

APPENDICES



Appendix 1. Creativity Questionnaire (Before Revision)

I. BLUEPRINT OF THE QUESTIONNAIRE

To measure the students' creativity, a questionnaire will be adapted based on adapted model used by Armandita, Wijayanto, Rofiatus, & Susanti (2017); Busur (2015) and Mursidik, Samsiyah, & Rudyanto (2015). Based on the theories, there are 4 aspects of creativity namely, 1) Flexibility, 2) Originality, 3) Elaboration, and 4) Eloquent. Each of these aspects will be described using a descriptor and it will be stated into some statements. The blueprint of learning motivation questionnaire can be seen in the Table 3.4.

Table. 3.4
The Blueprint of the Questionnaire

No.Urut	Aspek yang diukur	Indikator-indikator kreativitas	Nomor item
1	Fleksibilitas	<ul style="list-style-type: none">• Menghasilkan gagasan, jawaban atau pertanyaan yang bervariasi• Dapat melihat suatu masalah dari sudut pandang yang berbeda-beda• Mencari banyak alternatif atau arah yang berbeda-beda	1 ; 2 3 ; 4 5 ; 6 ; 7 ; 8
2	Originalitas	<ul style="list-style-type: none">• Mampu melahirkan ungkapan yang baru dan unik• Memikirkan cara yang tidak lazim untuk mengungkapkan diri• Mempunyai kemauan keras untuk menyelesaikan tugas	9 9 ; 11 ; 12 ; 13
3	Elaborasi	<ul style="list-style-type: none">• Menanggapi pertanyaan-pertanyaan secara bergairah, aktif dan bersemangat dalam menyelesaikan tugas-tugas• Berani menerima atau melaksanakan tugas berat• Senang mencari cara atau metode yang praktis dalam belajar• Kritis dalam memeriksa hasil pekerjaan• Agresif bertanya	14 14 ; 16 ; 17 ; 18 19 ; 20 ; 21 22 ; 23 24 ; 25 26 ; 27 ; 28
4	Kefasihan	<ul style="list-style-type: none">• Mencetuskan banyak gagasan, jawaban, penyelesaian masalah atau pertanyaan• Mandiri dalam belajar	29 ; 30 ; 31 ; 32 33

II. QUESTIONNAIRE

KUESIONER

PENGARUH PEMBELAJARAN PROJECT-BASED TERHADAP KREATIFITAS MENULIS SISWA

A. Pendahuluan

Kuisisioner ini bertujuan sebagai alat pengumpulan data bagi para peneliti. Dalam kuisisioner ini Anda diminta untuk dapat memberikan jawaban dengan jujur dan benar sesuai dengan apa yang telah Anda alami dan benar-benar telah lakukan. Jawaban Anda tidak akan memengaruhi nilai apa pun dan kerahasiaan dijamin.

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

B. Petunjuk Pengisian Kuisisioner

1. Tulis identitas Anda sepenuhnya dan jujur.
2. Baca semua pernyataan dan pilih salah satu jawaban sesuai dengan penilaian Anda sendiri.
3. Berikan skor pada poin-poin pernyataan dengan menggunakan tanda centang (✓) di kolom yang tersedia (SS, S, KK, J, TP) sesuai dengan kriteria sebagai berikut. SS = Sangat Sering, S = Sering, KK = Kadang-Kadang, J = Jarang, TP = Tidak Pernah.
4. Sebelum Anda mengembalikan kuisisioner kepada peneliti, periksa kuisisioner Anda apakah semua pertanyaan telah dijawab.
5. Tidak ada jawaban benar atau salah. Jawaban jujur sangat diharapkan.

C. Identitas Responden

Nama :
No. Absen :
Kelas :
Umur :

D. Tabel Isian Kuesioner

No.	Pernyataan	SS	S	KK	J	TP
1	Jika guru memberi tugas menulis, saya tidak dapat menduga dengan cepat kemungkinan tugas tersebut seperti apa					
2	Bila saya diberi tugas menulis dari pokok bahasan yang sudah saya pelajari maka saya dapat langsung membayangkan langkah- langkah penyelesaiannya.					
3	Ketika guru menjelaskan secara lisan materi menulis yang baik, saya dapat membayangkan apa-apa yang disampaikan guru					
4	Dalam mendiskusikan suatu masalah penulisan, saya selalu mempunyai tanggapan yang berbeda dengan apa yang diungkapkan oleh teman saya					
5	Jika diberi suatu masalah terkait penulisan, saya tidak dapat memikirkan macam-macam cara yang berbeda untuk memecahkan masalah tersebut					
6	Saya berusaha menyelesaikan sendiri tugas- tugas menulis yang diberikan					
7	Jika alat pembantu menulis yang dibutuhkan tidak ada, saya menggunakan alat yang bukan fungsinya. (misalnya sisi buku digunakan sebagai penggaris/pembuat garis tepi tulisan)					
8	Jika ada tugas menulis dan saya sudah mencoba menyelesaikannya tetapi tidak mampu menyelesaikan, maka saya meniru hasil pekerjaan teman tanpa menanyakan bagaimana cara memperolehnya					
9	Pada saat mengerjakan tugas menulis, saya mampu memikirkan cara untuk menyelesaikan yang tidak pernah terpikirkan oleh orang lain					
10	Saya memiliki cara berfikir yang berbeda terkait apa yang akan saya tulis dari pada yang lain					
11	Saya tidak berusaha menemukan penyelesaian yang baru setelah membaca atau mendengar gagasan-gagasan untuk kemudian ditulis					
12	Saya tidak merasa bosan mengerjakan tugas menulis, walaupun tugas itu berulang-ulang diberikan,					
13	Berusaha menyelesaikan tugas-tugas menulis dengan hasil yang baik meskipun saya mengorbankan waktu dan tenaga yang banyak					
14	Saya tidak senang jika belum menanggapi pertanyaan guru maupun pertanyaan teman terkait aktivitas menulis di kelas					
15	Saya tidak mau mengerjakan tugas menulis, jika tugas tidak diperiksa guru					
16	Saya berusaha untuk dapat mengerjakan tugas-tugas menulis dengan sebaik-baiknya, walaupun tugas itu merupakan tugas kelompok					
17	Saya lebih banyak mengerjakan tugas kelompok terkait penulisan dibanding dengan anggota lain					

18	Saya tidak menyimpan masalah dalam mengerjakan tugas menulis yang sulit pada diri saya dalam waktu lama.					
19	Saya tidak menunda-nunda waktu untuk menyelesaikan PR terkait tugas menulis					
20	Saya mengerjakan tugas tersulit terkait menulis meskipun ada kemungkinan hasilnya salah.					
21	Saya berupaya sendiri dalam menyelesaikan tugas menulis sebelum bertanya pada teman					
22	Saya tidak pernah membuat model atau pola penulisan tertentu yang mudah saya ingat untuk menyelesaikan tugas-tugas					
23	Saya senang memikirkan dan mencoba cara-cara penulisan baru yang saya anggap praktis untuk menyelesaikan tugas menulis					
24	Saya mengecek kembali hasil tulisan saya karena tidak yakin kebenarannya.					
25	Jika cara penyelesaian tugas menulis dari teman yang lain lebih berhasil, saya menggunakan cara tersebut.					
26	Jika saya tidak puas dengan penjelasan pada waktu mengikuti pelajaran terkait menulis yang baik, maka saya berusaha mencari penjelasan pada pertemuan berikutnya/sumber lain					
27	Jika ada penjelasan dari guru yang kurang jelas terkait materi menulis, saya langsung menanyakannya					
28	Saya sering mengajukan pertanyaan kepada guru terkait hal-hal yang belum saya pahami dalam materi menulis, walaupun siswa lain menganggapnya lucu atau tidak perlu					
29	Jika ada bagian dari pelajaran menulis yang kurang jelas, saya cuek saja.					
30	Saya berani memaparkan argumen dalam bentuk tulisan dalam menyelesaikan pertanyaan dari guru					
31	Saya lebih suka kalau tidak ditanya oleh guru pada saat belajar materi penulisan					
32	Saya merasa malu menjawab pertanyaan dari guru terkait materi menulis					
33	Saya mampu mengerjakan tugas menulis meskipun tidak dibimbing oleh guru					

The Blueprint of the Questionnaire

No.Urut	Aspek yang diukur	Indikator-indikator kreativitas	Nomor item
1	Fleksibilitas	<ul style="list-style-type: none"> Menghasilkan gagasan, jawaban atau pertanyaan yang bervariasi Dapat melihat suatu masalah dari sudut pandang yang berbeda-beda Mencari banyak alternatif atau arah yang berbeda-beda 	1 ; 2 3 ; 4 5 ; 6 ; 7 ; 8
2	Originalitas	<ul style="list-style-type: none"> Mampu melahirkan ungkapan yang baru dan unik Memikirkan cara yang tidak lazim untuk mengungkapkan diri Mempunyai kemauan keras untuk menyelesaikan tugas 	9 10 ; 11 ; 12 ; 13
3	Elaborasi	<ul style="list-style-type: none"> Menanggapi pertanyaan-pertanyaan secara bergairah, aktif dan bersemangat dalam menyelesaikan tugas-tugas Berani menerima atau melaksanakan tugas berat Senang mencari cara atau metode yang praktis dalam belajar Kritis dalam memeriksa hasil pekerjaan Agresif bertanya 	14 15 ; 16 ; 17 ; 18 19 ; 20 ; 21 22 ; 23 24 ; 25 26 ; 27 ; 28
4	Kefasihan	<ul style="list-style-type: none"> Mencetuskan banyak gagasan, jawaban, penyelesaian masalah atau pertanyaan Mandiri dalam belajar 	29 ; 30 ; 31 ; 32 33

Catatan:

- 1) Item No 9 ada dua ya? Item No 14 juga ada dua?
- 2) Mengapa ada satu indikator dalam satu aspek hanya dibuatkan satu item, sedangkan indikator yang lain bisa 3 sd 4 item?
- 3) Item no 29 sd 32 ttg indikator mencetuskan banyak gagasan...itm yg dikembangkan lebih banyak negatif dr positif. Item 29, 31, 32 negatif, hanya satu yg positif. Sebaiknay item dikembangkan sama banyak antara pernyataan positif dan negatif. (ni salah satu contoh saja)
- 4) Beberapa item yg dikembangkan saya pikir kurang mencerminkan indikator sprt item no 1 dan 2,
- 5) 6 dan 7, 15, 17, 18
- 6) Buat sejajar antara indikator dengan no item agar tidak bingung membaca.

Appendix 2. Creativity Questionnaire (After Revision)

I. BLUEPRINT OF THE QUESTIONNAIRE

In measuring the students' creativity, a questionnaire is adapted based on the model used by Tamba & Turnip (2017) and Marliani (2015). Based on the theories, there are 4 aspects of creativity namely, 1) Flexibility, 2) Originality, 3) Elaboration, and 4) Eloquent. Each of these aspects is described using a descriptor and it will be stated into some statements. The blueprint of the questionnaire can be seen in the Table 3.4.

Table. 3.4

The Blueprint of the Questionnaire

No.	Aspek yang diukur	Indikator	Nomor Item
1	Fleksibilitas	Dapat memikirkan macam-macam cara yang berbeda untuk memecahkan masalah penulisan	1
		Berusaha mencari penjelasan pada pertemuan berikutnya, atau pada sumber lain	2
		Dapat menggunakan berbagai jenis kalimat yang berbeda	3
		Mempunyai tanggapan yang berbeda dengan apa yang diungkapkan oleh siswa lainnya	4
		Dapat menerima masukan dari siswa lain terkait koreksi proyek penulisan	5
2	Originalitas	Mampu menghasilkan gagasan dan hasil proyek penulisan buatan sendiri	6
		Memiliki cara berfikir yang berbeda terkait apa yang akan ditulis	7
		Berupaya sendiri dalam menyelesaikan tugas menulis sebelum bertanya pada teman	8
		Dapat memikirkan dan mencoba cara-cara penulisan baru yang dianggap praktis	9
		Memahami informasi yang diperoleh serta mengerti dengan baik apa yang ditulis	10
3	Elaborasi	Mampu menjabarkan ide-ide kedalam bentuk tulisan	11
		Dapat membuat konsep terlebih dahulu dalam menyelesaikan proyek penulisan	12
		Mampu mengerjakan proyek penulisan secara rinci dan detail	13
		Mampu mengembangkan proyek penulisan diluar skema penulisan yang diberikan	14
		Mampu meringkas berbagai informasi yang diperoleh	15
4	Kefasihan	Mampu membayangkan apa-apa yang disampaikan guru	16
		Menyelesaikan proyek penulisan dengan hasil yang baik sesuai waktu yang diberikan	17
		Mengerjakan tugas-tugas menulis dengan sebaik-baiknya	18
		Mampu mengerjakan proyek penulisan secara mandiri	19
		Mampu memaparkan draft informasi menjadi paragraf yang baik	20

II. QUESTIONNAIRE

KUESIONER

PENGARUH PEMBELAJARAN PROJECT-BASED TERHADAP KREATIFITAS MENULIS SISWA

A. Pendahuluan

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

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

B. Petunjuk Pengisian Kuesioner

1. Tulis identitas Anda sepenuhnya dan jujur.
2. Baca semua pernyataan dan pilih salah satu jawaban sesuai dengan penilaian Anda sendiri.
3. Berikan skor pada poin-poin pernyataan dengan menggunakan tanda centang (√) di kolom yang tersedia (SS, S, KK, J, TP) sesuai dengan kriteria sebagai berikut. SS = Sangat Sering, S = Sering, KK = Kadang-Kadang, J = Jarang, TP = Tidak Pernah.
4. Sebelum Anda mengembalikan kuesioner kepada peneliti, periksa kuesioner Anda apakah semua pertanyaan telah dijawab.
5. Tidak ada jawaban benar atau salah. Jawaban jujur sangat diharapkan.

C. Identitas Responden

Nama :
No. Absen :
Kelas :
Umur :

D. Tabel Isian Kuesioner

No.	Pernyataan	SS	S	KK	J	TP
A. Fleksibilitas						
1.	Jika diberi suatu masalah terkait penulisan, saya dapat memikirkan macam-macam cara yang berbeda untuk memecahkan masalah tersebut.					
2.	Jika saya tidak puas dengan penjelasan terkait tahapan penulisan yang baik, saya berusaha mencari penjelasan pada pertemuan berikutnya, atau pada sumber lain.					
3.	Saya dapat menggunakan berbagai jenis kalimat dalam proyek penulisan yang saya buat.					
4.	Dalam mendiskusikan suatu masalah penulisan, saya selalu mempunyai tanggapan yang berbeda dengan apa yang diungkapkan oleh teman saya.					
5.	Saya dapat menerima masukan dari siswa lain terkait koreksi proyek penulisan yang saya buat.					
B. Originalitas						
6.	Pada saat mengerjakan proyek penulisan, saya mampu memikirkan cara untuk menyelesaikan yang tidak pernah terpikirkan oleh orang lain					
7.	Saya memiliki cara berfikir yang berbeda terkait apa yang akan saya tulis dari pada yang lain					
8.	Saya berupaya sendiri dalam menyelesaikan tugas menulis sebelum bertanya pada teman.					
9.	Saya senang memikirkan dan mencoba cara-cara penulisan baru yang saya anggap praktis untuk menyelesaikan tugas menulis.					
10.	Saya memahami informasi yang saya peroleh serta mengerti dengan baik apa yang saya tulis.					
C. Elaborasi						
11.	Saya mampu menjabarkan ide-ide dalam bentuk tulisan dalam menyelesaikan proyek penulisan.					
12.	Saya dapat membuat konsep atau kerangka terlebih dahulu dalam menyelesaikan proyek penulisan.					
13.	Saya dapat mengerjakan proyek penulisan secara rinci dan detail.					
14.	Saya mampu mengembangkan proyek penulisan diluar skema penulisan yang diberikan					
15.	Saya mampu menggabungkan berbagai informasi yang saya peroleh menjadi lebih ringkas.					
D. Kefasihan						
16.	Ketika guru menjelaskan secara lisan materi menulis					

	yang baik, saya dapat membayangkan apa-apa yang disampaikan guru.					
17.	Berusaha menyelesaikan proyek penulisan dengan hasil yang baik dalam waktu yang telah ditentukan.					
18.	Saya berusaha untuk dapat mengerjakan proyek penulisan dengan sebaik-baiknya.					
19.	Saya mampu mengerjakan proyek penulisan meskipun tidak dibimbing oleh guru.					
20.	Saya dapat memaparkan draft informasi yang saya peroleh dalam bentuk paragraph secara jelas.					
Total Skor (Akumulasi dari semua poin)						

Sumber rujukan:

Tamba, P., & Turnip, B. M. (2017). The Effect of Project-based Learning Model for Students' Creative Thinking Skills and Problem Solving. *IOSR Journal of Research & Method in Education*, 7(5), 67–70. <https://doi.org/10.9790/7388-0705026770>

Marliani, N. (2015). Peningkatan Kemampuan Berpikir Kreatif Matematis Siswa melalui Model Pembelajaran Missouri Mathematics Project (MMP). *Jurnal Formatif* 5(1), pp. 14-25.



