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Appendix 1

Questionnaire

Initial: _____

A. Tick on one of the options below that describe your opinion.

SA : Strongly Agree U : Undecided SD : Strongly Disagree

A : Agree D : Disagree

Statements:	SA	A	U	D	SD
1. Through TBI I become more motivated to write.					
2. The implementation of TBI make me easier to write.					
3. Activities in TBI help me to improve my writing performance.					
4. My writing ability improves through the use of TBI.					
5. In TBI, learning writing is integrated with other skills.					
6. Integrated learning in TBI provides me with more ideas to write.					
7. Integrated learning in TBI helps me improve my writing.					
8. TBI encourages me to gather information from various sources on my own.					
9. TBI allows me to practice English outside the classroom.					
10. The implementation of TBI helps me to become autonomous learner.					
11. Themes/topics being discussed are interesting to me.					
12. Themes/topics being discussed suits my language proficiency level.					
13. The selected theme/topics ease me to compose a writing.					
14. In TBI I am allowed to get my own material related to the themes/topics.					

15. Activities employed in classroom are relevant to the purpose of learning writing.					
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B. Answer the following question and provide reasons!

1. Do you prefer learning writing through TBI? Why?

.....

.....

.....

2. Do you think your writing performance improve through the use of TBI? How?

.....

.....

.....

3. Does TBI in writing integrate all your language skills? Please elaborate!

.....

.....

.....

4. Does TBI promote your autonomous learning? Please elaborate!

.....

.....

.....

5. Does the themes/topics meet your interest? Why?

.....

.....

.....

6. Are the materials and activities in classroom authentic? Explain!

.....

.....

.....

7. Which is the most contributing factor to your writing performance?

Explain!

c. The selected topics.

c. Autonomous learning.

d. Integrated skills.

d. Authenticity of text and task

.....
.....
.....

8. Describe your impression on the implementation of TBI in writing subject!

.....
.....
.....

Appendix 2

Instructional Paper for Classroom Activities

Instruction (individual)

1. Find out and READ article about particular topic that will be discussed in class.
2. Take notes on the important information about the topic presented by the group.
3. Give comments or question about the topic.
4. Compose a writing of 300 words about the topic being discussed.
You can use information from your reading and/or information presented by the group.

For group work

1. Discuss with your group member about the selected topic.
2. Each member of group presents their own discussion part. You can use power point or video
3. Provide new terms/vocabularies related to the topic in your slide/paper presentation.
4. Attach the source of your information.

Appendix 3

a. Themes and topics that has been provided to the students

Youth

1. Some cities have curfews for teens.
2. Why some teens commit suicide.
3. Most teenagers are hedonistic.

Music

1. How music affects your life.
2. The impact of different music genres on society.
3. Why students listen to a particular type of music.

Job

1. Why some teens get jobs.
2. The consequences of having a job while in high school/college.

b. Themes and topics selected by the students and discussed in the class.

1. Most teenagers are hedonistic.
2. How music affects your life.
3. Why students listen to a particular type of music.
4. Why some teens get jobs.
5. The consequences of having a job while in high school/college.

Appendix 6

Total Pre-Test Score of Control and Experimental Group and its Classification

No	Students of Control Group	Pre-test Control	Classification	Students of Experimental Group	Pre-test Experimental	Classification
1	AHB	66	Fairly Good	BU	89	Very Good
2	ARN	85	Good	DSR	84	Good
3	AM	59	Fair	FP	68	Fairly Good
4	E	68	Fairly Good	FCP	70	Fairly Good
5	BM	82	Good	HA	54	Poor
6	FEL	84	Good	IK	85	Good
7	HD	64	Fair	ID	70	Fairly Good
8	HH	65	Fair	KK	79	Good
9	IRD	92	Very Good	LD	87	Very Good
10	N	77	Good	LH	78	Good
11	RT	72	Fairly Good	NK	76	Good
12	SH	65	Fair	N	61	Fair
13	SA	45	Poor	RD	91	Very Good
14	SHA	81	Good	RY	75	Fairly Good
15	TSO	92	Very Good	SWH	58	Fair
16	TJ	79	Good	SWK	78	Good
17	VPM	74	Fairly Good	WR	69	Fairly Good
18	MSN	74	Fairly Good	RI	84	Good
	TOTAL	1324		TOTAL	1356	

Appendix 7

Total Post-Test Score of Control and Experimental Group and its Classification

No	Students of Control Group	Post-test Control	Classification	Students of Experimental Group	Post-test Experimental	Classification
1	AHB	84	Good	BU	95	Very Good
2	ARN	93	Very Good	DSR	93	Very Good
3	AM	65	Fair	FP	91	Very Good
4	E	70	Fairly Good	FCP	87	Very Good
5	BM	81	Good	HA	69	Fairly Good
6	FEL	83	Good	IK	93	Very Good
7	HD	77	Good	ID	92	Very Good
8	HH	69	Fairly Good	KK	89	Very Good
9	IRD	97	Excellent	LD	97	Excellent
10	N	89	Very Good	LH	94	Very Good
11	RT	81	Good	NK	81	Good
12	SH	79	Good	N	73	Fairly Good
13	SA	62	Fair	RD	98	Excellent
14	SHA	87	Very Good	RY	79	Good
15	TSO	95	Very Good	SWH	83	Good
16	TJ	81	Good	SWK	85	Good
17	VPM	79	Good	WR	76	Good
18	MSN	77	Good	RI	97	Excellent
TOTAL		1449		TOTAL	1572	

