

## Appendix 1. Classroom Observation Checklist

### BLUEPRINT OF THE OBSERVATION CHECKLIST

To investigate the teachers' implementation of the use of Google Classroom in essay writing class, the observation was conducted by adapting the classroom activities criteria from Permendikbud no 22 Each item was checklist. The blueprint can be seen as follows.

Table 3.2 Instrument Checklist how is Google Classroom used in Teaching Writing  
adapted from Permendikbud no 22 2016

No.	Segments	Description	Yes	No	Notes
1.	Pre-Activities	The teacher greeted the students.			
		The teacher checked the students' attendance.			
		The teacher used technological tools (Google Classroom jam board, survey tools, etc.) to greet and ask for students' responses using stickers, emoticons, words, simple drawings, etc.			
		The teacher reviewed previous materials by raising questions to the students through Google Classroom.			
		The teacher used Google Classroom to tell the objective of the lesson.			
		The teacher used Google Classroom as media to connect the students' prior knowledge with what will be learned.			

		The teacher asked students to look/listen/observe/read an object/objects, phenomena, problems, or texts through Google Classroom.			
2.	Whilst Activities	The teacher delivered relevant materials to the students through videos or texts shared through Google Classroom.			
		The teacher provided students with various learning resources through Google Classroom.			
		The teacher allowed students to read various information resources through Google Classroom.			
		The teacher allowed students to discuss problems with peers or small groups in Google Classroom.			
		The teacher provided students with knowledge and skill practices (simulation, writing, presentation, or roleplay)			
		The teacher provided examples of writing texts with correct structure, language features, and grammar.			
		The teacher shared the writing assignment and asks the students to finish it.			
		The teacher provided opportunities for students to present a product or result of the work in written, spoken, or performance.			

3.	Assessment	The teacher checked the students' writing products through their submissions on Google Classroom.			
		The teacher provided feedback on the student's writing by paying attention to the correct structure, language features, and grammar through Google Classroom.			
		The teacher asked the students to revise their writing through Google Classroom.			
4.	Post Activities	The teacher asked students to reflect on the learning process in Google Classroom.			
5.	Follow up Activities	The teacher gave assignments to monitor the student's learning progress and understanding of the materials.			
		The teacher used Google Classroom's Forum feature to hold a discussion.			
		The teacher gave feedback on the returned assignment so that students can revise it as needed.			

For other uses that have not been mentioned above, please fill in the following:



**Appendix 2. Expert Judgment Sheet for observation sheet**

**EXPERT JUDGEMENT SHEET**

**Instrument : Questionnaire**

**Judge : Prof. Dra. Luh Putu Artini, MA., Ph.D.**

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		
21	√		
22	√		

Singaraja, 2023

Judge,



Prof. Dra. Luh Putu Artini, MA., Ph.D.

NIP 196407141988102001

**Appendix 3. Expert Judgment Sheet for observation sheet**

**EXPERT JUDGEMENT SHEET**

**Instrument : Questionnaire**

**Judge : Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd.,M.Pd.**

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		
21	√		
22	√		

Singaraja, 2023

Judge,



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd.,M.Pd.

#### Appendix 4. Questionnaire

To measure the lecturers' perception of the use Google Classroom in teaching essay writing class a questionnaire was adapted based on the perception suggested by Robbins & Judge (2013). The blueprint of the lecturers' perception questionnaires can be seen as follows.

Blueprint for Perception Questionnaire

Perception by Robbins & Judge (2013)	Indicator of Perception	Instruments Develop	Items
Perceiver	Effective learning essay writing through Google Classroom.	Positive attitude toward Google Classroom assisted essay writing class	7
Target (object in the study)	Implementation Google Classroom to make it easier to practice English writing and minimize the inconvenience.	Students are attracted to the use of Google Classroom in essay writing	5
	Google classroom easy to use as the learning media.	Optimize essay writing class with Google Classroom	10
Situation (The interaction between the perceiver and the target)	Learning quality Involved in Interaction Environment.	Positive situation toward essay writing class using Google Classroom	1,2,3,6,8,9
	Saving time and cost.	Essay writing class with Google Classroom as a helping facility	4

## KUESIONER

### PERSEPSI DOSEN TERHADAP PENGGUNAAN GOOGLE CLASSROOM DALAM MENGAJAR DI KELAS MENULIS

#### A. Pendahuluan

Kuesioner ini dikembangkan oleh peneliti dalam rangka sebagai alat pengumpulan data bagi kelangsungan studi peneliti. Dalam kuesioner ini, Anda diminta untuk dapat memberikan jawaban dengan jujur dan benar sesuai dengan apa yang telah anda lakukan. Jawaban Anda tidak akan memengaruhi nilai apa pun dan setiap jawaban Anda dijamin kerahasiaannya.

Kesediaan Anda untuk mengisi kuesioner ini tentunya sangat berharga bagi penulis dalam menyelesaikan penelitian ini. Terima kasih atas ketersediaan Anda.

#### B. Petunjuk Pengisian Kuesioner

Berikut adalah petunjuk dalam pengisian kuesioner.

1. Tulis identitas Anda sepenuhnya dan jujur.
2. Baca semua pernyataan dan pilih salah satu jawaban sesuai dengan penilaian Anda sendiri.
3. Berikan skor pada poin-poin pernyataan dengan menggunakan tanda centang (√) di kolom yang tersedia (SS, S, N, TS, STS) sesuai dengan kriteria score sebagai berikut.

Sangat Setuju : 5

Setuju : 4

Netral : 3

Tidak Setuju : 2

Sangat Tidak Setuju : 1

4. Sebelum Anda mengembalikan kuesioner kepada peneliti, periksa kuesioner Anda apakah semua pertanyaan telah dijawab.
5. Tidak ada jawaban benar atau salah. Jawaban jujur sangat diharapkan.

#### C. Identitas Responden

Nama :



Jabatan :

No.	Pernyataan	Persepsi Dosen				
		5	4	3	2	1
1	Materi dan latihan yang saya post di google classroom membantu mahasiswa saya memahami konten kuliah dengan lebih baik.					
2	Mahasiswa saya merasa nyaman ketika mengumpulkan tugas menulis di Google Classroom					
3	Kegiatan belajar secara online melalui Google Classroom memotivasi mahasiswa saya belajar lebih baik dalam kelas menulis.					
4	Penggunaan Google Classroom menghemat waktu dan tenaga mahasiswa saya dalam mengumpulkan tugas.					
5	Penggunaan Google Classroom membantu mahasiswa saya dalam melatih keterampilan menulis mereka.					
6	Penggunaan Google Classroom membuat kelas menulis saya lebih menyenangkan.					
7	Penggunaan Google Classroom meningkatkan efektivitas mahasiswa saya dalam menulis.					
8	Google Classroom memfasilitasi interaksi antara saya dan mahasiswa saya dalam kelas online.					
9	Saya lebih memilih membaca hasil tulisan mahasiswa saya di Google Classroom daripada di kertas.					
10	Saya mampu menggunakan Google Classroom sebagai media pembelajaran dengan mudah di kelas menulis.					

**Appendix 5. Expert Judgment Sheet for Questionnaire**

**EXPERT JUDGEMENT SHEET**

**Instrument : Questionnaire**

**Judge : Prof. Dra. Luh Putu Artini, MA., Ph.D.**

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		

Singaraja, 2023

Judge,



Prof. Dra. Luh Putu Artini, MA., Ph.D.

NIP 196407141988102001

**Appendix 6. Expert Judgment Sheet for Questionnaire**

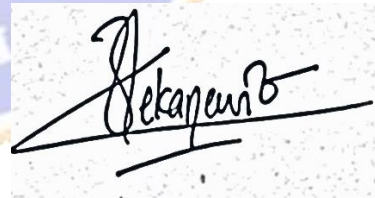
**EXPERT JUDGEMENT SHEET**

**Instrument : Questionnaire**

**Judge : Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd.,M.Pd.**

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		

Singaraja, 2023  
Judge



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd.,M.Pd.

## Appendix 7. Questionnaire

To measure the students' perception of the use Google Classroom in essay writing class a questionnaire was adapted based on the perception suggested by Robbins & Judge (2013). The blueprint of the students' perception questionnaires can be seen as follows.

Blueprint for Perception questionnaire

Perception by Robbins & Judge (2013)	Indicator of Perception	Instruments Develop	Items
Perceiver	Effective learning essay writing through Google Classroom.	Positive attitude toward Google Classroom assisted essay writing class	7
Target (object in the study)	Implementation Google Classroom to make it easier to practice English writing and minimize the inconvenience.	Students are attracted to the use of Google Classroom in essay writing	5
	Google classroom easy to use as the learning media.	Optimize essay writing class with Google Classroom	10
Situation (The interaction between the perceiver and the target)	Learning quality Involved in Interaction Environment.	Positive situation toward essay writing class using Google Classroom	1,2,3,6,8,9
	Saving time and cost.	Essay writing class with Google Classroom as a helping facility	4

## KUESIONER

### PERSEPSI MAHASISWA TERHADAP PENGGUNAAN GOOGLE CLASSROOM DALAM KELAS MENULIS

#### A. Pendahuluan

Kuesioner ini dikembangkan oleh peneliti dalam rangka sebagai alat pengumpulan data bagi kelangsungan studi peneliti. Dalam kuesioner ini, Anda diminta untuk dapat memberikan jawaban dengan jujur dan benar sesuai dengan apa yang telah anda lakukan. Jawaban Anda tidak akan memengaruhi nilai apa pun dan setiap jawaban Anda dijamin kerahasiaannya.

Kesediaan Anda untuk mengisi kuesioner ini tentunya sangat berharga bagi penulis dalam menyelesaikan penelitian ini. Terima kasih atas ketersediaan Anda.

