

APPENDICES

Appendix 1 Students' Summative Score

Table of Students' Summative Score (Experimental Group)

No	Students	Score	No	Students	Score
1	Student 1	70	35	Student 35	74
2	Student 2	80	36	Student 36	68
3	Student 3	90	37	Student 37	68
4	Student 4	83	38	Student 38	81
5	Student 5	76	39	Student 39	68
6	Student 6	75	40	Student 40	71
7	Student 7	75	41	Student 41	75
8	Student 8	70	42	Student 42	76
9	Student 9	90	43	Student 43	76
10	Student 10	70	44	Student 44	75
11	Student 11	75	45	Student 45	76
12	Student 12	84	46	Student 46	74
13	Student 13	70	47	Student 47	78
14	Student 14	75	48	Student 48	79
15	Student 15	75	49	Student 49	70
16	Student 16	70	50	Student 50	73
17	Student 17	70	51	Student 51	74
18	Student 18	71	52	Student 52	70
19	Student 19	73	53	Student 53	76
20	Student 20	73	54	Student 54	79
21	Student 21	74	55	Student 55	84
22	Student 22	84	56	Student 56	87
23	Student 23	70	57	Student 57	76
24	Student 24	88	58	Student 58	74
25	Student 25	75	59	Student 59	78
26	Student 26	92	60	Student 60	77
27	Student 27	74	61	Student 61	76
28	Student 28	89	62	Student 62	71
29	Student 29	77	63	Student 63	83
30	Student 30	73	64	Student 64	70
31	Student 31	75	65	Student 65	73
32	Student 32	77	66	Student 66	73
33	Student 33	77	67	Student 67	70
34	Student 34	70	68	Student 68	70

Table of Students' Summative Score (Control Group)

No	Students	Score	No	Students	Score
1	Student 1	70	35	Student 35	71
2	Student 2	69	36	Student 36	71
3	Student 3	69	37	Student 37	75
4	Student 4	77	38	Student 38	84
5	Student 5	70	39	Student 39	75
6	Student 6	88	40	Student 40	72
7	Student 7	76	41	Student 41	69
8	Student 8	84	42	Student 42	69
9	Student 9	69	43	Student 43	71
10	Student 10	76	44	Student 44	71
11	Student 11	82	45	Student 45	72
12	Student 12	79	46	Student 46	81
13	Student 13	71	47	Student 47	75
14	Student 14	71	48	Student 48	72
15	Student 15	81	49	Student 49	73
16	Student 16	78	50	Student 50	75
17	Student 17	74	51	Student 51	74
18	Student 18	76	52	Student 52	70
19	Student 19	86	53	Student 53	73
20	Student 20	71	54	Student 54	77
21	Student 21	79	55	Student 55	75
22	Student 22	81	56	Student 56	87
23	Student 23	70	57	Student 57	85
24	Student 24	72	58	Student 58	76
25	Student 25	77	59	Student 59	75
26	Student 26	76	60	Student 60	83
27	Student 27	78	61	Student 61	70
28	Student 28	77	62	Student 62	79
29	Student 29	87	63	Student 63	80
30	Student 30	85	64	Student 64	71
31	Student 31	83	65	Student 65	80
32	Student 32	75	66	Student 66	80
33	Student 33	82	67	Student 67	76
34	Student 34	77	68	Student 68	71

Appendix 2 Analysis of Variance to Determine the Research Sample

Post Hoc Tests

Multiple Comparisons

Dependent Variable: Nilai

	(I) Kelas	(J) Kelas	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	kelas A	kelas B	1.57754	1.37589	.861	-2.3826	5.5377
		kelas C	2.14706	1.36558	.618	-1.7835	6.0776
		kelas D	.27451	1.37589	1.000	-3.6857	4.2347
		kelas E	-4.39216*	1.37589	.020	-8.3523	-.4320
		kelas F	.17647	1.36558	1.000	-3.7540	4.1070
	kelas B	kelas A	-1.57754	1.37589	.861	-5.5377	2.3826
		kelas C	.56952	1.37589	.998	-3.3907	4.5297
		kelas D	-1.30303	1.38612	.936	-5.2927	2.6866
		kelas E	-5.96970*	1.38612	.000	-9.9593	-1.9801
		kelas F	-1.40107	1.37589	.911	-5.3613	2.5591
	kelas C	kelas A	-2.14706	1.36558	.618	-6.0776	1.7835
		kelas B	-.56952	1.37589	.998	-4.5297	3.3907
		kelas D	-1.87255	1.37589	.750	-5.8327	2.0876
		kelas E	-6.53922*	1.37589	.000	-10.4994	-2.5790
		kelas F	-1.97059	1.36558	.701	-5.9011	1.9599
	kelas D	kelas A	-.27451	1.37589	1.000	-4.2347	3.6857
		kelas B	1.30303	1.38612	.936	-2.6866	5.2927
		kelas C	1.87255	1.37589	.750	-2.0876	5.8327
		kelas E	-4.66667*	1.38612	.012	-8.6563	-.6770
		kelas F	-.09804	1.37589	1.000	-4.0582	3.8621
	kelas E	kelas A	4.39216*	1.37589	.020	.4320	8.3523
		kelas B	5.96970*	1.38612	.000	1.9801	9.9593
		kelas C	6.53922*	1.37589	.000	2.5790	10.4994
		kelas D	4.66667*	1.38612	.012	.6770	8.6563
		kelas F	4.56863*	1.37589	.014	.6084	8.5288
	kelas F	kelas A	-.17647	1.36558	1.000	-4.1070	3.7540
		kelas B	1.40107	1.37589	.911	-2.5591	5.3613
		kelas C	1.97059	1.36558	.701	-1.9599	5.9011
		kelas D	.09804	1.37589	1.000	-3.8621	4.0582
		kelas E	-4.56863*	1.37589	.014	-8.5288	-.6084

Appendix 3 Post Writing Test

Instruction

1. Write a recount text describing what you did yesterday, starting from the moment you woke up until you went to bed. Be sure to include details of your activities throughout the day.
2. The writing should consist of at least 10 sentences and no more than 15 sentences.
3. The writing should follow the generic structure of the text.
4. You are not allowed to use mobile phone during the completion of the text.

In this task, you will be assessed in terms of:

Content : clearly states one main idea for each paragraph; explains the main idea well with personal stories, examples, or details.

Organization : has a clear main idea; ideas are in a logical order.

Vocabulary : appropriate words; the meaning is clear.

Language use : complete sentences; correct verb tense/word order/number/articles

Mechanics : few errors of spelling, capital letters, commas, periods, question marks;



Appendix 4 The Writing Engagement Scale

The Writing Engagement Scale

1. When working on this writing assignment, I was interested in what I was writing. (A)

1	2	3	4	5
<i>strongly disagree</i>	<i>disagree</i>	<i>neither agree nor disagree</i>	<i>agree</i>	<i>strongly agree</i>

2. Working on this writing assignment was boring. (A)*

1	2	3	4	5
<i>strongly disagree</i>	<i>disagree</i>	<i>neither agree nor disagree</i>	<i>agree</i>	<i>strongly agree</i>

3. When working on this writing assignment, I felt good. (A)

1	2	3	4	5
<i>strongly disagree</i>	<i>disagree</i>	<i>neither agree nor disagree</i>	<i>agree</i>	<i>strongly agree</i>

4. I would like to complete a writing assignment like this again. (A)

1	2	3	4	5
<i>strongly disagree</i>	<i>disagree</i>	<i>neither agree nor disagree</i>	<i>agree</i>	<i>strongly agree</i>

5. I stayed focused when working on this assignment. (B)

1	2	3	4	5
<i>strongly disagree</i>	<i>disagree</i>	<i>neither agree nor disagree</i>	<i>agree</i>	<i>strongly agree</i>

6. I kept trying on this assignment even if it was difficult. (B)

1	2	3	4	5
<i>strongly disagree</i>	<i>disagree</i>	<i>neither agree nor disagree</i>	<i>agree</i>	<i>strongly agree</i>

7. I tried hard to do well on this writing assignment. (B)

1	2	3	4	5
<i>strongly disagree</i>	<i>disagree</i>	<i>neither agree nor disagree</i>	<i>agree</i>	<i>strongly agree</i>

8. I worked as hard as I could on this writing assignment. (B)

1	2	3	4	5
<i>strongly disagree</i>	<i>disagree</i>	<i>neither agree nor disagree</i>	<i>agree</i>	<i>strongly agree</i>

9. When working on this writing assignment, I reread to see if I could make it better. (C)

1	2	3	4	5
<i>strongly disagree</i>	<i>disagree</i>	<i>neither agree nor disagree</i>	<i>agree</i>	<i>strongly agree</i>

10. When working on this writing assignment, I thought carefully about the words I used. (C)

1	2	3	4	5
<i>strongly disagree</i>	<i>disagree</i>	<i>neither agree nor disagree</i>	<i>agree</i>	<i>strongly agree</i>

11. I asked myself questions as I was writing to make sure my writing made sense. (C)

1	2	3	4	5
<i>strongly disagree</i>	<i>disagree</i>	<i>neither agree nor disagree</i>	<i>agree</i>	<i>strongly agree</i>

12. When working on this assignment, I reviewed my writing and made changes to make it better. (C)

1	2	3	4	5
<i>strongly disagree</i>	<i>disagree</i>	<i>neither agree nor disagree</i>	<i>agree</i>	<i>strongly agree</i>

13. When working on this writing assignment, I talked with other students about my writing. (S)

1	2	3	4	5
<i>strongly disagree</i>	<i>disagree</i>	<i>neither agree nor disagree</i>	<i>agree</i>	<i>strongly agree</i>

14. As I worked on this writing assignment, I wanted to share it with others. (S)

1	2	3	4	5
<i>strongly disagree</i>	<i>disagree</i>	<i>neither agree nor disagree</i>	<i>agree</i>	<i>strongly agree</i>

15. I enjoy when my peers share their writing. (S)

1	2	3	4	5
<i>strongly disagree</i>	<i>disagree</i>	<i>neither agree nor disagree</i>	<i>agree</i>	<i>strongly agree</i>

16. I can think of at least one person who would want to read this writing. (S)

1	2	3	4	5
<i>strongly disagree</i>	<i>disagree</i>	<i>neither agree nor disagree</i>	<i>agree</i>	<i>strongly agree</i>

Note: Affective Engagement (A), Behavioral Engagement (B), Cognitive Engagement (C), Social Engagement (S). *Item #2 is reverse coded.

Appendix 5 Interview Questions

1. Coba ceritakan pengalamanmu selama mengikuti pelajaran menulis dengan menggunakan Wordtune? Apakah menyenangkan atau ada tantangan tertentu?
2. Saat mendapatkan tugas menulis, apakah Wordtune membuatmu menjadi lebih mudah dalam menuliskan ide-ide atau isi tulisan?
3. Ketika mendapatkan tugas menulis, apakah Wordtune memudahkanmu dalam menyusun atau mengatur tulisan agar lebih tertata sesuai struktur teks?
4. Apakah Wordtune membantumu untuk belajar kosa kata yang baru maupun cara penulisan kata yang benar?
5. Saat mengerjakan tugas menulis, apakah Wordtune membuatmu belajar tentang struktur kalimat yang tepat?
6. Apakah penggunaan Wordtune membuatmu mampu memperbaiki kesalahan dalam penggunaan ejaan dan tanda baca pada tugas menulis yang kamu buat?
7. Apa yang kamu rasakan ketika belajar menulis dengan bantuan Wordtune?
8. Setelah belajar menulis dengan bantuan Wordtune hal-hal apa yang kamu rasa perlu diperbaiki ketika mengerjakan tugas menulis?
9. Menurut kamu, apakah saran atau rekomendasi dari Wordtune membantu kamu menyadari bagian mana dari tulisan kamu yang perlu diperbaiki? Jika iya, bagian apa saja yang biasanya kamu perhatikan?
10. Apakah kamu akan menggunakan Wordtune bila nanti ada tugas menulis dalam Bahasa Inggris?
11. Apakah penggunaan Wordtune dalam pembelajaran menulis memudahkanmu dalam mengerjakan tugas-tugas kelompok?
12. Menurutmu apa kelebihan Wordtune dalam mengerjakan tugas menulis?
13. Apa saja hambatan yang kamu temui dalam penggunaan Wordtune?
14. Bila nanti kamu mengerjakan tugas menulis Bahasa Inggris, alat bantu apa lagi yang akan kamu gunakan?

Appendix 6 Lesson Plans for Experimental Group

LESSON PLAN 1st and 2nd Meeting

A. General Information

School	: SMP Negeri 2 Tabanan
Phase	: D
Class/Semester	: VIII/II
Subject	: English
Topic	: Biographical Recount
Time allotment	: 6x40 minutes

Learning Outcomes:

By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

Initial competency

- Students are able to create sentences in the simple past tense

Pancasila Student Profile

- Critical thinking: students are critical in understanding various types of recount texts and in creating recount texts.
- Creative: students are able to produce original works to express their ideas
- Independent: Students can work independently without continuous assistance, but also have the ability to collaborate and contribute in a group

Teaching aids

- Students' worksheet
- Laptop, HP, internet connection

Target students

Students with diverse learning abilities

B. Core Components

1. Learning Objectives:

After completing the lesson, students are able to write a biographical recount.

2. Element: writing

3. Assessment: summative assessment (writing assignment)

4. Meaningful Understanding:

Students are able to apply skills thoughtfully: use past tense, time connectives, and action verbs accurately, and also focus on telling the important parts of the person's life story, showing why those moments mattered.

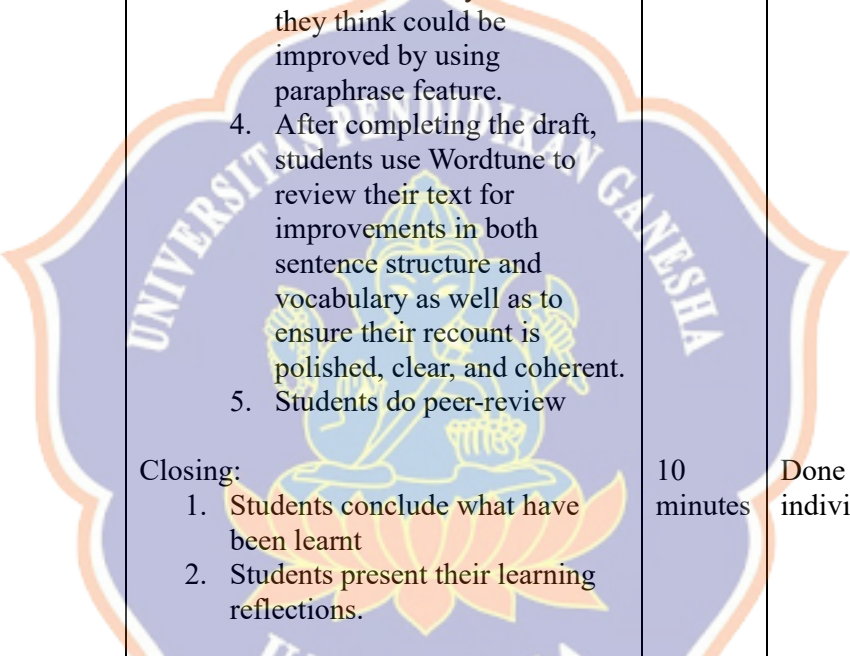
5. Stimulating Questions:

- What do you know about biographical recount?
- What are examples of biographical recount?

6. Learning Activities:

Meeting	Activities	Time	Technique
I	Opening: 1. Apperception 2. Conveying the learning objectives	10 minutes	Question and answer
	Whilst activity: ❖ BKOF (Building Knowledge of the Field): 1. Students search for various information related to biographical recount, including the definition, characteristics, and examples of biographical recount.	15 minutes	Lecturing, Question and Answer
	2. The teacher provides feedback, reinforcement and/or more explanation regarding the information the students have found	15 minutes	
	❖ MOT (Modelling of the Text): 1. The teacher provides a biographical recount text and asks students to read it silently 2. The teacher asks students quick comprehension questions such as <i>who</i> , <i>what</i> ,	5 minutes 5 minutes	Lecturing, Question and answer

	<p><i>when</i>, and <i>where</i> about the story</p> <p>3. The teacher and students examine the features of the text</p> <p>4. The teacher guides a discussion with the students regarding how the text is structured, what language features it uses, how ideas are organized as well as the function and the communicative purpose of the text.</p>	<p>10 minutes</p> <p>15 minutes</p>	
	<p>❖ JCOT (Joint Construction of the Text):</p> <p>1. The students work in groups to reconstruct the text provided before with some modifications by using Wordtune, such as:</p> <ul style="list-style-type: none"> ➤ Identifying specific sentences in the text that could be rephrased for clarity ➤ Choosing the most suitable Wordtune suggestions for the sentences, discussing why one suggestion might work better than others. ➤ Trying out different sentence structures ➤ Finding synonyms or more specific words for repetitive or vague words they find <p>2. The teacher facilitates the discussion to deepen students' understanding on how to write a good quality text.</p>	<p>30 minutes</p> <p>15 minutes</p>	Group discussion
II	<p>3. Continuing the writing of the text.</p> <p>4. Students share their writing to assess the appropriateness of content, structure, vocabulary, language use, and mechanics.</p>	<p>25 minutes</p>	



	<p>❖ ICOT (Independent Construction of the Text):</p> <ol style="list-style-type: none"> 1. Students independently drafting a biographical recount text 2. As they write, students are encouraged to use Wordtune whenever they feel uncertain about sentence structure or word choice. They also can use features such as 'expand' to get ideas when they are stuck during writing. 3. Students identify sentences they think could be improved by using paraphrase feature. 4. After completing the draft, students use Wordtune to review their text for improvements in both sentence structure and vocabulary as well as to ensure their recount is polished, clear, and coherent. 5. Students do peer-review 	80 minutes	Individual assignment
	<p>Closing:</p> <ol style="list-style-type: none"> 1. Students conclude what have been learnt 2. Students present their learning reflections. 	10 minutes	Done individually

Assignment:

Instruction

1. Think about a figure that you admire.
2. Create a biographical recount about that figure.

In this assignment, you will be assessed in terms of:

Content : clearly states one main idea for each paragraph; explains the main idea well with, examples, or details.