Appendix 8

Students' Percentage Score of Scale Type Questionnaire

No	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
1	38.9	61.1	0	0	0
2	27.8	72.2	0	0	0
3	38.9	61.1	0	0	0
4	22.2	72.2	5.6	0	0
5	11.1	83.3	5.6	0	0
6	16.6	77.8	5.6	0	0
7	27.8	72.2	0	0	0
8	16.7	83.3	0	0	0
9	5.6	66.6	27.8	0	0
10	33.3	55.6	11.1	0	0
11	44.4	55.6	0	0	0
12	16.6	77.8	5.6	0	0
13	11.1	88.9	0	0	0
14	11.1	83.3	5.6	0	0
15	5.6	94.4	0	0	0
TOTAL	327.7	1105.4	66.9	0	0
Mean	18.20555556	61.41111	3.716667	0	0

Appendix 9

Extended Profile Criteria

By Jacob et. al (1981)

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

DESCRIPTOR

CRITERIA

Knowledgeable

Is there understanding of the subject? Are facts or other pertinent information used? Is there recognition of several aspects of the subject? Are the interrelationships of these aspects shown?

Substantive

Are several main points discussed? Is there sufficient detail? Is there originality with concrete details to illustrate, define, compare, or contrast factual information supporting the thesis?

Thorough development of thesis

Is the thesis expanded enough to convey a sense of completeness? Is there a specific method of development (such as comparison/contrast, illustration, definition, example, description, fact, or personal experience)?

Relevant to assigned topic

Is all information clearly pertinent to the topic? Is extraneous material excluded?

ORGANIZATION

20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive
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

DESCRIPTOR

CRITERIA

Fluent expression	Do the ideas flow, building one another? Are there introductory and concluding paragraphs? Are there effective transition elements – words, phrases, or sentences – which like and move ideas within and between paragraphs?
Ideas clearly stated/supported	Is there a clearly stated controlling idea or central focus to the paper (a thesis)? Do topic sentences in each paragraph support, limit, and direct the thesis?
Succinct	Are all ideas directed concisely to the central focus of the paper, without digression?
Well-organized	Is the overall relationship of ideas within and between paragraphs clearly indicated? Is there a beginning, middle, and an end to the paper?
Logical sequencing	Are the points logically developed, using a particular sequence such as time order, space order, or importance? Is this development indicated by appropriate transitional markers?
Cohesive	Does each paragraph reflect a single purpose? Do the paragraphs form a unified paper?

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 <i>but meaning not obscured</i>
13-10	FAIR TO POOR: limited range • frequent errors of word/ idiom form, choice, usage • <i>meaning confused or obscured</i>
9-7	VERY POOR: essential translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate

DESCRIPTOR	CRITERIA
Sophisticated range	Is there facility with words and idioms: to convey intended information, attitudes, feelings? To distinguish subtleties among ideas and intentions? To convey shades and differences of meaning? To express the logic of ideas? Is there arrangement and interrelationship of words sufficiently varied?
Effective word/idiom choice and usage	Is the content in which it is used, is the choice of vocabulary accurate? Idiomatic? Effective? Concise? Are strong active verbs and verbal used where possible? Are phrasal and prepositional idiom correct? Do they convey the intended meaning? Does word placement give the intended message? Emphasis? Is there an understanding of synonyms? Antonyms? Homonyms? Are denotative and connotative meanings distinguished? Is there effective repetition of key words and phrases? Do transition elements mark shift in thought? Pace? Emphasis? Tone?
Word form mastery	Are prefixes, suffixes, roots, and compounds used accurately and effectively? Are words correctly distinguished as to their function (noun, verb, adjective, verb?)
Appropriate register	Is the vocabulary appropriate to the topic? To the audience? To the tone of the paper? To the method of development? Is the vocabulary familiar to the audience? Does the vocabulary make the intended impression?

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 <i>but meaning seldom obscured</i>
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 • <i>meaning confused or obscured</i>
10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate.

DESCRIPTOR

CRITERIA

Effective complex construction

Are sentences well-formed and complete, with appropriate complements? Are single-word modifiers appropriate to function? Are they properly formed, placed, sequenced? Are phrases and clauses appropriate to function? Complete? Properly places? Are introductory *It* and *There* used correctly to begin sentences and clauses? Are main and subordinate ideas carefully distinguished? Are coordinate and subordinate elements linked to other elements with appropriate conjunctions, adverbials, relative pronouns, or punctuation? Are sentence types and length varied? Are elements parallel? Are technique of substitution, repetition, and deletion use effectively?

Agreement

Is there basic agreement between sentence elements: auxiliary and verb? Subject and verb? Pronouns and antecedent? Adjective and noun? Nouns and quantifiers?

Tense

Are verb tenses correct? Properly sequenced? Do modal convey intended meaning? Time?

Number

Do nouns, pronouns, and verb convey intended quality?

Word order/function

Is normal word order followed except for special emphasis? Is each word, phrase, and clause suited to its intended function?

Articles

Are *a*, *an*, and *the* used correctly?

Pronouns

Do pronouns reflect appropriate person? Gender? Number? Function? Referent?

Prepositions

Are prepositions chosen carefully to introduce modifying elements? Is the intended meaning conveyed?

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 <i>but meaning not obscured</i>
3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>
2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate

DESCRIPTOR

CRITERIA

Spelling

Are word spell correctly?