#### B. Petunjuk Pengisian Kuesioner

Berikut adalah petunjuk dalam pengisian kuesioner.

6. Tulis identitas Anda sepenuhnya dan jujur.
7. Baca semua pernyataan dan pilih salah satu jawaban sesuai dengan penilaian Anda sendiri.
8. Berikan skor pada poin-poin pernyataan dengan menggunakan tanda centang (√) di kolom yang tersedia (SS, S, N, TS, STS) sesuai dengan kriteria score sebagai berikut.

Sangat Setuju : 5

Setuju : 4

Netral : 3

Tidak Setuju : 2

Sangat Tidak Setuju : 1

9. Sebelum Anda mengembalikan kuesioner kepada peneliti, periksa kuesioner Anda apakah semua pertanyaan telah dijawab.
10. Tidak ada jawaban benar atau salah. Jawaban jujur sangat diharapkan.

#### C. Identitas Responden

Nama :

NIM :

Kelas :

No.	Pernyataan	Persepsi Mahasiswa				
		5	4	3	2	1
1	Materi dan latihan yang di post oleh dosen di google classroom membantu saya memahami konten kuliah dengan lebih baik.					
2	Saya merasa nyaman ketika mengumpulkan tugas menulis di Google Classroom.					
3	Kegiatan belajar secara online melalui Google Classroom memotivasi saya belajar lebih baik dalam kelas menulis.					
4	Penggunaan Google Classroom menghemat waktu dan tenaga saya dalam mengumpulkan tugas.					
5	Penggunaan Google Classroom membantu saya dalam melatih keterampilan menulis saya.					
6	Penggunaan Google Classroom membuat kelas menulis saya lebih menyenangkan.					
7	Penggunaan Google Classroom meningkatkan efektivitas saya dalam menulis.					
8	Google Classroom memfasilitasi interaksi antara saya dan dosen saya dalam kelas online.					
9	Saya lebih memilih membaca hasil tulisan saya di Google Classroom daripada di kertas.					
10	Saya mampu menggunakan Google Classroom sebagai media pembelajaran dengan mudah di kelas menulis.					

**Appendix 8. Expert Judgment Sheet for Questionnaire**

**EXPERT JUDGEMENT SHEET**

**Instrument : Questionnaire**

**Judge : Prof. Dra. Luh Putu Artini, MA., Ph.D.**

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		

Singaraja, 2023

Judge,



Prof. Dra. Luh Putu Artini, MA., Ph.D.

NIP 196407141988102001

**Appendix 9. Expert Judgment Sheet for Questionnaire**

**EXPERT JUDGEMENT SHEET**

**Instrument : Questionnaire**

**Judge : Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd.,M.Pd.**

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		

Singaraja, 2023  
Judge



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd.,M.Pd.



### Appendix 10. Questionnaire

To measure the students' motivation in writing with the use of Google Classroom for teaching essay writing class was adapted based on the motivation by Badubi (2017). The blueprint of the students' motivation questionnaires can be seen as follows.

<b>Motivation by Badubi (2017)</b>	<b>Indicator of Motivation</b>	<b>Instruments Develop</b>	<b>Items</b>
Intrinsic Motivation	<ol style="list-style-type: none"><li>1. Learn the essay writing with Google Classroom based on self-willingness</li><li>2. Self-motivate to learn essay writing with Google Classroom</li><li>3. Ambition to be good in essay writing class</li></ol>	Positive attitude toward Google Classroom assisted essay writing class	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Extrinsic Motivation	<ol style="list-style-type: none"><li>1. Getting the knowledge benefit</li><li>2. Google Classroom facilitating learning, and social conditions</li></ol>	Students are attracted to the use of Google Classroom in essay writing	11, 12, 13, 14, 15, 16, 17, 18, 19, 20

## KUESIONER

### MOTIVASI SISWA DALAM MENULIS DENGAN PENGGUNAAN GOOGLE CLASSROOM UNTUK MENGAJAR KELAS MENULIS ESAI

#### A. Pendahuluan

Kuesioner ini dikembangkan oleh peneliti dalam rangka sebagai alat pengumpulan data bagi kelangsungan studi peneliti. Dalam kuesioner ini, Anda diminta untuk dapat memberikan jawaban dengan jujur dan benar sesuai dengan apa yang telah anda lakukan. Jawaban Anda tidak akan memengaruhi nilai apa pun dan setiap jawaban Anda dijamin kerahasiaannya.

Kesediaan Anda untuk mengisi kuesioner ini tentunya sangat berharga bagi penulis dalam menyelesaikan penelitian ini. Terima kasih atas ketersediaan Anda.

#### B. Petunjuk Pengisian Kuesioner

Berikut adalah petunjuk dalam pengisian kuesioner.

1. Tulis identitas Anda sepenuhnya dan jujur.
2. Baca semua pernyataan dan pilih salah satu jawaban sesuai dengan penilaian Anda sendiri.
3. Berikan skor pada poin-poin pernyataan dengan menggunakan tanda centang (✓) di kolom yang tersedia (SS, S, N, TS, STS) sesuai dengan kriteria score sebagai berikut.

Sangat Setuju : 5

Setuju : 4

Netral : 3

Tidak Setuju : 2

Sangat Tidak Setuju : 1

2. Sebelum Anda mengembalikan kuesioner kepada peneliti, periksa kuesioner Anda apakah semua pertanyaan telah dijawab.
3. Tidak ada jawaban benar atau salah. Jawaban jujur sangat diharapkan.

#### C. Identitas Responden

Nama :

NIM :

Class :

No.	Pernyataan	Motivasi Mahasiswa				
		5	4	3	2	1
1	Saya menggunakan Google Classroom untuk meningkatkan kemampuan menulis Bahasa Inggris saya.					
2	Menggunakan Google Classroom membantu saya lebih teroganisir dalam menulis esay.					
3	Saya menggunakan waktu luang saya untuk meningkatkan kemampuan menulis saya.					
4	Menggunakan Google Classroom dapat melatih saya untuk menulis karangan dalam Bahasa Inggris.					
5	Menggunakan Google Classroom dapat membantu saya dalam menuangkan pikiran saya dalam bentuk karya tulis.					
6	Ketika saya menulis di Google Classroom saya tidak takut dalam kesalahan tata Bahasa.					
7	Bagi saya penggunaan Google Classroom sangat penting dalam kelas menulis baik secara online dan offline.					
8	Dengan Google Classroom di kelas menulis memotivasi saya untuk menjadi seorang penulis yang professional.					
9	Saya lebih aktif dalam diskusi di kelas menulis dengan menggunakan Google Classroom.					
10	Saya bisa menggumpulkan tugas menulis darimana saja tanpa harus datang ke kampus dengan Google Classroom.					
11	Saya belajar menulis dalam Bahasa Inggris berguna untuk mendapatkan pekerjaan yang bagus.					
12	Saya belajar menulis karangan dalam Bahasa Inggris dengan Google Classroom untuk melanjutkan Pendidikan saya di luar negeri.					
13	Saya belajar menulis Bahasa Inggris lewat Google Classroom untuk membuat keluarga saya bangga kepada saya.					
14	Menurut saya orang pintar adalah orang yang menguasai kemampuan menulis Bahasa Inggris.					
15	Menulis dengan Google Classroom membuat saya merasa sukses dalam kelas menulis.					

16	Orang lain akan berpendapat yang baik tentang saya jika saya mengirimkan tugas menulis Bahasa Inggris saya di Google Classroom.					
17	Menurut saya di kelas menulis kepribadian Dosen penting dalam menggunakan Google Classroom sebagai media pembelajaran.					
18	Menurut saya kelompok di kelas menulis sangat penting melalui Google Classroom.					
19	Saya belajar dengan baik di kelas menulis melalui Google Classroom untuk nilai akhir saya.					
20	Menurut saya di kelas menulis media yang digunakan oleh dosen sangat penting.					



**Appendix 11. Expert Judgment Sheet for Questionnaire**

**EXPERT JUDGEMENT SHEET**

**Instrument : Questionnaire**

**Judge : Prof. Dra. Luh Putu Artini, MA., Ph.D.**

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		

Singaraja, 2023

Judge,



Prof. Dra. Luh Putu Artini, MA., Ph.D.

NIP 196407141988102001

Appendix 12. Expert Judgment Sheet for Questionnaire

**EXPERT JUDGEMENT SHEET**

**Instrument : Questionnaire**

**Judge : Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd.,M.Pd.**

Items	Decisions		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		

Singaraja, 2023  
Judge,



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd.,M.Pd.