Appendix 3. Expert Judgement Sheet for Creativity Questionnaire (Prof. Ratminingsih)

EXPERT JUDGEMENT SHEET

For: Questionnaire

Judge: Prof. Dr. Ni Made Ratminingsih, M.A

No.	Expert Response		Suggestion
	Relevant	Irrelevant	
1.	√		
2.	√		
3.	√		
4.	√		
5.	√		
6.	√		
7.	√		
8.	√		
9.	√		
10.	√		
11.	√		
12.	√		
13.	√		
14.	√		Perhatikan penulisan preposisi harus pisah dari kata berikutnya, dan setiap kalimat diakhiri dengan tanda titik.
15.	√		
16.	√		
17.	√		
18.	√		
19.	√		
20.	√		

Singaraja, 31 Maret 2020

Judge,



Prof. Dr. Ni Made Ratminingsih, M.A

NIP. 196609031991022001

Appendix 4. Expert Judgement Sheet for Creativity Questionnaire (Dr. Eka Sulistia)

EXPERT JUDGEMENT SHEET

For: Questionnaire

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

No.	Expert Response		Suggestion
	Relevant	Irrelevant	
1.	√		Sebaiknya menggunakan “mmeiliki berbagai ide untuk memecahkan masalah tersebut” untuk mengganti “memikirkan”
2.	√		
3.	√		
4.	√		Sebaiknya tidak menggunakan kata “selalu”
5.	√		
6.		√	Yang perlu dicantumkan dalam kuesioner adalah original gagasan mauapun hasil, bukan cara menyelesaikan masalahnya
7.		√	Perlu lebih operasional karena akan sulit mengukur cara berfikir yang berbeda
8.	√		
9.	√		
10.	√		Perlu lebih operasional dengan mendeskripsikan informasi apa yang diperoleh
11.	√		Sebaiknya “menjabarkan” dielaborasi dengan “menuangkan ide-ide”
12.	√		Sebaiknya menggunakan kerangka karangan atau draft
13.	√		Sebaiknya lebih ditekankan pada content yang detail bisa dilihat dari supporting detail yang mengacu pada topik
14.	√		Sebaiknya kata “skema” dioperasionalkan
15.	√		Sebaiknya langsung saja menggunakan deskripsi seperti “saya mampu meringkas informasi untuk mengembangkan tulisan saya”
16.	√		
17.	√		
18.	√		
19.	√		
20.	√		Sebaiknya “memaparkan” diganti dengan “menggunakan informasi untuk mengembangkan”

Singaraja, 29-04-2020

Judge,

A handwritten signature in blue ink, appearing to read 'N. Lub Putu Eka Sulistia Dewi', written over a horizontal line.

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

NIP. 198104192006042002

Appendix 5. Blueprint and Writing Competence Test (Before Revision)

II. BASIC COMPETENCIES

- 1.1 Feeling grateful of chance to learn English as International Language expressed in learning enthusiasm.
- 2.1 Indicating behaviors of responsibility, care, cooperative, and love peace in doing functional communication.
- 3.7 Analyzing the text structure of Descriptive paragraph, which are appropriate to the context.
- 4.7 Creating descriptive paragraph by considering the text structure, which are appropriate to the context.

III. INDICATORS

- 3.7.1 To analyze the text structure of Descriptive Paragraph.
- 4.7.1 To create a draft table of Descriptive Paragraph.
- 4.7.2 To create the project paper of Descriptive Paragraph.
- 4.7.3 To create a final draft of Descriptive Paragraph.

IV. LEARNING OBJECTIVES

Meeting 1

1. Through peer discussion, students are able to analyze the social function, text structure, and language features of the Descriptive Paragraph.
2. Through planning and drafting, students are able to create a descriptive paragraph in the form of draft table.

Meeting 2

1. Through editing the draft, students are able to create their project paper through peer correction and reflective correction.

Meeting 3

1. Through making the final draft of the paragraph, students are able to create a good descriptive paragraph in the form of good final paragraph.

IX. ASSESSMENTS (WRITING COMPETENCE TEST)

a. Test for Indicator 4.7.1

- Procedure : Process
- Type : Written
- Instrument : *“Please create a draft table of your chosen animals, which consists of: name of the animal, habitat, food, activity and characteristics!”*

b. Test for Indicator 4.7.2

- Procedure : Process
- Type : Written
- Instrument : *“Please create a paragraph from the data in your draft table!”*

c. Test for Indicator 4.7.3 (Writing Competence Test)

- Procedure : Project
- Type : Written
- Instrument : *“Please create a good final paragraph based on the revision given, and design it creatively!”*

X. SCORING RUBRICS (Writing Rubrics)

1. Scoring Rubric for Indicator 4.7.1 and 4.7.2

	5 points	4 points	3 points	2 points	1 point
Topic Sentence	Interesting, original topic sentence	Topic sentence clearly stated	The topic sentence' is unclear, and needs more specific controlling idea	Inappropriate topic sentence and no controlling idea	There are no topic sentence and controlling ideas
Supporting	Paragraph	Most of the	There are	Insufficient/vague	There are no

Details	has some supporting sentence and details that relate to the topic sentence.	supporting sentence and details related to the topic sentence.	supporting sentences and detail that relate to the topic sentence, but some others are unrelated/vague.	supporting sentence/details	supporting sentence/details
Organization	Organization of each sentences is in good flow and smooth in transition.	Few errors in the used of transition from Topic sentence to the supporting details.	The topic sentence and supporting details write in monotonous transition.	The sentences are not write smoothly and not using transition.	No transition, no pattern of organization.
Spelling	There are no errors in spelling.	Minor mistakes in spelling occurs in the sentences used.	Some misspelled words occurs in the sentences used.	Most of the words are not spelled correctly.	The writer do not spelled the words correctly.
Grammar	No errors in sentences, numbers and meaning.	Minor errors in grammar used, such as auxiliary used.	Some errors occur, especially the use of subject and predicate.	Most of grammatical used occur in the sentence, and distract the meaning.	Fatal errors. No grammatical correct at all.

The writing rubric is adapted from Sholihah (2017) and Saddler & Andrade (2004)

2. Scoring Rubric for Indicator 4.7.3 (Final Project of Writing Paragraph)

	4 points	3 points	2 points	1 points
Topic Sentence	Interesting, original topic sentence	Topic sentence clearly stated	The topic sentence' is unclear, and needs more specific controlling idea	Inappropriate topic sentence and no controlling idea
Supporting Details	Paragraph has some supporting sentence and details that relate to the topic sentence.	Most of the supporting sentence and details related to the topic sentence.	There are supporting sentences and detail that relate to the topic sentence, but some others are unrelated/vague.	Insufficient/vague supporting sentence/details
Organization	Organization of each sentences is in good flow and smooth in	Few errors in the used of transition from Topic sentence to the	The topic sentence and supporting details write in monotonous	The sentences are not write smoothly and not using transition.

	transition.	supporting details.	transition.	
Spelling	There are no errors in spelling.	Minor mistakes in spelling occurs in the sentences used.	Some misspelled words occurs in the sentences used.	Most of the words are not spelled correctly.
Grammar	No errors in sentences, numbers and meaning.	Minor errors in grammar used, such as auxiliary used.	Some errors occur, especially the use of subject and predicate.	Most of grammatical used occur in the sentence, and distract the meaning.
Creativity	The final paragraph project is original idea and the design of the project is attractive.	The final paragraph project is adopting from other source, and the design of the project is good.	The final paragraph project is adopting from other source, and the design of the project is quite good.	The final paragraph project is in major mistakes and weak creativity.

The writing rubric is adapted from Sholihah (2017), Saddler & Andrade (2004) and Smith (2017)

References of the rubric:

- Saddler, B. & Andrade, H. (2004). The Writing Rubric. *Journal of Educational Leadership*, 62(2). pp. 48-52
- Sholihah, U. (2017). Project-Based Learning (PJBL) to Improve Students Writing Capability. *Journal of Science, Engineering, Education and Development Studies (SEEDs)*, 1(1). pp. 57-72
- Smith, J. S. (2016). Assessing Creativity: Creating a Rubric to Effectively Evaluate Mediated Digital Portfolios. *Journal of Journalism & Mass Communication Educator*, DOI: 10.1177/1077695816648866. pp. 1–13

Appendix 6. Blueprint and Writing Competence (After 1st Revision)

WRITING COMPETENCE TEST & WRITING RUBRIC

Judul Penelitian : The Effect of Project-Based Learning on Creativity and Writing Competence in SMP Negeri 2 Sawan in Academic Year 2019/2020

Peneliti : Aditya Ridho Fatmawan

NIM : 1829081004

Program Studi : Pascasarjana Pendidikan Bahasa Inggris

Nama Validator :

I. INDICATORS

- 3.7.1 To analyze the text structure of Descriptive Paragraph.
- 4.7.1 To create a draft table of Descriptive Paragraph.
- 4.7.2 To create the draft paragraph of Descriptive Paragraph.
- 4.7.3 To create a final draft of Descriptive Paragraph.

II. LEARNING OBJECTIVES

Meeting 1

- 3. Through peer discussion, students are able to analyze the social function, text structure, and language features of the Descriptive Paragraph.
- 4. Through planning and drafting, students are able to create a descriptive paragraph in the form of draft table.

Meeting 2

- 2. Through editing the draft, students are able to create their draft paragraph through peer correction and reflective correction.

Meeting 3

- 2. Through making the final draft of the paragraph, students are able to create a good descriptive paragraph in the form of good final paragraph.

III. WRITING COMPETENCE TEST

d. Test for Indicator 4.7.1

- Procedure : Process
- Type : Written
- Instrument : *Please choose one animal to describe. Then, create a draft table of your chosen animal, which consists: name of the animal, habitat, food, activity and characteristics. The example of the draft table can be seen as follows:*

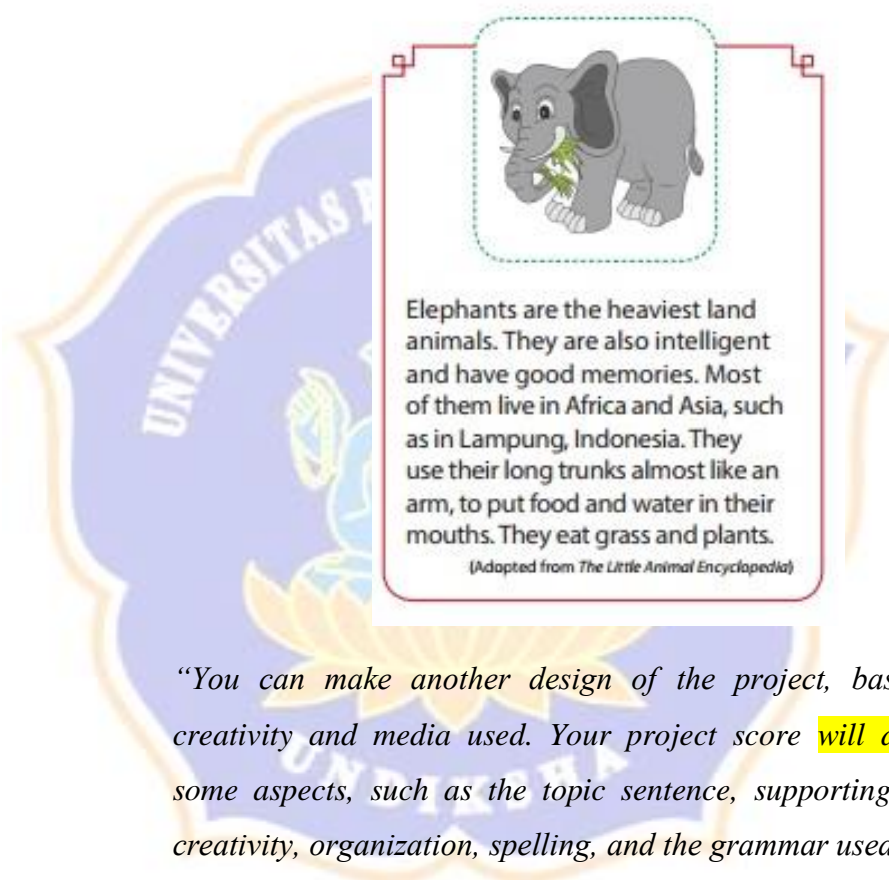
No	Animal	Habitat	Food	Activity	Characteristics
1	Elephants	Africa and Asia	grass and plants	use their long trunks to put food and water in their mouths	are the heaviest land animals

e. Test for Indicator 4.7.2

- Procedure : Process
- Type : Written
- Instrument :
 1. First, please create a paragraph from the data in your draft table!
 2. After that, check^{ed} some aspects of your paragraph by yourself, such as the topic sentence, supporting details, organization, spelling and the grammar used.
 3. Next, please do peer-correction with your friend, then check^{ed} some aspects of your friend's paragraph project, such as the topic sentence, supporting details, organization, spelling and the grammar used.
 4. Last, please edit your paragraph project, based on the correction from yourself and correction from your friend.

f. Test for Indicator 4.7.3 (Writing Competence Test)

- Procedure : Project
- Type : Written
- Instrument : *“Please create a good final paragraph based on the revision before, then design your paragraph project creatively. The example of the project is as seen as follows.”*



IV. WRITING RUBRIC

Rubric for Indicator 4.7.1, 4.7.2 and 4.7.3.

	5 points	4 points	3 points	2 points	1 point
Topic Sentence	Interesting, original topic sentence	Topic sentence clearly stated	The topic sentence' is unclear, and needs more specific	Inappropriate topic sentence and no controlling idea	There are no topic sentence and controlling ideas

			controlling idea		
Supporting Details and Creativity	Paragraph has some supporting sentence and details that relate to the topic sentence, and it is original supporting details.	Most of the supporting sentence and details related to the topic sentence.	There are supporting sentences and detail that relate to the topic sentence, but some others are unrelated/vague.	Insufficient/vague supporting sentence/details	There are no supporting sentence/details
Organization	Organization of the generic structure (identification and description) is in good flow and smooth in transition.	Few errors in the used of transition of generic structure.	The generic structure (identification and description) write in monotonous transition.	The generic structure are not write smoothly and not using transition.	No transition, no pattern of organization.
Spelling	There are no errors in spelling.	Minor mistakes in spelling occurs in the sentences used.	Some misspelled words occurs in the sentences used.	Most of the words are not spelled correctly.	The writer do not spelled the words correctly.
Grammar	No errors in sentences, numbers and meaning.	Minor errors in grammar used, such as auxiliary used.	Some errors occur, especially the use of subject and predicate.	Most of grammatical used occur in the sentence, and distract the meaning.	Fatal errors. No grammatical correct at all.

The writing rubric is adapted from Sholihah (2017) and Saddler & Andrade (2004)

References of the rubric:

- Duffy, A. (2019). Peer Response Rubric. *Collection Rubrics from Texas Tech University*. Retrieved from: https://www.depts.ttu.edu/tlpc/Resources/Teaching_resources/PeerResponseRubric_AliDuffy.pdf (14 April, 2020)
- Saddler, B. & Andrade, H. (2004). The Writing Rubric. *Journal of Educational Leadership*, 62(2). pp. 48-52
- Sholihah, U. (2017). Project-Based Learning (PJBL) to Improve Students Writing Capability. *Journal of Science, Engineering, Education and Development Studies (SEEDs)*, 1(1)

Appendix 7. Blueprint and Writing Competence (After 2nd Revision)

WRITING COMPETENCE TEST & WRITING RUBRIC

Judul Penelitian : The Effect of Project-Based Learning on Creativity and Writing Competence in SMP Negeri 2 Sawan in Academic Year 2019/2020

Peneliti : Aditya Ridho Fatmawan

NIM : 1829081004

Program Studi : Pascasarjana Pendidikan Bahasa Inggris

Nama Validator :

I. INDICATORS

- 3.7.1 To analyze the text structure of Descriptive Paragraph.
- 4.7.1 To create a draft table of Descriptive Paragraph.
- 4.7.2 To create the draft paragraph of Descriptive Paragraph.
- 4.7.3 To create a final draft of Descriptive Paragraph.

II. LEARNING OBJECTIVES

Meeting 1

1. Through peer discussion, students are able to analyze the social function, text structure, and language features of the Descriptive Paragraph.
2. Through planning and drafting, students are able to create a descriptive paragraph in the form of draft table.

Meeting 2

3. Through editing the draft, students are able to create their draft paragraph through peer correction and reflective correction.

Meeting 3

4. Through making the final draft of the paragraph, students are able to create a good descriptive paragraph in the form of good final paragraph.

III. WRITING COMPETENCE TEST

a. Test for Indicator 4.7.1

- Procedure : Process
- Type : Written
- Instrument : *Please choose one animal to describe. Then, create a draft table of your chosen animal, which consists: name of the animal, habitat, food, activity and characteristics. The example of the draft table can be seen as follows:*

No	Animal	Habitat	Food	Activity	Characteristics
1	Elephants	Africa and Asia	grass and plants	use their long trunks to put food and water in their mouths	are the heaviest land animals

b. Test for Indicator 4.7.2

- Procedure : Process
- Type : Written
- Instrument :
 1. *First, please create a paragraph from the data in your draft table!*
 2. *After that, checked some aspects of your paragraph by yourself, such as the topic sentence, supporting details, organization, spelling and the grammar used.*
 3. *Next, please do peer-correction with your friend, then checked some aspects of your friend's paragraph project, such as the topic sentence, supporting details, organization, spelling and the grammar used.*
 4. *Last, please edit your paragraph project, based on the correction from yourself and correction from your friend.*

c. Test for Indicator 4.7.3 (Writing Competence Test)

- Procedure : Project
- Type : Written
- Instrument : *“Please create a good final paragraph based on the revision before, then design your paragraph project creatively. The example of the project is as seen as follows.”*



“You can make another design of the project, based on your creativity and media used. Your project score will determine by some aspects, such as the topic sentence, supporting details and creativity, organization, spelling, and the grammar used.”

