# APPENDICES

Appendix 1 Task Design

<p align="center">Task Design (Pre-Writing)</p>

1. Theme   : Education
2. Instructions:

    a. Please choose your topic based on the theme given.

    b. Find issues and relevant materials related to the topic you are interested in.

    c. Brainstorm your ideas into an outline.

    d. The outline should fulfill the following criteria:

    -   Brief details of the introduction, body paragraphs, and conclusion
    -   Thesis statement
    -   Three points to be argued

3. Outcome: a simple outline of an argumentative essay

4. Supporting materials: as attached in Goggle Classroom

    a. An example of the outline

    b. Scoring rubric

    c. Education ppt

    d. Videos of how to make outline and write an argumentative essay
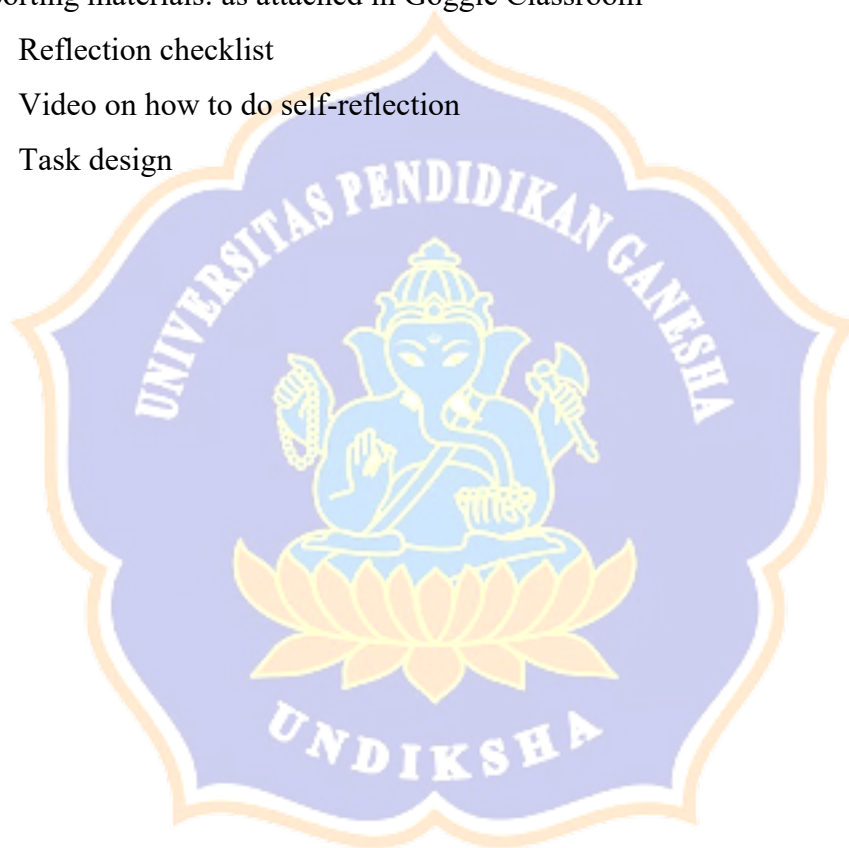
    e. Task design
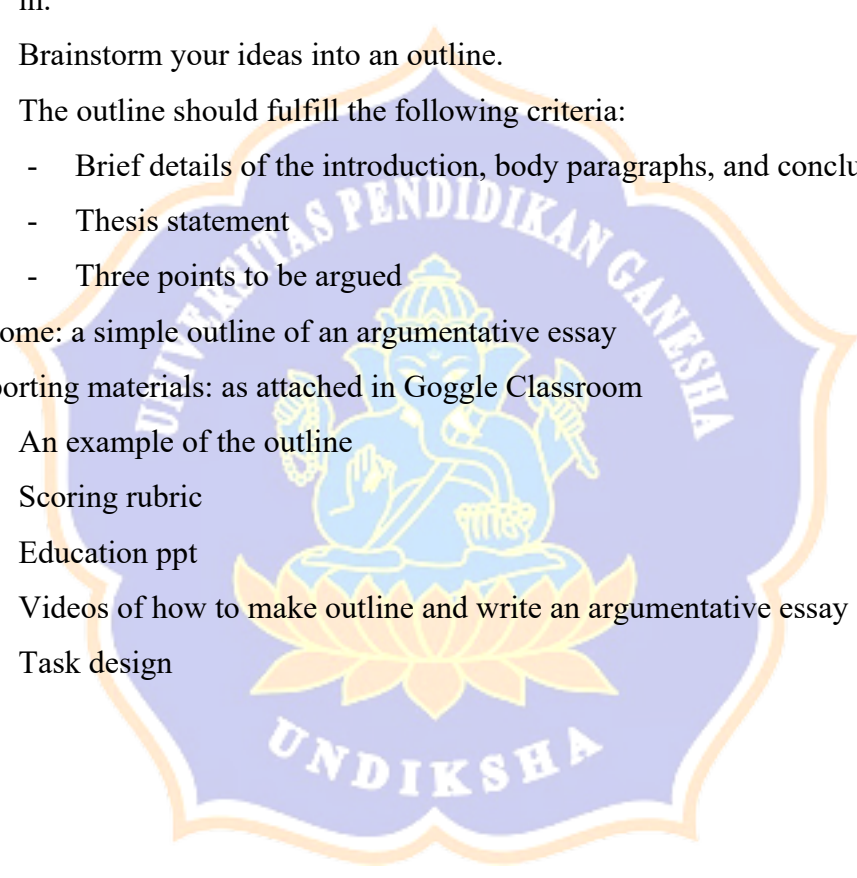
Task Design (Drafting)

1. Theme   : Education

2. Instructions:

    a. Please draft your outline and develop it into a well-constructed argumentative essay.

    b. The draft should fulfill the following criteria:

       - Rough draft of the introduction, body paragraphs, and conclusion

       - Thesis statement

       - Three points to be argued

    c. Your draft will be hopefully be discussed through video conference/WhatsApp

3. Outcome: a simple draft of an argumentative essay

4. Supporting materials: as attached in Goggle Classroom

    a. An example of the draft

    b. Scoring rubric

    c. Videos of how to make draft and develop the idea into an argumentative essay

    d. Task design
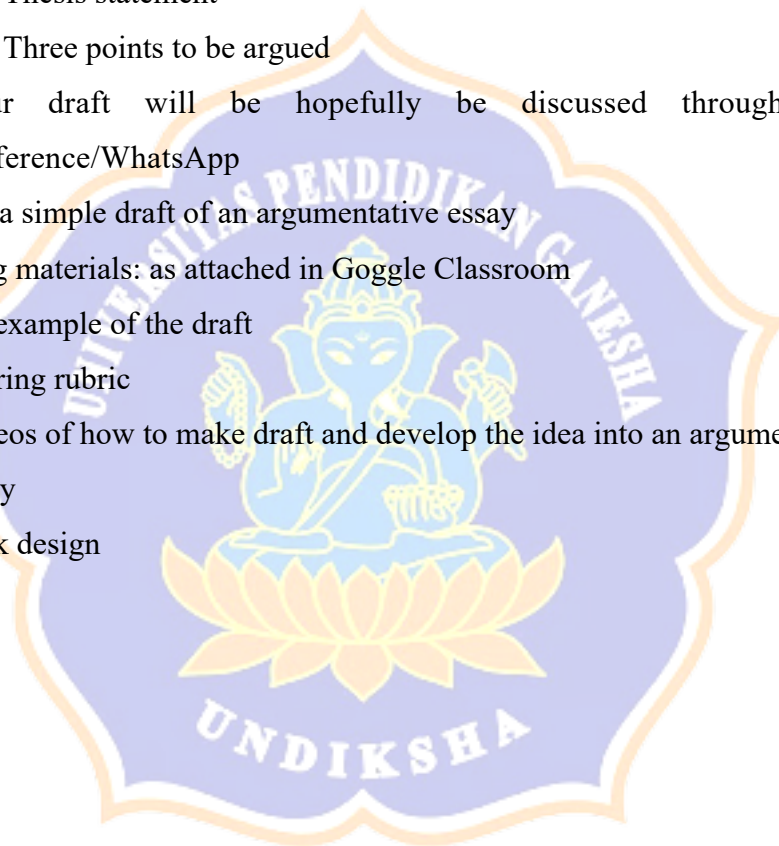
Task Design (Reflecting)

1. Theme   : Education
2. Instructions:
   a. Please do reflection upon your rough argumentative essay draft.
   b. Reread your draft and comments on it based on the aspects stated on the reflection checklist (as attached).
3. Outcome: a reflection journal
4. Supporting materials: as attached in Goggle Classroom
   a. Reflection checklist
   b. Video on how to do self-reflection
   c. Task design

Task Design (Peer or Tutor Reviewing)

1. Theme   : Education
2. Instructions:
    a. Please exchange your draft with your partner.
    b. Read attentively your partner's draft and comments on it based on the aspects stated on the peer review checklist (as attached).
3. Outcome: a peer review journal
4. Supporting materials: as attached in Goggle Classroom
    a. Peer review checklist
    b. Video on how to do peer review
    c. Task design

Task Design (Revising)

1. Theme   : Education

2. Instructions:

   a. Please revise argumentative essay draft.

   b. Reread your draft and consider your peer reviewing results and the lecturer comments in revising your draft.

   c. The revision should consider the following criteria:

      - Format
      - Punctuation and mechanics
      - Content
      - Organization
      - Grammar and Sentence Structure

3. Outcome: a revised draft of an argumentative essay

4. Supporting materials: as attached in Goggle Classroom

   a. Scoring rubric

   b. Video lecture

   c. Task Design

Task Design (Publishing)