### Appendix 13. The Result of the Observation Checklist

**Participant : Writing Lecturer**

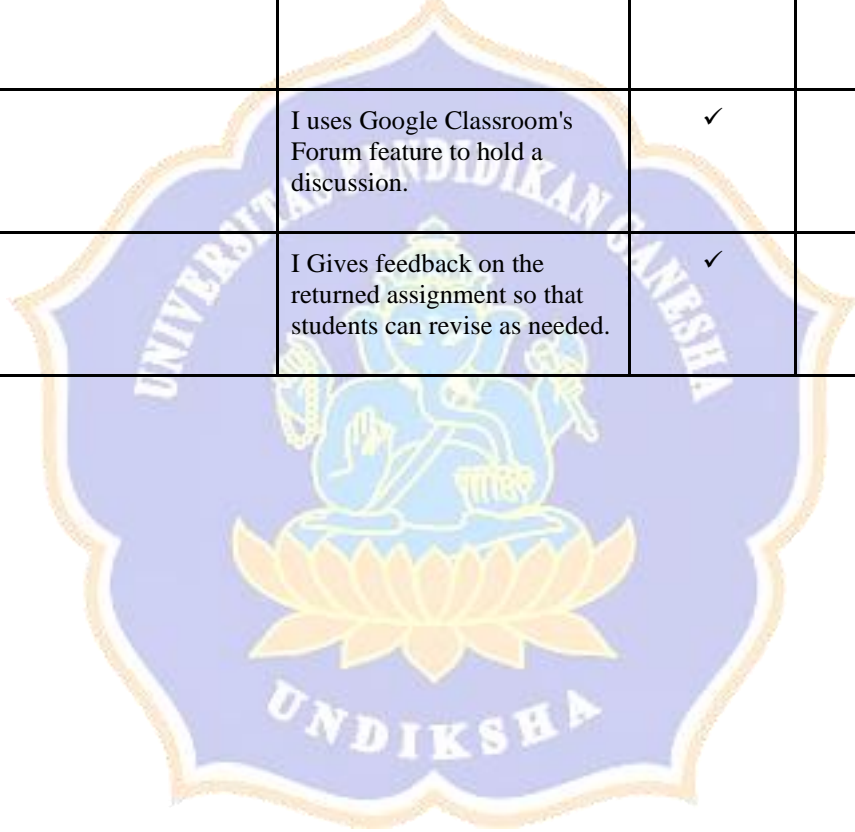
**Subject : Essay Writing**

No.	Segments	Description	Yes	No	Notes
1.	Pre-Activities	I greet the students.	✓		
		I check the students' attendance.	✓		
		I use technological tools (Google Classroom jamboard, survey tools, etc.) to greet and ask students' response using stickers, emoticons, words, simple drawings, etc.	✓		
		I reviews previous materials by raising questions to the students through Google Classroom.	✓		
		I used Google Classroom to tell the objective of the lesson.	✓		
		I uses Google Classroom as media to connect the students' prior knowledge with what will be learned.	✓		
		I asks students to look/listen/observe/read an object/objects, phenomena, problems, or texts through Google Classroom.	✓		
2.	Core Activities	I delivers relevant materials to the students through videos or texts shared through Google Classroom.	✓		

		I provides students with various learning resources through Google Classroom.	✓		
		I allows students to read various information resources through Google Classroom.	✓		
		I allows students to discuss problems with peers or small groups in Google Classroom.	✓		
		I provides students with knowledge and skill practices (simulation, writing, presentation, or roleplay)	✓		
		I provides examples of writing texts with correct structure, language features, and grammar.	✓		
		I shares the writing assignment and asks the students to finish it.	✓		
		I provides opportunities for students to present a product or result of the work in written, spoken, or performance.	✓		
3.	Assessment	I checked the students' writing products through their submissions on Google Classroom.	✓		
		I provides feedback on the students' writing by paying attention to the correct structure, language features, and grammar through Google Classroom.	✓		



		I asks the students to revise their writing through Google Classroom.	✓		
4.	Post Activities	I asks students to reflect on the learning process in Google Classroom.	✓		
5.	Follow up Activities	I gives assignments to monitor the students' learning progress and understanding of the materials.	✓		
		I uses Google Classroom's Forum feature to hold a discussion.	✓		
		I Gives feedback on the returned assignment so that students can revise as needed.	✓		

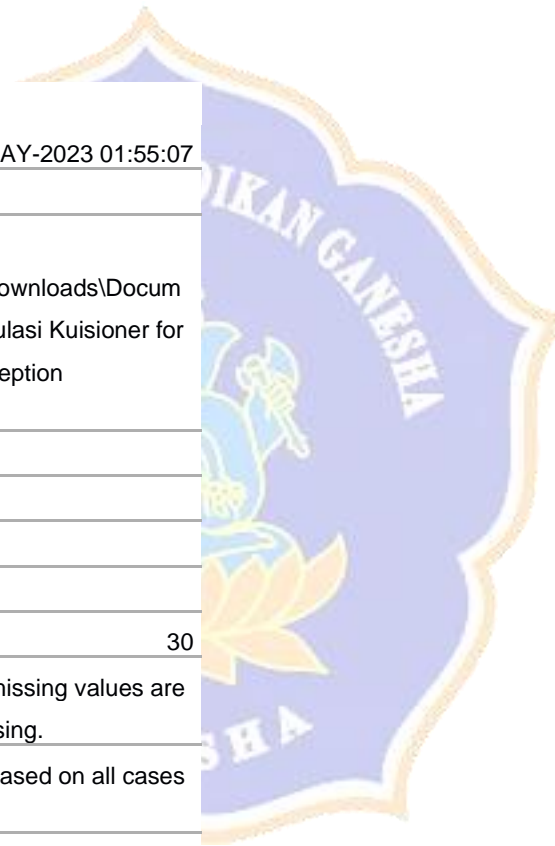


## Appendix 14. The Result of Students' Perceptions of Google Classroom in Writing Classes on SPSS

```
FREQUENCIES VARIABLES=X1 X2 X3 X4 X5 X6 X7 X8 X9 X10
/STATISTICS=STDDEV MINIMUM MAXIMUM MEAN
/ORDER=ANALYSIS.
```

### Frequencies

		Notes
Output Created		08-MAY-2023 01:55:07
Comments		
Input	Data	C:\Users\ROG ZEPHYRUS\Downloads\Documents\Data Tabulasi Kuisisioner for Students' Perception (Juniari).sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	30
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=X1 X2 X3 X4 X5 X6 X7 X8 X9 X10 /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00



### Statistics

		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10
N	Valid	30	30	30	30	30	30	30	30	30	30
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		4.20	4.03	3.87	4.07	4.20	4.17	4.10	4.07	4.10	3.93
Std. Deviation		.551	.615	.730	.450	.610	.592	.548	.583	.607	.521
Minimum		3	3	3	3	3	3	3	3	3	3
Maximum		5	5	5	5	5	5	5	5	5	5

### Frequency Table

#### X1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	6.7	6.7	6.7
	Agree	20	66.7	66.7	73.3
	Strongly Agree	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

#### X2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	5	16.7	16.7	16.7
	Agree	19	63.3	63.3	80.0
	Strongly Agree	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

#### X3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	10	33.3	33.3	33.3
	Agree	14	46.7	46.7	80.0
	Strongly Agree	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

**X4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	6.7	6.7	6.7
	Agree	24	80.0	80.0	86.7
	Strongly Agree	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

**X5**

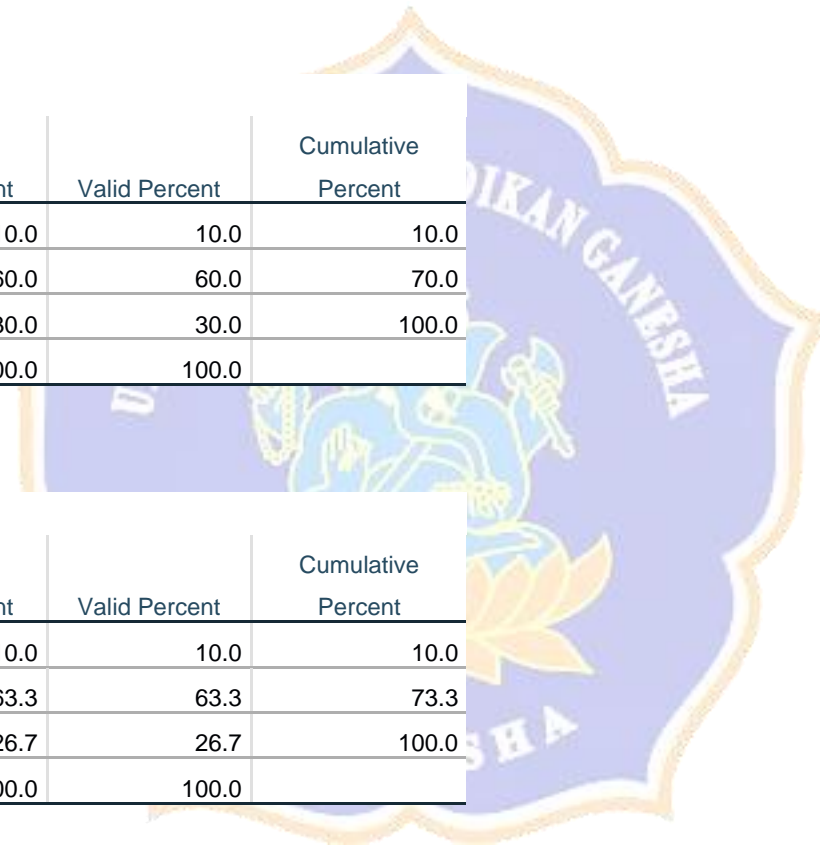
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	10.0	10.0	10.0
	Agree	18	60.0	60.0	70.0
	Strongly Agree	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

**X6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	10.0	10.0	10.0
	Agree	19	63.3	63.3	73.3
	Strongly Agree	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

**X7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	10.0	10.0	10.0
	Agree	21	70.0	70.0	80.0
	Strongly Agree	6	20.0	20.0	100.0
	Total	30	100.0	100.0	