Organization : has a clear main idea; ideas are in a logical order.

Vocabulary : appropriate words; the meaning is clear.

Language use : complete sentences; correct verb tense/word order/number/articles

Mechanics : few errors of spelling, capital letters, commas, periods, question marks; first sentence indented

7. Remedial and Enrichment Learning

- a. **Enrichment:** Students choose a lesser-known historical figure or modern role model, conduct research, and write a detailed biographical recount about them.
- b. **Remedial:** Students create a word bank of key terms often used in biographical recounts (e.g., born, achievements, career) and practice using them in sentences.

Appendix 1

Examples of Biographical Recount used in MOT (Modelling of the Text)

Albert Einstein

Albert Einstein was born on March 14, 1879, in Ulm, Germany. He grew up in a small family and was interested in science and mathematics from a young age. As a child, Albert was curious and always asked a lot of questions. However, he was not a top student in school, and his teachers thought he wouldn't do well.

In 1905, Einstein made a great discovery called the theory of relativity. This theory changed the way people understood space and time. Because of this work, Einstein became famous around the world. In 1921, he won the Nobel Prize in Physics for his work on the photoelectric effect.

Later in his life, Einstein moved to the United States because of the political situation in Germany. He spent the rest of his life in the U.S. and worked as a professor. He passed away on April 18, 1955, but his discoveries still influence science today.

1. Was Einstein a clever student in school according to his teacher?
2. What made Einstein famous around the world?
3. Did Einstein have a good job when he grew up?
4. What do you learn from Einstein's life?

Mahatma Gandhi

Mahatma Gandhi was born on October 2, 1869, in Porbandar, India. His real name was Mohandas Karamchand Gandhi, but people called him "Mahatma," which means "great soul." As a child, Gandhi was quiet and shy, but he worked hard in school.

Gandhi studied law in England and later worked in South Africa. While in South Africa, he saw how unfairly people were treated because of their race. This made Gandhi decide to fight for justice. He believed in peaceful protests, and he used this method to fight for India's independence from British rule.

In 1947, India became an independent country, and Gandhi was known as the leader of the freedom movement. Sadly, Gandhi was assassinated on January 30, 1948. His peaceful ways of protest are remembered and respected all over the world.

1. Was Gandhi a lazy student in school?
2. Why did Gandhi decide to fight for justice?
3. What made Gandhi respected all over the world?
4. What do you learn from Gandhi's life?

Appendix 2

Students' worksheet used in ICOT (Independent Construction of the Text)

Please write a biographical recount about Barack Obama. Your text must include the information below.

Orientation

- Date and place of birth: August 4, 1961 in Honolulu
- Mother from Kansas,
- Father from Kenya.
- A good student and like reading when a child.

Events

- Study in Columbia University and then to Harvard Law School.
- Become a lawyer
- Work to help communities in Chicago
- Become well-known in 2004
- Give an inspiring speech in 2004

- Follow president election in 2008

Reorientation

- the first African-American president of the United States in 2009
- 8 years as president
- focus on health care, the economy, and world peace
- work on important issues like education and leadership after being president in 2017



LESSON PLAN 3rd and 4th Meeting

A. General Information

School	: SMP Negeri 2 Tabanan
Phase	: D
Class/Semester	: VIII/II
Subject	: English
Topic	: Factual Recount
Time allotment	: 6x40 minutes

Learning Outcomes:

By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

Initial competency

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Pancasila Student Profile

- Critical thinking: students are critical in understanding various types of recount texts and in creating recount texts.
- Creative: students are able to produce original works to express their ideas
- Independent: Students can work independently without continuous assistance, but also have the ability to collaborate and contribute in a group

Teaching aids

- Students' worksheet
- Laptop, HP, internet connection

Target students

Students with diverse learning abilities

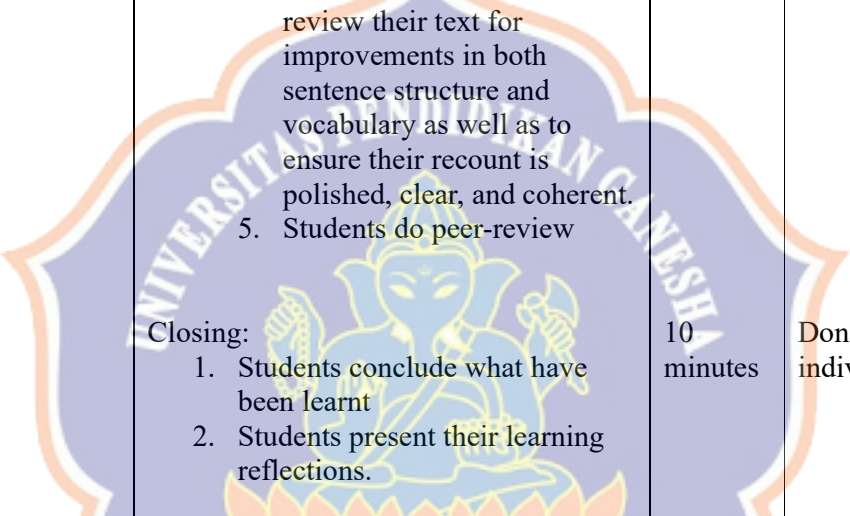
B. Core Components

1. Learning Objectives:
After completing the lesson, students are able to write a factual recount.
2. Element: writing
3. Assessment: summative assessment (writing assignment)
4. Meaningful Understanding:
Students are able to apply skills thoughtfully: use past tense, time connectives, and action verbs accurately, so that they are able to communicate effectively.
5. Stimulating Questions:
 - What significant event did you witness on the news recently? What were the key facts, and why was it important?
 - What do you know about factual recount?
 - What are examples of factual recount?

6. Learning Activities:

Meeting	Activities	Time	Technique
I	<p>Opening:</p> <ol style="list-style-type: none"> 1. Apperception 2. Conveying the learning objectives <p>Whilst activity:</p> <ul style="list-style-type: none"> ❖ BKOF (Building Knowledge of the Field): <ol style="list-style-type: none"> 1. Students search for various information related to factual recount, including the definition, characteristics, and examples of factual recount. 2. The teacher provides feedback, reinforcement and/or more explanation regarding the information the students have found ❖ MOT (Modelling of the Text): <ol style="list-style-type: none"> 1. The teacher provides a factual recount text and asks students to read it silently 2. The teacher asks students quick comprehension questions such as <i>who</i>, <i>what</i>, <i>when</i>, and <i>where</i> about the story 	<p>10 minutes</p> <p>15 minutes</p> <p>15 minutes</p> <p>5 minutes</p> <p>5 minutes</p>	<p>Question and answer</p> <p>Lecturing, Question and answer</p> <p>Lecturing, Question and answer</p>

	<p>3. The teacher and students examine the features of the text</p> <p>4. The teacher guides a discussion with the students regarding how the text is structured, what language features it uses, how ideas are organized as well as the function and the communicative purpose of the text</p>	<p>10 minutes</p> <p>15 minutes</p>	
	<p>❖ JCOT (Joint Construction of the Text):</p> <p>1. The students work in groups to reconstruct the text provided before with some modifications by using Wordtune, such as:</p> <ul style="list-style-type: none"> ➤ Identifying specific sentences in the text that could be rephrased for clarity ➤ Choosing the most suitable Wordtune suggestions for the sentences, discussing why one suggestion might work better than others. ➤ Trying out different sentence structures ➤ Finding synonyms or more specific words for repetitive or vague words they find <p>2. The teacher facilitates the discussion to deepen students' understanding on how to write a good quality text.</p>	<p>30 minutes</p> <p>10 minutes</p>	Group discussion
II	<p>3. Continuing the writing of the text.</p> <p>4. Students share their writing to assess the appropriateness of content, structure, vocabulary, language use, and mechanics.</p> <p>❖ ICOT (Independent Construction of the Text):</p> <p>1. Students independently drafting a factual recount text</p>	<p>25 minutes</p> <p>80 minutes</p>	Individual assignment



	<ol style="list-style-type: none"> 2. As they write, students are encouraged to use Wordtune whenever they feel uncertain about sentence structure or word choice. They also can use features such as 'expand' to get ideas when they are stuck during writing. 3. Students identify sentences they think could be improved by using paraphrase feature. 4. After completing the draft, students use Wordtune to review their text for improvements in both sentence structure and vocabulary as well as to ensure their recount is polished, clear, and coherent. 5. Students do peer-review 		
	<p>Closing:</p> <ol style="list-style-type: none"> 1. Students conclude what have been learnt 2. Students present their learning reflections. 	10 minutes	Done individually

Assignment:

Instruction

1. Think about a recent event that happened in your surroundings.
2. Create a factual recount about that event.

In this assignment, you will be assessed in terms of:

Content : clearly states one main idea for each paragraph; explains the main idea well with, examples, or details.

Organization : has a clear main idea; ideas are in a logical order.

Vocabulary : appropriate words; the meaning is clear.

Language use : complete sentences; correct verb tense/word order/number/articles

Mechanics : few errors of spelling, capital letters, commas, periods, question marks; first sentence indented

7. Remedial and Enrichment Learning

- a. **Enrichment:** After writing a factual recount, students reflect on the significance of the event or action they described. What impact did it have? Why was it important?
- b. **Remedial:** Create a word bank related to factual recounts (e.g., dates, times, specific actions like 'travelled,' 'arrived,' 'completed'). Students practice these words in simple sentences.

Examples of Factual Recount used in MOT (Modelling of the Text)

Police Report on a Missing Bicycle

On Monday, October 7, 2024, at approximately 3:00 PM, I, Officer Smith, received a report from a 13-year-old student named Alex Johnson. The report was about a missing bicycle at Greenfield Park, near the playground area. Alex was the owner of the bicycle, which went missing while he was playing with his friends.

Alex stated that he rode his bicycle to the park at 2:00 PM. He parked it near the playground and left it unlocked, leaning against a tree. He played with his friends for about an hour and did not check on the bicycle during that time. At 3:00 PM, when Alex returned to get his bicycle, he noticed it was missing. He searched the area with his friends but couldn't find it. Alex described the bicycle as a red BMX bike with black handlebars and a silver bell.

The investigation is ongoing, and local residents in the area have been asked if they saw anyone take the bicycle. No witnesses have been identified at this time. Alex was advised to report any new information.

1. When did probably the thief take the bicycle?
2. Was it difficult for the thief to take the bicycle? Why?
3. Was there anyone who saw the incident?
4. What can Alex learn from the incident?

Theft Incident

On October 3, 2024, at around 8:00 PM, a theft occurred at a local grocery store in South Jakarta. The store owner, Mr. Rahman, reported that a person entered the store pretending to be a customer. The suspect took several items from the shelves, including expensive electronics, and attempted to leave without paying.

Mr. Rahman noticed the suspect's suspicious behaviour and tried to stop them. However, the suspect quickly ran out of the store. Mr. Rahman immediately called the police. The police arrived at the scene shortly after and began investigating the incident. They reviewed the store's security camera footage, which showed a clear image of the suspect's face.

The police are now searching for the suspect and are asking anyone with information to come forward. Fortunately, no one was injured during the incident, but the total value of the stolen items is estimated to be around Rp 10 million.

1. What items did the suspect take from the grocery store?
2. How did Mr. Rahman react when he noticed the suspect's suspicious behaviour?
3. How could the store improve its security measures to prevent similar incidents in the future?

Appendix 2

Students' worksheet used in ICOT (Independent Construction of the Text)

1. Please write a factual recount based on the information below.
2. You can develop the ideas to make complete sentences.

Vandalism Incident

On October 5, 2024, about 10:00 p.m., a case of vandalism occurs at a public park in North Jakarta. Benches and playground equipment damaged, graffiti on the walls surrounding the park.

The park security officer, Mr. Andi, does nightly rounds. Discover vandalism. He calls the police. The police arrive, inspect the area. Based on the security footage, a group of teenagers enter the park. Do the damage.

The police investigate the incident. The cost to repair the damage Rp 5 million.



LESSON PLAN 5th and 6th Meeting

A. General Information

School	: SMP Negeri 2 Tabanan
Phase	: D
Class/Semester	: VIII/II
Subject	: English
Topic	: Imaginative Recount
Time allotment	: 6x40 minutes

Learning Outcomes:

By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

Initial competency

- Students are able to create sentences in the simple past tense

Pancasila Student Profile

- Critical thinking: students are critical in understanding various types of recount texts and in creating recount texts.
- Creative: students are able to produce original works to express their ideas
- Independent: Students can work independently without continuous assistance, but also have the ability to collaborate and contribute in a group

Teaching aids

- Students' worksheet
- Laptop, HP, internet connection

Target students

Students with diverse learning abilities

B. Core Components

1. Learning Objectives:

After completing the lesson, students are able to write an imaginative recount.

2. Element: writing

3. Assessment: summative assessment (writing assignment)

4. Meaningful Understanding:

Students are able to apply skills thoughtfully: use past tense, time connectives, and action verbs accurately, and also foster their creative thinking

5. Stimulating Questions:

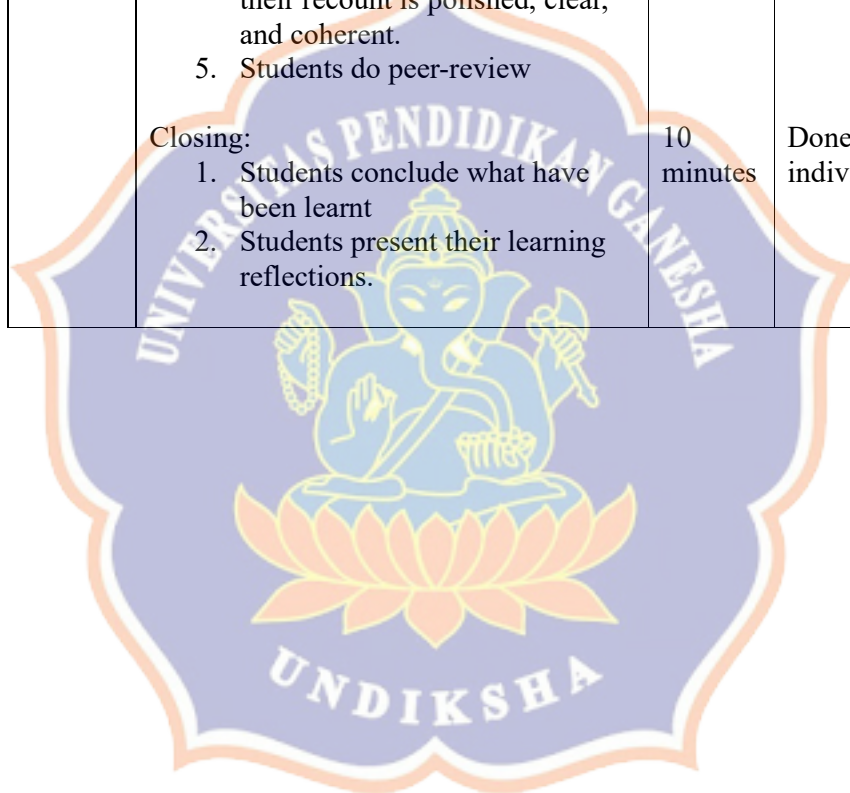
- What if you could travel to any time in history? What would happen during your journey?
- What do you know about imaginative recount?
- What are examples of imaginative recount?

