas stand out, ideas are sometimes not directed to the central focus of the paper and are limitedly supported, logical but incomplete sequencing.

15 (average)    : limited development of ideas, sometimes choppy, organization is unclear but main ideas still stated, limited of introductory, body and conclusion, the logical sequencing of the points are limitedly developed,

14 (average)    : limited development of ideas, mostly choppy, organization is unclear but main ideas are still stated, very limited of introductory, body and conclusion, the logical sequencing of the points are limitedly developed

13 (fair)       : non-fluent (the flow of ideas are not clear), development of ideas are limited, some ideas are confused or disconnected, and lacks logical sequencing,

12 (fair)       : non-fluent, development of ideas are limited, some ideas are confused and disconnected, few logical sequencing.

11 (Poor)       : ideas are hardly fluent, limited development of ideas, most of ideas are disconnected or confused, very little logical sequencing.

10 (poor)       : ideas are mostly not developed, confusing and disconnected, no logical sequencing.

9 (very poor)   : ideas presented does not communicate, no organization

8 (very poor)   : very limited ideas presented are disconnected, no organization

7 (very poor)   : not enough to evaluate

Vocabulary

| | | |
|---|---|---|
| VOCABULARY | 20-18 | EXCELLENT TO VERY GOOD: sophisticated range • effective word/ idiom choice and usage • word form mastery • appropriate register |
| | 17-14 | GOOD TO AVERAGE: adequate range • occasional errors of word/ idiom form, choice, usage *but meaning not obscured* |
| | 13-10 9-7 | FAIR TO POOR: limited range • frequent errors of word/ idiom form, choice, usage •*meaning confused or obscured* |
| | | VERY POOR: essential translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate |

20 (excellent)   : sophisticated range, effective word/idiom choice and usage, shows word form mastery, shows appropriate register.

19 (very good)  : used wide range variety of words, effective word/idiom choice and usage, shows word form mastery and appropriate register.

18 (very good)  : illustrate some range variety of words, some miss-used of word/idiom choice and usage (not more than 2), shows word form mastery, shows appropriate register.

17 (good)        :adequate range variety of words, occasional errors on words/idioms form, choice and usage but meaning are not obscured.

16 (good)        : adequate range of variety of words, occasional errors (more than 3) on words/idioms form, choice and usage but meaning are not obscured.

15 (average)     : some range of words are provided, some erroneous on words/idioms form, choice and usage but doesn't obscure meaning.

14 (average)     : some range of words are provided with some erroneous on words/ idioms form, choice and usage but meaning are not obscured yet the percentage of the errors are bigger than point (15)

13 (Fair)     : limited range of words, frequent errors of words/idiom form, choice and usage that cause meaning to be confused or obscured.

12 (Fair)     : limited range of words, dominated by errors of words/idiom form, choice and usage that leads to confused or obscured meaning.

11 (poor)     : words are hardly ranged, dominated by errors of words/idioms form, choice and usage that leads to confused or obscured meaning

10 (poor)     : words are not ranged at all, mostly erroneous of words/idioms form, choice and usage that make the meaning confused and obscured.

9 (very poor)     : essentially translation, little knowledge of English vocabulary, idioms, and word form

8 (very poor)     : essentially translation shows very limited knowledge of English vocabulary, idioms and word form

7(very poor)     :Not enough to evaluate.

Language Use

| | | |
|---|---|---|
| LANGUAGE USE | 25-22 | EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions |
| | 21-18 | GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions *but meaning seldom obscured* |
| | 17-11 | FAIR TO POOR: major problems in simple/ complex constructions • frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions •*meaning confused or obscured* |
| | 10-5 | VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate. |

25 (excellent)  : show effective complex construction, fewerrors on agreement, tense, number, word/order function, articles, pronouns and preposition (only 10-11 errors on all these combined, e.g, 2 errors in agreement, 2 in tense, 1 in pronouns and 1 in preposition and so on)

24 (excellent)  : effective complex construction, several errors on agreement, tense, number, word/order function, articles, pronouns and preposition (14-15 errors combined).

23(very good)  : show affective complex construction (but few flawed), several errors on agreement, tense, number, word/order function, articles, pronouns and preposition (16-20 errors combined),

22 (very good) : show affective complex construction (but few flawed), several errors on agreement, tense, number, word/order function, articles, pronouns and preposition 21-26 errors combined).

All errors in this section are still around 5-25% of the overall paper)

21 (Good)         : effective but simple construction, minor problems in complex constructions, several errors of agreement tense, number, word/order function, articles, pronouns and preposition ( about 27-30 errors combined).

20 (good)         : effective in simple construction but few major problems appear in complex construction, several errors of agreement tense, number, word/order function, articles, pronouns and preposition ( about 31-34 errors combined).

19 (average)      : hardly presentseffective complex constructions (the complex constructions produced were ineffective), shows several problems in simple construction,  several errors of agreement tense, number, word/order function, articles, pronouns and preposition ( about 31-35 errors combined) and meaning seldom confused or obscured.

18 (average)      : mostly simple construction with some minor problems, hardly presents any complex constructions, neither effective (the complex constructions produced were ineffective), shows some few problems in simple construction,  several errors of agreement tense, number, word/order function, articles, pronouns and preposition ( about 34-40 errors combined) and meaning seldom confused or obscured.

(All errors in this section are still around 25-50% of the overall paper)

17 (fair)         : major problems in simple/complex construction, frequent errors in negation, agreement, tense, number, word order/function, articles, pronouns, preposition, and or fragments, run-ons, deletions, meaning confused or obscured. (Errors are around 50-55% of the overall paper)

16 (fair) : major problems in simple/complex construction, frequent errors in negation, agreement, tense, number, word order/function, articles, pronouns, preposition, and or fragments, run-ons, deletions, meaning confused or obscured. (Errors are around 55-60% of the overall paper)

15 (fair) : major problems in simple/complex construction, frequent errors in negation, agreement, tense, number, word order/function, articles, pronouns, preposition, and or fragments, run-ons, deletions, meaning confused or obscured. (Errors are around 60-65% of the overall paper)

14 (fair) : major problems in simple/complex construction, mostly errors in negation, agreement, tense, number, word order/function, articles, pronouns, preposition, and or fragments, run-ons, deletions, meaning confused or obscured. (Errors are around 65-70% of the overall paper)

13 (poor) : only present simple construction with some major problems, mostly errors in negation, agreement, tense, number, word order/function, articles, pronouns, preposition, and or fragments, run-ons, deletions, meaning confused or obscured. (Errors are around 70-75% of the overall paper)

12(poor) : only present simple construction with some major problems, mostly errors in negation, agreement, tense, number, word order/function, articles, pronouns, preposition, and or fragments, run-ons, deletions, meaning confused or obscured. (Errors are around 75-80% of the overall paper)