**X8**

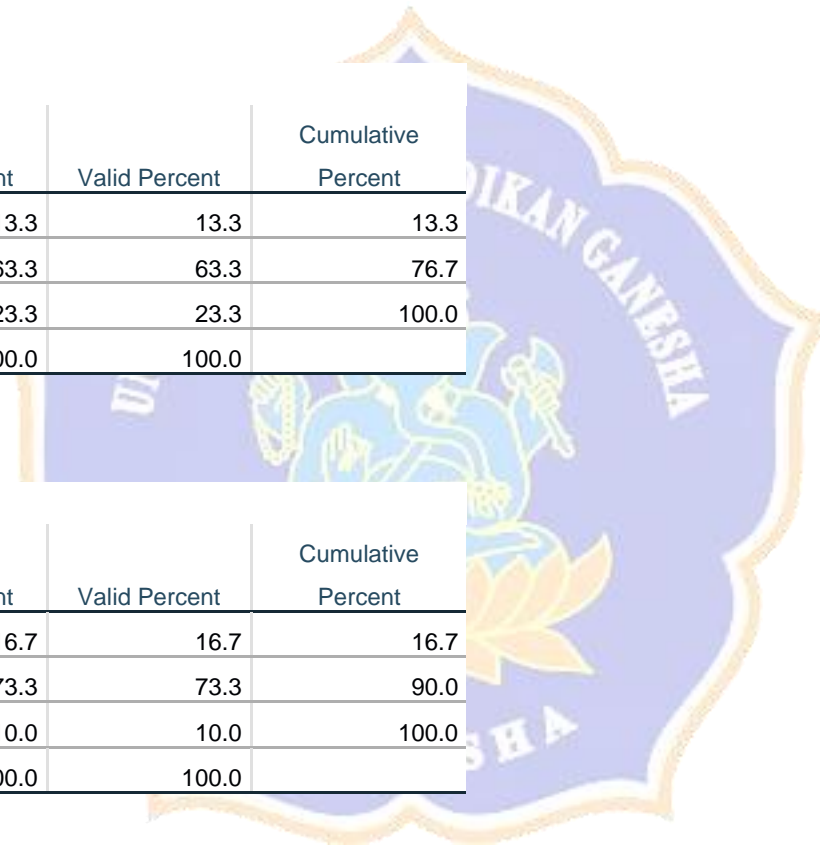
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	13.3	13.3	13.3
	Agree	20	66.7	66.7	80.0
	Strongly Agree	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

**X9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	13.3	13.3	13.3
	Agree	19	63.3	63.3	76.7
	Strongly Agree	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

**X10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	5	16.7	16.7	16.7
	Agree	22	73.3	73.3	90.0
	Strongly Agree	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

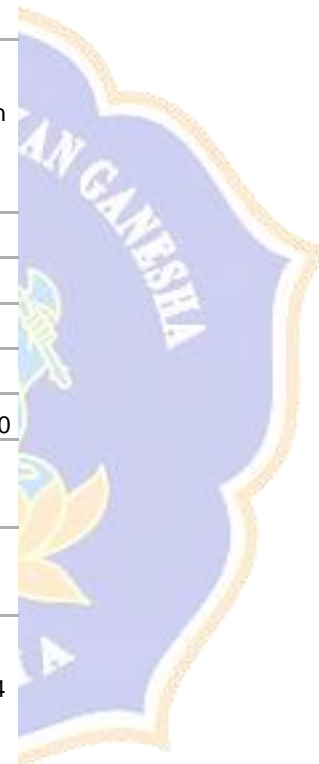


## Appendix 15. The Result of Students' Motivation of The Use of Google Classroom in Writing Classes on SPSS

```
FREQUENCIES VARIABLES=Y1.1 Y1.2 Y1.3 Y1.4 Y1.5 Y1.6 Y1.7 Y1.8 Y1.9 Y1.10 Y2.1 Y2.2 Y2.3 Y2.4 Y2.5
  Y2.6 Y2.7 Y2.8 Y2.9 Y2.10
  /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN
  /ORDER=ANALYSIS.
```

### Frequencies

		Notes
Output Created		07-MAY-2023 23:37:11
Comments		
Input	Data	C:\Users\ROG ZEPHYRUS\Downloads\Documents\Data Tabulasi Kuisisioner for Students' Motivation (Juniari).sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	30
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=Y1.1 Y1.2 Y1.3 Y1.4 Y1.5 Y1.6 Y1.7 Y1.8 Y1.9 Y1.10 Y2.1 Y2.2 Y2.3 Y2.4 Y2.5 Y2.6 Y2.7 Y2.8 Y2.9 Y2.10 /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.01



### Statistics

		Y1.1	Y1.2	Y1.3	Y1.4	Y1.5	Y1.6	Y1.7	Y1.8	Y1.9	Y1.10	Y2.1	Y2.2	Y2.3	Y2.4	Y2.5	Y2.6	Y2.7	Y2.8	Y2.9	Y2.10
N	Valid	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		4.13	4.20	4.03	4.27	4.20	4.07	4.27	4.20	4.20	4.33	3.93	4.03	4.00	4.03	4.00	3.97	3.77	3.90	3.93	3.80
Std. Deviation		.571	.664	.615	.740	.664	.521	.583	.664	.551	.606	.521	.490	.525	.490	.643	.414	.626	.403	.521	.551
Minimum		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Maximum		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

### Frequency Table

#### Y1.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	10.0	10.0	10.0
	Agree	20	66.7	66.7	76.7
	Strongly Agree	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

#### Y1.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	13.3	13.3	13.3
	Agree	16	53.3	53.3	66.7
	Strongly Agree	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

#### Y1.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	5	16.7	16.7	16.7
	Agree	19	63.3	63.3	80.0
	Strongly Agree	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

**Y1.4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	5	16.7	16.7	16.7
	Agree	12	40.0	40.0	56.7
	Strongly Agree	13	43.3	43.3	100.0
	Total	30	100.0	100.0	

**Y1.5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	13.3	13.3	13.3
	Agree	16	53.3	53.3	66.7
	Strongly Agree	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

**Y1.6**

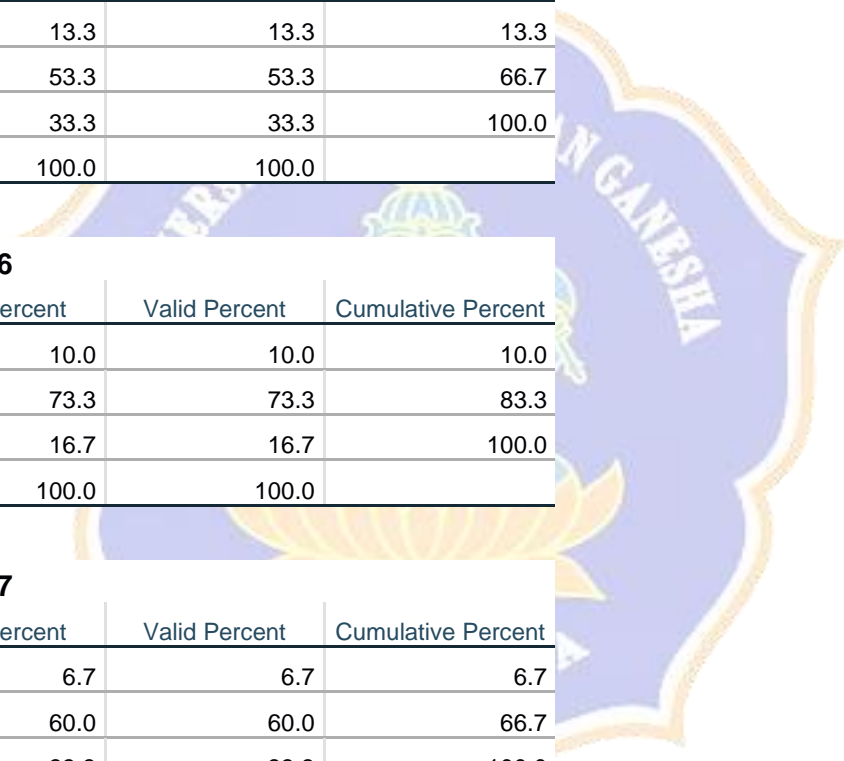
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	10.0	10.0	10.0
	Agree	22	73.3	73.3	83.3
	Strongly Agree	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

**Y1.7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	6.7	6.7	6.7
	Agree	18	60.0	60.0	66.7
	Strongly Agree	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

**Y1.8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	13.3	13.3	13.3
	Agree	16	53.3	53.3	66.7
	Strongly Agree	10	33.3	33.3	100.0
	Total	30	100.0	100.0	





**Y1.9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	6.7	6.7	6.7
	Agree	20	66.7	66.7	73.3
	Strongly Agree	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

**Y1.10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	6.7	6.7	6.7
	Agree	16	53.3	53.3	60.0
	Strongly Agree	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

**Y2.1**

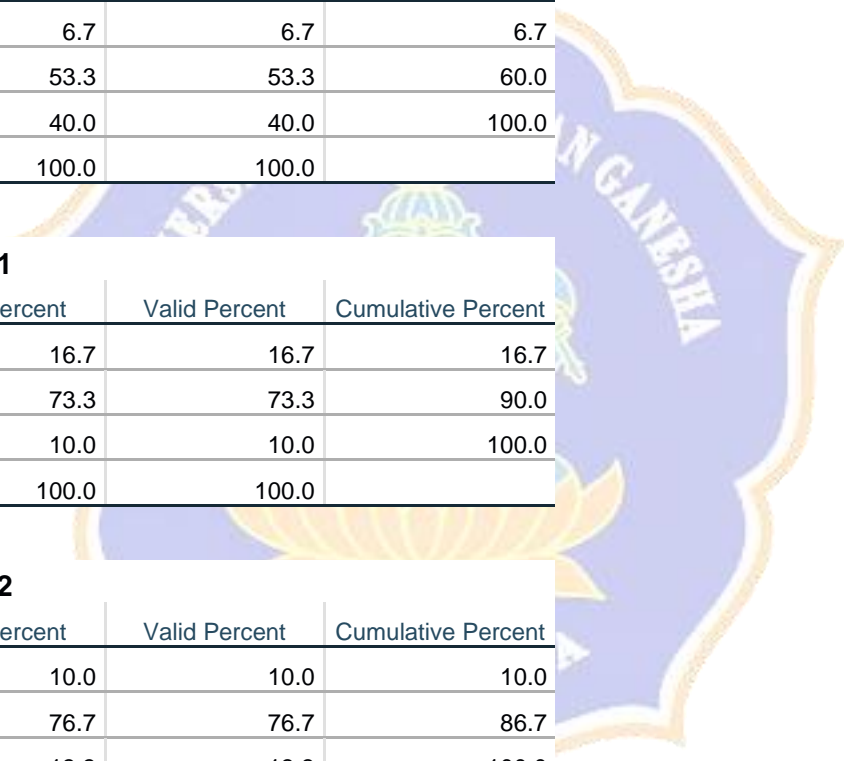
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	5	16.7	16.7	16.7
	Agree	22	73.3	73.3	90.0
	Strongly Agree	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