1. Theme   : Education
2. Instructions:
    a. Please publish your final argumentative essay via Book Creator.
    b. The final essay will be assessed by the following criteria:
        - Kinds of topic
        - Variations of diction
        - Length of sentences
        - Format
        - Punctuation and mechanics
        - Content
        - Organization
        - Grammar and Sentence Structure
        - Design
3. Outcome: a mini book of argumentative essay
4. Supporting materials: as attached in Goggle Classroom
    a. Scoring rubric
    b. Video lecture
    c. Task design
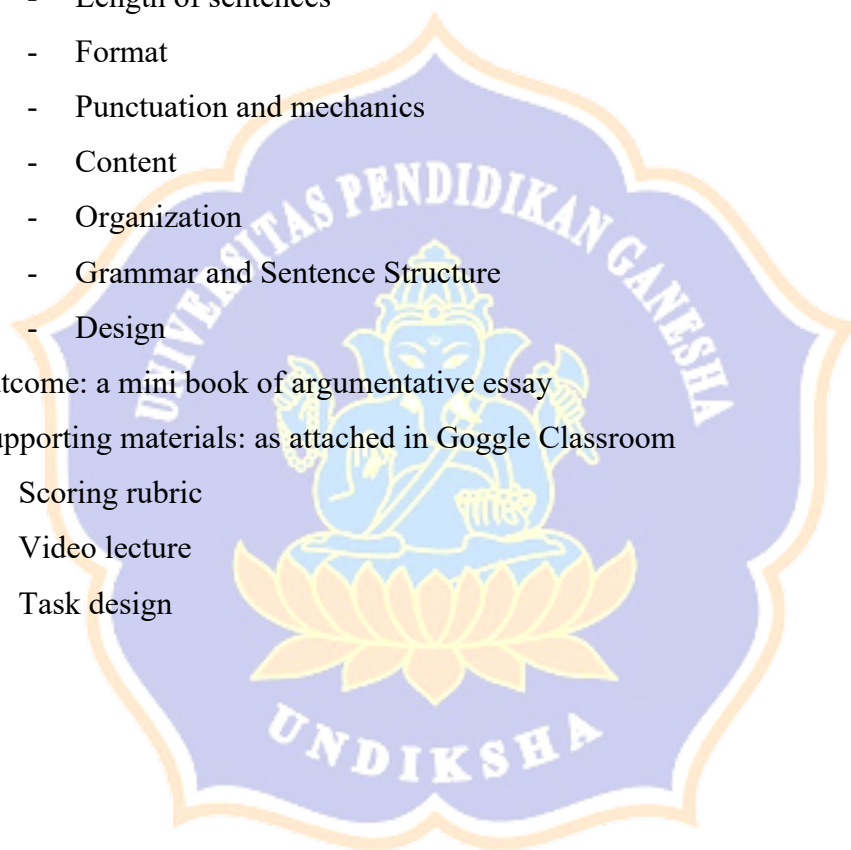
Appendix 2 Interview Guide
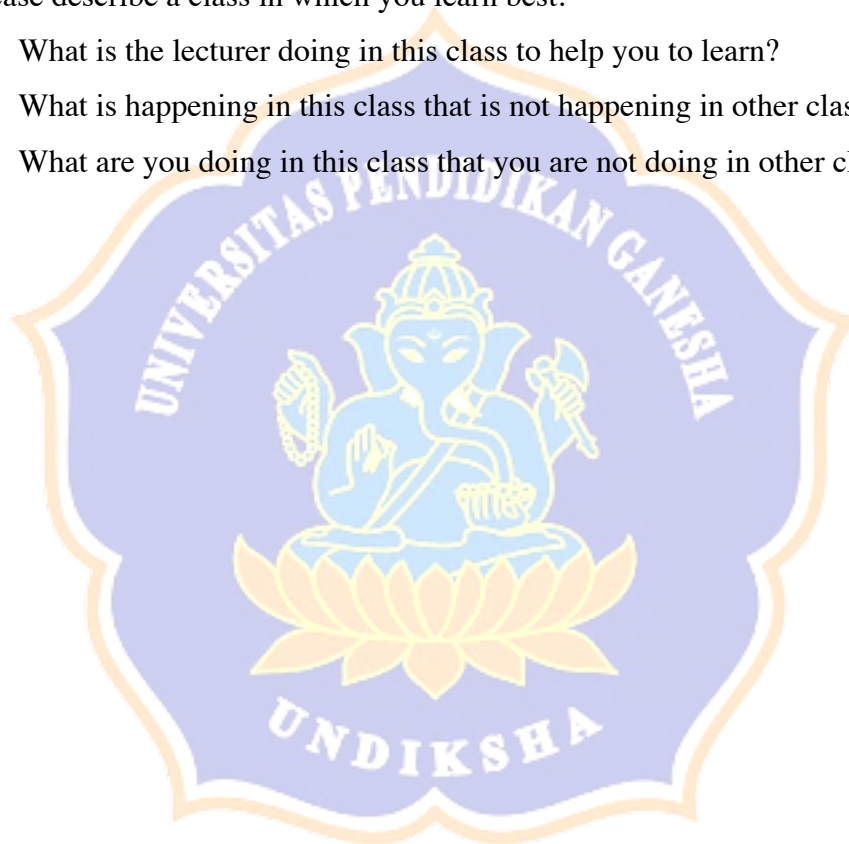
Interview Guide (Pre-Writing)

1. What is the most common obstacle you face in pre-writing stage?

2. What is the most difficulty for you about writing in a foreign language within pre-writing stage?

3. What do you think is the most difficult obstacle you encounter in understanding course material in pre-writing stage?

4. When you do not understand the material, what do you do?

5. Please describe a class in which you learn best.

   a. What is the lecturer doing in this class to help you to learn?

   b. What is happening in this class that is not happening in other classes?

   c. What are you doing in this class that you are not doing in other classes?
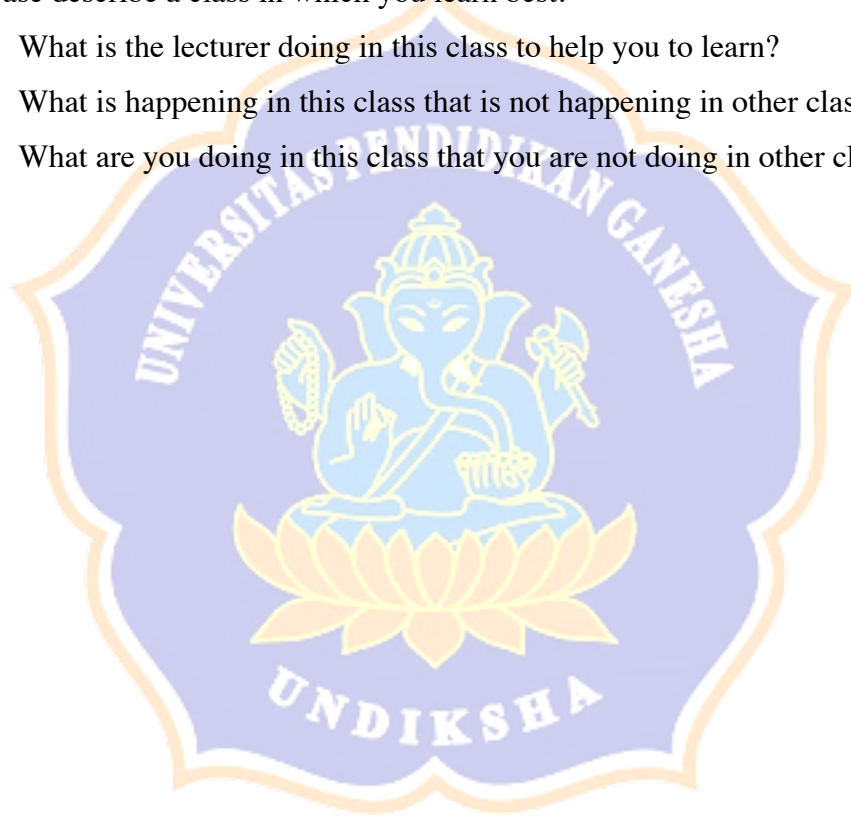
Interview Guide (Drafting)