11 (poor) : only present simple construction with some major problems, mostly errors in negation, agreement, tense, number, word order/function, articles, pronouns, preposition, and or fragments, run-ons, deletions, meaning confused or obscured. (Errors are around 80-85% of the overall paper)

10 (very poor) : virtually no mastery of sentence constructions rules, dominated by errors, (85-90 % of the paper are dominated by errors)

9 (very poor)      :  virtually no mastery of sentence constructions rules, dominated by errors, does not communicate

8 (very poor)      :  virtually no mastery of sentence constructions rules, dominated by errors, does not communicate at all (the sentences constructed are hardly recognizable)

7 (very poor)      : virtually no mastery of sentence constructions rules,  mostly errors on paper, the meaning can hardly be recognized)
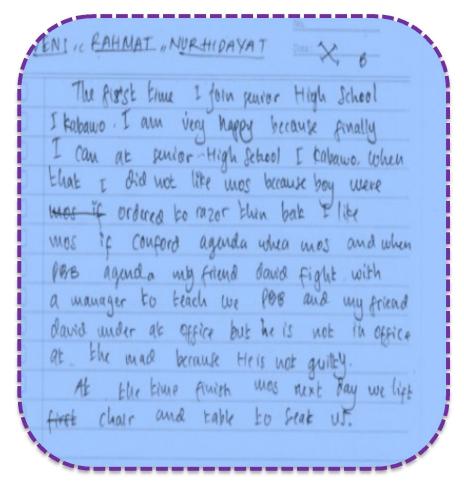
6 (very poor) : the length of the paper is not much (still enough but mostly errors)

5 (very poor)  : not enough to evaluate

## Mechanics

| | | |
|---|---|---|
| MECHANICS | 5 | EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing |
| | 4 | GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured* |
| | 3 | FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting •*meaning confused or obscured* |
| | 2 | VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate |

Appendix 10

Example of student's writing of experimental group for pre-test

Example of student's writing of experimental group for post-test

Nama : Deni Rahmad N.

Kelas : XB

No.

Date :

My first experience in SMA

The first time I joined in SMA Negeri 1 Kabawo. I was very happy because finally I could be a student in that school.

One agenda for new students was joining MOS (Masa orientasi siswa). I did not like MOS because my senior asked us to do things that my friends and I did not like it.

One time, one of my friends had a fight with a senior who taught us about PBB (Peraturan Baris Berbaris). Then he was brought into school office. Fortunately, he was not guilty and back to us.

That was my experience in the first time in SMA 1 Kabawo. I would not forget that experience.

Appendix 11

Example of student's writing of control group for pre-test

Name : MUSTONFON Davi Wibowo

Tgl : 26-03-2013          Date :

Match new friend

In the first time enter in SMAN 1 Kabawo. I am very happy because I can find many new friend there is. Except that, I am verry happy because I can enter class XA. From Formerly, I wish go to enter class XA because my follow class XA is class cleaver and diligent. My friends in class XA very good to me. Excep that, my friends to class they is beatiful and handsome. Although like that, I also a little sad because my good friend be in class other. He is there is class XOf. From stap, he is good friend he is my good friend and we always together with.

Example of student's writing of control group for post-test

Nama : Mustadlfah beti colbawo
Kelas : XA

No

"My Experince when it came to SMAN 1 kabawo"

The first time into the SMAN 1 kabawo, I am very happy beccuse I can met new faces here. Many students who came here, and after that we were gave a form to fill out our data. After filled my data, I also put the form into the map. But I am very trouble in did so. I scared later corrupted forms. fortunately there are my friends who want to helped.

After that we were gave our form to the teacher in charge. After that, I was waited for the number of participants and after a number of participants. I was came back to home.

So, that was my experince when I first got into SMAN 1 kabawo.

Appendix 12

Student's self evaluation note

Wa Ode Siti Rahayu Fathanah

XB

1. Pendapat saya tentang strategi modelling dalam menulis yaitu strategi modeling dapat membantu saya dalam menulis karena dengan strategi modeling saya dapat mengetahui tata cara urutan dalam menulis sebuah cerita dalam bahasa inggris yang di setujui oleh orang Inggris asli. Yang awalnya saya tidak mengetahui strategi modelling dan saya kesusahan dalam menulis. Setelah saya mengetahui strategi modelling, saya tidak kesusahan lagi dalam menulis karna saya sudah mengetahui tata urutannya.

2. tanpa strategi modeling tulisan saya kurang baik karena saya tidak dapat membedakan di paragraf mana saya harus menyebutkan tempat, waktu dan dan waktu kejadian fsb / pengalaman saya. Saya juga tidak mengetahui di paragraf mana saya harus mengemukakan harapan dan komentarku. Namun setelah mengetahui strategi modelling, saya dapat mengetahui di paragraf mana saya harus menempatkan tempat dan waktu kejadian, serta komentar dan harapan saya.

Appendix 13

Raters' realiability

A. Try out of raters' scoring

| Sample | Raters | | |
|---|---|---|---|
| | Rater 1 | Rater 2 | Rater 3 |
| Student  A | 65 | 75 | 60 |
| Student  B | 43 | 50 | 52 |
| Student  C | 80 | 75 | 90 |
| Student  D | 65 | 55 | 60 |
| Student  E | 85 | 78 | 80 |

**Intraclass Correlation Coefficient**

| | Intraclass Correlation[a] | 95% Confidence Interval | | F Test with True Value 0 | | | |
|---|---|---|---|---|---|---|---|
| | | Lower Bound | Upper Bound | Value | df1 | df2 | Sig |
| Single Measures | .841[b] | .428 | .981 | 14.004 | 4 | 8 | .001 |
| Average Measures | .941 | .692 | .993 | 14.004 | 4 | 8 | .001 |

The intraclass correlation coefficient of three raters is 0,941

B. Raters' scoring after try out

| Sample | Raters | | |
|---|---|---|---|
| | Rater 1 | Rater 2 | Rater 3 |
| Student A | 61 | 65 | 65 |
| Student B | 46 | 48 | 56 |
| Student C | 89 | 82 | 85 |
| Student D | 55 | 50 | 57 |
| Student E | 86 | 89 | 87 |

**Intraclass Correlation Coefficient**

| | Intraclass Correlation[a] | 95% Confidence Interval | | F Test with True Value 0 | | | |
|---|---|---|---|---|---|---|---|
| | | Lower Bound | Upper Bound | Value | df1 | df2 | Sig |
| Single Measures | .961[b] | .839 | .995 | 78.201 | 4 | 8 | .000 |
| Average Measures | .987 | .940 | .998 | 78.201 | 4 | 8 | .000 |

The intraclass correlation coefficient of three raters is 0,987
(high correlation)