6. Learning Activities:

Meeting	Activities	Time	Technique
I	Opening:		
	1. Apperception	10 minutes	Question and answer
	2. Conveying the learning objectives		
	Whilst activity:		
	❖ BKOF (Building Knowledge of the Field):	15 minutes	Lecturing, Question and answer
	1. Students search for various information related to imaginative recount, including the definition, characteristics, and examples of imaginative recount.		
	2. The teacher provides feedback, reinforcement and/or more explanation regarding the information the students have found	15 minutes	
	❖ MOT (Modelling of the Text):	5 minutes	Lecturing, Question and answer
	1. The teacher provides an imaginative recount text and asks students to read it silently		
	2. The teacher asks students quick comprehension questions such as <i>who</i> , <i>what</i> , <i>when</i> , and <i>where</i> about the story	5 minutes	

	<p>3. The teacher and students examine the features of the text</p> <p>4. The teacher guides a discussion with the students regarding how the text is structured, what language features it uses, how ideas are organized as well as the function and the communicative purpose of the text.</p> <p>❖ JCOT (Joint Construction of the Text):</p> <p>1. The students work in groups to reconstruct the text provided before with some modifications by using Wordtune, such as:</p> <ul style="list-style-type: none"> ➤ Identifying specific sentences in the text that could be rephrased for clarity ➤ Choosing the most suitable Wordtune suggestions for the sentences, discussing why one suggestion might work better than others. ➤ Trying out different sentence structures ➤ Finding synonyms or more specific words for repetitive or vague words they find <p>2. The teacher facilitates the discussion to deepen students' understanding on how to write a good quality text</p>	<p>10 minutes</p> <p>15 minutes</p> <p>30 minutes</p> <p>10 minutes</p>	<p>Group discussion</p>
II	<p>3. Continuing the writing of the text.</p> <p>4. Students share their writing to assess the appropriateness of content, structure, vocabulary, language use, and mechanics.</p> <p>❖ ICOT (Independent Construction of the Text):</p> <p>1. Students independently drafting an imaginative recount text</p> <p>2. As they write, students are encouraged to use Wordtune whenever they feel uncertain</p>	<p>25 minutes</p> <p>80 minutes</p>	<p>Individual assignment</p>

	<p>about sentence structure or word choice. They also can use features such as 'expand' to get ideas when they are stuck during writing.</p> <ol style="list-style-type: none"> Students identify sentences they think could be improved by using paraphrase feature. After completing the draft, students use Wordtune to review their text for improvements in both sentence structure and vocabulary as well as to ensure their recount is polished, clear, and coherent. Students do peer-review <p>Closing:</p> <ol style="list-style-type: none"> Students conclude what have been learnt Students present their learning reflections. 	10 minutes	Done individually
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Assignment:

Instruction

1. Imagine a fun or exciting event that never happened in real life. It could be a magical adventure, a futuristic journey, or even a day where everything went unexpectedly!
2. Create an imaginative recount about that event.

In this assignment, you will be assessed in terms of:

Content : clearly states one main idea for each paragraph; explains the main idea well with, examples, or details.

Organization : has a clear **main idea**; ideas are in a logical order.

Vocabulary : appropriate words; the meaning is clear.

Language use : complete sentences; correct verb tense/word order/number/articles

Mechanics : few errors of spelling, capital letters, commas, periods, question marks; first sentence indented

7. Remedial and Enrichment Learning

- a. **Enrichment**: students expand on the events in their recount by adding more complex sequences of actions, dialogues, and conflicts. They are encouraged to include descriptive details that bring the story to life.
- b. **Remedial**: Create a word bank of common descriptive words for imaginative recounts. Students use these words to create simple sentences.

Appendix 1

Examples of Imaginative Recount used in MOT (Modelling of the Text)

My Adventure to the Moon

Last night, I had a dream that I went to the moon! The sky was full of bright stars, and the moon looked bigger than ever.

First, I put on a big white spacesuit. It was heavy, but I was so excited! Then, I got into a rocket with two astronauts. The rocket was very loud when it took off. We flew higher and higher into space. I looked out of the window and saw Earth getting smaller.

After a long time, we finally landed on the moon. I stepped out of the rocket and saw the ground covered in dust. It was so quiet. I tried to jump, and I floated in the air because there was no gravity! It was so much fun. I even picked up a moon rock to take back home.

Finally, it was time to go back to Earth. The rocket flew back down, and we landed safely. When I woke up, I was still holding my pillow, but I was sure I had been on the moon!

1. Why do you think the author felt excited to wear the spacesuit, even though it was heavy?
2. In your opinion, was the dream of visiting the moon realistic or imaginative? Give examples from the text to support your answer.
3. The rocket flew back down, and we landed safely (paragraph 4). The word 'we' refers to....

A Day on Planet Zog

Last week, something incredible happened. I was walking home from school when I saw a shiny, silver spaceship in my backyard. Curious, I stepped inside, and before I knew it, the doors closed, and the spaceship zoomed into the sky!

The spaceship took me to a planet called Zog. It was a strange place with blue grass and purple trees. The sky was orange, and I could see two suns shining brightly. Suddenly, small green creatures with big eyes and long antennas appeared. They looked friendly and invited me to join them for a meal. Surprisingly, they offered me glowing fruit that tasted like chocolate ice cream!

Later, they showed me how to bounce on the clouds, which felt like jumping on a trampoline. I spent hours playing with them until it was time to go back. The spaceship took me home just in time for dinner, and no one believed me when I told them about my adventure on Planet Zog.

It was the most exciting day of my life, and I still wonder if I'll ever visit Planet Zog again.

1. Do you think the glowing fruit that tasted like chocolate ice cream was real or imaginary? What clues from the story support your opinion?
2. Why do you think the main character felt curious enough to step inside the spaceship?
3. Later, **they** showed me how to bounce on the clouds (paragraph 3). The word "they" refers to.....

Appendix 2

Students' worksheet used in ICOT (Independent Construction of the Text)

Please finish the text below to make a complete imaginative recount!

A Visit to the Future

Last night, something amazing happened. I was lying on bed, looking out the window at the stars, when suddenly, a bright light filled my room. Before I could blink, a futuristic robot appeared by my bed! It had shiny silver arms, glowing eyes, and it said, "Come with me to the future!"

Without thinking twice, I grabbed its hand, and in a flash, we were standing in the year 3024! Everything was different. Cars flew in the sky,

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As the day came to an end, the robot said it was time to return home. In a blink, I was back in my bed, staring at the stars once again, wondering if it was all just a dream. But when I looked at my hand, I was still holding a tiny keychain shaped like the robot!

LESSON PLAN 7th and 8th Meeting

A. General Information

School	: SMP Negeri 2 Tabanan
Phase	: D
Class/Semester	: VIII/II
Subject	: English
Topic	: Personal Recount
Time allotment	: 6x40 minutes

Learning Outcomes:

By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

Initial competency

- Students are able to create sentences in the simple past tense

Pancasila Student Profile

- Critical thinking: students are critical in understanding various types of recount texts and in creating recount texts.
- Creative: students are able to produce original works to express their ideas
- Independent: Students can work independently without continuous assistance, but also have the ability to collaborate and contribute in a group

Teaching aids

- Students' worksheet
- Laptop, HP, internet connection

Target students

Students with diverse learning abilities

B. Core Components

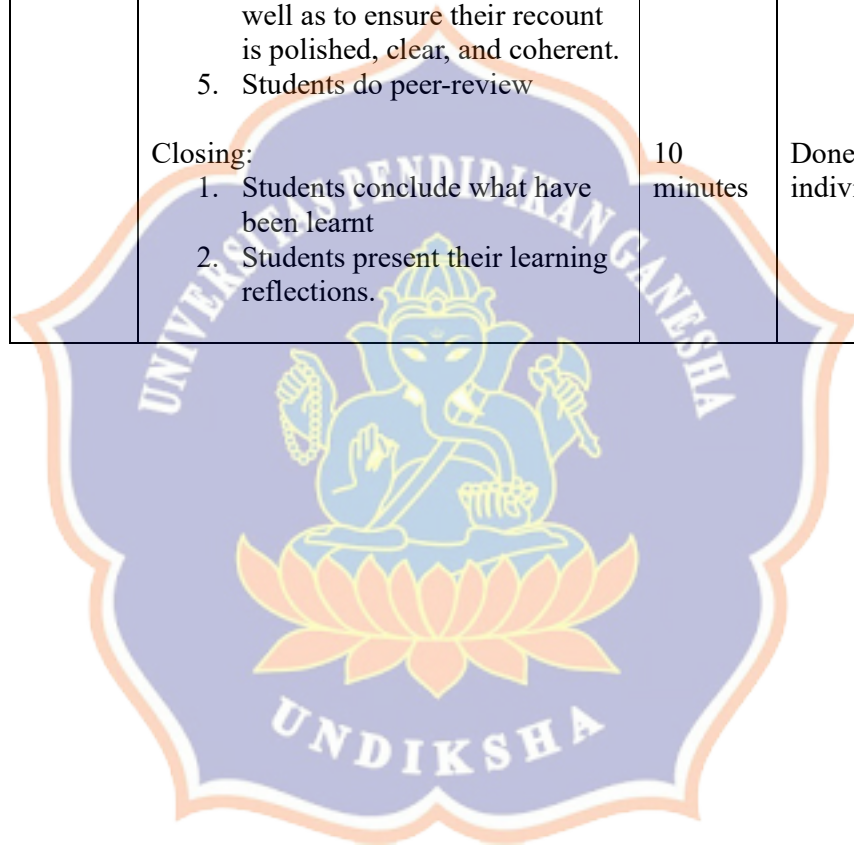
1. Learning Objectives:
After completing the lesson, students are able to write a personal recount.
2. Element: writing
3. Assessment: summative assessment (writing assignment)
4. Meaningful Understanding:
Students are able to apply skills thoughtfully: use past tense, time connectives, and action verbs accurately, and also how to convey real-life experiences in a structured, engaging way.
5. Stimulating Questions:
 - Can you describe a memorable day you had with your family or your friends? What happened, and why was it special?
 - What do you know about personal recount?
 - What are examples of personal recount?

6. Learning Activities:

Meeting	Activities	Time	Technique
I	Opening:		
	1. Apperception	10 minutes	Question and answer
	2. Conveying the learning objectives		
	Whilst activity:		
	❖ BKOF (Building Knowledge of the Field):		
	1. Students search for various information related to personal recount, including the definition, characteristics, and examples of personal recount.	15 minutes	Lecturing, Question and answer
	2. The teacher provides feedback, reinforcement and/or more explanation regarding the information the students have found	15 minutes	
	❖ MOT (Modelling of the Text):		
	1. The teacher provides a personal recount text and asks students to read it silently	5 minutes	Lecturing, Question and answer
	2. The teacher asks students quick comprehension questions such as <i>who</i> , <i>what</i> , <i>when</i> , and <i>where</i> about the story	5 minutes	
	3. The teacher and students examine the features of the text	10 minutes	

	<p>4. The teacher guides a discussion with the students regarding how the text is structured, what language features it uses, how ideas are organized as well as the function and the communicative purpose of the text.</p> <p>❖ JCOT (Joint Construction of the Text):</p> <p>1. The students work in groups to reconstruct the text provided before with some modifications by using Wordtune, such as:</p> <ul style="list-style-type: none"> ➤ Identifying specific sentences in the text that could be rephrased for clarity ➤ Choosing the most suitable Wordtune suggestions for the sentences, discussing why one suggestion might work better than others. ➤ Trying out different sentence structures ➤ Finding synonyms or more specific words for repetitive or vague words they find <p>2. The teacher facilitates the discussion to deepen students' understanding on how to write a good quality text.</p>	<p>15 minutes</p> <p>30 minutes</p> <p>10 minutes</p>	<p>Group discussion</p>
II	<p>3. Continuing the writing of the text.</p> <p>4. Students share their writing to assess the appropriateness of content, structure, vocabulary, language use, and mechanics.</p> <p>❖ ICOT (Independent Construction of the Text):</p> <p>1. Students independently drafting a personal recount text</p> <p>2. As they write, students are encouraged to use Wordtune whenever they feel uncertain about sentence structure or</p>	<p>25 minutes</p> <p>80 minutes</p>	<p>Individual assignment</p>

	<p>word choice. They also can use features such as 'expand' to get ideas when they are stuck during writing.</p> <ol style="list-style-type: none"> Students identify sentences they think could be improved by using paraphrase feature. After completing the draft, students use Wordtune to review their text for improvements in both sentence structure and vocabulary as well as to ensure their recount is polished, clear, and coherent. Students do peer-review <p>Closing:</p> <ol style="list-style-type: none"> Students conclude what have been learnt Students present their learning reflections. 	10 minutes	Done individually
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Assignment:

Instruction

1. Please write a personal recount about an experience when you overcame a challenge.
2. This can be when you learnt a new game, or tried something new.
3. Describe also how you felt before, during, and after the event.

In this assignment, you will be assessed in terms of:

Content : clearly states one main idea for each paragraph; explains the main idea well with, examples, or details.

Organization : has a clear main idea; ideas are in a logical order.

Vocabulary : appropriate words; the meaning is clear.

Language use : complete sentences; correct verb tense/word order/number/articles

Mechanics : few errors of spelling, capital letters, commas, periods, question marks; first sentence indented

7. Remedial and Enrichment Learning

- a. **Enrichment:** students write personal recount with more detailed descriptions, including how they felt, what they thought, and why the experience was significant. They are encouraged to add reflective elements to their writing.
- b. **Remedial:** create a word bank of commonly used words in personal recounts and used these words to write simple sentences.

Appendix 1

Examples of Personal Recount used in MOT (Modelling of the Text)

My First Time Riding a Bike

Last year, I finally learned how to ride a bike. It was an exciting and scary experience at the same time. My father had been telling me for months that I needed to learn, but I was always afraid of falling.

One sunny afternoon, we went to the park. My father brought my new bike, and it was time to practice. At first, I just sat on the bike while my father held onto the seat. I tried to pedal, but I felt wobbly and nervous. I almost gave up, but my father kept encouraging me.

After a few tries, I started to balance better. My father let go of the bike, and I was riding all by myself! I couldn't believe it—I was doing it! The wind rushed past me, and I felt free and happy. I rode around the park a few times, and I didn't fall once.

Finally, it was time to go home. I was so proud of myself for not giving up and learning how to ride a bike. Now, I ride my bike every weekend, and it's one of my favourite things to do.

1. Why do you think the writer was afraid of learning to ride a bike at first?
2. In your opinion, what was the most important factor that helped the writer succeed in learning to ride a bike?
3. How many times does the writer ride his/her bike in a month?

My First Day at a New School

Last year, I moved to a new town, and I had to start at a new school. I was nervous because I didn't know anyone, and I wasn't sure how things would go. The night before, I hardly slept because I kept thinking about how it would be.

On the first day, I woke up early and put on my new uniform. My stomach was full of butterflies. When I arrived at school, everything felt unfamiliar. The hallways were big, and there were so many students. I found my classroom, and my teacher introduced me to the class. I smiled, but inside I felt really shy.

At lunchtime, I didn't know where to sit. I was standing there with my tray, feeling a little lost, when one of the girls from my class waved at me and invited me to join her table. Her name was Sarah, and she introduced me to her friends. We talked about our favourite movies and hobbies, and soon I felt more comfortable.

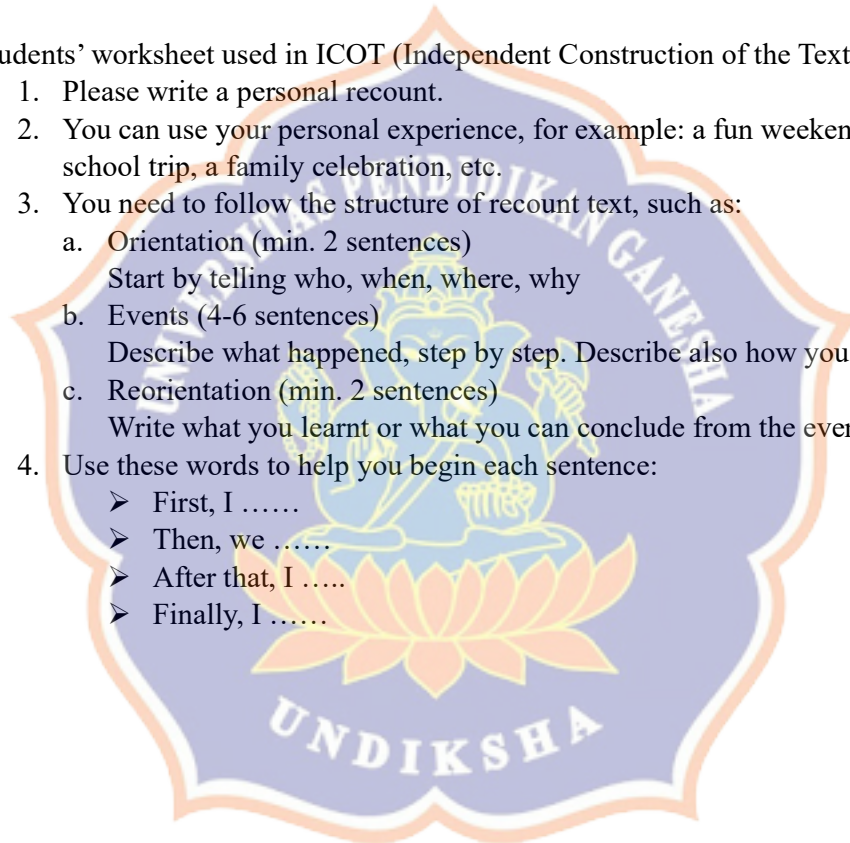
By the end of the day, I realized that starting at a new school wasn't as bad as I thought. I made a few new friends, and my teachers were kind. Now, looking back, I'm glad I didn't let my fear stop me from enjoying my first day.