1. What is the most common obstacle you face in drafting stage?
2. What is the most difficulty for you about writing in a foreign language within drafting stage?
3. What do you think is the most difficult obstacle you encounter in understanding course material in drafting stage?
4. When you do not understand the material, what do you do?
5. Please describe a class in which you learn best.
   a. What is the lecturer doing in this class to help you to learn?
   b. What is happening in this class that is not happening in other classes?
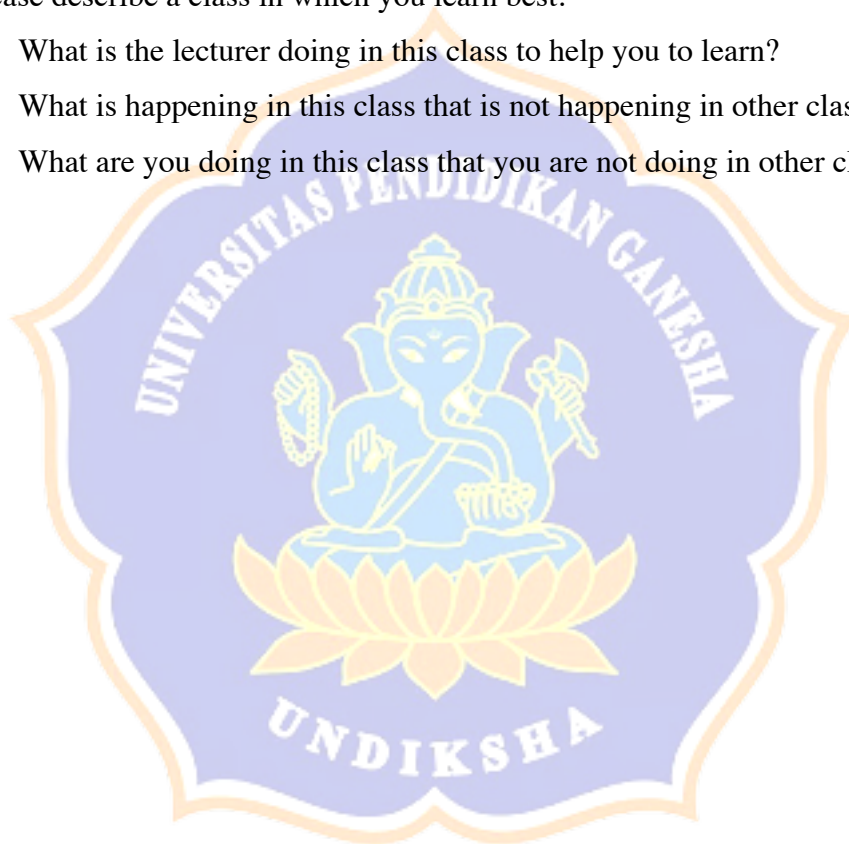   c. What are you doing in this class that you are not doing in other classes?

Interview Guide (Reflecting)

1. What is the most common obstacle you face in reflecting stage?

2. What is the most difficulty for you about writing in a foreign language within reflecting stage?

3. What do you think is the most difficult obstacle you encounter in understanding course material?

4. When you do not understand the material, what do you do?

5. Please describe a class in which you learn best.

   a. What is the lecturer doing in this class to help you to learn?

   b. What is happening in this class that is not happening in other classes?

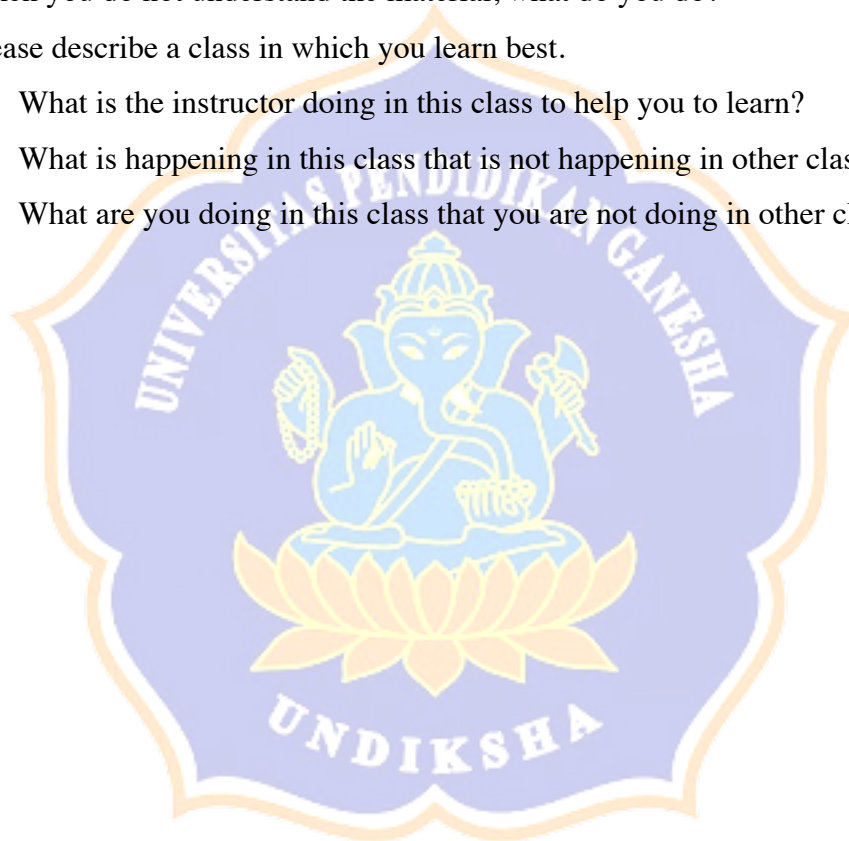   c. What are you doing in this class that you are not doing in other classes?