**Y2.2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	10.0	10.0	10.0
	Agree	23	76.7	76.7	86.7
	Strongly Agree	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

**Y2.3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	13.3	13.3	13.3
	Agree	22	73.3	73.3	86.7
	Strongly Agree	4	13.3	13.3	100.0
	Total	30	100.0	100.0	



**Y2.4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	10.0	10.0	10.0
	Agree	23	76.7	76.7	86.7
	Strongly Agree	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

**Y2.5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	6	20.0	20.0	20.0
	Agree	18	60.0	60.0	80.0
	Strongly Agree	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

**Y2.6**

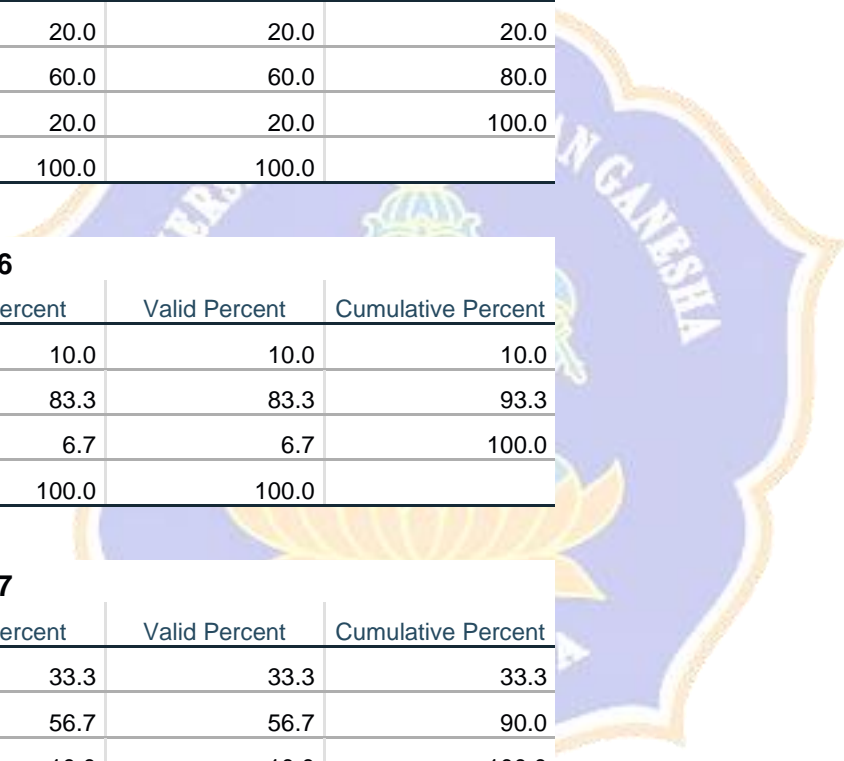
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	10.0	10.0	10.0
	Agree	25	83.3	83.3	93.3
	Strongly Agree	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

**Y2.7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	10	33.3	33.3	33.3
	Agree	17	56.7	56.7	90.0
	Strongly Agree	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

**Y2.8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	13.3	13.3	13.3
	Agree	25	83.3	83.3	96.7
	Strongly Agree	1	3.3	3.3	100.0
	Total	30	100.0	100.0	



**Y2.9**



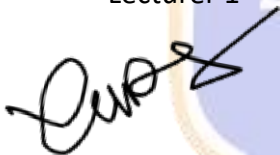




		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	5	16.7	16.7	16.7
	Agree	22	73.3	73.3	90.0
	Strongly Agree	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

**Y2.10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	8	26.7	26.7	26.7
	Agree	20	66.7	66.7	93.3
	Strongly Agree	2	6.7	6.7	100.0
	Total	30	100.0	100.0	



Appendix 16. Semester Course Plan Essay Writing Class

	<b>UNIVERSITAS MAHASARASWATI DENPASAR</b> <b>FACULTY OF TEACHER TRAINING AND EDUCATION</b> <b>ENGLISH LANGUAGE EDUCATION STUDY PROGRAM</b>				
	<b>SEMESTER COURSE PLAN</b>				
COURSE	COURSE CODE	COURSE GROUP	CREDIT	SEMESTER	DATE OF WRITING
Essay Writing	034086324	Study Program Course	3	III	30 July 2021
VALIDATION	Semester Course Plan Developer		Course Group Coordinator	Head of Study Program	
	Lecturer 1  (Anak Agung Putri Maharani, S.Pd., M.Pd.)	Lecturer 2  (.....)	 (Ni Md. Wersi Murtini, S.Pd., M.Pd.)	 (Ni Made Wersi Murtini, S.Pd., M.Pd)	
Learning Outcome	Expected Learning Outcome (ELO)				
	ELO 3 (A3)	Being able to demonstrate responsible behavior, tenacious, cooperative, sensitive and concerned about social and environmental issues as well as lifelong learning and be adaptive to changes.			
	ELO 4 (K1)	Being able to apply General English knowledge in academic and social contexts equivalent to post-intermediate level.			
	ELO 11 (GS3)	Being able to compose and communicate ideas, thoughts and scientific arguments responsibly and make decisions in the context of solving problems based on information and data analysis studies.			
	ELO L 14 (SS1)	Being able to master spoken and written English in daily/general context, academic, and work equivalent to post-intermediate level equivalent.			



	CLO 2			√	√	√	√			
	CLO 3							√	√	
<b>Course Description</b>	<p>This course aims to equip students with knowledge about writing good and correct essays, both from the rules of writing and grammar. Students are trained to express ideas in an essay according to the type of essay (genre) being taught. The knowledge taught includes the definition, nature and form of essays, types (genres) of essays and their rules (rhetorical focus), grammar (grammar focus) and vocabulary. To achieve this goal, the materials discussed in this course are focused on: (1) concept and structure of an essay, (2) coherence and unity of an essay (coherence and unity), (3) concept of process approach in writing. essay, (4) procedure essay, (5) comparison or contrast essay, (6) definition essay, (7) classification essay, (8) argumentative essay, and (9) critical essay. Lectures combine the lecture method, writing practice and quizzes. Assessments to determine competency achievement are carried out by tests and non-tests, weekly writing assignments, quizzes, mid-semester exams and end-semester exams.</p>									
<b>Study Materials/Learning Materials</b>	<p><b>Study Materials:</b> SM-1</p> <p>Learning Materials:</p> <ol style="list-style-type: none"> <li>1. Concept and structure of an essay</li> <li>2. Coherence and Unity of an essay</li> <li>3. Process approach in writing</li> <li>4. Procedure essay</li> <li>5. Comparison or contrast essay</li> <li>6. Definition essay</li> <li>7. Classification essay</li> <li>8. Argumentative essay</li> <li>9. Critical essay</li> </ol>									
<b>References</b>	<b>Main</b>									
	<p>[1] Albright, Z.L., &amp; Langan, J. (2020). <i>Exploring Writing: Paragraphs and Essays (Fourth Edition)</i>. USA: McGraw Hill Education.</p> <p>[2] Langan, J. (2008). <i>College Writing Skills with Readings (Seventh Edition)</i>. New York: The McGraw Hill Companies.</p>									

	<p>[3] Oshima, A. &amp; Hogue, A. (2006). <i>Writing Academic English (Fourth Edition)</i>. White Plains, NY: Pearson Longman.          [4] Zemach, D.E., &amp; Rumisek, L.A. (2005). <i>Academic Writing: From Paragraph to Essay</i>. USA: Macmillan Publishers.</p>						
	<b>Supporting</b>						
	<p>[5] Bailey, S. (2006). <i>Academic Writing: A Handbook for International Students (Second Edition)</i>. New York: Routledge.          [6] Fitzpatrick, M. (2005). <i>Engaging Writing</i>. White Plains, NY: Longman.</p>						
<b>Lecturer</b>	Anak Agung Putri Maharani, S.Pd.,M.Pd						
<b>Prerequisite Course</b>	-						
Week	Lesson Learning Outcomes (LLO)	Assessment		Learning Form; Learning Method; Students' Task ; [Estimated Time]		Learning Materials [References]	Scoring Percentage (%)
		Indicator	Assessment Criteria and Technique	Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	<b>Course Introduction</b>	<b>Delivering the Semester Course Plan, Methods, Assessment, References</b>					
	<b>LLO 1:</b> Being able to identify components of academic writing in the form of essays consisting of 3 main structures consisting of introductory paragraphs, body paragraphs and concluding paragraphs cooperatively and individually. (CLO 1)	1.1. Expressing opinions about the definition of an essay correctly. 1.2. Explaining the structure of the essay correctly 1.3. Explaining the purpose of making an introduction in an essay correctly.	<b>Assessment Form: Tes &amp; Non-tes</b> a. Pre test (Quiziz) b. Observation  <b>Assessment Criteria:</b> a. Scoring rubric	<b>Method:</b> a. Think Pair Share b. Discovery Learning c. Self-Directed Learning	<b>Method:</b> a. Think Pair Share b. Discovery Learning c. Self-Directed Learning d. Fliped Teaching	<b>1. Concept of Essay [1], [2], [5]</b> 1.1. Definition of an essay 1.2. Parts of an essay 1.3. The purpose of an introduction	5%