1. Why do you think the writer felt nervous about starting at a new school?
2. What lessons can we learn from the writer's experience of starting at a new school?
3. "*My stomach was full of butterflies*" (paragraph 2). What does the sentence mean?

Appendix 2

Students' worksheet used in ICOT (Independent Construction of the Text)

1. Please write a personal recount.
2. You can use your personal experience, for example: a fun weekend, a school trip, a family celebration, etc.
3. You need to follow the structure of recount text, such as:
 - a. Orientation (min. 2 sentences)
Start by telling who, when, where, why
 - b. Events (4-6 sentences)
Describe what happened, step by step. Describe also how you felt.
 - c. Reorientation (min. 2 sentences)
Write what you learnt or what you can conclude from the event.
4. Use these words to help you begin each sentence:
 - First, I
 - Then, we
 - After that, I
 - Finally, I



Appendix 7 Lesson Plans for Control Group

LESSON PLAN 1st and 2nd Meeting

A. General Information

School	: SMP Negeri 2 Tabanan
Phase	: D
Class/Semester	: VIII/II
Subject	: English
Topic	: Biographical Recount
Time allotment	: 6x40 minutes

Learning Outcomes:

By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

Initial competency

- Students are able to create sentences in the simple past tense

Pancasila Student Profile

- Critical thinking: students are critical in understanding various types of recount texts and in creating recount texts.
- Creative: students are able to produce original works to express their ideas
- Independent: Students can work independently without continuous assistance, but also have the ability to collaborate and contribute in a group

Teaching aids

- Students' worksheet
- Laptop, HP, internet connection

Target students

Students with diverse learning abilities

B. Core Components

1. Learning Objectives:

After completing the lesson, students are able to write a biographical recount.

2. Element: writing

3. Assessment: summative assessment (writing assignment)

4. Meaningful Understanding:

Students are able to apply skills thoughtfully: use past tense, time connectives, and action verbs accurately, and also focus on telling the important parts of the person's life story, showing why those moments mattered.

5. Stimulating Questions:

- What do you know about biographical recount?
- What are examples of biographical recount?

6. Learning Activities:

Meeting	Activities	Time	Technique
I	Opening: 1. Apperception 2. Conveying the learning objectives	10 minutes	Question and answer
	Whilst activity: ❖ BKOF (Building Knowledge of the Field): 3. Students search for various information related to biographical recount, including the definition, characteristics, and examples of biographical recount.	15 minutes	Lecturing, Question and answer
	4. The teacher provides feedback, reinforcement and/or more explanation regarding the information the students have found	15 minutes	
	❖ MOT (Modelling of the Text): 5. The teacher provides a biographical recount text and asks students to read it silently	5 minutes	Lecturing, Question and answer
	6. The teacher asks students quick comprehension	5 minutes	

	<p>questions such as <i>who</i>, <i>what</i>, <i>when</i>, and <i>where</i> about the story</p> <p>7. The teacher and students examine the features of the text</p> <p>8. The teacher guides a discussion with the students regarding how the text is structured, what language features it uses, how ideas are organized as well as the function and the communicative purpose of the text..</p> <p>❖ JCOT (Joint Construction of the Text):</p> <p>9. The students work in groups to reconstruct the text provided before with some modifications by using mobile phones or Google Translate for assistance when needed.</p> <p>10. The teacher facilitates the discussion to deepen students' understanding on how to write a good quality text.</p>	<p>10 minutes</p> <p>15 minutes</p> <p>40 minutes</p>	<p>Group discussion</p>
II	<p>11. Continuing the writing of the text.</p> <p>12. Students share their writing to assess the appropriateness of content, structure, vocabulary, language use, and mechanics.</p> <p>❖ ICOT (Independent Construction of the Text):</p> <p>13. Students independently write their own biographical recount text using their mobile phones (Google Translate) or conventional strategies for assistance.</p> <p>14. Students do peer-review</p>	<p>25 minutes</p> <p>80 minutes</p>	<p>Individual assignment</p>

	<p>Closing:</p> <p>15. Students conclude what have been learnt</p> <p>16. Students present their learning reflections.</p>	10 minutes	Done individually
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Assignment:

Instruction

1. Think about a figure that you admire.
2. Create a biographical recount about that figure.

In this assignment, you will be assessed in terms of:

Content : clearly states one main idea for each paragraph; explains the main idea well with, examples, or details.

Organization : has a clear main idea; ideas are in a logical order.

Vocabulary : appropriate words; the meaning is clear.

Language use : complete sentences; correct verb tense/word order/number/articles

Mechanics : few errors of spelling, capital letters, commas, periods, question marks; first sentence indented

7. Remedial and Enrichment Learning

- a. **Enrichment:** Students choose a lesser-known historical figure or modern role model, conduct research, and write a detailed biographical recount about them.
- b. **Remedial:** Students create a word bank of key terms often used in biographical recounts (e.g., born, achievements, career) and practice using them in sentences.

Appendix 1

Examples of Biographical Recount used in MOT (Modelling of the Text)

Albert Einstein

Albert Einstein was born on March 14, 1879, in Ulm, Germany. He grew up in a small family and was interested in science and mathematics from a young age. As a child, Albert was curious and always asked a lot of questions. However, he was not a top student in school, and his teachers thought he wouldn't do well.

In 1905, Einstein made a great discovery called the theory of relativity. This theory changed the way people understood space and time. Because of this work, Einstein became famous around the world. In 1921, he won the Nobel Prize in Physics for his work on the photoelectric effect.

Later in his life, Einstein moved to the United States because of the political situation in Germany. He spent the rest of his life in the U.S. and worked as a professor. He passed away on April 18, 1955, but his discoveries still influence science today.

1. Was Einstein a clever student in school according to his teacher?
2. What made Einstein famous around the world?
3. Did Einstein have a good job when he grew up?
4. What do you learn from Einstein's life?

Mahatma Gandhi

Mahatma Gandhi was born on October 2, 1869, in Porbandar, India. His real name was Mohandas Karamchand Gandhi, but people called him "Mahatma," which means "great soul." As a child, Gandhi was quiet and shy, but he worked hard in school.

Gandhi studied law in England and later worked in South Africa. While in South Africa, he saw how unfairly people were treated because of their race. This made Gandhi decide to fight for justice. He believed in peaceful protests, and he used this method to fight for India's independence from British rule.

In 1947, India became an independent country, and Gandhi was known as the leader of the freedom movement. Sadly, Gandhi was assassinated on January 30, 1948. His peaceful ways of protest are remembered and respected all over the world.

1. Was Gandhi a lazy student in school?
2. Why did Gandhi decide to fight for justice?
3. What made Gandhi respected all over the world?
4. What do you learn from Gandhi's life?

Appendix 2

Students' worksheet used in ICOT (Independent Construction of the Text)

Please write a biographical recount about Barack Obama. Your text must include the information below.

Orientation

- Date and place of birth: August 4, 1961 in Honolulu
- Mother from Kansas,
- Father from Kenya.
- A good student and like reading when a child.

Events

- Study in Columbia University and then to Harvard Law School.
- Become a lawyer
- Work to help communities in Chicago

- Become well-known in 2004
- Give an inspiring speech in 2004
- Follow president election in 2008

Reorientation

- the first African-American president of the United States in 2009
- 8 years as president
- focus on health care, the economy, and world peace
- work on important issues like education and leadership after being president in 2017



LESSON PLAN 3rd and 4th Meeting

A. General Information

School	: SMP Negeri 2 Tabanan
Phase	: D
Class/Semester	: VIII/II
Subject	: English
Topic	: Factual Recount
Time allotment	: 6x40 minutes

Learning Outcomes:

By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

Initial competency

- Students are able to create sentences in the simple past tense

Pancasila Student Profile

- Critical thinking: students are critical in understanding various types of recount texts and in creating recount texts.
- Creative: students are able to produce original works to express their ideas
- Independent: Students can work independently without continuous assistance, but also have the ability to collaborate and contribute in a group

Teaching aids

- Students' worksheet
- Laptop, HP, internet connection

Target students

Students with diverse learning abilities

B. Core Components

1. Learning Objectives:
After completing the lesson, students are able to write a factual recount.
2. Element: writing
3. Assessment: summative assessment (writing assignment)
4. Meaningful Understanding:
Students are able to apply skills thoughtfully: use past tense, time connectives, and action verbs accurately, so that they are able to communicate effectively.
5. Stimulating Questions:
 - What significant event did you witness on the news recently? What were the key facts, and why was it important?
 - What do you know about factual recount?
 - What are examples of factual recount?

6. Learning Activities:

Meeting	Activities	Time	Technique
I	<p>Opening:</p> <ol style="list-style-type: none"> 1. Apperception 2. Conveying the learning objectives <p>Whilst activity:</p> <ul style="list-style-type: none"> ❖ BKOF (Building Knowledge of the Field): <ol style="list-style-type: none"> 3. Students search for various information related to factual recount, including the definition, characteristics, and examples of factual recount. 4. The teacher provides feedback, reinforcement and/or more explanation regarding the information the students have found ❖ MOT (Modelling of the Text): <ol style="list-style-type: none"> 5. The teacher provides a factual recount text and asks students to read it silently 6. The teacher asks students quick comprehension questions such as <i>who</i>, <i>what</i>, <i>when</i>, and <i>where</i> about the story 	<p>10 minutes</p> <p>15 minutes</p> <p>15 minutes</p> <p>5 minutes</p> <p>5 minutes</p>	<p>Question and answer</p> <p>Lecturing, Question and answer</p> <p>Lecturing, Question and answer</p>

	<p>7. The teacher and students examine the features of the text</p> <p>10 minutes</p> <p>8. The teacher guides a discussion with the students regarding how the text is structured, what language features it uses, how ideas are organized as well as the function and the communicative purpose of the text.</p> <p>15 minutes</p> <p>❖ JCOT (Joint Construction of the Text):</p> <p>9. The students work in groups to reconstruct the text provided before with some modifications by using mobile phones or Google Translate for assistance when needed.</p> <p>30 minutes</p> <p>10. The teacher facilitates the discussion to deepen students' understanding on how to write a good quality text.</p> <p>10 minutes</p> <p>Group discussion</p>	
II	<p>11. Continuing the writing of the text.</p> <p>25 minutes</p> <p>12. Students share their writing to assess the appropriateness of content, structure, vocabulary, language use, and mechanics.</p> <p>❖ ICOT (Independent Construction of the Text):</p> <p>13. Students independently write their own factual recount text using their mobile phones (Google Translate) or conventional methods for assistance.</p> <p>80 minutes</p> <p>14. Students do peer-review</p> <p>Individual assignment</p>	

	Closing: 15. Students conclude what have been learnt 16. Students present their learning reflections.	10 minutes	Done individually
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Assignment:

Instruction

1. Think about a recent event that happened in your surroundings.
2. Create a factual recount about that event.

In this assignment, you will be assessed in terms of:

Content : clearly states one main idea for each paragraph; explains the main idea well with, examples, or details.

Organization : has a clear main idea; ideas are in a logical order.

Vocabulary : appropriate words; the meaning is clear.

Language use : complete sentences; correct verb tense/word order/number/articles

Mechanics : few errors of spelling, capital letters, commas, periods, question marks; first sentence indented

7. Remedial and Enrichment Learning
 - a. **Enrichment:** After writing a factual recount, students reflect on the significance of the event or action they described. What impact did it have? Why was it important?
 - b. **Remedial:** Create a word bank related to factual recounts (e.g., dates, times, specific actions like 'travelled,' 'arrived,' 'completed'). Students practice these words in simple sentences.

Examples of Factual Recount used in MOT (Modelling of the Text)

Police Report on a Missing Bicycle

On Monday, October 7, 2024, at approximately 3:00 PM, I, Officer Smith, received a report from a 13-year-old student named Alex Johnson. The report was about a missing bicycle at Greenfield Park, near the playground area. Alex was the owner of the bicycle, which went missing while he was playing with his friends.

Alex stated that he rode his bicycle to the park at 2:00 PM. He parked it near the playground and left it unlocked, leaning against a tree. He played with his friends for about an hour and did not check on the bicycle during that time. At 3:00 PM, when Alex returned to get his bicycle, he noticed it was missing. He searched the area with his friends but couldn't find it. Alex described the bicycle as a red BMX bike with black handlebars and a silver bell.

The investigation is ongoing, and local residents in the area have been asked if they saw anyone take the bicycle. No witnesses have been identified at this time. Alex was advised to report any new information.

1. When did probably the thief take the bicycle?
2. Was it difficult for the thief to take the bicycle? Why?
3. Was there anyone who saw the incident?
4. What can Alex learn from the incident?

Theft Incident

On October 3, 2024, at around 8:00 PM, a theft occurred at a local grocery store in South Jakarta. The store owner, Mr. Rahman, reported that a person entered the store pretending to be a customer. The suspect took several items from the shelves, including expensive electronics, and attempted to leave without paying.

Mr. Rahman noticed the suspect's suspicious behaviour and tried to stop them. However, the suspect quickly ran out of the store. Mr. Rahman immediately called the police. The police arrived at the scene shortly after and began investigating the incident. They reviewed the store's security camera footage, which showed a clear image of the suspect's face.

The police are now searching for the suspect and are asking anyone with information to come forward. Fortunately, no one was injured during the incident, but the total value of the stolen items is estimated to be around Rp 10 million.

1. What items did the suspect take from the grocery store?
2. How did Mr. Rahman react when he noticed the suspect's suspicious behaviour?
3. How could the store improve its security measures to prevent similar incidents in the future?

Appendix 2

Students' worksheet used in ICOT (Independent Construction of the Text)

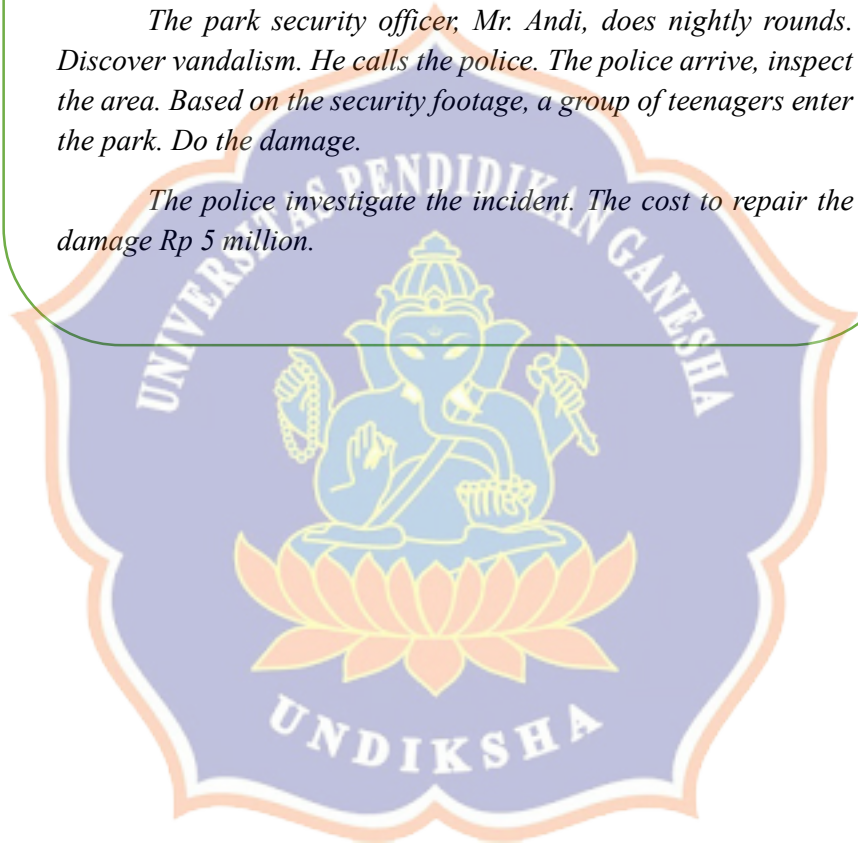
1. Please write a factual recount based on the information below.
2. You can develop the ideas to make complete sentences.

Vandalism Incident

On October 5, 2024, about 10:00 p.m., a case of vandalism occurs at a public park in North Jakarta. Benches and playground equipment damaged, graffiti on the walls surrounding the park.

The park security officer, Mr. Andi, does nightly rounds. Discover vandalism. He calls the police. The police arrive, inspect the area. Based on the security footage, a group of teenagers enter the park. Do the damage.

The police investigate the incident. The cost to repair the damage Rp 5 million.



LESSON PLAN 5th and 6th Meeting

A. General Information

School	: SMP Negeri 2 Tabanan
Phase	: D
Class/Semester	: VIII/II
Subject	: English
Topic	: Imaginative Recount
Time allotment	: 6x40 minutes

Learning Outcomes:

By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

Initial competency

- Students are able to create sentences in the simple past tense

Pancasila Student Profile

- Critical thinking: students are critical in understanding various types of recount texts and in creating recount texts.
- Creative: students are able to produce original works to express their ideas
- Independent: Students can work independently without continuous assistance, but also have the ability to collaborate and contribute in a group

Teaching aids

- Students' worksheet
- Laptop, HP, internet connection

Target students

Students with diverse learning abilities

B. Core Components

1. Learning Objectives:

After completing the lesson, students are able to write an imaginative recount.