Interview Guide (Peer or Tutor Reviewing)

1. What is the most common obstacle you face in peer and tutor reviewing stage?

2. What is the most difficulty for you about writing in a foreign language within peer and tutor reviewing stage?

3. What do you think is the most difficult obstacle you encounter in understanding course material in peer and tutor reviewing stage?

4. When you do not understand the material, what do you do?

5. Please describe a class in which you learn best.

   a. What is the instructor doing in this class to help you to learn?

   b. What is happening in this class that is not happening in other classes?

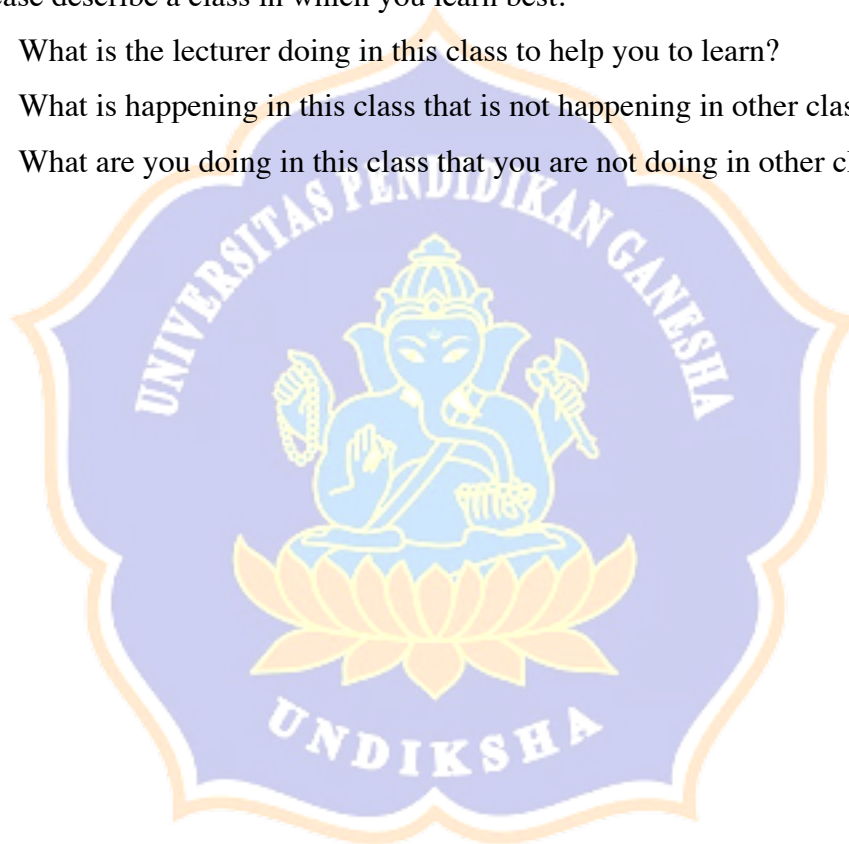   c. What are you doing in this class that you are not doing in other classes?

Interview Guide (Revising)

1. What is the most common obstacle you face in revising stage?
2. What is the most difficulty for you about writing in a foreign language within revising stage?
3. What do you think is the most difficult obstacle you encounter in understanding course material in revising stage?
4. When you do not understand the material, what do you do?
5. Please describe a class in which you learn best.
   a. What is the lecturer doing in this class to help you to learn?
   b. What is happening in this class that is not happening in other classes?
   c. What are you doing in this class that you are not doing in other classes?

Interview Guide (Peer or Tutor Reviewing)

1. What is the most common obstacle you face in peer or tutor reviewing stage?
2. What is the most difficulty for you about writing in a foreign language within peer or tutor reviewing stage?
3. What do you think is the most difficult obstacle you encounter in understanding course material in peer or tutor reviewing stage?
4. When you do not understand the material, what do you do?
5. Please describe a class in which you learn best.
   a. What is the lecturer doing in this class to help you to learn?
   b. What is happening in this class that is not happening in other classes?
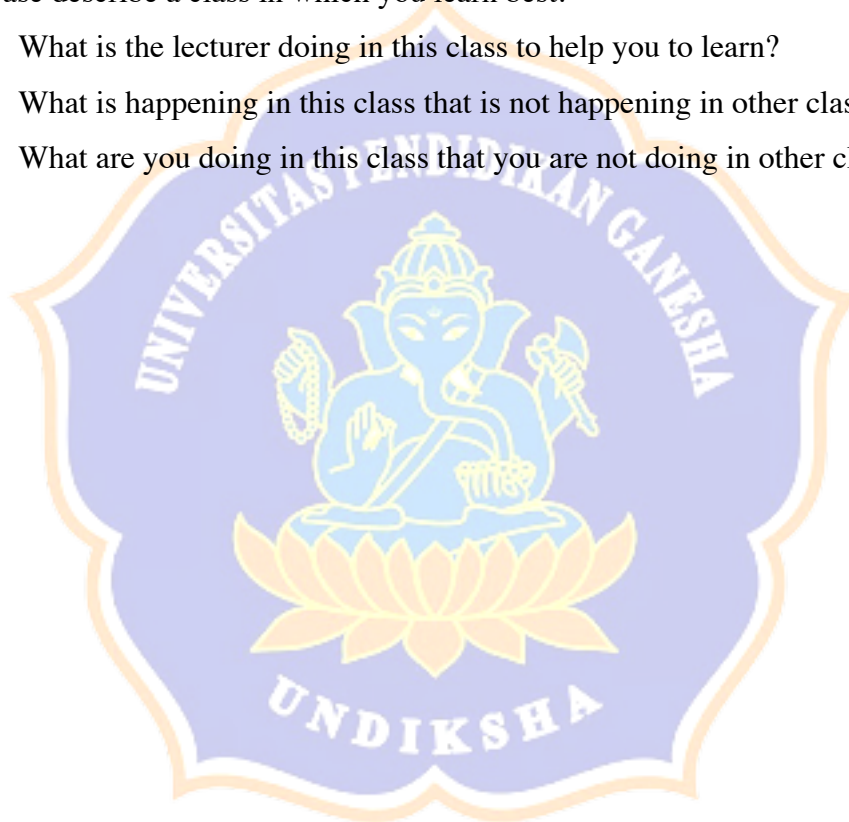   c. What are you doing in this class that you are not doing in other classes?

