Appendix 1. **Writing Performance Assessment Validation**

Introduction

The general objective of the proposed research is to describe and analyze the effect of Pattern Technique on the seventh grade students' writing competency viewed from text types at *Sekolah Menengah Pertama Widya Sakti Denpasar*. Prior to data collection, the writing performance assessment instrument should be validated. The writing performance assessment is validated theoretically on reliability and validity through expert judgements. Writing competency refers to a set of attitude, knowledge, and skills (*Buku Panduan Guru Kurikulum 2013,2013).* To ensure the writing competency's validity and reliability, please give your judgement or your agreement with the proposed indicators and descriptors by crossing **Relevance** or **Irrelevance** independently to ensure the content validity of the writing competency performance assessment in the following section.

1. WritingCompetency Performance Assessment Content Validity

Indicators	Descriptors	Judgement: Relevance Irrelevance	
Title	A title is a word or a phrase that summarizes the whole content of a text		
Topic sentence	A simple sentence that contains only one idea of a paragraph		
Development	A step in writing whereby the topic sentence is developed into a single paragraph		
Arrangement	A step in arranging the supporting sentences in a coherent paragraph		
Diction	A spelling and usage of a word or a phrase		
Grammar	A grammatical rules used correctly and appropriately in sentences		
Mechanics	An appropriate use of capitalization and punctuation in the text.		

Date, 12 Juni 2017

Judge I/Judge II *)

Appendix 2. Writing Performance Assessment's Reliability

Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing the corresponding score to ensure the reliability of the writing competency performance assessment in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 4=relevant;5=very relevant.

Indicators	Descriptors	Items	Judgement:			
			1	2	4	5
Title	A title is a word or a phrase that summarizes the whole content of a text	Write a suitable title for a descriptive/Recount text				
Topic sentence	A simple sentence that contains only one idea of a paragraph	Write an appropriate topic sentence for a descriptive/ Recount text				
Development	A step in writing whereby the topic sentence is developed into a single paragraph	Develop the topic sentence into a coherent paragraph				
Arrangement	A step in arranging the supporting sentences in a coherent paragraph	Arrange the supporting sentences coherently into a cohesive paragraph				
Diction	A spelling and usage of a word or a phrase	Use correct spelling and appopriate usage of words or phrases in the paragraph				
Grammar	A grammatical rules used correctly and appropriately in sentences	Write grammatical sentences in the paragraph				

Mechanics	An appropriate use of capitalization and punctuation in the text.	Use correct and appropriate capitalization and punctuation in the paragraph				

Date, 12 Juni 2017

Judge I/Judge II *)

Appendix 3. Writing Performance Assessment

POST-TEST ONE : DESCRIPTIVE TEXT OF PERSON/ THING/ANIMAL/PLANT

Direction:

l. Write a short descriptive text of a person/a thing/an animal/a plant that you are very familiar with.

2. A description is a clear, complete and objective picture of a person/animal/ object, which illustrates a person's appearance, an animal's physical characteristics, etc.

3. Write two paragraphs with five simple English sentences in each paragraph. Do not exceed than 5 sentences including the topic sentence in each pragraph.

4. The text that you will write should contain the following items.

a. A suitable title that summarizes whole content of the text.

   b. An appropriate topic sentence that suitably covers a description of a person/a thing/an animal/a plant.

   c. A development of the topic sentence with 4 supporting sentences.

   d. An arrangement of the topic sentence and the four supporting sentences in a logical or systematic fashion.

   e. Appropriate words/idioms/sentences in the texts. Correct grammatical structures of the sentences.

   f. Appropriate use of punctuations and capitalization.

Appendix 4. **Writing Performance Assessment**

POST-TEST TWO : RECOUNT TEXT OF EVENT/ACCIDENCE/STORY

Direction:

I. Write a short Recount text of a person/a thing/an animal/a plant that you are very familiar with.

2. A narration is a systematic or chronological report of an event/accidence/etc..

3. Write two paragraphs with five simple English sentences in each paragraph. Do not exceed than 5 sentences including the topic sentence in each pragraph.

