

BIBLIOGRAPHY

- Anson, C.M., Schwegle, R.A. (2000). *The Longman handbook for writers and readers, The Longman handbook for writers and readers* (2nd ed.). New York: Longman.
- Arthur, M., Gordon, C., & Butterfield, N. (2003). *Classroom Management: Creating Positive Learning Environments*. Melbourne: Thomson
- Barry, k., & King, L. (1993). *Beginning Teaching, 2nd ed.* Wentworth Falls, NSW: Social Science Press.
- Barootchi, N., & Keshavarz, M. H. (2002). Assessment of achievement through portfolios and teacher-made tests. *Educational Research*, 44(3), 279–288. <https://doi.org/10.1080/00131880210135313>.
- Berne, J. (2009). *The Writing-Rich High School Classroom: Engaging Students in the Writing Workshop*. New York: Guilford Publications.
- Bernhardt, E. (1991). *Reading development in a second language*. Norwood, NJ: Ablex.
- Bodrova, E. & Leong, D. (1998). Scaffolding emergent writing in the zone of proximal development. *Literacy Teaching and Learning*, 3(2), 1-18.
- Boumediene, H., Berrahal, K.F., & Harji, M.B. (2016). The Effectiveness of Portfolio Assessment on EFL Students' Writing Performance: The Case of Third Year Secondary Students in Algeria. *Academic Journal of Interdisciplinary Studies*. 10.5901/ajis.2016.v5n3s1p119.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman.
- Burner, T. (2014). The potential formative benefits of portfolio assessment in second and foreign language writing contexts: A review of the literature. *Studies in Educational Evaluation*, 43, 139–149.
- Chaudron, C. (1984). The Effects of Feedback on Students' Composition Revisions. *Relc Journal*. 15. 1-14. 10.1177/003368828401500201.
- Creswell, J. W. (2012). *Educational Research: planning, conducting, and evaluating quantitative and qualitative research* (4th ed). Boston: Pearson Education.
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage.



- Efendi, Z. (2017). Improving Students' Ability in Writing English Teaching By Using Portfolio Assessment (An Experimental Study At Smkn 1 Blangpidie). *English Education Journal (GEEJ)*, 4 (2), 152-163.
- Fahim, M. & Jalili, S. (2013). The Impact of Writing Portfolio Assessment on Developing Editing Ability of Iranian EFL Learners. *Journal of Language Teaching and Research*. 4. 10.4304/jltr.4.3.496-503.
- Farahian, M. & Avarzamani, F. (2018). The Impact of Portfolio on EFL Learners' Metacognition and Writing Performance. *Cogent Education*, 5 (1). <https://doi.org/10.1186/s40862-018-0052-4>
- Ferris, D. (1997). The influence of teacher commentary on student revision. *TESOL Quarterly*, 31 (2), 315–339.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). New York: Mc Graw Hill.
- Genesee, F., & Upshur, J.A. (1996). *Classroom-Based Evaluation in Second Language Education*. Cambridge University Press.
- Graves, D. R. (1985). *Writer Teaches Writing* (2nd ed.). Boston, MA: Houghton Mifflin.
- Hamilton, S. J. (1994). Portfolio pedagogy: Is a theoretical construct enough? In: L. Black, D. A. Daiker, J. Sommers, & G. Stygall (Eds.), *New directions in portfolio assessment: Reflection practice, critical theory, and large-scale scoring* (pp. 157–167). Portsmouth, NH: Boynton/Cook Publishers.
- Hamp-Lyons, L., & Condon, W. (2000). *Assessing the portfolio: Principles for Practice, Theory, and Research*. Cresskill, NJ: Hampton.
- Hedge, T. (1998). *Writing*. Oxford: Oxford University Press.
- Hénard, F., & oseveare, D. (2012). Fostering Quality Teaching in Higher Education: Policies and Practices. Retrieved March 16, 2019, From <https://www.oecd.org/education/imhe/QT%20policies%20and%20practices.pdf>.

WILLIAMS, G. (1995). Managing service quality in higher education, the role of student as primary consumer. *Quality Assurance in Education*, 3 (1), pp.10-21.

WILLIAMS, G. (2002). *Teaching and researching writing*. London: Longman.



- Johnson, B. (1996). *Performance Assessment Handbook: Volume 1* Portfolios and Socratic Seminars. Princeton: Eye on Education, Inc.
- Krause, K-L., Bochner, S., & Duchesne, S. (2006). *Educational psychology for learning and teaching*. (2nd. ed.) South Melbourne, VIC: Thomson Learning Australia.
- Lam, R. (2016). Taking stock of portfolio assessment scholarship: From research to practice. *Assessing Writing*, 31, 84–97. doi:10.1016/j.asw.2016.08.003
- Lam, R. (2013). Two portfolio systems: EFL students' perceptions of writing ability, text improvement, and feedback. *Assessing Writing*. 18. 132–153. 10.1016/j.asw.2012.10.003.
- Lam, Ricky. (2018). *Portfolio Assessment for the Teaching and Learning of Writing*. SpringerBriefs in Education. <http://doi.org/10.1007/978-981-13-1174-1>
- Lee, K.-C. (2001). *Teaching materials and methods of comprehensive activity fields*. Taipei: Shin-Lee.
- Lee, Icy. (2011). Formative Assessment in EFL Writing: An Exploratory Case Study. *Changing English*. 18. 99-111. 10.1080/1358684X.2011.543516.
- Lodico, M.G., Spaulding, D.T. & Voegtle, K.H. (2006). *Methods in Educational Research: From Theory to Practice*. John Wiley, San Francisco.
- López-Pastor, V., & Sicilia-Camacho, A. (2017). Formative and shared assessment in higher education: Lessons learned and challenges for the future. *Assessment & Evaluation in Higher Education*, 42, 77-97. doi:10.1080/02602938.2015.1083535
- Lucas, R. I. G. (2007). A study on portfolio assessment as an effective student self-evaluation scheme. *The Asia Pacific Education Researcher*, 16(1), 23-32.
- Mauk, K. (2008). *Assembling Writing Portfolios*. Retrieved February 26, 2019, from https://www.cengage.com/custom/enrichment_modules/bak/data/3262148_WH_Assembling_watermark.pdf



- Masrul. (2018). Portfolios Assessment on Learning Writing: Investigating The Effect. *International Journal of Management and Applied Science*, 4 (5), 49-53.
- Nezakatgoo, B. (2011). The Effects of Portfolio Assessment on Writing of EFL Students. *English Language Teaching*, 4 (2), 231-241.
- Ozer, Omer and Tanriseven, Işıl. (2016). The effect of portfolio-based writing assessment on the development of writing skills of EFL students. *International Online Journal of Educational Sciences*, 2016, 8 (3), 35-45.
- Pianta R.C, Hamre B.K. (2009). Conceptualization, measurement, and improvement of classroom processes: Standardized observation can leverage capacity. *Educational Researcher*; 38:109–119
- Popham, W.J. (1994). *Classroom Assessment (What Teachers Need To Know)*. MA: Allyn & Bacon.
- Sengupta, S. (2000). An investigation into the effects of revision strategy instruction on L2 secondary school learners. *System*, 28 (1), 97–113.
- Sharifi, A & Hassaskhah, J. (2013). The Role of Portfolio Assessment and Reflection on Process Writing. *ASIAN EFL Journal*.
- Silverman, D., & Marvasti, A. (2008). *Doing qualitative research: A comprehensive guide*. Thousand Oaks, CA, US: Sage Publications, Inc.
- Swaran Singh, C & Samad, A. (2012). The Use of Portfolio as an Assessment Tool in the Malaysian L2 Classroom. *International Journal of English Language Education*. 1. 10.5296/ijele.v1i1.2851.
- Tabatabaei, O. & Aessefi, F. (2012). The Effect of Portfolio Assessment Technique on Writing Performance of EFL Learners. *English Language Teaching*, 5 (5). DOI:10.5539/elt.v5n5p138
- Tickoo M.L. (2009). *Teaching and Learning, English*. Hyderabad, Orient Black Swan.
- Tierney, R., Carter, M., & Desai, L. (Eds.). (1991). *Portfolio assessment in the reading-writing classroom*. Norwood, MA: Christopher-Gordon Publishers.



e, H. (2007). Assessment as learning? How the use of explicit learning objectives, assessment criteria and feedback in post-

secondary education and training can come to dominate learning. *Assessment in Education: Principles, Policy & Practice*, 14(3), 281–294.

Uçar, S., & Yazıcı, Y. (2016). The Impact of Portfolios on Enhancing Writing Skills in ESP Classes. *Procedia - Social and Behavioral Sciences* 232, 226-233.

Vizyak, L. (1996). *Student portfolios: a practical guide to evaluation*. Bothell, WA: Wright Group

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Wang, Y. H., & Liao, H. C. (2008). The application of learning portfolio assessment for students in the technological and vocational education system. *Asian EFL Journal*, 10(2), 132-154.

Weigle, S.C. (2002). *Assessing Writing*. Cambridge, UK: Cambridge University Press.

White, E. M. & Wright, C. A. (2015). *Assigning, Responding, Evaluating: A writing teacher's guide*. New York: Bedford/St. Martin's Press

Willis, M.S. (1993). *Deep Revision*. New York: Teachers and Writers Collaborative.

Yang, N. D. (2003). Integrating portfolios into learning strategy-based instruction for EFL college students. *IRAL*, 41(4), 293-317.



APPENDICES



APPENDIX 1

WRITING TEST

You should spend about 40 minutes on this test.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic:

There are many different types of music in the world today. Why do we need music? Is the traditional music of a country more important than the International music that is heard everywhere nowadays?

You should write at least 250 words.

Use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.



APPENDIX 2

Writing Scoring Rubric (Adopted from Wang and Liao, 2008)

Criteria	Descriptors	Scores
Focus	<ol style="list-style-type: none"> 1. Having problems with focus or failing to address the writing task. 2. Inadequately addressing the writing task. 3. Addressing the writing task adequately but sometimes straying from the task. 4. Addressing most of the writing task. 5. Specifically addressing the writing task 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
Elaboration/ Support	<ol style="list-style-type: none"> 1. Using few or no details or irrelevant details to support topics or illustrate ideas. 2. Using inappropriate or insufficient details to support topics or illustrate ideas. 3. Using some details to support topics or illustrate ideas. 4. Using appropriate details to support topics or illustrate ideas. 5. Using specific appropriate details to support topics or illustrate ideas. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
Organization	<ol style="list-style-type: none"> 1. The logical flow of ideas is not clear and connected. 2. The logical flow of ideas is less clear and connected. 3. The logical flow of ideas is mostly clear and connected. 4. The logical flow of ideas is generally clear and connected. 5. The logical flow of ideas is specifically clear and connected. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
Conventions	<ol style="list-style-type: none"> 1. Standard English conventions (spelling, grammar and punctuation) are poor with frequent errors. 2. Standard English conventions (spelling, grammar and punctuation) are inappropriate with obvious errors. 3. Standard English conventions (spelling, grammar and punctuation) are fair with some minor errors. 4. Standard English conventions (spelling, grammar and punctuation) are almost accurate. 5. Standard English conventions (spelling, grammar and punctuation) are perfect or near perfect. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
Vocabulary	<ol style="list-style-type: none"> 1. Little knowledge of English vocabulary, idioms and verb forms. 2. Frequent errors of word/idiom form, choice, usage. Meaning confused or obscured. 3. Occasional errors of word/idiom form, choice, usage but meaning not obscured. 4. Almost effective word/idiom form, choice, usage. Almost appropriate register. 5. Effective word/idiom form, choice, usage. Appropriate register. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>



TEACHER-STUDENT INTERACTION QUESTIONNAIRE

This questionnaire gives you the chance to comment anonymously about this course and the way it was taught. Using the rating scale below, mark one response for each statement that is closest to your view. Mark your answers in the boxes (✓).

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = No Idea
- 4 = Agree
- 5 = Strongly Agree

As you respond to each statement, think about each practice as it contributed to your learning in this course.

No.		1	2	3	4	5
1	The teacher actively facilitates students' engagement in activities and lessons to encourage participation and expanded involvement.					
2	The teacher uses a variety of teaching medias and uses a variety of materials to effectively interest students and gain their participation during activities and lessons.					
3	The teacher makes me consistently interested and involved in activities and lessons.					
4	The teacher effectively focuses students' attention toward learning objectives and/or the purpose of the lesson.					
5	The teacher often uses discussions and activities that encourage analysis and reasoning.					
6	The teacher often provides opportunities for students to be creative and/or generate their own ideas and products.					
7	The teacher consistently links concepts and activities to one another and to previous learning.					
8	The teacher consistently relates concepts to the students' actual lives.					
9	The teacher often scaffolds for students who are having a hard time understanding a concept, answering a question, or completing an activity.					
10	There are frequent feedback loops—back-and-forth exchanges—between the teacher and students.					
11	The teacher often queries the students or prompts students to explain their thinking and rationale for responses and actions.					
12	The teacher often provides additional information to expand on students' understanding or actions.					
13	The teacher often offers encouragement of students' efforts that increases students' involvement and persistence.					
14	There are frequent conversations in the classroom.					
15	The teacher asks many open-ended questions.					
16	The teacher often repeats or extends the students' responses.					
17	The teacher consistently often maps his or her own actions and the students' actions through language and description.					
18	The teacher often uses advance language with students.					



THANKS FOR SHARING YOUR VIEWS!

APPENDIX 4

INTERVIEW GUIDELINE

Adapted from Asmussen & Creswell (1995)

Project: University Reaction to a Gunman Incident

Time of Interview:

Date:

Place:

Interviewer:

Interviewee:

Position of Interviewee:

- Describe here the project, telling the interviewee about (a) the purpose of the study, (b) the individuals and sources of data being collected, (c) what will be done with the data to protect the confidentiality of the interviewee, and (d) how long the interview will take.
- Have the interviewee read and sign the consent form.
- Turn on the tape recorder and test it.
- Questions:

	Experimental Group	Control Group
1	How do you perceive writing assessment in general?	How do you perceive writing assessment in general?
2	Before taking this class, you had been told that you were about to have writing class with portfolio assessment?	Have you heard about portfolio assessment before taking this class? Did instructor tell you about how you were going to be assessed?
	How do you feel about writing assessment?	How do you feel about writing assessment?



	(Nervous/stressful/enjoyable/relaxed/high-impact/anxiety/demotivated)	(Nervous/stressful/enjoyable/relaxed/high-impact/anxiety/demotivated)
4	Could you briefly recount your portfolio experience during the class?	Could you briefly recount your experience during the class?
5	What do you like most and least about portfolio assessment?	What do you like most and least about the assessment you have experienced?
6	In what way do you think portfolio assessment may promote or impede the learning of writing?	In what way do you think assessment you have experienced may promote or impede the learning of writing?
7	How do you perceive the interaction between you and your instructor?	How do you perceive the interaction between you and your instructor?
8	How effective did your teacher focus your attention toward learning objectives and/or the purpose of the lesson? How did your teacher do it? What was the effect on you?	How effective did your teacher focus your attention toward learning objectives and/or the purpose of the lesson? How did your teacher do it? What was the effect on you?
9	How often did your teacher provide opportunities for you to be creative and/or generate your own ideas and products? What kind of opportunities? What was the effect on you?	How often did your teacher provide opportunities for you to be creative and/or generate your own ideas and products? What kind of opportunities? What was the effect on you?
10	How often did your teacher scaffold for you when you were having a hard time understanding a concept, answering a question, or completing an activity? How did your teacher help you? Did it work? What was the effect on you?	How often did your teacher scaffold for you when you were having a hard time understanding a concept, answering a question, or completing an activity? How did your teacher help you? Did it work? What was the effect on you?
11	How frequent were feedback loops—back-and-forth exchanges between your teacher and you? What kind of feedbacks? What was the effect on you?	How frequent were feedback loops—back-and-forth exchanges between your teacher and you? What kind of feedbacks? What was the effect on you?
	How often did your teacher query you or prompts you to explain your thinking and	How often did your teacher query you or prompts you to explain your thinking and



	rationale for responses and actions? What was the effect on you?	rationale for responses and actions? What was the effect on you?
13	How often did your teacher offer encouragement of your efforts that increased your involvement and persistence? What was the effect on you?	How often did your teacher offer encouragement of your efforts that increased your involvement and persistence? What was the effect on you?