IV. WRITING RUBRIC

Rubric for Indicator 4.7.1, 4.7.2 and 4.7.3.

	5 points	4 points	3 points	2 points	1 point
Topic Sentence	Interesting, original topic sentence	Topic sentence clearly stated	The topic sentence' is unclear, and needs more specific controlling idea	Inappropriate topic sentence and no controlling idea	There are no topic sentence and controlling ideas
Supporting Details and	Paragraph has some	Most of the supporting	There are supporting	Insufficient/vague supporting	There are no supporting

Creativity	supporting sentence and details that relate to the topic sentence, and it is original supporting details.	sentence and details related to the topic sentence.	sentences and detail that relate to the topic sentence, but some others are unrelated/vague.	sentence/details	sentence/details
Organization	Organization of the generic structure (identification and description) is in good flow and smooth in transition.	Few errors in the used of transition of generic structure.	The generic structure (identification and description) write in monotonous transition.	The generic structure are not write smoothly and not using transition.	No transition, no pattern of organization.
Spelling	There are no errors in spelling.	Minor mistakes in spelling occurs in the sentences used.	Some misspelled words occurs in the sentences used.	Most of the words are not spelled correctly.	The writer do not spelled the words correctly.
Grammar	No errors in sentences, numbers and meaning.	Minor errors in grammar used, such as auxiliary used.	Some errors occur, especially the use of subject and predicate.	Most of grammatical used occur in the sentence, and distract the meaning.	Fatal errors. No grammatical correct at all.

The writing rubric is adapted from Sholihah (2017) and Saddler & Andrade (2004)

References of the rubric:

- Duffy, A. (2019). Peer Response Rubric. *Collection Rubrics from Texas Tech University*. Retrieved from: https://www.depts.ttu.edu/tlpdc/Resources/Teaching_resources/PeerResponseRubric_AliDuffy.pdf (14 April, 2020)
- Saddler, B. & Andrade, H. (2004). The Writing Rubric. *Journal of Educational Leadership*, 62(2). pp. 48-52
- Sholihah, U. (2017). Project-Based Learning (PJBL) to Improve Students Writing Capability. *Journal of Science, Engineering, Education and Development Studies (SEEDs)*, 1(1)

Appendix 8. Expert Judge for Writing Competence Test (Prof. Ratminingsih)

Lembar Validasi Instrumen Tes Menulis

Judul Penelitian : The Effect of Project-Based Learning on Creativity and Writing Competence in SMP Negeri 2 Sawan in Academic Year 2019/2020

Peneliti : Aditya Ridho Fatmawan

NIM : 1829081004

Program Studi : Pascasarjana Pendidikan Bahasa Inggris

Nama Validator : Prof. Dr. Ni Made Ratminingsih, M.A

Petunjuk:

Berilah tanda check list (√) pada kolom penelitian yang sesuai dengan penilaian Bapak/Ibu terhadap instrument soal.

No.	Aspek yang Diamati	Kesesuaian Hasil Pengamatan		Keterangan
		Ya	Tidak	
1	Tes yang digunakan sesuai dengan kompetensi dasar yang harus dicapai	√		
2	Tes yang digunakan sesuai dengan aspek kemampuan menulis	√		
3	Menggunakan Bahasa yang sederhana dan mudah dimengerti	√		
4	Kalimat yang digunakan tidak mengandung makna ganda	√		
5	Tes yang digunakan dapat meningkatkan kemampuan menulis	√		

Kesimpulan Validator / Penilai

Lingkari jawaban berikut ini sesuai dengan kesimpulan anda:

- A. Tes Kemampuan Menulis ini:
1. Sangat baik
 2. Baik
 3. Kurang baik
- B. Tes Kemampuan Menulis ini:
1. Dapat digunakan tanpa revisi
 2. Dapat digunakan dengan sedikit revisi
 3. Dapat digunakan dengan banyak revisi
 4. Belum dapat digunakan

Komentar dan Saran:

Tes Kompetensi menulis sudah dikomposisi dengan baik, yang diturunkan dari indikator yang jelas, dan dijabarkan ke dalam tujuan yang jelas, dan instrumen tes juga sudah dikembangkan dengan bagus,

Singaraja, 21 April 2020

Validator



Prof. Dr. Ni Made Ratminingsih, M.A

NIP. 196609031991022001



Appendix 9. Expert Judge for Writing Competence Rubric (Prof. Ratminingsih)

Judul Penelitian : The Effect of Project-Based Learning on Creativity and Writing Competence in SMP Negeri 2 Sawan in Academic Year 2019/2020

Peneliti : Aditya Ridho Fatmawan

NIM : 1829081004

Program Studi : Pascasarjana Pendidikan Bahasa Inggris

Nama Validator : Prof. Dr. Ni Made Ratminingsih, M.A

Petunjuk:

Berilah tanda check list (√) pada kolom penelitian yang sesuai dengan penilaian Bapak/Ibu terhadap instrument soal.

No.	Aspek yang Diamati	Kesesuaian Hasil Pengamatan		Keterangan
		Ya	Tidak	
1	Rubrik penilaian sesuai dengan kompetensi dasar yang harus dicapai dalam pembelajaran	√		
2	Rubrik penilaian yang digunakan sesuai dengan aspek kemampuan menulis	√		
3	Tiap aspek yang digunakan dalam rubrik penilaian sesuai dengan tes kemampuan menulis	√		
4	Kalimat yang digunakan dalam rubrik penilaian tidak mengandung makna ganda	√		
5	Rubrik penilaian yang digunakan sesuai dengan mudah dimengerti dan mudah diaplikasikan	√		

Kesimpulan Validator / Penilai

Lingkari jawaban berikut ini sesuai dengan kesimpulan anda:

- A. Rubrik Penilaian Tes Menulis ini:
1. **Sangat baik**
 2. Baik
 3. Kurang baik
- B. Rubrik Penilaian Tes Menulis ini:
1. Dapat digunakan tanpa revisi
 2. **Dapat digunakan dengan sedikit revisi**
 3. Dapat digunakan dengan banyak revisi
 4. Belum dapat digunakan

Komentar dan Saran:

Rubrik yang digunakan relevan dengan tes yg digunakan. Ada beberapa kesalahan gramatika dari beberapa dimensi yang harus direvisi.

Singaraja, 21 April 2020

Validator



Prof. Dr. Ni Made Ratminingsih, M.A

NIP. 196609031991022001



Appendix 10. Expert Judge for Writing Competence Test 1st Revision

(Dr. Eka Sulistia)

Lembar Validasi Instrumen Tes Menulis

Judul Penelitian : The Effect of Project-Based Learning on Creativity and Writing
Competence in SMP Negeri 2 Sawan in Academic Year 2019/2020

Peneliti : Aditya Ridho Fatmawan

NIM : 1829081004

Program Studi : Pascasarjana Pendidikan Bahasa Inggris

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

Petunjuk:

Berilah tanda check list (√) pada kolom penelitian yang sesuai dengan penilaian Bapak/Ibu terhadap instrument soal.

No.	Aspek yang Diamati	Kesesuaian Hasil Pengamatan		Keterangan
		Ya	Tidak	
1	Tes yang digunakan sesuai dengan kompetensi dasar yang harus dicapai	v		Masih perlu mempertimbangkan kelengkapan instrument, seperti kejelasan prosedur penyelesaian tugas, topic yang bisa dipilih, serta <i>requirement</i> nya apa saja, seperti pada pengimplementasian dimensi menulis sesuai rubric penilaian
2	Tes yang digunakan sesuai dengan aspek kemampuan menulis	v		Namun masih perlu dielaborasi kemampuan menulis apa yang akan ditampilkan oleh siswa dalam tulisannya
3	Menggunakan Bahasa yang sederhana dan mudah dimengerti	V		Namun perlu elaborasi atau memperjelas langkah-langkah menulis
4	Kalimat yang digunakan tidak mengandung makna ganda	v		Namun masih perlu diperjelas langkah menyelesaikan paragrafnya

5	Tes yang digunakan dapat meningkatkan kemampuan menulis	v		Perlu diperjelas langkahnya untuk setiap tahapan menulis shg bisa terlihat peningkatannya saat publishing
---	---	---	--	---

Kesimpulan Validator / Penilai

Lingkari jawaban berikut ini sesuai dengan kesimpulan anda:

- A. Tes Kemampuan Menulis ini:
1. Sangat baik
 2. Baik
 3. Kurang baik ✓
- B. Tes Kemampuan Menulis ini:
1. Dapat digunakan tanpa revisi
 2. Dapat digunakan dengan sedikit revisi
 3. Dapat digunakan dengan banyak revisi ✓
 4. Belum dapat digunakan

Komentar dan Saran:

___Instrumen penilain unjuk kerja akan lebih baik jika dilengkapi dengan petunjuk yang jelas mengenai baik itu langkah langkah menulisnya maupun dimensi menulis yang hendaknya ditampilkan oleh siswa.

Singaraja, 9 April 2020

Validator


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

NIP. 198104192006042002

Appendix 11. Expert Judge for Writing Competence Rubric 1st Revision

(Dr. Eka Sulistia)

Lembar Validasi Instrumen Rubrik Penilaian Tes Menulis

Judul Penelitian : The Effect of Project-Based Learning on Creativity and Writing
Competence in SMP Negeri 2 Sawan in Academic Year 2019/2020

Peneliti : Aditya Ridho Fatmawan

NIM : 1829081004

Program Studi : Pascasarjana Pendidikan Bahasa Inggris

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

Petunjuk:

Berilah tanda check list (√) pada kolom penelitian yang sesuai dengan penilaian Bapak/Ibu terhadap instrument soal.

No.	Aspek yang Diamati	Kesesuaian Hasil Pengamatan		Keterangan
		Ya	Tidak	
1	Rubrik penilaian sesuai dengan kompetensi dasar yang harus dicapai dalam pembelajaran	√		Perlu menyertakan generic structure dalam <i>organization</i>
2	Rubrik penilaian yang digunakan sesuai dengan aspek kemampuan menulis	√		
3	Tiap aspek yang digunakan dalam rubrik penilaian sesuai dengan tes kemampuan menulis	√		
4	Kalimat yang digunakan dalam rubrik penilaian tidak mengandung makna ganda	√		
5	Rubrik penilaian yang digunakan sesuai dengan mudah dimengerti dan mudah diaplikasikan	√		

Kesimpulan Validator / Penilai

Lingkari jawaban berikut ini sesuai dengan kesimpulan anda:

A. Rubrik Penilaian Tes Menulis ini:

1. Sangat baik √
2. Baik
3. Kurang baik

B. Rubrik Penilaian Tes Menulis ini:

1. Dapat digunakan tanpa revisi
2. Dapat digunakan dengan sedikit revisi √
3. Dapat digunakan dengan banyak revisi

4. Belum dapat digunakan

Komentar dan Saran:

Perlu memperhatikan grammm, terutama untuk yang plural noun.

Perlu menambahkan unsur generic structure dalam *organization*

Singaraja, 9 April 2020

Validasi

A handwritten signature in blue ink, appearing to read 'N. Sulistia Dewi', is written over the word 'Validasi'.

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

NIP. 198104192006042002

Appendix 12. Expert Judge for Writing Competence Test 2nd Revision

(Dr. Eka Sulistia)

Lembar Validasi Instrumen Tes Menulis

Judul Penelitian : The Effect of Project-Based Learning on Creativity and Writing Competence in SMP Negeri 2 Sawan in Academic Year 2019/2020

Peneliti : Aditya Ridho Fatmawan

NIM : 1829081004

Program Studi : Pascasarjana Pendidikan Bahasa Inggris

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

Petunjuk:

Berilah tanda check list (√) pada kolom penelitian yang sesuai dengan penilaian Bapak/Ibu terhadap instrument soal.

No.	Aspek yang Diamati	Kesesuaian Hasil Pengamatan		Keterangan
		Ya	Tidak	
1	Tes yang digunakan sesuai dengan kompetensi dasar yang harus dicapai	√		Tidak ditemukan informasi mengenai KD dalam tes sehingga penilaian instrument dilaksanakan dengan mengacu pada indicator yang tersedia
2	Tes yang digunakan sesuai dengan aspek kemampuan menulis	√		
3	Menggunakan Bahasa yang sederhana dan mudah dimengerti	√		Mohon dicek kembali grammarnya, seperti “ <i>will determine by</i> ” seharusnya <i>passive</i>
4	Kalimat yang digunakan tidak mengandung makna ganda	√		
5	Tes yang digunakan dapat meningkatkan kemampuan menulis	√		

Kesimpulan Validator / Penilai

Lingkari jawaban berikut ini sesuai dengan kesimpulan anda:

- A. Tes Kemampuan Menulis ini:
1. Sangat baik
 2. Baik ✓
 3. Kurang baik
- B. Tes Kemampuan Menulis ini:
1. Dapat digunakan tanpa revisi
 2. Dapat digunakan dengan sedikit revisi ✓
 3. Dapat digunakan dengan banyak revisi
 4. Belum dapat digunakan

Komentar dan Saran:

Khusus untuk dimensi *creativity* perlu dideskripsikan apa yang dimaksud dengan *creativity* itu, apakah kreatifitas bahasa atau tampilan tulisannya maupun layoutnya.

Singaraja, 29-04-2020

Validasi



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

NIP. 198104192006042002

Appendix 13. Expert Judge for Writing Competence Rubric 2nd Revision

(Dr. Eka Sulistia)

Lembar Validasi Instrumen Rubrik Penilaian Tes Menulis

Judul Penelitian : The Effect of Project-Based Learning on Creativity and Writing
Competence in SMP Negeri 2 Sawan in Academic Year 2019/2020

Peneliti : Aditya Ridho Fatmawan

NIM : 1829081004

Program Studi : Pascasarjana Pendidikan Bahasa Inggris

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

Petunjuk:

Berilah tanda check list (√) pada kolom penelitian yang sesuai dengan penilaian Bapak/Ibu terhadap instrument soal.

No.	Aspek yang Diamati	Kesesuaian Hasil Pengamatan		Keterangan
		Ya	Tidak	
1	Rubrik penilaian sesuai dengan kompetensi dasar yang harus dicapai dalam pembelajaran	√		
2	Rubrik penilaian yang digunakan sesuai dengan aspek kemampuan menulis	√		<i>Topic sentence</i> dan <i>supporting details</i> bukan merupakan aspek kemampuan menulis, mereka adalah bagian dari paragrph. Sebaiknya mereka bisa digabungkan dalam satu aspek menulis yaitu <i>content</i>
3	Tiap aspek yang digunakan dalam rubrik penilaian sesuai dengan tes kemampuan menulis	√		Perlu deskripsi yang jelas mengenai <i>creativity</i> dan dijjisahkan dengan dimensi <i>supporting details</i> Untuk deskripsi <i>topic sentence</i> dengan poin 5 tidak relevan. Deskripsi pada poin 5 pada aspek <i>grammar</i> perlu ditinjau kembali mengenai penggunaan deskripsi <i>numbers</i> and

				<i>meaning.</i>
4	Kalimat yang digunakan dalam rubrik penilaian tidak mengandung makna ganda	√		
5	Rubrik penilaian yang digunakan sesuai dengan mudah dimengerti dan mudah diaplikasikan	√		Perlu dicek kembali grammarnya, seperti "Topic sentence clearly stated" seharusnya passive

Kesimpulan Validator / Penilai

Lingkari jawaban berikut ini sesuai dengan kesimpulan anda:

- A. Rubrik Penilaian Tes Menulis ini:
1. Sangat baik
 2. Baik√
 3. Kurang baik
- B. Rubrik Penilaian Tes Menulis ini:
1. Dapat digunakan tanpa revisi
 2. Dapat digunakan dengan sedikit revisi√
 3. Dapat digunakan dengan banyak revisi
 4. Belum dapat digunakan

Komentar dan Saran:

Perlu memperhatikan kembali aspek kemampuan menulis yang akan diases.

Singaraja, 29-04-2020

Validator

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

NIP. 198104192006042002

Appendix 14. Lesson Plan for Try-Out

LESSON PLAN

School : Junior High School

Subject : English

Class/Semester : VIII/2

Topic : Descriptive Text

Time Allotment : 3 Meetings (3 x 80 Minutes)

I. CORE COMPETENCIES

1. Appreciating and practicing the religious values that students are professed.
2. Respecting and putting into practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.
3. Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.
4. Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

II. BASIC COMPETENCIES

- 1.1 Feeling grateful of chance to learn English as International Language expressed in learning enthusiasm.
- 2.1 Indicating behaviors of responsibility, care, cooperative, and love peace in doing functional communication.

