

Appendices



No	Students	Class	Score
1	Students_1	VIIIA	100
2	Students_2	VIIIA	76
3	Students_3	VIIIA	100
4	Students_4	VIIIA	80
5	Students_5	VIIIA	100
6	Students_6	VIIIA	76
7	Students_7	VIIIA	100
8	Students_8	VIIIA	76
9	Students_9	VIIIA	76
10	Students_10	VIIIA	76
11	Students_11	VIIIA	80
12	Students_12	VIIIA	80
13	Students_13	VIIIA	80
14	Students_14	VIIIA	100
15	Students_15	VIIIA	80
16	Students_16	VIIIA	96
17	Students_17	VIIIA	96
18	Students_18	VIIIA	96
19	Students_19	VIIIA	92
20	Students_20	VIIIA	96
21	Students_21	VIIIA	96
22	Students_22	VIIIA	92
23	Students_23	VIIIA	92
24	Students_24	VIIIA	96
25	Students_25	VIIIA	92
26	Students_26	VIIIA	92
27	Students_27	VIIIA	84
28	Students_28	VIIIA	88
29	Students_29	VIIIA	84
30	Students_30	VIIIA	84
31	Students_31	VIIIA	88
32	Students_32	VIIIA	88
33	Students_33	VIIIA	88
34	Students_34	VIIIA	84
35	Students_35	VIIIA	88
36	Students_36	VIIIA	88
37	Students_37	VIIIA	88
38	Students_38	VIIIA	84
39	Students_39	VIIIA	88
40	Students_40	VIIIA	88
41	Students_41	VIIIA	88

42	Students_42	VIIIF	80
43	Students_43	VIIIF	88
44	Students_44	VIIIF	80
45	Students_45	VIIIF	88
46	Students_46	VIIIF	88
47	Students_47	VIIIF	80
48	Students_48	VIIIF	88
49	Students_49	VIIIF	80
50	Students_50	VIIIF	80
51	Students_51	VIIIF	88
52	Students_52	VIIIF	68
53	Students_53	VIIIF	84
54	Students_54	VIIIF	68
55	Students_55	VIIIF	68
56	Students_56	VIIIF	84
57	Students_57	VIIIF	68
58	Students_58	VIIIF	84
59	Students_59	VIIIF	68
60	Students_60	VIIIF	84
61	Students_61	VIIIF	84
62	Students_62	VIIIF	84
63	Students_63	VIIIF	88
64	Students_64	VIIIF	72
65	Students_65	VIIIF	80
66	Students_66	VIIIF	76
67	Students_67	VIIIF	76
68	Students_68	VIIIF	88
69	Students_69	VIIIF	88
70	Students_70	VIIIF	80
71	Students_71	VIIIF	76
72	Students_72	VIIIF	72
73	Students_73	VIIIF	76
74	Students_74	VIIIF	76
75	Students_75	VIIIF	80
76	Students_76	VIIIF	76
77	Students_77	VIIIF	76
78	Students_78	VIIIF	76
79	Students_79	VIIIF	72
80	Students_80	VIIIF	80
81	Students_81	VIIIF	76
82	Students_82	VIIIF	76

APPENDIX 1

RESEARCH INSTRUMENTS



RESEACH INSTRUMENT FOR WRITING COMPETENCY



WRITING COMPETENCY

Grand Theory of Writing Competency

1. Conceptual Definition of Writing Competency

Writing as an important skill in learning language because writing is a part of the four language skills. The four language skills as follow: Speaking, Listening, Writing and Reading. Oshima, A., and Hogue, A. (2007) state that the writing process can be defined as an ongoing process of some steps which followed by the writer in writing activity. As a good writer, the writer should follow the writing process in a writing activity to get a good result in the teaching and learning process. At the first time, the writer will think about their theme or topic. Then the writer thinks about how to write something. After finished, the writer reads over, make changes and corrections about the writing product. Therefore, the writer revises it. Then write and revise again until they feel satisfied about what they had expressed in their work.

The writing process can be defined as a series of steps followed by the writer in writing activity (Gaetz, L., and Phadke, S. (2015)). In the language learning process, the students should able to write something as a product of writing activity. There are four important steps in writing activity which should be followed by the students. Therefore Rumisek (2005) state that there are four steps in conducting the writing activity. the four steps as follows : (1). Pre-writing, (2). Drafting, (3). Reviewing and Revising, and (4). Rewriting. In pre-writing, the writer should able to create and collecting the ideas of the theme or topic use. In the drafting process, the writer should able to organize the ideas and making a draft of the writing. in reviewing and revising process, the writer should able to edit and revise the draft. And the last in rewriting process, the writer should able to rewrite their draft before into a

good writing product. Based on this view, the competency of the students in the writing process is very important to get the best product of writing.

Moreover, Richards (2002) state that the competency can be defined as a skill, knowledge, attitude, and behavior which required for the real activity. the writing competency is a skill, knowledge, attitude, and behaviour which required for the writing activity. There are some purposes for conducting the writing process. In the other side, Parilasanti. et. al. (2014) state that the writing is an activity which purposed to expressing and communicating the ideas, message, and knowledge of a person in a form of writing a paragraph. One of the ways to assess the students' writing competency of the writer is by using writing scoring rubric.

2. Operational Definition of Writing Competency

Based on this research, the writing competency can be defined as a kind of the student's competency in writing. Therefore, the writing competency in this research means the competency of the eight grade students of SMP Saraswati 1 Denpasar in writing a narrative paragraph and measured by five criteria as follows : (1). Content, (2). Organization, (3).Sentence Structure, (4). Vocabulary, and (5). Mechanism. The students' writing competency will be assessed by using writing scoring rubric from Marhaeni (2005).

Blue Print of Writing Competency Test

Competency Standard	Basic Competency	Indicators	Type of The Paragraph
Expressing meaning in short functional text and short simple paragraph in the form of a narrative paragraph	Write a short and simple narrative paragraph which followings the social function, content, organization, sentence structure, vocabulary use, mechanism and related to the daily life context.	<ul style="list-style-type: none"> • Exploring and collecting the ideas about the theme or the topic of the narrative paragraph • writing a draft of their narrative paragraph corresponding with the content, organization, sentence structure, vocabulary use, mechanism and related to the daily life context. • redrafting and editing the draft of the narrative paragraph corresponding with the content, organization, sentence structure, vocabulary use, mechanism and related to the daily life context. • writing a narrative paragraph corresponding with the content, organization, sentence structure, vocabulary use, mechanism and related to the daily life context. 	Narrative Paragraph

Adopted from : English Supporting Book of Curriculum 2013 English Lesson for Eighth grade students in junior high school, by Kemendikbud, Revise on year 2016

Writing Scoring Rubric

NO.	DIMENSION	INDICATORS	SCORE (1 – 5)
1.	Content	<ul style="list-style-type: none"> a. The content of the paragraph is logic, accurate, interesting and suitable for the topic. b. The content contains the concept and supported by example and reason. c. The content develops the thesis statement of the paragraph. 	
2.	Organization	<ul style="list-style-type: none"> a. The organization of the sentence is suitable and consistent with the content of the paragraph. b. The paragraph should have a clear and logical idea which related to each other. 	
3.	Sentence Structure	<ul style="list-style-type: none"> a. The grammar use of the sentence is suitable and consistent with the content of the paragraph. b. The sentences are complex and effective. 	
4.	Vocabulary	<ul style="list-style-type: none"> a. Using varies vocabularies (words) and suitable for the topic. b. The spelling is correct. 	
5.	Mechanics	<ul style="list-style-type: none"> a. Using good and correct punctuations, space and capitalize. b. The paragraph should follow the rule of writing. 	

The Writing Scoring Rubric above was adopted from : Marhaeni (2005)

Teaching and learning material.

WRITING A NARRATIVE PARAGRAPH (Experiment Group)

I. The definition of a narrative paragraph

Gayle, F. & Lawrence, C. (2010:177) state, a narrative paragraph can be defined as a paragraph which tells the event or the story in the past. The purpose of this paragraph is to entertain the reader. The stories in a narrative paragraph are made up (fiction) and retelling an incident or a story which had happened in the past (nonfiction).

II. The elements of a narrative paragraph

- a. Topic sentence : showing the topic sentence and the controlling ideas
- b. Supporting sentence : supporting and developing the topic sentence and the controlling ideas
- c. Sentence variety : connecting the related ideas in a paragraph

III. The Examples of a narrative paragraph

Running The Household

Last month my mother had hip surgery, I assumed responsibility for running the household. I knew that I could not take care of everything, so I enlisted some help. My brother and sister were very young, so my aunt Jessie came every other evening to help babysit. Consequently, I could do laundry and prepare some meals for the following week. My neighbor Celeste also helped with food shopping and yard work. After my mother came home from the hospital, there was even more to do. Every Saturday, I clean my house. When my mother finally was able to get up, we went for a walk. She had tears in her eyes when she told me how proud she was of how I had handled all the responsibilities.

My Spiritual Journey

Last holiday my friends and I went to Goa Lawah temple in Klungkung regency to do the spiritual journey. Our spiritual journey was very interesting. There were two temples in Goa Lawah temple. The temples were Goa Lawah temple and Segara temple. First, we prayed in Goa Lawah temple. My friends and I were very excited when we saw many bats above the temples and in the cave. It was as an important reason that this temple called Goa Lawah temple. After finished, we saw the biggest snake in the cave. It was a very amazing snake. We believed that if we said something bad in this temple, it would be worse. Therefore we should always think and said positively. The last temple was Segara temple. We prayed together. At Segara temple, we asked for cleansing our self from the sins. Therefore, if you always do your best and be positive you will get the peace every time.

Posttest Activity.

NARRATIVE PARAGRAPH

Instructions :

1. The topic is about “Experience”.
2. Write your narrative paragraph independently and based on your own word.
3. Please, write your narrative paragraph below.

Name	:
No.	:
Class	:



EXPERT JUDGEMENT SHEET

INSTRUCTIONS :

1. Please evaluate the relevance of each aspect and the items developed for testing writing competency of the eight grade students of SMP Saraswati 1 Denpasar.
2. Please give a tick (✓) for the following information based on the following criteria :
 “Relevant” = If they are relevant
 “Irrelevant” = If they are irrelevant
3. Please write your comment and suggestion in the column **“Comment and Suggestion”**.

Paragraph Type	No.	Aspects of Writing	Relevant	Irrelevant	Comment and Suggestion
Narrative Paragraph	1.	Content	✓		
	2.	Organization	✓		specify option b and
	3.	Sentence Structure	✓		b - is not yet clear
	4.	Vocabulary	✓		revise grammar -
	5.	Mechanic	✓		

revise grammar

Note: provide the instrument with detailed of topics and writing consideration to make students aware of the requirement of the writing.

Singaraja, 17 Mei 2019

Judge III

look at my note on the previous page -

(Mr. Ni Made Ratnawati, MA)

NIP. 196609081991022002

EXPERT JUDGEMENT SHEET

INSTRUCTIONS :

1. Please evaluate the relevance of each aspect and the items developed for testing writing competency of the eight grade students of SMP Saraswati 1 Denpasar.
2. Please give a tick (✓) for the following information based on the following criteria :
 “Relevant” = If they are relevant
 “Irrelevant” = If they are irrelevant
3. Please write your comment and suggestion in the column **“Comment and Suggestion”**.

Paragraph Type	No.	Aspects of Writing	Relevant	Irrelevant	Comment and Suggestion
Narrative Paragraph	1.	Content	✓		
	2.	Organization	✓		
	3.	Sentence Structure	✓		
	4.	Vocabulary	✓		
	5.	Mechanics	✓		

Singaraja, 16 Mei 2019

Judge I/II



(Dr. Ni Luh Puh Eka Sulisha Dewi, S.Pd, M.Pd
NIP. 198104192006042002

N.B.

- The judges are given for the relevance between the type of the paragraph with the writing dimensions that can be assessed.
- The test item itself cannot be found in this document.

**RESEACH INSTRUMENT FOR THE
IMPLEMENTATION OF THE
LEARNING CYCLE MODEL
ASSISSTED BY SELF-ASSESSMENT**



The Learning Cycle Model Assisted by Self-Assessment

Grand Theory of The Learning Cycle Model Assisted by Self-Assessment

1. Conceptual Definition of The Learning Cycle Model Assisted by Self-Assessment

Learning Cycle Model can be defined as an model or tehniqe in teaching activity. Marek. (2001) state that the learning cycle model can be defined as sets of learning cycle which consist of several important aspects that should be followed by the students and the teacher in a learning process. The cycle is usually sequential. By using the learning cycle model, the learning process will get a good result, because of it easier to understand the achievement of the learning target. Ramsey. (1993) state that the use of a learning cycle model can help the students in the learning process. The learning cycle model also helps students in learning writing. The students can know about the steps of the activities which they do in the learning process.

Therefore, the function of the learning cycle model is to show the steps of learning activity. The learning cycle usually shows as a sequence activity in a model of the learning cycle. Dirgayasa. (2014) state that the learning cycle model is a way to helps the teacher and the students in the teaching and learning process especially in writing class by showing the steps of writing activity in a cycle model. The cycle model consists of some activities that should be implemented and done by the teacher and the students in writing class. Based on this research, the researcher will use the learning cycle model adopted from Hyland. (2003). The learning cycle model constructs to helps the students engages in the learning process. It also helps the students to more confidence in writing activity.

Self-assessment is a kind of assessment as the evaluation and judgment task of one's performance to do identifications about own strength and weakness to

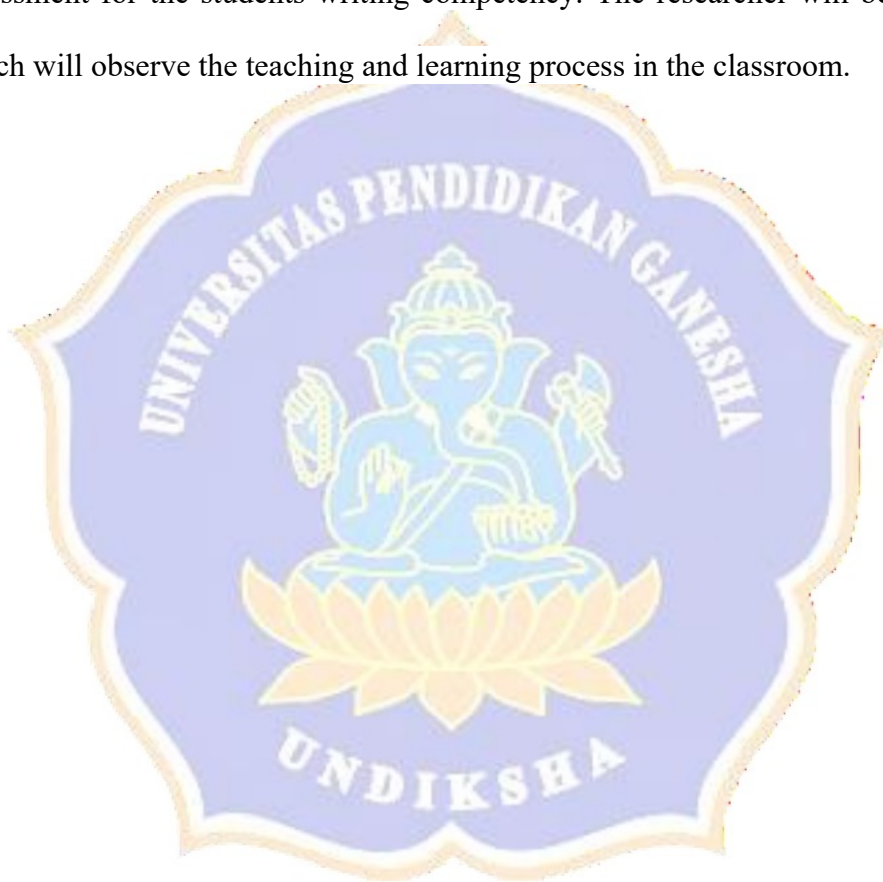
improve the competence and ability (Klenowski's (1995)). Therefore, self-assessment is a kind of assessment strategy which used to assess the competence, skill, and ability of the students in the learning process. Artini (2015), the self-assessment is a type of assessment which purposed to encourage the active learner, decision making, hardworking and independent learning.

Based on the explanation above the combination between learning cycle model assisted by self-assessment is a good way to make the successful learning process. the used of learning cycle model assisted by self-assessment also help the teacher to get the accurate data from the result of learning process and the students can evaluate and improve their competency after doing self-assessment. Pomphan (in Marhaeni, (2017) state that the assessment is a formal process of assessing the students to measure the skill of the students. It means that self-assessment is a formal assessment which done by the students self and supported by the teacher. The result of the assessment can measure the skill and the level of the achievement of each student.

2. Operational Definition of The Learning Cycle Model Assisted by Self-Assessment

Based on this research, the learning cycle model can be defined as a teaching strategy. This strategy is more popular in the education field. Learning cycle model is a one of teaching strategy which used in this research. The researcher will apply to learn cycle model from Hyland (2003) and assisted by self-assessment. Based on this research, learning cycle model which uses as a teaching strategy which assisted by self-assessment to assess the writing competency of the eighth grade students in SMP Saraswati 1 Denpasar in academic year 2018/2019.