- Thank the individuals for their cooperation and participation in this interview. Assure them of the confidentiality of the responses and the potential for future interviews.



APPENDIX 5

Self-Editing Worksheet I Chapter 1: Paragraph Structure

Writer: _____ Date: _____

Format

My paragraph has a title.	yes	no
The title is centered.	yes	no
The first line is indented.	yes	no
There are margins on both sides of the page.	yes	no
The paragraph is double-spaced.	yes	no

Mechanics

I put a period, a question mark, or an exclamation mark after every sentence.	yes	no
I used capital letters correctly.	yes	no
I checked my spelling.	yes	no

Content and Organization

My paragraph fits the assignment.	yes	no
My paragraph has a topic sentence.	yes	no
The topic sentence has both a topic and a controlling idea.	yes	no
My paragraph contains several specific and factual supporting sentences, including at least one example.	yes	no
How many supporting sentences did I write?	number	_____
My paragraph ends with an appropriate concluding sentence.	yes	no
All of my sentences are directly related to the topic.	yes	no

Grammar and Sentence Structure

Every student has his or her own personal grammar trouble spots. Some students battle with verb tenses. For others, articles are the main enemy. Some find it hard to know where to put periods.

In the space, create your own personal checklist for items that you know are problems for you. Then, throughout the term, work on eliminating these errors. Delete items you have mastered and add new ones that you become aware of.

Errors to check for include verb tenses, subject-verb agreement, articles, pronoun agreement, sentence fragments, and run-on sentences/comma splices.

	Number found and corrected
I checked my paragraph for _____ errors.	_____
I checked my paragraph for _____ errors.	_____
I checked my paragraph for _____ errors.	_____



Self-Editing Worksheet 2

Chapter 2: Unity and Coherence

Writer: _____ Date: _____

Format		
My paragraph is correctly formatted (title centered, first line indented, margins on both sides, double-spaced).	yes	no
<hr/>		
Mechanics		
I checked punctuation, capitalization, and spelling.	yes	no
<hr/>		
Content and Organization		
My paragraph begins with a topic sentence that has both a topic and a controlling idea.	yes	no
My paragraph contains specific and factual supporting sentences that explain or prove my topic sentence.	yes	no
How many supporting sentences does the paragraph have?	number	_____
Unity: All sentences are on the topic.	yes	no
My paragraph ends with an appropriate concluding sentence.	yes	no
Coherence: My paragraph flows smoothly from beginning to end.		
I repeat key nouns where necessary.	yes	no
I use pronouns consistently.	yes	no
I use some transition signals. How many? _____	yes	no
My sentences are in some type of logical order.	yes	no
<hr/>		
Grammar and Sentence Structure		
	Number found and corrected	
I checked my paragraph for _____ errors. (verb tense, article, etc.)	_____	
I checked my paragraph for _____ errors.	_____	
I checked my paragraph for _____ errors.	_____	



Self-Editing Worksheet 3

Chapter 4: From Paragraph to Essay

Writer: _____ Date: _____

Format		
My essay is correctly formatted (title centered, first line of every paragraph indented, margins on both sides, double-spaced).	yes	no
<hr/>		
Mechanics		
I checked punctuation, capitalization, and spelling.	yes	no
<hr/>		
Content and Organization		
My essay has all three parts: introduction, body, and conclusion.	yes	no
Introduction: Type of introduction (funnel, historical background, surprising statistics, dramatic story, etc.): _____		
The introduction ends with my thesis statement.	yes	no
Body: The body has _____ paragraphs.		
The topics of the body paragraphs are as follows:		
1. _____	3. _____	
2. _____	4. _____	
(If there are more or fewer paragraphs, add or delete lines.)		
Unity: Each paragraph discusses only one main idea, and there are no sentences that are "off the topic."	yes	no
Coherence: Each paragraph has coherence. My essay flows smoothly from beginning to end.	yes	no
I repeat key nouns.	yes	no
I use transition signals to show relationships among ideas.	yes	no
I use transitions to link paragraphs.	yes	no
Conclusion: The conclusion (a) summarizes the main points or (b) paraphrases the thesis statement. (Circle one.)		
<hr/>		
Grammar and Sentence Structure		Number found and corrected
I checked my essay for _____ errors. (verb tense, article, etc.)		_____
I checked my essay for _____ errors.		_____
I checked my essay for _____ errors.		_____



Self-Editing Worksheet 4

Chapter 5: Chronological Organization: Process Essays

Writer: _____ Date: _____

Format

My essay is correctly formatted (title centered, first line of every paragraph indented, margins on both sides, double-spaced). yes no

Mechanics

I checked punctuation, capitalization, and spelling. yes no

Content and Organization

My essay has all three parts: introduction, body, and conclusion. yes no

Introduction: Type of introduction I used (funnel, historical background, surprising statistics, dramatic story, etc.): _____

The introduction ends with my thesis statement. yes no

Body: The body has _____ paragraphs. Each paragraph explains one major step or one group of steps in the process I am writing about. The topics of the body paragraphs are as follows:

1. _____ 3. _____

2. _____ 4. _____

(If there are more or fewer paragraphs, add or delete lines.)

Unity: Each paragraph discusses only one main idea, and there are no sentences that are "off the topic." yes no

Coherence: Each paragraph has coherence. My essay flows smoothly from beginning to end. yes no

I repeat key nouns. yes no

I use transition signals to show relationships among ideas. yes no

I use transitions to link paragraphs. yes no

Conclusion: The conclusion (a) summarizes the main points or (b) paraphrases the thesis statement. (Circle one.) The writer adds a final comment or thought on the topic to leave a final impression on the reader.

Grammar and Sentence Structure

**Number found
and corrected**

I checked my essay for _____ errors. _____
(verb tense, article, etc.)

I checked my essay for _____ errors. _____

I checked my essay for _____ errors. _____



Self-Editing Worksheet 5

Chapter 9: Argumentative Essays

Writer: _____ Date: _____

Format

My essay is correctly formatted (title centered, first line of every paragraph indented, margins on both sides, double-spaced).

yes no

Mechanics

I have checked for punctuation, capitalization, and spelling errors.

yes no

Content and Organization

My essay has all three parts: introduction, body, and conclusion.

yes no

I used block or point-by-point organization. (Underline one.)

Introduction: Type of introduction I used (funnel, historical background, surprising statistics, dramatic story, etc.): _____

The introduction ends with my thesis statement.

yes no

Body: The body has _____ paragraphs.

I give _____ arguments for my point of view and _____ arguments for the opposing point of view.

I rebut each opposing argument.

yes no

I support each point with a specific supporting detail such as an example, a statistic, a quotation, a paraphrase, or a summary.

yes no

I cite the source of all borrowed information.

yes no

Unity: Each paragraph discusses only one main idea, and there are no sentences that are "off the topic."

yes no

Coherence: Each paragraph has coherence. My essay flows smoothly from beginning to end.

yes no

Conclusion: The conclusion (a) summarizes my arguments or (b) restates my opinion. (Circle one.)
The writer adds a final comment or thought on the topic to leave a final impression on the reader.

Grammar and Sentence Structure

**Number found
and corrected**

I checked my essay for _____ errors.
(verb tense, article, etc.)

I checked my essay for _____ errors.

I checked my essay for _____ errors.



APPENDIX 6

Peer-Editing Worksheet 1 Chapter 1: Paragraph Structure

Peer Editor: _____ Date: _____

If your instructor approves, write your comments directly on the paper you are editing. If your instructor prefers that you not write on your classmate's paper, use this form, and when the directions tell you to underline or circle, copy it on the form instead.

1. Is the paragraph interesting? yes no

Write a comment about a part that is especially interesting to you.

2. Do you understand everything? yes no

Circle or underline any part that you do not understand, and write a comment about it.

3. Copy the topic sentence here, and circle the topic and double-underline the controlling idea.

4. How many supporting sentences are there in the paragraph? Number: _____

a. What kind of supporting details does the writer use (facts, examples, quotations, statistics, etc.)?

Is there at least one example? yes no

b. Would you like more information about anything? yes no

If your answer is yes, write down what you would like to know more about.

5. Is there anything unnecessary or that seems "off the topic?" yes no

If your answer is yes, write a comment about it (them).

6. If the paragraph has a concluding sentence, copy it here and circle the end-of-paragraph signal (if there is one).

7. In your opinion, what is the best feature of this paragraph? In other words, what is this writer's best writing skill?

© 2006 Pearson Education, Inc. Duplication for classroom use is permitted.



Peer-Editing Worksheet 2

Chapter 2: Unity and Coherence

Peer Editor: _____ Date: _____

1. Is the paragraph interesting? yes no
Write a comment about a part that is especially interesting to you.

2. Do you understand everything? yes no
Circle or underline any part that you do not understand, and write a comment about it.

3. Copy the topic sentence here, and circle the topic and double-underline the controlling idea.

4. How many supporting sentences are there in the paragraph? Number: ____
a. What kind of supporting details does the writer use (facts, examples, quotations, statistics, etc.)?

- b. Would you like more information about anything? yes no
If your answer is yes, write down what you would like to know more about.

5. **Unity:** Is there anything unnecessary or that seems “off the topic?” yes no
If your answer is yes, write a comment about it/them.

6. **Coherence:** Does the paragraph flow smoothly from beginning to end?
a. What key noun is repeated? _____
b. Are pronouns consistent? yes no
c. What transition signals can you find? _____
d. Are the ideas arranged in some kind of logical order? What kind?

7. If the paragraph has a concluding sentence, copy it here and circle the end-of-paragraph signal (if there is one).

8. In your opinion, what is the best feature of this paragraph? In other words, what is this writer’s best writing skill?



Peer-Editing Worksheet 3

Chapter 4: From Paragraph to Essay

Peer Editor: _____ Date: _____

1. What kind of introduction does this essay have? (funnel, dramatic, etc.)

 How many sentences does it contain? _____
 Does it capture your interest? yes no
 Where is the thesis statement placed?

2. How many paragraphs are there in the body? Number: _____
 The topics of the body paragraphs are as follows:
 1. _____ 3. _____
 2. _____ 4. _____
 (If there are more or fewer paragraphs, add or delete lines.)
3. What kind of supporting details does the writer use in each body paragraph?
 1. _____ 3. _____
 2. _____ 4. _____
4. Check each paragraph for unity. Is any sentence unnecessary or
 “off the topic?” yes no
 If your answer is yes, write a comment about it (them).

5. Check each paragraph for coherence. Does each one flow smoothly
 from beginning to end? yes no
 What key nouns are repeated? _____
 What transition signals can you find? _____

6. What expressions does the writer use to link paragraphs? If there is none, write none. (If there are
 more or fewer paragraphs, add or delete lines.)
 To introduce the first body paragraph _____
 Between paragraphs 2 and 3 _____
 Between paragraphs 3 and 4 _____
 Between paragraphs 4 and 5 _____
 To introduce the conclusion: _____
7. What kind of conclusion does this essay have—a summary of the main points or a paraphrase of the
 thesis statement? _____
 Does the writer make a final comment? yes no
 What is it? _____
 Is this an effective ending (one that you will remember)? yes no
8. In your opinion, what is the best feature of this essay? In other words, what is this writer’s best
 writing skill?



Peer-Editing Worksheet 4

Chapter 5 Chronological Organization: Process Essays

Peer Editor: _____ Date: _____

1. What kind of introduction does this essay have (funnel, entertaining story, etc.)?

 How many sentences does it contain? _____
 Does it capture your interest? yes no
 Where is the thesis statement placed? _____

2. How many paragraphs are there in the body? Number: _____
 The topics of the body paragraphs are as follows:
 1. _____ 3. _____
 2. _____ 4. _____
 (If there are more or fewer paragraphs, add or delete lines.)
3. What kind of supporting details does the writer use in each body paragraph?
 1. _____ 3. _____
 2. _____ 4. _____
4. Check each paragraph for unity. Is any sentence unnecessary or
 “off the topic?” yes no
 If your answer is yes, write a comment about it (them).

5. Check each paragraph for coherence. Does each one flow smoothly
 from beginning to end? yes no
 What key nouns are repeated? _____
 What transition signals can you find? _____

6. What expressions does the writer use to link paragraphs? If there is none, write none. (If there are
 more or fewer paragraphs, add or delete lines.)
 To introduce the first body paragraph _____
 Between paragraphs 2 and 3 _____
 Between paragraphs 3 and 4 _____
 Between paragraphs 4 and 5 _____
 To introduce the conclusion _____
7. What kind of conclusion does this essay have—a summary of the main points or a paraphrase of the
 thesis statement?

 Does the writer make a final comment? yes no
 What is it? _____
 Is this an effective ending (one that you will remember)? yes no
8. In your opinion, what is the best feature of this essay? In other words, what is this writer’s best
 writing skill?



APPENDIX 7

TEACHER'S EDITING SYMBOLS

Symbol	Meaning	Example of Error	Corrected Sentence
P	punctuation	I live ^P and go to school here ^P Where do you work ^P ?	I live and go to school here. Where do you work?
^	missing word	^{am} I working in a restaurant. ^	I am working in a restaurant.
cap	capitalization	It is located at ^{cap} main and ^{cap} baker ^{cap} streets in the ^{cap} City.	It is located at Main and Baker Streets in the city.
vt	verb tense	I never ^{vt} work as a cashier until I ^{vt} get a job there.	I had never worked as a cashier until I got a job there.
s/v agr	subject-verb agreement	The manager ^{s/v agr} work hard. There ^{s/v agr} is five employees.	The manager works hard. There are five employees.
pron agr	pronoun agreement	Everyone works hard at ^{pron agr} their jobs.	All the employees work hard at their jobs.
()	connect to make one sentence	We work together. ^() So we have become friends.	We work together, so we have become friends.
sp	spelling	The ^{sp} maneger is a woman.	The manager is a woman.
sing/pl	singular or plural	She treats her ^{sing/pl} employees like <u>slave</u> .	She treats her employees like slaves.
X	unnecessary word	My boss she watches everyone all the time.	My boss watches everyone all the time.
wf	wrong word form	Her voice is ^{wf} irritated.	Her voice is irritating.