		1.4. Explaining the purpose of making a cover in an essay correctly.		<ul style="list-style-type: none"> <li>Students' Task : Summarizing an essay's structure</li> <li>Estimated time: FM: (3 x 50')</li> </ul>	<ul style="list-style-type: none"> <li>Platforms: <ul style="list-style-type: none"> <li>a. GC</li> <li>b. Zoom</li> <li>c. WA</li> </ul> </li> <li>Students' Task: Summarizing an essay's structures</li> <li>Estimated time: FM: (3 x 50')</li> </ul>	1.4. The purpose of a conclusion	
2	<b>LLO 2:</b> Being able to critically analyze academic essays that contain elements of unity and cohesion cooperatively and individually. (CLO 1)	2.1 Describing cohesion and unity of an essay correctly. 2.2 Analyzing cohesion and unity of an essay correctly.	<b>Assessment Form: Tes &amp; Non-tes</b> <ul style="list-style-type: none"> <li>a. Quiz (Quiziz)</li> <li>b. Observation</li> </ul> <b>Assessment Criteria:</b> <ul style="list-style-type: none"> <li>a. Scoring rubric</li> </ul>	<ul style="list-style-type: none"> <li>Method: <ul style="list-style-type: none"> <li>a. Small Group Discussion</li> <li>b. Discovery Learning</li> <li>c. Self-Directed Learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Method: <ul style="list-style-type: none"> <li>a. Small Group Discussion</li> <li>b. Discovery Learning</li> <li>c. Self-Directed Learning</li> <li>d. Fliped Teaching</li> </ul> </li> <li>Platforms: <ul style="list-style-type: none"> <li>a. GC</li> </ul> </li> </ul>	<b>2. Unity and coherence of an essay</b> [1], [2], [6]	5%



				<ul style="list-style-type: none"> <li>Students' Task: Analyzing an essay</li> <li>Estimated time: FM: (3 x 50')</li> </ul>	<ul style="list-style-type: none"> <li>b. Zoom</li> <li>c. WA</li> <li>Students' Task: Analyzing an essay</li> <li>Estimated time: FM: (3 x 50')</li> </ul>		
3-4	<p><b>LLO 3:</b> Being able to communicate original ideas and thoughts in the form of a united and coherent procedure essay. (CLO 2)</p>	<p>3.1 Explaining the characteristics of procedure essay correctly.</p> <p>3.2 Explaining the linguistic features of procedure essay correctly.</p> <p>3.3 Using conjunctions used in procedure essays correctly.</p> <p>3.4 Writing a unified and coherent procedure essay correctly based on the scoring rubric.</p> <p>3.5 Applying the process approach in writing a procedure</p>	<p><b>Assessment Form: Tes &amp; Non-test</b></p> <ul style="list-style-type: none"> <li>a. Performance Test</li> <li>b. Observation</li> </ul> <p><b>Assessment Criteria:</b></p> <ul style="list-style-type: none"> <li>a. Scoring rubric</li> </ul>	<ul style="list-style-type: none"> <li>Method: <ul style="list-style-type: none"> <li>a. Scavenger hunt</li> <li>b. Discovery Learning</li> <li>c. Self-Directed Learning</li> </ul> </li> <li>Students' Task: Creating a procedure essay</li> <li>Estimated time: FM: (6 x 50')</li> </ul>	<ul style="list-style-type: none"> <li>Method: Flipped Teaching</li> <li>Platforms: <ul style="list-style-type: none"> <li>a. GC</li> <li>b. Zoom</li> <li>c. WA</li> </ul> </li> <li>Students' Task: Creating a procedure essay</li> <li>Estimated time:</li> </ul>	<p><b>3. Basic Concepts of Procedure Essay</b> [1], [2], [3]</p> <ul style="list-style-type: none"> <li>3.1 Characteristics of procedure essay</li> <li>3.2 Typical language features of procedure essay</li> <li>3.3 Transitional words in procedure essay</li> <li>3.4 Unity and coherence</li> </ul>	5%

		<p>essay correctly which consists of:</p> <ul style="list-style-type: none"> <li>- Pre-writing</li> <li>- Drafting</li> <li>- Reflecting</li> <li>- Peer or tutor reviewing</li> <li>- Revising</li> <li>- Publishing</li> </ul>			FM: (6 x 50')	<p>in a procedure essay</p> <p>3.5 Process approach in creating a procedure essay</p>	
5-6	<p>LLO 4: Being able to communicate original ideas and thoughts in the form of united and coherent comparison or contrast essay. (CLO 2)</p>	<p>4.1 Explaining the characteristics of comparison or contrast essay correctly.</p> <p>4.2 Explaining the linguistic features of comparison or contrast essay correctly.</p> <p>4.3 Using conjunctions used in comparison or contrast essays correctly</p> <p>4.4 Writing a unified and coherent comparison or contrast essay correctly based on the scoring rubric.</p>	<p><b>Assessment Form: Tes &amp; Non-test</b></p> <ul style="list-style-type: none"> <li>a. Performance Test</li> <li>b. Observation</li> </ul> <p><b>Assessment Criteria:</b></p> <ul style="list-style-type: none"> <li>a. Scoring rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ Method: <ul style="list-style-type: none"> <li>a. KWL</li> <li>b. Discovery Learning</li> <li>c. Self-Directed Learning</li> </ul> </li> <li>▪ Students' Task: Constructing a comparison or contrast essay</li> <li>▪ Estimated time: FM: (6 x 50')</li> </ul>	<ul style="list-style-type: none"> <li>▪ Method: Flipped Teaching</li> <li>▪ Platforms: <ul style="list-style-type: none"> <li>a. GC</li> <li>b. Zoom</li> <li>c. WA</li> </ul> </li> <li>• Students' Task: Constructing comparison or contrast essay</li> <li>▪ Estimated time: FM: (6 x 50')</li> </ul>	<p><b>4. Basic Concepts of Comparison or Contrast Essay</b> [1], [2], [3]</p> <p>4.1 Characteristics of a good comparison or contrast essay</p> <p>4.2 Typical language features of comparison or contrast essay</p> <p>4.3 Transitional words in comparison or contrast essay</p> <p>4.4 Unity and coherence</p>	5%

		<p>4.5 Applying the process approach in writing a comparison or contrast essay correctly which consists of:</p> <ul style="list-style-type: none"> <li>- Pre-writing</li> <li>- Drafting</li> <li>- Reflecting</li> <li>- Peer or tutor reviewing</li> <li>- Revising</li> <li>- Publishing</li> </ul>				<p>in comparison or contrast essay</p> <p>4.5 Process approach in creating comparison or contrast essay</p>	
7	<p><b>LLO 5:</b> Being able to communicate original ideas and thoughts in the form of a united and coherent definition essay. (CLO 2)</p>	<p>5.1 Explaining the characteristics of definition essay correctly.</p> <p>5.2 Explaining the linguistic features of definition essay correctly.</p> <p>5.3 Using conjunctions used in definition essays correctly.</p> <p>5.4 Writing a unified and coherent definition essay correctly based on the scoring rubric.</p>	<p><b>Assessment Form: Tes &amp; Non-test</b></p> <ul style="list-style-type: none"> <li>a. Performance Test</li> <li>b. Observation</li> </ul> <p><b>Assessment Criteria:</b></p> <ul style="list-style-type: none"> <li>a. Scoring rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ Method: <ul style="list-style-type: none"> <li>a. ESA</li> <li>b. Discovery Learning</li> <li>c. Self-Directed Learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Method: <ul style="list-style-type: none"> <li>a. ESA</li> <li>b. Discovery Learning</li> <li>c. Self-Directed Learning</li> <li>d. Fliped Teaching</li> </ul> </li> <li>▪ Platforms: <ul style="list-style-type: none"> <li>a. GC</li> <li>b. Zoom</li> <li>c. WA</li> </ul> </li> </ul>	<p><b>5. Basic Concepts of Definition Essay [1], [2], [3]</b></p> <p>5.1 Characteristics of a good definition essay</p> <p>5.2 Typical language features of definition essay</p> <p>5.3 Transitional words in definition essay</p>	5%

		<p>5.5 Applying the process approach in writing a definition essay correctly which consists of:</p> <ul style="list-style-type: none"> <li>- Pre-writing</li> <li>- Drafting</li> <li>- Reflecting</li> <li>- Peer or tutor reviewing</li> <li>- Revising</li> <li>- Publishing</li> </ul>		<ul style="list-style-type: none"> <li>▪ Students' Task: Constructing a definition essay</li> <li>▪ Estimated time: FM: (6 x 50')</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students' Task: Constructing a definition essay</li> <li>▪ Estimated time: FM: (6 x 50')</li> </ul>	<p>5.4 Unity and coherence in definition essay</p> <p>5.5 Process approach in creating definition essay</p>	
8	MID-TERM TEST AND REVIEW	<p><b>Performance Test:</b> a. Assessment of written language skills in the form of essays with popular topics (meeting 3-7).</p> <p><b>Assessment Criteria:</b> a. Scoring Rubric</p>					25%
9-10	<p><b>LLO 6:</b> Being able to communicate original ideas and thoughts in the form of a united and coherent classification essay. (CLO 2)</p>	<p>6.1 Explaining the characteristics of classification essay correctly.</p> <p>6.2 Explaining the linguistic features of classification essay correctly.</p> <p>6.3 Using conjunctions used in classification essays correctly.</p> <p>6.4 Writing a unified and coherent classification essay</p>	<p><b>Assessment Form: Tes &amp; Non-test</b></p> <ul style="list-style-type: none"> <li>a. Performance Test</li> <li>b. Observation</li> </ul> <p><b>Assessment Criteria:</b></p> <ul style="list-style-type: none"> <li>a. Scoring rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ Method:</li> <ul style="list-style-type: none"> <li>a. Gallery Walk</li> <li>b. Discovery Learning</li> <li>c. Self-Directed Learning</li> </ul> </ul>	<ul style="list-style-type: none"> <li>▪ Method:</li> <ul style="list-style-type: none"> <li>a. Discovery Learning</li> <li>b. Self-Directed Learning</li> <li>c. Fliped Teaching</li> </ul> <li>▪ Platforms:</li> <ul style="list-style-type: none"> <li>a. GC</li> <li>b. Zoom</li> <li>c. WA</li> </ul> </ul>	<p><b>6. Basic Concepts of Definition Essay [1], [2], [3]</b></p> <p>6.1 Characteristics of a classification essay</p> <p>6.2 Typical language features of classification essay</p> <p>6.3 Transitional words in</p>	5%