Interview Guide (Publishing)

1. What is the most common obstacle you face in publishing stage?
2. What is the most difficulty for you about writing in a foreign language within publishing stage?
3. What do you think is the most difficult obstacle you encounter in understanding course material in publishing stage?
4. When you do not understand the material, what do you do?
5. Please describe a class in which you learn best.
   a. What is the lecturer doing in this class to help you to learn?
   b. What is happening in this class that is not happening in other classes?
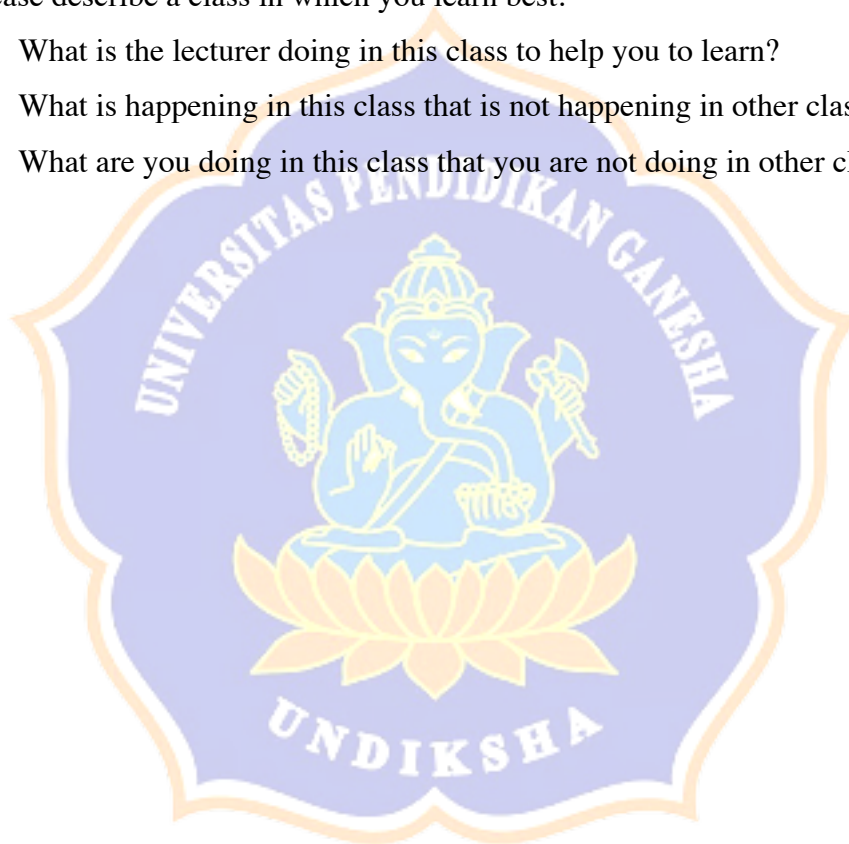   c. What are you doing in this class that you are not doing in other classes?

Interview Guide (Post-Writing Class)

1. What are advantages of blended process-based approach?

2. What do you think about the advantages of watching the video lectures outside of writing class?

3. What are your thoughts on being able to learn at your own pace?

4. Who do you view or think is most responsible for your learning in a traditional versus a blended process-based approach? Which do you like better and why?

5. What are disadvantages of blended process-based approach?

6. What difficulties did you experience using blended process-based approach?

7. What disadvantages did you experience (if any) watching video lectures outside of class?

8. What do you like most about the video lectures?

9. What do you like least about the video lectures?

10. How do you think the activities affected your learning? Why?

11. If you took a class in the future that used blended process-based approach what would you like to see changed?
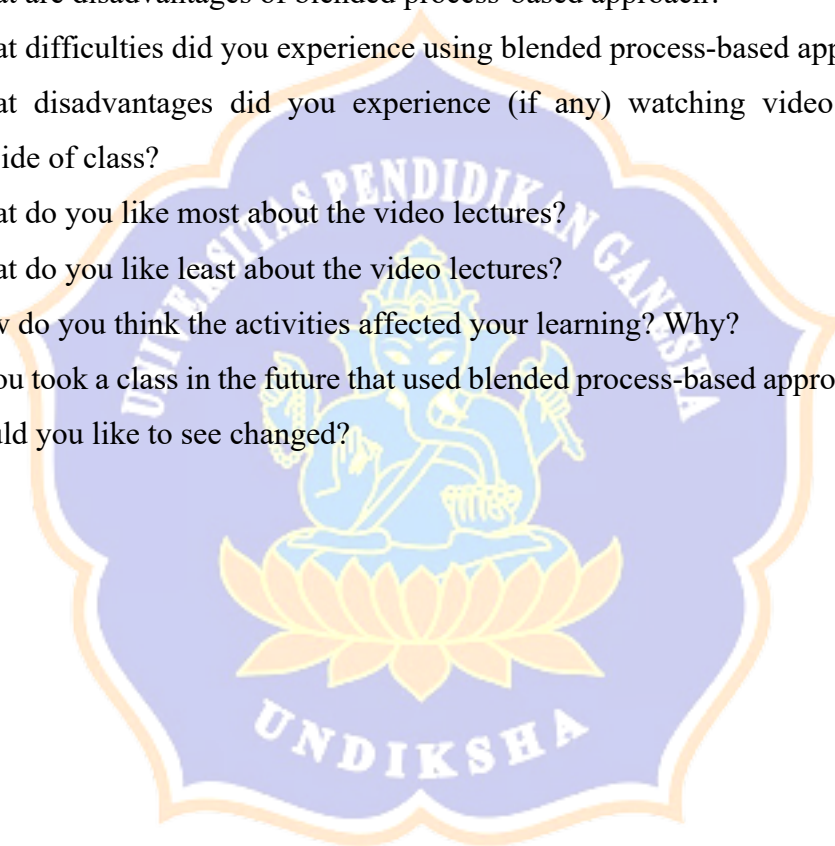
Appendix 3 Pre-Test

UNIVERSITAS MAHASARASWATI DENPASAR
Fakultas Keguruan dan Ilmu Pendidikan
Program Studi Pendidikan Bahasa Inggris
Sekretariat : Jalan Kamboja No.11A Denpasar 80232
Telp/Fax : (0361) 240985

PRE-TEST

Course	:	Argumentative Essay
Semester	:	IV
Time Allotment	:	90 minutes
Lecturer	:	Anak Agung Putri Maharani, S.Pd., M.Pd.