Punctuation

Are periods, commas, semicolons, dashes, and question marks used correctly? Are words divided correctly at the end of lines?

Capitalization

Are capital letters used where necessary and appropriate?

Paragraphing

Are paragraphs intended to indicate when one sequence of thought ends or another begins?

Handwriting

Is handwriting easy to read, without impending communication?

Appendix 10

Expanding Criteria of Jacob, et al
by Raters

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

ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive
	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 <i>but meaning not obscured</i>
	13-10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>
	9-7	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
	17-11	<i>but meaning seldom obscured</i>
	10-5	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 • <i>meaning confused or obscured</i> 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, few errors 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 presents effective 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 <i>but meaning not obscured</i>
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate

Appendix 11

Pre-test Writing Score of Control Group by 3 Raters

No	Students of Control Group	Content				Organization				Vocabulary				Language Use				Mechanics				TOTAL
		R1	R2	R3	M	R1	R2	R3	M	R1	R2	R3	M	R1	R2	R3	M	R1	R2	R3	M	
1	AHB	19	19	18	18.6	13	12	12	12.3	16	15	16	15.6	16	16	16	16	3	3	3	3	66
2	ARN	23	22	24	23	17	17	18	17.3	18	17	19	18	23	22	24	23	4	4	4	4	85
3	AM	17	17	17	17	11	11	12	11	13	12	13	12,6	15	15	15	15	3	3	3	3	59
4	E	21	21	20	20.6	14	15	16	3	14	14	14	14	15	16	15	15,3	3	3	3	3	68
5	BM	22	21	23	22	16	16	17	16.3	18	19	19	18,6	21	20	22	21	4	3	4	3.6	82
6	FEL	27	26	27	26.6	17	17	17	17	18	18	18	18	19	18	20	19	3	3	3	3	84
7	HD	17	17	18	17.3	11	12	13	12	13	14	13	13,3	18	17	19	18	4	3	4	3,6	64
8	HH	20	19	20	19.3	14	14	15	14,3	15	15	14	14,6	14	14	14	14	3	3	3	3	65
9	IRD	28	27	29	28	17	17	18	17,3	19	19	19	19	23	23	24	23,3	5	4	5	4,6	92
10	N	21	21	22	21.3	15	15	17	16	16	17	16	15,6	20	20	20	20	4	4	4	4	77
11	RT	19	19	21	19.6	15	14	14	14,3	15	15	16	15,3	20	19	19	19,3	4	3	4	3,6	72
12	SH	17	17	18	17.3	13	12	13	12,6	13	13	13	13	19	19	19	19	3	3	3	3	65
13	SA	14	15	15	14.6	9	8	10	9	9	9	10	9.3	10	10	10	10	2	2	3	2.3	45
14	SHA	24	23	24	23.6	16	17	15	16	17	17	17	17	20	19	21	20	4	4	4	4	81
15	TSO	26	25	25	25.3	20	19	20	19,6	18	17	19	18	25	23	24	24	5	4	5	4,6	92
16	TJ	22	22	22	22	16	17	16	16,3	17	17	17	17	20	19	21	20	4	4	4	4	79
17	VPM	21	20	22	21	15	15	15	15	16	14	15	15	19	19	20	19,3	4	4	4	4	74
18	MSN	21	21	22	21.3	14	15	15	14,6	15	15	16	15,3	18	19	20	19	4	4	4	4	74
TOTAL																					1324	

R1=Rater 1 (researcher) R2=Rater 2 R3=Rater 3 M=Mean

Appendix 12

Post-test Writing Score of Control Group by 3 Raters

No	Students of Control Group	Content				Organization				Vocabulary				Language Use				Mechanics				TOTAL
		R1	R2	R3	M	R1	R2	R3	M	R1	R2	R3	M	R1	R2	R3	M	R1	R2	R3	M	
1	AHB	28	29	29	27.6	18	18	18	18	18	18	18	18	20	19	19	19.3	3	3	3	3	84
2	ARN	27	28	27	27.3	19	19	19	19	19	19	19	19	24	24	24	24	4	4	4	4	93
3	AM	18	17	17	17.3	12	12	13	12.3	14	14	14	14	18	18	20	18.6	3	3	3	3	65
4	E	22	22	22	22	15	14	14	14.3	16	16	16	16	15	15	15	15	3	3	3	3	70
5	BM	19	19	20	19.3	17	17	17	17	18	18	19	18.3	22	21	23	22	4	4	4	4	81
6	FEL	25	25	25	25	17	17	18	17.3	17	17	17	17	20	20	20	20	4	4	4	4	83
7	HD	21	20	22	21	15	15	16	15.3	16	16	16	16	21	21	22	21.3	4	4	3	3.6	77
8	HH	22	22	23	22.3	15	15	15	15	15	14	15	14.6	14	14	14	14	3	3	3	3	69
9	IRD	29	30	29	29.3	20	19	19	19.3	20	19	20	19.6	24	24	24	24	5	5	5	5	97
10	N	26	28	27	27	19	18	18	18.3	17	17	17	17	23	22	23	22.6	4	4	4	4	89
11	RT	23	21	22	22	16	16	17	16.3	17	17	17	17	22	22	22	22	4	4	4	4	81
12	SH	22	23	23	22.6	15	15	17	15.6	15	16	16	16.3	22	21	21	21.3	3	3	4	3.3	79
13	SA	17	17	18	17.3	11	10	12	11	13	13	13	13	18	17	18	17.6	3	3	3	3	62
14	SHA	25	26	26	25.6	17	16	18	17	17	18	17	17.3	23	23	24	23.3	4	4	4	4	87
15	TSO	28	27	28	27.6	19	19	19	19	19	19	19	19	24	24	24	24	5	5	5	5	95
16	TJ	21	22	23	22	16	16	16	16	16	17	17	16.6	21	22	23	22	4	4	4	4	81
17	VPM	23	22	23	22.6	16	16	17	16.3	16	17	17	16.6	19	19	19	19	4	4	4	4	79
18	MSN	22	23	24	23	15	15	17	25.6	15	16	15	15.3	18	19	20	19	4	4	4	4	77
TOTAL																					1449	