3.7 Analyzing the text structure of Descriptive paragraph, which are appropriate to the context.

4.7 Creating descriptive paragraph by considering the text structure, which are appropriate to the context.

III. INDICATORS

3.7.1 To analyze the text structure of Descriptive Paragraph.

4.7.1 To create a draft table of Descriptive Paragraph.

4.7.2 To create the draft paragraph of Descriptive Paragraph.

4.7.3 To create a final draft of Descriptive Paragraph.

IV. LEARNING OBJECTIVES

Meeting 1

1. Through peer discussion, students are able to analyze the social function, text structure, and language features of the Descriptive Paragraph.
2. Through planning and drafting, students are able to create a descriptive paragraph in the form of draft table.

Meeting 2

1. Through editing the draft, students are able to create their draft paragraph through peer correction and reflective correction.

Meeting 3

1. Through making the final draft of the paragraph, students are able to create a good descriptive paragraph in the form of good final paragraph.

V. INSTRUCTIONAL MATERIAL

1. Topic : Descriptive Paragraph

Definition: Descriptive Paragraph is a written English paragraph in which the writer describes an object. It can be a person, or animal, or a tree, or a house. It can be about any topic.

1. Social Function

The social function or the general purpose of the descriptive paragraph is describing a particular object, such as animals, person, place or thing in detail.

2. Generic Structure

There are two generic structures in descriptive paragraph, such as:

- a. Identification: Identifying the phenomenon to be describe.
- b. Description: Describing phenomenon in parts, qualities, or/and characteristics.

3. Language Features

1. Focus on Specific Participants
2. Use of simple present tense.
3. Use of Attributive and Identifying process.

VI. APPROACH, METHOD AND TECHNIQUE

1. **Approach** : Scientific Approach (Observation, Question, Exploration, Association, and Communication).
2. **Method** : Project-Based Learning
3. **Technique** : Explanation, Discussion, Questions & Answers, and Project Making.

VII. LEARNING ACTIVITY

The instructional activities are separated into two meetings, in which the steps of Project-Based Learning are taken part in it. The instructional activities are described as follows.

1. MEETING 1: PLANNING AND DRAFTING PROCESS

Steps of Project-Based Learning	Activities		Times
	Teacher	Students	
	Pre-Activities		
	<ul style="list-style-type: none">• Teacher comes and greets the students• Teacher asks the students' condition.	<ul style="list-style-type: none">• Students respond the teacher's greetings• Students respond the teacher's question.	

	<ul style="list-style-type: none"> • Teacher conducts the pray before the lesson begins. • Teacher checks the students' attendance and readiness. • Teacher tells the learning objectives to the students. • Teacher explains about how long that the project will be finished, and motivates the students in order to fulfil the project. 	<ul style="list-style-type: none"> • Students pray together with the teacher. • Students answer by informing the attendance to the teacher. • Students pay attention to the teacher. • Students prepare to begin the lesson. 	10 Minutes
	Whilist Activities: Observation		
Step 1. Determining Project	<ul style="list-style-type: none"> • Teacher explains about Descriptive text: Definition, Generic Structure and language features. • Teacher choose the topic of 'Animals' in relation with the Descriptive text and the topic at the book. • Teacher explain the Project to the students about a good coherent paragraph with creative design. Start from drafting information into tables, develop the lists of information into draft paragraph, and edit the paragraph with creative design. • Teacher gives example of a descriptive text about Monkey, with the steps of paragraph process by the teacher. 	<ul style="list-style-type: none"> • Students pay attention to teacher explanation and take notes of the explanation. • Students observe the book and focus on the topic given. • Students pay attention and take notes to the teacher's explanation. • Students observe the example and steps given by the teacher. 	20 minutes
	Whilist Activities: Question		
	<ul style="list-style-type: none"> • Teacher asks the students about their understanding toward the explanation and steps • Teacher clarifies the students' answer. 	<ul style="list-style-type: none"> • Students tell the teacher about their understanding toward the explanation and steps given by the teacher. 	5 minutes
	Whilist Activities: Exploration		

Step 2. Project Steps Planning	<ul style="list-style-type: none"> • Teacher asks the students to find an animal to describe. • Teacher asks the students to discuss the chosen topic in pair. • Teacher asks the students to list some information into draft table related to the chosen topic. • Teacher asks the students to analyze some aspects related to the draft of the chosen topic. 	<ul style="list-style-type: none"> • Students determine an animal to choose as their own topic. • Students discuss the chosen topic in pair. • Students list some information related to the chosen topic. • Students analyze the draft of the chosen topic. 	10 minutes
Whilst Activities: Association			
Step 3. Schedule Preparation	<ul style="list-style-type: none"> • Teacher explains to the students about the time allotment of the project, start from the planning, drafting, editing and the final draft. 	<ul style="list-style-type: none"> • Students pay attention to the teacher's explanation about the project's time allotment. 	5 minutes
Whilst Activities: Communication			
Step 4. Monitoring	<ul style="list-style-type: none"> • Teacher monitors the activities of students in creating the draft table. • The teacher gives feedback toward the draft table that made by the students. 	<ul style="list-style-type: none"> • Students make their own project about draft table information of an animal. • Students pay attention to the teacher's feedback, and revise the draft table. 	10 minutes
Step 5. Reports Preparation	<ul style="list-style-type: none"> • Teacher asks the students to report their draft table of the chosen topic. 	<ul style="list-style-type: none"> • Students report their draft table progress to the teacher. 	10 minutes
Post-Activities			
Step 6. Evaluation of the Project	<ul style="list-style-type: none"> • Teacher asks the students to conclude the lesson. • Teacher asks the students' feeling about the lesson. • Teacher gives the opportunity to the students for doing some reflections in the classroom. They are discussing together what work well, and what needs change. • Teacher gives homework to the students about finding another information to add in the draft. 	<ul style="list-style-type: none"> • Students conclude the material. • Students tell their feelings about the lesson. • Students reflect together about what work well and what need changes. • Students pay attention to the information and take notes about the homework as the follow up activity. 	10 minutes

	<ul style="list-style-type: none"> • Teacher ends the class by praying and saying goodbye. 	<ul style="list-style-type: none"> • Students close the lesson through praying and saying goodbye. 	
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MEETING 2: EDITING THE DRAFT

Steps of Project-Based Learning	Activities		Times
	Teacher	Students	
	Pre-Activities		
	<ul style="list-style-type: none"> • Teacher comes and greets the students • Teacher asks the students' condition. • Teacher conducts the pray before the lesson begins. • Teacher checks the students' attendance and readiness. • Teacher asks the students about what they have been learned from the last meeting. • Teacher explains about the continuation of the project from the last meeting, and motivates the students in order to fulfil the project. 	<ul style="list-style-type: none"> • Students respond the teacher's greetings • Students respond the teacher's question. • Students pray together with the teacher. • Students answer by informing the attendance to the teacher. • Students answered the teacher's question about the previous meeting. • Students prepare to begin the lesson. 	10 Minutes
	Whilst Activities: Observation		
Step 1. Determining Project	<ul style="list-style-type: none"> • Teacher explains about how to develop the draft table into a draft paragraph. • Teacher explain the Project to the students about a good coherent paragraph. • Teacher asks the students to create a paragraph from their draft table, based on the explanation given. 	<ul style="list-style-type: none"> • Students pay attention to teacher explanation and take notes of the explanation. • Students pay attention and take notes to the teacher's explanation. • Students observe the book and focus on the development of their own draft. 	20 minutes
	Whilst Activities: Question		
	<ul style="list-style-type: none"> • Teacher asks the students about their understanding toward the explanation of how to develop the draft 	<ul style="list-style-type: none"> • Students tell the teacher about their understanding toward the explanation given by the teacher. 	5 minutes

	<p>table into draft paragraph.</p> <ul style="list-style-type: none"> • Teacher clarifies the students' answer. 		
	Whilst Activities: Exploration		
Step 2. Project Steps Planning	<ul style="list-style-type: none"> • Teacher asks the students to discuss the development of their own paragraph in pair. • Teacher asks the students to analyze some details regarding to the paragraph, such as the topic sentence, supporting details, organization and transition, spelling, and grammar. • Teacher asks the students to revise the draft of the paragraph if there are some mistakes related to the details before. 	<ul style="list-style-type: none"> • Students discuss their own progress in pair. • Students analyze some details related to the draft. • Students revise their draft of the paragraph. 	10 minutes
	Whilst Activities: Association		
Step 3. Schedule Preparation	<ul style="list-style-type: none"> • Teacher explains to the students about the time allotment of the project, start from the planning, drafting, editing and the final draft. 	<ul style="list-style-type: none"> • Students pay attention to the teacher's explanation about the project's time allotment. 	5 minutes
	Whilst Activities: Communication		
Step 4. Monitoring	<ul style="list-style-type: none"> • Teacher monitors the activities of students in editing their paragraph project. • The teacher gives feedback toward the draft that made by the students. 	<ul style="list-style-type: none"> • Students edit their own draft paragraph. • Students pay attention to the teacher's feedback, and revise the draft. 	10 minutes
Step 5. Reports Preparation	<ul style="list-style-type: none"> • Teacher asks the students to report their draft paragraph. 	<ul style="list-style-type: none"> • Students report their draft progress to the teacher. 	10 minutes
	Post-Activities		
Step 6. Evaluation of the Project	<ul style="list-style-type: none"> • Teacher asks the students to conclude the lesson. • Teacher asks the students' feeling about the lesson. • Teacher gives the opportunity to the students for doing some reflections in 	<ul style="list-style-type: none"> • Students conclude the material. • Students tell their feelings about the lesson. • Students reflect together about what work well and 	10 minutes

	<p>the classroom. They are discussing together what work well, and what needs change.</p> <ul style="list-style-type: none"> • Teacher gives homework to the students about preparing the design and project-finishing details to the students. • Teacher ends the class by praying and saying goodbye. 	<p>what need changes.</p> <ul style="list-style-type: none"> • Students pay attention to the information and take notes about the homework as the follow up activity. • Students close the lesson through praying and saying goodbye. 	
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MEETING 3: FINISHING AND PRESENTING THE FINAL DRAFT

Steps	Activities		Times
	Teacher	Students	
	Pre-Activities		
	<ul style="list-style-type: none"> • Teacher comes and greets the students • Teacher asks the students' condition. • Teacher conducts the pray before the lesson begins. • Teacher checks the students' attendance and readiness. • Teacher asks the students about what they have been learned from the last meeting. • Teacher explains about the continuation of the project from the last meeting, and motivates the students in order to fulfil the project. 	<ul style="list-style-type: none"> • Students respond the teacher's greetings • Students respond the teacher's question. • Students pray together with the teacher. • Students answer by informing the attendance to the teacher. • Students answered the teacher's question about the previous meeting. • Students prepare to begin the lesson. 	10 Minutes
	Whilst Activities: Observation		
Step 1. Determining Project	<ul style="list-style-type: none"> • Teacher explains about the activities today: finishing and designing the final project. • Teacher explain the Project to the students about a good coherent paragraph with the design of the project. • Teacher asks the students to 	<ul style="list-style-type: none"> • Students pay attention to teacher explanation and take notes of the explanation. • Students pay attention and take notes to the teacher's explanation. • Students focus on the 	20 minutes

	develop their last-edited paragraph into final draft based on the revision given.	development of their own final draft.	
Whilist Activities: Question			
	<ul style="list-style-type: none"> • Teacher asks the students about their understanding toward the explanation of finishing and designing the project. • Teacher clarifies the students' answer. 	<ul style="list-style-type: none"> • Students tell the teacher about their understanding toward the question and explanation given by the teacher. 	5 minutes
Whilist Activities: Exploration			
Step 2. Project Steps Planning	<ul style="list-style-type: none"> • Teacher asks the students to be ready with their final draft and project properties. • Teacher asks the students to do final analysis for some details regarding to the paragraph, such as the topic sentence, supporting details, organization and transition, spelling, and grammar. • Teacher asks the students to revise the draft of the paragraph if there are some mistakes related to the details before. 	<ul style="list-style-type: none"> • Students get ready with the final draft and project properties. • Students do the final analysis some details related to the draft. • Students revise their draft of the paragraph. 	10 minutes
Whilist Activities: Association			
Step 3. Schedule Preparation	<ul style="list-style-type: none"> • Teacher explains to the students about the time allotment of the project in finishing and designing the project. 	<ul style="list-style-type: none"> • Students pay attention to the teacher's explanation about the project's time allotment. 	5 minutes
Whilist Activities: Communication			
Step 4. Monitoring	<ul style="list-style-type: none"> • Teacher monitors the activities of students in creating and designing their paragraph project. • The teacher gives feedback toward the final draft and design that made by the students. 	<ul style="list-style-type: none"> • Students design their own final paragraph project. • Students pay attention and take notes to the teacher's feedback. 	10 minutes
Step 5. Reports Preparation and Presentation	<ul style="list-style-type: none"> • Teacher asks the voluntarily students to present their final project. 	<ul style="list-style-type: none"> • Students present their final project in front of the class. 	10 minutes

	Post-Activities		
Step 6. Evaluation of the Project	<ul style="list-style-type: none"> • Teacher asks the students to conclude the lesson. • Teacher asks the students' feeling about the lesson. • Teacher gives the opportunity to the students for doing some reflections in the classroom. They are discussing together what work well, and what needs change. • Teacher ends the class by praying and saying goodbye. 	<ul style="list-style-type: none"> • Students conclude the material. • Students tell their feelings about the lesson. • Students reflect together about what work well and what need changes. • Students close the lesson through praying and saying goodbye. 	10 minutes

VIII. LEARNING SOURCES AND TOOLS

1. Learning Sources

Main book:

- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2017). *Bahasa Inggris: 'When English Rings a Bell' untuk SMP/MTs kelas VIII*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Additional sources:

- Example of descriptive paragraph:
<https://brainly.in/question/10538987>
<https://www.advancedwriters.com/blog/descriptive-essay-on-my-pet/>

(see the 1st paragraph)

2. Learning Tools

- a. Whiteboard
- b. Board-markers
- c. Paper Glue
- d. Scissors

e. Printed pictures

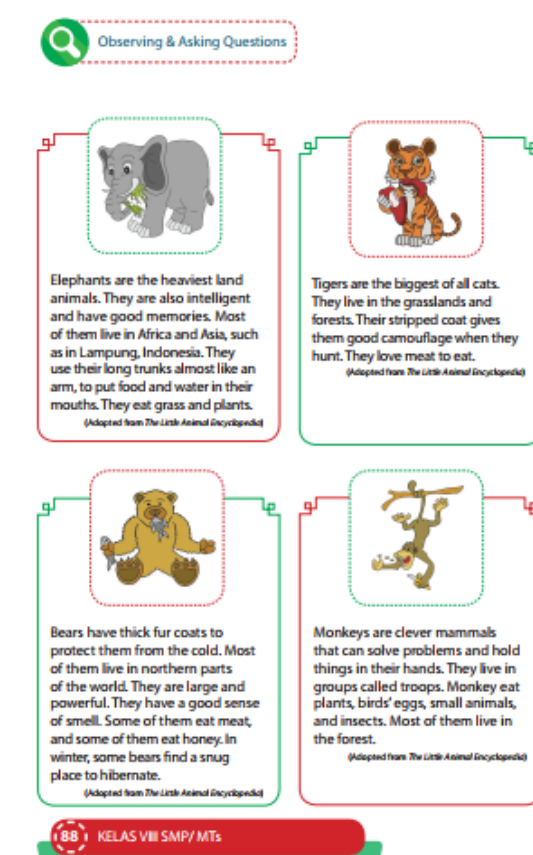
f. Ruler

IX. ASSESSMENTS (WRITING COMPETENCE TEST)


a. Test for Indicator 3.7.1


- Procedure : Process
- Type : Written
- Instrument :


“Please analyze some aspect of the examples paragraph given, such as: the social function (topic and purpose of the paragraph), text structure (main idea and description of the paragraph), and language features (the tenses used) of the Descriptive Paragraph. The example of the paragraph is in the main book page 88.”