Based on this research, the implementation of the learning cycle model assisted by self-assessment will be observe by using observation checklist. Therefore, this research uses an observation checklist form adopted from the Ministry Of Education And Culture (2017). The observation checklist purposed to show and explain how is the implementation of the learning cycle model assisted by self-assessment for the students writing competency. The researcher will be an observer which will observe the teaching and learning process in the classroom.



**BLUE PRINT OF THE IMPLEMENTATION OF THE LEARNING CYCLE MODEL
ASSISTED BY SELF-ASSESSMENT**

No.	Learning Components	Learning Activities	Item Number
1	The teaching technique	The teacher chooses the learning cycle model as a teaching technique.	1
		The teacher uses the Learning Cycle Model Assisted by Self-Assessment in the classroom.	2
2	The implementation of the Learning Cycle Model Assisted by Self-Assessment	<p>The implementations of the Learning Cycle Model Assisted by Self-Assessment consist of three important phases, as follows :</p> <ol style="list-style-type: none"> 1. Modeling of the text. 2. Joint construction of the text. (Achievement, Self-Assessment and Self-Judgment) 3. Independent construction of the text. (Self-Reaction and Self-Confidence) 	3,4,5
3	The teacher's activities	<ol style="list-style-type: none"> 1. Modeling of the text : <ul style="list-style-type: none"> - The teacher shows an example of the narrative paragraph. 2. Joint construction of the text. <ul style="list-style-type: none"> - The teacher gives a topic of the narrative paragraph for the students 	6,7,8,9,10,11,12,13,14,15,16

		<ul style="list-style-type: none"> - The teacher divides the students into 6 groups and each of the groups consists of 5 to 6 students. 	
		<ul style="list-style-type: none"> - The teacher shows how to construct a narrative paragraph and lead the discussion. - The teacher gives a self-assessment checklist for the students. - The teacher gives information to the students about the purpose of conducting the self-assessment. - The teacher shows how to do self-assessment. - The teacher shows how to do an evaluation based on their performance before. - The teacher gives feedback for the students and asks the students to write a sentence about what they have understood and may not yet understand. <p>3. Independent construction of the text.</p> <ul style="list-style-type: none"> - The teacher asks the students to revise and edit the draft of their narrative paragraph before. 	

		<ul style="list-style-type: none"> - The teacher does a conference about the narrative paragraph. 	
4	The student's activities	<p>1. Modeling of the text :</p> <ul style="list-style-type: none"> - The students do a discussion together to analyze the content, organization, sentence structure, vocabulary used and the mechanism of the narrative paragraph. <p>2. Joint construction of the text.</p> <ul style="list-style-type: none"> - The students brainstorm ideas together. - The students elaborate and construct their ideas into a sentence. - The students develop their ideas with the appropriate supporting sentences. - The students construct and write a draft of the narrative paragraph together. (Achievement) - The students do self-assessment. (Self-Assessment) - Write a sentence about what they have understood and may not yet understand. (Self- 	17,18,19,20,21,22,23,24,25, 26

		Judgment)	
		<p>3. Independent construction of the text.</p> <ul style="list-style-type: none"> - Do the revising and editing process for the narrative paragraph before. (Self-Reaction) - Write and construct their paragraph independently. (Self-Confidence) - Do a conference about the narrative paragraph. 	
5	Time to implementing the Learning Cycle Model Assisted by Self-Assessment	The implementation of the Learning Cycle Model Assisted by Self-Assessment conducted into six meetings	27
6	The use of Learning Cycle Model Assisted by Self-Assessment	The Learning Cycle Model Assisted by Self-Assessment can give a good effect for the students in the following writing class.	28



**OBSERVATION CHECKLIST FOR THE IMPLEMENTATION OF THE
LEARNING CYCLE MODEL ASSISTED BY SELF-ASSESSMENT**

Observer's Name :

Day/Date :

Time :

INSTRUCTIONS :

1. Please give a tick (√) for the following information based on the following criteria :

“Yes” = There is the requirement stated in the statement on the Implementation of The Learning Cycle Model Assisted by Self-Assessment

“No” = There is no any requirement stated in the statement on the Implementation of The Learning Cycle Model Assisted by Self-Assessment

2. Please write your comment and result of your observation in the column “**Comment**”.

No.	Learning Components	Learning Activities	Yes	No	Comment
1	The teaching technique	1. The teacher chooses the learning cycle model as a teaching technique.			
		2. The teacher uses the Learning Cycle Model Assisted by Self-Assessment in the classroom.			
2	The implementation of the Learning Cycle Model Assisted by Self-Assessment	3. Modeling of the text. 4. Joint construction of the text. (Achievement, Self-Assessment and Self-Judgment) 5. Independent construction of the text. (Self-Reaction and Self-Confidence)			

No.	Learning Components	Learning Activities	Yes	No	Comment
3	The teacher's activities	<p>In modeling of the text phases :</p> <p>6. The teacher shows an example of the narrative paragraph.</p>			
		<p>In joint construction of the text phases :</p> <p>7. The teacher gives a topic for the students.</p>			
		<p>8. The teacher divides the students into 6 groups and each of the groups consists of 5 to 6 students.</p>			
		<p>9. The teacher shows how to construct a narrative paragraph and lead the discussion.</p>			
		<p>10. The teacher gives a self-assessment checklist for the students.</p>			
		<p>11. The teacher gives information to the students about the purpose of conducting the self-assessment.</p>			
		<p>12. The teacher shows how to do self-assessment.</p>			
		<p>13. The teacher shows how to do an evaluation based on their performance before.</p>			
		<p>14. The teacher gives feedback for the students and asks the students to write a sentence about what they have understood and may not yet understand.</p>			
		<p>In independent construction</p>			

		<p>of the text phases :</p> <p>15. The teacher asks the students to revise and edit the draft of their narrative paragraph before.</p>			
		<p>16. The teacher does a conference about the narrative paragraph.</p>			
4	The student's activities	<p>1. Modeling of the text :</p> <p>17. The students do discussion together to analyze the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.</p> <p>2. Joint construction of the text.</p> <p>18. The students brainstorm ideas together.</p> <p>19. The students elaborate and construct their ideas into a sentence.</p> <p>20. The students develop their ideas with the appropriate supporting sentences.</p> <p>21. The students construct and write a draft of the narrative paragraph together. (Achievement)</p> <p>22. The students do self-assessment. (Self-Assessment)</p> <p>23. Write a sentence about what they have understood and may not yet understand. (Self-</p>			

		<p>Judgment)</p> <p>3. Independent construction of the text.</p> <p>24. Do the revising and editing process for the narrative paragraph before. (Self-Reaction)</p> <p>25. Write and construct their paragraph independently. (Self-Confidence)</p> <p>26. Do a conference about the narrative paragraph.</p>			
5	Time to implementing the Learning Cycle Model Assisted by Self-Assessment	27. The implementation of the Learning Cycle Model Assisted by Self-Assessment is conducted into ten meetings			
6	The use of Learning Cycle Model Assisted by Self-Assessment	28. The Learning Cycle Model Assisted by Self-Assessment can give a good effect for the students in following writing class.			

Denpasar,

Observer

()
NIP.

THE RESULT OF THE OBSERVATION CHECKLIST

No	Learning Components	Learning Activities	The Result of The Observation										Total.		Comment
			Checklist												
			Obs 1		Obs 2		Obs 3		Obs 4		Obs 5		Yes	No	
1	The teaching technique	1. The teacher chooses the learning cycle model as a teaching technique.	√		√		√		√		√		5		The teacher chose the learning cycle model assisted by self-assessment as a teaching technique. It was proven by the lesson plan used.
		2. The teacher uses the Learning Cycle Model Assisted by Self-Assessment in the classroom.	√		√		√		√		√		5		The teacher taught by using the learning cycle model assisted by self-assessment corresponding with the three important phases
2	The implementation of the Learning Cycle Model	3. Modeling of the text.	√		√		√		√		√		5		This phase was implemented well. The teacher and students did discussion together with

		assessment										
		13. The teacher shows how to do an evaluation based on their performance before.	√	√	√	√	√		5		The teacher did it well and practiced it by giving an example for the students.	
		14. The teacher gives feedback to the students and asks the students to write a sentence about what they have understood and may not yet understand.	√	√	√	√	√		5		Implemented well. The teacher showed how to do it and gave feedback to the students after they read the sentences which had made.	
		In independ	√	√	√	√	√		5		The teacher showed how to do	

		<p>ent construction of the text phases :</p> <p>15. The teacher asks the students to revise and edit the draft of their narrative paragraph before.</p>									<p>it and gave more opportunities for the students if they had a question and were confused in the learning process.</p>
		<p>16. The teacher does a conference about the narrative paragraph.</p>	√	√	√	√	√		5		<p>Implemented well. The teacher gave opportunities to the students to give questions and their comments about the learning process.</p>
4	The student's activities	<p>Modeling of the text: 17.</p> <p>The students do a discussion together to</p>	√	√	√	√	√		5		<p>Implemented well. The students were very interested. They did discussions with their friends and they gave questions to the</p>

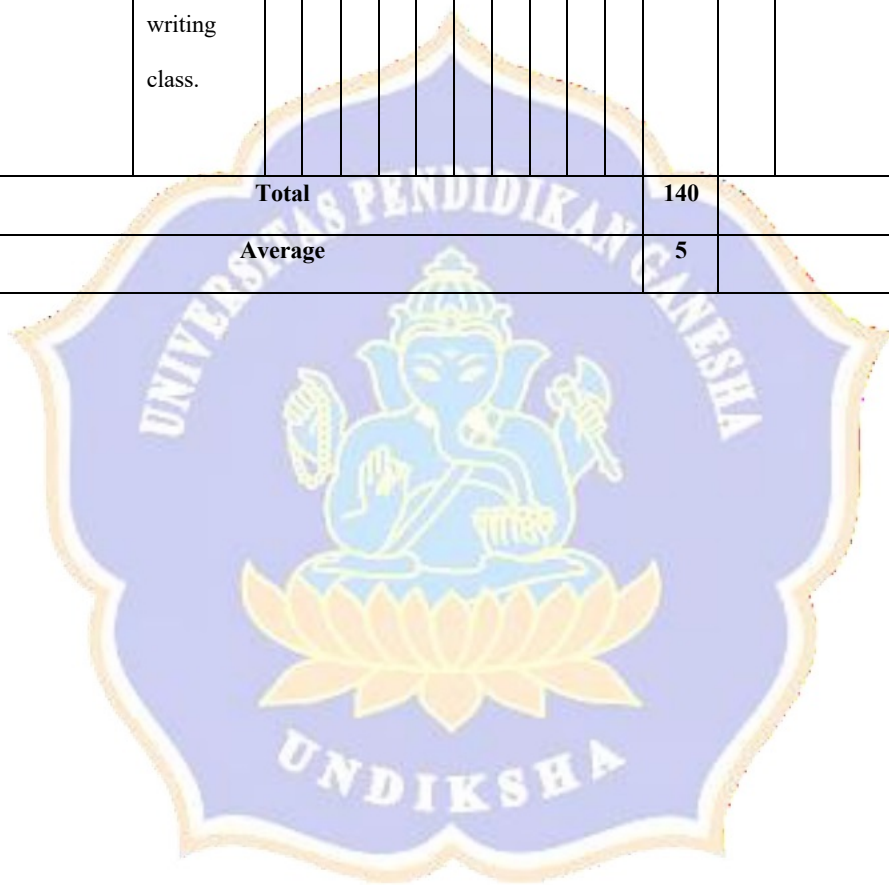
										analyze the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.	teacher if they found a mistake.
										Joint construction of the text: 18. The students brainstorm ideas together.	Implemented well, but the students were very noisy because they were very interested in following this activity. they spoke loudly in showing their ideas to their friends.
										19. The students elaborate and construct their ideas	Implemented well. The students constructed their ideas into a sentence together

											into a sentence.									with their friends and they asked the teacher if they found a mistake.	
											20. The students develop their ideas with the appropriate supporting sentences.	√	√	√	√	√				5	Implemented well. The students wrote some of supporting sentences to support their ideas.
											21. The students construct and write a draft of the narrative paragraph together. (Achievement)	√	√	√	√	√				5	Implemented well. The students made a draft together with their group.
											22. The students do self-assessment. (Self-Assessment)	√	√	√	√	√				5	Implemented well. Each of the students did self-assessment by following the self-assessment checklist

<p>23. Write a sentence about what they have understood and may not yet understand. (Self-Judgment)</p>	√	√	√	√	√	√	5		<p>Implemented well. Every student wrote their sentences corresponding with their achievements.</p>
<p>Independent construction of the text. 24. Do the revising and editing process for the narrative paragraph before. (Self-Reaction)</p>	√	√	√	√	√	√	5		<p>Implemented well. The students revised and edited their draft independently.</p>
<p>25. Write and construct their</p>	√	√	√	√	√	√	5		<p>Implemented well. The students constructed their</p>

		paragraphs independently. (Self-Confidence)																paragraphs independently.	
		26. Do a conference about the narrative paragraph.	√	√	√	√	√											5	They asked the teacher if they found a mistake in following the learning process.
5	Time to implementing the Learning Cycle Model Assisted by Self-Assessment	27. The implementation of the Learning Cycle Model Assisted by Self-Assessment is conducted into ten meetings	√	√	√	√	√											5	The implementation of the learning cycle model assisted by self-assessment conducted in 10 meetings.
6	The use of Learning Cycle Model Assisted by Self-	28. The Learning Cycle Model Assisted by Self-	√	√	√	√	√											5	1. The students were very interested in following this activity. 2. The students

	Assessment	Assessme nt can give a good effect on the students in the following writing class.																				were honest and very confident in writing. 3.The students could become independent writers.
		Total															140					
		Average															5					



EXPERT JUDGEMENT SHEET FOR THE OBSERVATION CHECKLIST

INSTRUCTIONS :

1. Please judge whether or not the items of the observation checklist are relevant to each other.
2. Please give a tick (✓) for the following information based on the following criteria :
 - “Relevant” = If the statements are relevant to each other
 - “Irrelevant” = If the statements are irrelevant to each other
3. Please write your comment and suggestion in the column “Comment and Suggestion”.

No.	Judge Evaluation		Comment and Suggestion
	Relevant	Irrelevant	
1.	✓		
2.	✓		Perhatikan bentuk kata kerja
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓		
13.	✓		
14.		✓	not clear the last sentence / revise + not
15.	✓		
16.	✓		
17.	✓		Perhatikan grammar -
18.	✓		
19.	✓		
20.	✓		
21.	✓		
22.	✓		
23.		✓	not clear the last sentence / revise + not
24.	✓		

25.	✓		
26.	✓		
27.	✓		
28.	✓		

Singaraja, 17 Mei 2019
Judge VII



(Dr. Ir. M. Sabuningat, MA)
NIP. 196609 08 199102 2002

EXPERT JUDGEMENT SHEET FOR THE OBSERVATION CHECKLIST

INSTRUCTIONS :

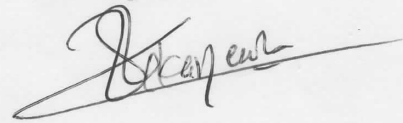
1. Please judge whether or not the items of the observation checklist are relevant to each other.
2. Please give a tick (✓) for the following information based on the following criteria :
 - “Relevant” = If the statements are relevant to each other
 - “Irrelevant” = If the statements are irrelevant to each other
3. Please write your comment and suggestion in the column “Comment and Suggestion”.

No.	Judge Evaluation		Comment and Suggestion
	Relevant	Irrelevant	
1.		✓	How will you observe "choose" ?
2.		✓	Need to be more operational. How self-assessment is integrated into the LCM.
3.		✓	The statement is not complete yet. What need to be observed?
4.		✓	See the comment on the item
5.		✓	-1 -
6.	✓		How self-assessment is applied in this stage?
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓		
13.	✓		
14.	✓		
15.	✓		See the comment on the instrument
16.	✓	✓	See -1. -
17.	✓		
18.	✓		
19.	✓		
20.	✓		
21.	✓		
22.	✓		
23.	✓		
24.	✓		

25.	✓		write after revision?
26.		✓	about the result of Self-assessment
27.		✓	should be more operational because the observation activity is conducted on the spot at a certain time
28.			need to be more operational. See the instrument

Singaraja, 16 - 5 - 2019.