R1=Rater 1 (researcher) R2=Rater 2 R3=Rater 3 M=Mean

Appendix 13

Pre-test Writing Score of Experimental Group by 3 Raters

No	Students of Experimental Group	Content				Organization				Vocabulary				Language Use				Mechanics				TOTAL
		R1	R2	R3	M	R1	R2	R3	M	R1	R2	R3	M	R1	R2	R3	M	R1	R2	R3	M	
1	BU	28	27	28	27.6	17	17	18	17.3	18	18	17	17.6	22	22	22	22	4	4	4	4	89
2	DSR	26	25	26	25.6	17	17	17	17	17	17	18	17.3	20	19	21	20	4	4	4	4	84
3	FP	20	19	19	19.3	15	14	14	14.3	16	15	17	16	18	17	15	16.6	2	2	2	2	68
4	FCP	20	20	19	19.6	14	13	14	13.6	15	14	16	15	18	18	19	18.3	3	3	3	3	70
5	HA	16	16	17	16.3	9	9	9	9	12	11	12	11.6	15	16	14	15	2	2	2	2	54
6	IK	24	25	24	24.3	18	18	18	18	18	17	18	17.6	22	20	22	21.3	4	4	4	4	85
7	ID	22	23	24	23	14	16	15	15	14	15	15	14.6	14	14	15	14.3	3	3	4	3.3	70
8	KK	23	24	24	23.6	16	17	16	16.3	17	16	18	17	20	19	18	19	3	3	3	3	79
9	LD	24	23	25	24	17	17	17	17	18	18	19	18.3	23	23	23	23	5	5	5	5	87
10	LH	23	23	24	23.3	15	16	15	15.3	17	17	17	17	20	20	20	20	3	2	2	2.3	78
11	NK	23	23	22	22.6	15	15	14	14.6	17	16	16	16.3	19	19	20	19.3	3	3	3	3	76
12	N	17	17	18	17.3	10	11	12	11	14	13	14	13.6	16	16	17	16.3	3	3	3	3	61
13	RD	28	28	28	28	18	19	19	18.6	17	18	18	17.6	22	22	23	22.3	4	4	4	4	91
14	RY	20	21	21	20.6	14	14	14	14	17	17	17	17	19	18	20	19	4	4	4	4	75
15	SWH	18	17	17	17.3	10	10	10	10	13	12	14	13	16	14	14	14.6	3	3	3	3	58
16	SWK	22	22	22	22	15	14	16	15	17	17	17	17	21	20	20	20.3	4	4	4	4	78
17	WR	20	20	22	20.6	14	13	13	13.3	16	14	15	15	18	17	17	17.3	3	3	3	3	69
18	RI	24	23	25	24	17	17	18	17.3	18	18	18	18	21	21	21	21	4	4	4	4	84
TOTAL																					1356	

R1=Rater 1 (researcher) R2=Rater 2 R3=Rater 3 M=Mean

Appendix 14

Post-test Writing Score of Experimental Group by 3 Raters

No	Students of Experimental Group	Content				Organization				Vocabulary				Language Use				Mechanics				TOTAL
		R1	R2	R3	M	R1	R2	R3	M	R1	R2	R3	M	R1	R2	R3	M	R1	R2	R3	M	
1	BU	28	29	29	28.6	19	19	20	19.3	19	19	19	19	24	24	23	23.6	4	4	4	4	95
2	DSR	28	29	28	28.3	19	19	19	19	19	19	19	19	23	23	23	23	4	4	4	4	93
3	FP	27	28	27	27.3	20	19	18	19	18	18	19	18.3	22	24	22	22.6	4	4	4	4	91
4	FCP	25	26	27	26	19	19	19	19	17	17	18	17.3	21	19	20	21	4	4	4	4	87
5	HA	21	21	21	21	14	13	14	13.6	16	17	17	16.6	14	14	14	14	3	3	4	3.3	69
6	IK	28	28	29	28.3	19	19	19	19	18	19	19	18.6	23	24	23	23.3	4	4	4	4	93
7	ID	27	28	27	27.3	18	19	18	18.3	18	19	18	18.3	23	24	24	23.6	5	4	5	4.6	92
8	KK	27	27	28	27.3	18	18	18	18	18	19	19	18.6	22	21	23	22	3	3	3	3	89
9	LD	29	28	29	28.6	19	20	20	19.6	19	19	20	19.3	25	24	25	24.6	5	5	5	5	97
10	LH	30	28	28	28.6	20	18	19	19	19	18	19	18.6	24	22	24	23.3	5	4	4	4.3	94
11	NK	25	24	25	24.6	16	16	16	16	17	16	17	16.6	21	19	20	20	4	3	3	3.3	81
12	N	20	22	22	21.3	13	14	14	13.6	15	15	15	15	19	19	20	19.3	3	4	4	3.6	73
13	RD	30	30	30	30	20	19	20	19.6	19	20	19	19.3	24	24	24	24	5	5	5	5	98
14	RY	21	22	23	22	15	14	15	14.6	17	16	18	17	22	21	21	21.3	4	4	4	4	79
15	SWH	24	23	25	24	16	17	18	17	18	16	17	17	23	21	23	22.3	3	3	3	3	83
16	SWK	24	25	24	24.3	17	17	18	17.3	18	18	18	18	21	22	22	21.6	4	4	4	4	85
17	WR	22	22	23	22.3	15	16	16	15.6	16	16	16	16	17	17	19	17.6	4	4	4	4	76
18	RI	30	30	30	30	19	20	20	19.6	19	19	19	19	23	22	24	23	5	5	5	5	97
TOTAL																					1572	