2. Element: writing
3. Assessment: summative assessment (writing assignment)
4. Meaningful Understanding:
Students are able to apply skills thoughtfully: use past tense, time connectives, and action verbs accurately, and also foster their creative thinking
5. Stimulating Questions:
 - What if you could travel to any time in history? What would happen during your journey?
 - What do you know about imaginative recount?
 - What are examples of imaginative recount?

6. Learning Activities:

Meeting	Activities	Time	Technique
I	Opening: 1. Apperception 2. Conveying the learning objectives	10 minutes	Question and answer
	Whilst activity: ❖ BKOF (Building Knowledge of the Field): 3. Students search for various information related to imaginative recount, including the definition, characteristics, and examples of imaginative recount.	15 minutes	Lecturing, Question and answer
	4. The teacher provides feedback, reinforcement and/or more explanation regarding the information the students have found	15 minutes	
	❖ MOT (Modelling of the Text): 5. The teacher provides an imaginative recount text and asks students to read it silently	5 minutes	Lecturing, Question and answer
	6. The teacher asks students quick comprehension questions such as <i>who</i> , <i>what</i> , <i>when</i> , and <i>where</i> about the story	5 minutes	

	<p>7. The teacher and students examine the features of the text</p> <p>8. The teacher guides a discussion with the students regarding how the text is structured, what language features it uses, how ideas are organized as well as the function and the communicative purpose of the text.</p> <p>❖ JCOT (Joint Construction of the Text):</p> <p>9. The students work in groups to reconstruct the text provided before with some modifications by using mobile phones or Google Translate for assistance when needed.</p> <p>10. The teacher facilitates the discussion to deepen students' understanding on how to write a good quality text.</p>	<p>10 minutes</p> <p>15 minutes</p> <p>30 minutes</p> <p>10 minutes</p>	<p>Group discussion</p>
II	<p>11. Continuing the writing of the text.</p> <p>12. Students share their writing to assess the appropriateness of content, structure, vocabulary, language use, and mechanics.</p> <p>❖ ICOT (Independent Construction of the Text):</p> <p>13. Students independently write their own imaginative recount text using their mobile phones (Google Translate) or conventional strategies for assistance.</p> <p>14. Students do peer-review</p> <p>Closing:</p> <p>15. Students conclude what have been learnt</p> <p>16. Students present their learning reflections.</p>	<p>25 minutes</p> <p>80 minutes</p> <p>10 minutes</p>	<p>Individual assignment</p> <p>Done individually</p>

Assignment:

Instruction

1. Imagine a fun or exciting event that never happened in real life. It could be a magical adventure, a futuristic journey, or even a day where everything went unexpectedly!
2. Create an imaginative recount about that event.

In this assignment, you will be assessed in terms of:

Content : clearly states one main idea for each paragraph; explains the main idea well with, examples, or details.

Organization : has a clear main idea; ideas are in a logical order.

Vocabulary : appropriate words; the meaning is clear.

Language use : complete sentences; correct verb tense/word order/number/articles

Mechanics : few errors of spelling, capital letters, commas, periods, question marks; first sentence indented

7. Remedial and Enrichment Learning

- a. **Enrichment:** students expand on the events in their recount by adding more complex sequences of actions, dialogues, and conflicts. They are encouraged to include descriptive details that bring the story to life.
- b. **Remedial:** Create a word bank of common descriptive words for imaginative recounts. Students use these words to create simple sentences.

Appendix 1

Examples of Imaginative Recount used in MOT (Modelling of the Text)

My Adventure to the Moon

Last night, I had a dream that I went to the moon! The sky was full of bright stars, and the moon looked bigger than ever.

First, I put on a big white spacesuit. It was heavy, but I was so excited! Then, I got into a rocket with two astronauts. The rocket was very loud when it took off. We flew higher and higher into space. I looked out of the window and saw Earth getting smaller.

After a long time, we finally landed on the moon. I stepped out of the rocket and saw the ground covered in dust. It was so quiet. I tried to jump, and I floated in the air because there was no gravity! It was so much fun. I even picked up a moon rock to take back home.

Finally, it was time to go back to Earth. The rocket flew back down, and we landed safely. When I woke up, I was still holding my pillow, but I was sure I had been on the moon!

1. Why do you think the author felt excited to wear the spacesuit, even though it was heavy?
2. In your opinion, was the dream of visiting the moon realistic or imaginative? Give examples from the text to support your answer.
3. The rocket flew back down, and we landed safely (paragraph 4). The word 'we' refers to....

A Day on Planet Zog

Last week, something incredible happened. I was walking home from school when I saw a shiny, silver spaceship in my backyard. Curious, I stepped inside, and before I knew it, the doors closed, and the spaceship zoomed into the sky!

The spaceship took me to a planet called Zog. It was a strange place with blue grass and purple trees. The sky was orange, and I could see two suns shining brightly. Suddenly, small green creatures with big eyes and long antennae appeared. They looked friendly and invited me to join them for a meal. Surprisingly, they offered me glowing fruit that tasted like chocolate ice cream!

Later, they showed me how to bounce on the clouds, which felt like jumping on a trampoline. I spent hours playing with them until it was time to go back. The spaceship took me home just in time for dinner, and no one believed me when I told them about my adventure on Planet Zog.

1. Do you think the glowing fruit that tasted like chocolate ice cream was real or imaginary? What clues from the story support your opinion?
2. Why do you think the main character felt curious enough to step inside the spaceship?
3. Later, **they** showed me how to bounce on the clouds (paragraph 3). The word “they” refers to.....

Appendix 2

Students' worksheet used in ICOT (Independent Construction of the Text)

Please finish the text below to make a complete imaginative recount!

A Visit to the Future

Last night, something amazing happened. I was lying on bed, looking out the window at the stars, when suddenly, a bright light filled my room. Before I could blink, a futuristic robot appeared by my bed! It had shiny silver arms, glowing eyes, and it said, "Come with me to the future!"

Without thinking twice, I grabbed its hand, and in a flash, we were standing in the year 3024! Everything was different. Cars flew in the sky,

.....

.....

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.....

.....

As the day came to an end, the robot said it was time to return home. In a blink, I was back in my bed, staring at the stars once again, wondering if it was all just a dream. But when I looked at my hand, I was still holding a tiny keychain shaped like the robot!

LESSON PLAN 7th and 8th Meeting

A. General Information

School	: SMP Negeri 2 Tabanan
Phase	: D
Class/Semester	: VIII/II
Subject	: English
Topic	: Personal Recount
Time allotment	: 6x40 minutes

Learning Outcomes:

By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

Initial competency

- Students are able to create sentences in the simple past tense

Pancasila Student Profile

- Critical thinking: students are critical in understanding various types of recount texts and in creating recount texts.
- Creative: students are able to produce original works to express their ideas
- Independent: Students can work independently without continuous assistance, but also have the ability to collaborate and contribute in a group

Teaching aids

- Students' worksheet
- Laptop, HP, internet connection

Target students

Students with diverse learning abilities

B. Core Components

1. Learning Objectives:

After completing the lesson, students are able to write a personal recount.

2. Element: writing
3. Assessment: summative assessment (writing assignment)
4. Meaningful Understanding:
Students are able to apply skills thoughtfully: use past tense, time connectives, and action verbs accurately, and also how to convey real-life experiences in a structured, engaging way.
5. Stimulating Questions:
 - Can you describe a memorable day you had with your family or your friends? What happened, and why was it special?
 - What do you know about personal recount?
 - What are examples of personal recount?

6. Learning Activities:

Meeting	Activities	Time	Technique
I	Opening: 1. Apperception 2. Conveying the learning objectives	10 minutes	Question and answer
	Whilst activity: ❖ BKOF (Building Knowledge of the Field): 3. Students search for various information related to personal recount, including the definition, characteristics, and examples of personal recount.	15 minutes	Lecturing, Question and answer
	4. The teacher provides feedback, reinforcement and/or more explanation regarding the information the students have found	15 minutes	
	❖ MOT (Modelling of the Text): 5. The teacher provides a personal recount text and asks students to read it silently	5 minutes	Lecturing, Question and answer
	6. The teacher asks students quick comprehension questions such as <i>who</i> , <i>what</i> , <i>when</i> , and <i>where</i> about the story 7. The teacher and students examine the features of the text	5 minutes 10 minutes	

	<p>8. The teacher guides a discussion with the students regarding how the text is structured, what language features it uses, how ideas are organized as well as the function and the communicative purpose of the text.</p> <p>❖ JCOT (Joint Construction of the Text):</p> <p>9. The students work in groups to reconstruct the text provided before with some modifications by using mobile phones or Google Translate for assistance when needed.</p> <p>10. The teacher facilitates the discussion to deepen students' understanding on how to write a good quality text.</p>	<p>15 minutes</p> <p>30 minutes</p> <p>10 minutes</p>	<p>Group discussion</p>
II	<p>11. Continuing the writing of the text.</p> <p>12. Students share their writing to assess the appropriateness of content, structure, vocabulary, language use, and mechanics.</p> <p>❖ ICOT (Independent Construction of the Text):</p> <p>13. Students independently write their own personal recount text using their mobile phones (Google Translate) or conventional methods for assistance.</p> <p>14. Students do peer-review</p> <p>Closing:</p> <p>15. Students conclude what have been learnt</p> <p>16. Students present their learning reflections.</p>	<p>25 minutes</p> <p>80 minutes</p> <p>10 minutes</p>	<p>Individual assignment</p> <p>Done individually</p>

Assignment:

Instruction

1. Please write a personal recount about an experience when you overcame a challenge.
2. This can be when you learnt a new game, or tried something new.
3. Describe also how you felt before, during, and after the event.

In this assignment, you will be assessed in terms of:

Content : clearly states one main idea for each paragraph; explains the main idea well with, examples, or details.

Organization : has a clear main idea; ideas are in a logical order.

Vocabulary : appropriate words; the meaning is clear.

Language use : complete sentences; correct verb tense/word order/number/articles

Mechanics : few errors of spelling, capital letters, commas, periods, question marks; first sentence indented

7. Remedial and Enrichment Learning

- a. **Enrichment:** students write personal recount with more detailed descriptions, including how they felt, what they thought, and why the experience was significant. They are encouraged to add reflective elements to their writing.
- b. **Remedial:** create a word bank of commonly used words in personal recounts and used these words to write simple sentences.

Appendix 1

Examples of Personal Recount used in MOT (Modelling of the Text)

My First Time Riding a Bike

Last year, I finally learned how to ride a bike. It was an exciting and scary experience at the same time. My father had been telling me for months that I needed to learn, but I was always afraid of falling.

One sunny afternoon, we went to the park. My father brought my new bike, and it was time to practice. At first, I just sat on the bike while my father held onto the seat. I tried to pedal, but I felt wobbly and nervous. I almost gave up, but my father kept encouraging me.

After a few tries, I started to balance better. My father let go of the bike, and I was riding all by myself! I couldn't believe it—I was doing it! The wind rushed past me, and I felt free and happy. I rode around the park a few times, and I didn't fall once.

Finally, it was time to go home. I was so proud of myself for not giving up and learning how to ride a bike. Now, I ride my bike every weekend, and it's one of my favourite things to do.

1. Why do you think the writer was afraid of learning to ride a bike at first?
2. In your opinion, what was the most important factor that helped the writer succeed in learning to ride a bike?
3. How many times does the writer ride his/her bike in a month?

My First Day at a New School

Last year, I moved to a new town, and I had to start at a new school. I was nervous because I didn't know anyone, and I wasn't sure how things would go. The night before, I hardly slept because I kept thinking about how it would be.

On the first day, I woke up early and put on my new uniform. My stomach was full of butterflies. When I arrived at school, everything felt unfamiliar. The hallways were big, and there were so many students. I found my classroom, and my teacher introduced me to the class. I smiled, but inside I felt really shy.

At lunchtime, I didn't know where to sit. I was standing there with my tray, feeling a little lost, when one of the girls from my class waved at me and invited me to join her table. Her name was Sarah, and she introduced me to her friends. We talked about our favourite movies and hobbies, and soon I felt more comfortable.

By the end of the day, I realized that starting at a new school wasn't as bad as I thought. I made a few new friends, and my teachers were kind. Now, looking back, I'm glad I didn't let my fear stop me from enjoying my first day.

1. Why do you think the writer felt nervous about starting at a new school?
2. What lessons can we learn from the writer's experience of starting at a new school?
3. "*My stomach was full of butterflies*" (paragraph 2). What does the sentence mean?

Appendix 2

Students' worksheet used in ICOT (Independent Construction of the Text)

1. Please write a personal recount.
2. You can use your personal experience, for example: a fun weekend, a school trip, a family celebration, etc.
3. You need to follow the structure of recount text, such as:
 - a. Orientation (min. 2 sentences)
Start by telling who, when, where, why
 - b. Events (4-6 sentences)
Describe what happened, step by step. Describe also how you felt.
 - c. Reorientation (min. 2 sentences)
Write what you learnt or what you can conclude from the event.
4. Use these words to help you begin each sentence:
 - First, I
 - Then, we
 - After that, I
 - Finally, I

Appendix 8 Empirical Validity of Post Writing Test

Student	Student's response		
	Rater 1	Rater 2	Average
1	1	1	1
2	1	1	1
3	1	1	1
4	1	1	1
5	1	1	1
6	1	1	1
7	0	0	0
8	1	1	1
9	1	1	1
10	1	1	1
11	1	1	1
12	1	1	1
13	1	1	1
14	1	1	1
15	1	1	1
16	1	1	1
17	1	1	1
18	1	1	1
19	1	1	1
20	1	1	1
21	1	1	1
22	1	1	1
23	1	1	1
24	1	1	1
25	1	1	1
26	1	1	1
27	1	1	1
28	1	1	1
29	1	1	1
30	1	1	1
31	1	1	1
32	1	1	1
33	1	1	1
34	0	0	0
Total			32
Percentage			94.1176

Appendix 9 The Inter-rater Reliability Coefficient of the Post-Writing Test Try-out and the Analytical Scoring Rubric

Student	Rater 1	Rater 2	$\sum x_i$	$(\sum x_i)^2$
1	89	90	179	32041
2	79	81	160	25600
3	83	81	164	26896
4	72	74	146	21316
5	86	87	173	29929
6	88	89	177	31329
7	60	60	120	14400
8	82	85	167	27889
9	85	83	168	28224
10	84	84	168	28224
11	84	84	168	28224
12	82	83	165	27225
13	79	78	157	24649
14	86	89	175	30625
15	83	85	168	28224
16	84	84	168	28224
17	77	79	156	24336
18	83	84	167	27889
19	74	73	147	21609
20	72	72	144	20736
21	70	71	141	19881
22	71	70	141	19881
23	77	78	155	24025
24	77	76	153	23409
25	83	83	166	27556
26	78	80	158	24964
27	77	79	156	24336
28	87	90	177	31329
29	83	83	166	27556
30	90	87	177	31329
31	82	80	162	26244
32	80	80	160	25600
33	70	70	140	19600
34	60	60	120	14400
$\sum x_j$	2697	2712	$\sum (\sum x_i) = 5409$	$\sum (\sum x_i)^2 = 867699$
$\sum x_j^2$	7273809	7354944	$\sum (\sum x_j)^2 = 14628753$	
$\sum x_{ij}^2$	433891			

Based on the table, the reliability calculation for the post-writing test, including its analytical scoring rubric, can be seen in the following the steps.

$$\begin{aligned}
 JKT &= \sum X_{ij}^2 - \frac{(\sum X_i)^2}{N} \\
 &= 433891 - \frac{(5409)^2}{68} \\
 &= 433891 - 430254,132 \\
 &= 3636,867647
 \end{aligned}$$

$$\begin{aligned}
 JKb &= \frac{1}{nk} \sum X_i^2 - \frac{(\sum X_i)^2}{N} \\
 &= \frac{1}{2} \times 867699 - \frac{(5409)^2}{68} \\
 &= 433849,5 - 430254,132 \\
 &= 3595,36765
 \end{aligned}$$

$$\begin{aligned}
 JKk &= \frac{1}{nb} \sum X_j^2 - \frac{(\sum X_i)^2}{N} \\
 &= \frac{1}{34} \times 14628753 - \frac{(5409)^2}{68} \\
 &= 430257,441 - 430254,132 \\
 &= 3,308823529
 \end{aligned}$$

$$\begin{aligned}
 JKe &= JKT - JKb - JKk \\
 &= 3636,867647 - 3595,36765 - 3,308823529 \\
 &= 38,1911765
 \end{aligned}$$

$$\begin{aligned}
 dbT &= N - 1 \\
 &= 68 - 1 \\
 &= 67
 \end{aligned}$$

$$\begin{aligned}
 dbb &= b - 1 \\
 &= 34 - 1 \\
 &= 33
 \end{aligned}$$

$$dbk = k - 1$$

$$= 2 - 1$$

$$= 1$$

$$dbe = (b-1) (k-1)$$

$$= 33 \times 1$$

$$= 33$$

$$\text{Row variance} = 3595,36765 : 33$$

$$= 108,950535$$

$$\text{Residual variance} = 38,1911765 - 33$$

$$= 1,15730838$$

The calculation results above can be summarized in the table below.