4. The text that you will write should contain the following items.

    a. A suitable title that describes the whole procedure of the text content.

    b. An appropriate topic sentence that suitably covers the procedure of a person/a thing/an animal/a plant.

    c. A development of the topic sentence with 4 supporting sentences.

    d. An arrangement of the topic sentence and the four supporting sentences in a logical or systematic fashion.

    e. Appropriate words/idioms/sentences in the texts.

    f. Correct grammatical structures of the sentences.

    g. Appropriate use of punctuations and capitalization.

Appendix 5. Experts Judgments

Introduction

   The general objective of the proposed research is to describe and analyze the effect of Pattern Technique on the seventh grade students' writing competency viewed from text types at *Sekolah Menengah Pertama Widya Sakti Denpasar*. Prior to data collection, the writing performance assessment instrument should be validated. The writing performance assessment is validated theoretically on reliability and validity through expert judgements. Writing competency refers to a set of attitude, knowledge, and skills (*Buku Panduan Guru Kurikulum 2013,2013).* To ensure the writing competency's validity and reliability, please give your judgement or your agreement with the proposed indicators and descriptors by crossing **Relevance** or **Irrelevance** independently to ensure the content validity of the writing competency performance assessment in the following section.

   1.WritingCompetency Performance Assessment Content Validity

Indicators	Descriptors	Judgement: RelevanceIrrelevance	
Title	A title is a word or a phrase that summarizes the whole content of a text	Relevance	
Topic sentence	A simple sentence that contains only one idea of a paragraph	Relevance	
Development	A step in writing whereby the topic sentence is developed into a single paragraph	Relevance	
Arrangement	A step in arranging the supporting sentences in a coherent paragraph	Relevance	
Diction	A spelling and usage of a word or a phrase	Relevance	
Grammar	A grammatical rules used correctly and appropriately in sentences	Relevance	
Mechanics	An appropriate use of capitalization and punctuation in the text.	Relevance	

Singaraja,12 Juni 2017

dktantra
Judge I,

Prof.Dewa Komang Tantra,MSc,Ph.D

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Appendix 6. Experts Judgements

Introduction

The general objective of the proposed research is to describe and analyze the effect of Pattern Technique on the seventh grade students' writing competency viewed from text types at *Sekolah Menengah Pertama Widya Sakti Denpasar*. Prior to data collection, the writing performance assessment instrument should be validated. The writing performance assessment is validated theoretically on reliability and validity through expert judgements. Writing competency refers to a set of attitude, knowledge, and skills (*Buku Panduan Guru Kurikulum 2013,2013).* To ensure the writing competency's validity and reliability, please give your judgement or your agreement with the proposed indicators and descriptors by crossing **Relevance** or **Irrelevance** independently to ensure the content validity of the writing competency performance assessment in the following section.

1.WritingCompetency Performance Assessment Content Validity

Indicators	Descriptors	Judgement: RelevanceIrrelevance	
Title	A title is a word or a phrase that summarizes the whole content of a text	Relevance	
Topic sentence	A simple sentence that contains only one idea of a paragraph	Relevance	
Development	A step in writing whereby the topic sentence is developed into a single paragraph	Relevance	
Arrangement	A step in arranging the supporting sentences in a coherent paragraph	Relevance	
Diction	A spelling and usage of a word or a phrase	Relevance	
Grammar	A grammatical rules used correctly and appropriately in sentences	Relevance	
Mechanics	An appropriate use of capitalization and punctuation in the text.	Relevance	

Singaraja,12 Juni 2017

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Appendix 7. Writing Performance Assessment Reliability

1. **Introduction**

   The general objective of the proposed research is to describe and analyze the effect of Pattern Technique on the seventh grade students' writing competency viewed from text types at *Sekolah Menengah Pertama Widya Sakti Denpasar*. Prior to data collection, the writing performance assessment instrument should be validated. The writing performance assessment is validated theoretically on reliability and validity through expert judgements. Writing competency refers to a set of attitude, knowledge, and skills (*Buku Panduan Guru Kurikulum 2013,2013).* To ensure the writing competency's validity and reliability, please give your judgement or your agreement with the proposed indicators and descriptors by crossing **Relevance** or **Irrelevance** independently to ensure the content validity of the writing competency performance assessment in the following section.

   Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing the corresponding score to ensure the reliability of the writing competency performance assessment in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 4=relevant;5=very relevant.

Indicators	Descriptors	Items	Judgement:			
			1	2	4	5
Title	A title is a word or a phrase that summarizes the whole content of a text	Write a suitable title for a descriptive/Recount text			4	
Topic sentence	A simple sentence that contains only one idea of a paragraph	Write an appropriate topic sentence for a descriptive/ Recount text			4	

Development	A step in writing whereby the topic sentence is developed into a single paragraph	Develop the topic sentence into a coherent paragraph			**4**	
Arrangement	A step in arranging the supporting sentences in a coherent paragraph	Arrange the supporting sentences coherently into a cohesive paragraph			**4**	
Diction	A spelling and usage of a word or a phrase	Use correct spelling and appropriate usage of words or phrases in the paragraph			**4**	
Grammar	A grammatical rules used correctly and appropriately in sentences	Write grammatical sentences in the paragraph			**4**	
Mechanics	An appropriate use of capitalization and punctuation in the text.	Use correct and appropriate capitalization and punctuation in the paragraph			**4**	

Singaraja,12 Juni 2017

dktantra

Judge I,

Prof.Dewa Komang Tantra,MSc,Ph.D

Appendix 8. Writing Performance Assessment Reliability

1. **Introduction**

   The general objective of the proposed research is to describe and analyze the effect of Pattern Technique on the seventh grade students' writing competency viewed from text types at *Sekolah Menengah Pertama Widya Sakti Denpasar*. Prior to data collection, the writing performance assessment instrument should be validated. The writing performance assessment is validated theoretically on reliability and validity through expert judgements. Writing competency refers to a set of attitude, knowledge, and skills (*Buku Panduan Guru Kurikulum 2013,2013).* To ensure the writing competency's validity and reliability, please give your judgement or your agreement with the proposed indicators and descriptors by crossing **Relevance** or **Irrelevance** independently to ensure the content validity of the writing competency performance assessment in the following section.

   Please give your judgement or your agreement with the proposed indicators, descriptors, and the corresponding items by crossing the corresponding score to ensure the reliability of the writing competency performance assessment in the following column. Note the score meanings are: 1=very irrelevant; 2=irrelevant; 4=relevant;5=very relevant.

Indicators	Descriptors	Items	Judgement:			
			1	2	4	5
Title	A title is a word or a phrase that summarizes the whole content of a text	Write a suitable title for a descriptive/Recount text			4	
Topic sentence	A simple sentence that contains only one idea of a paragraph	Write an appropriate topic sentence for a descriptive/ Recount text			4	

Development	A step in writing whereby the topic sentence is developed into a single paragraph	Develop the topic sentence into a coherent paragraph			**4**	
Arrangement	A step in arranging the supporting sentences in a coherent paragraph	Arrange the supporting sentences coherently into a cohesive paragraph			**4**	
Diction	A spelling and usage of a word or a phrase	Use correct spelling and appropiate usage of words or phrases in the paragraph			**4**	
Grammar	A grammatical rules used correctly and appropriately in sentences	Write grammatical sentences in the paragraph			**4**	
Mechanics	An appropriate use of capitalization and punctuation in the text.	Use correct and appropriate capitalization and punctuation in the paragraph			**4**	

Singaraja,12 Juni 2017

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Appendix 9. Scoring Rubric of Students' Writing Performance Assessment