R1=Rater 1 (researcher) R2=Rater 2 R3=Rater 3 M=Mean

Appendix 15

PRE TRAINING RATERS' SCORES

Students	R1	R2	R3
Student 1	88	77	97
Student 2	78	87	94
Student 3	80	68	86
Student 4	82	75	89
Student 5	73	69	85

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	.210 ^b	-.040	.762	4.112	4	8	.042
Average Measures	.444	-.129	.906	4.112	4	8	.042

POST TRAINING RATERS' SCORES

Students	R1	R2	R3
Student 1	93	94	93
Student 2	78	81	83
Student 3	86	87	89
Student 4	82	80	82
Student 5	74	77	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	.913 ^b	.616	.990	52.423	4	8	.000
Average Measures	.969	.828	.997	52.423	4	8	.000

Appendix 16

Sample of Ideal Expository Essay

The Influences of Culture and Environment

It is a commonly observed fact that the environment, as well as culture, has a significant influence on the lives of individuals all over the world. People are born, grow up and die in specific surroundings, which shape out their outlook, resulting in a certain life style, behaviour and standards.

People's attitude towards life and the pathway their life takes, is affected by various factors. Among them, a family, culture, religion, the place where they grow up, their friends, can be mentioned. Thus, the family influences the place where children grow up and what kind of people they communicate with, while maturing. Besides, this affects what food they eat and the external effects to which they are exposed. To a large extent it determines the pathway they take through life, both while living with their family, and as they grow up and leave the family home.

Many specialists talk about the enduring effects of socio-economic circumstances. According to recent research, children born in poor families are more likely to experience financial issues, as adults, than those who were born in wealthier families (Harper et al., 2003). Poor children are also more likely to be less healthy and suffer from various diseases, than their richer counterparts. Research also shows, that even the premature death of adults, can be connected to the socio-economic circumstances of one's childhood, as well. Children, born in poor households, tended to suffer from premature death more often, than those who were raised in wealthier conditions (Davey-Smith, 2004). Therefore, the environment, in which children grow up, has a great influence on their outlook and the pathway their life may take, through childhood, and into adulthood.

It is also important to consider the cultural context when talking about impacts, and effects, on lives. A variety of cultural norms and demands, existing in countries all over the world, affects individuals in various ways. Stated succinctly, cultural influences on individuals are very specific to the country in which the individual grows up. For example, an Arabic child will be influenced culturally in a totally different manner than an American child, and will possess a different psychological makeup, values, behavioural norms, and so on. Moreover, these influences will most likely determine what children do, how they interact with others, and how they feel about other cultures. Cultural context shapes their world view and the way they perceive themselves, and their environment – their family, community and society.

Therefore, it can be stated that grown-ups live and act in a way that is, in many respects, determined by the environment in which they were raised, as well as by cultural peculiarities. Many socio-economic circumstances tend to endure, so that an adult may experience the same financial, or social, issues as in childhood. Besides, culture also has a significant impact on how persons perceive themselves and the world around them. Finally, both environment and culture interact to influence the lives of individuals, determining their pathways in the early years of their lives.

(Retrieved from Academic Help. Online Academic Writing Help | Expository Essay)

Sample of Students' Writing

Pre-test and Post-test of Experimental Group

1. LD

a. Pre-test

NO.
DATE

The use of Smartphone

Hokia, Blackberry, and Samsung. Who does not know these kind of things? Yeah, we called ~~it~~^{them} as the smartphones. In the globalisation era nowadays, it is easy for us to find them in our daily life. The kids, teenagers, and even the others may have the smartphone. However, why do the people have it? Is there any specific advantages of using the smartphone? Well, let us discuss about that.

The first one is the people may get the smartphone easier. In the fact, there are many smartphones which are sold cheaper, while the features they provide are good in getting not only calling ~~and~~, ~~chatting~~, ~~and even browsing~~ and texting. many types of smartphone also give us many applications for browsing, and even chatting.

The second one is the smartphones are mostly elegant in model. Many people nowadays are paying attention to what they bring ^{have}. The smartphones can make them, look like ~~see~~ high class in society.

Finally, having the smartphones is good for us in globalization era nowadays.

PAPERLINE

b. Post-test

Smartphone, oh Smartphone . . .

Apple, BlackBerry, and Samsung. Who does not know these kinds of thing? Yeah, we called ~~it~~^{them} as ~~the~~ smartphone. Rouse (2007) defined smartphone as a cellular telephone with an integrated computer and other features not originally associated with telephones, such as an operating system, web browsing and ability to run software applications. In the globalisation era nowadays, it is easy for us to find them in our daily life. We can see in the reality ~~that~~^{that} almost all of phone outlet sold many kinds of smartphone, from the cheapest to the most expensive one. As ^a result, it is not impossible to discover ~~the~~ users of smartphone in every where. No matter they are teenagers, ~~the~~ old people, and even kids may use it. However, why the people are interested to use ~~the~~ smartphone? Well, let us discuss about that.