Source	JK	db	Varians
Row	3595,36765	33	108,950535
Column	3,308823529	1	
Residual	38,1911765	33	1,15730838

$$r_{nn} = \frac{Vb - Vs}{Vb}$$

$$= \frac{108,950535 - 1,15730838}{108,950535}$$

$$= 0,98937767$$

Appendix 10 Posttest Score

Students' Posttest Score (Control Group)

Students	Rater 1	Rater 2	Average	Students	Rater 1	Rater 2	Average
1	79	79	80	35	85	82	84
2	72	72	72	36	81	83	83
3	72	74	73	37	76	72	75
4	76	76	76	38	78	78	79
5	55	55	55	39	68	68	68
6	78	80	79	40	67	63	65
7	84	84	84	41	75	71	73
8	70	70	70	42	84	84	85
9	66	64	65	43	64	60	62
10	79	75	78	44	75	75	76
11	80	80	81	45	55	55	55
12	69	69	69	46	55	55	74
13	75	79	77	47	54	58	56
14	57	55	56	48	82	80	81
15	86	82	84	49	58	58	58
16	57	57	57	50	70	70	70
17	75	81	78	51	73	77	75
18	76	80	78	52	84	78	82
19	82	82	82	53	75	79	77
20	80	78	79	54	86	82	84
21	69	69	69	55	67	67	67
22	86	82	84	56	72	70	71
23	70	66	68	57	74	70	72
24	72	72	72	58	69	67	68
25	76	74	75	59	80	78	79
26	74	78	76	60	71	71	71
27	76	72	74	61	84	86	85
28	71	73	72	62	68	62	65
29	64	68	66	63	81	83	82
30	57	57	57	64	88	84	86
31	85	85	86	65	78	74	76
32	69	69	69	66	79	77	78
33	69	69	69	67	79	73	77
34	66	64	65	68	68	68	68

Students' Posttest Score (Experimental Group)

Students	Rater 1	Rater 2	Average	Students	Rater 1	Rater 2	Average
1	88	90	89	35	70	72	71
2	72	72	72	36	81	83	82
3	72	72	72	37	87	87	87
4	82	82	82	38	80	80	80
5	69	69	69	39	74	76	75
6	80	80	80	40	82	82	82
7	81	81	81	41	76	78	77
8	73	73	73	42	75	75	75
9	71	71	71	43	77	79	78
10	78	78	78	44	73	71	72
11	76	76	76	45	65	65	65
12	82	80	81	46	71	69	70
13	85	85	85	47	79	81	80
14	74	74	74	48	90	90	90
15	70	70	70	49	66	64	65
16	84	82	83	50	79	79	79
17	67	69	68	51	82	82	82
18	83	83	83	52	76	76	76
19	76	74	75	53	85	83	84
20	76	76	76	54	91	93	92
21	87	85	86	55	79	77	78
22	75	77	76	56	78	80	79
23	68	66	67	57	80	80	80
24	70	70	70	58	80	78	79
25	84	82	83	59	74	76	75
26	74	74	74	60	76	78	77
27	77	77	77	61	72	70	71
28	87	87	87	62	82	84	83
29	91	91	91	63	74	74	74
30	71	71	71	64	74	72	73
31	71	69	70	65	71	71	71
32	72	74	73	66	70	70	70
33	88	88	88	67	86	86	86
34	70	70	70	68	72	72	72

Appendix 11 Students' Questionnaire Score

Table of Students' Questionnaire Score (Control Group)

No	Students	Score	No	Students	Score
1	Student 1	2.88	35	Student 35	3.75
2	Student 2	2.88	36	Student 36	3.56
3	Student 3	3.31	37	Student 37	3.88
4	Student 4	3.63	38	Student 38	4.00
5	Student 5	3.56	39	Student 39	2.88
6	Student 6	4.00	40	Student 40	2.88
7	Student 7	3.88	41	Student 41	3.06
8	Student 8	3.69	42	Student 42	3.69
9	Student 9	3.31	43	Student 43	3.31
10	Student 10	3.50	44	Student 44	3.44
11	Student 11	3.69	45	Student 45	3.19
12	Student 12	2.88	46	Student 46	3.38
13	Student 13	3.31	47	Student 47	4.00
14	Student 14	3.81	48	Student 48	3.50
15	Student 15	3.31	49	Student 49	3.50
16	Student 16	3.25	50	Student 50	3.50
17	Student 17	3.88	51	Student 51	2.88
18	Student 18	2.88	52	Student 52	2.63
19	Student 19	3.50	53	Student 53	3.06
20	Student 20	2.88	54	Student 54	3.44
21	Student 21	3.88	55	Student 55	2.94
22	Student 22	3.44	56	Student 56	3.00
23	Student 23	3.31	57	Student 57	3.38
24	Student 24	2.88	58	Student 58	3.75
25	Student 25	3.38	59	Student 59	3.06
26	Student 26	3.81	60	Student 60	3.31
27	Student 27	2.88	61	Student 61	3.00
28	Student 28	2.88	62	Student 62	3.00
29	Student 29	3.88	63	Student 63	3.13
30	Student 30	3.44	64	Student 64	3.13
31	Student 31	3.44	65	Student 65	4.00
32	Student 32	3.81	66	Student 66	3.00
33	Student 33	3.56	67	Student 67	3.81
34	Student 34	3.31	68	Student 68	4.06

Table of Students' Questionnaire Score (Experimental Group)

No	Students	Score	No	Students	Score
1	Student 1	3.00	35	Student 35	3.85
2	Student 2	3.00	36	Student 36	3.66
3	Student 3	3.44	37	Student 37	3.98
4	Student 4	3.73	38	Student 38	4.10
5	Student 5	3.66	39	Student 39	2.98
6	Student 6	4.50	40	Student 40	2.98
7	Student 7	3.98	41	Student 41	3.16
8	Student 8	3.79	42	Student 42	3.79
9	Student 9	3.41	43	Student 43	3.41
10	Student 10	3.60	44	Student 44	3.54
11	Student 11	3.79	45	Student 45	3.29
12	Student 12	2.99	46	Student 46	3.48
13	Student 13	3.41	47	Student 47	4.10
14	Student 14	3.91	48	Student 48	3.60
15	Student 15	3.41	49	Student 49	3.60
16	Student 16	3.35	50	Student 50	3.60
17	Student 17	3.99	51	Student 51	2.98
18	Student 18	2.98	52	Student 52	2.94
19	Student 19	3.60	53	Student 53	3.16
20	Student 20	2.98	54	Student 54	3.54
21	Student 21	3.98	55	Student 55	3.04
22	Student 22	3.54	56	Student 56	3.10
23	Student 23	3.41	57	Student 57	3.48
24	Student 24	2.98	58	Student 58	3.85
25	Student 25	3.48	59	Student 59	3.16
26	Student 26	3.91	60	Student 60	3.41
27	Student 27	2.98	61	Student 61	3.10
28	Student 28	2.98	62	Student 62	3.10
29	Student 29	3.98	63	Student 63	3.23
30	Student 30	3.54	64	Student 64	3.23
31	Student 31	3.54	65	Student 65	4.20
32	Student 32	3.91	66	Student 66	3.10
33	Student 33	3.66	67	Student 67	3.91
34	Student 34	3.41	68	Student 68	4.15

Appendix 12 Examples of Students' Writing

1. Experimental Group (Sample 1)

Name : I Gusti Komang Ayu Metriani
Class : VIII F
Number: 03
Topic/Date: Biographical Recount

Barack Obama

On August 4, 1961, Barack Obama was born in Honolulu. Kansas was his mother's home state, and Kenya was his father's. When he was a child, he was a good student and enjoyed reading.

After graduating from Columbia University, he studied law at Harvard. Lawyering became his career. In Chicago, he worked to help the community. In 2004 he became well known. The speech he gave in 2004 was inspiring. In 2008, he followed the presidential election.

2009 marked the first time an African-American was elected president. His tenure as president lasted eight years. His main concerns were health care, the economy, and world peace. After being president in 2017, he worked on important issues like education and leadership.

2. Control Group (Sample 2)

Name : I Gusti Ayu Agung Istri Trisna K.W

Class : VIII B (BB)

Number: 13

Topic/Date: Biographical Recount, 01/11/2022

Barack Obama

Barack Obama was born on August 4, 1961 in Honolulu. His mother was from Kansas. Her father was from Kenya. Barack Obama was a good student and liked reading when a child.

Studied
Barack Obama studied in Columbia University and then to Harvard Law School. He became a lawyer. He worked in communities in Chicago. He became well known in 2004. Gave an inspiring speech in 2004. He followed president election in 2008.

was
He was the first African-American president of the U.S. in 2009. He was a president 8 years. Barack Obama focused on health care, the economy and world peace. He left being president in 2017.

The explanation of the differences

1. Lexical Analysis

Sample 1:

This version shows better lexical control and a wider range of vocabulary:

- Uses accurate past tense verbs: *was born, graduated, studied, worked, became, gave, followed.*
- Applies more varied and appropriate word forms: *tenure, concerns, issues.*
- Uses a more academic style: e.g., *His tenure as president lasted eight years, he worked on important issues like education and leadership.*

Sample 2:

This version has limited and less precise lexical use:

- Inconsistent and often incorrect verb forms: *study, like reading, became he a lawyer.*
- Has lack of variation: e.g., *became well known, gave an inspiring speech, focus on health care.*
- Uses simpler and occasionally incorrect phrases: e.g., *He after being president in 2017* is vague and misses some words.

Summary:

Sample 1 uses a more accurate use of vocabulary suitable for biographical recounts. Sample 2 has a smaller range of vocabulary.

2. Syntactic Analysis

Sample 1:

1. Sentence Structure and Complexity

- The text contains more complex sentences
 - *“On August 4, 1961, Barack Obama was born in Honolulu.”*
 - *“His tenure as president lasted eight years.”*
 - *“When he was a child, he was a good student and enjoyed reading.”*
- Uses logical connectors: e.g., *After graduating, In 2004, After being president—*

2. Word Order and Grammar

- Uses correct Subject–Verb–Object (SVO) structure: e.g., “*He worked to help the community.*”
- Uses correct form of passive voice (“*was born*”)
- Uses correct past tense: “*graduated*”, “*studied*”, “*became*”.

Sample 2:

1. Sentence Structure and Complexity

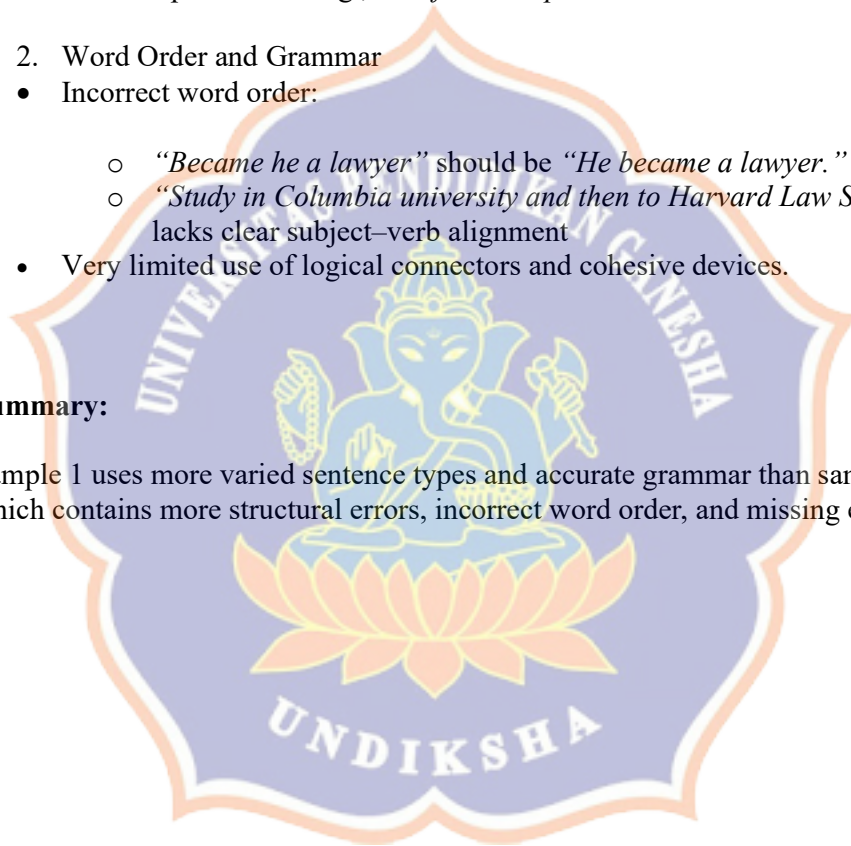
- Uses incorrect inversion: e.g., “*Became he a lawyer.*” ; “*He after being president in 2017.*”
- Uses simple clauses: e.g., “*He followed president election in 2008.*”

2. Word Order and Grammar

- Incorrect word order:
 - “*Became he a lawyer*” should be “*He became a lawyer.*”
 - “*Study in Columbia university and then to Harvard Law School*” lacks clear subject–verb alignment
- Very limited use of logical connectors and cohesive devices.

Summary:

Sample 1 uses more varied sentence types and accurate grammar than sample 2 which contains more structural errors, incorrect word order, and missing elements.



Appendix 13 Research Instrument Content Validity

1. POST TEST

Blueprint of the post writing test

LEARNING GOALS (CP)	LEARNING OBJECTIVES FRAMEWORK (ATP)	INDICATOR
Students are able to communicate their ideas and experience in the past through simple, organized paragraphs.	Students are able to produce a recount text	Students are able to create a recount text about their past experience with regard to: content, organization, vocabulary, language use, and mechanics.

Post Writing Test

Instruction	
<ol style="list-style-type: none">1. Write a recount text describing what you did yesterday, starting from the moment you woke up until you went to bed. Be sure to include details of your activities throughout the day.2. The writing should consist of at least 10 sentences and no more than 15 sentences.3. The writing should follow the generic structure of the text.4. You are not allowed to use mobile phone during the completion of the text.	
In this task, you will be assessed in terms of:	
Content	: clearly states one main idea for each paragraph; explains the main idea well with personal stories, examples, or details.
Organization	: has a clear main idea; ideas are in a logical order.
Vocabulary	: appropriate words; the meaning is clear.
Language use	: complete sentences; correct verb tense/word order/number/articles
Mechanics	: few errors of spelling, capital letters, commas, periods, question marks;

Scoring rubric

Writing Aspects	Score	Indicators
CONTENT	30-27	EXCELLENT TO VERY GOOD: one idea expressed * specific development (personal experience-examples-illustration) * good use of description
	26-22	GOOD: one idea expressed * but some unnecessary information * some specific development
	21-17	FAIR TO POOR: nonspecific statement * incomplete development of topic
	16-13	VERY POOR: not related to topic * no development
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: strong topic sentence * use of connecting words between paragraph * logical order (time-space-importance)
	17-14	GOOD: adequate topic sentence * weak connecting words(s) * logical but incomplete order
	13-10	FAIR TO POOR: no topic sentence * lacks connecting words * illogical order
	9-7	VERY POOR: no main ideas expressed * no organization * (or) not enough written to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: correct idioms/word forms (prefixes-suffixes) in context * meaning clear
	17-14	GOOD: mostly correct idioms/word forms in context * meaning not hidden
	13-10	FAIR TO POOR: often incorrect idioms/word forms in context * meaning unclear * mostly translation
	9-7	VERY POOR: not enough to evaluate
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: complete sentences * correct verb tense/word order/number/articles
	21-18	GOOD: mostly complete sentences * several errors in verb tense (past-present-future), word order/number (singular-plural-count-non count)/articles (a-an-the)
	17-11	FAIR TO POOR: few complete sentences * frequent errors in verb tense (past-present-future), word order/number (singular-plural-count-non count)/articles (a-an-the)
	10-5	VERY POOR: unable to use sentence rules * many sentence errors: verb tense (past-present-future), word order/number (singular-plural-count-non count)/articles (a-an-the)
MECHANICS	5	EXCELLENT TO VERY GOOD: few errors of spelling, capital letters, commas, periods, question marks * first sentence indented
	4	GOOD: occasional errors in spelling, capital letters, commas, periods, question marks
	3	FAIR TO POOR: frequent errors in spelling, capital letters, commas, periods, question marks * difficult to read
	2	VERY POOR: many errors in spelling, capital letters, commas, periods, question marks * unreadable

Adapted from Jacobs et al., (1981) and Hughey et al., (1983)

Content Validity of Posttest Expert Judgement Sheet

Instrument : Posttest

Expert 1 : Made Hery Santosa, S.Pd, M.Pd., Ph.D.