Instructions:

1. Please create a complete argumentative essay (introductory paragraph, body paragraphs, concluding paragraph).
2. The theme is education.
3. Choose your topic based on the provided theme.
4. Please use the reliable sources as the references
5. To avoid plagiarism, try to quote or paraphrase the text from the sources and put the in-text citation.
6. The essay must:
   a. be typed in Ms Word
   b. consist of 6-12 sentences for each paragraph
   c. have good format (margin left 3, right 4, above 3, below 3; A4; Times New Roman 12pt; line spacing 1.5)
   d. consist of clear thesis statement and clear body paragraphs
   e. be coherent and united
   f. follow citation in APA style
   g. have list of references
7. Make sure you use your own words because I will check your essay by using plagiarism checker. The percentage of plagiarism must be lower than 20%.

Thank you
Stay healthy all

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Appendix 4 Post-Test

UNIVERSITAS MAHASARASWATI DENPASAR
Fakultas Keguruan dan Ilmu Pendidikan
Program Studi Pendidikan Bahasa Inggris
Sekretariat : Jalan Kamboja No.11A Denpasar 80232
Telp/Fax : (0361) 240985

POST-TEST

Course	:	Argumentative Essay
Semester	:	IV
Time Allotment	:	90 minutes
Lecturer	:	Anak Agung Putri Maharani, S.Pd., M.Pd.

Instructions:

1. Please create a complete argumentative essay (introductory paragraph, body paragraphs, concluding paragraph).
2. The theme is "Sport".
3. Choose your topic based on the provided theme.
4. Please use the reliable sources as the references
5. To avoid plagiarism, try to quote or paraphrase the text from the sources and put the in-text citation.
6. The essay must:
   a. be typed in Ms Word
   b. consist of 6-12 sentences for each paragraph
   c. have good format (margin left 3, right 4, above 3, below 3; A4; Times New Roman 12pt; line spacing 1.5)
   d. consist of clear thesis statement and clear body paragraphs
   e. be coherent and united
   f. follow citation in APA style
   g. have list of references
7. Make sure you use your own words because I will check your essay by using plagiarism checker. The percentage of plagiarism must be lower than 20%.

Thank you
Stay healthy all

Appendix 5 Student Self-Reflection Sheet

Name   :

Title of the Argumentative Essay   :

1. Why did you choose the topic for your argumentative essay?
2. If you had to write another argumentative essay, what would you do differently? For example, would you choose a more or less controversial topic, include more facts to support your position, include stronger words, or add more solutions?
3. What was easy about writing your argumentative essay?
4. What was hard about writing your argumentative essay?
5. What was the strength and weakness of your argumentative essay?
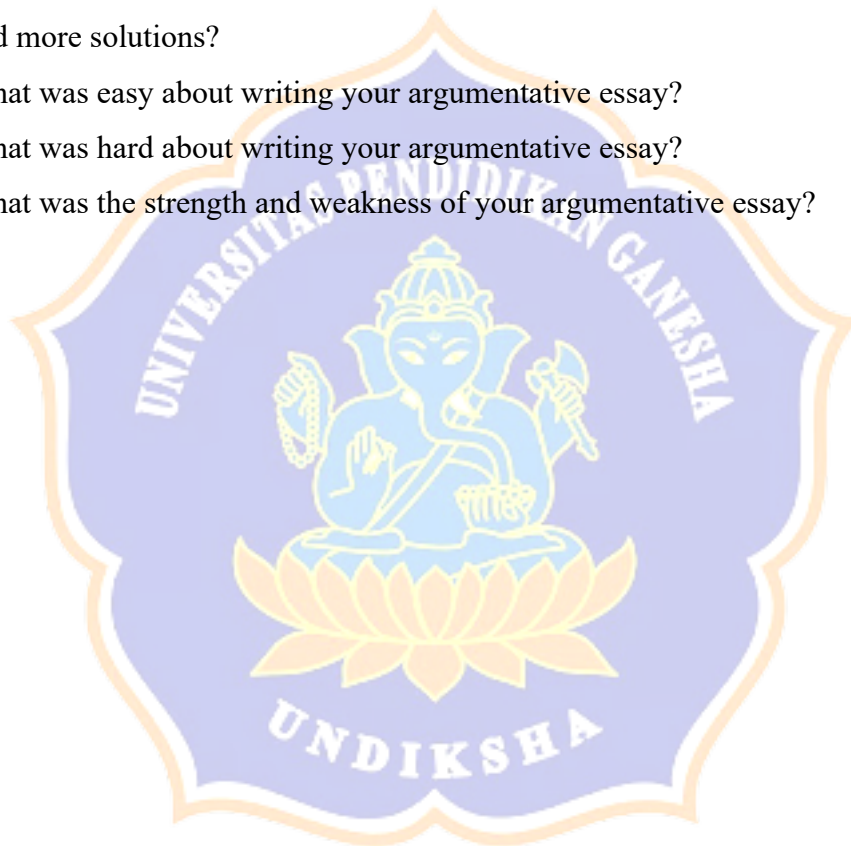
Appendix 6 Peer-Reviewing Worksheet

Peer Reviewer :

Date   :

Author   :

1. Analyze how the writer organizes his or her essay.

    a. Copy the thesis statement here. Does it state the writers' argumentations clearly?

    b. Does the essay use point-by-point organization or block?