Appendix D | Editing Symbols 301

Symbol	Meaning	Example of Error	Corrected Sentence
ww	wrong word	The food is delicious. Besides ^{ww} , the restaurant is always crowded.	The food is delicious. Therefore, the restaurant is always crowded.
ref	pronoun reference error	The restaurant's specialty is fish. They ^{ref} are always fresh.	The restaurant's specialty is fish. It is always fresh.
		The food is delicious. Therefore, it ^{ref} is always crowded.	The food is delicious. Therefore, the restaurant is always crowded.
wo OR ~	wrong word order	Friday ^{wo} always is our busiest night.	Friday is always our busiest night.
ro	run-on sentence	[Lily was fired she ^{ro} is upset.]	Lily was fired, so she is upset.
cs	comma splice	[Lily was fired, she ^{cs} is upset.]	Lily was fired; therefore, she is upset. Because Lily was fired, she is upset. Lily is upset because she was fired.
frag	fragment	She was fired. [Because she was ^{frag} always late.]	She was fired because she was always late.
		[Is open from 6:00 p.m. ^{frag} until the last customer leaves.]	The restaurant is open from 6:00 p.m. until the last customer leaves.
		[The employees on ^{frag} time and work hard.]	The employees are on time and work hard.
choppy	choppy writing	[I like the work. I do not ^{choppy} like my boss. I want to quit.]	Even though I like the work, I do not like my boss, so I want to quit.



302 Appendix D | Editing Symbols

Symbol	Meaning	Example of Error	Corrected Sentence
not //	not parallel	Most of our regular customers are friendly ^{not //} and generous tippers.	Most of our regular customers are friendly and tip generously.
sub	subordinate	The tips are good, ^{sub} [and all the employees share them.]	The tips, which all of the employees share, are good.
prep	preposition	We start serving dinner ^{prep} 6:00 p.m.	We start serving dinner at 6:00 p.m.
conj	conjunction	Garlic shrimp, fried clams, ^{conj} broiled lobster are the most popular dishes.	Garlic shrimp, fried clams, and broiled lobster are the most popular dishes.
art	article	Diners in the United States expect glass of water when they first sit down.	Diners in the United States expect a glass of water when they first sit down.
Ⓙ	add a transition	The new employee was careless. [Ⓙ] She frequently spilled coffee on the table.	The new employee was careless. For example, she frequently spilled coffee on the table.
¶	start a new paragraph		
nfs/nmp	needs further support/needs more proof. Add some specific details (example, facts, quotations) to support your point.		



APPENDIX 8

TEACHER ADVICE FORM

Draft :

Date :

Task Fulfillment	
Organization	
Grammar	
Vocabulary	
Spelling/Punctuation	



EXAMPLE OF ADVICE TO THE STUDENT

Task Fulfillment

- You should add some more ideas
- You should give more reasons/opinions
- You should give more description

Organization

- Your presentation and/or layout need to be tidied up
- You should check your organization and/or paragraphing
- You need to add an introduction
- You need to add a conclusion

Grammar

- You need to check the grammar of your work
- You should use a greater range of grammatical structures
- You need to check your word order

Vocabulary

- You should use a greater range of vocabulary
- You need to check you are using the correct words

Spelling/Punctuation

- You should check the spellings of words in your work
- You should check and improve the punctuation in your work.



APPENDIX 9

SYLLABUS FOR EXPERIMENTAL GROUP

Course	: Writing for Academic Purposes
Semester	: 6
Duration	: 14 X 150 minutes
Pre-requisite	:
Instructor	:

1. **Objective:** This subject aims to provide students with an orientation to theory and practice of academic writing.
2. **Course Description:** This subject is a study of theory and practice of academic writing. Topics include: characteristics of academic writing, formats of academic writing (conventional and postmodernism), appropriate ways to write statements, paragraphs, the use of modality in statements, citing and referencing, and the use of passive and active voice
3. **Learning activities:** Lecturing, question and answer, discussion, and practice of writing academic texts (Drafting, self-editing, and peer-editing).
4. **Media:** LCD Projector, laptop, worksheets.
5. **Evaluation:** Portfolio Assessment
6. **References**
 Creswell. (2005). *Writing for academic success. A postgraduate guide.*
 London: SAGE Publications.
 Oshima, A. & Hogue, A. 2006. *Writing Academic English (4th Ed.).*
 New York: Addison-Wesley Longman Publishing Company, Inc.



COURSE UNITS

Session	Topics	Subtopics	Objectives	Activities	Media
1	Introduction to academic writing & Portfolio Assessment	-	<ul style="list-style-type: none"> - Identify the distinct characteristics of academic writing. - Differentiate the formal structure of academic writing from that of other genres. - Understand the course/instructors'/their own learning expectations - Reflect and share their previous learning experiences - Students understand the overview of the course outline, - Students are familiar with the tasks and portfolio assessment 	<ul style="list-style-type: none"> - Lecturing - Discussions 	<ul style="list-style-type: none"> - Laptop & LCD Projector
2	Sentence	<ul style="list-style-type: none"> - Clauses (Independent Clauses & Dependent Clauses) - Kinds of Sentences (Simple Sentences, Compound Sentences, Complex Sentences, & Compound-Complex Sentences - Sentence Types and Writing Style 	<ul style="list-style-type: none"> - Recognize clause and sentence - Demonstrate understanding of form different types of sentences 	<ul style="list-style-type: none"> - Lecturing - Assignments - Composing Draft A 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet



3	Paragraph	<ul style="list-style-type: none"> - Parts of a Paragraph - The Topic Sentence <ul style="list-style-type: none"> • Position of Topic Sentences • The Two Parts of a Topic Sentence - Supporting Sentences. - The Concluding Sentence 	<ul style="list-style-type: none"> - Recognize parts of paragraph - Demonstrate understanding of forming a well-structured paragraph 	<ul style="list-style-type: none"> - Lecturing - Assignments - Self-review - Revising Draft A 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet
4	Unity and Coherence	<ul style="list-style-type: none"> - Unity - Coherence <ul style="list-style-type: none"> • Repetition of Key Nouns • Key Noun Substitutes • Consistent Pronouns • Transition Signals • Logical Order 	<ul style="list-style-type: none"> - Recognize unity and coherence - Demonstrate understanding of creating paragraph or essay that is unite and coherent. 	<ul style="list-style-type: none"> - Lecturing - Assignments - Peer-review - Revising Draft A & Collect to teacher to be reviewed 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet
5	Supporting Details	<ul style="list-style-type: none"> - Facts versus Opinions - Using Outside Sources <ul style="list-style-type: none"> • Plagiarism • Citing Sources - Quotations <ul style="list-style-type: none"> • Direct Quotations • Reporting Verbs and Phrases • Punctuating Direct Quotations • Indirect Quotations - Statistics 	<ul style="list-style-type: none"> - Recognize facts and opinions - Understand the concept of plagiarism and citing source - Demonstrate understanding how to quote properly 	<ul style="list-style-type: none"> - Lecturing - Assignments - Conferencing Draft A - Reflection on the process of composing Draft A <p>Home activities:</p> <ul style="list-style-type: none"> - Revising Draft based on the teacher-review 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet



6	From Paragraph to Essay	<ul style="list-style-type: none"> - Parts of an Essay - The Introductory Paragraph <ul style="list-style-type: none"> • Funnel Introduction • Attention-Getting Introduction • Thesis Statement - Body Paragraphs <ul style="list-style-type: none"> • Logical Division of Ideas • Thesis Statements for Logical Division of Ideas 	<ul style="list-style-type: none"> - Recognize parts of an essay - Recognize the steps of making an essay - Demonstrate understanding of forming a well-structured essay 	<ul style="list-style-type: none"> - Lecturing - Assignments - Composing Draft B 	<ul style="list-style-type: none"> - Laptop & LCD - Projector - Worksheet
7	From Paragraph to Essay	<ul style="list-style-type: none"> - Body Paragraphs <ul style="list-style-type: none"> • Thesis Statement Pitfalls • Transition Signals between Paragraphs - The Concluding Paragraph - Essay Outlining 	<ul style="list-style-type: none"> - Demonstrate understanding of forming a well-structured essay 	<ul style="list-style-type: none"> - Lecturing - Assignments - Self-review - Revising Draft B 	<ul style="list-style-type: none"> - Laptop & LCD - Projector - Worksheet
8	Chronological Orders	<ul style="list-style-type: none"> - Thesis Statements for a Process Essay - Transition Signals for Chronological Order 	<ul style="list-style-type: none"> - Recognize thesis statements and transition signals - Demonstrate understanding of creating thesis statement and using transition signals 	<ul style="list-style-type: none"> - Lecturing - Assignments - Peer-review - Revising Draft B & Collect to teacher to be reviewed 	<ul style="list-style-type: none"> - Laptop & LCD - Projector - Worksheet
	Effect Essay	<ul style="list-style-type: none"> - Organization for Cause/Effect Order <ul style="list-style-type: none"> • Block Organization 	<ul style="list-style-type: none"> - Understand the concept of cause/effect essay - Demonstrate understanding of 	<ul style="list-style-type: none"> - Lecturing - Assignments - Revising Draft 	<ul style="list-style-type: none"> - Laptop & LCD - Projector - Worksheet



		<ul style="list-style-type: none"> • Chain Organization <ul style="list-style-type: none"> - Cause/Effect Signal Words and Phrases • Cause Signal Words " 101 • Effect Signal Words. 	writing a cause and effect essay	<p>B</p> <ul style="list-style-type: none"> - Conferencing Draft B - Reflection on the process of composing Draft B <p>Home activities:</p> <ul style="list-style-type: none"> - Revising Draft B based on the teacher-review 	
10	Comparison/Contrast Essay	<ul style="list-style-type: none"> - Organization of Comparison/Contrast Essays <ul style="list-style-type: none"> • Point-by-Point Organization • Block Organization - Comparison and Contrast Signal Words <ul style="list-style-type: none"> • Comparison Signal Words • Contrast Signal Words 	<ul style="list-style-type: none"> - Understand the concept of comparison/contrast essay - Demonstrate understanding of writing a comparison/contrast essay. 	<ul style="list-style-type: none"> - Lecturing - Assignments - Composing Draft C 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet
11	Paraphrase and Summary	<ul style="list-style-type: none"> - Paraphrasing <ul style="list-style-type: none"> • Plagiarism • Using Paraphrases as Support - Summarizing 	<ul style="list-style-type: none"> - Students will be able to paraphrase sentences - Students will be able to write a summary. - Students apply the rules of paraphrasing and summarizing in their writing 	<ul style="list-style-type: none"> - Lecturing - Assignments - Self-review - Revising Draft C 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet



12	Argumentative Essay	<ul style="list-style-type: none"> - Organization of Argumentative Essays - The Introductory Paragraph <ul style="list-style-type: none"> • Thesis Statement 	<ul style="list-style-type: none"> - Understand the concept of argumentative essay - Demonstrate understanding of writing an argumentative essay. - 	<ul style="list-style-type: none"> - Lecturing - Assignments - Peer-review - Revising Draft C & Collect to teacher to be reviewed 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet
13	Punctuation Rules	<ul style="list-style-type: none"> - Commas - Semicolons - Colons - Quotation Marks 	<ul style="list-style-type: none"> - Use correct punctuation 	<ul style="list-style-type: none"> - Lecturing - Assignments - Revising Draft C - Conferencing Draft - Reflection on the process of composing Draft C <p>Home activities:</p> <ul style="list-style-type: none"> - Revising Draft C based on the teacher-review 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet
14	Submission Day	<ul style="list-style-type: none"> - Composing portfolio - Reflective journal 	<ul style="list-style-type: none"> - Choose 2 drafts to be included in portfolio - Write a reflection on the portfolio collecting process. 	<ul style="list-style-type: none"> - Reflection on Portfolio 	<ul style="list-style-type: none"> -



APPENDIX 10

SYLLABUS FOR CONTROL GROUP

Course	: Writing for Academic Purposes
Semester	: 6
Duration	: 14 X 150 minutes
Pre-requisite	:
Instructor	:

1. **Objective:** This subject aims to provide students with an orientation to theory and practice of academic writing.
2. **Course Description:** This subject is a study of theory and practice of academic writing. Topics include: characteristics of academic writing, formats of academic writing (conventional and postmodernism), appropriate ways to write statements, paragraphs, the use of modality in statements, citing and referencing, and the use of passive and active voice.
3. **Learning activities:** Lecturing, question and answer, discussion, and practice of writing academic texts (Drafting, self-editing, and peer-editing).
4. **Media:** LCD Projector, laptop, worksheets.
5. **Evaluation:** Portfolio Assessment
6. **References**
 Creswell. (2005). *Writing for academic success. A postgraduate guide*. London: SAGE Publications.
 Oshima, A. & Hogue, A. 2006. *Writing Academic English (4th Ed.)*. New York: Addison-Wesley Longman Publishing Company, Inc.




COURSE UNITS

Session	Topics	Subtopics	Objectives	Activities	Media
1	Introduction to academic writing & Portfolio Assessment	-	<ul style="list-style-type: none"> - Identify the distinct characteristics of academic writing. - Differentiate the formal structure of academic writing from that of other genres. - Understand the course/instructors'/their own learning expectations - Reflect and share their previous learning experiences - Students understand the overview of the course outline, - Students are familiar with the tasks and portfolio assessment 	<ul style="list-style-type: none"> - Lecturing - Discussions 	<ul style="list-style-type: none"> - Laptop & LCD Projector
2	Sentence	<ul style="list-style-type: none"> - Clauses (Independent Clauses & Dependent Clauses) - Kinds of Sentences (Simple Sentences, Compound Sentences, Complex Sentences, & Compound-Complex Sentences - Sentence Types and Writing Style 	<ul style="list-style-type: none"> - Recognize clause and sentence - Demonstrate understanding of form different types of sentences 	<ul style="list-style-type: none"> - Lecturing - Assignments - Writing Draft A and submit it to teacher to be reviewed and graded 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet



3	Paragraph	<ul style="list-style-type: none"> - Parts of a Paragraph - The Topic Sentence <ul style="list-style-type: none"> • Position of Topic Sentences • The Two Parts of a Topic Sentence - Supporting Sentences. - The Concluding Sentence 	<ul style="list-style-type: none"> - Recognize parts of paragraph - Demonstrate understanding of forming a well-structured paragraph 	<ul style="list-style-type: none"> - Lecturing - Assignments - Writing Draft B - Self-review - Revising Draft B and submit it to teacher to be reviewed and graded 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet
4	Unity and Coherence	<ul style="list-style-type: none"> - Unity - Coherence <ul style="list-style-type: none"> • Repetition of Key Nouns • Key Noun Substitutes • Consistent Pronouns • Transition Signals • Logical Order 	<ul style="list-style-type: none"> - Recognize unity and coherence - Demonstrate understanding of creating paragraph or essay that is unite and coherent. 	<ul style="list-style-type: none"> - Lecturing - Assignments - Writing Draft C - Peer-review - Revising Draft C and submit it to teacher to be reviewed and graded 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet
5	Supporting Details	<ul style="list-style-type: none"> - Facts versus Opinions - Using Outside Sources <ul style="list-style-type: none"> • Plagiarism • Citing Sources - Quotations <ul style="list-style-type: none"> • Direct Quotations • Reporting Verbs and Phrases • Punctuating Direct Quotations • Indirect Quotations - Statistics 	<ul style="list-style-type: none"> - Recognize facts and opinions - Understand the concept of plagiarism and citing source - Demonstrate understanding how to quote properly 	<ul style="list-style-type: none"> - Lecturing - Assignments - Writing Draft D - Conferencing Draft D - Revising Draft D and submit it to teacher to be reviewed and graded 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet



6	From Paragraph to Essay	<ul style="list-style-type: none"> - Parts of an Essay - The Introductory Paragraph <ul style="list-style-type: none"> • Funnel Introduction • Attention-Getting Introduction • Thesis Statement - Body Paragraphs <ul style="list-style-type: none"> • Logical Division of Ideas • Thesis Statements for Logical Division of Ideas • Thesis Statement Pitfalls • Transition Signals between Paragraphs - The Concluding Paragraph - Essay Outlining 	<ul style="list-style-type: none"> - Recognize parts of an essay - Recognize the steps of making an essay - Demonstrate understanding of forming a well-structured essay 	<ul style="list-style-type: none"> - Lecturing - Assignments - Composing Draft E - Self-review - Revising Draft E and submit it to teacher to be reviewed and graded 	<ul style="list-style-type: none"> - Laptop & LCD - Projector - Worksheet
7	Chronological Orders	<ul style="list-style-type: none"> - Thesis Statements for a Process Essay - Transition Signals for Chronological Order 	<ul style="list-style-type: none"> - Demonstrate understanding of forming a well-structured essay 	<ul style="list-style-type: none"> - Lecturing - Assignments - Composing Draft F - Peer-review - Revising Draft F and submit it to teacher to be reviewed and graded 	<ul style="list-style-type: none"> - Laptop & LCD - Projector - Worksheet
 Optimization Software: www.balesio.com	<ul style="list-style-type: none"> - Semester Test 		<ul style="list-style-type: none"> - Assess students' writing ability 	<ul style="list-style-type: none"> - Writing Test 	<ul style="list-style-type: none"> -

9	Cause/Effect Essay	<ul style="list-style-type: none"> - Organization for Cause/Effect Order <ul style="list-style-type: none"> • Block Organization • Chain Organization - Cause/Effect Signal Words and Phrases <ul style="list-style-type: none"> • Cause Signal Words " 101 • Effect Signal Words. 	<ul style="list-style-type: none"> - Understand the concept of cause/effect essay - Demonstrate understanding of writing a cause and effect essay 	<ul style="list-style-type: none"> - Lecturing - Assignments - Composing Draft G - Conferencing Draft G - Revising Draft G and submit it to teacher to be reviewed and graded 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet
10	Comparison/Contrast Essay	<ul style="list-style-type: none"> - Organization of Comparison/Contrast Essays <ul style="list-style-type: none"> • Point-by-Point Organization • Block Organization - Comparison and Contrast Signal Words <ul style="list-style-type: none"> • Comparison Signal Words • Contrast Signal Words 	<ul style="list-style-type: none"> - Understand the concept of comparison/contrast essay - Demonstrate understanding of writing a comparison/contrast essay. 	<ul style="list-style-type: none"> - Lecturing - Assignments - Composing Draft H - Self-Review - Revising Draft H and submit it to teacher to be reviewed and graded 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet
11	Paraphrase and Summary	<ul style="list-style-type: none"> - Paraphrasing <ul style="list-style-type: none"> • Plagiarism • Using Paraphrases as Support - Summarizing 	<ul style="list-style-type: none"> - Students will be able to paraphrase sentences - Students will be able to write a summary. - Students apply the rules of paraphrasing and summarizing in their writing 	<ul style="list-style-type: none"> - Lecturing - Assignments - Composing Draft I - Conferencing Draft I - Revising Draft I and submit it to teacher to 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet



				be reviewed and graded	
12	Argumentative Essay	<ul style="list-style-type: none"> - Organization of Argumentative Essays - The Introductory Paragraph <ul style="list-style-type: none"> • Thesis Statement 	<ul style="list-style-type: none"> - Understand the concept of argumentative essay - Demonstrate understanding of writing an argumentative essay. - 	<ul style="list-style-type: none"> - Lecturing - Assignments - Composing Draft J - Conferencing Draft J - Revising Draft I and submit it to teacher to be reviewed and graded 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet
13	Punctuation Rules	<ul style="list-style-type: none"> - Commas - Semicolons - Colons - Quotation Marks 	<ul style="list-style-type: none"> - Use correct punctuation 	<ul style="list-style-type: none"> - Lecturing - Assignments - Composing Draft K - Conferencing Draft K - Revising Draft K and submit it to teacher to be reviewed and graded 	<ul style="list-style-type: none"> - Laptop & LCD Projector - Worksheet
		-	- Assess students' writing ability	- Writing Test	-



APPENDIX 11

CHECKLIST FOR ASSEMBLING PORTFOLIO

(Original Version)

The following material must be included in your portfolio:

- Personal writing/acknowledgement** that enhances the portfolio
- Reflective statement** in the form of a cover memo, letter, or essay
- Table of contents** listing portfolio material
- Writing assignments** that provide a context for the artifacts in the portfolio
- Planning material**, such as journal entries, free-writing exercises, brainstorming notes, and diagrams
- Shaping material**, such as thesis statements, informal and formal outlines, and storyboards
- Rough drafts with comments** made by peer reviewers and instructors
- Rough drafts with revisions** made by hand or with Track Changes
- Final drafts**
- Photocopies and printouts of source material**
- Visuals** that enhance your essay
- Essay exam answers**
- Group work** (collaborative work), with your own contributions clearly marked
- Personal Writing** that enhance the portfolio
- A print resume** of your own.

CHECKLIST FOR ASSEMBLING PORTFOLIO

(Adopted Version)

The following material must be included in your portfolio:

- Personal writing/acknowledgement** that enhances the portfolio
- Table of contents** listing portfolio material
- Rough drafts** with comments made by yourself, your peer reviewers and your instructors along with editing forms.
- Final drafts**
- Reflective statement** in the form of a cover memo, letter, or essay
- Writing assignments** that provide a context for the artifacts in the portfolio
- Planning material**, such as journal entries, free-writing exercises, brainstorming notes, and diagrams
- Photocopies and printouts of source material**
- Group work** (collaborative work), with your own contributions clearly marked
- A print resume** of your own.



- Content (if you have clearly expressed your ideas) Organization of the paragraph(s) (how you have put together sentences and paragraphs)
- Spelling
When did you do the correction? (While writing, after the first draft was prepared, or after the final draft was prepared? Explain your answer
.....
.....

5. Did you revise the essay in terms of the content, organization, vocabulary, grammar, spelling or.....*after you finished writing*? Why/why not?
.....
.....

6. Did you get help from your classmates, the teacher, the Web, etc.? If yes, what kind of help you received?
..... helped me with

- Brainstorming
- Organizing the essay
- Finding suitable vocabulary items or expression
- The structure
- The content or conveying the meaning

Section 2: Reflection on writing

1. Do you think you have tried your best in writing this essay? Why or why not?
.....
.....

2. Do you consider it a good piece of work? Why or why not?

- Comment on the positive points of your essay.
.....
.....
- Comment on the negative points of your essay and what you need to do to improve it.
.....
.....

3. How do you find your progress in writing in English compared to the last time you wrote an essay?

- Check your answer (✓).
- Outstanding
 - Very good
 - Satisfactory
 - Poor



4. Can you predict what kind of problems (structural, meaning, vocabulary) you may have in the next essays?

.....
.....

5. How are you going to solve the problems you had in writings?

.....
.....



APPENDIX 13

CONSENT FORM

Experimental Group

Research Title: "The Effect of Portfolio Assessment on Teacher-students Interaction"

The following information is provided to help you decide whether you wish to participate in the present study. You should be aware that you are free to decide not to participate or to withdraw at any time without affecting your relationship with this department, the instructor, or the University.

The purpose of this study is to investigate the effect of portfolio assessment on teacher-student interaction in English writing class.

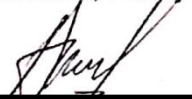

Data will be collected using a survey through questionnaire at the end of the class. Then, some selected students will be interviewed and the interview will be recorded. The survey data and the interview scores will be the only data collected in the study.

Do not hesitate to ask questions about the study before participating or during the study. I would be happy to share the findings with you after the research is completed. Your name will not be associated with the research findings in any way, and only the researchers will know your identity.

There are no known risks and/or discomforts associated with this study. The expected benefits associated with your participation are the information about the experiences in learning research methods. If this study is later submitted for publication, a by-line will indicate the participation of all students in the class.

Please sign this consent form. You are signing it with full knowledge of the nature and purpose of the procedures. A copy of this form will be given to you to keep.

Bulukumba, 2 May 2019

: Riskayadi, student of Hasanuddin University, Makassar (0813-5537-5910)



CONSENT FORM

Control Group

Research Title: "The Effect of Portfolio Assessment on Teacher-students Interaction"

The following information is provided to help you decide whether you wish to participate in the present study. You should be aware that you are free to decide not to participate or to withdraw at any time without affecting your relationship with this department, the instructor, or the University.

The purpose of this study is to investigate the effect of portfolio assessment on teacher-student interaction in English writing class.

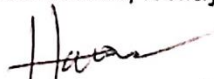
Data will be collected using a survey through questionnaire at the end of the class. Then, some selected students will be interviewed and the interview will be recorded. The survey data and the interview scores will be the only data collected in the study.

Do not hesitate to ask questions about the study before participating or during the study. I would be happy to share the findings with you after the research is completed. Your name will not be associated with the research findings in any way, and only the researchers will know your identity.

There are no known risks and/or discomforts associated with this study. The expected benefits associated with your participation are the information about the experiences in learning research methods. If this study is later submitted for publication, a by-line will indicate the participation of all students in the class.

Please sign this consent form. You are signing it with full knowledge of the nature and purpose of the procedures. A copy of this form will be given to you to keep.

Bulukumba, 2 May 2019



Contact: Riskayadi, student of Hasanuddin University, Makassar (0813-5537-5910)



APPENDIX 14

The Students' Score on the Questionnaire for Experimental Class

Subject	Item																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
EG1	4	5	4	4	4	5	3	4	4	4	4	5	4	5	3	3	4	4
EG2	3	3	2	3	3	4	5	4	3	3	3	4	4	4	3	3	3	3
EG3	2	2	2	3	3	4	3	3	4	3	4	3	3	4	3	3	3	3
EG4	3	4	3	3	4	4	4	3	3	3	3	4	4	3	3	3	3	4
EG5	2	4	4	3	4	2	4	4	3	3	4	4	4	4	3	3	3	4
EG6	3	3	4	3	3	4	4	4	4	3	4	3	3	3	3	3	3	3
EG7	4	5	4	3	3	4	4	2	4	4	3	4	3	4	4	4	4	5
EG8	3	5	2	3	5	3	2	5	4	4	4	4	4	4	4	5	5	5
EG9	4	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4
EG10	3	3	2	3	3	2	3	4	4	3	3	3	3	4	3	3	3	4
EG11	3	5	4	4	4	3	4	3	4	3	3	4	3	4	4	4	4	5
EG12	3	4	4	3	4	4	2	3	3	3	3	4	4	3	4	4	3	4
EG13	3	4	5	4	3	4	2	3	3	3	3	4	4	4	3	3	4	4
EG14	4	4	5	3	3	3	4	4	4	4	4	3	4	3	3	2	4	4
EG15	3	5	5	3	5	4	4	4	3	3	3	3	3	3	3	3	3	4
EG16	3	5	4	3	5	4	4	4	3	4	4	4	4	4	5	5	4	5
EG17	4	3	4	4	2	3	4	4	3	4	4	4	4	4	4	4	3	3
EG18	3	5	4	3	5	5	3	4	4	3	3	4	4	4	5	5	4	5
EG19	4	4	4	4	5	5	4	3	5	5	4	5	5	5	4	4	4	4
EG20	4	3	4	4	4	5	3	3	4	4	4	4	4	4	3	3	4	3
	4	4	4	4	5	5	4	4	4	4	3	4	4	4	3	3	4	4
	3	4	3	3	2	3	2	2	4	4	4	4	4	4	3	3	3	3
	4	4	4	3	3	4	4	4	4	3	4	4	4	4	4	4	4	4
	4	5	4	3	4	3	4	4	4	4	3	4	4	4	3	3	4	4
	5	4	4	3	4	4	4	3	5	4	4	4	4	4	4	4	4	4



The Students' Score on the Questionnaire for Control Class

Subject	Item																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
CG1	3	4	4	4	5	4	4	3	4	3	4	4	4	4	4	4	5	5
CG2	3	4	4	3	3	4	3	3	4	3	4	4	3	4	3	4	3	4
CG3	3	4	3	3	3	4	3	4	4	4	3	4	3	4	3	4	4	4
CG4	3	5	4	3	4	3	4	3	3	3	3	4	4	4	4	4	4	4
CG5	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3
CG6	4	4	5	3	4	4	3	3	3	3	3	4	4	4	4	4	3	4
CG7	3	3	4	3	4	4	3	4	3	3	3	4	4	4	4	4	4	4
CG8	2	3	3	2	3	2	3	3	2	3	3	3	3	3	3	3	3	3
CG9	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	3	3	3
CG10	3	4	4	2	2	3	3	4	3	3	3	4	4	4	3	3	3	3
CG11	3	3	4	3	3	4	4	4	3	3	3	4	3	4	3	3	3	3
CG12	3	4	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3
CG13	3	4	4	3	5	4	4	4	3	3	3	4	4	3	4	4	5	5
CG14	4	4	3	3	3	3	3	3	3	3	3	4	3	4	3	3	3	3
CG15	3	4	3	2	4	4	3	3	4	3	3	3	3	3	3	3	4	4
CG16	3	4	3	3	3	4	3	3	4	3	3	4	4	4	4	4	3	4
CG17	3	4	3	2	2	3	3	3	3	3	3	4	3	4	3	3	3	4
CG18	3	3	5	4	4	4	4	4	5	4	3	4	3	4	4	4	4	4
CG19	3	3	4	3	4	3	4	3	3	3	3	4	4	4	3	3	4	4
CG20	4	4	4	3	3	3	4	4	4	4	3	4	4	4	3	3	3	4
		4	3	3	3	3	3	4	3	3	4	3	3	4	3	3	3	4
		4	5	4	3	5	4	4	4	4	4	3	4	4	4	3	3	4
		5	4	4	5	5	4	4	4	4	4	4	3	4	4	3	5	5
		5	5	4	4	5	5	4	4	4	4	5	4	5	4	4	4	4
		4	5	4	4	4	4	5	4	4	4	5	4	5	4	5	4	5





Optimization Software:
www.balesio.com

APPENDIX 15

THE OUTPUT OF SPSS ANALYSES

1. The Result of Analysis for Experimental and Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	18	3.32	3.96	3.6733	.18924
VAR00002	18	3.04	3.88	3.5289	.24294
Valid N (listwise)	18				

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.624	.435	1.990	34	.055	.14444	.07258	-.00307	.29195
VAR00001 Equal variances not assumed			1.990	32.078	.055	.14444	.07258	-.00339	.29228

2. The Result of Analysis on each Domain of the Teacher-student Interaction

Descriptive Statistics for Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	25	2.25	4.25	3.6200	.51599
VAR00002	25	2.50	4.50	3.6400	.47915
0003	25	3.00	4.80	3.7120	.38332
0004	25	3.00	4.60	3.7040	.49031
N (listwise)	25				



Descriptive Statistics for Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00005	25	2.50	4.75	3.4900	.51275
VAR00006	25	2.75	4.50	3.5400	.51377
VAR00007	25	2.80	4.20	3.4400	.38730
VAR00008	25	3.00	4.60	3.6400	.47258
Valid N (listwise)	25				

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
VAR00001 Equal variances assumed	.086	.770	.894	48	.376	.13000	.14549	-.16252	.42252
VAR00001 Equal variances not assumed			.894	47.998	.376	.13000	.14549	-.16252	.42252
VAR00002 Equal variances assumed	.101	.752	.712	48	.480	.10000	.14051	-.18250	.38250
VAR00002 Equal variances not assumed			.712	47.768	.480	.10000	.14051	-.18254	.38254
VAR00003 Equal variances assumed	.005	.946	2.496	48	.016	.27200	.10898	.05287	.49113
VAR00003 Equal variances not assumed			2.496	47.995	.016	.27200	.10898	.05287	.49113
VAR00004 Equal variances assumed	.052	.820	.470	48	.641	.06400	.13620	-.20984	.33784