Judge I/II



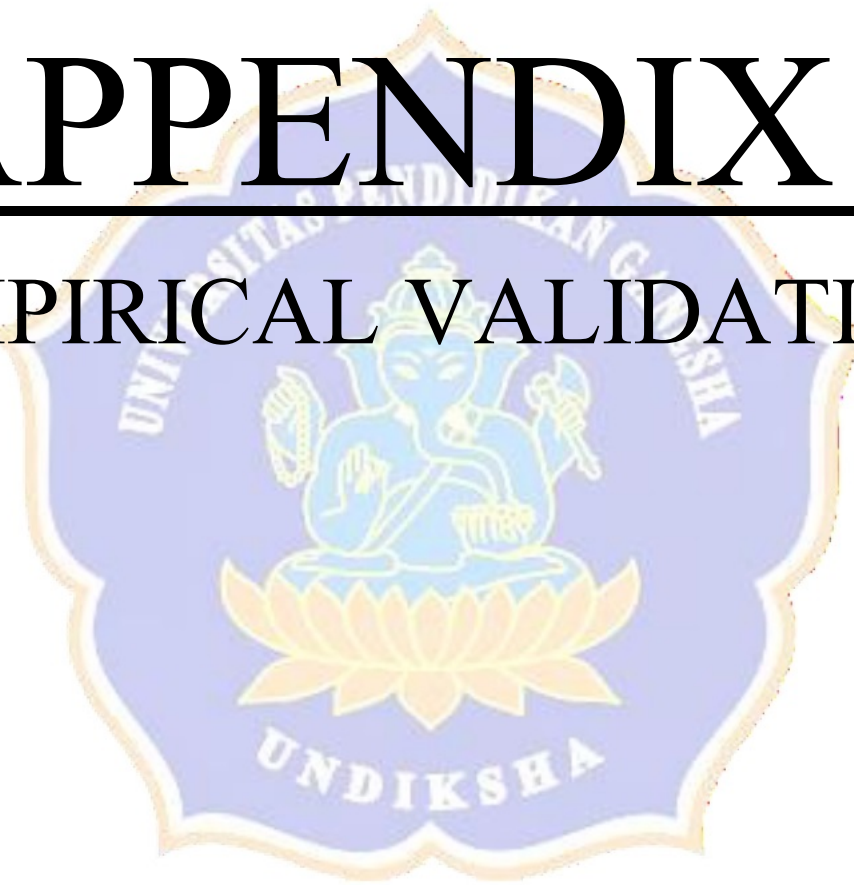
(Dr. Ni Luh Puh Eka Sulistiya Dewi, S.Pd., M.Pd.
NIP. 198104192006042002

Note:

- The blueprint is not completed with the definition of each dimension that will be observed in the classroom.
- Some of the observation items are not written in complete sentence that make it difficult to know what will be observed.
- There should be ~~definition~~ ^{about} descriptors about how Self-assessment is applied into Learning Cycle Model so we can see clearly the position of self-assessment in that model.

APPENDIX 2

EMPIRICAL VALIDATION



>Warning # 849 in column 23. Text: in_ID
 >The LOCALE subcommand of the SET command has an invalid parameter. It could
 >not be mapped to a valid backend locale.

GET

FILE='D:\FOLDER SAYA\KAMPUS S2 UNDIKSHA\SEMESTER IV\PROPOSAL THAP III\SEDAN
 G DIGUNAKAN\SIAP PRINT\SPSS\DATA PENELITIAN_3 pakai\TEST VALIDITY AND RELIABI
 LITY\RELIABILITY\WRITING\DATA VIEW WRITING RELIABLE.sav'.

DATASET NAME DataSet1 WINDOW=FRONT.

CORRELATIONS

/VARIABLES=C1 C2 C3 C4 C5 Total_Score
 /PRINT=TWOTAIL NOSIG
 /MISSING=PAIRWISE.

Correlations

[DataSet1] D:\FOLDER SAYA\KAMPUS S2 UNDIKSHA\SEMESTER IV\PROPOSAL THAP III\SE
 DANG DIGUNAKAN\SIAP PRINT\SPSS\DATA PENELITIAN_3 pakai\TEST VALIDITY AND RELI
 ABILITY\RELIABILITY\WRITING\DATA VIEW WRITING RELIABLE.sav

Correlations

		C1	C2	C3	C4	C5
C1	Pearson Correlation	1	1,000**	,834**	,591**	,591**
	Sig. (2-tailed)		,000	,000	,000	,000
	N	41	41	41	41	41
C2	Pearson Correlation	1,000**	1	,834**	,591**	,591**
	Sig. (2-tailed)	,000		,000	,000	,000
	N	41	41	41	41	41
C3	Pearson Correlation	,834**	,834**	1	,774**	,774**
	Sig. (2-tailed)	,000	,000		,000	,000
	N	41	41	41	41	41
C4	Pearson Correlation	,591**	,591**	,774**	1	1,000**
	Sig. (2-tailed)	,000	,000	,000		,000
	N	41	41	41	41	41
C5	Pearson Correlation	,591**	,591**	,774**	1,000**	1
	Sig. (2-tailed)	,000	,000	,000	,000	
	N	41	41	41	41	41
Total_Score	Pearson Correlation	,827**	,827**	,936**	,911**	,911**
	Sig. (2-tailed)	,000	,000	,000	,000	,000
	N	25	25	25	25	25

Correlations

		Total_Score
C1	Pearson Correlation	,827**
	Sig. (2-tailed)	,000
	N	25
C2	Pearson Correlation	,827**
	Sig. (2-tailed)	,000
	N	25
C3	Pearson Correlation	,936**
	Sig. (2-tailed)	,000
	N	25
C4	Pearson Correlation	,911**
	Sig. (2-tailed)	,000
	N	25
C5	Pearson Correlation	,911**
	Sig. (2-tailed)	,000
	N	25
Total_Score	Pearson Correlation	1
	Sig. (2-tailed)	
	N	25

** . Correlation is significant at the 0.01 level (2-tailed).

THE RESULT OF THE OBSERVATION CHECKLIST (TRY OUT)

No.	Observers	OB 1	OB 2	OB 3	OB 4	OB 5	OB 6	OB 7	OB 8	OB 9	OB 10	OB 11	OB 12	OB 13	OB 14
1	Obsvr 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	Obsvr 2	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	Obsvr 3	1	0	0	0	0	1	0	0	0	1	0	0	0	0
4	Obsvr 4	0	1	1	1	1	0	1	1	0	0	1	1	1	0
5	Obsvr 5	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	Obsvr 6	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7	Obsvr 7	1	1	1	1	1	1	1	1	1	1	1	1	1	1
8	Obsvr 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	Obsvr 9	0	1	1	0	1	0	0	1	0	0	0	0	1	0
10	Obsvr 10	1	1	1	1	1	1	1	1	1	1	1	1	1	1

OB 15	OB 16	OB 17	OB 18	OB 19	OB 20	OB 21	OB 22	OB 23	OB 24	OB 25	OB 26	OB 27	OB 28	Total
1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
0	0	0	0	0	0	0	0	0	0	1	0	0	1	3
0	1	1	1	1	1	0	1	0	0	1	1	1	1	13
1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	1	0	0	1	0	0	0	0	0	1	0	0	6
1	1	1	1	1	1	1	1	1	1	1	1	1	1	19

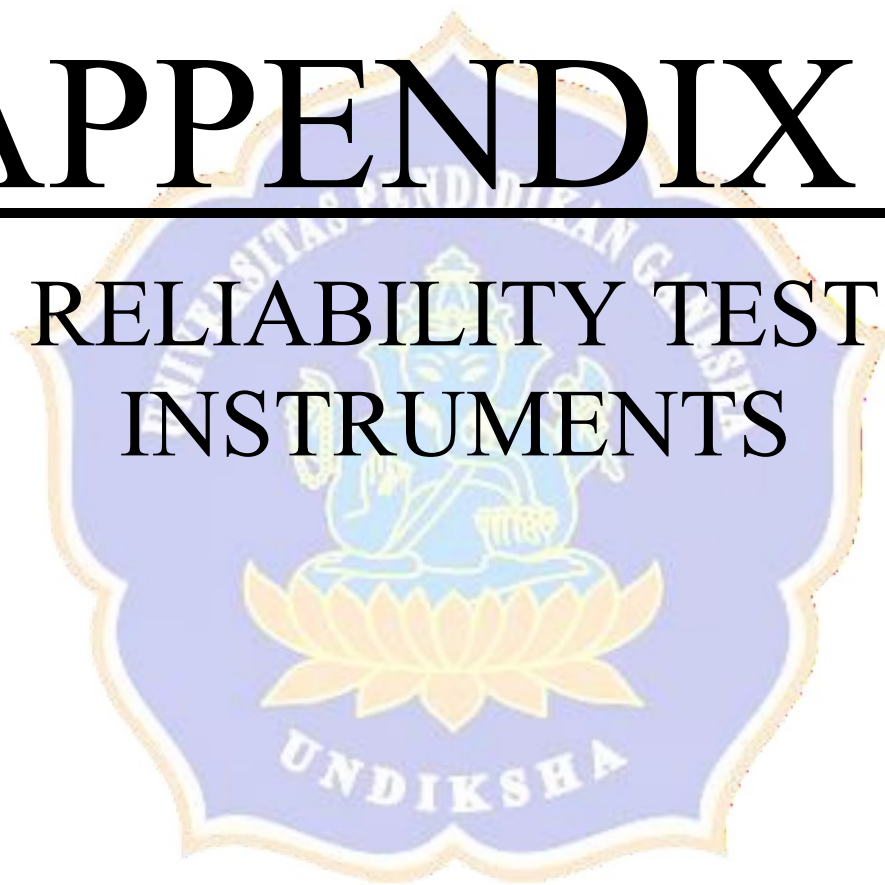
THE EMPIRICAL VALIDATION OF THE OBSERVATION CHECKLIST

Number of Item	<i>R_{hitung}</i>	<i>R_{table}</i>	Remarks
1	0,653	0,632	Valid
2	0,831	0,632	Valid
3	0,831	0,632	Valid
4	0,953	0,632	Valid
5	0,831	0,632	Valid
6	0,653	0,632	Valid
7	0,953	0,632	Valid
8	0,831	0,632	Valid
9	0,908	0,632	Valid
10	0,653	0,632	Valid
11	0,953	0,632	Valid
12	0,953	0,632	Valid
13	0,831	0,632	Valid
14	0,908	0,632	Valid
15	0,908	0,632	Valid
16	0,953	0,632	Valid
17	0,831	0,632	Valid
18	0,953	0,632	Valid

19	0,953	0,632	Valid
20	0,831	0,632	Valid
21	0,908	0,632	Valid
22	0,953	0,632	Valid
23	0,908	0,632	Valid
24	0,908	0,632	Valid
25	0,728	0,632	Valid
26	0,831	0,632	Valid
27	0,953	0,632	Valid
28	0,728	0,632	Valid

APPENDIX 3

RELIABILITY TEST INSTRUMENTS



>Warning # 849 in column 23. Text: in_ID
 >The LOCALE subcommand of the SET command has an invalid parameter. It could
 >not be mapped to a valid backend locale.

GET

FILE='D:\FOLDER SAYA\KAMPUS S2 UNDIKSHA\SEMESTER IV\PROPOSAL THAP III\SEDAN
 G DIGUNAKAN\SIAP PRINT\TEST VALIDITY AND RELIABILITY\Untitled2.sav'.

DATASET NAME DataSet1 WINDOW=FRONT.

NEW FILE.

DATASET NAME DataSet2 WINDOW=FRONT.

RELIABILITY

/VARIABLES=C1 C2 C3 C4 C5
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA
 /SUMMARY=TOTAL.

Reliability

[DataSet2]

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	41	100,0
	Excluded ^a	0	,0
	Total	41	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,933	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C1	15,41	16,499	,798	,925
C2	15,41	16,499	,798	,925
C3	15,41	14,449	,891	,904
C4	15,80	13,461	,847	,915
C5	15,80	13,461	,847	,915

```

DATASET ACTIVATE DataSet1.
DATASET CLOSE DataSet2.
GET
  FILE='D:\FOLDER SAYA\KAMPUS S2 UNDIKSHA\SEMESTER IV\PROPOSAL THAP III\SEDAN
  G DIGUNAKAN\SIAP PRINT\SPSS\DATA PENELITIAN_3 pakai\TEST VALIDITY AND RELIABI
  LITY\RELIABILITY\OBSR CHECKLIST\DATA VIEW ALL.sav'.
DATASET NAME DataSet3 WINDOW=FRONT.
RELIABILITY
  /VARIABLES=OC_1 OC_2 OC_3 OC_4 OC_5 OC_6 OC_7 OC_8 OC_9 OC_10 OC_11 OC_12 O
  C_13 OC_14 OC_15 OC_16 OC_17 OC_18 OC_19 OC_20 OC_21 OC_22 OC_23 OC_24 OC_25
  OC_26 OC_27 OC_28
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /SUMMARY=TOTAL.

```

Reliability

[DataSet3] D:\FOLDER SAYA\KAMPUS S2 UNDIKSHA\SEMESTER IV\PROPOSAL THAP III\SE
DANG DIGUNAKAN\SIAP PRINT\SPSS\DATA PENELITIAN_3 pakai\TEST VALIDITY AND RELI
ABILITY\RELIABILITY\OBSR CHECKLIST\DATA VIEW ALL.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	10	100,0
	Excluded ^a	0	,0
	Total	10	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

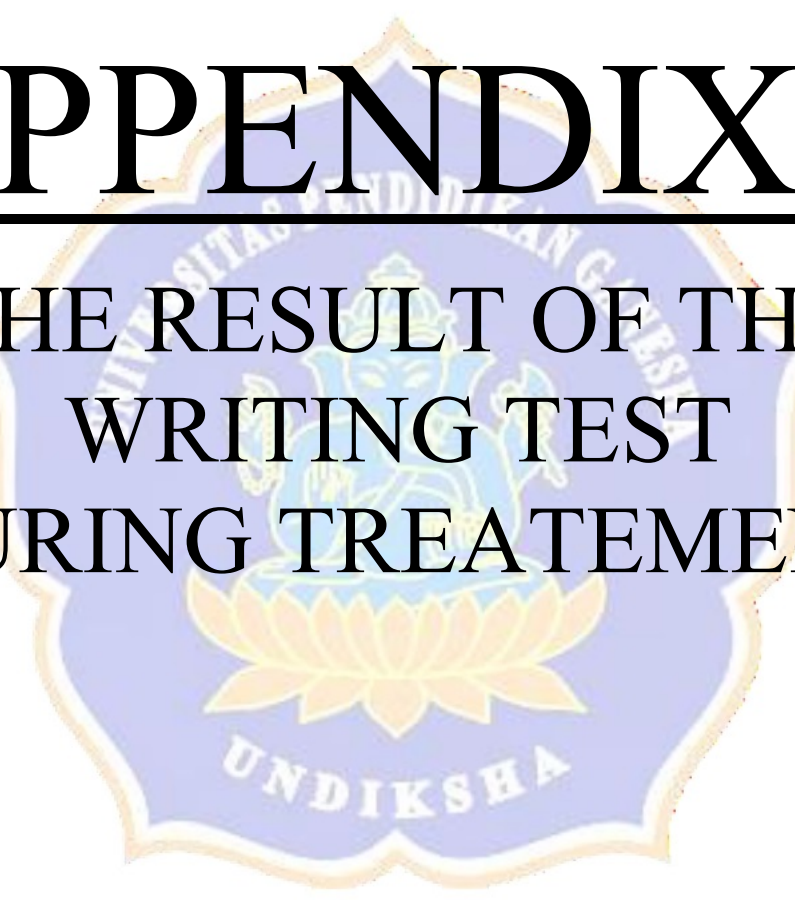
Cronbach's Alpha	N of Items
,987	28

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
OC_1	19,30	121,122	,646	,987
OC_2	19,20	120,622	,801	,987
OC_3	19,20	120,622	,801	,987
OC_4	19,30	118,011	,951	,986
OC_5	19,20	120,622	,801	,987
OC_6	19,30	121,122	,646	,987
OC_7	19,30	118,011	,951	,986
OC_8	19,20	120,622	,801	,987
OC_9	19,40	117,822	,904	,986
OC_10	19,30	121,122	,646	,987
OC_11	19,30	118,011	,951	,986
OC_12	19,30	118,011	,951	,986
OC_13	19,20	120,622	,801	,987
OC_14	19,40	117,822	,904	,986
OC_15	19,40	117,822	,904	,986
OC_16	19,30	118,011	,951	,986
OC_17	19,20	120,622	,801	,987
OC_18	19,30	118,011	,951	,986
OC_19	19,30	118,011	,951	,986
OC_20	19,20	120,622	,801	,987
OC_21	19,40	117,822	,904	,986
OC_22	19,30	118,011	,951	,986
OC_23	19,40	117,822	,904	,986
OC_24	19,40	117,822	,904	,986
OC_25	19,20	121,289	,727	,987
OC_26	19,20	120,622	,801	,987
OC_27	19,30	118,011	,951	,986
OC_28	19,20	121,289	,727	,987

APPENDIX 4

THE RESULT OF THE
WRITING TEST
(DURING TREATEMENT)