Observing & Asking Questions


Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.
(Adapted from The Little Animal Encyclopedia)


Tigers are the biggest of all cats. They live in the grasslands and forests. Their striped coat gives them good camouflage when they hunt. They love meat to eat.
(Adapted from The Little Animal Encyclopedia)


Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate.
(Adapted from The Little Animal Encyclopedia)


Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkeys eat plants, birds' eggs, small animals, and insects. Most of them live in the forest.
(Adapted from The Little Animal Encyclopedia)

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b. Test for Indicator 4.7.1

- Procedure : Process
- Type : Written
- Instrument : *Please choose one animal to describe. Then, create a draft table of your chosen animal, which consists: name of the animal, habitat, food, activity and characteristics. The example of the draft table can be seen as follows:*

No	Animal	Habitat	Food	Activity	Characteristics
1	Elephants	Africa and Asia	grass and plants	use their long trunks to put food and water in their mouths	are the heaviest land animals

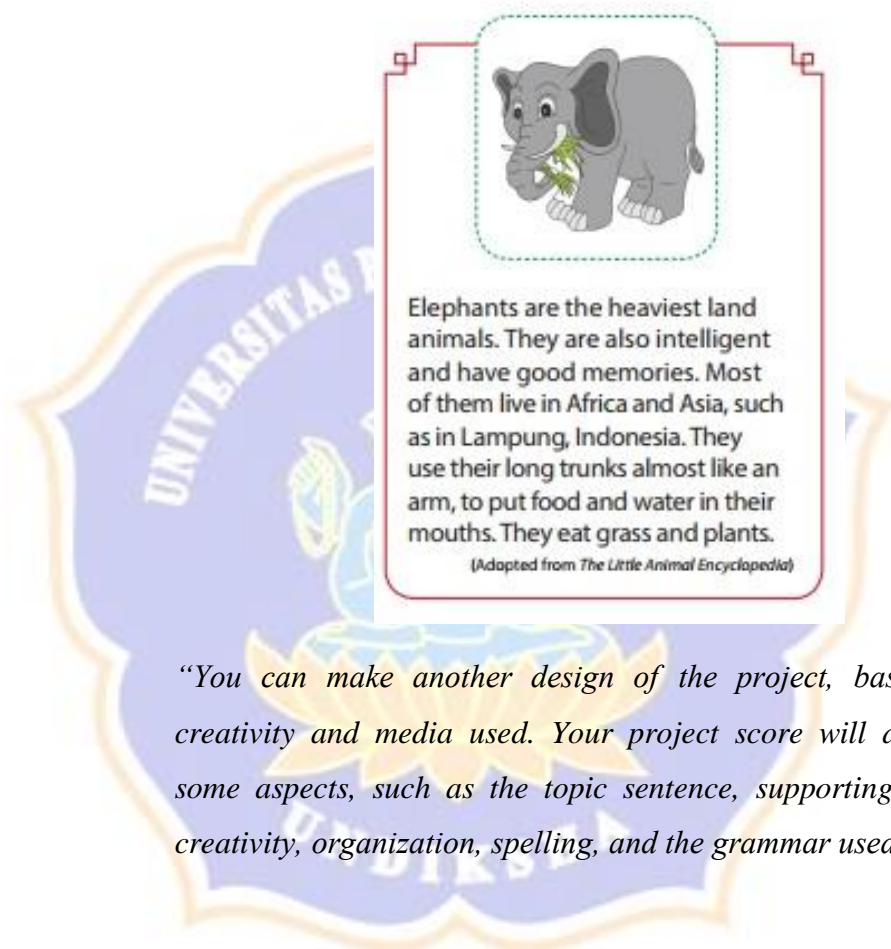
c. Test for Indicator 4.7.2

- Procedure : Process
- Type : Written
- Instrument :

1. *First, please create a paragraph from the data in your draft table!*
2. *After that, checked some aspects of your paragraph by yourself, such as the topic sentence, supporting details, organization, spelling and the grammar used.*
3. *Next, please do peer-correction with your friend, then checked some aspects of your friend's paragraph project, such as the topic sentence, supporting details, organization, spelling and the grammar used.*
4. *Last, please edit your paragraph project, based on the correction from yourself and correction from your friend.*

d. Test for Indicator 4.7.3 (Writing Competence Test)

- Procedure : Project
- Type : Written
- Instrument : *“Please create a good final paragraph based on the revision before, then design your paragraph project creatively. The example of the project is as seen as follows.”*



“You can make another design of the project, based on your creativity and media used. Your project score will determine by some aspects, such as the topic sentence, supporting details and creativity, organization, spelling, and the grammar used.”

X. SCORING RUBRICS

1. Scoring Rubric for Indicator 3.7.1

No.	Criteria	Score			Points
		Exemplary	Proficient	Unsatisfactory	
1	Quality of information	Information clearly relates with the thoughtful contributions and relevant to the discussion (30 points)	Information clearly relates to the project (15 points)	Information has little nothing to do with the project (0 points)	30
2	Participation in peer discussion	Responds to classmates and encourages the interaction (30 points)	Responds to the classmates (15 points)	Does not offer responses to the classmates (0 points)	30
3	The ability in analysis the social function, text structure and language features	Understand the scope of analysis, and conducting the correction in good arrangement (20 points)	Understand the scope of analysis, but not conducting the correction in a good arrangement (10 points)	Does not understand the scope of analysis, and does not not conducting the correction (0 points)	20
4	Quality of writing and proofreading	Written responses are free of grammatical, spelling or punctuation errors (20 points)	Written responses are largely free of grammatical, spelling or punctuation errors (10 points)	Written responses contain a lot of grammatical, spelling and punctuation errors (0 points)	20
Total Points					100

This peer rubric is adapted from Duffy (2019)

2. Scoring Rubric for Indicator 4.7.1, 4.7.2 and 4.7.3

	5 points	4 points	3 points	2 points	1 point
Topic Sentence	Interesting, original topic sentence	Topic sentence clearly stated	The topic sentence' is unclear, and needs more specific controlling idea	Inappropriate topic sentence and no controlling idea	There are no topic sentence and controlling ideas
Supporting Details and Creativity	Paragraph has some supporting sentence and details that relate to the topic sentence, and it is original	Most of the supporting sentence and details related to the topic sentence.	There are supporting sentences and detail that relate to the topic sentence, but some others are unrelated/vague.	Insufficient/vague supporting sentence/details	There are no supporting sentence/details

	supporting details.				
Organization	Organization of the generic structure (identification and description) is in good flow and smooth in transition.	Few errors in the used of transition of generic structure.	The generic structure (identification and description) write in monotonous transition.	The generic structure are not write smoothly and not using transition.	No transition, no pattern of organization.
Spelling	There are no errors in spelling.	Minor mistakes in spelling occurs in the sentences used.	Some misspelled words occurs in the sentences used.	Most of the words are not spelled correctly.	The writer do not spelled the words correctly.
Grammar	No errors in sentences, numbers and meaning.	Minor errors in grammar used, such as auxiliary used.	Some errors occur, especially the use of subject and predicate.	Most of grammatical used occur in the sentence, and distract the meaning.	Fatal errors. No grammatical correct at all.

The writing rubric is adapted from Sholihah (2017) and Saddler & Andrade (2004)

References of the rubric:

- Duffy, A. (2019). Peer Response Rubric. *Collection Rubrics from Texas Tech University*. Retrieved from: https://www.depts.ttu.edu/tlpdc/Resources/Teaching_resources/PeerResponseRubric_AliDuffy.pdf (14 April, 2020)
- Saddler, B. & Andrade, H. (2004). The Writing Rubric. *Journal of Educational Leadership*, 62(2). pp. 48-52
- Sholihah, U. (2017). Project-Based Learning (PJBL) to Improve Students Writing Capability. *Journal of Science, Engineering, Education and Development Studies (SEEDs)*, 1(1). pp. 57-72

Appendix 15. Lesson Plan for Experimental Group

LESSON PLAN

School : Junior High School

Subject : English

Class/Semester : VIII/2

Topic : Descriptive Text

Time Allotment : 3 Meetings (3 x 80 Minutes)

I. CORE COMPETENCIES

1. Appreciating and practicing the religious values that students are professed.
2. Respecting and putting into practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.
3. Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.
4. Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

II. BASIC COMPETENCIES

- 1.1 Feeling grateful of chance to learn English as International Language expressed in learning enthusiasm.
- 2.1 Indicating behaviors of responsibility, care, cooperative, and love peace in doing functional communication.

3.7 Analyzing the text structure of Descriptive paragraph, which are appropriate to the context.

4.7 Creating descriptive paragraph by considering the text structure, which are appropriate to the context.

III. INDICATORS

3.7.1 To analyze the text structure of Descriptive Paragraph.

4.7.1 To create a draft table of Descriptive Paragraph.

4.7.2 To create the draft paragraph of Descriptive Paragraph.

4.7.3 To create a final draft of Descriptive Paragraph.

IV. LEARNING OBJECTIVES

Meeting 1

1. Through peer discussion, students are able to analyze the social function, text structure, and language features of the Descriptive Paragraph.
2. Through planning and drafting, students are able to create a descriptive paragraph in the form of draft table.

Meeting 2

1. Through editing the draft, students are able to create their draft paragraph through peer correction and reflective correction.

Meeting 3

1. Through making the final draft of the paragraph, students are able to create a good descriptive paragraph in the form of good final paragraph.

V. INSTRUCTIONAL MATERIAL

1. Topic : Descriptive Paragraph

Definition: Descriptive Paragraph is a written English paragraph in which the writer describes an object. It can be a person, or animal, or a tree, or a house. It can be about any topic.

4. Social Function

The social function or the general purpose of the descriptive paragraph is describing a particular object, such as animals, person, place or thing in detail.

5. Generic Structure

There are two generic structures in descriptive paragraph, such as:

- c. Identification: Identifying the phenomenon to be describe.
- d. Description: Describing phenomenon in parts, qualities, or/and characteristics.

6. Language Features

1. Focus on Specific Participants
2. Use of simple present tense.
3. Use of Attributive and Identifying process.

VI. APPROACH, METHOD AND TECHNIQUE

1. **Approach** : Scientific Approach (Observation, Question, Exploration, Association, and Communication).
2. **Method** : Project-Based Learning
3. **Technique** : Explanation, Discussion, Questions & Answers, and Project Making.

VII. LEARNING ACTIVITY

The instructional activities are separated into two meetings, in which the steps of Project-Based Learning are taken part in it. The instructional activities are described as follows.

MEETING 1: PLANNING AND DRAFTING PROCESS

Steps of Project-Based Learning	Activities		Times
	Teacher	Students	
	Pre-Activities		
	<ul style="list-style-type: none">• Teacher comes and greets the students• Teacher asks the students' condition.	<ul style="list-style-type: none">• Students respond the teacher's greetings• Students respond the teacher's question.	

	<ul style="list-style-type: none"> • Teacher conducts the pray before the lesson begins. • Teacher checks the students' attendance and readiness. • Teacher tells the learning objectives to the students. • Teacher explains about how long that the project will be finished, and motivates the students in order to fulfil the project. 	<ul style="list-style-type: none"> • Students pray together with the teacher. • Students answer by informing the attendance to the teacher. • Students pay attention to the teacher. • Students prepare to begin the lesson. 	10 Minutes
	Whilist Activities: Observation		
Step 1. Determining Project	<ul style="list-style-type: none"> • Teacher explains about Descriptive text: Definition, Generic Structure and language features. • Teacher choose the topic of 'Animals' in relation with the Descriptive text and the topic at the book. • Teacher explain the Project to the students about a good coherent paragraph with creative design. Start from drafting information into tables, develop the lists of information into draft paragraph, and edit the paragraph with creative design. • Teacher gives example of a descriptive text about Monkey, with the steps of paragraph process by the teacher. 	<ul style="list-style-type: none"> • Students pay attention to teacher explanation and take notes of the explanation. • Students observe the book and focus on the topic given. • Students pay attention and take notes to the teacher's explanation. • Students observe the example and steps given by the teacher. 	20 minutes
	Whilist Activities: Question		
	<ul style="list-style-type: none"> • Teacher asks the students about their understanding toward the explanation and steps • Teacher clarifies the students' answer. 	<ul style="list-style-type: none"> • Students tell the teacher about their understanding toward the explanation and steps given by the teacher. 	5 minutes
	Whilist Activities: Exploration		

Step 2. Project Steps Planning	<ul style="list-style-type: none"> • Teacher asks the students to find an animal to describe. • Teacher asks the students to discuss the chosen topic in pair. • Teacher asks the students to list some information into draft table related to the chosen topic. • Teacher asks the students to analyze some aspects related to the draft of the chosen topic. 	<ul style="list-style-type: none"> • Students determine an animal to choose as their own topic. • Students discuss the chosen topic in pair. • Students list some information related to the chosen topic. • Students analyze the draft of the chosen topic. 	10 minutes
Whilst Activities: Association			
Step 3. Schedule Preparation	<ul style="list-style-type: none"> • Teacher explains to the students about the time allotment of the project, start from the planning, drafting, editing and the final draft. 	<ul style="list-style-type: none"> • Students pay attention to the teacher's explanation about the project's time allotment. 	5 minutes
Whilst Activities: Communication			
Step 4. Monitoring	<ul style="list-style-type: none"> • Teacher monitors the activities of students in creating the draft table. • The teacher gives feedback toward the draft table that made by the students. 	<ul style="list-style-type: none"> • Students make their own project about draft table information of an animal. • Students pay attention to the teacher's feedback, and revise the draft table. 	10 minutes
Step 5. Reports Preparation	<ul style="list-style-type: none"> • Teacher asks the students to report their draft table of the chosen topic. 	<ul style="list-style-type: none"> • Students report their draft table progress to the teacher. 	10 minutes
Post-Activities			
Step 6. Evaluation of the Project	<ul style="list-style-type: none"> • Teacher asks the students to conclude the lesson. • Teacher asks the students' feeling about the lesson. • Teacher gives the opportunity to the students for doing some reflections in the classroom. They are discussing together what work well, and what needs change. • Teacher gives homework to the students about finding another information to add in the draft. 	<ul style="list-style-type: none"> • Students conclude the material. • Students tell their feelings about the lesson. • Students reflect together about what work well and what need changes. • Students pay attention to the information and take notes about the homework as the follow up activity. 	10 minutes

	<ul style="list-style-type: none"> • Teacher ends the class by praying and saying goodbye. 	<ul style="list-style-type: none"> • Students close the lesson through praying and saying goodbye. 	
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MEETING 2: EDITING THE DRAFT

Steps of Project-Based Learning	Activities		Times
	Teacher	Students	
	Pre-Activities		
	<ul style="list-style-type: none"> • Teacher comes and greets the students • Teacher asks the students' condition. • Teacher conducts the pray before the lesson begins. • Teacher checks the students' attendance and readiness. • Teacher asks the students about what they have been learned from the last meeting. • Teacher explains about the continuation of the project from the last meeting, and motivates the students in order to fulfil the project. 	<ul style="list-style-type: none"> • Students respond the teacher's greetings • Students respond the teacher's question. • Students pray together with the teacher. • Students answer by informing the attendance to the teacher. • Students answered the teacher's question about the previous meeting. • Students prepare to begin the lesson. 	10 Minutes
	Whilst Activities: Observation		
Step 1. Determining Project	<ul style="list-style-type: none"> • Teacher explains about how to develop the draft table into a draft paragraph. • Teacher explain the Project to the students about a good coherent paragraph. • Teacher asks the students to create a paragraph from their draft table, based on the explanation given. 	<ul style="list-style-type: none"> • Students pay attention to teacher explanation and take notes of the explanation. • Students pay attention and take notes to the teacher's explanation. • Students observe the book and focus on the development of their own draft. 	20 minutes
	Whilst Activities: Question		
	<ul style="list-style-type: none"> • Teacher asks the students about their understanding toward the explanation of how to develop the draft 	<ul style="list-style-type: none"> • Students tell the teacher about their understanding toward the explanation given by the teacher. 	5 minutes

	<p>table into draft paragraph.</p> <ul style="list-style-type: none"> • Teacher clarifies the students' answer. 		
	Whilst Activities: Exploration		
Step 2. Project Steps Planning	<ul style="list-style-type: none"> • Teacher asks the students to discuss the development of their own paragraph in pair. • Teacher asks the students to analyze some details regarding to the paragraph, such as the topic sentence, supporting details, organization and transition, spelling, and grammar. • Teacher asks the students to revise the draft of the paragraph if there are some mistakes related to the details before. 	<ul style="list-style-type: none"> • Students discuss their own progress in pair. • Students analyze some details related to the draft. • Students revise their draft of the paragraph. 	10 minutes
	Whilst Activities: Association		
Step 3. Schedule Preparation	<ul style="list-style-type: none"> • Teacher explains to the students about the time allotment of the project, start from the planning, drafting, editing and the final draft. 	<ul style="list-style-type: none"> • Students pay attention to the teacher's explanation about the project's time allotment. 	5 minutes
	Whilst Activities: Communication		
Step 4. Monitoring	<ul style="list-style-type: none"> • Teacher monitors the activities of students in editing their paragraph project. • The teacher gives feedback toward the draft that made by the students. 	<ul style="list-style-type: none"> • Students edit their own draft paragraph. • Students pay attention to the teacher's feedback, and revise the draft. 	10 minutes
Step 5. Reports Preparation	<ul style="list-style-type: none"> • Teacher asks the students to report their draft paragraph. 	<ul style="list-style-type: none"> • Students report their draft progress to the teacher. 	10 minutes
	Post-Activities		
Step 6. Evaluation of the Project	<ul style="list-style-type: none"> • Teacher asks the students to conclude the lesson. • Teacher asks the students' feeling about the lesson. • Teacher gives the opportunity to the students for doing some reflections in 	<ul style="list-style-type: none"> • Students conclude the material. • Students tell their feelings about the lesson. • Students reflect together about what work well and 	10 minutes

	<p>the classroom. They are discussing together what work well, and what needs change.</p> <ul style="list-style-type: none"> • Teacher gives homework to the students about preparing the design and project-finishing details to the students. • Teacher ends the class by praying and saying goodbye. 	<p>what need changes.</p> <ul style="list-style-type: none"> • Students pay attention to the information and take notes about the homework as the follow up activity. • Students close the lesson through praying and saying goodbye. 	
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MEETING 3: FINISHING AND PRESENTING THE FINAL DRAFT