# *t* Table

| cum. prob | *t* .50 | *t* .75 | *t* .80 | *t* .85 | *t* .90 | *t* .95 | *t* .975 | *t* .99 | *t* .995 | *t* .999 | *t* .9995 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| one-tail | 0.50 | 0.25 | 0.20 | 0.15 | 0.10 | 0.05 | 0.025 | 0.01 | 0.005 | 0.001 | 0.0005 |
| two-tails | 1.00 | 0.50 | 0.40 | 0.30 | 0.20 | 0.10 | 0.05 | 0.02 | 0.01 | 0.002 | 0.001 |
| df | | | | | | | | | | | |
| 1 | 0.000 | 1.000 | 1.376 | 1.963 | 3.078 | 6.314 | 12.71 | 31.82 | 63.66 | 318.31 | 636.62 |
| 2 | 0.000 | 0.816 | 1.061 | 1.386 | 1.886 | 2.920 | 4.303 | 6.965 | 9.925 | 22.327 | 31.599 |
| 3 | 0.000 | 0.765 | 0.978 | 1.250 | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 | 10.215 | 12.924 |
| 4 | 0.000 | 0.741 | 0.941 | 1.190 | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 | 7.173 | 8.610 |
| 5 | 0.000 | 0.727 | 0.920 | 1.156 | 1.476 | 2.015 | 2.571 | 3.365 | 4.032 | 5.893 | 6.869 |
| 6 | 0.000 | 0.718 | 0.906 | 1.134 | 1.440 | 1.943 | 2.447 | 3.143 | 3.707 | 5.208 | 5.959 |
| 7 | 0.000 | 0.711 | 0.896 | 1.119 | 1.415 | 1.895 | 2.365 | 2.998 | 3.499 | 4.785 | 5.408 |
| 8 | 0.000 | 0.706 | 0.889 | 1.108 | 1.397 | 1.860 | 2.306 | 2.896 | 3.355 | 4.501 | 5.041 |
| 9 | 0.000 | 0.703 | 0.883 | 1.100 | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 | 4.297 | 4.781 |
| 10 | 0.000 | 0.700 | 0.879 | 1.093 | 1.372 | 1.812 | 2.228 | 2.764 | 3.169 | 4.144 | 4.587 |
| 11 | 0.000 | 0.697 | 0.876 | 1.088 | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 | 4.025 | 4.437 |
| 12 | 0.000 | 0.695 | 0.873 | 1.083 | 1.356 | 1.782 | 2.179 | 2.681 | 3.055 | 3.930 | 4.318 |
| 13 | 0.000 | 0.694 | 0.870 | 1.079 | 1.350 | 1.771 | 2.160 | 2.650 | 3.012 | 3.852 | 4.221 |
| 14 | 0.000 | 0.692 | 0.868 | 1.076 | 1.345 | 1.761 | 2.145 | 2.624 | 2.977 | 3.787 | 4.140 |
| 15 | 0.000 | 0.691 | 0.866 | 1.074 | 1.341 | 1.753 | 2.131 | 2.602 | 2.947 | 3.733 | 4.073 |
| 16 | 0.000 | 0.690 | 0.865 | 1.071 | 1.337 | 1.746 | 2.120 | 2.583 | 2.921 | 3.686 | 4.015 |
| 17 | 0.000 | 0.689 | 0.863 | 1.069 | 1.333 | 1.740 | 2.110 | 2.567 | 2.898 | 3.646 | 3.965 |
| 18 | 0.000 | 0.688 | 0.862 | 1.067 | 1.330 | 1.734 | 2.101 | 2.552 | 2.878 | 3.610 | 3.922 |
| 19 | 0.000 | 0.688 | 0.861 | 1.066 | 1.328 | 1.729 | 2.093 | 2.539 | 2.861 | 3.579 | 3.883 |
| 20 | 0.000 | 0.687 | 0.860 | 1.064 | 1.325 | 1.725 | 2.086 | 2.528 | 2.845 | 3.552 | 3.850 |
| 21 | 0.000 | 0.686 | 0.859 | 1.063 | 1.323 | 1.721 | 2.080 | 2.518 | 2.831 | 3.527 | 3.819 |
| 22 | 0.000 | 0.686 | 0.858 | 1.061 | 1.321 | 1.717 | 2.074 | 2.508 | 2.819 | 3.505 | 3.792 |
| 23 | 0.000 | 0.685 | 0.858 | 1.060 | 1.319 | 1.714 | 2.069 | 2.500 | 2.807 | 3.485 | 3.768 |
| 24 | 0.000 | 0.685 | 0.857 | 1.059 | 1.318 | 1.711 | 2.064 | 2.492 | 2.797 | 3.467 | 3.745 |
| 25 | 0.000 | 0.684 | 0.856 | 1.058 | 1.316 | 1.708 | 2.060 | 2.485 | 2.787 | 3.450 | 3.725 |
| 26 | 0.000 | 0.684 | 0.856 | 1.058 | 1.315 | 1.706 | 2.056 | 2.479 | 2.779 | 3.435 | 3.707 |
| 27 | 0.000 | 0.684 | 0.855 | 1.057 | 1.314 | 1.703 | 2.052 | 2.473 | 2.771 | 3.421 | 3.690 |
| 28 | 0.000 | 0.683 | 0.855 | 1.056 | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 | 3.408 | 3.674 |
| 29 | 0.000 | 0.683 | 0.854 | 1.055 | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 | 3.396 | 3.659 |
| 30 | 0.000 | 0.683 | 0.854 | 1.055 | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 3.385 | 3.646 |
| 40 | 0.000 | 0.681 | 0.851 | 1.050 | 1.303 | 1.684 | 2.021 | 2.423 | 2.704 | 3.307 | 3.551 |
| 60 | 0.000 | 0.679 | 0.848 | 1.045 | 1.296 | 1.671 | 2.000 | 2.390 | 2.660 | 3.232 | 3.460 |
| 80 | 0.000 | 0.678 | 0.846 | 1.043 | 1.292 | 1.664 | 1.990 | 2.374 | 2.639 | 3.195 | 3.416 |
| 100 | 0.000 | 0.677 | 0.845 | 1.042 | 1.290 | 1.660 | 1.984 | 2.364 | 2.626 | 3.174 | 3.390 |
| 1000 | 0.000 | 0.675 | 0.842 | 1.037 | 1.282 | 1.646 | 1.962 | 2.330 | 2.581 | 3.098 | 3.300 |
| **z** | 0.000 | 0.674 | 0.842 | 1.036 | 1.282 | 1.645 | 1.960 | 2.326 | 2.576 | 3.090 | 3.291 |
| | 0% | 50% | 60% | 70% | 80% | 90% | 95% | 98% | 99% | 99.8% | 99.9% |
| | | | | | | **Confidence Level** | | | | | |