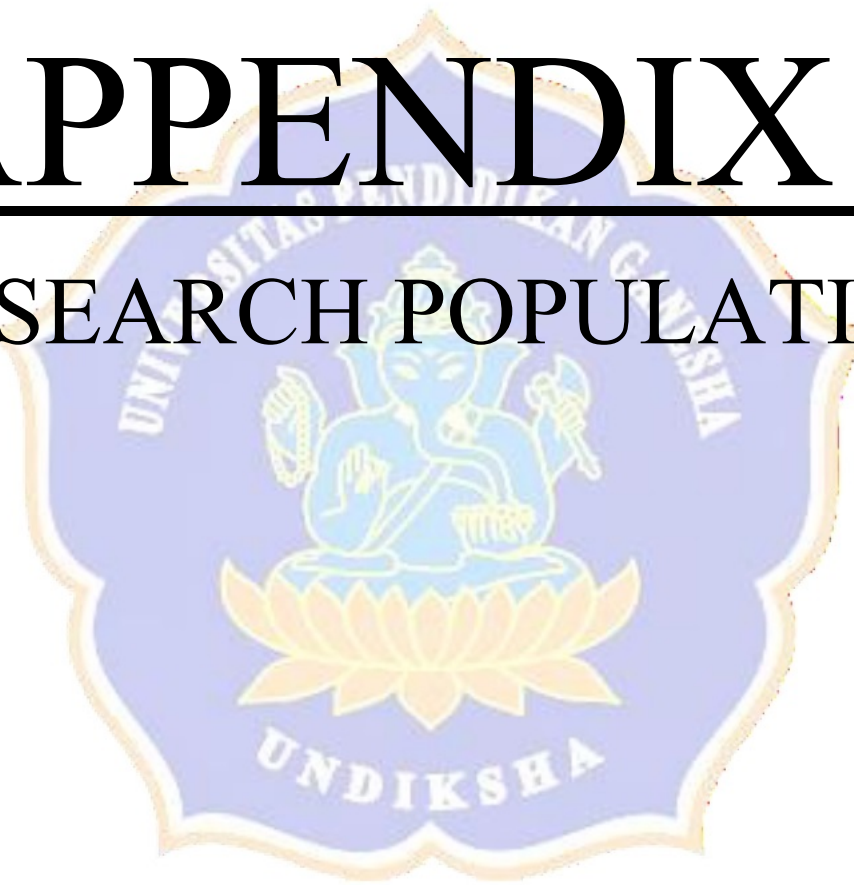


THE RESULT OF THE WRITING TEST (TRY OUT)

No.	Students	OBS. 1	OBS. 2	OBS. 3	OBS. 4	OBS. 5
1	Std _n 1	70	75	78	80	82
2	Std _n 2	70	75	78	80	82
3	Std _n 3	70	75	78	80	82
4	Std _n 4	75	78	80	85	87
5	Std _n 5	75	78	80	85	87
6	Std _n 6	75	78	80	85	87
7	Std _n 7	70	75	78	80	82
8	Std _n 8	70	75	78	80	82
9	Std _n 9	75	78	80	85	87
10	Std _n 10	75	78	80	85	87
11	Std _n 11	75	78	80	85	87
12	Std _n 12	70	75	78	80	82
13	Std _n 13	78	79	82	85	88
14	Std _n 14	70	75	78	80	82
15	Std _n 15	70	75	78	80	82
16	Std _n 16	78	79	82	85	88
17	Std _n 17	78	79	82	85	88
18	Std _n 18	78	79	82	85	88
19	Std _n 19	78	79	82	85	88
20	Std _n 20	70	75	78	80	82
21	Std _n 21	75	78	80	85	87
22	Std _n 22	75	78	80	85	87
23	Std _n 23	75	78	80	85	87
24	Std _n 24	75	78	80	85	87
25	Std _n 25	70	75	78	80	82
26	Std _n 26	70	75	78	80	82
27	Std _n 27	70	75	78	80	82
28	Std _n 28	75	78	80	85	87
29	Std _n 29	75	78	80	85	87
30	Std _n 30	70	75	78	80	82
31	Std _n 31	70	75	78	80	82
32	Std _n 32	78	79	82	85	88
33	Std _n 33	78	79	82	85	88
34	Std _n 34	70	75	78	80	82
35	Std _n 35	70	75	78	80	82
36	Std _n 36	70	75	78	80	82
37	Std _n 37	78	79	82	85	88
38	Std _n 38	78	79	82	85	88
39	Std _n 39	70	75	78	80	82
40	Std _n 40	78	79	82	85	88
41	Std _n 41	78	79	82	85	88

APPENDIX 5

RESEARCH POPULATION



No	Students	Class	Nilai
1	Students_1	VIIIA	85
2	Students_2	VIIIA	76
3	Students_3	VIIIA	72
4	Students_4	VIIIA	74
5	Students_5	VIIIA	80
6	Students_6	VIIIA	89
7	Students_7	VIIIA	87
8	Students_8	VIIIA	86
9	Students_9	VIIIA	85
10	Students_10	VIIIA	71
11	Students_11	VIIIA	83
12	Students_12	VIIIA	75
13	Students_13	VIIIA	83
14	Students_14	VIIIA	84
15	Students_15	VIIIA	83
16	Students_16	VIIIA	75
17	Students_17	VIIIA	84
18	Students_18	VIIIA	75
19	Students_19	VIIIA	85
20	Students_20	VIIIA	90
21	Students_21	VIIIA	84
22	Students_22	VIIIA	75
23	Students_23	VIIIA	70
24	Students_24	VIIIA	80
25	Students_25	VIIIA	70
26	Students_26	VIIIA	74
27	Students_27	VIIIA	80
28	Students_28	VIIIA	71
29	Students_29	VIIIA	73
30	Students_30	VIIIA	79
31	Students_31	VIIIA	80
32	Students_32	VIIIA	78
33	Students_33	VIIIA	81
34	Students_34	VIIIA	78
35	Students_35	VIIIA	73
36	Students_36	VIIIA	76
37	Students_37	VIIIA	78
38	Students_38	VIIIA	82
39	Students_39	VIIIA	79
40	Students_40	VIIIA	76
41	Students_41	VIIIA	82
42	Students_42	VIIIB	85
43	Students_43	VIIIB	76
44	Students_44	VIIIB	72
45	Students_45	VIIIB	74
46	Students_46	VIIIB	80
47	Students_47	VIIIB	70
48	Students_48	VIIIB	87

49	Students_49	VIII B	81
50	Students_50	VIII B	85
51	Students_51	VIII B	71
52	Students_52	VIII B	83
53	Students_53	VIII B	75
54	Students_54	VIII B	83
55	Students_55	VIII B	84
56	Students_56	VIII B	83
57	Students_57	VIII B	75
58	Students_58	VIII B	84
59	Students_59	VIII B	75
60	Students_60	VIII B	85
61	Students_61	VIII B	89
62	Students_62	VIII B	84
63	Students_63	VIII B	75
64	Students_64	VIII B	91
65	Students_65	VIII B	80
66	Students_66	VIII B	70
67	Students_67	VIII B	74
68	Students_68	VIII B	80
69	Students_69	VIII B	71
70	Students_70	VIII B	73
71	Students_71	VIII B	79
72	Students_72	VIII B	90
73	Students_73	VIII B	78
74	Students_74	VIII B	81
75	Students_75	VIII B	78
76	Students_76	VIII B	82
77	Students_77	VIII B	76
78	Students_78	VIII C	70
79	Students_79	VIII C	69
80	Students_80	VIII C	85
81	Students_81	VIII C	76
82	Students_82	VIII C	72
83	Students_83	VIII C	74
84	Students_84	VIII C	80
85	Students_85	VIII C	89
86	Students_86	VIII C	87
87	Students_87	VIII C	86
88	Students_88	VIII C	85
89	Students_89	VIII C	71
90	Students_90	VIII C	83
91	Students_91	VIII C	75
92	Students_92	VIII C	83
93	Students_93	VIII C	84
94	Students_94	VIII C	83
95	Students_95	VIII C	75
96	Students_96	VIII C	84

97	Students_97	VIII C	75
98	Students_98	VIII C	85
99	Students_99	VIII C	90
100	Students_100	VIII C	84
101	Students_101	VIII C	75
102	Students_102	VIII C	70
103	Students_103	VIII C	80
104	Students_104	VIII C	70
105	Students_105	VIII C	74
106	Students_106	VIII C	80
107	Students_107	VIII C	71
108	Students_108	VIII C	73
109	Students_109	VIII C	79
110	Students_110	VIII C	80
111	Students_111	VIII C	78
112	Students_112	VIII C	81
113	Students_113	VIII C	78
114	Students_114	VIII C	73
115	Students_115	VIII C	76
116	Students_116	VIII C	78
117	Students_117	VIII C	82
118	Students_118	VIII C	79
119	Students_119	VIII C	76
120	Students_120	VIII C	82
121	Students_121	VIII D	76
122	Students_122	VIII D	78
123	Students_123	VIII D	82
124	Students_124	VIII D	79
125	Students_125	VIII D	76
126	Students_126	VIII D	74
127	Students_127	VIII D	80
128	Students_128	VIII D	90
129	Students_129	VIII D	87
130	Students_130	VIII D	86
131	Students_131	VIII D	85
132	Students_132	VIII D	71
133	Students_133	VIII D	84
134	Students_134	VIII D	75
135	Students_135	VIII D	85
136	Students_136	VIII D	84
137	Students_137	VIII D	83
138	Students_138	VIII D	75
139	Students_139	VIII D	83
140	Students_140	VIII D	75
141	Students_141	VIII D	83
142	Students_142	VIII D	90
143	Students_143	VIII D	84
144	Students_144	VIII D	75

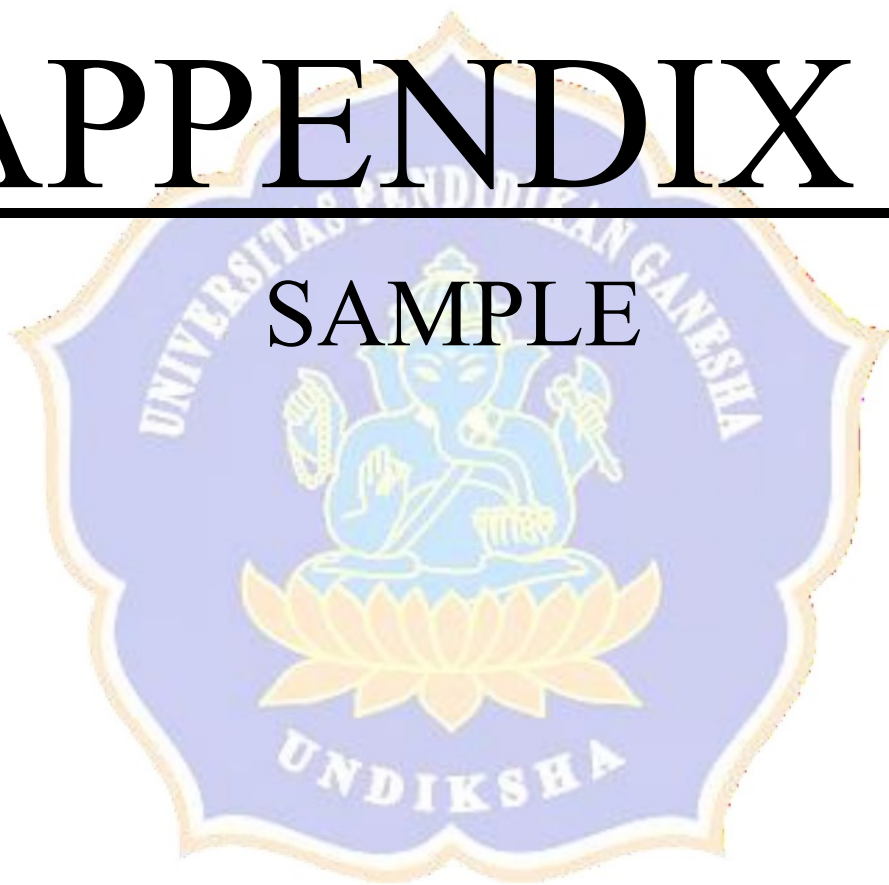
145	Students_145	VIII D	70
146	Students_146	VIII D	80
147	Students_147	VIII D	70
148	Students_148	VIII D	74
149	Students_149	VIII D	80
150	Students_150	VIII D	71
151	Students_151	VIII D	73
152	Students_152	VIII D	79
153	Students_153	VIII D	80
154	Students_154	VIII D	78
155	Students_155	VIII D	81
156	Students_156	VIII D	78
157	Students_157	VIII D	73
158	Students_158	VIII D	76
159	Students_159	VIII D	90
160	Students_160	VIII D	78
161	Students_161	VIII D	82
162	Students_162	VIII D	79
163	Students_163	VIII D	76
164	Students_164	VIII E	80
165	Students_165	VIII E	76
166	Students_166	VIII E	72
167	Students_167	VIII E	74
168	Students_168	VIII E	85
169	Students_169	VIII E	89
170	Students_170	VIII E	87
171	Students_171	VIII E	86
172	Students_172	VIII E	85
173	Students_173	VIII E	71
174	Students_174	VIII E	83
175	Students_175	VIII E	75
176	Students_176	VIII E	83
177	Students_177	VIII E	84
178	Students_178	VIII E	83
179	Students_179	VIII E	75
180	Students_180	VIII E	84
181	Students_181	VIII E	75
182	Students_182	VIII E	85
183	Students_183	VIII E	90
184	Students_184	VIII E	84
185	Students_185	VIII E	75
186	Students_186	VIII E	70
187	Students_187	VIII E	80
188	Students_188	VIII E	70
189	Students_189	VIII E	74
190	Students_190	VIII E	80
191	Students_191	VIII E	71
192	Students_192	VIII E	73

193	Students_193	VIII E	79
194	Students_194	VIII E	80
195	Students_195	VIII E	78
196	Students_196	VIII E	81
197	Students_197	VIII E	78
198	Students_198	VIII E	73
199	Students_199	VIII E	76
200	Students_200	VIII E	78
201	Students_201	VIII E	82
202	Students_202	VIII E	79
203	Students_203	VIII E	76
204	Students_204	VIII E	82
205	Students_205	VIII E	76
206	Students_206	VIII E	82
207	Students_207	VIII E	80
208	Students_208	VIII F	83
209	Students_209	VIII F	75
210	Students_210	VIII F	83
211	Students_211	VIII F	84
212	Students_212	VIII F	83
213	Students_213	VIII F	75
214	Students_214	VIII F	84
215	Students_215	VIII F	75
216	Students_216	VIII F	85
217	Students_217	VIII F	90
218	Students_218	VIII F	84
219	Students_219	VIII F	75
220	Students_220	VIII F	70
221	Students_221	VIII F	80
222	Students_222	VIII F	70
223	Students_223	VIII F	74
224	Students_224	VIII F	80
225	Students_225	VIII F	71
226	Students_226	VIII F	73
227	Students_227	VIII F	79
228	Students_228	VIII F	80
229	Students_229	VIII F	78
230	Students_230	VIII F	81
231	Students_231	VIII F	78
232	Students_232	VIII F	73
233	Students_233	VIII F	76
234	Students_234	VIII F	78
235	Students_235	VIII F	82
236	Students_236	VIII F	79
237	Students_237	VIII F	76
238	Students_238	VIII F	82
239	Students_239	VIII F	85
240	Students_240	VIII F	76

241	Students_241	VIII F	72
242	Students_242	VIII F	74
243	Students_243	VIII F	80
244	Students_244	VIII F	89
245	Students_245	VIII F	87
246	Students_246	VIII F	86
247	Students_247	VIII F	85
248	Students_248	VIII F	71
249	Students_249	VIII G	80
250	Students_250	VIII G	76
251	Students_251	VIII G	72
252	Students_252	VIII G	74
253	Students_253	VIII G	85
254	Students_254	VIII G	76
255	Students_255	VIII G	72
256	Students_256	VIII G	74
257	Students_257	VIII G	80
258	Students_258	VIII G	70
259	Students_259	VIII G	87
260	Students_260	VIII G	81
261	Students_261	VIII G	85
262	Students_262	VIII G	71
263	Students_263	VIII G	83
264	Students_264	VIII G	75
265	Students_265	VIII G	83
266	Students_266	VIII G	84
267	Students_267	VIII G	83
268	Students_268	VIII G	75
269	Students_269	VIII G	84
270	Students_270	VIII G	75
271	Students_271	VIII G	85
272	Students_272	VIII G	89
273	Students_273	VIII G	84
274	Students_274	VIII G	75
275	Students_275	VIII G	91
276	Students_276	VIII G	80
277	Students_277	VIII G	70
278	Students_278	VIII G	74
279	Students_279	VIII G	80
280	Students_280	VIII G	71
281	Students_281	VIII G	73
282	Students_282	VIII G	79
283	Students_283	VIII G	90
284	Students_284	VIII G	78
285	Students_285	VIII G	81
286	Students_286	VIII G	78
287	Students_287	VIII G	82
288	Students_288	VIII G	76