The first ~~one~~^{reason} is the people may get the smartphone without spending much money, while the models they offered are good and seem elegant. Many providers of smartphone compete to ~~sell~~^{sell} their products cheaply, so ~~the~~ middle to lower class-people may reach it, and make them seem like ~~the~~ higher-class.

The second one is the features that provided in smart phone are usually complete. Not only calling and texting, many types of smartphone also give us ~~many~~ many 'modern' application, such as digital camera with video capability which has function for video call to communicate with other directly, the internet connecting and mobile browser, and the Global Positioning System or well known as GPS - which ~~is~~ allows ~~s~~ the users to find some locations ~~fastly~~^{quickly}. Some types of smartphone also provide the computer applications, like Microsoft office which ~~is~~ enables the users to type and use the smartphone for their business affair.

Finally, having smartphone is not something which is considered ~~as~~ taboo. The olders, teenagers, and kids may have it. No matter the higher, middle, and even the lower class people can reach the smartphone based on their need, such as for communicating with others and even for business affair.

2. SWH

a. Pre-test

Smartphone is a device that ^{does} not just let you make telephone calls, or sending messages, but also it can be small computers with the higher technology.

Not all cell phone are smartphone.

Smartphone has characteristics like

1. Touch screen phone.
2. Wifi connection.
3. edit office document.
4. Operating system
5. Apps
6. Web access
7. Qwerty keyboard.
8. Messaging

Some phone which are application classified into smartphone first is Apple's iPhone. runs with the iOS, and BlackBerry smartphones run the BlackBerry OS, and Microsoft windows phone.

b. Post-test

SmartPhone

Sophisticated! really sophisticated! ~~Smartphone~~ My scream when I use this phone, Smartphone.

Smartphone is a device that do not just let you make telephone call or sending message. But also it can be small computer with the higher technology.

Not all cell phone are Smartphone. Smartphone has characteristics like Touchscreen, Wi-Fi connection, and mobile operating system,

Touchscreen. Its not just like the usually touchscreen like other phone before, but it include ^{high} resolution touchscreen. Make the users easy to ~~press~~ ^{press} the all ^{the} knobs, and ~~the~~ ^{the} ~~touchscreen~~ ^{touchscreen} make the users easy to write text down.

Needn't to go to the network shop, Smartphone have a good and fast of Wi-Fi connection. All of people can browsing material in the internet with easier, watching video in youtube, download the application in the ~~play~~ ^{play} store, buying the thing in online shop, updating status in the facebook, Twitter, or friendcaster, read the news in Yahoo news, and so on.

Mobile Operating System (OS) include Google's Android, Apple iOS, Blackberry's OS and Microsoft Windows Phone, and also Nokia's Symbian.

There are ^{so} many excess of ~~Smartphone~~ ^{Smartphone} which are really sophisticated, and because of that, make ~~the~~ all of people to use this phone, Smartphone.

3. FP
a. Pre-test

Date 21-03-2013

THE USE OF SMARTPHONE

(word order)

redundant

EVERY HUMAN SURE HAVE KNOW ~~ABOUT~~ ^{period} SOPHISTICATED
ABOUT TECHNOLOGY OF SMARTPHONE ~~MAKES~~ A LOT OF PEOPLE
ALREADY USE SMARTPHONE AND ~~WORDS~~ SMARTPHONE ALREADY
~~REXSMART~~ IS A WORD WHICH SO POPULAR IN EVERY HUMAN.
THE OVERPLUS ^{of} SMARTPHONE ^{compared to} WITH ANOTHER ~~PHONE~~ IS IT HAS
WIRELESS FIDELITY, TOUCH SCREEN, QWERTY KEYBOARD
HAS INSTAN MESSAGE ^{and} SOCIAL MEDIA APPLICATION.

SMARTPHONE, INFLUENCE MANY PEOPLE FOR USING
SMARTPHONE. SINCE ^{the} ~~APPEARANCE~~ ^{of} SMARTPHONE A LOT OF PEOPLE
ALREADY USE SMARTPHONE AND ~~HANDPHONE~~ ANOTHER
HANDPHONE HAS NOT USE ANY OF EVERY PEOPLE. BECAUSE
THEY ALREADY INFLUENCE WITH THE SOPHISTICATED
OF SMARTPHONE. ~~IN~~ SMARTPHONE ~~HAVE~~ ^S MANY FUNCTIONS
AND ^{is} VERY USEFUL FOR EVERY ~~CHILDREN~~ STUDENT, BECAUSE
THE SMARTPHONE HAVE FUNCTION FOR INTERNET AND
HAVE SOCIAL MEDIA APPLICATION, SURE SMARTPHONE
GIVE THEM A LOT OF KNOWLEDGE ABOUT TECHNOLOGY AND
CAN MAKE THEM MORE EASY FOR SEARCHING ABOUT
EDUCATION AND ~~STUDY~~ LESSON. ~~BROTH~~

b. Post-test

THE USE OF SMARTPHONE

every human Surely have known about sophisticated technology of smartphone. Maybe a lot of people already use Smartphone and it is a word which is so popular in every human, because Smartphone has ~~many~~ advantages than the other phone. The advantages are ~~has~~ using wireless fidelity, touch screen.