Steps	Activities		Times
	Teacher	Students	
	Pre-Activities		
	<ul style="list-style-type: none"> • Teacher comes and greets the students • Teacher asks the students' condition. • Teacher conducts the pray before the lesson begins. • Teacher checks the students' attendance and readiness. • Teacher asks the students about what they have been learned from the last meeting. • Teacher explains about the continuation of the project from the last meeting, and motivates the students in order to fulfil the project. 	<ul style="list-style-type: none"> • Students respond the teacher's greetings • Students respond the teacher's question. • Students pray together with the teacher. • Students answer by informing the attendance to the teacher. • Students answered the teacher's question about the previous meeting. • Students prepare to begin the lesson. 	10 Minutes
	Whilst Activities: Observation		
Step 1. Determining Project	<ul style="list-style-type: none"> • Teacher explains about the activities today: finishing and designing the final project. • Teacher explain the Project to the students about a good coherent paragraph with the design of the project. • Teacher asks the students to 	<ul style="list-style-type: none"> • Students pay attention to teacher explanation and take notes of the explanation. • Students pay attention and take notes to the teacher's explanation. • Students focus on the 	20 minutes

	develop their last-edited paragraph into final draft based on the revision given.	development of their own final draft.	
Whilist Activities: Question			
	<ul style="list-style-type: none"> • Teacher asks the students about their understanding toward the explanation of finishing and designing the project. • Teacher clarifies the students' answer. 	<ul style="list-style-type: none"> • Students tell the teacher about their understanding toward the question and explanation given by the teacher. 	5 minutes
Whilist Activities: Exploration			
Step 2. Project Steps Planning	<ul style="list-style-type: none"> • Teacher asks the students to be ready with their final draft and project properties. • Teacher asks the students to do final analysis for some details regarding to the paragraph, such as the topic sentence, supporting details, organization and transition, spelling, and grammar. • Teacher asks the students to revise the draft of the paragraph if there are some mistakes related to the details before. 	<ul style="list-style-type: none"> • Students get ready with the final draft and project properties. • Students do the final analysis some details related to the draft. • Students revise their draft of the paragraph. 	10 minutes
Whilist Activities: Association			
Step 3. Schedule Preparation	<ul style="list-style-type: none"> • Teacher explains to the students about the time allotment of the project in finishing and designing the project. 	<ul style="list-style-type: none"> • Students pay attention to the teacher's explanation about the project's time allotment. 	5 minutes
Whilist Activities: Communication			
Step 4. Monitoring	<ul style="list-style-type: none"> • Teacher monitors the activities of students in creating and designing their paragraph project. • The teacher gives feedback toward the final draft and design that made by the students. 	<ul style="list-style-type: none"> • Students design their own final paragraph project. • Students pay attention and take notes to the teacher's feedback. 	10 minutes
Step 5. Reports Preparation and Presentation	<ul style="list-style-type: none"> • Teacher asks the voluntarily students to present their final project. 	<ul style="list-style-type: none"> • Students present their final project in front of the class. 	10 minutes

	Post-Activities		
Step 6. Evaluation of the Project	<ul style="list-style-type: none"> • Teacher asks the students to conclude the lesson. • Teacher asks the students' feeling about the lesson. • Teacher gives the opportunity to the students for doing some reflections in the classroom. They are discussing together what work well, and what needs change. • Teacher ends the class by praying and saying goodbye. 	<ul style="list-style-type: none"> • Students conclude the material. • Students tell their feelings about the lesson. • Students reflect together about what work well and what need changes. • Students close the lesson through praying and saying goodbye. 	10 minutes

VIII. LEARNING SOURCES AND TOOLS

1. Learning Sources

Main book:

- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2017). *Bahasa Inggris: 'When English Rings a Bell' untuk SMP/MTs kelas VIII*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Additional sources:

- Example of descriptive paragraph:
<https://brainly.in/question/10538987>
<https://www.advancedwriters.com/blog/descriptive-essay-on-my-pet/>

(see the 1st paragraph)

2. Learning Tools

- a. Whiteboard
- b. Board-markers
- c. Paper Glue
- d. Scissors

e. Printed pictures


f. Ruler


IX. ASSESSMENTS (WRITING COMPETENCE TEST)

1. Test for Indicator 3.7.1


- Procedure : Process
- Type : Written
- Instrument :

“Please analyze some aspect of the examples paragraph given, such as: the social function (topic and purpose of the paragraph), text structure (main idea and description of the paragraph), and language features (the tenses used) of the Descriptive Paragraph. The example of the paragraph is in the main book page 88.”


 Observing & Asking Questions




Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.
(Adapted from The Little Animal Encyclopedia)



Tigers are the biggest of all cats. They live in the grasslands and forests. Their striped coat gives them good camouflage when they hunt. They love meat to eat.
(Adapted from The Little Animal Encyclopedia)



Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate.
(Adapted from The Little Animal Encyclopedia)



Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkeys eat plants, birds' eggs, small animals, and insects. Most of them live in the forest.
(Adapted from The Little Animal Encyclopedia)

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2. Test for Indicator 4.7.1

- Procedure : Process
- Type : Written
- Instrument : *Please choose one animal to describe. Then, create a draft table of your chosen animal, which consists: name of the animal, habitat, food, activity and characteristics. The example of the draft table can be seen as follows:*

No	Animal	Habitat	Food	Activity	Characteristics
1	Elephants	Africa and Asia	grass and plants	use their long trunks to put food and water in their mouths	are the heaviest land animals

3. Test for Indicator 4.7.2

- Procedure : Process
- Type : Written
- Instrument :

1. *First, please create a paragraph from the data in your draft table!*
2. *After that, checked some aspects of your paragraph by yourself, such as the topic sentence, supporting details, organization, spelling and the grammar used.*
3. *Next, please do peer-correction with your friend, then checked some aspects of your friend's paragraph project, such as the topic sentence, supporting details, organization, spelling and the grammar used.*
4. *Last, please edit your paragraph project, based on the correction from yourself and correction from your friend.*

4. Test for Indicator 4.7.3 (*Writing Competence Test*)

- Procedure : Project
- Type : Written
- Instrument : *“Please create a good final paragraph based on the revision before, then design your paragraph project creatively. The example of the project is as seen as follows.”*



“You can make another design of the project, based on your creativity and media used. Your project score will determine by some aspects, such as the topic sentence, supporting details and creativity, organization, spelling, and the grammar used.”

X. SCORING RUBRICS

1. Scoring Rubric for Indicator 3.7.1

No.	Criteria	Score			Points
		Exemplary	Proficient	Unsatisfactory	
1	Quality of information	Information clearly relates with the thoughtful contributions and relevant to the discussion (30 points)	Information clearly relates to the project (15 points)	Information has little nothing to do with the project (0 points)	30
2	Participation in peer discussion	Responds to classmates and encourages the interaction (30 points)	Responds to the classmates (15 points)	Does not offer responses to the classmates (0 points)	30
3	The ability in analysis the social function, text structure and language features	Understand the scope of analysis, and conducting the correction in good arrangement (20 points)	Understand the scope of analysis, but not conducting the correction in a good arrangement (10 points)	Does not understand the scope of analysis, and does not not conducting the correction (0 points)	20
4	Quality of writing and proofreading	Written responses are free of grammatical, spelling or punctuation errors (20 points)	Written responses are largely free of grammatical, spelling or punctuation errors (10 points)	Written responses contain a lot of grammatical, spelling and punctuation errors (0 points)	20
Total Points					100

This peer rubric is adapted from Duffy (2019)

2. Scoring Rubric for Indicator 4.7.1, 4.7.2 and 4.7.3

	5 points	4 points	3 points	2 points	1 point
Topic Sentence	Interesting, original topic sentence	Topic sentence clearly stated	The topic sentence' is unclear, and needs more specific controlling idea	Inappropriate topic sentence and no controlling idea	There are no topic sentence and controlling ideas
Supporting Details and Creativity	Paragraph has some supporting sentence and details that relate to the topic sentence, and it is original	Most of the supporting sentence and details related to the topic sentence.	There are supporting sentences and detail that relate to the topic sentence, but some others are unrelated/vague.	Insufficient/vague supporting sentence/details	There are no supporting sentence/details

	supporting details.				
Organization	Organization of the generic structure (identification and description) is in good flow and smooth in transition.	Few errors in the used of transition of generic structure.	The generic structure (identification and description) write in monotonous transition.	The generic structure are not write smoothly and not using transition.	No transition, no pattern of organization.
Spelling	There are no errors in spelling.	Minor mistakes in spelling occurs in the sentences used.	Some misspelled words occurs in the sentences used.	Most of the words are not spelled correctly.	The writer do not spelled the words correctly.
Grammar	No errors in sentences, numbers and meaning.	Minor errors in grammar used, such as auxiliary used.	Some errors occur, especially the use of subject and predicate.	Most of grammatical used occur in the sentence, and distract the meaning.	Fatal errors. No grammatical correct at all.

The writing rubric is adapted from Sholihah (2017) and Saddler & Andrade (2004)

References of the rubric:

- Duffy, A. (2019). Peer Response Rubric. *Collection Rubrics from Texas Tech University*. Retrieved from: https://www.depts.ttu.edu/tlpdc/Resources/Teaching_resources/PeerResponseRubric_AliDuffy.pdf (14 April, 2020)
- Saddler, B. & Andrade, H. (2004). The Writing Rubric. *Journal of Educational Leadership*, 62(2). pp. 48-52
- Sholihah, U. (2017). Project-Based Learning (PJBL) to Improve Students Writing Capability. *Journal of Science, Engineering, Education and Development Studies (SEEDs)*, 1(1). pp. 57-72

Appendix 16. Lesson Plan for Control Group

LESSON PLAN

School : Junior High School

Subject : English

Class/Semester : VIII/2

Topic : Descriptive Text

Time Allotment : 3 Meetings (3 x 80 Minutes)

I. CORE COMPETENCIES

1. Appreciating and practicing the religious values that students are professed.
2. Respecting and putting into practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.
3. Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.
4. Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

II. BASIC COMPETENCIES

- 1.1 Feeling grateful of chance to learn English as International Language expressed in learning enthusiasm.
- 2.1 Indicating behaviors of responsibility, care, cooperative, and love peace in doing functional communication.

3.7 Analyzing the text structure of Descriptive paragraph, which are appropriate to the context.

4.7 Creating descriptive paragraph by considering the text structure, which are appropriate to the context.

III. INDICATORS

3.7.1 To analyze the text structure of Descriptive Paragraph.

4.7.1 To create a draft table of Descriptive Paragraph.

4.7.2 To create the draft paragraph of Descriptive Paragraph.

4.7.3 To create a final draft of Descriptive Paragraph.

IV. LEARNING OBJECTIVES

Meeting 1

1. Through peer discussion, students are able to analyze the social function, text structure, and language features of the Descriptive Paragraph.
2. Through planning and drafting, students are able to create a descriptive paragraph in the form of draft table.

Meeting 2

3. Through editing the draft, students are able to create their draft paragraph through peer correction and reflective correction.

Meeting 3

4. Through making the final draft of the paragraph, students are able to create a good descriptive paragraph in the form of good final paragraph.

V. INSTRUCTIONAL MATERIAL

1. Topic : Descriptive Paragraph

Definition: Descriptive Paragraph is a written English paragraph in which the writer describes an object. It can be a person, or animal, or a tree, or a house. It can be about any topic.

1. Social Function

The social function or the general purpose of the descriptive paragraph is describing a particular object, such as animals, person, place or thing in detail.

2. Generic Structure

There are two generic structures in descriptive paragraph, such as:

Identification: Identifying the phenomenon to be describe.

Description: Describing phenomenon in parts, qualities, or/and characteristics.

3. Language Features

1. Focus on Specific Participants
2. Use of simple present tense.
3. Use of Attributive and Identifying process.

VI. APPROACH, METHOD AND TECHNIQUE

1. Approach : Scientific Approach (Observation, Question, Exploration, Association, and Communication.

2. Method : Conventional Teaching & Learning

3. Technique : Explanation, Discussion, Questions & Answers, and Paragraph Task.

VII. LEARNING ACTIVITY

The instructional activities are separated into two meetings, in which the steps of Conventional T&L are taken part in it. The instructional activities are described as follows.

MEETING 1: PLANNING AND DRAFTING PROCESS

Steps of Conventional Teaching & Learning	Activities		Times
	Teacher	Students	
	Pre-Activities		
	<ul style="list-style-type: none">• Teacher comes and greets the students• Teacher asks the students' condition.	<ul style="list-style-type: none">• Students respond the teacher's greetings• Students respond the teacher's question.	

	<ul style="list-style-type: none"> • Teacher conducts the pray before the lesson begins. • Teacher checks the students' attendance and readiness. • Teacher tells the learning objectives to the students. • Teacher explains about how long that the project will be finished, and motivates the students in order to fulfil the project. 	<ul style="list-style-type: none"> • Students pray together with the teacher. • Students answer by informing the attendance to the teacher. • Students pay attention to the teacher. • Students prepare to begin the lesson. 	10 Minutes
Whilist Activities: Observation			
Step 1. Explaining the Material	<ul style="list-style-type: none"> • Teacher explains about Descriptive text: Definition, Generic Structure and language features. • Teacher choose the topic of 'Animals' in relation with the Descriptive text and the topic at the book. • Teacher explain the Project to the students about a good coherent paragraph. • Teacher gives example of a descriptive text about Monkey. 	<ul style="list-style-type: none"> • Students pay attention to teacher explanation and take notes of the explanation. • Students observe the book and focus on the topic given. • Students pay attention and take notes to the teacher's explanation. • Students observe the example and steps given by the teacher. 	20 minutes
Whilist Activities: Question			
Step 2. Checking Students' Understanding	<ul style="list-style-type: none"> • Teacher asks the students about their understanding toward the explanation. • Teacher clarifies the students' answer. 	<ul style="list-style-type: none"> • Students tell the teacher about their understanding toward the explanation given by the teacher. 	5 minutes
Whilist Activities: Exploration			
Step 3. Writing Activity	<ul style="list-style-type: none"> • Teacher asks the students to find an animal to describe. • Teacher asks the students to list some information related to the chosen topic. • Teacher asks the students to analyze some aspects related to the draft of the chosen topic. 	<ul style="list-style-type: none"> • Students determine an animal to choose as their own topic. • Students list some information related to the chosen topic. • Students analyze the draft of the chosen topic. 	10 minutes
Whilist Activities: Association			

	<ul style="list-style-type: none"> Teacher explains to the students about the time allotment of the task. 	<ul style="list-style-type: none"> Students pay attention to the teacher's explanation about the task's time allotment. 	5 minutes
Whilst Activities: Communication			
Step Discussion Session	4. <ul style="list-style-type: none"> Teacher asks the students to discuss the chosen topic in pair. The teacher gives feedback toward the draft that made by the students. 	<ul style="list-style-type: none"> Students discuss the chosen topic in pair. Students pay attention to the teacher's feedback, and revise the draft. 	10 minutes
Step Progress Report	5. <ul style="list-style-type: none"> Teacher asks the students to report their draft. 	<ul style="list-style-type: none"> Students report their draft progress to the teacher. 	10 minutes
Post-Activities			
Step Evaluation	6. <ul style="list-style-type: none"> Teacher asks the students to conclude the lesson. Teacher asks the students' feeling about the lesson. Teacher gives the opportunity to the students for doing some reflections in the classroom. They are discussing together what work well, and what needs change. Teacher gives homework to the students about finding another information to add in the draft. Teacher ends the class by praying and saying goodbye. 	<ul style="list-style-type: none"> Students conclude the material. Students tell their feelings about the lesson. Students reflect together about what work well and what need changes. Students pay attention to the information and take notes about the homework as the follow up activity. Students close the lesson through praying and saying goodbye. 	10 minutes

MEETING 2: EDITING THE DRAFT

Steps of Conventional Teaching & Learning	Activities		Times
	Teacher	Students	
	Pre-Activities		
	<ul style="list-style-type: none"> Teacher comes and greets the students Teacher asks the students' condition. Teacher conducts the pray 	<ul style="list-style-type: none"> Students respond the teacher's greetings Students respond the teacher's question. Students pray together with 	10 Minutes

	<p>before the lesson begins.</p> <ul style="list-style-type: none"> • Teacher checks the students' attendance and readiness. • Teacher asks the students about what they have been learned from the last meeting. • Teacher explains about the continuation of the project from the last meeting, and motivates the students in starting the lesson. 	<p>the teacher.</p> <ul style="list-style-type: none"> • Students answer by informing the attendance to the teacher. • Students answered the teacher's question about the previous meeting. • Students prepare to begin the lesson. 	
Whilist Activities: Observation			
Step 1. Explaining the material	<ul style="list-style-type: none"> • Teacher explains about how to develop the draft into a paragraph. • Teacher explain the task to the students about a good coherent paragraph. • Teacher asks the students to create a paragraph from their draft, based on the explanation given. 	<ul style="list-style-type: none"> • Students pay attention to teacher explanation and take notes of the explanation. • Students pay attention and take notes to the teacher's explanation. • Students observe the book and focus on the development of their own draft. 	20 minutes
Whilist Activities: Question			
Step 2. Checking Students' understanding	<ul style="list-style-type: none"> • Teacher asks the students about their understanding toward the explanation of how to develop the draft ideas into draft paragraph. • Teacher clarifies the students' answer. 	<ul style="list-style-type: none"> • Students tell the teacher about their understanding toward the explanation given by the teacher. 	5 minutes
Whilist Activities: Exploration			
Step 3. Writing Activity	<ul style="list-style-type: none"> • Teacher asks the students to analyze some details regarding to the paragraph, such as the topic sentence, supporting details, organization, spelling, and grammar. • Teacher asks the students to revise the draft of the paragraph if there are some mistakes related to the details before. 	<ul style="list-style-type: none"> • Students analyze some details related to the draft. • Students revise their draft of the paragraph. 	10 minutes