APPENDIX 6

SAMPLE

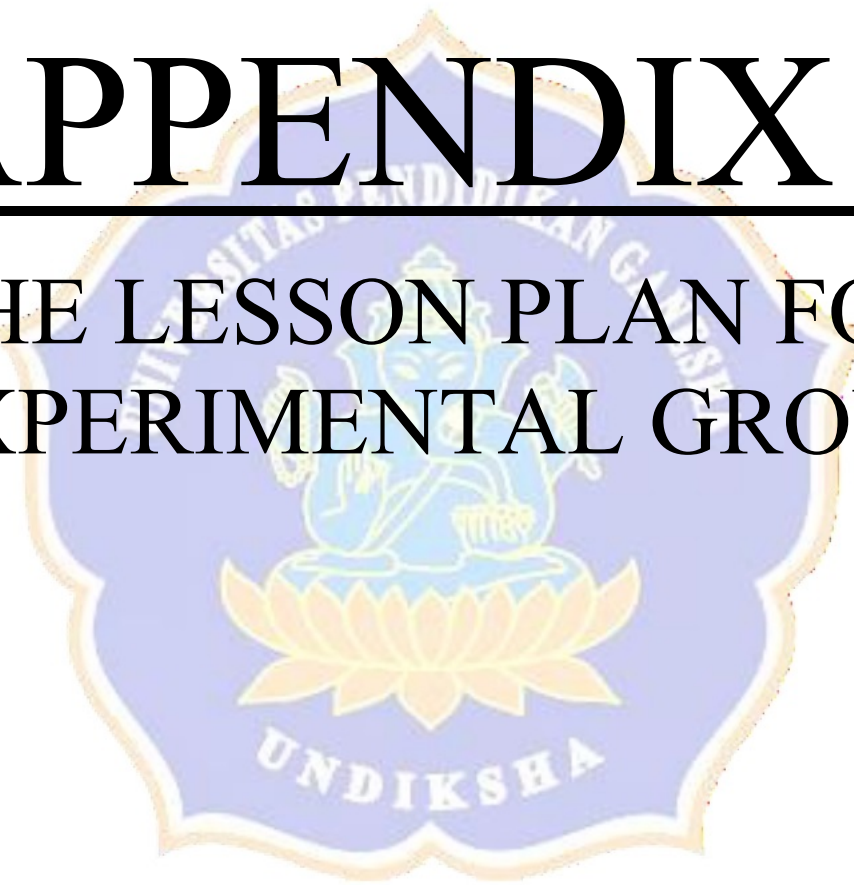


No	Students	Class	Score
1	Students_1	VIIIA	100
2	Students_2	VIIIA	76
3	Students_3	VIIIA	100
4	Students_4	VIIIA	80
5	Students_5	VIIIA	100
6	Students_6	VIIIA	76
7	Students_7	VIIIA	100
8	Students_8	VIIIA	76
9	Students_9	VIIIA	76
10	Students_10	VIIIA	76
11	Students_11	VIIIA	80
12	Students_12	VIIIA	80
13	Students_13	VIIIA	80
14	Students_14	VIIIA	100
15	Students_15	VIIIA	80
16	Students_16	VIIIA	96
17	Students_17	VIIIA	96
18	Students_18	VIIIA	96
19	Students_19	VIIIA	92
20	Students_20	VIIIA	96
21	Students_21	VIIIA	96
22	Students_22	VIIIA	92
23	Students_23	VIIIA	92
24	Students_24	VIIIA	96
25	Students_25	VIIIA	92
26	Students_26	VIIIA	92
27	Students_27	VIIIA	84
28	Students_28	VIIIA	88
29	Students_29	VIIIA	84
30	Students_30	VIIIA	84
31	Students_31	VIIIA	88
32	Students_32	VIIIA	88
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34	Students_34	VIIIA	84
35	Students_35	VIIIA	88
36	Students_36	VIIIA	88
37	Students_37	VIIIA	88
38	Students_38	VIIIA	84
39	Students_39	VIIIA	88
40	Students_40	VIIIA	88
41	Students_41	VIIIA	88

42	Students_42	VIIIF	80
43	Students_43	VIIIF	88
44	Students_44	VIIIF	80
45	Students_45	VIIIF	88
46	Students_46	VIIIF	88
47	Students_47	VIIIF	80
48	Students_48	VIIIF	88
49	Students_49	VIIIF	80
50	Students_50	VIIIF	80
51	Students_51	VIIIF	88
52	Students_52	VIIIF	68
53	Students_53	VIIIF	84
54	Students_54	VIIIF	68
55	Students_55	VIIIF	68
56	Students_56	VIIIF	84
57	Students_57	VIIIF	68
58	Students_58	VIIIF	84
59	Students_59	VIIIF	68
60	Students_60	VIIIF	84
61	Students_61	VIIIF	84
62	Students_62	VIIIF	84
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66	Students_66	VIIIF	76
67	Students_67	VIIIF	76
68	Students_68	VIIIF	88
69	Students_69	VIIIF	88
70	Students_70	VIIIF	80
71	Students_71	VIIIF	76
72	Students_72	VIIIF	72
73	Students_73	VIIIF	76
74	Students_74	VIIIF	76
75	Students_75	VIIIF	80
76	Students_76	VIIIF	76
77	Students_77	VIIIF	76
78	Students_78	VIIIF	76
79	Students_79	VIIIF	72
80	Students_80	VIIIF	80
81	Students_81	VIIIF	76
82	Students_82	VIIIF	76

APPENDIX 7

THE LESSON PLAN FOR EXPERIMENTAL GROUP



LESSON PLAN 1

School Name : SMP Saraswati 1 Denpasar
 Subject : English
 Class/ Semester : VIII/II (Experimental Group)
 Skill : Writing
 Topic : Narrative Paragraph
 Time : 6 weeks (6 x 80 Minutes)

A. Core Competencies

- **KI 3:** The students are able to understand, applying, analysis factual knowledge, conceptual, procedural, and metacognitive based on their curiosity about the knowledge, technology, art, and culture about the insights of humanity, recollection, statehood, and civilization about the cause of phenomenon and incident. Then, applying procedural knowledge in a specific field of study corresponding with the talents and interests to solve the problems.
- **KI 4 :** Processing, reasoning, and presenting in the concrete realm and abstract realm related to the development of the material which had learned in the school by independently, work effectively and able to use method corresponding with the scientific rules.

B. Basic Competencies and Indicators

Basic Competencies	Indicators
3.10 Analyzing the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.	<ul style="list-style-type: none"> • Identifying the content and the organization of a narrative paragraph. • Analyzing the sentence structure, vocabulary use and the mechanism of a narrative paragraph. • Understanding of the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph. • Applying the generic content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
4.10 Write a narrative paragraph related to daily life contexts.	<ul style="list-style-type: none"> • Write a draft of their narrative paragraph corresponding with the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph. • Redrafting and editing their narrative paragraph corresponding with the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph. • Write a narrative paragraph corresponding with the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.

C. Learning Objectives

- The students are able to identify the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
- The students are able to analyze and understand the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
- The students are able to apply the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph with well.
- The students are able to make a draft and do the editing process of their narrative paragraph.
- The students are able to write a narrative paragraph corresponding with the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.

D. Learning Material

➤ Social Function

A narrative paragraph purposed to entertain the reader.

➤ Grammar

• Using Past tense :

+ (Subject + Was/Were + Adj)

Examples :

- She was beautiful
- We were young

+ (Subject + Verb. 2 + O)

- I worked at the restaurant
- They walked into the bus station

- (Subject + Was/Were + not)

Examples :

- She was not beautiful
- We were not young

- (Subject + did not + Verb.1)

- I did not work
- They did not walk into the bus station

? (Was/Were + Subject)

Examples :

- Was she beautiful ?
- Were they young ?

? (did + Subject+Verb.1)

- did she work?
- did they walk into the bus station ?

- **Topic**
- Experience

E. Learning Method
 Approach : Learning Cycle Model

F. Learning Media

1. Media

- ❖ Worksheet
- ❖ Assessment test

2. Tools

- ❖ Ruler, Boardmarker and Whiteboard
- ❖ Laptop & LCD

G. Learning Sources

- ❖ Supporting book of Curriculum 2013 English Lesson for Eight grade students, by Kemendikbud, Revise on year 2016
- ❖ English Dictionary
- ❖ Teacher and students experience

H. Learning Activities

1 . First Meeting (2 x 40 Minutes)	
Pre-Activities (10 Minutes)	
<ul style="list-style-type: none"> ❖ Greeting . ❖ Pray together. ❖ Checking the students' attendance. ❖ Preparing classroom to make conducive teaching and learning activity. ❖ Explaining the material (learning purpose) and motivating the students. ❖ Explaining the learning objectives and the importance of studying the material. 	
Learning Syntax	Activities
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. ❖ Questioning and Answering <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	

Modeling of the text (10 Minutes)	<ul style="list-style-type: none"> ❖ The teacher shows an example of the narrative paragraph. ❖ The students and the teacher do discussion together to analyze the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
Joint Construction of the text (40 Minutes)	<ul style="list-style-type: none"> ❖ The teacher gives a topic of the narrative paragraph for the students and the topic use is “Holiday”. ❖ The teacher divides the students into 8 groups and each of the groups consists of 5 until 6 students. ❖ The students and the teacher do discussion together to construct the narrative paragraph as follows : <ol style="list-style-type: none"> 1. The teacher and the students establish the purpose of the narrative paragraph. 2. Brainstorm ideas together. The students contribute their idea and the teacher record their ideas on a paper note. 3. The students elaborate and construct their ideas into a sentence. 4. The students develop their ideas with the appropriate supporting sentences. 5. The teacher shows how to do it and lead the discussion. 6. The students construct and write a draft of the narrative paragraph together.(Achievement) And when they have some mistakes, the teacher will show how to do it well. 7. The teacher gives a self-assessment checklist for the students to show the achievement and ability of the students.(Self-Assessment) The process as follows : <ul style="list-style-type: none"> - The teacher gives information to the students about the purpose of conducting the self-assessment. - The teacher shows how to do self-assessment. - The teacher shows how to do an evaluation based on their performance before. - Doing reflection (self-analysis). ❖ The teacher gives feedback for the students and asks the students to write a sentence about what they have understood and may yet understand. (Self-Judgement)
Closing (5 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. ❖ Closing <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learn narrative paragraph. - Pray together and closing. 	

2. Second Meeting (2 x 40 Minutes)

Pre-Activities (10 Minutes)

- ❖ Greeting .
- ❖ Pray together.
- ❖ Checking the students' attendance.

<ul style="list-style-type: none"> ❖ Preparing classroom to make conducive teaching and learning activity. ❖ Explaining the material (learning purpose) and motivating the students. ❖ Explaining the learning objectives and the importance of studying the material. 	
Learning Syntax	Activities
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. ❖ Questioning and Answering <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Independent Construction of the text (50 Minutes)	<ul style="list-style-type: none"> ❖ The students asked to revise and edit the draft of their narrative paragraph before. ❖ The students revise and edit their draft. (Self-Reaction) ❖ The students write and construct their paragraph independently. (Self-Confidence) ❖ The teacher and the students do a conference about the narrative paragraph.
Closing (10 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. ❖ Closing <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learning about the narrative paragraph. - Pray together and closing. 	

3.. Third Meeting (2 x 40 Minutes)	
Pre-Activities (10 Minutes)	
<ul style="list-style-type: none"> ❖ Greeting . ❖ Pray together. ❖ Checking the students' attendance. ❖ Preparing classroom to make conducive teaching and learning activity. ❖ Explaining the material (learning purpose) and motivating the students. ❖ Explaining the learning objectives and the importance of studying the material. 	
Learning Syntax	Activities
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life.

	<ul style="list-style-type: none"> - The students observe the example which had given before. <p>❖ Reading</p> <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. <p>❖ Questioning and Answering</p> <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Modeling of the text (10 Minutes)	<ul style="list-style-type: none"> ❖ The teacher shows an example of the narrative paragraph. ❖ The students and the teacher do discussion together to analyze the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
Joint Construction of the text (40 Minutes)	<ul style="list-style-type: none"> ❖ The teacher gives a topic of the narrative paragraph for the students and the topic use is "Sad Experience". ❖ The teacher divides the students into 6 groups and each of the groups consists of 5 until 6 students. ❖ The students and the teacher do discussion together to construct the narrative paragraph as follows : <ul style="list-style-type: none"> 8. The teacher and the students establish the purpose of the narrative paragraph. 9. Brainstorm ideas together. The students contribute their idea and the teacher record their ideas on a paper note. 10. The students elaborate and construct their ideas into a sentence. 11. The students develop their ideas with the appropriate supporting sentences. 12. The teacher shows how to do it and lead the discussion. 13. The students construct and write a draft of the narrative paragraph together. (Achievement) And when they have some mistakes, the teacher will show how to do it well. 14. The teacher gives a self-assessment checklist for the students to show the achievement and ability of the students. (Self-Assessment) The process as follows : <ul style="list-style-type: none"> - The teacher gives information to the students about the purpose of conducting the self-assessment. - The teacher shows how to do self-assessment. - The teacher shows how to do an evaluation based on their performance before. - Doing reflection (self-analysis). ❖ The teacher gives feedback for the students and asks the students to write a sentence about what they have understood and may yet understand. (Self-Judgement)
Closing (5 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. ❖ Closing 	

- Reflection and reviewing the material which had learned before.
- The teacher explains the goals of learn narrative paragraph.
- Pray together and closing.

4. Fourth Meeting (2 x 40 Minutes)

Pre-Activities (10 Minutes)

- ❖ Greeting .
- ❖ Pray together.
- ❖ Checking the students' attendance.
- ❖ Preparing classroom to make conducive teaching and learning activity.
- ❖ Explaining the material (learning purpose) and motivating the students.
- ❖ Explaining the learning objectives and the importance of studying the material.

Learning Syntax	Activities
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. ❖ Questioning and Answering <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Independent Construction of the text (51 Minutes)	<ul style="list-style-type: none"> ❖ The students asked to revise and edit the draft of their narrative paragraph before. ❖ The students revise and edit their draft. (Self-Reaction) ❖ The students write and construct their paragraph independently. (Self-Confidence) ❖ The teacher and the students do a conference about the narrative paragraph.
Closing (10 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. ❖ Closing <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learning about the narrative paragraph. - Pray together and closing. 	

5. Fifth Meeting (2 x 40 Minutes)

Pre-Activities (10 Minutes)

<ul style="list-style-type: none"> ❖ Greeting . ❖ Pray together. ❖ Checking the students' attendance. ❖ Preparing classroom to make conducive teaching and learning activity. ❖ Explaining the material (learning purpose) and motivating the students. ❖ Explaining the learning objectives and the importance of studying the material. 	
Learning Syntax	Activities
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. ❖ Questioning and Answering <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Modeling of the text (10 Minutes)	<ul style="list-style-type: none"> ❖ The teacher shows an example of the narrative paragraph. ❖ The students and the teacher do discussion together to analyze the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
Joint Construction of the text (40 Minutes)	<ul style="list-style-type: none"> ❖ The teacher gives a topic of the narrative paragraph for the students and the topic use is "Interesting Experience". ❖ The teacher divides the students into 6 groups and each of the groups consists of 5 until 6 students. ❖ The students and the teacher do discussion together to construct the narrative paragraph as follows : <ul style="list-style-type: none"> 15. The teacher and the students establish the purpose of the narrative paragraph. 16. Brainstorm ideas together. The students contribute their idea and the teacher record their ideas on a paper note. 17. The students elaborate and construct their ideas into a sentence. 18. The students develop their ideas with the appropriate supporting sentences. 19. The teacher shows how to do it and lead the discussion. 20. The students construct and write a draft of the narrative paragraph together. (Achievement) And when they have some mistakes, the teacher will show how to do it well. 21. The teacher gives a self-assessment checklist for the students to show the achievement and ability of the students. (Self-Assessment) The process as follows : <ul style="list-style-type: none"> - The teacher gives information to the students about

	<p>the purpose of conducting the self-assessment.</p> <ul style="list-style-type: none"> - The teacher shows how to do self-assessment. - The teacher shows how to do an evaluation based on their performance before. - Doing reflection (self-analysis). <p>❖ The teacher gives feedback for the students and asks the students to write a sentence about what they have understood and may yet understand. (Self-Judgement)</p>
Closing (5 Minutes)	
<p>❖ Generalization</p> <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. <p>❖ Closing</p> <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learn narrative paragraph. - Pray together and closing. 	

6. Sixth Meeting (2 x 40 Minutes)	
Pre-Activities (10 Minutes)	
<p>❖ Greeting .</p> <p>❖ Pray together.</p> <p>❖ Checking the students' attendance.</p> <p>❖ Preparing classroom to make condusive teaching and learning activity.</p> <p>❖ Explaining the material (learning purpose) and motivating the students.</p> <p>❖ Explaining the learning objectives and the importance of studying the material.</p>	
Learning Syntax	Activities
LITERACY (15 Minutes)	<p>❖ Observing</p> <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. <p>❖ Reading</p> <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. <p>❖ Questioning and Answering</p> <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Independent Construction of the text (52 Minutes)	<p>❖ The students asked to revise and edit the draft of their narrative paragraph before.</p> <p>❖ The students revise and edit their draft. (Self-Reaction)</p> <p>❖ The students write and construct their paragraph independently.(Self-Confidence)</p> <p>❖ The teacher and the students do a conference about the narrative paragraph.</p>

Closing (10 Minutes)
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. ❖ Closing <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learning about the narrative paragraph. - Pray together and closing.

7. Seventh Meeting (2 x 40 Minutes)

Pre-Activities (10 Minutes)

- ❖ Greeting .
- ❖ Pray together.
- ❖ Checking the students' attendance.
- ❖ Preparing classroom to make conducive teaching and learning activity.
- ❖ Explaining the material (learning purpose) and motivating the students.
- ❖ Explaining the learning objectives and the importance of studying the material.