Equal variances not assumed		.470	47.935	.641	.06400	.13620	-.20985
-----------------------------------	--	------	--------	------	--------	--------	---------

3. The Result of Analysis on each Indicators of the Teacher-student Interaction

Descriptive Statistics for Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	25	2.00	4.00	3.3200	.62716
VAR00002	25	2.00	5.00	3.9600	.88882
VAR00003	25	2.00	5.00	3.8000	.91287
VAR00004	25	3.00	4.00	3.4000	.50000
VAR00005	25	2.00	5.00	3.7200	.89069
VAR00006	25	2.00	5.00	3.7600	.92556
VAR00007	25	2.00	5.00	3.5200	.77028
VAR00008	25	2.00	5.00	3.5600	.71181
VAR00009	25	3.00	5.00	3.7600	.59722
VAR00010	25	3.00	4.00	3.5600	.50662
VAR00011	25	3.00	4.00	3.5600	.50662
VAR00012	25	3.00	5.00	3.8800	.52599
VAR00013	25	3.00	5.00	3.8000	.50000
VAR00014	25	3.00	5.00	3.8800	.52599
VAR00015	25	3.00	5.00	3.5200	.65320
VAR00016	25	2.00	5.00	3.5200	.77028
VAR00017	25	3.00	5.00	3.6400	.56862
VAR00018	25	3.00	5.00	3.9600	.67577
Valid N (listwise)	25				

Descriptive Statistics for Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00019	25	2.00	5.00	3.2400	.66332
VAR00020	25	3.00	5.00	3.8400	.62450
VAR00021	25	3.00	5.00	3.8400	.74610
VAR00022	25	2.00	4.00	3.0400	.67577
VAR00023	25	2.00	5.00	3.4800	.82260
VAR00024	25	2.00	5.00	3.6800	.74833



VAR00025	25	3.00	5.00	3.4800	.58595
VAR00026	25	3.00	5.00	3.5200	.58595
VAR00027	25	2.00	5.00	3.3600	.75719
VAR00028	25	3.00	4.00	3.2800	.45826
VAR00029	25	3.00	4.00	3.2800	.45826
VAR00030	25	3.00	5.00	3.8000	.57735
VAR00031	25	3.00	4.00	3.4800	.50990
VAR00032	25	3.00	5.00	3.8400	.55377
VAR00033	25	3.00	4.00	3.4400	.50662
VAR00034	25	3.00	5.00	3.4800	.58595
VAR00035	25	3.00	5.00	3.5600	.71181
VAR00036	25	3.00	5.00	3.8800	.66583
Valid N (listwise)	25				

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
VAR00001	Equal variances assumed	.532	.469	.438	48	.663	.08000	.18257	-.28709	.44709
	Equal variances not assumed			.438	47.850	.663	.08000	.18257	-.28712	.44712
VAR00002	Equal variances assumed	2.805	.100	.552	48	.583	.12000	.21726	-.31682	.55682
	Equal variances not assumed			.552	43.053	.584	.12000	.21726	-.31812	.55812
VAR00003	Equal variances assumed	.053	.819	-.170	48	.866	-.04000	.23580	-.51410	.43410
	Equal variances not assumed			-.170	46.171	.866	-.04000	.23580	-.51459	.43459
	Equal variances assumed	.038	.847	2.141	48	.037	.36000	.16813	.02196	.69804
	Equal variances not assumed			2.141	44.218	.038	.36000	.16813	.02121	.69879



	Equal variances	.394	.533	.990	48	.327	.24000	.24249	-.24755	.72755
VAR0	assumed									
0005	Equal variances			.990	47.700	.327	.24000	.24249	-.24763	.72763
	not assumed									
	Equal variances	.039	.847	.336	48	.038	.08000	.23805	.39863	.55863
VAR0	assumed									
0006	Equal variances			.336	45.983	.038	.08000	.23805	.39917	.55917
	not assumed									
	Equal variances	1.87	.178	.207	48	.837	.04000	.19356	-.34918	.42918
VAR0	assumed	1								
0007	Equal variances			.207	44.808	.837	.04000	.19356	-.34990	.42990
	not assumed									
	Equal variances	.704	.405	.217	48	.829	.04000	.18439	-.33074	.41074
VAR0	assumed									
0008	Equal variances			.217	46.291	.829	.04000	.18439	-.33110	.41110
	not assumed									
	Equal variances	2.43	.125	2.074	48	.043	.40000	.19287	.01220	.78780
VAR0	assumed	3								
0009	Equal variances			2.074	45.529	.044	.40000	.19287	.01166	.78834
	not assumed									
	Equal variances	4.52	.039	2.049	48	.046	.28000	.13663	.00529	.55471
VAR0	assumed	5								
0010	Equal variances			2.049	47.525	.046	.28000	.13663	.00522	.55478
	not assumed									
	Equal variances	4.52	.039	2.049	48	.046	.28000	.13663	.00529	.55471
VAR0	assumed	5								
0011	Equal variances			2.049	47.525	.046	.28000	.13663	.00522	.55478
	not assumed									
	Equal variances	.847	.362	.512	48	.611	.08000	.15620	-.23407	.39407
VAR0	assumed									
0012	Equal variances			.512	47.589	.611	.08000	.15620	-.23414	.39414
	not assumed									
	Equal variances	3.42	.070	2.240	48	.030	.32000	.14283	.03282	.60718
VAR0	assumed	7								
0013	Equal variances			2.240	47.982	.030	.32000	.14283	.03282	.60718
	not assumed									
	Equal variances	.230	.634	.262	48	.795	.04000	.15275	-.26713	.34713
	assumed									
	Equal variances			.262	47.873	.795	.04000	.15275	-.26715	.34715
	assumed									



	Equal variances	2.60	.113	.484	48	.631	.08000	.16533	-.25241	.41241
VAR0	assumed	5								
0015	Equal variances			.484	45.202	.631	.08000	.16533	-.25295	.41295
	not assumed									
	Equal variances	2.18	.146	.207	48	.837	.04000	.19356	-.34918	.42918
VAR0	assumed	1								
0016	Equal variances			.207	44.808	.837	.04000	.19356	-.34990	.42990
	not assumed									
	Equal variances	2.25	.140	.439	48	.663	.08000	.18221	-.28636	.44636
VAR0	assumed	4								
0017	Equal variances			.439	45.767	.663	.08000	.18221	-.28682	.44682
	not assumed									
	Equal variances	.060	.807	.422	48	.675	.08000	.18974	-.30149	.46149
VAR0	assumed									
0018	Equal variances			.422	47.989	.675	.08000	.18974	-.30149	.46149
	not assumed									



APPENDIX 16

The Interview Transcript

Student 1

S1 : okay pertanyaan pertama, pernah dengar tidak istilah assessment?

S2 : pernah

S1 : menurut [REDACTED] assessment itu apa?

S2 : cuman dengar, Sir

S1 : oh cuman dengar, tapi tidak tahu

S2 : yes

S1 : oh katanya, secara kata saja pernah dengar

S2 :

S1 : ya saya jelaskan sedikit, assessment itu orang biasa bilang tes, tapi assessment sebenarnya bukan sekedar tes, di akhir semester kana da nilaita, apakah A, B, C, atau D, assessment itu bagaimana caranya e dosenta atau guruta menilai atau menakar, misalkan dalam mata kuliah writing, bagaimana caranya dosenta memonitor atau menilai writing ta selama satu semester itu sehingga di akhir semester dapat A, B, C, atau D, kalau biasanya dosennya bagaimana cara menilainya?

S2 : kalau dosen biasanya Sir, dari nilai final tes

S1 : kalua yang semester kemarin?

S2 : kalo kemarin dari tugas portfolio sir

S1 : coba ceritakan pengalamanmu selama mengerjakan portfolio?

S2 : kalau pengelamanku, kayaknya semangat dalam belajar karena dosen selalu memberikan waktu untuk review writing, jadi lebih banyak waktu untuk untuk evaluasi supaya bisaki kerja sebagus mungkin (Cited on page 55 paragraph 2)

S1 : How did you feel about portfolio? apakah nervous, stressful, enjoyable, atau bagaimana?

S2 : memotivasi kayaknya sir

S1 : why?

S : karena selalu ada aktivitas-aktivitas yang kita lakukan untuk perbaiki tulisan atau writing

S1 : okay, next, kalau saya tanya lagi, pernah dengar tidak dengan istilah portfolio assessment in writing? Portofolio dan assessment tadi sudah disebutkan, kalau digabung jadi portfolio assessment tau kan?

... iye, mgnkn kaya semester lalu sir

... okay, so next question, what do you like most and least about assessment you experienced? apa yang kamu suka dan yang tidak kamu suka terhadap caranya dosenmu menilai writing kamu? dalam menilai?



- S1 : iya, dalam menilai apa yang kamu suka, sisi positifnya atau sisi negatifnya menurut kamu
- S2 : dari penilaiannya Sir?
- S1 : iya, misalkan tadi tes tertulis, o saya suka ini karena-
- S2 : itu Sir, guru biasa nakasiki banyak aktifitas-aktivitas yang bermanfaat, contoh menulis reflection, dan melihat perkembangan, dan lain-lain (Cited on page 56 paragraph 2)
- S1 : menurut kamu yang paling bagus apa?
- S2 : saya suka reflection sir, membantu karena bisaki na inspirasi untuk ingat kesalahanta sama kekuranganta. (Cited on page 56 paragraph 2)
- S1 : okay, next, how do you perceive the interaction between you and your instructor or between you and your lecturer? secara umum, bagaimana interaksi kamu dan dosenmu?
- S2 : kalo dari interaksi, baikji
- S1 : maksudnya?
- S2 : maksudnya interaksinya, like a- misalnya kita tanya, dijawab bagus, maksudnya bagus
- S1 : berarti interaktif ya?
- S2 : yes
- S1 : okay, next question is about learning objective, tau kan?
- S2 : yes
- S1 : learning objective akan saya perjelas sedikit, learning objective itu apa tujuanta belajar writing toh? biasanya kan? ada tidak usahanya dosenmu untuk bagaimana caranya supaya tercapai ini learning objective?
- S2 : maksudnya Sir?
- S1 : inikan kalau belajarki writing toh, pasti ada yang mau dicapai, kira-kira menurut kamu caranya usahanya dosenmu untuk mencapai objective itu? apa yang dilakukan?
- S2 : itumi mungkin kegiatan selama portfolio
- S1 : menurut kamu efektif tidak cara-caranya
- S2 : efektif Sir
- S1 : efektif?
- S2 : iya
- S1 : kenapa bisa efektif?
- S2 : karena maksudnya kan, kaya semester-semester sebelumnya kebanyakan teman itu mungkin belum mengerti, terus tiba-tiba dikasi tugas, terus kumpul, terus habis kumpul itu, dikasi lagi tugas yang lain, padahal yang satu itu belum mengerti, tapi kemarin tidak karena jelaski step-stepnya terus banyak fasilitas dari dosen
- S1 : oh iya, terus, efeknya kekamu apa?
- S2 : bagus sir semangatki belajar
- S1 : thank you, next, ini masalah kreatifitas, seberapa sering dosenmu menyediakan atau memfasilitasi kamu untuk mengembangkan ide-



ide dikelasmu atau dalam artian membuat kamu menjadi orang yang kreatif?

S2 : yes

S1 : apakah dalam bentuk aktivitas-aktivitas di kelas, dalam bentuk apa?

S2 : banyak sir

S1 : terus, efeknya ke kamu apa?

S2 : bagus sir jadi sering revisi, sering juga menulis, gitu

S1 : okay, ini masalah scaffolding, pernah dengar kata scaffolding

S2 : tidak

S1 : nda pernah, okay, saya jelaskan sedikit, scaffolding itu sebenarnya di luar pendidikan, tapi kalau ditarik dalam dunia pendidikan, scaffolding itu, biasanya ada anak-anak yang bermasalah toh? tidak mengerti konsep, kesusahanki apa, telat mikirnya atau bagaimana, nah biasanya scaffolding itu teknik yang digunakan guru untuk menmbantu siswa, untuk memfasilitasi siswa dalam belajar, pertanyaannya adalah seberapa sering menggunakan atau membantu kalian dalam menyelesaikan masalah?

S2 : memecahkan masalah?

S1 : memfasilitasi kalian atau melaukan scaffolding terhadap kalian

S2 : kadang-kadang

S1 : bentuknya dalam bentuk apa itu?

S2 : e misalnya dikasi-, dikasi apa namanya?, dikasi contoh yang real begitu

S1 : diaksi contoh yang real

S2 : iya

S1 : ada lagi? Susah sekali dimengerti, kira-kira ada tidak usahanya dosenta untuk supaya pintarki ceritanya, apa?

S2 : cuman dikasi penjelasan begitu

S1 : tidak ada dalam bentuk kegiatan?

S2 : diskusi sir, hampir tiap meeting kayaknya

S1 : ada lagi?

S2 : guru (masudnya dosen) biasa nakisiki kegiatan yang bermanfaat di kelas, contohnya refleksi dalam menulis dan memonitor perkembanganta, dan sebagainya (Cited on page 56 paragraph 1)

S1 : menurut kamu apa itu berhasil?

S2 : kadang-kadang berhasil, kadang-kadang tidak

S1 : okay, next, ini masalah feedback, umpan balik, ah kalau secara general di kelas, umpan balik yang dikasiki sama gurunya bagaimana? sama doesnnya bagaimana?

S2 : bagus

feedbacknya dalam bentuk apa?

itu misalnya kalau ada yang tidak dimengerti dan bertanya (Cited on page 57 paragraph 3)

cuman sekedar itu? Tidak ada yang lain?



- S2 : ehm
- S1 : maksud saya feedback dalam hal writing?
- S2 : ow kalau feedback yang itu bnyakji sir, dari teman-teman kana da juga aktivitasnya itu, dari dosen juga, tpi paling bagus kurasa yang dari karena mungkin lebih tauki
- S1 : Menurut kamu efeknya seperti apa?
- S2 : kalau efeknya feedback, pasti naubahki cara menulisku, karena dari feedback bisaki tau dimana letak kesalahanku dan bagaimana cara perbaikinya, bisaki juga tau cara menulis yang bagus kedepannya, apalagi banyak sekali feedback yang dikasiki (Cited on page 58 paragraph 1)
- S1 : next, ini masalah additional information, ada tidak informasi-informasi tambahan yang nakisiki guruta diluar dari apa yang, misalkan hari ini kita bicara tentang ini tapi mungkin ada informasi-informasi lain nakasiki?
- S2 : yang diluar materi?
- S1 : iya
- S2 : iya biasa kalau sharing-sharing
- S1 : oh sharing-sharing begitu dih, informasi seperti apa itu?
- S2 : tentang anu, misalnya ada yang bertanya tentang cara pembuatan judul begitu
- S1 : tapi masih berhubungan sama writing?
- S2 : iya, cuma materi hari itu, bukan itu
- S1 : oh iya, apakah menurutmu itu membantu?
- S2 : yes membantu banget
- S1 : membantu dalam hal apa ini?
- S2 : dalam mngerjakan nantinya begitu, nanti misalnya penyusunan
- S1 : maksudnya penyusunan skripsi?
- S2 : iya
- S1 : iya, next, ini tentang encouragement, encouragement itu mendorong, pernah tidak dosenta mendiorong dalam artian na support ki dalam hal belajar sehingga aktifki terlibat di kelas, biasanya kan ada aktivitas-aktivitas dikelas toh, bagaimana caranya guruta supaya aktifki terlibat? ada tidak trik-trik khusus yang dilakukan?
- S2 : tips anu, kaya kasi motivasi-motivasi begituji Sir
- S1 : oral?
- S2 : iya oral
- S1 : dalam bentuk tugas, atau kegiatan atau aktivitas di kelas ada tidak?
- S2 : mm bnyak sih
- S1 : apa itu?
- S2 : kayak seringki di bagikan kertas koreksi, meulis refleski dan lain-lain sir
- S1 : bagaimana menurut kamu reflection manfaatnya dalam portfolio?