Appendix 15

Pictures of teaching process in control group

Appendix 15

Pictures of teaching process in experimental group

Appendix 16 Students' Score For Experimental and Control Group
Experimental Class for Pre-test

| No | name | Content | | | | organization | | | | vocabulary | | | | language use | | | | mechanics | | | | OVERALL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | rater A | rater b | rater c | mean | rater A | rater b | rater c | mean | rater A | rater b | rater c | mean | rater A | rater b | rater c | mean | rater A | rater b | rater c | mean | SCORE |
| 1 | student A1 | 20 | 25 | 23 | 22.67 | 13 | 15 | 14 | 14.00 | 11 | 10 | 12 | 11.00 | 14 | 12 | 13 | 13.00 | 3 | 3 | 3 | 3.00 | 63.67 |
| 2 | student A2 | 18 | 17 | 19 | 18.00 | 8 | 9 | 10 | 9.00 | 9 | 10 | 12 | 10.33 | 9 | 10 | 12 | 10.33 | 2 | 2 | 3 | 2.33 | 50.00 |
| 3 | student A3 | 28 | 25 | 26 | 26.33 | 19 | 18 | 17 | 18.00 | 17 | 17 | 18 | 17.33 | 21 | 18 | 20 | 19.67 | 4 | 4 | 4 | 4.00 | 85.33 |
| 4 | student A4 | 16 | 17 | 18 | 17.00 | 12 | 9 | 11 | 10.67 | 11 | 11 | 13 | 11.67 | 13 | 11 | 12 | 12.00 | 3 | 2 | 3 | 2.67 | 54.00 |
| 5 | student A5 | 24 | 26 | 26 | 25.33 | 18 | 18 | 19 | 18.33 | 18 | 18 | 18 | 18.00 | 22 | 23 | 21 | 22.00 | 4 | 4 | 3 | 3.67 | 87.33 |
| 6 | student A6 | 23 | 22 | 20 | 21.67 | 14 | 15 | 12 | 13.67 | 13 | 12 | 12 | 12.33 | 14 | 13 | 13 | 13.33 | 3 | 3 | 3 | 3.00 | 64.00 |
| 7 | student A7 | 17 | 19 | 20 | 18.67 | 17 | 16 | 15 | 16.00 | 13 | 11 | 12 | 12.00 | 11 | 13 | 14 | 12.67 | 2 | 2 | 2 | 2.00 | 61.33 |
| 8 | student A8 | 17 | 18 | 19 | 18.00 | 14 | 11 | 13 | 12.67 | 10 | 9 | 11 | 10.00 | 9 | 11 | 9 | 9.67 | 2 | 2 | 2 | 2.00 | 52.33 |
| 9 | student A9 | 18 | 18 | 20 | 18.67 | 12 | 11 | 13 | 12.00 | 14 | 14 | 15 | 14.33 | 13 | 13 | 15 | 13.67 | 3 | 3 | 3 | 3.00 | 61.67 |
| 10 | student A10 | 24 | 23 | 25 | 24.00 | 13 | 13 | 15 | 13.67 | 14 | 15 | 16 | 15.00 | 18 | 18 | 20 | 18.67 | 3 | 4 | 4 | 3.67 | 75.00 |
| 11 | student A11 | 14 | 15 | 15 | 14.67 | 9 | 8 | 8 | 8.33 | 8 | 6 | 7 | 7.00 | 7 | 6 | 7 | 6.67 | 2 | 2 | 3 | 2.33 | 39.00 |
| 12 | student A12 | 22 | 20 | 21 | 21.00 | 13 | 12 | 12 | 12.33 | 13 | 13 | 13 | 13.00 | 16 | 17 | 15 | 16.00 | 3 | 3 | 3 | 3.00 | 65.33 |
| 13 | student A13 | 16 | 15 | 17 | 16.00 | 7 | 8 | 8 | 7.67 | 10 | 10 | 11 | 10.33 | 9 | 7 | 8 | 8.00 | 3 | 2 | 2 | 2.33 | 44.33 |