No	Aspect	Score	Criteria
1	Title	5	A title should be written in one word or a phrase covering the main text idea
		1	A title is not written in one word or a phrase covering the main text idea
2	Topic Sentence	5	A topic sentence should be written in simple, declarative, positive sentence bearing a single main idea A topic sentence is not written in simple, declarative, positive sentence bearing a single main idea
		1	A topic sentence is not written in simple, declarative, positive sentence bearing a single main idea A topic sentence is not written in simple, declarative, positive sentence bearing a single main idea
3	Development	5	The topic sentence should be developed into a paragraph consisting of 4 supporting sentences
		4	The topic sentence should be developed into a paragraph consisting of 3 supporting sentences
		3	The topic sentence should be developed into a paragraph consisting of 2 supporting sentences
		2	The topic sentence should be developed into a paragraph consisting of 1 supporting sentences
		1	The topic sentence should be developed into a paragraph consisting of none supporting sentences
4	Arrangement	5	Develop the topic sentence into a coherent paragraph with other 4 supporting sentences
		4	Develop the topic sentence into a coherent paragraph with other 3 supporting sentences
		3	Develop the topic sentence into a coherent paragraph with other 2 supporting sentences
		2	Develop the topic sentence into a coherent paragraph with other 1 supporting sentences

		1	Develop the topic sentence into a coherent paragraph with none supporting sentences
5	Dictions	5	The paragraph contains no erroneous spelling and appropriate usage of words or phrases in the paragraph
		4	The paragraph contains 1 erroneous spelling and appropriate usage of words or phrases in the paragraph
		3	The paragraph contains 2 erroneous spelling and appropriate usage of words or phrases in the paragraph
		2	The paragraph contains 3 erroneous spelling and appropriate usage of words or phrases in the paragraph
		1	The paragraph contains 4 erroneous spelling and appropriate usage of words or phrases in the paragraph
6	Grammar	5	The paragraph contains no grammatical error used correctly and appropriately in sentences
		4	The paragraph contains 1 grammatical error used correctly and appropriately in sentences
		3	The paragraph contains 2 grammatical error used correctly and appropriately in sentences
		2	The paragraph contains 3 grammatical errors used correctly and appropriately in sentences
		1	The paragraph contains 4 grammatical errors used correctly and appropriately in sentences
7	Mechanics	5	The paragraph contains no grammatical error in the topic sentences
		4	The paragraph contains 1 grammatical error in the topic sentences.
		3	The paragraph contains 2 grammatical error in the topic sentences.
		2	The paragraph contains 3 grammatical error in the topic sentences.

		1	The paragraph contains 4 grammatical error in the topic sentences.

Appendix 10. Test of Normality, Descriptive, Test of Homogeneity, Multiple Comparisons

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig	Statistic	df	Sig.
Score	Class B1 descriptive	.159	32	.038	.929	32	.037
	Class B2 Descriptive	.180	32	.010	.943	32	.092
	Class B1 Recount	.153	32	.056	.962	32	.311
	Class B2 Recount	.153	32	.054	.948	32	129

a. Lilliefors Significance Correction

Descriptives

Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Class B1 descriptive	32	87.12	6.509	1.151	84.78	89.47	67	98
Class B2 Descrivtive	32	72.47	6.476	1.145	70.13	74.80	59	88
Class B1 Recount	32	83.81	6.703	1.185	81.40	86 23	70	98
Class B2 Recount	32	72.28	7.341	1.298	69 63	74 93	59	89
Total	128	78.92	9.449	835	77.27	80.57	59	98

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Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
407	3	124	748

ANOVA

Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5662.406	3	1887.469	41.228	000
Within Groups	5676.812	124	45.781		
Total	11339.219	127			