- S2 : kusuka refleksi sama portofolio karean na support, tapi harus kerja keras, tapi termotivasiki jadinya (Cited on page 60 paragraph 1)
- S1 : okay itu pertanyaan terakhir
- S2 : ...



Student 2

- S1 : pertanyaan pertama, secara general, tau tidak apa itu assessment?
- S2 : assesment?
- S1 : secara umum, bagaimana gamabaranta tentang system assessment-ta di kampus? waktu belajar writing semester ini
- S2 : kalau gambarannya, kan selama ini kita dikasi se- berupa teks*, trus dalam teks (test) itu kita disuruh sesuai dengan, sesuai dengan petunjuk yang diberikan
- S1 : seperti apa itu petunjuknya?
- S2 : seperti pada saat kita dikasi teks (test), misalnya disuruh untul menentukan apa temanya, apa ken-
- S1 : di-writing itu kan?
- S2 : iya di-writing
- S1 : misalkan disuruh menulis berapa paragraph atau bagaimana?
- S2 : iya
- S1 : oh iya, seperti itu, trus e how do you feel about that writing assesment? apakah nervous, stressed, enjoyable, relax, atau bagaimana? model tes yang semacam itu
- S2 : ya, kalo nervous sih tidak, karna kan teks itu, pada saat kita disuruh, kan kita sudah paham maksud dari tes tersebut, jadi bisalah, apalagi nda langsung di nilai
- S1 : tidak ada masalah dengan tes tersebut?
- S2 : iya, tidak ada masalah, justru malah bagus iya semangatki kerja, dikasiki waktu lebih untuk kerjai tugas
- S1 : okay, sebelumnya sudah pernah dengar kata portfolio assesment?
- S2 : portfolio assesment
- S1 : atau pernah terlinat dalam, kayak aktivitas portfolio sebelum-sebelumnya di writing?
- S2 : iya, semester kemarin, ini yang terakhir
- S1 : o jadi semester lalu ya?
- S2 : iya, sama [REDACTED]
- S1 : okay, and then, next, what do you like most and least about the assesment you have experience last semester? yang paling kamu suka dari system yang seperti itu dan yang paling kamu tidak suka dari portfolio disemester lalu apa?
- S2 : kalo menurut saya, yang paling saya suka karna pada saat kegiatan editing seperti self-editing, peer-editing, ada juga dari dosen, jadi pengetahuan kita jadi bertambah tentang hal seperti itu, jadi bagus juga tulisanta karena sering diperbaiki di koreksi kalo tidak sukanya sih biasa belum selesai yang satu ada lagi yang lain jadi bnyak dikerja haruski rajin, jadi kalau kita buntut alias stuck tidakmi, tambah banyakmi lagi (Cited on page 62, paragraph 1)
- S1 : ada lagi?



- S2 : banyak sebenarnya, kayak kalau kumpulki tugas tidak dikasi memang nilai, jadi bias diperbaiki lagi, bagus sir, menulis diary ato reflection juga bagus karena sangat membantu dalam belajar. (Cited on page 55 paragraph 2)
- S1 : tapi yang mana paling kamu suka?
- S2 : kayaknya menulis reflection (cited on page 57 paragraph 1)
- S1 : okay, selanjutnya masih berhubungan dengan assesement, assesement yang sudah dikasiki, kira-kira berpengaruh tidak sama hasil belajar kamu atau dengan caramu belajar?
- S2 : iya, berpengaruh karena, karena kan pada saat penulisan itu kita jadi lebih tahu tentang kata-kata baru, tentang bagaimana cara membuat kalimat, bagaimana cara menggunakan tensis-tensis dan sebagainya
- S1 : okay, selanjutnya berhubungan dengan ini, kalo belajarki kan ada yang namanya learning objectives, learning objectives itu tujuan yang ingin dicapai, okay, pertanyaannya e selama kamu belajar di kampus, seberapa efektif guru yang mengajar atau dosen yang mengajar itu membuat kamu focus terhadap yang ingin kamu capai?
- S2 : karena kan setiap dosen memiliki cara yang berbede-beda
- S1 : yang baru-baru ini?
- S2 : kalo yang terakhir, dosen pada saat pembelajarannya itu sangat mudah untuk dipahami, karena beliau menjelaskan materi secara rinci dan juga mudah untuk dipahami, banyak aktivitas di kelas
- S1 : aktivitas seperti apa itu? Menuru kamu efektif tidak?
- S2 : contohnya sir, reflection, kalau berbicara tentang efektif, ya saya piker itu cukup efektif,
- S1 : efektif bagaimana itu?
- S2 : selaluki ingat tujuan pembelajaran kalua ada reflection, jadi di tau apa yang sudah dipelajari sama apa yang mau dipelajari (Cited on page 54 paragraph 2)
- S1 : jadi efeknya terhadap pembelajaranmu apa?
- S2 : sampai materinya
- S1 : next, e masih berhubungan denga assessment, tapi ini dengan scaffolding, pernah dengar kata scaffolding?
- S2 : (head shaking)
- S1 : okay, kalau tidak pernah saya jelaskan sedikit, scaffolding itu, misalkan kalau ada masalahta, na bantu-ki guruta ceritanya, jadi pertanyaan, how often did your teacher for you are having hard time to understand, misalkan ada masalah-ta, apapun itu berhubungan dengan tensis, konsep belajar, dengan konsep writing, seberapa sering guruta nabantuki untuk masalah itu?
- S1 : mm kalau bicara seberapa sering ya, pada saat saya mengalami kesusahan pasti saya bertanya kepada dosen dan Alhamdulillah dosen itu pun tak segan untul menjelaskan bagaimana solusinya



- S1 : dalam bentuk menjelaskan?
 S2 : iya
 S1 : apakah cuman menjelaskan? atau adakah hal-hal lain yang dilakukan untuk membantu? Dalam bentuk kegiatan di kelas mungkin?
 S2 : kalo yang saya rasa membantu itu kaya kegiatan mengedit punya sendiri, punya teman, ada refleksi juga, itukan ada kertasnya jadi nda susahki menulis
 S1 : terus, efek ke kamunya?
 S2 : kalau efeknya sih, ya saya jadi tahu di mana letak kesalahan saya dan bagaimana cara memperbaikinya sesuai dengan penjelasannya
 S1 : okay thank you, next, e berhungan dengan feedback, umpan balik, tadi bilangki ada bertanya, terus ada umpan baliknya, seberapa sering interaksi atau feedback yang dikasi sama gurunya? Apakah cuman, tadi kita bilang kalau bertanya barumi ada feedback? Atau selalu ada? Atau gurunya yang pro aktif?
 S2 : kalau bertanya, pasti akan dijelaskan
 S1 : kalau di dalam bentuk writing, misalkan kumpulku tugas, ada kertas dikumpul, dikemalikan tidak kertasnya
 S2 : ya kalau yang begitu, missal ada kertas teman-teman yang salah jadi minggu berikutnya itu ketas itu akan dikemrbalikan setiap punyaanya dan akan disuruh untuk memperbaiki
 S1 : terus kalau sudah diperbaiki bagaimana
 S2 : akan dikumpul kembali
 S1 : dikumpul kembali untuk?
 S2 : untuk diperiksa ualng
 S1 : oh iya seperti itu, dampaknya terhadap kualitas writingmu bagaimana?
 S2 : kalau berbicara dampak, ya pasti ada perubahan ya karena kan kita jadi tau dimana kesalahan kita dan tau bagaimana cara memperbaikinya, dan juga kita jadi tau kedepannya bagaimana cara menulis yang baik untuk menuntukan tulisan-tulisan kedepannya
 S1 : next, bagaimana menurut kamu tentang metode dosen kamu untuk membantu kamu menjelaskan atau mengekspresikan ide-ide mu selama pembelajaran?
 S2 : selaluki diskusi setiap meeting, biasanya di situ nakasiki kesempatan dosen untuk menceritakan ide dan masalah –masalah, jadi bisaki liat masalahta, kalua saya ituji kayaknya, anu juga biasaki disuruh isi reflection sheet, membantu juga itu kalau mauki bayangkan perkembanganta, jadi ada juga kesempatan dalam tertulis (Cited on page 59 paragrap 1)
 next, tentang encouragaement, encouragement itu kayak menyemangatiki atau mendorongki, how often did your teacher offer encouragement of your efforts that increased your involvement



and persistence? seberapa sering dosenta itu menyemngati atau mendorong kalian supaya besarki usahata untuk ikut terlibat dalam pembelajaran?

S2 : kalau berbicara tentang penyemangat, desen memberikan kata-kata penyemangat pada saat iya masuk dalam kelas, contohnya dosen setiap kasli masuk di kelas, ia selalu memberikan motivasi-motivasi agar kami semangat untuk belajar. Reflection juga encourage sir. (Cited on page 60 paragraph 2)

S1 : and then, efeknya ke kamu?

S2 : kalau efeknya, ya sangat membantu karena kan bisa memotivasi kita lebih semangat lagi dalam belajar

S1 : okay, pertanyaan terakhir, how frequent were the conversations in the classroom? conversation berarti seberapa sering menurutmu, terjadi conversation terjadi antara kamu dan gurumu di kelas?

S2 : iya kalau begitu, pada saat terjadi anu, terdapat pertanyaan yang diberikan oleh dosen kepada kita sebagai mahasiswa dan itu akan menimbulkan saling menjawab, dan juga pada akhirnya dosen tersebut akan menjelaskan sepenuhnya tentang apa yang pertanyakan tadi

S1 : okay, jadi conversation yang seperti itu, tentang writing ya?

S2 : iya

S1 : efeknya ke kamu?

S2 : ya efeknya sangat membantu, karena terdapat jawaban dari teman lain yang bisa kita terim, terdapat jawaban-jawaban baru yang-, yang kita jadi tahu bahwa ow ternyata seperti itu

S1 : okay thank you



Student 4

- S1 : Menurut kamu writing assessment itu apa?
 S2 : tes writing, apa?
 S1 : sebenarnya kalau kita berbicara assessment kan, bukan hanya test, tapi semua hal ada hubungannya dengan menilai kemampuan seseorang, biasanya kan kalau selesai semester ada nilai ta toh?
 S2 : iye
 S1 : bisanya kan di awal semester dosenta kasi tau bagaimana cara penilain sepanjang semester, seperti itu? Bagaimana caranya dosenta?
 S2 : kontrak begitu?
 S1 : ya kontrak perkuliahannya seperti apa?
 S2 : biasa langsung kasi target sir, seperti semester ini tujuan writingnya seperti ini
 S1 : ada tidak test selama satu semester itu?
 S2 : ada sir, final sm mid semester
 S1 : final sama mid semesternya, bagaimana modelnya?
 S2 : writing sir
 S1 : writing seperti apa? instruknya atau formatnya?
 S2 : biasanya dikasiki tema atau judul terus harus menulis tentang itu
 S1 : ada waktunya?
 S2 : ada sir, kemarin itu sampai selesai jam pelajaran
 S1 : okay, kalau menurut kamu bentuk assessment yang seperti itu, how do you feel about that?
 S2 : I think it's not really working
 S1 : I mean, do you feel nervous, enjoyable, motivated, unmotivated or what?
 S2 : threat sir, threat sir
 S1 : why threat?
 S2 : because, we make aa, I do believe that we learn about, maksudnya tertekanki sir susahki berifkir dalam tekanan, apalagi susahmi temanya, tambah susahmi sir
 S1 : thank you, the next question will be, have you heard about portfolio assessment?
 S2 : sorry?
 S1 : pernah tidak dengar tentang portfolio assessment dalam writing?
 S2 : no
 S1 : tidak pernah ya, okay, menurut kamu bagaimana sebaiknya dosen menilai writing kamu?
 S2 : kalau saya sir, mungkin dari pendapatnya orang, kayak opini, mungkin buat essay begitu, ...
 S1 : okay the next one will be about, it's dealing with your experience in the past semester, what do you like least and most about the assessment that you have experienced?



- S1 : ada tidak hal yang kamu suka dan tidak suka dari writing assessment disemeter sebelumnya?
- S2 : mmmm
- S1 : mulai dari yang pertama deh, apa yang kamu suka?
- S2 : objectif sih sir, misalkan bentuk penilaian berdasarkan hasil tugas
- S1 : ada lagi?
- S2 : saya juga suka feedbacknya, dari teman-teman dan guru (maksudnya dosen), nabantu meningkatkan writingku, tapi kadang malasmeki perbaiki, apalagi kalau sudahmi di nilai (Cited on page 58 paragraph 2)
- S1 : what else?
- S2 : tugas-tugasnya sir bagus supaya ada di latihan, tapi, banyak teman yang belum mengerti, adami lagi tugas lain, trus dikumpul, kalo sudah dikumpul, adami lagi tugas, sedangkan belumpeki mengerti apa-apa, itu tidak bagusnya (Cited on page 57 paragraph 2)
- S1 : kalau kekurangannya yang lain?
- S2 : terlalu banyak point untuk final test, jadi kalo gagalki di final karena susah tesnya bagaimanami itu
- S1 : final test?
- S2 : tidak kusuka test kalau ada batasan waktunya kaya di final test, kaya tekanan tersendinya, jadi susahki berfikir (Cited on page 55 paragraph 3)
- S1 : okay the next question itu masih berhubungan dengan assessment, apakah dengan cara penilaian seperti itu promote your learning atau malah menghambat kamu dalam mengembangkan writingmu?
- S2 : mmm bagusji iya sir meningkatkan, cuman kaya masih terbatas anu iya sir kemampuanta menulis, langsung dihajar ke yang tinggi baru basic tidak ada
- S1 : maksudnya tinggi?
- S2 : Pelajarannya sir, harusnya kan ada proses jadi pelan-pelan, supaya bisaki perbaiki writing ta
- S1 : next, ini berhubungan dengan teacher interaction dengan kamu, menurut kamu selama pembelajaran, bagaimana interaksi antara kamu dan dosenmu?
- S2 : kalau saya sir, bagusji, bagusji kalau ditanya menjelaskanji juga
- S1 : jadi bentuk interaksinya dalam bentuk tanya jawab begitu
- S2 : yes
- S1 : ada tidak bentuk-bentuk lain
- S2 : no
- S1 : okay, the next one about your learning objective, biasanyakan setiap semester ada tujuan pembelajaran, pertanyaannya adalah seberapa efektif dosen kamu membuat kamu fokus terhadap tujuan pembelajaran writing selama semester berlangsung?
- S1 : pake skala ini sir?