Language Competency	Item number	Expert's judgements		Suggestion
		Relevant	Irrelevant	
Writing	1	✓		Make sure to incorporate AI elements into the dimensions



Singaraja, 13 Januari 2025
Expert 1

(Handwritten signature)

Made Hery Santosa, S.Pd, M.Pd., Ph.D.
NIP 197910232003121001

2. QUESTIONNAIRE

Research Question

1. Is there any significant effect of Wordtune towards student's engagement in writing in SMP Negeri 2 Tabanan?

A. Grand Theory of Wordtune

Wordtune is an advanced AI-powered writing assistant created to support and improve the writing process, especially for learners of English as a Foreign Language (EFL). It offers users the ability to rewrite sentences by providing various sentences with different structures or replacing some words synonymous with the original one(s) so that the meaning of the sentences is maintained. This feature is particularly advantageous for EFL writers who may face challenges in conveying their thoughts clearly and effectively in English (Mahmud, 2023; Zhao, 2022)

B. Grand Theory of Engagement in Writing

Alexander (2018); Fredricks, Filsecker, and Lawson (2016); Ives, Parsons, Marine, Rogers, Horton, and Young (2022) argue that writing engagement is a multifaceted construct that encompasses affective, behavioural, cognitive, and social aspects. Affective writing engagement refers to the interest and enjoyment students feel while writing; behavioural writing engagement involves their participation, effort, and persistence in writing tasks; cognitive writing engagement includes the use of strategies and self-regulation during the writing process; social writing engagement refers to the extent to which students collaborate and interact with others while writing (Ives et al., 2022). Students who are affectively engaged in writing feel enthusiastic to write and show high interest in the topic or task. Students who are behaviourally engaged in writing put their effort and maintain their focus on the writing task. When students are cognitively engaged in writing, they engage in deep thinking and do strategic actions such as making plans before writing and gathering information from resources. Social engagement involves collaborating and communicating with others to accomplish a task (Parsons et al., 2023).

With theoretical base about affective, behavioural, cognitive, and social writing engagement, a writing engagement scale adopted from Parsons, Ives, Fields, Barksdale, Marine and Rogers (2023) is used in this study. The survey was firstly created with two items for each component of writing engagement (affective, behavioural, cognitive, and social) and the total was eight items. The scale was piloted with 179 students in grades 2-5 in Texas, then the instrument was refined by adding two additional items for each aspect resulting a 16-item survey. The WES (writing engagement scale) was further refined by revising four items and tested to 254 students in grades 2-8 in California.

The result of confirmatory factor analysis showed student descriptive information and subscale reliabilities as follows: affective engagement ($M = 3.85$, $SD = 0.82$, $\alpha = 0.80$), behavioural engagement ($M = 4.14$, $SD = 0.62$, $\alpha = 0.74$), cognitive engagement ($M = 3.89$, $SD = 0.68$, $\alpha = 0.70$), and social engagement ($M = 3.63$, $SD = 0.80$, $\alpha = 0.72$).

The Blueprint of Questionnaire

No	Dimension	Indicators	Items
1	Affective engagement	Interested and enthusiastic participation	4 items
2	Behavioural engagement	Effort and focus	4 items
3	Cognitive engagement	Strategic thinking and acting	4 items
4	Social engagement	Interacting with others to complete a task	4 items
TOTAL			16 items

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The Writing Engagement Scale

(Adopted from Parsons et al., 2023)

1. When working on this writing assignment, I was interested in what I was writing. (A)

1	2	3	4	5
strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

2. Working on this writing assignment was boring. (A)*

1	2	3	4	5
strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

3. When working on this writing assignment, I felt good. (A)

1	2	3	4	5
strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

4. I would like to complete a writing assignment like this again. (A)

1	2	3	4	5
strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

5. I stayed focused when working on this assignment. (B)

1	2	3	4	5
strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

6. I kept trying on this assignment even if it was difficult. (B)

1	2	3	4	5
strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

7. I tried hard to do well on this writing assignment. (B)

1	2	3	4	5
strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

8. I worked as hard as I could on this writing assignment. (B)

1	2	3	4	5
strongly	disagree	neither agree	agree	strongly agree
disagree		nor disagree		

9. When working on this writing assignment, I reread to see if I could make it better. (C)

1	2	3	4	5
strongly	disagree	neither agree	agree	strongly agree
disagree		nor disagree		

10. When working on this writing assignment, I thought carefully about the words I used. (C)

1	2	3	4	5
strongly	disagree	neither agree	agree	strongly agree
disagree		nor disagree		

11. I asked myself questions as I was writing to make sure my writing made sense. (C)

1	2	3	4	5
strongly	disagree	neither agree	agree	strongly agree
disagree		nor disagree		

12. When working on this assignment, I reviewed my writing and made changes to make it better. (C)

1	2	3	4	5
strongly	disagree	neither agree	agree	strongly agree
disagree		nor disagree		

13. When working on this writing assignment, I talked with other students about my writing. (S)

1	2	3	4	5
strongly	disagree	neither agree	agree	strongly agree
disagree		nor disagree		

14. As I worked on this writing assignment, I wanted to share it with others. (S)

1	2	3	4	5
strongly	disagree	neither agree	agree	strongly agree

disagree

nor disagree

15. I enjoy when my peers share their writing. (S)

1

2

3

4

5

strongly

disagree

neither agree

agree

strongly agree

disagree

nor disagree

16. I can think of at least one person who would want to read this writing. (S)

1

2

3

4

5

strongly

disagree

neither agree

agree

strongly agree

disagree

nor disagree



Content Validity of Engagement Expert Judgement Sheet

Instrument : Questionnaire

Expert 1 : Made Hery Santosa, S.Pd, M.Pd., Ph.D.

Engagement dimensions	Item numbers	Expert's judgement		Suggestion
		Relevant	Irrelevant	
Affective engagement	1	✓		
	2	✓		
	3	✓		
	4	✓		
Behavioural engagement	5	✓		
	6	✓		
	7	✓		
	8	✓		
Cognitive engagement	9	✓		
	10	✓		
	11	✓		
	12	✓		
Social engagement	13	✓		
	14	✓		
	15	✓		
	16	✓		

Singaraja, 13 Januari 2025
Expert 1

Made Hery Santosa, S.Pd, M.Pd., Ph.D.
NIP 197910232003121001

3. INTERVIEW

Research Question

1. How do students perceive the impact of Wordtune on their writing competency and engagement in writing?

The implementation of Wordtune as an AI-powered writing tool has demonstrated significant potential to enhance students' writing competency and engagement across various contexts. Research conducted by Mahmud (2023) and Rad et al. (2023) has shown that Wordtune improves writing outcomes, particularly in content, organization, lexical, and syntactic quality. The tool fosters students' feedback literacy and active engagement in the writing process that leads to better writing skills (Rad et al., 2023). The tool's interactive nature engages learners more effectively by providing immediate feedback, thereby increasing motivation and improving academic performance (Song & Song, 2023; Utami et al., 2023). However, similar to other AI-driven digital tools, Wordtune has its limitations, such as occasional unexplained error messages and inaccuracies in its sentence rewriting suggestions (Zhao et al., 2023).

Blueprint of interview guide

Aspects	Dimensions	Indicators
Writing competency	Content	Ability to generate relevant ideas related to the topic.
	Organization	Ability to arrange ideas in a coherent structure.
	Vocabulary	Ability to use varied and appropriate word choices
	Language Use	Ability to use correct grammar and sentence structures.
	Mechanics	Ability to use correct spelling, punctuation, and capitalization rules.
	Affective	Students' feelings toward writing tasks

Writing engagement	Cognitive	Students' awareness of areas needing improvement through the tool's suggestions.
	Behavioural	Frequency of using Wordtune for writing task
	Social	Engagement in collaborative writing activities using Wordtune.
Advantages and disadvantages of Wordtune		Advantages or benefits and disadvantages or challenges of using Wordtune

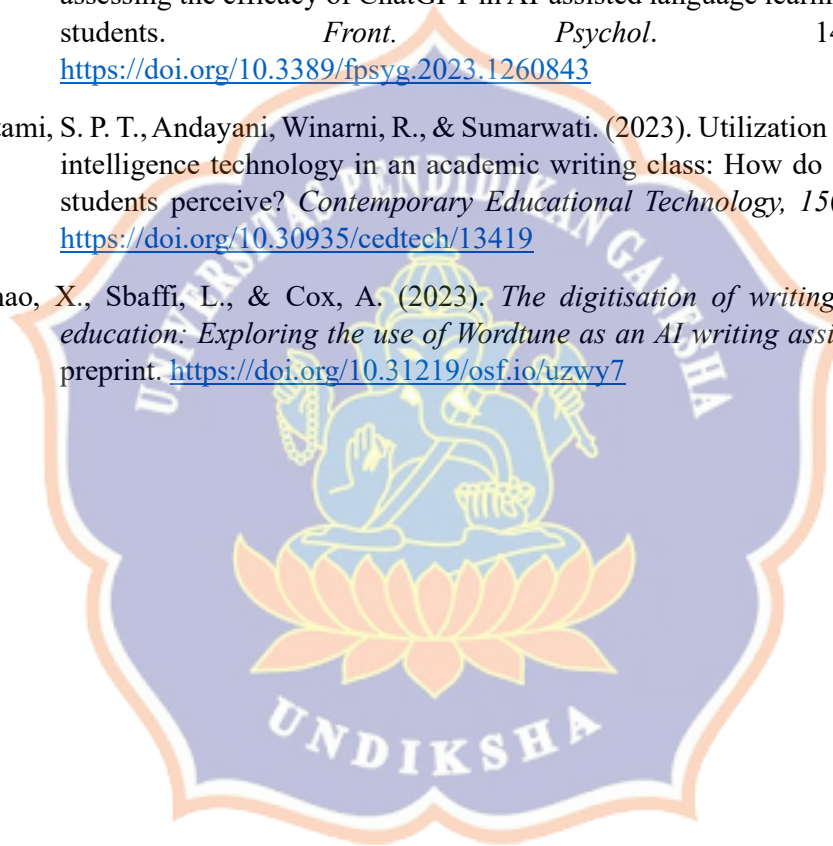
The interview questions

No	Aspects	Questions
1	Writing competency	1. Coba ceritakan pengalamanmu selama mengikuti pelajaran menulis dengan menggunakan Wordtune? Apakah menyenangkan atau ada tantangan tertentu?
		2. Saat mendapatkan tugas menulis, apakah Wordtune membuatmu menjadi lebih mudah dalam menuliskan ide-ide atau isi tulisan?
		3. Ketika mendapatkan tugas menulis, apakah Wordtune memudahkanmu dalam menyusun atau mengatur tulisan agar lebih tertata sesuai struktur teks?
		4. Apakah Wordtune membantumu untuk belajar kosa kata yang baru maupun cara penulisan kata yang benar?
		5. Saat mengerjakan tugas menulis, apakah Wordtune membuatmu belajar tentang struktur kalimat yang tepat?
		6. Apakah penggunaan Wordtune membuatmu mampu memperbaiki kesalahan dalam penggunaan

		ejaan dan tanda baca pada tugas menulis yang kamu buat?
2	Writing engagement	7. Apa yang kamu rasakan ketika belajar menulis dengan bantuan Wordtune?
		8. Setelah belajar menulis dengan bantuan Wordtune hal-hal apa yang kamu rasa perlu diperbaiki ketika mengerjakan tugas menulis?
		9. Menurut kamu, apakah saran atau rekomendasi dari Wordtune membantu kamu menyadari bagian mana dari tulisan kamu yang perlu diperbaiki? Jika iya, bagian apa saja yang biasanya kamu perhatikan?
		10. Apakah kamu akan menggunakan Wordtune bila nanti ada tugas menulis dalam Bahasa Inggris?
		11. Apakah penggunaan Wordtune dalam pembelajaran menulis memudahkanmu dalam mengerjakan tugas-tugas kelompok?
3	Advantages and disadvantages of Wordtune	12. Menurutmu apa kelebihan Wordtune dalam mengerjakan tugas menulis?
		13. Apa saja hambatan yang kamu temui dalam penggunaan Wordtune?
		14. Bila nanti kamu mengerjakan tugas menulis Bahasa Inggris, alat bantu apa lagi yang akan kamu gunakan?

References

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Content Validity of Interview Questions Expert Judgement Sheet

Instrument : Interview Questions

Expert 1 : Made Hery Santosa, S.Pd, M.Pd., Ph.D.

Aspects	Item numbers	Expert's judgement		Suggestion
		Relevant	Irrelevant	
Writing competency	1	✓		
	2	✓		
	3	✓		
	4	✓		
	5	✓		
	6	✓		
Writing engagement	7	✓		
	8	✓		
	9	✓		
	10	✓		
	11	✓		
Advantages and disadvantages	12	✓		
	13	✓		
	14	✓		

Singaraja, 13 Januari 2025
Expert 1

Made Hery Santosa, S.Pd, M.Pd., Ph.D.
NIP. 197910232003121001

1. POST TEST

Blueprint of the post writing test

LEARNING GOALS (CP)	LEARNING OBJECTIVES FRAMEWORK (ATP)	INDICATOR
Students are able to communicate their ideas and experience in the past through simple, organized paragraphs.	Students are able to produce a recount text	Students are able to create a recount text about their past experience with regard to: content, organization, vocabulary, language use, and mechanics.

Post Writing Test

Instruction

1. Write a recount text describing what you did yesterday, starting from the moment you woke up until you went to bed. Be sure to include details of your activities throughout the day.
2. The writing should consist of at least 10 sentences and no more than 15 sentences.
3. The writing should follow the generic structure of the text.
4. You are not allowed to use mobile phone during the completion of the text.

In this task, you will be assessed in terms of:

Content : clearly states one main idea for each paragraph; explains the main idea well with personal stories, examples, or details.

Organization : has a clear main idea; ideas are in a logical order.

Vocabulary : appropriate words; the meaning is clear.

Language use : complete sentences; correct verb tense/word order/number/articles

Mechanics : few errors of spelling, capital letters, commas, periods, question marks;

Scoring rubric

Writing Aspects	Score	Indicators
CONTENT	30-27	EXCELLENT TO VERY GOOD: one idea expressed * specific development (personal experience-examples-illustration) * good use of description
	26-22	GOOD: one idea expressed * but some unnecessary information * some specific development
	21-17	FAIR TO POOR: nonspecific statement * incomplete development of topic
	16-13	VERY POOR: not related to topic * no development
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: strong topic sentence * use of connecting words between paragraph * logical order (time-space-importance)
	17-14	GOOD: adequate topic sentence * weak connecting words(s) * logical but incomplete order
	13-10	FAIR TO POOR: no topic sentence * lacks connecting words * illogical order
	9-7	VERY POOR: no main ideas expressed * no organization * (or) not enough written to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: correct idioms/word forms (prefixes-suffixes) in context * meaning clear
	17-14	GOOD: mostly correct idioms/word forms in context * meaning not hidden
	13-10	FAIR TO POOR: often incorrect idioms/word forms in context * meaning unclear * mostly translation
	9-7	VERY POOR: not enough to evaluate
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: complete sentences * correct verb tense/word order/number/articles
	21-18	GOOD: mostly complete sentences * several errors in verb tense (past-present-future), word order/number (singular-plural-count-non count)/articles (a-an-the)
	17-11	FAIR TO POOR: few complete sentences * frequent errors in verb tense (past-present-future), word order/number (singular-plural-count-non count)/articles (a-an-the)
	10-5	VERY POOR: unable to use sentence rules * many sentence errors: verb tense (past-present-future), word order/number (singular-plural-count-non count)/articles (a-an-the)
MECHANICS	5	EXCELLENT TO VERY GOOD: few errors of spelling, capital letters, commas, periods, question marks * first sentence indented
	4	GOOD: occasional errors in spelling, capital letters, commas, periods, question marks
	3	FAIR TO POOR: frequent errors in spelling, capital letters, commas, periods, question marks * difficult to read
	2	VERY POOR: many errors in spelling, capital letters, commas, periods, question marks * unreadable

Adapted from Jacobs et al., (1981) and Hughey et al., (1983)

Content Validity of Posttest Expert Judgement Sheet

Instrument : Posttest

Expert 2 : Prof. Dr. I Gede Budasi, M.Ed.

Language Competency	Item number	Expert's judgements		Suggestion
		Relevant	Irrelevant	
Writing	1	✓		

Singaraja, 13 Januari 2025

Expert 2



Prof. Dr. I Gede Budasi, M.Ed.