Multiple Comparisons

Score

Tukey HSD

(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Class B1 descriptive	Class B2 Descrivtive	14.656*	1.692	.000	10.25	19.06
	Class B1 Recount	3.312	1.692	.210	-1.09	7.72
	Class B2 Recount	14.844*	1.692	.000	10.44	19.25
Class B2 Descrivtive	Class B1 descriptive	-14.656*	1.692	.000	-19.06	-10.25
	Class B1 Recount	-11.344*	1.692	.000	-15.75	-6.94
	Class B2 Recount	.188	1.692	1.000	-4.22	4.59
Class B1 Recount	Class B1 descriptive	-3.312	1.692	.210	-7.72	1.09
	Class B2 Descrivtive	11.344*	1.692	.000	6.94	15.75
	Class B2 Recount	11.531*	1.692	.000	7.13	15.94
Class B2 Recount	Class B1 descriptive	-14.844*	1.692	.000	-19.25	-10.44
	Class B2 Descrivtive	-.188	1.692	1.000	-4.59	4.22
	Class B1 Recount	-11.531*	1.692	.000	-15.94	-7.13

*. The mean difference is significant at the 0.05 level.

Appendix 11. Students' Writing Portfolios of Descriptive text

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The Scoring guide of descriptive text

No	Writing Indicators	Score	
		B1	B2
1	1.1 The title		
2	1.2 The topic sentence		
3	1.3 The development		
4	1.4 The arrangement		
5	1.5 The diction		
6	1.6 The grammar		
7	1.7 The mechanics		

$$Final\ Score = \frac{Obtain\ Score}{Maximum\ Score!}\ x\ 100 = \frac{..........}{70} = \cdots$$

Appendix Students' Worksheet of Recount Text

The Scoring Guide of Recount Text

No	Writing Indicators	Score	
		B1	B2
1	1.1 The title		
2	1.2 The topic sentence		
3	1.3 The development		
4	1.4 The arrangement		
5	1.5 The diction		
6	1.6 The grammar		
7	1.7 The mechanics		

$$Final\ Score = \frac{Obtain\ Score}{Maximum\ Score!} \times 100 = \frac{\text{........}}{70} = \cdots$$

Appendix 12. List VII Students of SMP Widya Sakti Denpasar

Experimental Group Data descriptive

No.		
1	IGAD	84
2	IBAD	90
3	SDF	80
4	IPKS	90
5	IMAS	84
6	LAWD	80
7	IGDDN	84
8	KKSD	88
9	IPKP	88
10	KKSD	98
11	NPRY	90
12	NMRMP	98
13	IKGS	84
14	IKPW	88
15	NKM	90
16	LKMT	84
17	AAWN	94
18	PBG	90
19	IKRT	84
20	IKRW	77
21	AACP	84
22	IKDP	94
23	LMAR	88
24	NKDP	84

25	IPOJ	90
26	IGYP	98
27	IMSAG	90
28	YEW	80
29	KAP	88
30	GMNY	90
31	MOHM	84
32	JWTH	94

Appendix 13. List VII Students of SMP Widya Sakti Denpasar

Experimental GroupData Recount

No.		
1	IGAD	70
2	IBAD	84
3	SDF	88
4	IPKS	80
5	IMAS	84
6	LAWD	80
7	IGDDN	98
8	KKSD	90
9	IPKP	80
10	KKSD	88
11	NPRY	78
12	NMRMP	80
13	IKGS	90
14	IKPW	98
15	NKM	90
16	LKMT	88
17	AAWN	80
18	PBG	74
19	IKRT	86
20	IKRW	88
21	AACP	94
22	IKDP	84
23	LMAR	94
24	NKDP	80