People have thought ~~of~~ the advantages ~~from~~ ^{of} smartphone. Smartphone ~~have~~ has using Wireless fidelity. Wireless fidelity can make search stamp and the other thing information. According to Anderson (2013) The advantages of having mobile access to the Internet, either via Wi-Fi or a cellular network, cannot be over-emphasized. As well as keeping you connected to all your favorite social networks, a Smartphone will enable you to use Internet search engines on the move, shop at online stores, and bring all the latest news and sports into your hand. Wherever you happen to be, if it's online, it'll be in your pocket. It means if we will use Smartphone can make our easy to use Internet and search a lot of information. For example if we have ~~has~~ assignment and this assignment we ^{do} not know about it, sure we search from smartphone without we must going to warnet. Thus Smartphone many help a lot of people for make easy look for assignment and information.

The other advantages from smartphone has using touch screen. Besides smartphone has qwerty keyboard, Smartphone also has using touch screen. We just touch the screen, without using qwerty keyboard and this it make us easy to using smartphone and look-for the menu from smartphone. For example if we search the menu, we ~~not~~ just touch the screen from smartphone this. Thus if we using smartphone make us easy for search the menu from the smartphone.

Therefore, if we using smartphone can help a lot of people, from the advantages smartphone make easy for people to look-for information and the other information. Finally, Smartphone ~~the~~ has advantages for help a lot of people.

4. LH

a. Pre-test

smartphone? ~~do you~~ ^{if} have you heard ~~before~~ about this word? ~~Of course~~, every body who live in this era must be familiar with this technology. It is a kind of a cell phone. It is one of the technology which ~~always~~ ^{develop} in this era and in the next future. ~~so many~~ ^{There are} ~~Brand~~ of this product, they are Samsung, Blackberry and so on. ~~but~~, have you asked why it is called a smart phone, ~~and why~~ ^{does} every body want to have this thing.

~~As~~ I know that, every body want^s to have good life style, and most of them thought that the good lifestyle is ~~looked~~ ^{valued} by. Here our things that we have ~~so~~ every body ~~is~~ ^{try} to have this smartphone. Smartphones have ~~many~~ good service^s, they are touch screen, have more social media, Qwerty keyboard, Blackberry messenger and so on. ~~the smart~~ ^{this} media have many advantages than usual smart phone. ~~the~~ This technology also have ~~wifi~~ ^{wifi} service. ~~so~~, we don't need to loss our credit for chatting and ~~do~~ ^{google} ~~ing~~

Thus, the conclusion ~~of this~~ ^{is} ~~are~~ smartphone ~~is~~ ^{is} the most ~~smartphone~~. It ~~is~~ ^{understands} ~~comprehends~~ our need in our in modern era. ~~Everything~~ ^{Everything} feel ~~more~~ easier to communicate ~~by~~ ^{whether} by this technology. Thus, it is your choice ~~if~~ you will ~~be~~ use this or not.

b. Post-test

The Impacts of smart phone

Technology is the dynamic thing. Time to time new products of technology have come, no except the smartphone. In the past time there is no ^{kind} of phone. We just know the ordinary phone which has limit application. But, now we can see how popular ~~the~~ in this era, such as black berry, Samsung Galaxy and I-Phone. However, having smart phone will affect our financial and your health. ✓

Talk about human life can not be separated with the financial problems. Although ~~the~~ ^{money} thing is not everything; but, everything in this era need money to pay. Then, having smartphone step by step will influence your financial. It because, firstly, smartphone are expensive then the ordinary phone and get very pricey should you decided to buy the best model (Dorado, 2011). Secondly, to watch out for is the monthly fees which you have to pay when owning a smart phone. Whether you are on prepaid or postpaid account, you still have to pay when maintaining your phone. It depending on how much you use it and your bill will very expensive if you donot know how control your self (Dorado, 2011). finally, they are the reasons why smartphone going to influence your finance.

^{disappoint} However, Health is the main thing, for enjoy our life. have you imagine that smartphone could be ~~be~~ ^{bring} appear the bad impact to our health. The reasons are the smart phone will disturb our sleep here. According to Anna (2010), "sound string" of smartphone will make her ~~forget~~ ^{be} curious to check her email anywhere. Then it will make her forget the time to sleep. Then finally, she loss her spirit to working. Then another impact is smartphone could make our muscles rigid. According to Michael (2013), "Many people who came to his practice room, they are complain of pain in the forearm that continues into the upper arm, sometimes until neck. finally the fact prove that it because they often use smartphone.

It is understand ~~our~~ ^{us}, beside many advantages of this smartphone there are two point of bad impact of it which we have to face. They are affects in our financial and our health. But, your life is your choice whether you will be use it or not.

Pre-test and Post-test of Control Group

1. AM

a. Pre-test

The use of smartphone

You know smartphone?

Smartphone is one of communication tools that can connect with internet. Smartphone has some advantage and disadvantage.

Smartphone is one of communication tools that can connect with internet. We can access the all information of world, some advantage from smartphone.