NIP. 195812311985031022



2. QUESTIONNAIRE

Research Question

1. Is there any significant effect of Wordtune towards student's engagement in writing in SMP Negeri 2 Tabanan?

A. Grand Theory of Wordtune

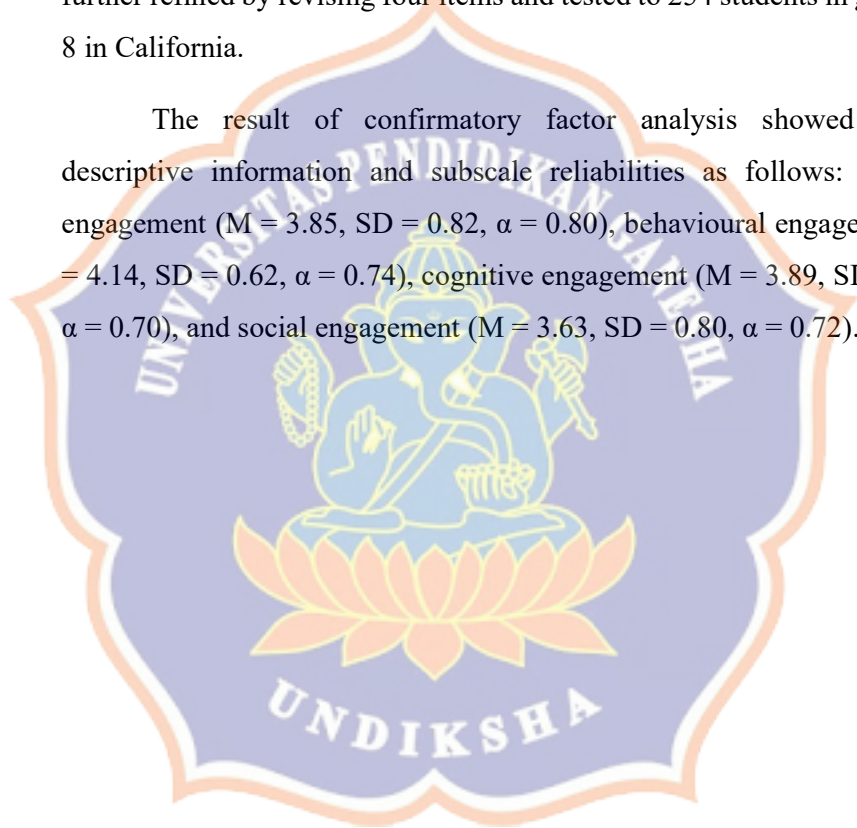
Wordtune is an advanced AI-powered writing assistant created to support and improve the writing process, especially for learners of English as a Foreign Language (EFL). It offers users the ability to rewrite sentences by providing various sentences with different structures or replacing some words synonymous with the original one(s) so that the meaning of the sentences is maintained. This feature is particularly advantageous for EFL writers who may face challenges in conveying their thoughts clearly and effectively in English (Mahmud, 2023; Zhao, 2022).

B. Grand Theory of Engagement in Writing

Alexander (2018); Fredricks, Filsecker, and Lawson (2016); Ives, Parsons, Marine, Rogers, Horton, and Young (2022) argue that writing engagement is a multifaceted construct that encompasses affective, behavioural, cognitive, and social aspects. Affective writing engagement refers to the interest and enjoyment students feel while writing; behavioural writing engagement involves their participation, effort, and persistence in writing tasks; cognitive writing engagement includes the use of strategies and self-regulation during the writing process; social writing engagement refers to the extent to which students collaborate and interact with others while writing (Ives et al., 2022). Students who are affectively engaged in writing feel enthusiastic to write and show high interest in the topic or task. Students who are behaviourally engaged in writing put their effort and maintain their focus on the writing task. When students are cognitively engaged in writing, they engage in deep thinking and do strategic actions such as making plans before writing and gathering information from resources. Social engagement involves collaborating and communicating with others to accomplish a task (Parsons et al., 2023).

With theoretical base about affective, behavioural, cognitive, and social writing engagement, a writing engagement scale adopted from Parsons, Ives, Fields, Barksdale, Marine and Rogers (2023) is used in this study. The survey was firstly created with two items for each component of writing engagement (affective, behavioural, cognitive, and social) and the total was eight items. The scale was piloted with 179 students in grades 2-5 in Texas, then the instrument was refined by adding two additional items for each aspect resulting a 16-item survey. The WES (writing engagement scale) was further refined by revising four items and tested to 254 students in grades 2-8 in California.

The result of confirmatory factor analysis showed student descriptive information and subscale reliabilities as follows: affective engagement ($M = 3.85$, $SD = 0.82$, $\alpha = 0.80$), behavioural engagement ($M = 4.14$, $SD = 0.62$, $\alpha = 0.74$), cognitive engagement ($M = 3.89$, $SD = 0.68$, $\alpha = 0.70$), and social engagement ($M = 3.63$, $SD = 0.80$, $\alpha = 0.72$).



The Blueprint of Questionnaire

No	Dimension	Indicators	Items
1	Affective engagement	Interested and enthusiastic participation	4 items
2	Behavioural engagement	Effort and focus	4 items
3	Cognitive engagement	Strategic thinking and acting	4 items
4	Social engagement	Interacting with others to complete a task	4 items
TOTAL			16 items



References

- Alexander, P. A. (2018). Engagement and literacy: Reading between the lines. *Journal of Research in Reading*, 41(4), 732–739. <https://doi.org/10.1111/1467-9817.12262>
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- Parsons, S. A., Ives, S. T., Fields, R. S., Barksdale, B., Marine, J., & Rogers, P. (2023). The writing engagement scale: A formative assessment tool. *The Reading Teacher*, 77(3), 278-289. <https://doi.org/10.1002/trtr.2244>
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The Writing Engagement Scale

(Adopted from Parsons et al., 2023)

1. When working on this writing assignment, I was interested in what I was writing. (A)

1	2	3	4	5
strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

2. Working on this writing assignment was boring. (A)*

1	2	3	4	5
strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

3. When working on this writing assignment, I felt good. (A)

1	2	3	4	5
strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

4. I would like to complete a writing assignment like this again. (A)

1	2	3	4	5
strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

5. I stayed focused when working on this assignment. (B)

1	2	3	4	5
strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

6. I kept trying on this assignment even if it was difficult. (B)

1	2	3	4	5
strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

7. I tried hard to do well on this writing assignment. (B)

1	2	3	4	5
strongly disagree	disagree	neither agree nor disagree	agree	strongly agree

8. I worked as hard as I could on this writing assignment. (B)

1	2	3	4	5
strongly	disagree	neither agree	agree	strongly agree
disagree		nor disagree		

9. When working on this writing assignment, I reread to see if I could make it better. (C)

1	2	3	4	5
strongly	disagree	neither agree	agree	strongly agree
disagree		nor disagree		

10. When working on this writing assignment, I thought carefully about the words I used. (C)

1	2	3	4	5
strongly	disagree	neither agree	agree	strongly agree
disagree		nor disagree		

11. I asked myself questions as I was writing to make sure my writing made sense. (C)

1	2	3	4	5
strongly	disagree	neither agree	agree	strongly agree
disagree		nor disagree		

12. When working on this assignment, I reviewed my writing and made changes to make it better. (C)

1	2	3	4	5
strongly	disagree	neither agree	agree	strongly agree
disagree		nor disagree		

13. When working on this writing assignment, I talked with other students about my writing. (S)

1	2	3	4	5
strongly	disagree	neither agree	agree	strongly agree
disagree		nor disagree		

14. As I worked on this writing assignment, I wanted to share it with others. (S)

1	2	3	4	5
strongly	disagree	neither agree	agree	strongly agree

disagree

nor disagree

15. I enjoy when my peers share their writing. (S)

1

2

3

4

5

strongly

disagree

neither agree

agree

strongly agree

disagree

nor disagree

16. I can think of at least one person who would want to read this writing. (S)

1

2

3

4

5

strongly

disagree

neither agree

agree

strongly agree

disagree

nor disagree



Content Validity of Engagement Expert Judgement Sheet

Instrument : Questionnaire

Expert 2 : Prof. Dr. I Gede Budasi, M.Ed.

Engagement dimensions	Item numbers	Expert's judgement		Suggestion
		Relevant	Irrelevant	
Affective engagement	1	✓		
	2	✓		
	3	✓		
	4	✓		
Behavioural engagement	5	✓		
	6	✓		
	7	✓		
	8	✓		
Cognitive engagement	9	✓		
	10	✓		
	11	✓		
	12	✓		
Social engagement	13	✓		
	14	✓		
	15	✓		
	16	✓		

Singaraja, 13 Januari 2025

Expert 2



Prof. Dr. I Gede Budasi, M.Ed.

NIP. 195812311985031022

3. INTERVIEW

Research Question

1. How do students perceive the impact of Wordtune on their writing competency and engagement in writing?

The implementation of Wordtune as an AI-powered writing tool has demonstrated significant potential to enhance students' writing competency and engagement across various contexts. Research conducted by Mahmud (2023) and Rad et al. (2023) has shown that Wordtune improves writing outcomes, particularly in content, organization, lexical, and syntactic quality. The tool fosters students' feedback literacy and active engagement in the writing process that leads to better writing skills (Rad et al., 2023). The tool's interactive nature engages learners more effectively by providing immediate feedback, thereby increasing motivation and improving academic performance (Song & Song, 2023; Utami et al., 2023). However, similar to other AI-driven digital tools, Wordtune has its limitations, such as occasional unexplained error messages and inaccuracies in its sentence rewriting suggestions (Zhao et al., 2023).

Blueprint of interview guide

Aspects	Dimensions	Indicators
Writing competency	Content	Ability to generate relevant ideas related to the topic.
	Organization	Ability to arrange ideas in a coherent structure.
	Vocabulary	Ability to use varied and appropriate word choices
	Language Use	Ability to use correct grammar and sentence structures.
	Mechanics	Ability to use correct spelling, punctuation, and capitalization rules.
	Affective	Students' feelings toward writing tasks

Writing engagement	Cognitive	Students' awareness of areas needing improvement through the tool's suggestions.
	Behavioural	Frequency of using Wordtune for writing task
	Social	Engagement in collaborative writing activities using Wordtune.
Advantages and disadvantages of Wordtune		Advantages or benefits and disadvantages or challenges of using Wordtune

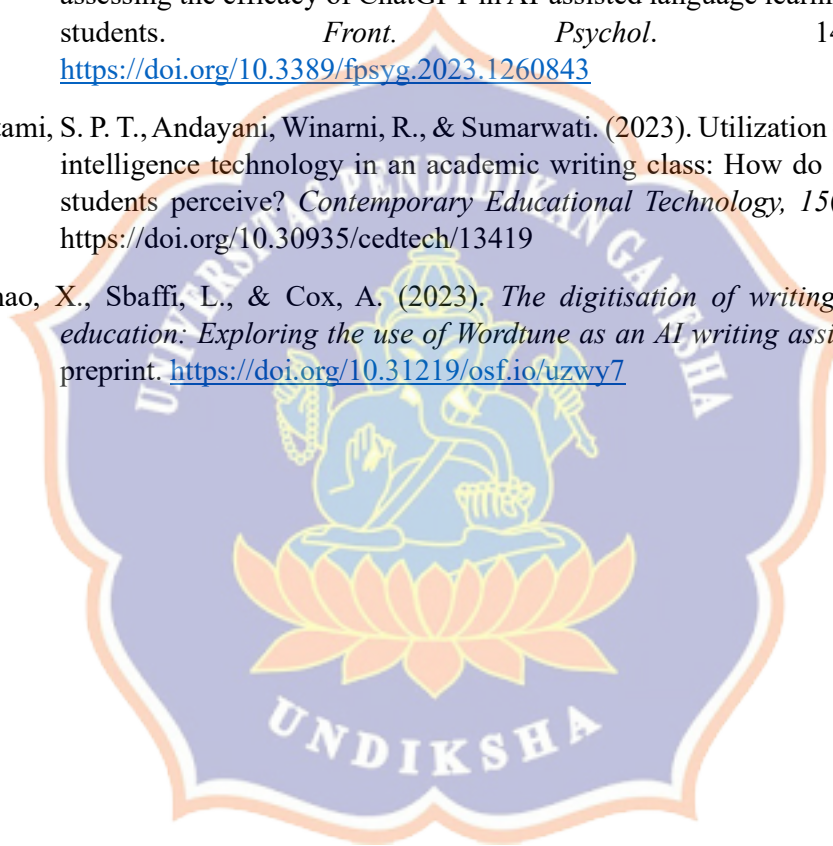
The interview questions

No	Aspects	Questions
1	Writing competency	1. Coba ceritakan pengalamanmu selama mengikuti pelajaran menulis dengan menggunakan Wordtune? Apakah menyenangkan atau ada tantangan tertentu?
		2. Saat mendapatkan tugas menulis, apakah Wordtune membuatmu menjadi lebih mudah dalam menuliskan ide-ide atau isi tulisan?
		3. Ketika mendapatkan tugas menulis, apakah Wordtune memudahkanmu dalam menyusun atau mengatur tulisan agar lebih tertata sesuai struktur teks?
		4. Apakah Wordtune membantumu untuk belajar kosa kata yang baru maupun cara penulisan kata yang benar?
		5. Saat mengerjakan tugas menulis, apakah Wordtune membuatmu belajar tentang struktur kalimat yang tepat?
		6. Apakah penggunaan Wordtune membuatmu mampu memperbaiki kesalahan dalam penggunaan

		ejaan dan tanda baca pada tugas menulis yang kamu buat?
2	Writing engagement	7. Apa yang kamu rasakan ketika belajar menulis dengan bantuan Wordtune?
		8. Setelah belajar menulis dengan bantuan Wordtune hal-hal apa yang kamu rasa perlu diperbaiki ketika mengerjakan tugas menulis?
		9. Menurut kamu, apakah saran atau rekomendasi dari Wordtune membantu kamu menyadari bagian mana dari tulisan kamu yang perlu diperbaiki? Jika iya, bagian apa saja yang biasanya kamu perhatikan?
		10. Apakah kamu akan menggunakan Wordtune bila nanti ada tugas menulis dalam Bahasa Inggris?
		11. Apakah penggunaan Wordtune dalam pembelajaran menulis memudahkanmu dalam mengerjakan tugas-tugas kelompok?
3	Advantages and disadvantages of Wordtune	12. Menurutmu apa kelebihan Wordtune dalam mengerjakan tugas menulis?
		13. Apa saja hambatan yang kamu temui dalam penggunaan Wordtune?
		14. Bila nanti kamu mengerjakan tugas menulis Bahasa Inggris, alat bantu apa lagi yang akan kamu gunakan?

References

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- Zhao, X., Sbaffi, L., & Cox, A. (2023). *The digitisation of writing in higher education: Exploring the use of Wordtune as an AI writing assistant*. OSF preprint. <https://doi.org/10.31219/osf.io/uzwy7>



Content Validity of Interview Questions Expert Judgement Sheet

Instrument : Interview Questions

Expert 2 : Prof. Dr. I Gede Budasi, M.Ed.

Aspects	Item numbers	Expert's judgement		Suggestion
		Relevant	Irrelevant	
Writing competency	1	✓		
	2	✓		
	3	✓		
	4	✓		
	5	✓		
	6	✓		
Writing engagement	7	✓		
	8	✓		
	9	✓		
	10	✓		
	11	✓		
Advantages and disadvantages	12	✓		
	13	✓		
	14	✓		

Singaraja, 13 Januari 2025

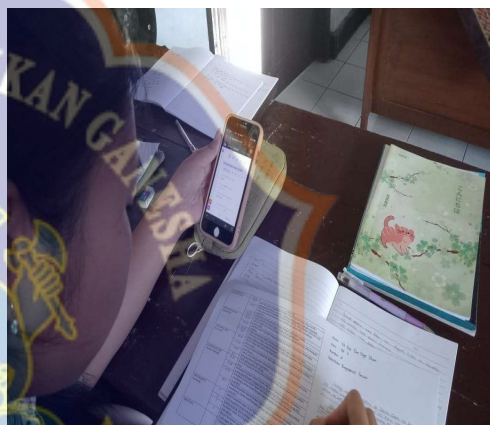
Expert 2

Prof. Dr. I Gede Budasi, M.Ed.

NIP. 195812311985031022

Appendix 14 Documentation

Teaching and learning activities in the experimental groups



Teaching and learning activities in the control groups





Interview



Appendix 15 Data Collection Permit Letter



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
PROGRAM PASCASARJANA

Jalan Udayana Nomor 11 Singaraja, Bali 81116 Telepon 081999446444 Laman www.pasca.undiksha.ac.id

Singaraja, 13 Pebruari 2025

Nomor : 585/UN48.14.1/KM/2025

Hal : **Mohon Ijin Pengambilan Data**

Yth.

di

Dengan hormat, dalam rangka pengumpulan data untuk Penelitian Tesis mahasiswa Program Pascasarjana Universitas Pendidikan Ganesha, kami mohon kesedian Bapak/Ibu untuk dapat menerima dan mengijinkan mahasiswa kami sebagai berikut :

Nama : Kadek Pridayani

NIM : 2329081018

Program Studi : Pendidikan Bahasa Inggris (S2)

Judul Tesis : The Effect of Wordtune towards Writing Competency and Engagement in Writing of the Eighth Grade Students of SMP N 2 Tabanan.

untuk mendapatkan data/informasi yang dibutuhkan oleh mahasiswa dalam melakukan penelitian.

Atas perhatian, berkenaan dan kerja sama yang baik kami ucapkan terima kasih.

Menyetujui,

Pembimbing I,

Made Hery Santosa
NIP. 197910232003121001

Pembimbing II,

I Gede Budasi
NIP. 195812311985031022

Mengetahui,
a.n. Direktur,
Wadir I,



Ibu Puji Puji Putu Arnyana
NIP. 195812311986011005