25	IPOJ	84
26	IGYP	94
27	IMSAG	80
28	YEW	78
29	KAP	74
30	GMNY	84
31	MOHM	84
32	JWTH	78

Appendix 14. List VII Students of SMP Widya Sakti Denpasar

Control Group Data descriptive

No.		
1	IKADP	84
2	IKWA	90
3	AAWD	80
4	IPRE	90
5	NKAM	84
6	NKAW	80
7	NLGDL	84
8	PADDA	88
9	NKDD	88
10	DADPR	98
11	IPEM	90
12	IPRA	98
13	AAWE	84
14	TRS	88
15	NKJ	90
16	NLPK	84
17	IGOD	94
18	IMRNA	90
19	NKPD	84
20	NLGP	77
21	IMRNA	84
22	NMR	94
23	NLRN	88
24	AASB	84
25	DART	90

26	IBBAD	98
27	IKDR	90
28	DGU	80
29	NPWSD	88
30	YCSP	90
31	IPYA	84
32	ZWDAR	94

Appendix 15. List VII Students of SMP Widya Sakti Denpasar

       Control Group Data Recount

No.		
1	IKADP	70
2	IKWA	84
3	AAWD	88
4	IPRE	80
5	NKAM	84
6	NKAW	80
7	NLGDL	98
8	PADDA	90
9	NKDD	80
10	DADPR	88
11	IPEM	78
12	IPRA	80
13	AAWE	90
14	TRS	98
15	NKJ	90
16	NLPK	88
17	IGOD	80
18	IMRNA	74
19	NKPD	86
20	NLGP	88
21	IMRNA	94
22	NMR	84
23	NLRN	94
24	AASB	80

25	DART	84
26	IBBAD	94
27	IKDR	80
28	DGU	78
29	NPWSD	74
30	YCSP	84
31	IPYA	84
32	ZWDAR	78

Appendix 16.Raw Scores of Students' Writing Competency Across Text Types

Writing with Pattern Technique (Experimental Group)		Writing without Pattern Technique (Control Group)	
Scores of Descriptive Text	Scores of Recount Text	Scores of Descriptive Text	Scores of Recount Text
84	70	70	70
90	84	66	66
80	88	77	77
90	80	64	64
84	84	73	73
80	80	66	66
84	98	64	64
88	90	80	80
88	80	68	68
98	88	66	66
90	78	67	67
98	80	64	64
84	90	64	64
88	98	70	70
90	90	77	77
84	88	64	64
94	80	66	66
90	74	77	77
84	86	70	70
77	88	64	64
84	94	67	67
94	84	70	70

88	94	66	66
84	80	70	70
90	84	64	64
98	94	66	66
90	80	73	73
80	78	68	68
88	74	67	67
90	84	68	68
84	84	73	73
94	78	78	78

Source: Data analysis using SPSS version 23 per January 2020

Appendix 17.Raw Scores of Students' Writing Competency

No	A1B1	A2B1	A1B2	A2B2
Skala 100				
1	84	70	73	70
2	90	84	70	66
3	80	88	80	77
4	90	80	70	64
5	84	84	64	73
6	80	80	66	66
7	84	98	78	64
8	88	90	80	80
9	88	80	68	68
10	98	88	80	66
11	90	78	70	67
12	98	80	88	64
13	84	90	68	64
14	88	98	77	70
15	90	90	66	77
16	84	88	66	64
17	94	80	78	66
18	90	74	70	77
19	84	86	67	70
20	77	88	70	64
21	84	94	67	67
22	94	84	73	70
23	88	94	80	66
24	84	80	70	70

25	90	84	70	64
26	98	94	78	66
27	90	80	80	73
28	80	78	66	68
29	88	74	78	67
30	90	84	66	68
31	84	84	76	73
32	94	78	77	78

Appendix 18.
The Result of the instrument with Pattern Technique (Descriptive Text)