Learning Syntax	Activities
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. ❖ Questioning and Answering <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Modeling of the text (10 Minutes)	<ul style="list-style-type: none"> ❖ The teacher shows an example of the narrative paragraph. ❖ The students and the teacher do discussion together to analyze the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
Joint Construction of the text (40 Minutes)	<ul style="list-style-type: none"> ❖ The teacher gives a topic of the narrative paragraph for the students and the topic use is "Interesting Experience". ❖ The teacher divides the students into 6 groups and each of the groups consists of 5 until 6 students. ❖ The students and the teacher do discussion together to construct the narrative paragraph as follows : <ul style="list-style-type: none"> 22. The teacher and the students establish the purpose of the narrative paragraph. 23. Brainstorm ideas together. The students contribute their idea and the teacher record their ideas on a paper note.

	<p>24. The students elaborate and construct their ideas into a sentence.</p> <p>25. The students develop their ideas with the appropriate supporting sentences.</p> <p>26. The teacher shows how to do it and lead the discussion.</p> <p>27. The students construct and write a draft of the narrative paragraph together. (Achievement) And when they have some mistakes, the teacher will show how to do it well.</p> <p>28. The teacher gives a self-assessment checklist for the students to show the achievement and ability of the students. (Self-Assessment) The process as follows :</p> <ul style="list-style-type: none"> - The teacher gives information to the students about the purpose of conducting the self-assessment. - The teacher shows how to do self-assessment. - The teacher shows how to do an evaluation based on their performance before. - Doing reflection (self-analysis). <p>❖ The teacher gives feedback for the students and asks the students to write a sentence about what they have understood and may yet understand. (Self-Judgement)</p>
Closing (5 Minutes)	
<p>❖ Generalization</p> <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. <p>❖ Closing</p> <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learn narrative paragraph. - Pray together and closing. 	

8. Eighth Meeting (2 x 40 Minutes)	
Pre-Activities (10 Minutes)	
<ul style="list-style-type: none"> ❖ Greeting . ❖ Pray together. ❖ Checking the students' attendance. ❖ Preparing classroom to make conducive teaching and learning activity. ❖ Explaining the material (learning purpose) and motivating the students. ❖ Explaining the learning objectives and the importance of studying the material. 	
Learning Syntax	Activities
<p>LITERACY (15 Minutes)</p>	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. ❖ Questioning and Answering

	<ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Independent Construction of the text (53 Minutes)	<ul style="list-style-type: none"> ❖ The students asked to revise and edit the draft of their narrative paragraph before. ❖ The students revise and edit their draft. (Self-Reaction) ❖ The students write and construct their paragraph independently.(Self-Confidence) ❖ The teacher and the students do a conference about the narrative paragraph.
Closing (10 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. ❖ Closing <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learning about the narrative paragraph. - Pray together and closing. 	

9. Ninth Meeting (2 x 40 Minutes)

Pre-Activities (10 Minutes)	
<ul style="list-style-type: none"> ❖ Greeting . ❖ Pray together. ❖ Checking the students' attendance. ❖ Preparing classroom to make conducive teaching and learning activity. ❖ Explaining the material (learning purpose) and motivating the students. ❖ Explaining the learning objectives and the importance of studying the material. 	
Learning Syntax	Activities
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. ❖ Questioning and Answering <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	

Modeling of the text (10 Minutes)	<ul style="list-style-type: none"> ❖ The teacher shows an example of the narrative paragraph. ❖ The students and the teacher do discussion together to analyze the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
Joint Construction of the text (40 Minutes)	<ul style="list-style-type: none"> ❖ The teacher gives a topic of the narrative paragraph for the students and the topic use is “Interesting Experience”. ❖ The teacher divides the students into 6 groups and each of the groups consists of 5 until 6 students. ❖ The students and the teacher do discussion together to construct the narrative paragraph as follows : <ul style="list-style-type: none"> 29. The teacher and the students establish the purpose of the narrative paragraph. 30. Brainstorm ideas together. The students contribute their idea and the teacher record their ideas on a paper note. 31. The students elaborate and construct their ideas into a sentence. 32. The students develop their ideas with the appropriate supporting sentences. 33. The teacher shows how to do it and lead the discussion. 34. The students construct and write a draft of the narrative paragraph together. (Achievement) And when they have some mistakes, the teacher will show how to do it well. 35. The teacher gives a self-assessment checklist for the students to show the achievement and ability of the students. (Self-Assessment) The process as follows : <ul style="list-style-type: none"> - The teacher gives information to the students about the purpose of conducting the self-assessment. - The teacher shows how to do self-assessment. - The teacher shows how to do an evaluation based on their performance before. - Doing reflection (self-analysis). ❖ The teacher gives feedback for the students and asks the students to write a sentence about what they have understood and may yet understand. (Self-Judgement)
Closing (5 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. ❖ Closing <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learn narrative paragraph. - Pray together and closing. 	
5. Seventh Meeting (2 x 40 Minutes)	
Pre-Activities (10 Minutes)	
<ul style="list-style-type: none"> ❖ Greeting . ❖ Pray together. ❖ Checking the students’ attendance. ❖ Preparing classroom to make condusive teaching and learning activity. ❖ Explaining the material (learning purpose) and motivating the students. 	

❖ Explaining the learning objectives and the importance of studying the material.	
Learning Syntax	Activities
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. ❖ Questioning and Answering <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Modeling of the text (10 Minutes)	<ul style="list-style-type: none"> ❖ The teacher shows an example of the narrative paragraph. ❖ The students and the teacher do discussion together to analyze the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
Joint Construction of the text (40 Minutes)	<ul style="list-style-type: none"> ❖ The teacher gives a topic of the narrative paragraph for the students and the topic use is "Interesting Experience". ❖ The teacher divides the students into 6 groups and each of the groups consists of 5 until 6 students. ❖ The students and the teacher do discussion together to construct the narrative paragraph as follows : <ul style="list-style-type: none"> 36. The teacher and the students establish the purpose of the narrative paragraph. 37. Brainstorm ideas together. The students contribute their idea and the teacher record their ideas on a paper note. 38. The students elaborate and construct their ideas into a sentence. 39. The students develop their ideas with the appropriate supporting sentences. 40. The teacher shows how to do it and lead the discussion. 41. The students construct and write a draft of the narrative paragraph together. (Achievement) And when they have some mistakes, the teacher will show how to do it well. 42. The teacher gives a self-assessment checklist for the students to show the achievement and ability of the students. (Self-Assessment) The process as follows : <ul style="list-style-type: none"> - The teacher gives information to the students about the purpose of conducting the self-assessment. - The teacher shows how to do self-assessment. - The teacher shows how to do an evaluation based on their performance before. - Doing reflection (self-analysis). ❖ The teacher gives feedback for the students and asks the

	students to write a sentence about what they have understood and may yet understand. (Self-Judgement)
Closing (5 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. ❖ Closing <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learn narrative paragraph. - Pray together and closing. 	

10. Tenth Meeting (2 x 40 Minutes)	
Pre-Activities (10 Minutes)	
<ul style="list-style-type: none"> ❖ Greeting . ❖ Pray together. ❖ Checking the students' attendance. ❖ Preparing classroom to make condusive teaching and learning activity. ❖ Explaining the material (learning purpose) and motivating the students. ❖ Explaining the learning objectives and the importance of studying the material. 	
Learning Syntax	Activities
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. ❖ Questioning and Answering <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Independent Construction of the text (54 Minutes)	<ul style="list-style-type: none"> ❖ The students asked to revise and edit the draft of their narrative paragraph before. ❖ The students revise and edit their draft. (Self-Reaction) ❖ The students write and construct their paragraph independently.(Self-Confidence) ❖ The teacher and the students do a conference about the narrative paragraph.
Closing (10 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. ❖ Closing 	

- Reflection and reviewing the material which had learned before.
- The teacher explains the goals of learning about the narrative paragraph.
- Pray together and closing.

I. Assessment of The Learning Process

- Self-assessment Checklist

The self-assessment checklist use are adopted from Marhaeni, (2017).

1. Writing Assessment

- Writing Scoring Rubric Adopted from Marhaeni, (2005)

No.	Student's Name	Content	Organization	Sentence Structure	Vocabulary	Mechanism	Total Score
1.	Wayan	20	10	20	20	20	90

Denpasar,

Teacher

(I Gusti Ayu Agung Ida Ratna Candra Dewi)

LESSON PLAN (POSTTEST)

School Name : SMP Saraswati 1 Denpasar
 Subject : English
 Class/ Semester : VIII/II (Experimental Group)
 Skill : Writing
 Topic : Narrative Paragraph
 Time : 1 week (1 x 80 Minutes)

A. Core Competencies

- **KI 3:** The students are able to understand, applying, analysis factual knowledge, conceptual, procedural, and metacognitive based on their curiosity about the knowledge, technology, art, and culture about the insights of humanity, recollection, statehood, and civilization about the cause of phenomenon and incident. Then, applying procedural knowledge in a specific field of study corresponding with the talents and interests to solve the problems.
- **KI 4 :** Processing, reasoning, and presenting in the concrete realm and abstract realm related to the development of the material which had learned in the school by independently, work effectively and able to use method corresponding with the scientific rules.

B. Basic Competencies and Indicators

Basic Competencies	Indicators
3.10 Analyzing the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.	<ul style="list-style-type: none"> • identifying the content and the organization of a narrative paragraph. • analyzing the sentence structure , vocabulary use and the mechanism of a narrative paragraph. • understanding of the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph. • applying the generic the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
4.10 Write a narrative paragraph which related to the daily life contexts.	<ul style="list-style-type: none"> • write a draft of their narrative paragraph corresponding with the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph. • redrafting and editing their narrative paragraph corresponding with the the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph. • write a narrative paragraph corresponding with the content, organization, sentence

	structure, vocabulary use and the mechanism of the narrative paragraph.
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C. Learning Objectives

- The students are able to identify the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
- The students are able to analyze and understand the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
- The students are able to apply the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph with well.
- The students are able to make a draft and do the editing process of their narrative paragraph.
- The students are able to write a narrative paragraph corresponding with the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.

D. Learning Material

➤ Social Function

A narrative paragraph purposed to entertain the reader.

➤ Grammar

• Using Past tense :

+ (Subject + Was/Were + Adj)

Examples :

- She was beautiful
- We were young

+ (Subject + Verb. 2 + O)

- I worked at the restaurant
- They walked into the bus station

- (Subject + Was/Were + not)

Examples :

- She was not beautiful
- We were not young

- (Subject + did not + Verb.1)

- I did not work
- They did not walk into the bus station

? (Was/Were + Subject)

Examples :

- Was she beautiful ?
- Were they young ?

? (did + Subject+Verb.1)

- did she work?
- did they walk into the bus station ?

➤ **Topic**

- Experience

E. Learning Method

Approach : Learning Cycle Model

F. Learning Media

1. Media

- ❖ Worksheet
- ❖ Assessment test

2. Tools

- ❖ Ruler, Boardmarker and Whiteboard
- ❖ Laptop & LCD

G. Learning Sources

- ❖ Supporting book of Curriculum 2013 English Lesson for Eight grade students, by Kemendikbud, Revise on year 2016
- ❖ English Dictionary
- ❖ Teacher and students experience

H. Learning Activities

POSTTEST (2 x 40 Minutes)	
Pre-Activities (10 Minutes)	
<ul style="list-style-type: none"> ❖ Greeting . ❖ Pray together. ❖ Checking the students' attendance. ❖ Preparing classroom to make conducive teaching and learning activity. ❖ Explaining the material (learning purpose) and motivating the students. ❖ Explaining the learning objectives and the importance of studying the material. 	
Learning Syntax	Activities
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. ❖ Questioning and Answering <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph.

	- The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Independent Construction of the text (50 Minutes)	<ul style="list-style-type: none"> ❖ The teacher gives a topic for the students. And the topic used is “ My Experience”. ❖ The teacher asked the students to write their narrative paragraph independently. ❖ The students write and construct their paragraph independently
Closing (10 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. ❖ Closing <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learning about the narrative paragraph. - Pray together and closing. 	

I. Assessment of The Learning Process

- Self-assessment Checklist

The self-assessment checklist use are adopted from Marhaeni, (2017).

1. Writing Assessment

- Writing Scoring Rubric Adopted from Marhaeni, (2005)

No.	Student's Name	Content	Organization	Sentence Structure	Vocabulary	Mechanism	Total Score
1.	Wayan	20	10	20	20	20	90

Denpasar,

Teacher

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APPENDIX 8

THE LESSON PLAN FOR CONTROL GROUP



LESSON PLAN 1

School Name : SMP Saraswati 1 Denpasar
 Subject : English
 Class/ Semester : VIII/II (Control Group)
 Skill : Writing
 Topic : Narrative Paragraph
 Time : 6 weeks (6 x 80 Minutes)

A. Core Competencies

- **KI 3:** The students are able to understand, applying, analysis factual knowledge, conceptual, procedural, and metacognitive based on their curiosity about the knowledge, technology, art, and culture about the insights of humanity, recollection, statehood, and civilization about the cause of phenomenon and incident. Then, applying procedural knowledge in a specific field of study corresponding with the talents and interests to solve the problems.
- **KI 4 :** Processing, reasoning, and presenting in the concrete realm and abstract realm related to the development of the material which had learned in the school by independently, work effectively and able to use method corresponding with the scientific rules.

B. Basic Competencies and Indicators

Basic Competencies	Indicators
3.10 Analyzing the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.	<ul style="list-style-type: none"> • Identifying the content and the organization of a narrative paragraph. • Analyzing the sentence structure, vocabulary use and the mechanism of a narrative paragraph. • Understanding of the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph. • Applying the generic content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
4.10 Write a narrative paragraph related to daily life contexts.	<ul style="list-style-type: none"> • Write a draft of their narrative paragraph corresponding with the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph. • Redrafting and editing their narrative paragraph corresponding with the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph. • Write a narrative paragraph corresponding with the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.

C. Learning Objectives

- The students are able to identify the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
- The students are able to analyze and understand the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
- The students are able to apply the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph with well.
- The students are able to make a draft and do the editing process of their narrative paragraph.
- The students are able to write a narrative paragraph corresponding with the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.

D. Learning Material

➤ Social Function

A narrative paragraph purposed to entertain the reader.

➤ Grammar

• Using Past tense :

+ (Subject + Was/Were + Adj)

Examples :

- She was beautiful
- We were young

+ (Subject + Verb. 2 + O)

- I worked at the restaurant
- They walked into the bus station

- (Subject + Was/Were + not)

Examples :

- She was not beautiful
- We were not young

- (Subject + did not + Verb.1)

- I did not work
- They did not walk into the bus station

? (Was/Were + Subject)

Examples :

- Was she beautiful ?
- Were they young ?

? (did + Subject+Verb.1)

- did she work?
- did they walk into the bus station ?

- **Topic**
- Experience

E. Learning Method
 Approach : Learning Cycle Model

F. Learning Media

1. Media

- ❖ Worksheet
- ❖ Assessment test

2. Tools

- ❖ Ruler, Boardmarker and Whiteboard
- ❖ Laptop & LCD

G. Learning Sources

- ❖ Supporting book of Curriculum 2013 English Lesson for Eight grade students, by Kemendikbud, Revise on year 2016
- ❖ English Dictionary
- ❖ Teacher and students experience

H. Learning Activities

1 . First Meeting (2 x 40 Minutes)	
Pre-Activities (10 Minutes)	
<ul style="list-style-type: none"> ❖ Greeting . ❖ Pray together. ❖ Checking the students' attendance. ❖ Preparing classroom to make conducive teaching and learning activity. ❖ Explaining the material (learning purpose) and motivating the students. ❖ Explaining the learning objectives and the importance of studying the material. 	
Learning Syntax	Activities
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. ❖ Questioning and Answering <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	

Modeling of the text (10 Minutes)	<ul style="list-style-type: none"> ❖ The teacher shows an example of the narrative paragraph. ❖ The students and the teacher do discussion together to analyze the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
Joint Construction of the text (40 Minutes)	<ul style="list-style-type: none"> ❖ The teacher gives a topic of the narrative paragraph for the students and the topic use is “Holiday”. ❖ The teacher divides the students into 8 groups and each of the groups consists of 5 until 6 students. ❖ The students and the teacher do discussion together to construct the narrative paragraph as follows : <ol style="list-style-type: none"> 1. The teacher and the students establish the purpose of the narrative paragraph. 2. Brainstorm ideas together. The students contribute their idea and the teacher record their ideas on a paper note. 3. The students elaborate and construct their ideas into a sentence. 4. The students develop their ideas with the appropriate supporting sentences. 5. The teacher shows how to do it and lead the discussion. 6. The students construct and write a draft of the narrative paragraph together. And when they have some mistakes, the teacher will show how to do it well. ❖ The teacher gives feedback for the students and asks the students to write a sentence about what they have understood and may yet understand.
Closing (5 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. ❖ Closing <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learn narrative paragraph. - Pray together and closing. 	