		<p>correctly based on the scoring rubric.</p> <p>6.5 Applying the process approach in writing a classification essay correctly which consists of:</p> <ul style="list-style-type: none"> <li>- Pre-writing</li> <li>- Drafting</li> <li>- Reflecting</li> <li>- Peer or tutor reviewing</li> <li>- Revising</li> <li>- Publishing</li> </ul>		<ul style="list-style-type: none"> <li>▪ Students' Task: Constructing classification essay</li> <li>▪ Estimated time: FM: (6 x 50')</li> </ul>	<ul style="list-style-type: none"> <li>• Students' Task: Constructing classification essay</li> <li>▪ Estimated time: FM: (6 x 50')</li> </ul>	<p>classification essay</p> <p>6.4 Unity and coherence in classification essay</p> <p>6.5 Process approach in creating classification essay</p>	
11-12	<p><b>LLO 7:</b> Being able to make argumentative essays related to current issues that are supported with strong, reliable and credible arguments. (CLO 3)</p>	<p>7.1 Explaining the characteristics of argumentative essay correctly.</p> <p>7.2 Explaining the linguistic features of argumentative essay correctly.</p> <p>7.3 Using conjunctions used in argumentative essays correctly.</p> <p>7.4 Writing a unified and coherent argumentative</p>	<p><b>Assessment Form: Tes &amp; Non-test</b></p> <ul style="list-style-type: none"> <li>a. Performance Test</li> <li>b. Observation</li> </ul> <p><b>Assessment Criteria:</b></p> <ul style="list-style-type: none"> <li>a. Scoring rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ Method: <ul style="list-style-type: none"> <li>a. Choose A Corner</li> <li>b. Discovery Learning</li> <li>c. Self-Directed Learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Method: <ul style="list-style-type: none"> <li>a. Choose A Corner</li> <li>b. Discovery Learning</li> <li>c. Self-Directed Learning</li> <li>d. Flipped Teaching</li> </ul> </li> <li>▪ Platforms: <ul style="list-style-type: none"> <li>a. GC</li> <li>b. Zoom</li> </ul> </li> </ul>	<p><b>7. Basic Concepts of Argumentative Essay</b> [1], [2], [3], [4]</p> <p>7.1 Characteristics of an argumentative essay</p> <p>7.2 Typical language features of argumentative essay</p> <p>7.3 Transitional words in</p>	10%

		<p>essay correctly based on the coring rubric.</p> <p>7.5 Presenting a strong opinion of argumentation correctly.</p> <p>7.6 Mastering citation and reference.</p> <p>7.7 Applying the process approach in writing a argumentative essay correctly which consists of:</p> <ul style="list-style-type: none"> <li>- Pre-writing</li> <li>- Drafting</li> <li>- Reflecting</li> <li>- Peer or tutor reviewing</li> <li>- Revising</li> <li>- Publishing</li> </ul>		<ul style="list-style-type: none"> <li>▪ Students' Task: Composing an argumentative essay</li> <li>▪ Estimated time: FM: (6 x 50')</li> </ul>	<p>c. WA</p> <ul style="list-style-type: none"> <li>• Students' Task: Composing an argumentative essay</li> <li>▪ Estimated time: FM: (6 x 50')</li> </ul>	<p>argumentative essay</p> <p>7.4 Unity and coherence in argumentative essay</p> <p>7.5 Strong and convincing argument</p> <p>7.6 Process approach in creating argumentative essay</p> <p>7.7 Citation: paraphrase and quote</p>	
13-15	<p><b>LLO 8:</b> Being able to make critical essays based on scientific rules, procedures and ethics to produce solutions, ideas for solving current problems/issues (CLO 3)</p>	<p>8.1 Explaining the characteristics of critical essay correctly.</p> <p>8.2 Explaining the linguistic features of critical essay correctly.</p>	<p><b>Assessment Form: Tes &amp; Non-test</b></p> <p>a. Performance Test</p> <p>b. Observation</p>	<ul style="list-style-type: none"> <li>▪ Method: <ul style="list-style-type: none"> <li>a. Problem based learning</li> <li>b. Discovery Learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Method: <ul style="list-style-type: none"> <li>a. Problem based learning</li> <li>b. Discovery Learning</li> </ul> </li> </ul>	<p><b>8. Basic Concepts of Critical Essay</b> [3], [4], [5]</p> <p>8.1 Characteristics of a critical essay</p> <p>8.2 Typical language</p>	10%

		<p>8.3 Using conjunctions used in critical essays correctly.</p> <p>8.4 Writing a unified and coherent critical essay correctly based on the scoring rubric.</p> <p>8.5 Applying the process approach in writing a critical essay which consists of:</p> <ul style="list-style-type: none"> <li>- Pre-writing</li> <li>- Drafting</li> <li>- Reflecting</li> <li>- Peer or tutor reviewing</li> <li>- Revising</li> <li>- Publishing</li> </ul>	<p><b>Assessment Criteria:</b></p> <p>a. Scoring rubric</p>	<p>c. Self-Directed Learning</p> <ul style="list-style-type: none"> <li>▪ Students' Task: Composing a critical essay</li> <li>▪ Estimated time: FM: (9 x 50')</li> </ul>	<p>c. Self-Directed Learning</p> <p>d. Flipped Teaching</p> <ul style="list-style-type: none"> <li>▪ Platforms: <ul style="list-style-type: none"> <li>a. GC</li> <li>b. Zoom</li> <li>c. WA</li> </ul> </li> <li>• Students' Task: Composing a critical essay</li> <li>▪ Estimated time: FM: (9 x 50')</li> </ul>	<p>features of critical essay</p> <p>8.3 Transitional words in critical essay</p> <p>8.4 Unity and coherence in critical essay</p> <p>8.5 Process approach in creating critical essay</p>	
16	FINAL-TERM TEST AND REVIEW	<p><b>Performance Test:</b></p> <ol style="list-style-type: none"> <li>1. Assessment of written language skills in the form of essays with popular topics (meeting 9-15).</li> <li>2. or Project</li> </ol> <p><b>Assessment Criteria:</b> Scoring Rubric</p>					<b>25%</b>



UNIVERSITAS MAHASARASWATI DENPASAR

Fakultas Keguruan dan Ilmu Pendidikan

Program Studi Pendidikan Bahasa Inggris

Sekretariat : Jalan Kamboja No.11A Denpasar 80232



## LEARNING CONTRACT

Lecture : Essay Writing  
Code : ENG. 3315  
Credits : 4  
Semester : IIIA  
Meeting : 32  
Lecturer : Anak Agung Putri Maharani, S.Pd., M.Pd.

### A. Course Description

This course is mainly intended to nurture students to be able to write expository essays using different methods of development.

### B. Basic Competence

At the end of the course, students are expected to be able to:

1. Identify the three major parts of an essay.
2. Create a united and coherent introduction and conclusion.
3. Create a procedure essay.
4. Write a comparison or contrast essay that consists of three major structural parts of essay.
5. Write a definition essay that consists of three major structural parts of essay.
6. Write a classification/division essay that consists of complete generic structure.
7. Write a an argumentative essay which consists of well elaborated arguments.
8. Write a critical essay.

### C. Indicators

1. Identifying the three major parts of an essay.
2. Creating a united and coherent introduction and conclusion.
3. Creating a procedure essay.
4. Writing a comparison or contrast essay that consists of three major structural parts of essay.
5. Writing a definition essay that consists of three major structural parts of essay.
6. Writing a classification/division essay that consists of complete generic structure.
7. Writing a an argumentative essay which consists of well elaborated arguments.
8. Writing a critical essay.

### D. Learning Objectives

Third-semester students are able to master the concept of essays and write expository essays using different methods of development. Therefore, the students' knowledge, performance, and affective domains will be beneficially enriched through nuanced writing activities.