Name	T	TS	DV	AR	D	GR	M	Total	Score
Sample 1	10	10	8	6	8	8	10	60	85
Sample 2	10	10	10	8	8	8	10	64	90
Sample 3	10	10	6	6	8	6	10	56	80
Sample 4	10	10	8	6	10	10	10	64	91
Sample 5	10	8	8	10	6	8	10	60	85
Sample 6	10	8	10	8	8	4	8	56	80
Sample 7	10	10	8	6	8	6	10	58	83
Sample 8	10	10	8	10	8	8	8	62	89
Sample 9	10	10	10	10	8	6	8	62	89
Sample 10	10	10	10	10	10	8	8	66	98
Sample 11	10	10	8	10	8	8	10	64	90
Sample 12	10	10	10	10	10	8	8	66	98
Sample 13	10	8	8	8	10	6	8	58	83
Sample 14	10	8	10	8	10	6	10	62	89
Sample 15	10	8	10	10	10	6	10	64	90
Sample 16	10	6	10	8	8	6	10	58	83
Sample 17	10	10	10	10	10	6	8	64	90
Sample 18	10	10	8	8	10	8	10	64	90
Sample 19	8	8	10	10	6	8	10	60	85
Sample 20	10	10	8	6	6	6	6	52	74
Sample 21	10	10	8	6	8	10	6	58	85
Sample 22	10	10	10	8	8	8	10	64	91
Sample 23	10	10	8	10	8	6	8	60	85
Sample 24	10	10	8	6	10	6	10	60	85
Sample 25	10	10	10	8	8	8	10	64	91
Sample 26	10	10	10	8	10	8	10	66	98

Sample 27	10	10	8	10	8	10	8	64	91
Sample 28	10	8	8	6	10	6	10	58	80
Sample 29	8	8	10	10	10	4	10	60	85
Sample 30	10	10	8	10	8	6	10	62	90
Sample 31	10	10	8	8	8	6	10	60	85
Sample 32	10	10	10	8	8	8	10	64	91

Appendix 19.

The Result of the instrument with Pattern Technique (Recount Text)

Name	T	TS	DV	AR	D	GR	M	Total	Score
Sample 1	10	8	6	8	4	6	8	50	71
Sample 2	10	10	8	8	6	6	8	56	80
Sample 3	10	10	10	8	8	6	10	62	88
Sample 4	8	10	6	8	8	6	10	56	80
Sample 5	10	10	8	6	8	10	8	60	85
Sample 6	10	10	8	8	8	6	10	60	85
Sample 7	10	10	10	10	8	6	10	64	96
Sample 8	10	10	8	8	8	10	8	62	90
Sample 9	10	8	10	8	6	10	4	56	80
Sample 10	10	10	10	10	8	6	8	62	89
Sample 11	8	8	8	8	8	6	8	54	78
Sample 12	10	10	10	8	8	6	10	62	80
Sample 13	10	10	10	8	8	8	10	64	90
Sample 14	10	10	10	10	8	8	10	66	98
Sample 15	10	10	8	10	8	6	10	62	90
Sample 16	10	8	8	8	8	6	6	54	78
Sample 17	10	10	10	8	8	6	10	62	89
Sample 18	8	10	6	6	8	6	8	52	74
Sample 19	10	8	10	10	6	6	10	60	86
Sample 20	10	10	10	8	8	6	10	62	88
Sample 21	10	10	10	8	8	6	10	62	94
Sample 22	8	10	10	8	6	4	10	56	84
Sample 23	10	10	10	8	8	6	10	62	94
Sample 24	8	8	8	8	6	4	8	50	70
Sample 25	8	10	10	8	6	4	10	56	84
Sample 26	8	8	10	8	6	6	8	54	78

Sample 27	10	8	8	6	8	6	10	56	80
Sample 28	6	6	8	6	8	4	6	44	59
Sample 29	8	10	8	8	6	6	6	52	78
Sample 30	6	8	6	2	6	4	6	38	84
Sample 31	10	8	10	8	8	6	10	60	84
Sample 32	10	8	10	8	8	6	8	58	78

Appendix 20.The Result of the instrument with Control Group (Descriptive Text)