	Whilst Activities: Association		
	<ul style="list-style-type: none"> • Teacher explains to the students about the time allotment of the task. 	<ul style="list-style-type: none"> • Students pay attention to the teacher's explanation about the task's time allotment. 	5 minutes
	Whilst Activities: Communication		
Step 4. Discussion Session	<ul style="list-style-type: none"> • Teacher asks the students to discuss the development of their own paragraph in pair. • Teacher monitors the activities of students in editing their paragraph • The teacher gives feedback toward the draft that made by the students. 	<ul style="list-style-type: none"> • Students discuss their own progress in pair. • Students edit their own draft paragraph. • Students pay attention to the teacher's feedback, and revise the draft. 	10 minutes
Step 5. Progress Report	<ul style="list-style-type: none"> • Teacher asks the students to report their draft paragraph. 	<ul style="list-style-type: none"> • Students report their draft progress to the teacher. 	10 minutes
	Post-Activities		
Step 6. Evaluation	<ul style="list-style-type: none"> • Teacher asks the students to conclude the lesson. • Teacher asks the students' feeling about the lesson. • Teacher gives the opportunity to the students for doing some reflections in the classroom. They are discussing together what work well, and what needs change. • Teacher gives homework to the students about preparing the design and project-finishing details to the students. • Teacher ends the class by praying and saying goodbye. 	<ul style="list-style-type: none"> • Students conclude the material. • Students tell their feelings about the lesson. • Students reflect together about what work well and what need changes. • Students pay attention to the information and take notes about the homework as the follow up activity. • Students close the lesson through praying and saying goodbye. 	10 minutes

MEETING 3: FINISHING AND PRESENTING THE FINAL DRAFT

Steps of Conventional Teaching and Learning	Activities		Times
	Teacher	Students	
	Pre-Activities		
	<ul style="list-style-type: none"> • Teacher comes and greets the students • Teacher asks the students' condition. • Teacher conducts the pray before the lesson begins. • Teacher checks the students' attendance and readiness. • Teacher asks the students about what they have been learned from the last meeting. • Teacher explains about the continuation of the project from the last meeting, and motivates the students in starting the lesson. 	<ul style="list-style-type: none"> • Students respond the teacher's greetings • Students respond the teacher's question. • Students pray together with the teacher. • Students answer by informing the attendance to the teacher. • Students answered the teacher's question about the previous meeting. • Students prepare to begin the lesson. 	10 Minutes
	Whilist Activities: Observation		
Step 1. Explaining the material	<ul style="list-style-type: none"> • Teacher explains about the activities today: finishing and designing the final task. • Teacher explain the Project to the students about a good coherent paragraph. • Teacher asks the students to develop their last-edited paragraph into final draft. 	<ul style="list-style-type: none"> • Students pay attention to teacher explanation and take notes of the explanation. • Students pay attention and take notes to the teacher's explanation. • Students focus on the development of their own final draft. 	20 minutes
	Whilist Activities: Question		
Step 2. Checking Students' Understanding	<ul style="list-style-type: none"> • Teacher asks the students about their understanding toward the explanation given. • Teacher clarifies the students' answer. 	<ul style="list-style-type: none"> • Students tell the teacher about their understanding toward the question and explanation given by the teacher. 	5 minutes
	Whilist Activities: Exploration		
Step 3. Writing Activity	<ul style="list-style-type: none"> • Teacher asks the students to be ready with their final draft. • Teacher asks the students to revise the draft of the 	<ul style="list-style-type: none"> • Students get ready with the final draft. • Students revise their draft of 	

	paragraph if there are some mistakes related to the details before.	the paragraph.	10 minutes
Whilist Activities: Association			
	<ul style="list-style-type: none"> • Teacher explains to the students about the time allotment of the task. 	<ul style="list-style-type: none"> • Students pay attention to the teacher's explanation about the task's time allotment. 	5 minutes
Whilist Activities: Communication			
Step 4. Discussion Session	<ul style="list-style-type: none"> • Teacher asks the students to discuss in pair their final task about their final paragraph. • The teacher gives feedback toward the discussion. 	<ul style="list-style-type: none"> • Students discuss in pair about their final paragraph. • Students pay attention and take notes to the teacher's feedback. 	10 minutes
Step 5. Final Progress Report	<ul style="list-style-type: none"> • Teacher asks the voluntarily students to report their final paragraph, and present it in front of the class. 	<ul style="list-style-type: none"> • Students present their final paragraph in front of the class. 	10 minutes
Post-Activities			
Step 6. Evaluation	<ul style="list-style-type: none"> • Teacher asks the students to conclude the lesson. • Teacher asks the students' feeling about the lesson. • Teacher gives the opportunity to the students for doing some reflections in the classroom. They are discussing together what work well, and what needs change. • Teacher ends the class by praying and saying goodbye. 	<ul style="list-style-type: none"> • Students conclude the material. • Students tell their feelings about the lesson. • Students reflect together about what work well and what need changes. • Students close the lesson through praying and saying goodbye. 	10 minutes

VIII. LEARNING SOURCES AND TOOLS

1. Learning Sources

Main book:

- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2017). *Bahasa Inggris: 'When English Rings a Bell' untuk SMP/MTs kelas VIII*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Additional sources:

- Example of descriptive paragraph:

<https://brainly.in/question/10538987>

<https://www.advancedwriters.com/blog/descriptive-essay-on-my-pet/>

(see the 1st paragraph)

2. Learning Tools

1. Whiteboard
2. Board-markers
3. Paper Glue
4. Scissors
5. Printed pictures
6. Ruler

IX. ASSESSMENTS (WRITING COMPETENCE TEST)

1. Test for Indicator 3.7.1

- Procedure : Process
- Type : Written
- Instrument :

“Please analyze some aspect of the examples paragraph given, such as: the social function (topic and purpose of the paragraph), text structure (main idea and description of the paragraph), and language features (the tenses used) of the Descriptive Paragraph. The example of the paragraph is in the main book page 88.”



Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.
(Adapted from The Little Animal Encyclopedia)



Tigers are the biggest of all cats. They live in the grasslands and forests. Their striped coat gives them good camouflage when they hunt. They love meat to eat.
(Adapted from The Little Animal Encyclopedia)



Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate.
(Adapted from The Little Animal Encyclopedia)



Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkeys eat plants, birds' eggs, small animals, and insects. Most of them live in the forest.
(Adapted from The Little Animal Encyclopedia)

2. Test for Indicator 4.7.1

- Procedure : Process
- Type : Written
- Instrument :

“Please choose one animal to describe. Then, create an information-list of your chosen animal, which consists: name of the animal, habitat, food, activity, and characteristics. The example of the information-list can be seen as follows”

How are bears?:

They're _____
 They've got _____
 They can _____
 They eat _____
 They live _____

3. Test for Indicator 4.7.2

- Procedure : Process
- Type : Written
- Instrument :

1. *First, please create a paragraph from the data in your draft table!*
2. *After that, checked some aspects of your paragraph by yourself, such as the topic sentence, supporting details, organization, spelling and the grammar used.*
3. *Next, please do peer-correction with your friend, then checked some aspects of your friend's paragraph project, such as the topic sentence, supporting details, organization, spelling and the grammar used.*
4. *Last, please edit your paragraph project, based on the correction from yourself and correction from your friend.*

4. Test for Indicator 4.7.3 (Writing Competence Test)

- Procedure : Project
- Type : Written
- Instrument :

“Please create a good final paragraph based on the revision before. No stamp, no scratch. It will be as your final paragraph project. The score of your final paragraph project will determine by some aspects, such as the topic sentence, supporting details and creativity, organization, spelling, and the grammar used.”

The example of the final paragraph project can be seen as follows:

Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate.

X. SCORING RUBRICS

1. Scoring Rubric for Indicator 3.7.1

No.	Criteria	Score			Points
		Exemplary	Proficient	Unsatisfactory	
1	Quality of information	Information clearly relates with the thoughtful contributions and relevant to the discussion (30 points)	Information clearly relates to the project (15 points)	Information has little nothing to do with the project (0 points)	30
2	Participation in peer discussion	Responds to classmates and encourages the interaction (30 points)	Responds to the classmates (15 points)	Does not offer responses to the classmates (0 points)	30
3	The ability in analysis the social function, text structure and language features	Understand the scope of analysis, and conducting the correction in good arrangement (20 points)	Understand the scope of analysis, but not conducting the correction in a good arrangement (10 points)	Does not understand the scope of analysis, and does not not conducting the correction (0 points)	20
4	Quality of writing and proofreading	Written responses are free of grammatical, spelling or punctuation errors (20 points)	Written responses are largely free of grammatical, spelling or punctuation errors (10 points)	Written responses contain a lot of grammatical, spelling and punctuation errors (0 points)	20
Total Points					100

This peer rubric is adapted from Duffy (2019)

2. Scoring Rubric for Indicator 4.7.1, 4.7.2 and 4.7.3

	5 points	4 points	3 points	2 points	1 point
Topic Sentence	Interesting, original topic sentence	Topic sentence clearly stated	The topic sentence' is unclear, and needs more specific controlling idea	Inappropriate topic sentence and no controlling idea	There are no topic sentence and controlling ideas
Supporting Details	Paragraph has some supporting sentence and details that relate to the topic sentence.	Most of the supporting sentence and details related to the topic sentence.	There are supporting sentences and detail that relate to the topic sentence, but some others are unrelated/vague.	Insufficient/vague supporting sentence/details	There are no supporting sentence/details

Organization	Organization of the generic structure (identification and description) is in good flow and smooth in transition.	Few errors in the used of transition of generic structure.	The generic structure (identification and description) write in monotonous transition.	The generic structure are not write smoothly and not using transition.	No transition, no pattern of organization.
Spelling	There are no errors in spelling.	Minor mistakes in spelling occurs in the sentences used.	Some misspelled words occurs in the sentences used.	Most of the words are not spelled correctly.	The writer do not spelled the words correctly.
Grammar	No errors in sentences, numbers and meaning.	Minor errors in grammar used, such as auxiliary used.	Some errors occur, especially the use of subject and predicate.	Most of grammatical used occur in the sentence, and distract the meaning.	Fatal errors. No grammatical correct at all.

The writing rubric is adapted from Sholihah (2017) and Saddler & Andrade (2004)

References of the rubric:

- Duffy, A. (2019). Peer Response Rubric. *Collection Rubrics from Texas Tech University*. Retrieved from: https://www.depts.ttu.edu/tlpdc/Resources/Teaching_resources/PeerResponseRubric_AliDuffy.pdf (14 April, 2020)
- Saddler, B. & Andrade, H. (2004). The Writing Rubric. *Journal of Educational Leadership*, 62(2). pp. 48-52
- Sholihah, U. (2017). Project-Based Learning (PJBL) to Improve Students Writing Capability. *Journal of Science, Engineering, Education and Development Studies (SEEDs)*, 1(1). pp. 57-72

Appendix 17. Results of Creativity Questionnaire in Try-Out

REKAPITULASI KUESIONER CREATIVITY																					
KELAS VIIIIC (TRY-OUT)																					
No.	Butir Pertanyaan																				Total Skor
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	5	5	4	5	5	4	5	5	5	5	5	5	5	5	4	3	4	4	5	5	93
2	4	4	4	4	5	4	4	4	3	5	4	4	5	4	5	3	3	4	4	4	81
3	4	5	5	3	5	5	5	3	4	4	4	5	4	5	5	4	3	5	5	5	88
4	5	5	5	5	5	5	5	5	5	4	3	5	4	5	5	5	4	5	5	5	95
5	5	5	5	4	4	5	5	4	5	5	4	4	5	5	4	5	5	5	5	5	94
6	4	5	4	4	5	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4	84
7	3	3	3	3	4	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	62
8	4	4	3	4	5	4	4	4	4	5	4	4	5	4	4	4	5	4	4	4	83
9	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	98
10	4	5	5	5	4	4	5	5	4	5	4	4	4	4	5	4	3	4	4	4	86
11	3	4	3	4	3	5	4	5	3	3	4	3	4	3	4	3	3	5	5	3	74
12	4	5	5	4	3	4	5	4	4	5	4	4	5	4	4	5	5	4	4	4	86
13	5	4	5	5	5	5	5	5	4	5	5	5	5	5	5	4	5	5	5	5	97
14	4	4	4	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	78
15	5	3	5	4	3	3	5	5	3	5	3	3	3	3	4	3	3	4	3	5	75
16	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
17	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	99
18	4	5	4	4	5	5	4	4	5	4	5	5	5	4	4	5	5	4	5	4	90
19	5	4	5	5	4	4	5	5	4	5	4	4	4	5	5	4	4	5	4	5	90
20	4	3	4	4	4	3	4	4	3	4	3	3	4	4	4	3	4	4	3	4	73
21	5	3	5	3	4	3	5	3	5	5	3	3	5	5	3	3	5	5	3	5	81
22	4	3	4	4	3	4	4	4	4	5	4	4	4	3	4	4	3	4	3	4	76
23	3	3	3	4	5	4	4	4	4	5	3	5	4	4	4	5	4	5	3	3	79
24	4	3	4	5	3	4	5	5	5	4	4	4	3	5	5	5	3	5	3	4	83
25	4	5	4	5	5	4	5	5	5	4	4	4	5	5	5	5	5	4	5	4	92
26	5	4	4	4	4	3	4	4	3	5	5	4	4	4	5	3	4	5	4	5	83
27	5	3	3	3	3	3	5	3	3	5	5	3	3	5	3	5	5	4	3	5	77
28	4	5	4	5	5	3	5	5	3	4	5	3	5	5	5	4	5	5	5	4	89
29	5	4	3	3	4	5	5	3	5	5	3	4	4	5	3	3	3	4	4	5	80
30	5	5	5	4	5	4	3	5	4	5	4	4	5	3	4	4	4	3	5	5	86

Appendix 18. Results of Creativity Questionnaire in Experimental Group

REKAPITULASI KUESIONER CREATIVITY																					
KELAS VIIIA (CONTROL)																					
No.	Butir Pertanyaan																				Total Skor
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	5	5	5	5	5	5	5	5	4	5	5	5	4	3	5	5	4	4	5	4	93
2	5	5	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	5	5	3	81
3	4	5	5	5	5	5	4	3	5	4	5	5	5	4	3	4	5	5	4	3	88
4	4	5	5	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	4	4	95
5	5	4	5	4	5	5	5	4	5	4	5	5	5	5	4	5	5	4	5	5	94
6	4	5	4	5	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4	4	84
7	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	62
8	4	5	4	5	4	4	4	4	4	3	4	4	4	4	5	4	5	4	4	4	83
9	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	98
10	5	4	5	4	4	4	4	4	5	5	4	5	4	4	4	5	4	4	5	4	86
11	3	3	4	3	3	3	3	5	3	4	4	5	5	3	4	3	5	4	4	3	74
12	5	3	5	4	4	4	4	4	5	4	5	4	4	5	4	4	4	4	5	5	86
13	5	5	5	5	5	5	5	5	5	5	4	5	5	4	5	4	5	5	5	5	97
14	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	4	78
15	5	3	5	3	3	5	5	5	5	3	3	3	3	3	4	3	4	4	3	3	75
16	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
17	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	99
18	4	5	4	5	4	4	4	4	4	5	5	5	5	5	4	5	4	4	5	5	90
19	5	4	5	4	5	5	5	5	5	4	4	4	4	4	5	4	5	5	4	4	90
20	4	4	4	3	4	4	4	4	4	3	3	3	3	3	4	3	4	4	4	4	73
21	5	4	5	3	5	5	5	3	5	3	3	3	3	3	3	5	5	3	5	5	81
22	4	3	4	4	4	4	4	4	4	4	3	3	4	4	4	5	4	4	3	3	76
23	3	5	4	4	4	3	3	4	3	5	3	3	4	5	4	5	5	4	4	4	79
24	4	3	5	4	5	4	4	5	4	4	3	3	4	5	5	5	5	5	3	3	83
25	4	5	5	4	5	4	4	5	4	4	5	5	4	5	5	5	4	5	5	5	92
26	5	4	4	4	4	5	5	4	4	5	4	4	3	3	4	3	5	5	4	4	83
27	5	3	5	3	5	5	5	3	3	5	3	3	3	5	3	3	4	3	3	5	77
28	4	5	5	3	5	4	4	5	4	5	5	5	3	4	5	3	5	5	5	5	89
29	5	4	5	4	5	5	5	3	3	3	4	4	5	3	3	5	4	3	4	3	80
30	5	5	3	4	3	5	5	5	5	4	5	5	4	4	4	4	3	4	5	4	86
31	5	4	5	4	5	5	5	5	5	4	4	4	4	4	5	4	5	5	4	4	90
32	4	4	4	3	4	4	4	4	4	3	3	3	3	3	4	3	4	4	4	4	73