| 14 | student A14 | 13 | 13 | 13 | 13.00 | 7 | 7 | 7 | 7.00 | 7 | 8 | 7 | 7.33 | 6 | 5 | 6 | 5.67 | 2 | 2 | 2 | 2.00 | 35.00 |
| 15 | student A15 | 17 | 15 | 16 | 16.00 | 8 | 8 | 9 | 8.33 | 10 | 11 | 12 | 11.00 | 9 | 7 | 8 | 8.00 | 3 | 2 | 2 | 2.33 | 45.67 |
| 16 | student A16 | 19 | 18 | 20 | 19.00 | 9 | 9 | 10 | 9.33 | 11 | 13 | 12 | 12.00 | 7 | 8 | 8 | 7.67 | 2 | 3 | 2 | 2.33 | 50.33 |
| 17 | student A17 | 26 | 27 | 27 | 26.67 | 17 | 16 | 17 | 16.67 | 16 | 15 | 16 | 15.67 | 19 | 20 | 20 | 19.67 | 3 | 4 | 4 | 3.67 | 82.33 |
| 18 | student A18 | 16 | 17 | 19 | 17.33 | 10 | 8 | 9 | 9.00 | 10 | 13 | 12 | 11.67 | 7 | 8 | 8 | 7.67 | 2 | 3 | 2 | 2.33 | 48.00 |
| 19 | student A19 | 15 | 13 | 13 | 13.67 | 7 | 7 | 9 | 7.67 | 7 | 7 | 7 | 7.00 | 5 | 5 | 5 | 5.00 | 2 | 2 | 2 | 2.00 | 35.33 |
| 20 | student A20 | 13 | 13 | 15 | 13.67 | 10 | 10 | 11 | 10.33 | 12 | 13 | 12 | 12.33 | 11 | 11 | 10 | 10.67 | 3 | 2 | 2 | 2.33 | 49.33 |
| 21 | student A21 | 13 | 13 | 13 | 13.00 | 7 | 7 | 7 | 7.00 | 7 | 7 | 7 | 7.00 | 5 | 5 | 6 | 5.33 | 2 | 2 | 2 | 2.00 | 34.33 |
| 22 | student A22 | 12 | 13 | 15 | 13.33 | 10 | 10 | 11 | 10.33 | 11 | 13 | 13 | 12.33 | 7 | 9 | 8 | 8.00 | 2 | 3 | 3 | 2.67 | 46.67 |
| 23 | student A23 | 18 | 19 | 20 | 19.00 | 10 | 11 | 10 | 10.33 | 14 | 14 | 15 | 14.33 | 12 | 13 | 14 | 13.00 | 3 | 3 | 3 | 3.00 | 59.67 |
| 24 | student A24 | 23 | 24 | 23 | 23.33 | 17 | 16 | 17 | 16.67 | 14 | 13 | 15 | 14.00 | 16 | 17 | 17 | 16.67 | 3 | 4 | 4 | 3.67 | 74.33 |
| 25 | student A25 | 22 | 21 | 23 | 22.00 | 13 | 14 | 13 | 13.33 | 11 | 11 | 12 | 11.33 | 12 | 13 | 14 | 13.00 | 2 | 3 | 3 | 2.67 | 62.33 |
| 26 | student A26 | 22 | 21 | 23 | 22.00 | 11 | 11 | 12 | 11.33 | 12 | 11 | 13 | 12.00 | 12 | 12 | 14 | 12.67 | 3 | 3 | 3 | 3.00 | 61.00 |
| 27 | student A27 | 15 | 18 | 16 | 16.33 | 12 | 11 | 12 | 11.67 | 10 | 10 | 12 | 10.67 | 7 | 8 | 10 | 8.33 | 2 | 2 | 2 | 2.00 | 49.00 |
| 28 | student A28 | 22 | 21 | 23 | 22.00 | 16 | 16 | 15 | 15.67 | 12 | 12 | 11 | 11.67 | 13 | 12 | 11 | 12.00 | 4 | 3 | 3 | 3.33 | 64.67 |
| 29 | student A29 | 21 | 23 | 22 | 22.00 | 16 | 18 | 17 | 17.00 | 14 | 17 | 16 | 15.67 | 14 | 17 | 16 | 15.67 | 3 | 3 | 3 | 3.00 | 73.33 |
| 30 | student A30 | 20 | 21 | 19 | 20.00 | 13 | 15 | 13 | 13.67 | 13 | 12 | 13 | 12.67 | 14 | 16 | 13 | 14.33 | 2 | 2 | 2 | 2.00 | 62.67 |