Name	T	TS	DV	AR	D	GR	M	Total	Score
Sample 1	8	8	8	8	6	6	8	52	73
Sample 2	6	10	6	8	8	4	8	50	70
Sample 3	6	8	10	8	6	8	10	56	80
Sample 4	4	10	6	6	8	6	10	50	70
Sample 5	6	8	6	8	6	4	6	44	59
Sample 6	6	10	4	10	6	4	8	48	66
Sample 7	10	8	8	8	8	4	8	54	78
Sample 8	8	8	8	10	4	8	10	56	80
Sample 9	8	8	8	8	4	6	8	50	68
Sample 10	8	10	8	8	8	6	8	56	80
Sample 11	8	8	8	6	6	6	8	50	70
Sample 12	8	10	10	8	8	6	10	60	88
Sample 13	8	8	8	6	8	4	8	50	68
Sample 14	10	8	6	8	6	6	10	54	77
Sample 15	6	8	8	4	8	4	10	48	66
Sample 16	6	6	6	8	6	6	10	48	66
Sample 17	8	8	6	8	6	8	10	54	78
Sample 18	6	8	6	10	8	6	6	50	70
Sample 19	6	8	6	8	8	6	6	48	67
Sample 20	6	8	8	8	8	6	6	50	70
Sample 21	10	6	6	6	6	8	6	48	67
Sample 22	8	8	6	8	6	6	10	52	73
Sample 23	8	8	8	8	8	6	10	56	80
Sample 24	10	6	8	8	4	8	6	50	70
Sample 25	8	6	8	6	8	8	10	54	70

Sample 26	8	8	10	8	6	6	8	54	78
Sample 27	10	8	8	8	6	8	8	56	80
Sample 28	8	8	8	6	6	4	8	48	66
Sample 29	8	8	8	8	8	6	8	54	78
Sample 30	6	8	8	6	6	8	6	48	66
Sample 31	8	8	8	8	8	6	8	54	76
Sample 32	8	8	8	8	8	6	8	54	77

Appendix 21. The Result of the instrument with Control Group (Recount Text)

Name	T	TS	DV	AR	D	GR	M	Total	Score
Sample 1	8	8	8	8	6	4	8	50	70
Sample 2	6	8	6	8	8	4	8	48	66
Sample 3	8	6	6	6	6	8	8	44	76
Sample 4	8	6	6	6	6	6	8	46	64
Sample 5	8	8	8	8	6	6	8	52	73
Sample 6	6	6	6	10	6	6	8	48	66
Sample 7	6	8	6	8	6	4	8	46	64
Sample 8	8	8	8	10	4	8	10	56	80
Sample 9	8	8	8	8	4	6	8	50	68
Sample 10	8	8	8	6	6	6	8	48	66
Sample 11	6	8	8	6	6	6	8	48	66
Sample 12	8	8	6	6	6	6	6	46	64
Sample 13	6	8	6	6	8	4	8	46	64
Sample 14	8	8	6	8	6	4	8	50	70
Sample 15	8	6	8	8	8	6	8	52	76
Sample 16	8	6	6	8	6	6	8	46	64
Sample 17	8	6	6	6	6	8	8	48	66
Sample 18	8	8	8	10	8	6	8	54	77
Sample 19	8	8	6	8	8	6	6	50	70
Sample 20	6	8	8	6	8	4	6	46	64
Sample 21	6	10	6	6	6	8	6	48	66
Sample 22	8	8	6	8	6	6	8	50	70
Sample 23	6	8	6	8	6	6	8	48	66
Sample 24	10	6	8	0	4	8	8	44	59
Sample 25	6	6	6	6	8	6	8	46	64
Sample 26	8	6	6	8	6	6	8	48	66

Sample 27	6	8	8	8	6	8	8	52	73
Sample 28	8	8	8	6	6	4	8	48	68
Sample 29	6	8	6	6	6	6	8	46	66
Sample 30	6	8	8	6	6	6	8	48	68
Sample 31	8	8	8	8	8	6	8	54	73
Sample 32	8	8	8	8	8	6	8	54	78