2. Second Meeting (2 x 40 Minutes)	
Pre-Activities (10 Minutes)	
<ul style="list-style-type: none"> ❖ Greeting . ❖ Pray together. ❖ Checking the students’ attendance. ❖ Preparing classroom to make conducive teaching and learning activity. ❖ Explaining the material (learning purpose) and motivating the students. ❖ Explaining the learning objectives and the importance of studying the material. 	
Learning Syntax	Activities
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given

	<p>before.</p> <ul style="list-style-type: none"> ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. ❖ Questioning and Answering <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Independent Construction of the text (50 Minutes)	<ul style="list-style-type: none"> ❖ The students asked to revise and edit the draft of their narrative paragraph before. ❖ The students revise and edit their draft. ❖ The students write and construct their paragraph independently. ❖ The teacher and the students do a conference about the narrative paragraph.
Closing (10 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. ❖ Closing <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learning about the narrative paragraph. - Pray together and closing. 	

3.. Third Meeting (2 x 40 Minutes)

Pre-Activities (10 Minutes)	
<ul style="list-style-type: none"> ❖ Greeting . ❖ Pray together. ❖ Checking the students' attendance. ❖ Preparing classroom to make condusive teaching and learning activity. ❖ Explaining the material (learning purpose) and motivating the students. ❖ Explaining the learning objectives and the importance of studying the material. 	
Learning Syntax	Activities
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. ❖ Questioning and Answering <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph.

	- The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Modeling of the text (10 Minutes)	<ul style="list-style-type: none"> ❖ The teacher shows an example of the narrative paragraph. ❖ The students and the teacher do discussion together to analyze the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
Joint Construction of the text (40 Minutes)	<ul style="list-style-type: none"> ❖ The teacher gives a topic of the narrative paragraph for the students and the topic use is "Sad Experience". ❖ The teacher divides the students into 6 groups and each of the groups consists of 5 until 6 students. ❖ The students and the teacher do discussion together to construct the narrative paragraph as follows : <ol style="list-style-type: none"> 7. The teacher and the students establish the purpose of the narrative paragraph. 8. Brainstorm ideas together. The students contribute their idea and the teacher record their ideas on a paper note. 9. The students elaborate and construct their ideas into a sentence. 10. The students develop their ideas with the appropriate supporting sentences. 11. The teacher shows how to do it and lead the discussion. 12. The students construct and write a draft of the narrative paragraph together. And when they have some mistakes, the teacher will show how to do it well. ❖ The teacher gives feedback for the students and asks the students to write a sentence about what they have understood and may yet understand.
Closing (5 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. ❖ Closing <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learn narrative paragraph. - Pray together and closing. 	

4. Fourth Meeting (2 x 40 Minutes)

Pre-Activities (10 Minutes)	
<ul style="list-style-type: none"> ❖ Greeting . ❖ Pray together. ❖ Checking the students' attendance. ❖ Preparing classroom to make conducive teaching and learning activity. ❖ Explaining the material (learning purpose) and motivating the students. ❖ Explaining the learning objectives and the importance of studying the material. 	
Learning Syntax	Activities
LITERACY	❖ Observing

(15 Minutes)	<ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. <p>❖ Reading</p> <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. <p>❖ Questioning and Answering</p> <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Independent Construction of the text (51 Minutes)	<ul style="list-style-type: none"> ❖ The students asked to revise and edit the draft of their narrative paragraph before. ❖ The students revise and edit their draft. ❖ The students write and construct their paragraph independently. ❖ The teacher and the students do a conference about the narrative paragraph.
Closing (10 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. ❖ Closing <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learning about the narrative paragraph. - Pray together and closing. 	

5. Fifth Meeting (2 x 40 Minutes)	
Pre-Activities (10 Minutes)	
<ul style="list-style-type: none"> ❖ Greeting . ❖ Pray together. ❖ Checking the students' attendance. ❖ Preparing classroom to make condusive teaching and learning activity. ❖ Explaining the material (learning purpose) and motivating the students. ❖ Explaining the learning objectives and the importance of studying the material. 	
Learning Syntax	Activities
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph.

	<ul style="list-style-type: none"> ❖ Questioning and Answering <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Modeling of the text (10 Minutes)	<ul style="list-style-type: none"> ❖ The teacher shows an example of the narrative paragraph. ❖ The students and the teacher do discussion together to analyze the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
Joint Construction of the text (40 Minutes)	<ul style="list-style-type: none"> ❖ The teacher gives a topic of the narrative paragraph for the students and the topic use is "Interesting Experience". ❖ The teacher divides the students into 6 groups and each of the groups consists of 5 until 6 students. ❖ The students and the teacher do discussion together to construct the narrative paragraph as follows : <ul style="list-style-type: none"> 13. The teacher and the students establish the purpose of the narrative paragraph. 14. Brainstorm ideas together. The students contribute their idea and the teacher record their ideas on a paper note. 15. The students elaborate and construct their ideas into a sentence. 16. The students develop their ideas with the appropriate supporting sentences. 17. The teacher shows how to do it and lead the discussion. 18. The students construct and write a draft of the narrative paragraph together. And when they have some mistakes, the teacher will show how to do it well. ❖ The teacher gives feedback for the students and asks the students to write a sentence about what they have understood and may yet understand.
Closing (5 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. ❖ Closing <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learn narrative paragraph. - Pray together and closing. 	

6. Sixth Meeting (2 x 40 Minutes)

Pre-Activities (10 Minutes)

- ❖ Greeting .
- ❖ Pray together.
- ❖ Checking the students' attendance.
- ❖ Preparing classroom to make conducive teaching and learning activity.
- ❖ Explaining the material (learning purpose) and motivating the students.

❖ Explaining the learning objectives and the importance of studying the material.	
Learning Syntax	Activities
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. ❖ Questioning and Answering <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Independent Construction of the text (52 Minutes)	<ul style="list-style-type: none"> ❖ The students asked to revise and edit the draft of their narrative paragraph before. ❖ The students revise and edit their draft. ❖ The students write and construct their paragraph independently ❖ The teacher and the students do a conference about the narrative paragraph.
Closing (10 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. ❖ Closing <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learning about the narrative paragraph. - Pray together and closing. 	

7. Seventh Meeting (2 x 40 Minutes)	
Pre-Activities (10 Minutes)	
<ul style="list-style-type: none"> ❖ Greeting . ❖ Pray together. ❖ Checking the students' attendance. ❖ Preparing classroom to make condusive teaching and learning activity. ❖ Explaining the material (learning purpose) and motivating the students. ❖ Explaining the learning objectives and the importance of studying the material. 	
Learning Syntax	Activities
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before.

	<ul style="list-style-type: none"> ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. ❖ Questioning and Answering <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Modeling of the text (10 Minutes)	<ul style="list-style-type: none"> ❖ The teacher shows an example of the narrative paragraph. ❖ The students and the teacher do discussion together to analyze the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
Joint Construction of the text (40 Minutes)	<ul style="list-style-type: none"> ❖ The teacher gives a topic of the narrative paragraph for the students and the topic use is "Interesting Experience". ❖ The teacher divides the students into 6 groups and each of the groups consists of 5 until 6 students. ❖ The students and the teacher do discussion together to construct the narrative paragraph as follows : <ul style="list-style-type: none"> 19. The teacher and the students establish the purpose of the narrative paragraph. 20. Brainstorm ideas together. The students contribute their idea and the teacher record their ideas on a paper note. 21. The students elaborate and construct their ideas into a sentence. 22. The students develop their ideas with the appropriate supporting sentences. 23. The teacher shows how to do it and lead the discussion. 24. The students construct and write a draft of the narrative paragraph together. And when they have some mistakes, the teacher will show how to do it well. 25. The teacher gives a self-assessment checklist for the students to show the achievement and ability of the students. The process as follows : <ul style="list-style-type: none"> - The teacher gives information to the students about the purpose of conducting the self-assessment. - The teacher shows how to do self-assessment. - The teacher shows how to do an evaluation based on their performance before. - Doing reflection (self-analysis). ❖ The teacher gives feedback for the students and asks the students to write a sentence about what they have understood and may yet understand.
Closing (5 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. ❖ Closing <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learn narrative paragraph. - Pray together and closing. 	

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8. Eighth Meeting (2 x 40 Minutes)	
Pre-Activities (10 Minutes)	
<ul style="list-style-type: none"> ❖ Greeting . ❖ Pray together. ❖ Checking the students' attendance. ❖ Preparing classroom to make conducive teaching and learning activity. ❖ Explaining the material (learning purpose) and motivating the students. ❖ Explaining the learning objectives and the importance of studying the material. 	
Learning Syntax	Activities
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. ❖ Questioning and Answering <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Independent Construction of the text (53 Minutes)	<ul style="list-style-type: none"> ❖ The students asked to revise and edit the draft of their narrative paragraph before. ❖ The students revise and edit their draft. ❖ The students write and construct their paragraph independently ❖ The teacher and the students do a conference about the narrative paragraph.
Closing (10 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. ❖ Closing <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learning about the narrative paragraph. - Pray together and closing. 	

9. Ninth Meeting (2 x 40 Minutes)	
Pre-Activities (10 Minutes)	
<ul style="list-style-type: none"> ❖ Greeting . 	

<ul style="list-style-type: none"> ❖ Pray together. ❖ Checking the students' attendance. ❖ Preparing classroom to make conducive teaching and learning activity. ❖ Explaining the material (learning purpose) and motivating the students. ❖ Explaining the learning objectives and the importance of studying the material. 	
Learning Syntax	
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. ❖ Questioning and Answering <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Modeling of the text (10 Minutes)	<ul style="list-style-type: none"> ❖ The teacher shows an example of the narrative paragraph. ❖ The students and the teacher do discussion together to analyze the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
Joint Construction of the text (40 Minutes)	<ul style="list-style-type: none"> ❖ The teacher gives a topic of the narrative paragraph for the students and the topic use is "Interesting Experience". ❖ The teacher divides the students into 6 groups and each of the groups consists of 5 until 6 students. ❖ The students and the teacher do discussion together to construct the narrative paragraph as follows : <ul style="list-style-type: none"> 26. The teacher and the students establish the purpose of the narrative paragraph. 27. Brainstorm ideas together. The students contribute their idea and the teacher record their ideas on a paper note. 28. The students elaborate and construct their ideas into a sentence. 29. The students develop their ideas with the appropriate supporting sentences. 30. The teacher shows how to do it and lead the discussion. 31. The students construct and write a draft of the narrative paragraph together. And when they have some mistakes, the teacher will show how to do it well. ❖ The teacher gives feedback for the students and asks the students to write a sentence about what they have understood and may yet understand.
Closing (5 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. 	

❖ Closing <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learn narrative paragraph. - Pray together and closing. 	
5. Seventh Meeting (2 x 40 Minutes)	
Pre-Activities (10 Minutes)	
<ul style="list-style-type: none"> ❖ Greeting . ❖ Pray together. ❖ Checking the students' attendance. ❖ Preparing classroom to make condusive teaching and learning activity. ❖ Explaining the material (learning purpose) and motivating the students. ❖ Explaining the learning objectives and the importance of studying the material. 	
Learning Syntax	Activities
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. ❖ Questioning and Answering <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Modeling of the text (10 Minutes)	<ul style="list-style-type: none"> ❖ The teacher shows an example of the narrative paragraph. ❖ The students and the teacher do discussion together to analyze the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
Joint Construction of the text (40 Minutes)	<ul style="list-style-type: none"> ❖ The teacher gives a topic of the narrative paragraph for the students and the topic use is "Interesting Experience". ❖ The teacher divides the students into 6 groups and each of the groups consists of 5 until 6 students. ❖ The students and the teacher do discussion together to construct the narrative paragraph as follows : <ul style="list-style-type: none"> 32.The teacher and the students establish the purpose of the narrative paragraph. 33.Brainstorm ideas together. The students contribute their idea and the teacher record their ideas on a paper note. 34.The students elaborate and construct their ideas into a sentence. 35.The students develop their ideas with the appropriate supporting sentences. 36.The teacher shows how to do it and lead the discussion.

	<p>37. The students construct and write a draft of the narrative paragraph together. And when they have some mistakes, the teacher will show how to do it well.</p> <ul style="list-style-type: none"> ❖ The teacher gives feedback for the students and asks the students to write a sentence about what they have understood and may yet understand. (Self-Judgement)
Closing (5 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. ❖ Closing <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learn narrative paragraph. - Pray together and closing. 	

10. Tenth Meeting (2 x 40 Minutes)	
Pre-Activities (10 Minutes)	
<ul style="list-style-type: none"> ❖ Greeting . ❖ Pray together. ❖ Checking the students' attendance. ❖ Preparing classroom to make conducive teaching and learning activity. ❖ Explaining the material (learning purpose) and motivating the students. ❖ Explaining the learning objectives and the importance of studying the material. 	
Learning Syntax	Activities
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. ❖ Questioning and Answering <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph. - The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Independent Construction of the text (54 Minutes)	<ul style="list-style-type: none"> ❖ The students asked to revise and edit the draft of their narrative paragraph before. ❖ The students revise and edit their draft. ❖ The students write and construct their paragraph independently ❖ The teacher and the students do a conference about the narrative paragraph.
Closing (10 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization 	

- The teacher and the students concludes the learning material together.
- ❖ **Closing**
 - Reflection and reviewing the material which had learned before.
 - The teacher explains the goals of learning about the narrative paragraph.
 - Pray together and closing.

I. Assessment of The Learning Process

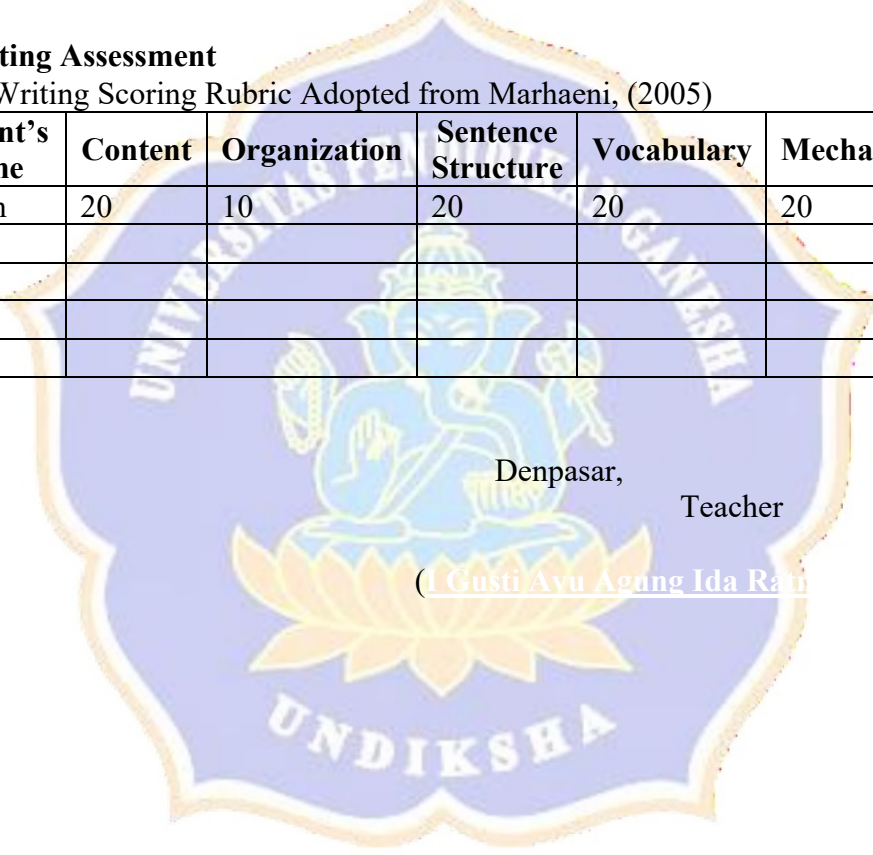
- **Self-assessment Checklist**

The self-assessment checklist use are adopted from Marhaeni, (2017).

1. Writing Assessment

- Writing Scoring Rubric Adopted from Marhaeni, (2005)

No.	Student's Name	Content	Organization	Sentence Structure	Vocabulary	Mechanism	Total Score
1.	Wayan	20	10	20	20	20	90



Denpasar,
Teacher
(Gusti Ayu Agung Ida Rani)

LESSON PLAN (POSTTEST)

School Name : SMP Saraswati 1 Denpasar
 Subject : English
 Class/ Semester : VIII/II (Control Group)
 Skill : Writing
 Topic : Narrative Paragraph
 Time : 1 week (1 x 80 Minutes)

A. Core Competencies

- **KI 3:** The students are able to understand, applying, analysis factual knowledge, conceptual, procedural, and metacognitive based on their curiosity about the knowledge, technology, art, and culture about the insights of humanity, recollection, statehood, and civilization about the cause of phenomenon and incident. Then, applying procedural knowledge in a specific field of study corresponding with the talents and interests to solve the problems.
- **KI 4 :** Processing, reasoning, and presenting in the concrete realm and abstract realm related to the development of the material which had learned in the school by independently, work effectively and able to use method corresponding with the scientific rules.