## E. Learning Material and Schedule

Meeting	Learning Material	Schedule
1	Brainstorming, Introduction	6 September 2021
2, 3	<b>Concepts of Essay</b> <ul style="list-style-type: none"> <li>• Definition of an essay</li> <li>• Parts of an essay</li> <li>• The purpose of an introduction</li> <li>• The purpose of a conclusion</li> <li>• Unity and coherence in an essay</li> </ul>	7 September 2021
	<b>Writing Practice</b> <ul style="list-style-type: none"> <li>• Peer-writing</li> <li>• Classroom discussion</li> </ul>	13 September 2021
4, 5, 6, 7	<b>Procedure Essay:</b> <ul style="list-style-type: none"> <li>• Understanding typical language features of procedure essay</li> <li>• Understanding the transitional words in procedure essay</li> <li>• Unity and coherence in a procedure essay</li> <li>• Preparing writing practice: outlining a procedure essay</li> </ul>	14 September 2021
	<b>Writing Practice I: Individual Work</b> <ul style="list-style-type: none"> <li>• Drafting a procedure essay</li> <li>• Reflecting: question and answer</li> </ul>	20 September 2021
	<b>Writing Practice II: Individual Work</b> <ul style="list-style-type: none"> <li>• Peer and tutor reviewing</li> <li>• Revising a procedure essay</li> <li>• Question and answer</li> </ul>	21 September 2021
	<b>Writing Practice III: Individual Work</b> <ul style="list-style-type: none"> <li>• Publishing a procedure essay</li> <li>• Question and answer</li> </ul>	27 September 2021
8, 9, 10, 11	<b>Comparison or Contrast Essay:</b> <ul style="list-style-type: none"> <li>• Characteristics of a good comparison or contrast essay</li> <li>• Understanding typical language features of comparison or contrast essay</li> <li>• Understanding the transitional words in comparison or contrast essay</li> <li>• Unity and coherence in a comparison or contrast essay</li> <li>• Preparing writing practice: outlining a comparison or contrast essay</li> </ul>	28 September 2021
	<b>Writing Practice I: Individual Work</b> <ul style="list-style-type: none"> <li>• Drafting a comparison or contrast essay</li> <li>• Reflecting: question and answer</li> </ul>	4 October 2021
	<b>Writing Practice II: Individual Work</b> <ul style="list-style-type: none"> <li>• Peer and tutor reviewing</li> <li>• Revising a comparison or contrast essay</li> <li>• Question and answer</li> </ul>	5 October 2021
	<b>Writing Practice III: Individual Work</b> <ul style="list-style-type: none"> <li>• Publishing a comparison and contrast essay</li> <li>• Question and answer</li> </ul>	11 October 2021
12, 13, 14, 15	<b>Definition Essay:</b> <ul style="list-style-type: none"> <li>• Characteristics of a good definition essay</li> <li>• Understanding typical language features of a definition essay</li> <li>• Unity and coherence in a definition essay</li> </ul>	12 October 2021

	<ul style="list-style-type: none"> <li>• Preparing writing practice: outlining a definition essay</li> </ul>	
	<b>Writing Practice I: Individual Work</b> <ul style="list-style-type: none"> <li>• Drafting a definition essay</li> <li>• Reflecting: question and answer</li> </ul>	18 October 2021
	<b>Writing Practice II: Individual Work</b> <ul style="list-style-type: none"> <li>• Peer and tutor reviewing</li> <li>• Revising a definition essay</li> <li>• Question and answer</li> </ul>	25 October 2021
	<b>Writing Practice III: Individual Work</b> <ul style="list-style-type: none"> <li>• Publishing a definition essay</li> <li>• Question and answer</li> </ul>	26 October 2021
15	Mid-term	1 November 2021
17	Discussing mid-term	2 November 2021
18, 19, 20, 21	<b>Classification/division essay:</b> <ul style="list-style-type: none"> <li>• Characteristics of a classification/division essay</li> <li>• Understanding typical language features of classification/division essay</li> <li>• Unity and coherence in a classification/division essay</li> <li>• Preparing writing practice: outlining a classification/division essay</li> </ul>	8 November 2021
	<b>Writing Practice I: Individual Work</b> <ul style="list-style-type: none"> <li>• Drafting a classification/division essay</li> <li>• Reflecting: question and answer</li> </ul>	15 November 2021
	<b>Writing Practice II: Individual Work</b> <ul style="list-style-type: none"> <li>• Peer and tutor reviewing</li> <li>• Revising a classification/division essay</li> <li>• Question and answer</li> </ul>	16 November 2021
	<b>Writing Practice III: Individual Work</b> <ul style="list-style-type: none"> <li>• Publishing a classification/division essay</li> <li>• Question and answer</li> </ul>	22 November 2021
22, 23, 24, 25	<b>Argumentative Essay</b> <ul style="list-style-type: none"> <li>• Characteristics of an argumentative essay</li> <li>• Typical language features of an argumentative essay</li> <li>• Unity and coherence in an argumentative essay</li> <li>• Preparing writing practice: outlining an argumentative essay</li> </ul>	23 November 2021
	<b>Writing Practice I: Individual Work</b> <ul style="list-style-type: none"> <li>• Drafting an argumentative essay</li> <li>• Reflecting: question and answer</li> </ul>	29 November 2021
	<b>Writing Practice II: Individual Work</b> <ul style="list-style-type: none"> <li>• Peer and tutor reviewing</li> <li>• Revising an argumentative essay</li> <li>• Question and answer</li> </ul>	30 November 2021
	<b>Writing Practice III: Individual Work</b> <ul style="list-style-type: none"> <li>• Publishing an argumentative essay</li> <li>• Question and answer</li> </ul>	6 December 2021
26, 27, 28, 29	<b>Critical Essay:</b> <ul style="list-style-type: none"> <li>• Characteristics of a good critical essay</li> <li>• Example of critical essay</li> <li>• Typical language features of a critical essay</li> <li>• Unity and coherence in a critical essay</li> <li>• Preparing writing practice: outlining a critical essay</li> </ul>	7 December 2021
	<b>Writing Practice I: Individual Work</b>	13 December 2021

	<ul style="list-style-type: none"> <li>• Drafting a critical essay</li> <li>• Reflecting; question and answer</li> </ul>	
	<b>Writing Practice II: Individual Work</b> <ul style="list-style-type: none"> <li>• Peer and tutor reviewing</li> <li>• Revising a critical essay</li> <li>• Question and answer</li> </ul>	14 December 2021
	<b>Writing Practice III: Individual Work</b> <ul style="list-style-type: none"> <li>• Publishing a critical essay</li> <li>• Question and answer</li> </ul>	20 December 2021
31	<b>Review</b>	21 December 2021
32	Final-term	27 December 2021

#### F. Criteria and Assessment Standard

The assessment is carried out based on the students' active efforts during the class, assignment, attendance, mid-term test and final-term test. The final score of Essay Writing is determined as the following considerations:

Attendance	: 10 %
Active-Efforts	: 15 %
Assignment	: 25 %
Mid-term Test	: 20 %
Final-term Test	: 30 %

The final score is converted by using the category which is based upon the academic book of Universitas Mahasaraswati Denpasar. The category of the final score is presented in the following table.

<b>0 – 100 Scale (Number)</b>	<b>0 – 4 Scale (Number)</b>	<b>Qualitative scale (Letter)</b>
80 – 100	4	A
75 – 80	3	B
55 – 65	2	C
40 – 55	1	D
0 - 40	0	E

#### G. Rules of Conduct

1. The lecturer and students are required to wear appropriate, polite, neat, and collared clothing when studying in online class.
2. The lecturer and students are not allowed to have mess, long hair (for men) and untied-mess hair (for women); the hair color should be black.
3. The lecturer and students should be in the class on time.
4. The students should follow the class orderly during the teaching learning process takes place.
5. The lecturer and the students should follow the rule of video conference (unmute/mute, active camera)
6. The students must attend at least 80% of the total number of face-to-face meeting or 26 out of 32 meetings. If the students do not meet the specified percentage (80%), they are not permitted to take the final-term test.

7. The meeting schedule and the learning material are set as the previous point; however, if the schedule is not on the due date, there will be a reschedule for the learning material based on the agreement between lecturer and students.
8. There will be no additional schedule for the mid-term test and final-term test, unless there are particular specific reasons (e.g. sick).
9. The lecturer should return the results of the tasks and exams to the students maximum 2 weeks after the tasks and exams are administered.
10. The students are allowed to question their final scores maximum 2 weeks after the final scores are announced. If it is not questioned within 2 weeks, the students are assumed accepting the final scores that have been issued and the lecturer will not serve the protest after 2 weeks.
11. The students are also required to obey the rules of conduct of English Language Education Study Program, Faculty of Teacher Training and Education which has been attached in the class.

## H. References

### 1. Primary References

Albright, Z.L., & Langan, J. (2020). *Exploring Writing: Paragraphs and Essays (Fourth Edition)*. USA: McGraw Hill Education.

Langan, J. (2008). *College Writing Skills with Readings (Seventh Edition)*. New York: The McGraw Hill Companies.

Zemach, D.E., & Rumisek, L.A. (2005). *Academic Writing: From Paragraph to Essay*. USA: Macmillan Publishers.

### 2. Additional References

Bailey, S. (2006). *Academic Writing: A Handbook for International Students (Second Edition)*. New York: Routledge.

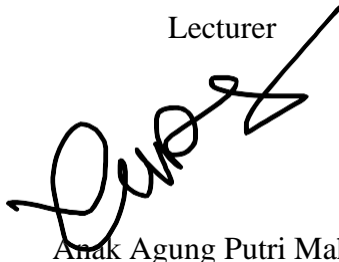
Fitzpatrick, M. (2005). *Engaging Writing*. White Plains, NY: Longman.

## I. Miscellaneous

If during the teaching learning process of the learning contract, circumstances arise which call for any alteration/modification to this learning contract, such alteration/modification shall be mutually discussed and agreed upon in writing with the approval of the two parties. The learning contract can be carried out after the learning contract is discussed and agreed by both the lecturer and students, and it is acknowledged by the Head of English Language Education Study Program.


In witness of the terms of this Learning Contrast. Our signatures are affixed:

Lecturer



Anak Agung Putri Maharani, S.Pd., M.Pd.  
Ajeng Leonita NPK. 82 8813 395

Denpasar, 6 September 2021  
The Head of III A Class



Ni Nyoman Saka Nimas

NPM.2001882030029



Acknowledged by  
The Head of Class



Ni Made Wersi Murtini, S.Pd., M.Pd.  
NPK. 82 8810 336