- S1 : boleh pake skala, skala 1 sampai 5
 S2 : kalau 1 sampai 5, 3 sir
 S1 : bagaimana caranya biasanya?
 S2 : anu sir, biasanya dibahas ini, pertemuan depan dibahas ini
 S1 : kapan itu dikasi tau seperti itu?
 S2 : **di awal semester biasa sir** (Cited on page 54 paragraph 2)
 S1 : kira-kira dampaknya kekamu seperti apa?
 S2 : itumi sir biasa di lupami pelajaran sebelumnya
 S1 : okay next, ini berhubungan dengan kreatifitas, seberapa sering menurut kamu memberikan kesempatan untuk menjadi kreatif? Sehingga kamu bisa generate ide-ide dalam writingmu?
 S2 : kalau pake skala, kurang sir kalau itu
 S1 : meskipun kurang, ada tidak kesempatan? Kesempatan yang seperti apa itu?
 S2 : tugasji biasanya, itupun tidak terlalu
 S1 : pernah dengar kata scaffolding?
 S2 : pernah tapi tidak kutau apa itu sir
 S1 : oh iya, kalau scaffolding itu dalam dunia pendidikan adalah semua cara, atau aktivitas, atau apapun itu yang digunakan untuk membantu siswa, atau tidak bisa memahami pembelajaran, nah pertanyaannya, pernah tidak dosenmu melakukan scaffolding itu?
 S2 : usaha untuk?
 S1 : membantu kamu, misalkan nda bisaka mengerti ini, kira-kira bagaimana usahanya dosenmu supaya kamu mengerti?
 S2 : mmm anu sir, biasanya pake contoh-contoh dalam menjelaskan
 S1 : did it work?
 S2 : ya it's working
 S1 : menurut kamu efektif tidak?
 S2 : kalau saya sir begitu efektif sir, kalau saya sendiri
 S1 : the next one is about feedback, how frequent were the feedback loops your teacher provided?
 S2 : just fine
 S1 : kalau ada feedback, dalam bentuk apa itu? Selain oral?
 S2 : biasa tidak menjelaskan tapi langsung kasi contoh begitu
 S1 : the next one is about, biasa tidak dosenmu memfasilitasi kamu untuk mengutarakan ide kamu?
 S2 : yes sir, **dalam bentuk diskusi, kalau diskuis, dikasiki kesempatan untuk bertanya, memberi koreksi, juga minta solusi kalau ada masalah, kalau saya sendiri kadang-kadang atau sering iya berbicara kalau dikasi kesempatan** (Cited on page 59 paragraph 2)
 S1 : okay the one itu masalah encouragement, seberapa sering dosenmu menyemangati kamu, ya dalam writing toh?
 S1 : biasanya dalam bentuk kegiatan
 S1 : bagaimana menurut kamu tentang assessment pada semester alu secara general, apakah encouraging atau tidak?



- S2 : kalau saya membantuji, karena kalau ada test berarti haruski belajar pelajaran yang sudah dikasi, tapi kadang beberapa teman bilang katanya streski waktu ujian karena ada waktunya, tapi kalau saya nda masalahji (Cited on page 60 paragraph 1)
- S1 : okay the last question maybe, how frequent were the conversation in the classroom?
- S2 : seringji sir
- S1 : conversation yang seperti apa itu?
- S2 : paling sering tanya jawabji sir
- S1 : okay that was the last question, thank you so much
- S2 : iye sir



APPENDIX 17

SAMPLE OF STUDENT'S PORTFOLIO

CHECKLIST FOR ASSEMBLING PORTFOLIO

The following material must be included in your portfolio:

- Personal writing/acknowledgement** that enhances the portfolio
- Table of contents** listing portfolio material
- Rough drafts** with comments made by peer reviewers and instructors along with its editing-form
- Final drafts**
- Reflective statement** in the form of a cover memo, letter, or essay
- Writing assignments** that provide a context for the artifacts in the portfolio
- Planning material**, such as journal entries, free-writing exercises, brainstorming notes, and cluster diagrams
- Photocopies and printouts of source material**
- Group work** (collaborative work), with your own contributions clearly marked
- A print resume** of your own.



Cover Letter

Dear [REDACTED]

Since going to high school I didn't think of choosing English as a major because I thought English was something difficult. Previously I liked writing poetry at a certain time in Indonesia, but when I entered college I had to be demanded to write but not poetry or other things but I wrote ~~some~~ sentence that had to be ~~app~~ appropriate in grammar, context, etc. In my opinion it was very difficult because before I was not have strong basic in English. And at the end of the lecture I was required to finish the final writing, namely the thesis.

The first draft was the hardest because it was the first time I had written something that was extraordinary. I must be demanded to look for problems, then find a solution and make it a little. My lecturer was very ~~hard~~ helpful in completing this draft, he directed me to teach one by one about what I had to write. After I finished, I also did self-editing, peer editing and teacher editing. That strategy helped me to make my writing closer to perfect.

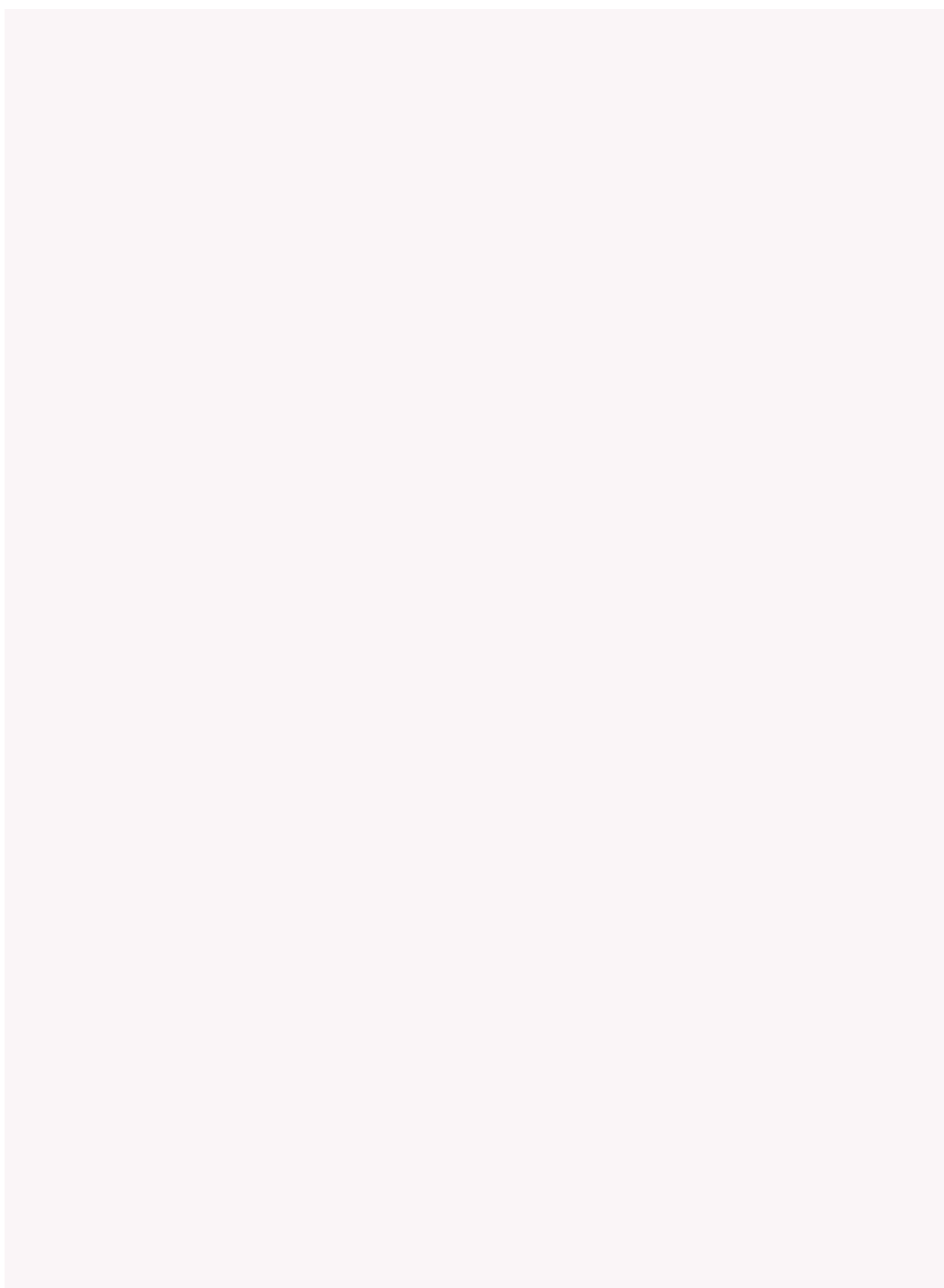
The second draft is a draft that not too difficult because I already know a few things that need to be done. I did another activity like in the first draft but after my writing through teacher editing there were still some things that had to be revised and that made my writing have to be improved and better.

I felt this activity was very helpful in completing my writing. And make me how to be a good writer and make my writing better. And hopefully those of you who read this article, Believe that something done with patience will get maximum result.

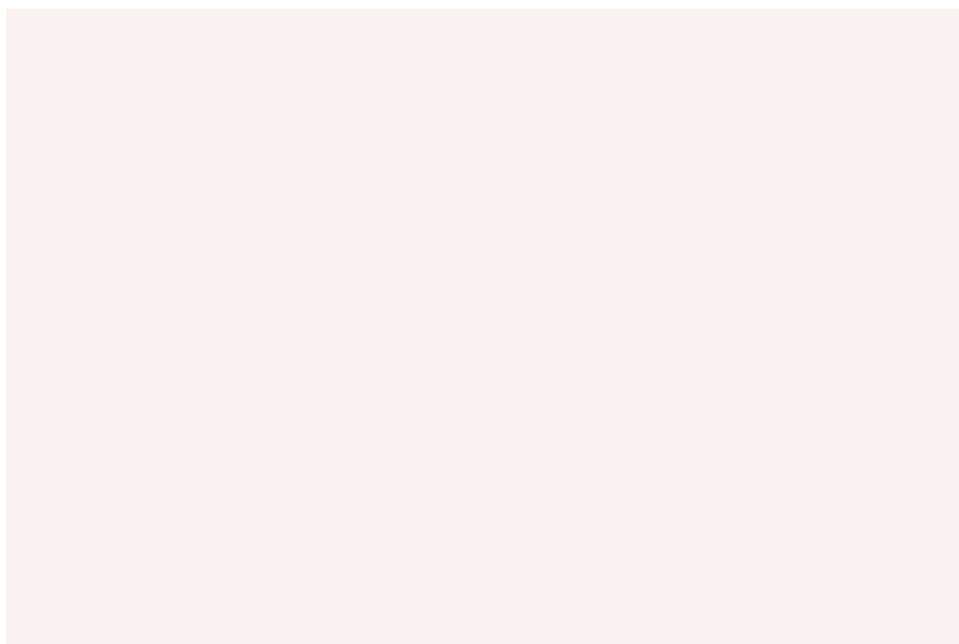
Sincerely,

[REDACTED]





Optimization Software:
www.balesio.com



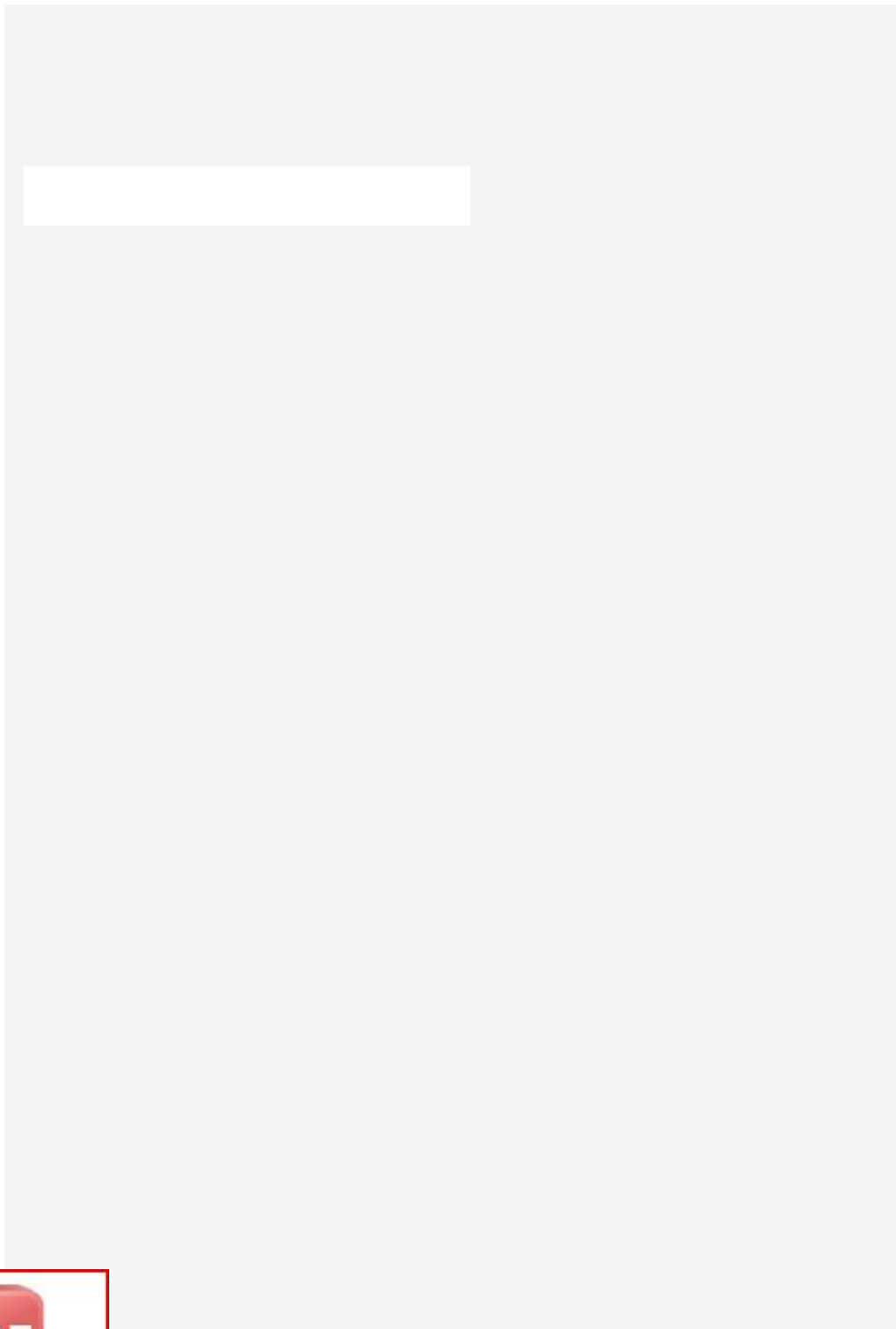
Self-Editing Worksheet 1

Chapter 1: Paragraph Structure

Writer: [REDACTED] Date: 6-05-2019

Format		
My paragraph has a title.	yes	<input type="radio"/> no
The title is centered.	yes	<input type="radio"/> no
The first line is indented.	<input checked="" type="radio"/> yes	<input type="radio"/> no
There are margins on both sides of the page.	<input checked="" type="radio"/> yes	<input type="radio"/> no
The paragraph is double-spaced.	yes	<input type="radio"/> no
<hr/>		
Mechanics		
I put a period, a question mark, or an exclamation mark after every sentence.	<input checked="" type="radio"/> yes	<input type="radio"/> no
I used capital letters correctly.	<input checked="" type="radio"/> yes	<input type="radio"/> no
I checked my spelling.	yes	<input type="radio"/> no
<hr/>		
Content and Organization		
My paragraph fits the assignment.	yes	<input type="radio"/> no
My paragraph has a topic sentence.	yes	<input type="radio"/> no
The topic sentence has both a topic and a controlling idea.	yes	<input type="radio"/> no
My paragraph contains several specific and factual supporting sentences, including at least one example.	yes	<input type="radio"/> no
How many supporting sentences did I write?	number	_____
My paragraph ends with an appropriate concluding sentence.	yes	no
All of my sentences are directly related to the topic.	yes	no
<hr/>		
Grammar and Sentence Structure		
Every student has his or her own personal grammar trouble spots. Some students battle with verb tenses. For others, articles are the main enemy. Some find it hard to know where to put periods.		
In the space, create your own personal checklist for items that you know are problems for you. Then, throughout the term, work on eliminating these errors. Delete items you have mastered and add new ones that you become aware of.		
Errors to check for include verb tenses, subject-verb agreement, articles, pronoun agreement, sentence fragments, and run-on sentences/comma splices.		
		Number found and corrected
I checked my paragraph for _____ errors.		_____
I checked my paragraph for _____ errors.		_____
I checked my paragraph for _____ errors.		_____





Peer-Editing Worksheet

Checklist for Student

Peer Editor: _____ Date: 16-05-2019

If your instructor approves, write your comments directly on the paper you are editing. If your instructor prefers that you not write on your classmate's paper, use this form, and when the directions tell you to underline or circle, copy it on the form instead.