Experimental Class Score for Post-test

| No | name | Content | | | | organization | | | | vocabulary | | | | language use | | | | mechanics | | | | Overall |
|----|------|---------|---|---|------|--------------|---|---|------|------------|---|---|------|--------------|---|---|------|-----------|---|---|------|---------|
| | | rater A | rater b | rater c | mean | rater A | rater b | rater c | mean | rater A | rater b | rater c | mean | rater A | rater b | rater c | mean | rater A | rater b | rater c | mean | Score |
| 1 | student A1 | 23 | 21 | 24 | 22.67 | 14 | 15 | 15 | 14.67 | 14 | 13 | 14 | 13.67 | 14 | 15 | 14 | 14.33 | 4 | 4 | 3 | 3.67 | 69.00 |
| 2 | student A2 | 21 | 19 | 19 | 19.67 | 11 | 10 | 10 | 10.33 | 11 | 13 | 12 | 12.00 | 12 | 11 | | 11.50 | 3 | 3 | 3 | 3.00 | 56.50 |
| 3 | student A3 | 29 | 28 | 28 | 28.33 | 17 | 19 | 19 | 18.33 | 17 | 18 | 19 | 18.00 | 21 | 20 | 23 | 21.33 | 4 | 4 | 4 | 4.00 | 90.00 |
| 4 | student A4 | 17 | 19 | 17 | 17.67 | 12 | 10 | 12 | 11.33 | 12 | 13 | 13 | 12.67 | 12 | 13 | 13 | 12.67 | 4 | 3 | 3 | 3.33 | 57.67 |
| 5 | student A5 | 28 | 29 | 30 | 29.00 | 20 | 19 | 19 | 19.33 | 19 | 19 | 20 | 19.33 | 23 | 22 | 23 | 22.67 | 4 | 5 | 4 | 4.33 | 94.67 |
| 6 | student A6 | 25 | 23 | 22 | 23.33 | 14 | 14 | 15 | 14.33 | 13 | 15 | 15 | 14.33 | 15 | 12 | 14 | 13.67 | 4 | 3 | 3 | 3.33 | 69.00 |
| 7 | student A7 | 20 | 21 | 22 | 21.00 | 18 | 17 | 17 | 17.33 | 13 | 14 | 15 | 14.00 | 12 | 14 | 15 | 13.67 | 3 | 3 | 3 | 3.00 | 69.00 |
| 8 | student A8 | 22 | 20 | 20 | 20.67 | 13 | 15 | 14 | 14.00 | 12 | 12 | 13 | 12.33 | 10 | 12 | 13 | 11.67 | 3 | 3 | 4 | 3.33 | 62.00 |
| 9 | student A9 | 20 | 19 | 21 | 20.00 | 13 | 14 | 13 | 13.33 | 15 | 17 | 17 | 16.33 | 15 | 14 | 16 | 15.00 | 4 | 3 | 3 | 3.33 | 68.00 |
| 10 | student A10 | 29 | 27 | 29 | 28.33 | 19 | 19 | 19 | 19.00 | 20 | 19 | 18 | 19.00 | 20 | 22 | 21 | 21.00 | 4 | 4 | 4 | 4.00 | 91.33 |
| 11 | student A11 | 20 | 18 | 18 | 18.67 | 14 | 13 | 15 | 14.00 | 13 | 15 | 13 | 13.67 | 15 | 17 | 16 | 16.00 | 4 | 4 | 3 | 3.67 | 66.00 |
| 12 | student A12 | 22 | 23 | 24 | 23.00 | 14 | 15 | 12 | 13.67 | 14 | 13 | 14 | 13.67 | 15 | 15 | 16 | 15.33 | 3 | 3 | 3 | 3.00 | 68.67 |
| 13 | student A13 | 21 | 20 | 20 | 20.33 | 14 | 13 | 13 | 13.33 | 13 | 11 | 11 | 11.67 | 10 | 11 | 13 | 11.33 | 3 | 2 | 2 | 2.33 | 59.00 |
| 14 | student A14 | 17 | 18 | 16 | 17.00 | 9 | 12 | 11 | 10.67 | 9 | 10 | 9 | 9.33 | 8 | 9 | 9 | 8.67 | 3 | 3 | 3 | 3.00 | 48.67 |
| 15 | student A15 | 19 | 22 | 20 | 20.33 | 12 | 11 | 11 | 11.33 | 11 | 13 | 13 | 12.33 | 10 | 12 | 10 | 10.67 | 3 | 3 | 2 | 2.67 | 57.33 |
| 16 | student A16 | 21 | 22 | 23 | 22.00 | 13 | 12 | 12 | 12.33 | 17 | 16 | 15 | 16.00 | 15 | 13 | 13 | 13.67 | 4 | 3 | 3 | 3.33 | 67.33 |
| 17 | student A17 | 29 | 28 | 30 | 29.00 | 19 | 18 | 20 | 19.00 | 18 | 19 | 19 | 18.67 | 23 | 24 | 23 | 23.33 | 5 | 4 | 4 | 4.33 | 94.33 |
| 18 | student A18 | 18 | 18 | 20 | 18.67 | 12 | 13 | 12 | 12.33 | 14 | 13 | 14 | 13.67 | 12 | 13 | 12 | 12.33 | 2 | 2 | 3 | 2.33 | 59.33 |
| 19 | student A19 | 14 | 16 | 16 | 15.33 | 11 | 9 | 11 | 10.33 | 8 | 10 | 9 | 9.00 | 7 | 7 | 7 | 7.00 | 3 | 2 | 2 | 2.33 | 44.00 |
| 20 | student A20 | 18 | 20 | 20 | 19.33 | 15 | 13 | 13 | 13.67 | 17 | 15 | 15 | 15.67 | 15 | 13 | 14 | 14.00 | 3 | 3 | 4 | 3.33 | 66.00 |
| 21 | student A21 | 23 | 22 | 23 | 22.67 | 12 | 15 | 13 | 13.33 | 15 | 14 | 15 | 14.67 | 17 | 16 | 16 | 16.33 | 3 | 3 | 3 | 3.00 | 70.00 |
| 22 | student A22 | 18 | 20 | 18 | 18.67 | 14 | 15 | 13 | 14.00 | 12 | 13 | 13 | 12.67 | 12 | 11 | 12 | 11.67 | 3 | 3 | 3 | 3.00 | 60.00 |
| 23 | student A23 | 29 | 28 | 29 | 28.67 | 20 | 17 | 19 | 18.67 | 20 | 19 | 20 | 19.67 | 22 | 23 | 22 | 22.33 | 5 | 4 | 4 | 4.33 | 93.67 |
| 24 | student A24 | 24 | 24 | 25 | 24.33 | 17 | 16 | 18 | 17.00 | 15 | 16 | 18 | 16.33 | 18 | 17 | 17 | 17.33 | 4 | 3 | 3 | 3.33 | 78.33 |
| 25 | student A25 | 23 | 24 | 25 | 24.00 | 14 | 15 | 14 | 14.33 | 12 | 13 | 11 | 12.00 | 12 | 13 | 14 | 13.00 | 4 | 3 | 3 | 3.33 | 66.67 |
| 26 | student A26 | 23 | 24 | 25 | 24.00 | 12 | 14 | 15 | 13.67 | 12 | 14 | 15 | 13.67 | 13 | 14 | 15 | 14.00 | 3 | 3 | 3 | 3.00 | 68.33 |
| 27 | student A27 | 27 | 25 | 27 | 26.33 | 17 | 19 | 18 | 18.00 | 17 | 17 | 19 | 17.67 | 22 | 22 | 21 | 21.67 | 3 | 3 | 4 | 3.33 | 87.00 |
| 28 | student A28 | 28 | 27 | 27 | 27.33 | 19 | 18 | 18 | 18.33 | 17 | 16 | 18 | 17.00 | 23 | 21 | 21 | 21.67 | 4 | 3 | 4 | 3.67 | 88.00 |
| 29 | student A29 | 28 | 27 | 28 | 27.67 | 18 | 19 | 19 | 18.67 | 18 | 17 | 18 | 17.67 | 23 | 20 | 22 | 21.67 | 4 | 3 | 4 | 3.67 | 89.33 |
| 30 | student A30 | 27 | 26 | 27 | 26.67 | 17 | 18 | 18 | 17.67 | 16 | 16 | 18 | 16.67 | 21 | 22 | 22 | 21.67 | 4 | 3 | 3 | 3.33 | 86.00 |