2. List the writer's arguments:

    a.

    b.

    c.

3. List the opposing arguments:

    a.

    b.

    c.

4. What is the writer's strongest and most convincing argument? How does the writer support it?

5. What kind of supporting details does the writer use (statistics, examples, quotations, paraphrases, summarizes, etc.)?

6. In your opinion, is this a convincing and persuading argumentative essay?

Appendix 7 Lecturer Reflective Journal

1. What are my thoughts and feelings about todays' activities?
2. What is working?
3. What is not working?
4. What are important points I learned from this or today's experiences?
5. How can I use this today's experience for future implementations or stages of blended process-based approach?

Appendix 8 Perception Questionnaire

Blueprint

No	Components	Descriptors	Number
1	**Cognitive Component**	- It is related to someone's knowledge, views, and beliefs about an object. It also has relation to how person perceives an object.	1, 2, 3, 8, 9, 15, 16, 20, 23, 25, 27, 28, 34, 38, 40, 41, 42, 43
2	**Affective Component**	- It is related to positive feelings, like of pleasure in an object.	4, 5, 11, 14, 26, 33, 39
		- It is related to negative feelings, dislike of pleasure in an object.	13, 17, 24, 32, 36
3	**Conative Component**	- It is related to a person's behaviour or tendency to act on an object. This component shows someone's act toward an object.	6, 7, 10, 12, 18, 19, 21, 22, 29, 30, 31, 35, 37

Questionnaire Items

Instructions:

1. The questionnaire is attempted to gauge writers' perception on blended process-based approach in argumentative writing course.
2. This questionnaire contains statements about writing practices that take place blended process-based approach and with your online learning experiences.
3. There is no right or wrong answer.
4. Please think about how well each statement describes what the course is like for you.
5. Be sure to select one response for each item.
6. There are 4 alternative options to be chosen:
   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

A. Identity
   Name   :
   Male/Female   :

B. Questionnaire

No	Items	SA	A	D	SD
PRE-WRITING					
1.	Pre-writing within blended learning stimulates thoughts for getting started.				
2.	Pre-writing within blended learning helps generating tentative ideas and gathering information for writing.				
3.	The flow of writing and its scope are clear in pre-writing within blended learning.				
4.	The writers feel free to brainstorm the ideas through pre-writing in blended learning.				
5.	The writers find pre-writing useful when jotting down ideas without ceasing within a set time limit.				
6.	The writers can develop ideas by themselves through blended learning before drafting is done.				
7.	The writers can make outline before making drafts through blended learning.				

No	Items	SA	A	D	SD
DRAFTING					
8.	Drafting through blended learning helps writers to focus on the fluency of writing.				
9.	Drafting through blended learning helps writers not to be preoccupied with grammatical accuracy or the neatness of the draft.				
10.	The guidance given by the lecturer attracts the writers to comprehend what and how to develop the idea into a composition.				
11.	The writers feel confident in developing their ideas through blended learning during drafting stage.				
12.	The writers are required to be innovative and creative in developing their outline within blended learning based drafting stage.				
13.	The writers feel pressured drafting through blended learning				
REFLECTING					
14.	The writers feel convenient to reflect upon the composition through blended learning.				
15.	Reflecting through blended learning contributes to figuring out the strengths and weaknesses of the writers' composition.				
16.	Reflecting through blended learning helps the writers to revise the composition				
17.	The writers put too much stress on through blended learning based reflecting which thereby causing the writers failed in developing composition.				
18.	The writers consider their writing development through blended learning based reflecting.				
19.	The writers identify gaps in the composition structure, use of evidence, etc., and note infelicitous phrasings through blended learning based reflecting.				
PEER OR TUTOR REVIEWING					
20.	Peer or tutor reviewing through blended learning helps writer to seek and respond				

No	Items	SA	A	D	SD
	to the feedback of others while a text is under development.				
21.	The writers can fruitfully engage which assist them develop their critical faculties and understand how other readers respond to their writing.				
22.	The writers can evaluate their peer work by attentively reviewing it.				
23.	The writers think that guidelines for peer or tutor reviewing through blended learning are necessitated.				
24.	The writers get frustrated involving in peer or tutor reviewing through blended learning.				
25.	The writers believe that peer-reviewing is useless for receiving comments from the classmates who do not seem to know what they are talking about.				
26.	The writers like interacting with peer and lecturer in peer or tutor reviewing through blended learning.				
REVISING					
27.	Revising through blended learning assists the writer to review the texts on the basis of the feedback given in the responding stage.				
28.	Revising through blended learning reexamines what had been written to see how effectively they have communicated their meanings to the reader.				
29.	The writers can create final composition in revising through blended learning.				
30.	The writers can improve global content and the organization of ideas so that the writer's intention is made clearer to the reader in revising through blended learning.				
31.	The writers are motivated to revise their composition through clear blended learning guidance from the lecturer.				
32.	The writers pay insufficient attention within drafting through blended learning to improve foundational skills which are				

No	Items	SA	A	D	SD
	handwriting, spelling, and sentence build-up.				
33.	The writers feel confident to enhance the content of the writing in revising through blended learning				
PUBLISHING					
34.	Publishing through blended learning enables writers to recognize the work as important and worthwhile.				
35.	The writers are promoted and valued by means of publishing stage through blended learning.				
36.	The writers feel anxious showing their final composition in publishing through blended learning.				
37.	The writers react as tactful readers of others' composition through blended learning based publishing.				
38.	Publishing brings the writers into the world of authorship.				
39.	The writers like publishing their writing product through blended learning.				
40.	The writer can create a sense of authorship in publishing through blended learning.				

41. What do you think of process writing which is conducted through blended process-based approach?

42. What strategies that you think you need that help you the most in every stage of blended process-based approach?

    a. Pre-writing

    b. Drafting

    c. Reflecting

    d. Peer or tutor reviewing

    e. Revising

    f. Publishing

43. What are the problems in joining every stage of blended process-based approach?