~~It is can be help~~

~~We can~~

~~can help to use for raising information~~

can help to us for know a information today, make a business pass through the pass through? of smartphone and can be a friend add a friend

LOVE

hippo

the same

period

b. Post-test

The Use of Smartphone

A smartphone is a telephone that can connect with Internet, and we can connect with Internet wherever with use to smartphone. We can access the all information pass through a smartphone. Smartphone has some advantage and disadvantage. Example smartphone one of smartphone's advantage is that we will no going to wait for searching the information, and a smartphone can sync with your personal and, most likely, your professional e-mail account, others include access to the popular instant messaging services, like AOL's AIM and Yahoo! Messenger. and the smartphone has some disadvantage as some people can

the smartphone into a mobile hot spot with this feature. share your internet connection with multiple wi-fi enabled devices.

Example for (word enter)

Smartphone example is Black Berry, Android, ios, windows phone, palm os, bada and Nokia N8, symbian, Samsung bada, Hewlett-Packard's webos, and Embedded linux.

In general, a smartphone will be based on an operating system that allows it to run applications.

Confusing idea

2. ARN

a. Pre-test

Date :

Blackberry as a smartphone for Young Generation

Is smartphone good for teenager as a young generation? In spite of the fact that the most users of Blackberry is the young generation, the aim of ~~the~~ Blackberry user is a businessman, because as we know that the features in Blackberry ^{are} ~~is~~ purposed for helping the businessman. Actually, smartphone is a kind of telecommunication tool which provide some ~~the~~ 'smart' feature for helping some people work. In this era, Blackberry becomes very popular ~~at~~ in young generation. In order that, Blackberry give^s some Advantages and disadvantages for young generation by its features.

Blackberry fever in Indonesia ~~exist in~~ ^{is} ~~attack~~ ^{ed} the young generation in 2000. Many young people ~~love to~~ prefer to use that ~~the~~ rather than use original phone. The young people claimed that Blackberry ~~is~~ gives advantages and disadvantages for them. They said that Blackberry is useful for chatting, browsing, and ~~see~~ for social media. Meanwhile Blackberry also makes them lazy and addicted to this tool.

In summary, Blackberry as a smartphone for young generation provide the advantages and ~~disad~~ disadvantages for young people's life. So, we as the young generation should use this tool well appropriate with ~~the~~ a good purpose.

Lonsseleaf A5

b. Post-test

Blackberry as a smartphone for
young generation

Is smartphone good for the young generation? Despite of the value & the price of a cell phone, nowadays Blackberry is not a luxurious thing anymore. Many people have used Blackberry as their phone. Nowadays, the user of Blackberry is not only adult, but also the young generation. For instance, in Gorontalo state University, we can find the users of Blackberry early. At canteen, class, and even in the road, we can find the users of Blackberry. But not only that, based on a research from Dewi Septhi from BBC Indonesian Service, the users of Blackberry is not only from adult people, such as teacher, student of University, but also from Junior high school and Elementary school. Moreover the use of Blackberry gives advantages, but it also give disadvantages for the user, especially for the young generation.

In this era, the young generation as the most user of Blackberry, love to use it because of its feature Browser, twitter and facebook are the most loved by the user. In addition, this is all true that one of Blackberry's advantage is for providing internet and social media easily.

Beside the advantage of Blackberry, actually the young generation did not realize the disadvantage of Blackberry. The online abusing is one of the disadvantages. For example we can see the example that the young generation, such as a student sometimes do the online abusing. They sometimes do googling.

favourable

KENKO 2011.10.16, 6mm

No
Date

even do social media while they study at class. It is really pity that the effect of Blackberry can disturb the learning process.

In summary, Blackberry, as a smartphone for young generation, that provide the advantages and disadvantages for young people's life. So, we as the young generation should use this tool well and appropriately with a good purpose.

3. E
a. Pre-test

Advantage and disadvantage ^{of} Smartphone.

As we know Media Communication like a Smartphone now can ~~to~~ ^{be} used for internet access and than can ~~to~~ ^{be} used for searching information. However, ^{this} sophisticated ^{phone} have ^s Advantage and ~~advent~~ disadvantage. As ^{its} advantage, we can get information with quility, and ^{the} disadvantage ^{is} may people use ^{it} to do not benefit things.

Now, Peoples make Smartphone so many because ^{it} give ^s the easy ^e for the users, like searching assignment in internet very quickly without go^{ing} to warnel (warning internet) ~~again~~. and than Smartphone also can ^{be} used for social media like Facebook, Twitter and so on. However, the other people that use, can using do not give benefit. like download games that do not give benefit. For them.

In conclusion, be careful if you have Smartphone, ~~use it~~ ^{use} to that Advantage For you.

not enough explanation

b. Post-test

Date: _____ No: _____

• Advantage and disadvantage of A Smartphone.

As we know a Smartphone is the media communication ^{that is} very popular in era globalization because this smartphone is ready to serve facilities like WiFi. ^(curved under) This WiFi that used when at the location is ready to serve Facilitation LAN (Local Area Network), because without it WiFi can not be used. However, Smartphone also gives benefit others for the user for the example it make easy some people more easier when do one thing. may be when a people searching an information about the world or the news for today.

A Smartphone is a tool ^{communicate} that now is the mostly used because the smartphone any advantages for the people ^{who} to used, like WiFi. it is some of facilities found in this a Smartphone that may be nothing in the media of comenication the other.

and than a Smartphone also have benefit when a user searching for information, the new or searching assignment is easy all of that can called that can be said when get information is very quickly. However, some of people that used a Smartphone, they use for the bad things because I many found in the other people. → unclear this is the disadvantage to used a Smartphone. → not enough explanation

In conclusion, when you have a smart phone, used it with in life things good things do not bad things. So always be careful use it so it can give benefit itself for yourself.