Control Class Score For Pre-test

| | name | Content | | | | organization | | | | vocabulary | | | | language use | | | | mechanics | | | | OVERALL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | rater A | rater b | rater c | mean | rater A | rater b | rater c | mean | rater A | rater b | rater c | mean | rater A | rater b | rater c | mean | rater A | rater b | rater c | mean | SCORE |
| 1 | student B1 | 22 | 20 | 21 | 21.00 | 12 | 13 | 12 | 12.33 | 13 | 16 | 14 | 14.33 | 16 | 17 | 17 | 16.67 | 3 | 3 | 3 | 3.00 | 67.33 |
| 2 | student B2 | 23 | 22 | 23 | 22.67 | 12 | 14 | 13 | 13.00 | 13 | 14 | 14 | 13.67 | 12 | 11 | 13 | 12.00 | 3 | 3 | 3 | 3.00 | 64.33 |
| 3 | student B3 | 27 | 27 | 27 | 27.00 | 17 | 18 | 19 | 18.00 | 18 | 18 | 18 | 18.00 | 20 | 21 | 20 | 20.33 | 4 | 4 | 4 | 4.00 | 87.33 |
| 4 | student B4 | 22 | 20 | 22 | 21.33 | 15 | 15 | 16 | 15.33 | 13 | 15 | 16 | 14.67 | 10 | 9 | 9 | 9.33 | 3 | 3 | 3 | 3.00 | 63.67 |
| 5 | student B5 | 23 | 24 | 23 | 23.33 | 16 | 18 | 17 | 17.00 | 16 | 15 | 15 | 15.33 | 13 | 12 | 13 | 12.67 | 3 | 3 | 3 | 3.00 | 71.33 |
| 6 | student B6 | 21 | 22 | 21 | 21.33 | 14 | 12 | 15 | 13.67 | 13 | 12 | 15 | 13.33 | 10 | 9 | 11 | 10.00 | 3 | 3 | 3 | 3.00 | 61.33 |
| 7 | student B7 | 22 | 23 | 21 | 22.00 | 12 | 13 | 12 | 12.33 | 12 | 14 | 13 | 13.00 | 13 | 10 | 12 | 11.67 | 3 | 3 | 3 | 3.00 | 62.00 |
| 8 | student B8 | 21 | 23 | 22 | 22.00 | 14 | 13 | 14 | 13.67 | 12 | 11 | 13 | 12.00 | 10 | 9 | 11 | 10.00 | 3 | 3 | 3 | 3.00 | 60.67 |
| 9 | student B9 | 20 | 21 | 20 | 20.33 | 14 | 13 | 15 | 14.00 | 13 | 11 | 14 | 12.67 | 11 | 10 | 10 | 10.33 | 3 | 3 | 3 | 3.00 | 60.33 |
| 10 | student B10 | 13 | 14 | 13 | 13.33 | 8 | 7 | 8 | 7.67 | 8 | 7 | 7 | 7.33 | 5 | 6 | 6 | 5.67 | 2 | 2 | 2 | 2.00 | 36.00 |
| 11 | student B11 | 14 | 17 | 15 | 15.33 | 9 | 10 | 8 | 9.00 | 11 | 12 | 12 | 11.67 | 9 | 10 | 9 | 9.33 | 2 | 3 | 2 | 2.33 | 47.67 |
| 12 | student B12 | 17 | 18 | 17 | 17.33 | 11 | 14 | 12 | 12.33 | 11 | 12 | 12 | 11.67 | 9 | 8 | 10 | 9.00 | 3 | 3 | 2 | 2.67 | 53.00 |
| 13 | student B13 | 20 | 22 | 21 | 21.00 | 17 | 17 | 15 | 16.33 | 13 | 11 | 12 | 12.00 | 13 | 14 | 13 | 13.33 | 3 | 3 | 3 | 3.00 | 65.67 |
| 14 | student B14 | 20 | 22 | 21 | 21.00 | 17 | 17 | 15 | 16.33 | 13 | 11 | 12 | 12.00 | 13 | 14 | 13 | 13.33 | 3 | 3 | 3 | 3.00 | 65.67 |
| 15 | student B15 | 14 | 13 | 13 | 13.33 | 7 | 7 | 7 | 7.00 | 11 | 12 | 10 | 11.00 | 9 | 10 | 8 | 9.00 | 2 | 2 | 2 | 2.00 | 42.33 |
| 16 | student B16 | 22 | 20 | 21 | 21.00 | 12 | 14 | 13 | 13.00 | 17 | 16 | 16 | 16.33 | 12 | 13 | 12 | 12.33 | 3 | 3 | 2 | 2.67 | 65.33 |
| 17 | student B17 | 14 | 16 | 15 | 15.00 | 13 | 12 | 12 | 12.33 | 18 | 17 | 16 | 17.00 | 11 | 8 | 10 | 9.67 | 3 | 3 | 3 | 3.00 | 57.00 |
| 18 | student B18 | 26 | 24 | 26 | 25.33 | 17 | 19 | 19 | 18.33 | 17 | 19 | 19 | 18.33 | 22 | 23 | 21 | 22.00 | 4 | 4 | 4 | 4.00 | 88.00 |
| 19 | student B19 | 13 | 14 | 15 | 14.00 | 9 | 11 | 10 | 10.00 | 13 | 14 | 12 | 13.00 | 9 | 10 | 10 | 9.67 | 2 | 2 | 3 | 2.33 | 49.00 |
| 20 | student B20 | 14 | 16 | 15 | 15.00 | 14 | 15 | 14 | 14.33 | 13 | 14 | 12 | 13.00 | 11 | 13 | 11 | 11.67 | 3 | 3 | 2 | 2.67 | 56.67 |
| 21 | student B21 | 16 | 14 | 15 | 15.00 | 11 | 9 | 10 | 10.00 | 9 | 13 | 11 | 11.00 | 8 | 8 | 8 | 8.00 | 3 | 3 | 2 | 2.67 | 46.67 |
| 22 | student B22 | 23 | 22 | 20 | 21.67 | 14 | 15 | 12 | 13.67 | 13 | 12 | 12 | 12.33 | 14 | 13 | 13 | 13.33 | 3 | 3 | 3 | 3.00 | 64.00 |
| 23 | student B23 | 24 | 26 | 25 | 25.00 | 17 | 17 | 16 | 16.67 | 16 | 15 | 13 | 14.67 | 13 | 12 | 12 | 12.33 | 3 | 3 | 3 | 3.00 | 71.67 |
| 24 | student B24 | 13 | 13 | 13 | 13.00 | 7 | 8 | 7 | 7.33 | 8 | 7 | 7 | 7.33 | 7 | 7 | 8 | 7.33 | 2 | 2 | 2 | 2.00 | 37.00 |
| 25 | student B25 | 13 | 13 | 13 | 13.00 | 7 | 7 | 8 | 7.33 | 7 | 7 | 8 | 7.33 | 9 | 8 | 8 | 8.33 | 2 | 2 | 2 | 2.00 | 38.00 |
| 26 | student B26 | 26 | 27 | 27 | 26.67 | 17 | 16 | 17 | 16.67 | 16 | 15 | 16 | 15.67 | 19 | 20 | 20 | 19.67 | 3 | 4 | 4 | 3.67 | 82.33 |
| 27 | student B27 | 13 | 13 | 13 | 13.00 | 7 | 7 | 7 | 7.00 | 7 | 8 | 7 | 7.33 | 8 | 9 | 6 | 7.67 | 2 | 2 | 2 | 2.00 | 37.00 |
| 28 | student B28 | 16 | 15 | 15 | 15.33 | 11 | 12 | 11 | 11.33 | 11 | 13 | 12 | 12.00 | 11 | 9 | 10 | 10.00 | 2 | 3 | 2 | 2.33 | 51.00 |
| 29 | student B29 | 23 | 21 | 20 | 21.33 | 16 | 18 | 16 | 16.67 | 16 | 15 | 17 | 16.00 | 18 | 17 | 15 | 16.67 | 3 | 3 | 2 | 2.67 | 73.33 |
| 30 | student B30 | 15 | 16 | 18 | 16.33 | 14 | 13 | 14 | 13.67 | 11 | 10 | 12 | 11.00 | 8 | 8 | 9 | 8.33 | 2 | 2 | 2 | 2.00 | 51.33 |