B. Basic Competencies and Indicators

Basic Competencies	Indicators
3.10 Analyzing the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.	<ul style="list-style-type: none"> • identifying the content and the organization of a narrative paragraph. • analyzing the sentence structure , vocabulary use and the mechanism of a narrative paragraph. • understanding of the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph. • applying the generic the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
4.10 Write a narrative paragraph which related to the daily life contexts.	<ul style="list-style-type: none"> • write a draft of their narrative paragraph corresponding with the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph. • redrafting and editing their narrative paragraph corresponding with the the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph. • write a narrative paragraph corresponding with the content, organization, sentence

	structure, vocabulary use and the mechanism of the narrative paragraph.
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C. Learning Objectives

- The students are able to identify the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
- The students are able to analyze and understand the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.
- The students are able to apply the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph with well.
- The students are able to make a draft and do the editing process of their narrative paragraph.
- The students are able to write a narrative paragraph corresponding with the content, organization, sentence structure, vocabulary use and the mechanism of the narrative paragraph.

D. Learning Material

➤ Social Function

A narrative paragraph purposed to entertain the reader.

➤ Grammar

• Using Past tense :

+ (Subject + Was/Were + Adj)

Examples :

- She was beautiful
- We were young

+ (Subject + Verb. 2 + O)

- I worked at the restaurant
- They walked into the bus station

- (Subject + Was/Were + not)

Examples :

- She was not beautiful
- We were not young

- (Subject + did not + Verb.1)

- I did not work
- They did not walk into the bus station

? (Was/Were + Subject)

Examples :

- Was she beautiful ?
- Were they young ?

? (did + Subject+Verb.1)

- did she work?
- did they walk into the bus station ?

➤ **Topic**

- Experience

E. Learning Method

Approach : Learning Cycle Model

F. Learning Media

1. Media

- ❖ Worksheet
- ❖ Assessment test

2. Tools

- ❖ Ruler, Boardmarker and Whiteboard
- ❖ Laptop & LCD

G. Learning Sources

- ❖ Supporting book of Curriculum 2013 English Lesson for Eight grade students, by Kemendikbud, Revise on year 2016
- ❖ English Dictionary
- ❖ Teacher and students experience

H. Learning Activities

POSTTEST (2 x 40 Minutes)	
Pre-Activities (10 Minutes)	
<ul style="list-style-type: none"> ❖ Greeting . ❖ Pray together. ❖ Checking the students' attendance. ❖ Preparing classroom to make conducive teaching and learning activity. ❖ Explaining the material (learning purpose) and motivating the students. ❖ Explaining the learning objectives and the importance of studying the material. 	
Learning Syntax	Activities
LITERACY (15 Minutes)	<ul style="list-style-type: none"> ❖ Observing <ul style="list-style-type: none"> - The teacher shows some example of the narrative paragraph for the students related to their daily life. - The students observe the example which had given before. ❖ Reading <ul style="list-style-type: none"> - The students read the example of the narrative paragraph. ❖ Questioning and Answering <ul style="list-style-type: none"> - The teacher gives opportunities for the students to ask a question about the narrative paragraph.

	- The students ask some questions for the teacher and the teacher answers the students' questions.
CORE ACTIVITIES (50 Minutes)	
Independent Construction of the text (50 Minutes)	<ul style="list-style-type: none"> ❖ The teacher gives a topic for the students. And the topic used is “ My Experience”. ❖ The teacher asked the students to write their narrative paragraph independently. ❖ The students write and construct their paragraph independently
Closing (10 Minutes)	
<ul style="list-style-type: none"> ❖ Generalization <ul style="list-style-type: none"> - The teacher and the students concludes the learning material together. ❖ Closing <ul style="list-style-type: none"> - Reflection and reviewing the material which had learned before. - The teacher explains the goals of learning about the narrative paragraph. - Pray together and closing. 	

I. Assessment of The Learning Process

- Self-assessment Checklist

The self-assessment checklist use are adopted from Marhaeni, (2017).

1. Writing Assessment

- Writing Scoring Rubric Adopted from Marhaeni, (2005)

No.	Student's Name	Content	Organization	Sentence Structure	Vocabulary	Mechanism	Total Score
1.	Wayan	20	10	20	20	20	90

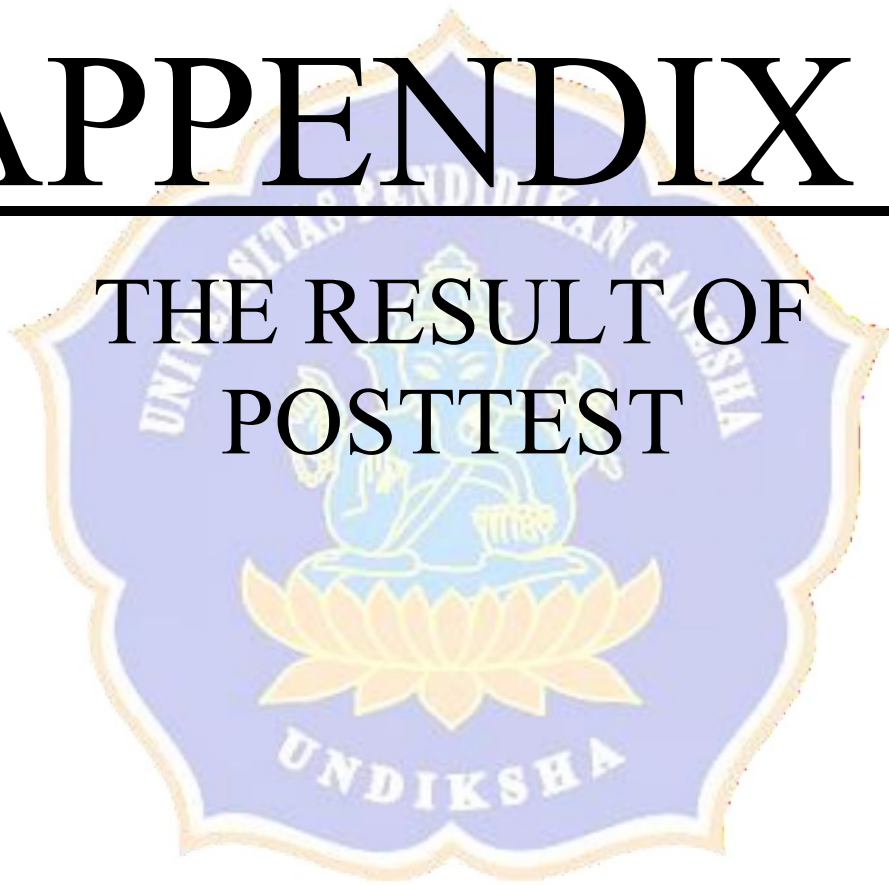
Denpasar,

Teacher

()

APPENDIX 9

THE RESULT OF POSTTEST



FREQUENCIES VARIABLES=A1Y1 A2Y1

/STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM MEAN MEDIAN MODE

/ORDER=ANALYSIS.

Frequencies

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Statistics

		A1Y1	A2Y1
N	Valid	41	41
	Missing	0	0
Mean		88,20	79,12
Median		88,00	80,00
Mode		88	76
Std. Deviation		7,587	6,419
Variance		57,561	41,210
Range		24	20
Minimum		76	68
Maximum		100	88

Frequency Table

A1Y1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	76	5	12,2	12,2	12,2
	80	5	12,2	12,2	24,4
	84	5	12,2	12,2	36,6
	88	10	24,4	24,4	61,0
	92	5	12,2	12,2	73,2
	96	6	14,6	14,6	87,8
	100	5	12,2	12,2	100,0
	Total	41	100,0	100,0	

A2Y1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	5	12,2	12,2	12,2
	72	3	7,3	7,3	19,5
	76	10	24,4	24,4	43,9
	80	9	22,0	22,0	65,9
	84	6	14,6	14,6	80,5
	88	8	19,5	19,5	100,0
Total		41	100,0	100,0	

```

FREQUENCIES VARIABLES=A1Y1_2
  /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM MEAN MEDIAN MODE
  /BARCHART FREQ
  /ORDER=ANALYSIS.

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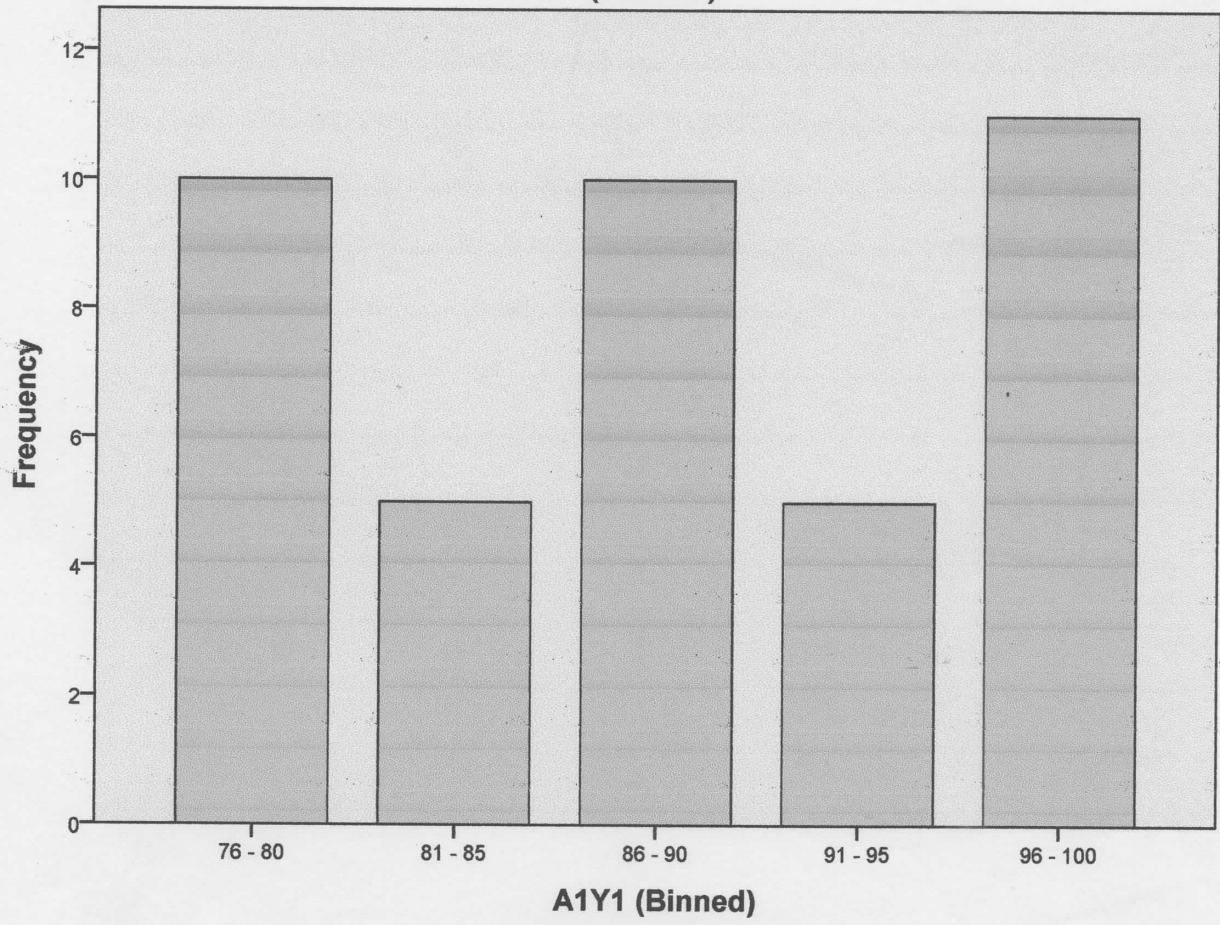
A1Y1 (Binned)

N	Valid	41
	Missing	0
Mean		4,05
Median		4,00
Mode		6
Std. Deviation		1,532
Variance		2,348
Range		4
Minimum		2
Maximum		6

A1Y1 (Binned)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	76 - 80	10	24,4	24,4	24,4
	81 - 85	5	12,2	12,2	36,6
	86 - 90	10	24,4	24,4	61,0
	91 - 95	5	12,2	12,2	73,2
	96 - 100	11	26,8	26,8	100,0
	Total	41	100,0	100,0	

A1Y1 (Binned)



FREQUENCIES VARIABLES=A2Y1_2

/STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM MEAN MEDIAN MODE

/BARCHART FREQ

/ORDER=ANALYSIS.

Frequencies

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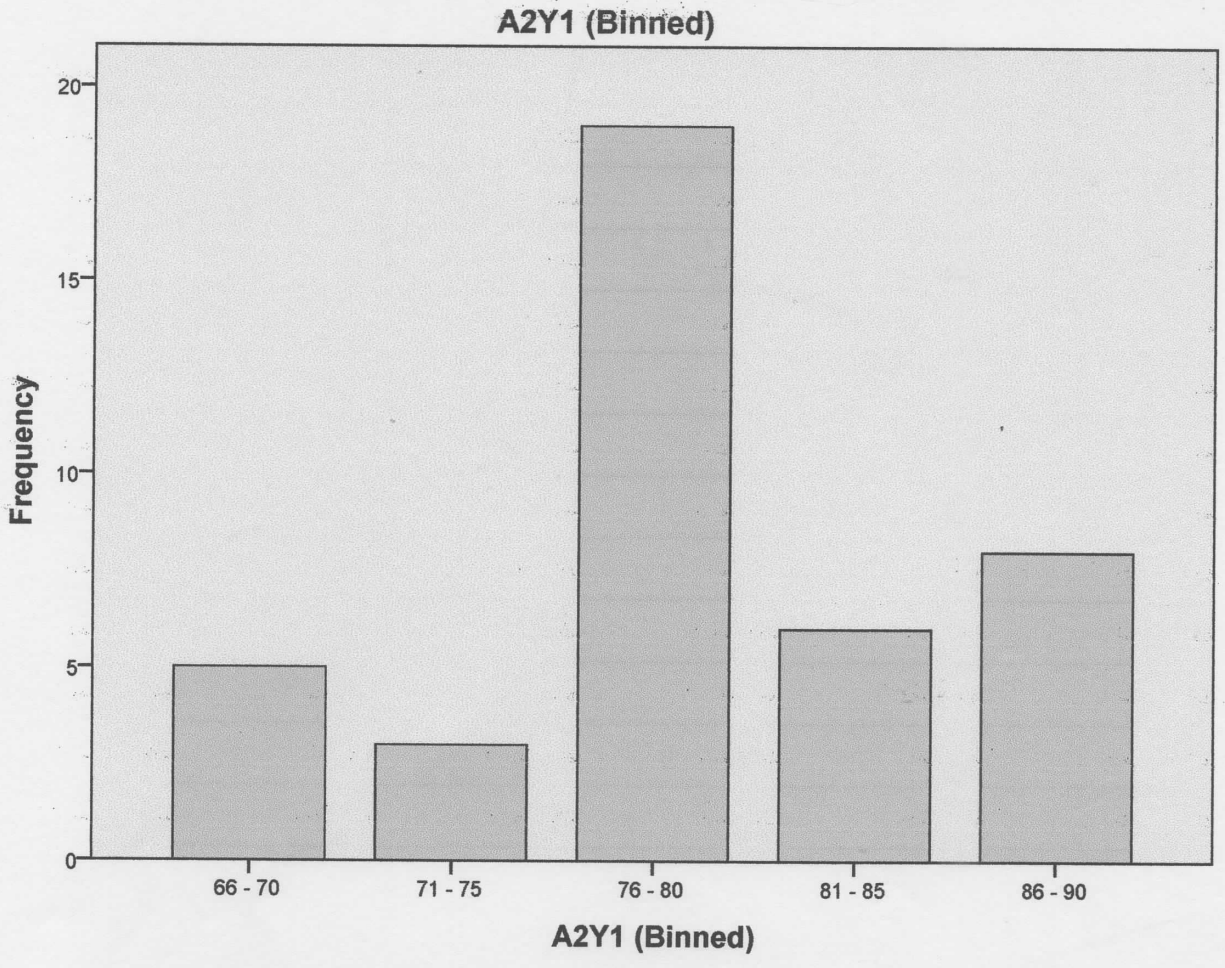
Statistics

A2Y1 (Binned)

N	Valid	41
	Missing	0
Mean		4,22
Median		4,00
Mode		4
Std. Deviation		1,215
Variance		1,476
Range		4
Minimum		2
Maximum		6

A2Y1 (Binned)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	66 - 70	5	12,2	12,2	12,2
	71 - 75	3	7,3	7,3	19,5
	76 - 80	19	46,3	46,3	65,9
	81 - 85	6	14,6	14,6	80,5
	86 - 90	8	19,5	19,5	100,0
	Total	41	100,0	100,0	



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T-TEST GROUPS=Group(1 2)
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/VARIABLES=Score
/CRITERIA=CI(.95).
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T-Test

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Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	A1Y1	41	88,20	7,587	1,185
	A2Y1	41	79,12	6,419	1,003

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Score	Equal variances assumed	,844	,361	5,846	80
	Equal variances not assumed			5,846	77,866

Independent Samples Test

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence ...
					Lower
Score	Equal variances assumed	,000	9,073	1,552	5,984
	Equal variances not assumed	,000	9,073	1,552	5,983

Independent Samples Test

		t-test for Equality of Means
		95% Confidence Interval of the
		Upper
Score	Equal variances assumed	12,162
	Equal variances not assumed	12,163