1. Is the paragraph interesting? yes no
 Write a comment about a part that is especially interesting to you.
Menurut saya paragrafnya paragrafnya sudah bagus sesuai yg nabilang sir
2. Do you understand everything? yes no
 Circle or underline any part that you do not understand, and write a comment about it.

3. Copy the topic sentence here, and circle the topic and double-underline the controlling idea.

4. How many supporting sentences are there in the paragraph? Number: ke empat
 - a. What kind of supporting details does the writer use (facts, examples, quotations, statistics, etc.)?
Berdasarkan fakta
 - Is there at least one example? yes no
 - b. Would you like more information about anything? yes no
 If your answer is yes, write down what you would like to know more about.

5. Is there anything unnecessary or that seems "off the topic?" yes no
 If your answer is yes, write a comment about it (them).

6. If the paragraph has a concluding sentence, copy it here and circle the end-of-paragraph signal (if there is one).
Ada bagian akhir
7. In your opinion, what is the best feature of this paragraph? In other words, what is this writer's best writing skill?
Pertama dan ke empat

© 2006 Pearson Education, Inc. Duplication for classroom use is permitted.

318



Optimization Software:
www.balesio.com

knowing

THE USE OF WEBTOON PICTURE TO INCREASE STUDENTS' WRITING
:OUNT TEXT

A. Background of The Research

Writing is a form of communication that allows students to put their feelings and idea on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. Writing is the difficult skill in learning english to make students get the idea in writing easily the teacher should be creative and innovative. The application of visual media can help students get idea easily.

about the first of the second

Elbow (1973) in Brown (2001:336) says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Figure out is understand or solve something and calculate an amount. Putting the meaning into language is interpret a language.

think

There are many types of writing include procedure text, descriptive text, narrative text, recount text, etc. Researcher focuses on recount text in her research. According to Anderson and Anderson (2002:3), recount text is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order). According to Anderson in Dwi (2010:16), a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. The aim of the text is retell the past event or to tell someone's experience in chronological order.

A medium or teaching aid is an important part in teaching english in order to make students understand the material given by the researcher. There are some media usually used in teaching learning process. They consist of visual media, audio media, and audio-visual media. Visual media are can be seen and have the function to distribute the message from the sources to the receiver. One of the best visual media in learning english that the researcher used in her research is webtoon picture media.

make new paragraph about previous research

NBS

Therefore, several students in SMPN 40 BULUKUMBA have problems in learning english particularly in writing ability or designing things corectly.



Because in the learning process students do not get interesting methods. The problems were found through the researcher observation.

There are several methods that can be used in teaching English to increase students' writing ability. The researcher has found to solve the writing's problems of students in SMPN 40 BULUKUMBA. It is called captioning picture in recount text by using webtoon picture. This method to increase the students' writing ability because they can arrange words and sentences according to the events contained in the picture.

Based on the explanation above, the researcher will conduct a research entitled *"The use of webtoon picture to increase students' writing ability in recount text at SMPN 40 BULUKUMBA"*.

TEACHER ADVICE FORM

Draft :
Date :

Task Fulfillment	You should give more supporting sentence with the paragraph note "NSS"
Organization	Tidy up paragraph organization review the introductory (introduction) paragraph
Grammar	Follow the correction, see correction guidelines to understand the symbol
Vocabulary	Same
Spelling/Punctuation	Same



REFLECTION SHEET

REFLECTION SHEET

Name : Lisa Ariani
 Date : 10-6-2019
 Essay No. : 1 (one)

Reflections on your writing Process

Please think about the following questions and answer them in the process of writing your essay. Keep a copy of your reflections in your portfolio for further reference by you and your teacher. You are free to write in English or in Indonesian.

Section 1: The writing process

1. Did you plan or prepare an outline for your essay before starting to write?

- I created an outline in my mind.
- I prepared a careful outline.
- I did not have an outline. Instead, while writing I think about the next step.

If yes, how do you think an outline may help you have a better piece of writing?
 yes, it is make me to finished my draf - and has help me to
 easy for write.

2. Did you think about the followings while writing?

- Content
- Organization
- Vocabulary ✓
- grammatical or spelling errors
- spelling ✓

If yes, how do you think having close attention on the points helped you have a better piece of writing?
 when I use ~~the~~ above in my research. My research is
 better.

3. Did you have a draft of your essay? If yes, how did it help you?

yes, ~~that is~~ that is make ~~my~~ ~~research~~ me easy to write
 in my research.

4. Did you correct the ...?

- Grammar
- Vocabulary
- Content (if you have clearly expressed your ideas) Organization of the paragraph(s) (how you have put together sentences and paragraphs)
- Spelling

When did you do the correction? (While writing, after the first draft was prepared, or after the final draft was prepared? Explain your answer

yes, after the first draf was prepared. and after my
 friends was see my draf.

5. Did you revise the essay in terms of the content, organization, vocabulary, grammar, spelling or.....after you finished writing? Why/why not?

yes, ~~just~~ just a little.





3. Did you get help from your classmates, the teacher, the Web, etc.? If yes, what kind of help you received?

My friend helped me with

- Brainstorming
- Organizing the essay
- Finding suitable vocabulary items or expression
- The structure
- The content or conveying the meaning

Section 2: Reflection on writing

1. Do you think you have tried your best in writing this essay? Why or why not?

yes in ~~my~~ the first draf because I must force my self to write my research.

2. Do you consider it a good piece of work? Why or why not?

- Comment on the positive points of your essay.

~~structure is a~~ structure in my draf is a good.

- Comment on the negative points of your essay and what you need to do to improve it.

spelling is not perfect & and so ~~many~~ many wrong.

3. How do you find your progress in writing in English compared to the last time you wrote an essay?

Check your answer (✓).

- Outstanding
- Very good
- Satisfactory
- Poor

4. Can you predict what kind of problems (structural, meaning, vocabulary) you may have in the next essays?

I don't know what's I do and what's I write..

5. How are you going to solve the problems you had in writings?

I must be diligent to read some journal and I must study be better than now.



ASSIGNMENTS

Practice 1

Independent and Dependent Clauses

Remember that an independent clause by itself is a complete sentence, but a dependent clause by itself is an incomplete sentence. Write *Indep.* next to the complete sentences and put a period (.) after them. Write *Dep.* next to the incomplete sentences. The first two have been done for you as examples.

1. Globalization means more travel for businessmen and women. *Independent*
2. As business executives fly around the globe to sell their companies' products and services. *Dependen*
3. Jet lag affects most long-distance travelers. *Independent*
4. Which is simply the urge to sleep at inappropriate times. *Dependen*
5. During long journeys through several time zones, the body's inner clock is disrupted.]
6. For some reason, travel from west to east causes greater jet lag than travel from east to west. *D*
7. Also, changes in work schedules can cause jet lag. *D*
8. When hospital nurses change from a day shift to a night shift, for example. *D*
9. Although there is no sure way to prevent jet lag. *D*
10. There are some ways to minimize it. *I*
11. Because jet lag is caused at least partially by loss of sleep, not just a change in the time of sleep. *D*
12. A traveler should plan to arrive at his or her destination as late as possible. *I*
13. Upon arriving, he or she should immediately go to bed. *I*
14. Then the traveler should start to live in the new time zone immediately. *D*
15. Even when the traveler arrives early in the morning and cannot go to bed immediately. *D*

Practice 4

Compound Sentences with Coordinators

A. For each pair of the following sentences form a compound sentence by joining the two independent clauses with a coordinator that best fits the meaning. Use each FAN BOYS coordinator once. Write your new sentences on a separate sheet of paper, and punctuate them correctly. The first one has been done for you as an example.

Next week

1. Nuclear accidents can happen. Nuclear power plants must have strict safety controls.
Nuclear accidents can happen, so nuclear power plants must have strict safety controls.
2. The accident at the nuclear power plant at Three Mile Island in the United States created fears about the safety of this energy source. The disaster at Chernobyl in the former Soviet Union confirmed them.
For The disaster at Chernobyl in the former Soviet Union confirmed them, but the accident at the nuclear power plant at Three Mile Island in the United States created fears about the safety of this energy source.
3. Solar heating systems are economical to operate. The cost of installation is very high.
4. Energy needs are not going to decrease. ^{we} Energy sources are not going to increase. (Use *nor* and question word order in the second clause, deleting the word *not*).
5. Burning fossil fuels causes serious damage to our planet. We need to develop other sources of energy.
so We need to develop other sources of energy, yet burning fossil fuels causes serious damage to our planet.
6. Ecologists know that burning fossil fuels causes holes in the ozone layer. People continue to do it.
7. Developing nations especially will continue this harmful practice. They do not have the money to develop "clean" energy sources.
8. All nations of the world must take action. Our children and grandchildren will suffer the consequences.

*2. Surprising.
yet, /but incl. 2.
so or hasil.*

B. Write seven compound sentences of your own, using each coordinator once.

*For and
and
But
or
yet
so*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

*For alasan, and sama ide, nor negatif. ide sama, but, berlawanan, or. menaruhkan alternatif positif;
~~yet~~*



Practice 8

Complex Sentences

A. Step 1 Underline the independent clause of each sentence with a solid line.

Step 2 Underline the dependent clause with a broken line. One sentence has two dependent clauses.

Step 3 Write *Sub.* above the subordinator. Refer to the list of subordinators on page 163.

The first one has been done for you as an example.

1. Because the cost of education, many students must work part-time.
2. When students from other countries come to the United States, they often suffer from culture shock.
3. Because financial aid is difficult to obtain, many students have to work part-time.
4. Please tell me where the student union is.
5. Engineers, who have an aptitude for drafting and mechanics, must also be artistic and imaginative.
6. While the contractor follows the blueprint, the engineer checks the construction in progress.
7. Since the blueprint presents the details of the engineer's plans, it must be interpreted accurately by the contractor.
8. Students should declare a major by their junior year unless they have not made up their minds.
9. Even though students declare a major now, they can change it later.
10. The government says that inflation is holding steady.
11. Economists are concerned that the rate of inflation will double if the government does not take immediate steps to control it.

Exercise 9

Punctuation

Punctuate the following sentences.

Step 1 Underline the independent clauses with a solid line and the dependent clauses with a broken line.

Step 2 Add commas and/or semicolons as necessary.

1. Information and communication technology is reaching out to help people in the poorest countries improve their lives for example fishermen on the Bay of Bengal can now receive online weather reports that tell them when it is safe to go out.
2. Furthermore, when the fishermen bring in a boatload of fish they can find out the current market prices for their fish, which will help them bargain with the middlemen to whom they sell their catch.
3. The cost of the cheapest computer is at least \$200 and since this is more than an individual fisherman can afford several fishing villages together can pool their money and buy one to share.
4. The worldwide reach of the Internet is also providing employment opportunities in developing countries and as greater numbers of people learn the technology these opportunities will expand
5. When you call your U.S. bank you may find yourself speaking to a customer service representative who is sitting in the Philippines or Puerto Rico and when you need technical support for your home computer you will probably get help from a programmer in New Delhi.

SUMMARY

1. Clauses are the main building blocks of sentences. There are two kinds of clauses: independent and dependent.
 - a. An independent clause
 - Expresses a complete thought.
 - Can be a sentence by itself.
 - b. A dependent clause
 - Begins with a subordinator.
 - Cannot be a sentence by itself
 - is one of three types: adverb, adjective, or noun.
2. We build different kinds of sentences in English by combining clauses in different patterns.
 - A simple sentence is one independent clause. *English grammar is easy.*
 - a. A compound sentence is two independent clauses joined by
 - a coordinator, *Grammar is easy, so I learned it quickly.*
 - a conjunctive adverb, or *Grammar is easy; therefore, I learned it quickly.*
 - a semicolon. *Grammar is easy; I learned it quickly.*
 - b. A complex sentence is one independent and one (or more) dependent clauses.
 - c. A compound-complex sentence has two independent clauses and one (or more) dependent clauses.
3. The type of sentence you write depends on your message. When you want to show that ideas are equal, use more coordinated structures, such as compound sentences. When ideas are not equal, use more subordinated structures, such as complex sentences. Develop a good writing style by mixing sentence types.



APPENDIX 18

PERMISSION LETTER



MAJELIS PENDIDIKAN TINGGI PENELITIAN DAN PENGEMBANGAN
 PIMPINAN PUSAT MUHAMMADIYAH
 UNIVERSITAS MUHAMMADIYAH BULUKUMBA
 LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT
 Jalan Ir Soekarno No 17 Telpn (0413) 81481 Bulukumba (Kampus 1)
 Jalan Poros Bulukumba Bantaeng Km 9 Bulukumba (Kampus 2)
 Email Unmuhblk@gmail.com Website www.stkipmuhblk.ac.id

Berdasarkan surat Rektor Universitas Muhammadiyah Bulukumba Nomor: 030/III.3.AU/F/2017 tertanggal 03 Maret 2018 perihal permohonan mengadakan penelitian, maka Ketua Lembaga Penelitian dan Pengabdian Masyarakat (LP2M) Universitas Muhammadiyah Bulukumba menerangkan dengan sesungguhnya:

Nama : Riskayadi
 Program Studi : Bahasa Inggris
 Institusi : Universitas Hasanuddin Makassar
 Tempat Tanggal Lahir : Bulukumba, 26 Mei 1993
 Alamat : BTN Wesabbe Blok B4 No 9 Makassar

Bahwa nama yang disebut namanya di atas benar telah melakukan penelitian dengan judul *The Effect of Portofolio Assesment on Student's Writing Ability and Teacher Students Interaction* yang berlangsung pada Tanggal 1 Mei – 9 Agustus 2019.

Demikian Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Bulukumba, 18 Dzulhijjah 1440 H
 19 Agustus 2019 M

An Ketua LP2M,
 Sekretaris LP2M



Andi Anugrah M, S.Pd., M.Pd
 NBM: 1180624

Tembusan :

1. Rektor Universitas Muhammadiyah Bulukumba.
2. Ketua BPH Universitas Muhammadiyah Bulukumba.