Control Class Score for Post-test

| No | name | Content | | | | organization | | | | vocabulary | | | | language use | | | | mechanics | | | | Overall |
|----|------|---------|---|---|------|--------------|---|---|------|------------|---|---|------|--------------|---|---|------|-----------|---|---|------|---------|
| | | rater A | rater b | rater c | mean | rater A | rater b | rater c | mean | rater A | rater b | rater c | mean | rater A | rater b | rater c | mean | rater A | rater b | rater c | mean | Score |
| 1 | student B1 | 22 | 21 | 20 | 21.00 | 12 | 12 | 13 | 12.33 | 14 | 14 | 16 | 14.67 | 16 | 17 | 17 | 16.67 | 3 | 3 | 3 | 3.00 | 67.67 |
| 2 | student B2 | 24 | 22 | 23 | 23.00 | 13 | 14 | 13 | 13.33 | 14 | 14 | 13 | 13.67 | 12 | 11 | 13 | 12.00 | 3 | 3 | 3 | 3.00 | 65.00 |
| 3 | student B3 | 27 | 28 | 28 | 27.67 | 17 | 18 | 19 | 18.00 | 18 | 18 | 19 | 18.33 | 20 | 21 | 20 | 20.33 | 4 | 4 | 4 | 4.00 | 88.33 |
| 4 | student B4 | 21 | 21 | 20 | 20.67 | 16 | 14 | 15 | 15.00 | 14 | 13 | 15 | 14.00 | 14 | 12 | 15 | 13.67 | 3 | 3 | 3 | 3.00 | 66.33 |
| 5 | student B5 | 24 | 24 | 23 | 23.67 | 18 | 18 | 16 | 17.33 | 16 | 16 | 15 | 15.67 | 13 | 13 | 12 | 12.67 | 3 | 3 | 3 | 3.00 | 72.33 |
| 6 | student B6 | 25 | 23 | 25 | 24.33 | 16 | 15 | 17 | 16.00 | 14 | 14 | 13 | 13.67 | 14 | 14 | 14 | 14.00 | 3 | 4 | 3 | 3.33 | 71.33 |
| 7 | student B7 | 20 | 23 | 23 | 22.00 | 11 | 13 | 13 | 12.33 | 12 | 13 | 14 | 13.00 | 10 | 12 | 13 | 11.67 | 3 | 3 | 2 | 2.67 | 61.67 |
| 8 | student B8 | 23 | 22 | 18 | 21.00 | 13 | 13 | 11 | 12.33 | 10 | 12 | 10 | 10.67 | 13 | 12 | 14 | 13.00 | 3 | 3 | 3 | 3.00 | 60.00 |
| 9 | student B9 | 23 | 24 | 24 | 23.67 | 17 | 17 | 17 | 17.00 | 15 | 12 | 13 | 13.33 | 15 | 13 | 16 | 14.67 | 4 | 4 | 3 | 3.67 | 72.33 |
| 10 | student B10 | 15 | 16 | 17 | 16.00 | 10 | 8 | 7 | 8.33 | 9 | 8 | 7 | 8.00 | 7 | 7 | 6 | 6.67 | 2 | 2 | 2 | 2.00 | 41.00 |
| 11 | student B11 | 14 | 16 | 16 | 15.33 | 9 | 10 | 9 | 9.33 | 11 | 12 | 12 | 11.67 | 9 | 9 | 10 | 9.33 | 2 | 3 | 2 | 2.33 | 48.00 |
| 12 | student B12 | 18 | 18 | 17 | 17.67 | 12 | 13 | 14 | 13.00 | 11 | 13 | 13 | 12.33 | 10 | 9 | 10 | 9.67 | 3 | 3 | 2 | 2.67 | 55.33 |
| 13 | student B13 | 21 | 21 | 20 | 20.67 | 18 | 15 | 15 | 16.00 | 10 | 12 | 10 | 10.67 | 13 | 13 | 12 | 12.67 | 3 | 3 | 3 | 3.00 | 63.00 |
| 14 | student B14 | 21 | 21 | 20 | 20.67 | 17 | 17 | 16 | 16.67 | 12 | 11 | 12 | 11.67 | 13 | 14 | 13 | 13.33 | 3 | 3 | 3 | 3.00 | 65.33 |
| 15 | student B15 | 14 | 13 | 14 | 13.67 | 7 | 7 | 7 | 7.00 | 10 | 11 | 12 | 11.00 | 9 | 10 | 8 | 9.00 | 2 | 2 | 2 | 2.00 | 42.67 |
| 16 | student B16 | 21 | 21 | 20 | 20.67 | 12 | 14 | 13 | 13.00 | 17 | 17 | 16 | 16.67 | 13 | 13 | 12 | 12.67 | 2 | 2 | 2 | 2.00 | 65.00 |
| 17 | student B17 | 14 | 16 | 18 | 16.00 | 13 | 13 | 12 | 12.67 | 18 | 17 | 17 | 17.33 | 9 | 8 | 11 | 9.33 | 3 | 3 | 3 | 3.00 | 58.33 |
| 18 | student B18 | 26 | 24 | 26 | 25.33 | 18 | 19 | 19 | 18.67 | 18 | 19 | 19 | 18.67 | 22 | 23 | 21 | 22.00 | 4 | 4 | 4 | 4.00 | 88.67 |
| 19 | student B19 | 13 | 14 | 14 | 13.67 | 9 | 10 | 10 | 9.67 | 12 | 13 | 14 | 13.00 | 9 | 11 | 10 | 10.00 | 2 | 2 | 2 | 2.00 | 48.33 |
| 20 | student B20 | 14 | 15 | 16 | 15.00 | 14 | 14 | 15 | 14.33 | 12 | 13 | 14 | 13.00 | 11 | 13 | 11 | 11.67 | 3 | 2 | 2 | 2.33 | 56.33 |
| 21 | student B21 | 16 | 16 | 15 | 15.67 | 11 | 9 | 10 | 10.00 | 11 | 12 | 11 | 11.33 | 8 | 8 | 8 | 8.00 | 3 | 3 | 2 | 2.67 | 47.67 |
| 22 | student B22 | 23 | 22 | 20 | 21.67 | 14 | 15 | 13 | 14.00 | 13 | 12 | 12 | 12.33 | 14 | 13 | 13 | 13.33 | 3 | 3 | 3 | 3.00 | 64.33 |
| 23 | student B23 | 24 | 25 | 25 | 24.67 | 17 | 17 | 17 | 17.00 | 17 | 15 | 14 | 15.33 | 12 | 12 | 12 | 12.00 | 3 | 3 | 3 | 3.00 | 72.00 |
| 24 | student B24 | 14 | 14 | 15 | 14.33 | 7 | 7 | 8 | 7.33 | 7 | 8 | 7 | 7.33 | 6 | 9 | 7 | 7.33 | 2 | 2 | 3 | 2.33 | 38.67 |
| 25 | student B25 | 14 | 15 | 15 | 14.67 | 7 | 7 | 8 | 7.33 | 7 | 8 | 7 | 7.33 | 8 | 9 | 8 | 8.33 | 2 | 2 | 3 | 2.33 | 40.00 |
| 26 | student B26 | 26 | 27 | 27 | 26.67 | 17 | 16 | 17 | 16.67 | 14 | 15 | 16 | 15.00 | 19 | 18 | 20 | 19.00 | 3 | 4 | 4 | 3.67 | 81.00 |
| 27 | student B27 | 13 | 15 | 13 | 13.67 | 7 | 8 | 7 | 7.33 | 7 | 8 | 7 | 7.33 | 8 | 9 | 6 | 7.67 | 2 | 2 | 2 | 2.00 | 38.00 |
| 28 | student B28 | 16 | 16 | 15 | 15.67 | 12 | 11 | 11 | 11.33 | 13 | 13 | 11 | 12.33 | 10 | 11 | 9 | 10.00 | 2 | 3 | 2 | 2.33 | 51.67 |
| 29 | student B29 | 23 | 21 | 20 | 21.33 | 16 | 18 | 16 | 16.67 | 16 | 15 | 17 | 16.00 | 15 | 17 | 17 | 16.33 | 3 | 3 | 3 | 3.00 | 73.33 |
| 30 | student B30 | 15 | 16 | 18 | 16.33 | 14 | 13 | 14 | 13.67 | 11 | 10 | 12 | 11.00 | 8 | 8 | 9 | 8.33 | 2 | 2 | 2 | 2.00 | 51.33 |