Appendix 19. Results of Creativity Questionnaire in Control Group

REKAPITULASI KUESIONER CREATIVITY																					
KELAS VIIIIB (EXPERIMENTAL)																					
No.	Butir Pertanyaan																				Total Skor
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	3	4	5	4	3	4	3	5	4	4	4	5	3	3	5	4	4	4	5	4	80
2	3	5	4	4	5	4	4	5	2	3	4	3	4	3	4	3	4	3	5	3	75
3	3	2	5	1	3	3	2	3	5	2	3	2	5	2	3	4	3	2	2	3	58
4	4	5	5	4	5	3	5	3	3	3	4	4	4	3	3	4	3	4	3	4	76
5	4	4	5	4	5	3	4	4	3	4	5	3	5	4	4	5	3	4	4	5	82
6	4	5	4	5	2	4	4	4	4	5	5	4	4	4	4	3	4	4	4	4	81
7	3	4	3	4	3	4	5	3	5	3	4	3	3	5	5	3	5	5	3	3	76
8	4	4	4	5	4	4	2	4	3	4	2	2	4	3	2	4	4	2	3	2	66
9	3	4	5	4	5	3	5	3	3	4	4	4	3	5	5	5	4	3	4	4	80
10	3	4	2	4	2	4	2	4	2	3	5	3	5	4	3	4	4	3	4	3	68
11	3	3	4	3	3	3	3	5	3	3	4	5	5	3	4	3	5	4	4	3	73
12	5	3	5	4	4	4	4	4	4	3	3	4	4	3	4	4	4	4	4	3	77
13	2	4	2	4	1	4	4	1	3	2	3	4	2	3	2	3	2	2	4	3	55
14	4	3	4	3	4	3	4	3	4	4	2	4	4	4	3	3	4	3	3	4	70
15	5	3	5	3	3	5	3	5	2	3	3	3	3	3	4	3	4	4	3	3	70
16	4	4	3	4	5	4	5	4	5	4	4	3	3	4	4	4	4	3	4	2	77
17	5	5	5	5	5	4	3	3	4	5	4	3	3	4	3	4	3	4	2	4	78
18	4	3	4	3	4	4	4	4	4	3	5	2	3	3	4	2	4	4	3	3	70
19	5	4	5	4	4	2	3	5	2	4	3	4	3	4	3	2	4	3	2	4	70
20	4	4	4	3	4	4	4	4	4	3	3	2	3	3	4	3	4	2	4	4	70
21	5	4	5	3	3	3	5	3	5	3	3	4	3	3	3	5	5	3	5	3	76
22	4	3	4	4	2	4	4	4	4	2	4	5	4	4	4	2	4	4	5	3	74
23	3	5	4	4	4	3	3	4	3	5	3	2	4	3	4	5	2	4	4	4	73
24	4	3	2	4	5	4	4	5	4	4	3	3	3	5	4	4	5	5	3	3	77
25	4	4	5	3	5	3	4	3	4	4	3	5	3	4	3	2	4	4	5	3	75
26	4	4	3	4	4	2	5	4	4	2	4	4	3	3	4	3	5	5	2	4	73
27	4	3	5	3	5	3	5	3	3	5	3	3	5	3	3	3	4	3	3	5	74
28	4	5	5	3	5	4	4	4	4	3	5	3	3	4	3	3	5	3	3	3	76
29	5	4	5	4	5	3	5	3	3	3	4	4	5	3	3	5	4	3	4	3	78
30	3	4	3	3	3	4	2	2	5	4	3	3	2	4	4	4	3	2	3	4	65
31	5	4	3	4	3	3	3	4	4	4	4	3	3	4	3	3	4	5	4	4	74
32	3	4	3	3	2	3	3	3	3	3	2	3	3	3	4	3	4	3	4	3	62

Appendix 20. Results of Project-Based Learning in Try-Out

FORMAT PENILAIAN SISWA					
KELAS VIII C					
No.	Nama Siswa	Hasil Penilaian			
		Planning	Drafting	Editing	Final Draft
1	Ayu Ade Sri Wahyuni	√	84	84	88
2	Gede Joni Artawan	√	76	80	84
3	I Gede Bayu Sudi Prayoga	√	84	88	92
4	I Gusti Ayu Ketut Andini Sudiarmaharcani	√	68	72	76
5	I Komang Wedra Gama Saputra	√	76	80	84
6	I Made Mahayana	√	68	72	76
7	Kadek Aris Dwi Hartawan	√	72	76	80
8	Kadek Budiarsa	√	76	80	84
9	Kadek Indrawan	√	72	76	80
10	Kadek Juli Indrawan	√	68	72	76
11	Kadek Nina Destyani	√	76	80	84
12	Kadek Santi Dewi	√	84	88	92
13	Kadek Wariyastini	√	76	80	84
14	Ketuit Raditya	√	72	76	80
15	Ketut Budi Meta	√	72	76	80
16	Komang Agus Putrawan	√	84	88	92
17	Komang Agus Widiartama	√	72	76	80
18	Komang Astri Adenia	√	80	84	88
19	Komang Indra	√	76	80	84
20	Komang Praba Prawira Jaya	√	80	84	88
21	Luh Ayu Purnami	√	76	80	84
22	Luh Sudarmiasih	√	72	76	80
23	Nyoman Abi Beteng Wiryatama	√	76	80	84
24	Putu Andika Juni Pranata	√	72	76	80
25	Putu Deva Aditya Putra	√	68	72	76
26	Putu Junior Tirta Negara	√	72	76	80
27	Putu Linda Suarsih	√	84	88	92
28	Putu Murtiningsih	√	80	84	88
29	Putu Rediani	√	76	80	84
30	Putu Sudarningsih	√	76	80	84

Appendix 21. Results of Project-Based Learning in Experimental Group

FORMAT PENILAIAN SISWA					
KELAS VIII A					
No.	Nama Siswa	Hasil Penilaian			
		Planning	Drafting	Editing	Final Draft
1	Ayu Made Wulan Sari Suputri	√	88	92	96
2	Desak Komang Diva Anjani	√	72	76	80
3	Desak Komang Riska Suryani	√	68	72	76
4	Dewa Komang galang Purna Mulya	√	72	76	80
5	Gede Doni Satriawan	√	68	72	76
6	Gede Jayata	√	72	76	80
7	Gusti Ngurah Eka Putrawan Adyatama	√	76	80	84
8	I Gede Budi Adnyana	√	76	80	84
9	I Gusti Ketut Andika Dian Maha Putra	√	72	76	80
10	I Komang Anugrah Bintang Darma Wahyu	√	76	80	84
11	I Putu Adi Ariada	√	80	84	88
12	Ida Bagus Nyoman Bima Sakti Putra Kawi Yadnya	√	68	72	76
13	Jaysen Natanael Kartiko	√	80	84	88
14	Kadek Eka Adnyana	√	68	72	76
15	Ketut Ayu Puspa Wati	√	84	88	92
16	Kevin Abrahams	√	68	72	76
17	Komang Andayani	√	80	84	88
18	Komang Diva Sesarani Pratiwi	√	72	76	80
19	Komang Omi Sumerdani	√	76	80	84
20	Komang Rio Darmawan	√	72	76	80
21	Made Bayu Wiguna	√	68	72	76
22	Made Rian Suascika	√	72	76	80
23	Made Saputra	√	72	76	80
24	Ni Kadek Anggi Dewi	√	76	80	84
25	Ni Kadek Intan Pradnyani	√	72	76	80
26	Ni Luh Suciantari	√	68	72	76
27	Putu Desi Armini	√	76	80	84
28	Putu Dipa Pratama	√	68	72	76
29	Putu Helina Saputri	√	88	92	96
30	Putu Silviani	√	88	92	96
31	Putu Sri Kusuma Ardani	√	74	78	82
32	Putu Widiastini	√	76	80	84

Appendix 22. Results of Conventional Teaching in Control Group

FORMAT PENILAIAN SISWA					
KELAS VIII B					
No.	Nama Siswa	Hasil Penilaian			
		Planning	Drafting	Editing	Final Draft
1	Ayu Putu Ukriani	√	60	64	68
2	Desak Made Putri Ayumi	√	60	64	68
3	Desak Nyoman Suci Warastiningsih	√	64	68	72
4	Dewa Made Eka Putrawan	√	68	72	76
5	Gede Jati Yasa	√	64	68	72
6	Gede Suka Yasa	√	68	72	76
7	Guntur Setya Nugraha	√	60	64	68
8	Gusti Kadek Mulyadi	√	72	76	80
9	I Gusti Bagus Komang Aditya	√	64	68	72
10	I Gusti Ngurah Nyoman Suastawa	√	80	84	88
11	Kadek Agus Wardana	√	64	68	72
12	Kadek Arya Susila Dharma	√	60	64	68
13	Kadek Ngurah Charlie Dwitama	√	60	64	68
14	Kadek Sopen Anggardana	√	64	68	72
15	Kadek Tina Anggar Dani	√	68	72	76
16	Kadek Yoga Darma	√	64	68	72
17	Ketut Riantari	√	68	72	76
18	Komang Ayu Pratria Paramita	√	72	76	80
19	Komang Dian Andriani	√	74	76	80
20	Komang Repa Hendri Anayanti	√	68	72	76
21	Komang Sri Handayani	√	72	76	80
22	Komang Sumadewi	√	68	72	76
23	Luh Destya Wijayani	√	72	76	80
24	Luh Pradnya Setiadewi	√	60	64	68
25	Luh Widisari	√	80	84	88
26	Luh Widyaningsih	√	60	64	68
27	Ngurah Praktyaksa	√	56	60	64
28	Ni Kadek Seniati	√	70	76	80
29	Ni Luh Putu Eva Aryani	√	76	80	84
30	Putu Budiartawan	√	60	64	68
31	Putu Dio Aldi Saputra	√	60	64	68
32	Putu Kezia Ayu Kirana	√	76	80	84

Appendix 23. Examples of Project in Project-Based Learning (Try-Out)

Nama: Komang Agur Putrawan
No : 16
Kis : UIC



I have an orange cat and have green eyes. my cat often sleeps on the bed and often roams in the kitchen or behind the house, my cat likes to eat fish and bread and my cat already has two orange children like this mother. my cat likes to be stroked and kissed, often meowing when hungry, and often playing with balls or brooms.

Scanned by CamScanner

Final Project of Students' Writing

Appendix 24. Examples of Project in Project-Based Learning (Experimental Group)

NO	Animal	Habitat	Food	Activity	Characteristics
1.	Cats	Home	Fish and Meat	Run and catch mouse	His body is very elastic, has resistance to weather changes, and agile motion

NAMA : Putu Helina Saputri
 KELAS : VIII A
 NO. ABS : 20

> Develop!
 > Please make a good paragraph!

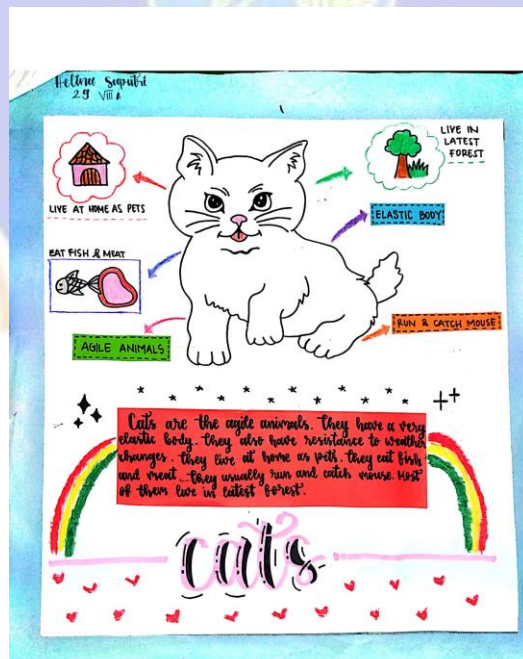
No. _____
 Date : _____

Cats are the agile animals. They have a very elastic body. They also have resistance to weather changes. They live at home as pets. They eat fish and meat. They usually run and catch mouse. Most of them live in latest forest.

NAMA : Pt. Helina . Saputri.
 KLS : VIII A
 No : 29.

Drafting Process

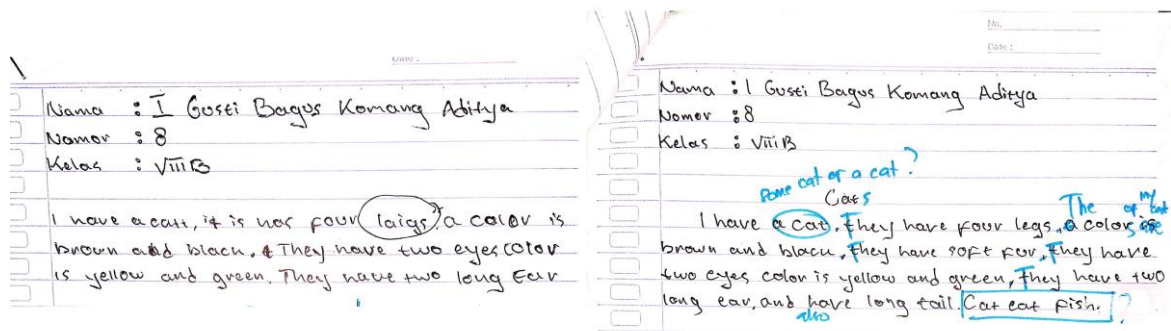
Editing Process



Scanned by CamScanner

Final Project

Appendix 25. Examples of Project in Conventional Teaching (Control Group)

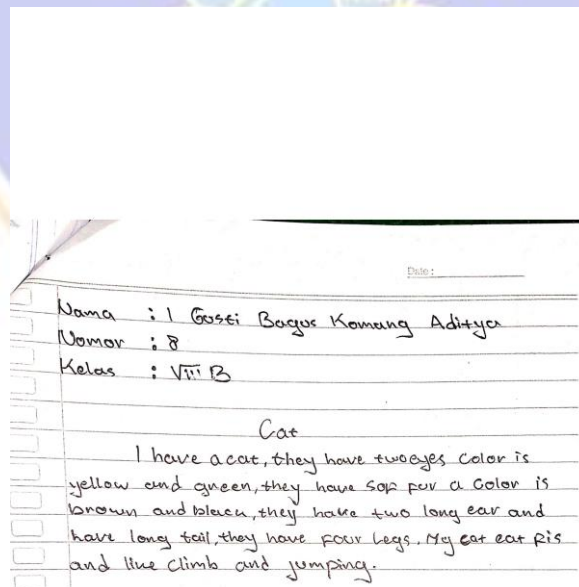


Scanned by CamScanner

Scanned by CamScanner

Drafting Process

Editing Process



Final Draft

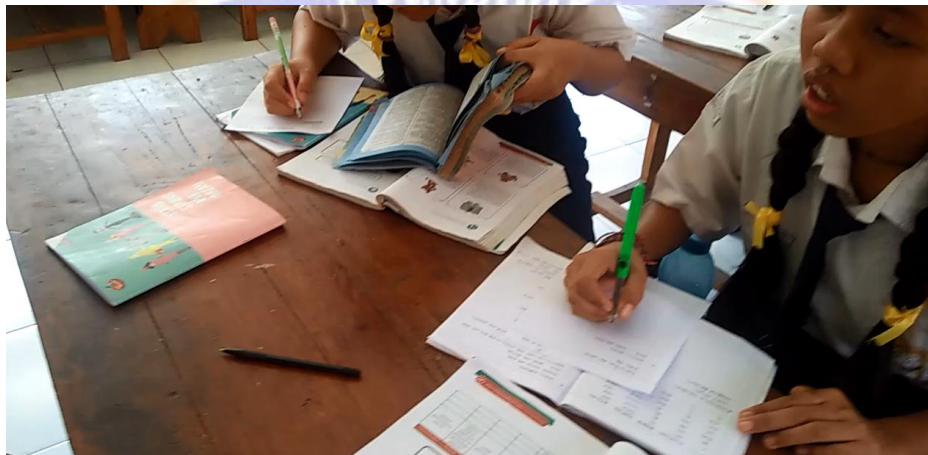
Appendix 26. Attachment Letters

 PEMERINTAH KABUPATEN BULELENG DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA SMP NEGERI 2 SAWAN Alamat : Jln. Raya Singaraja-Air Sanib, Desa Bungkulan, Kecamatan Sawan Telepon. (0362)29936	
<hr/> SURAT KETERANGAN Nomor : 422.1 / 082 / TU / 2020	
Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Sawan, menerangkan bahwa :	
Nama	: Aditya Ridho Fatmawan
NIM	: 1829081004
Jurusan	: Pendidikan Bahasa Inggris (S2)
Semester	: III (Tiga)
Universitas	: Universitas Pendidikan Ganesha (Undiksha)
<p>Memang benar nama tersebut di atas telah melaksanakan Penelitian di SMP Negeri 2 Sawan di Kelas : VIIIA, VIIIB, dan VIIIC, yang dilaksanakan mulai tanggal 20 Januari s/d 14 Februari 2020 dengan judul proposal "THE EFFECT OF PROJECT-BASED LEARNING ON CREATIVITY AND WRITING COMPETENCE IN SMP NEGERI 2 SAWAN IN ACADEMIC YEAR 2019/2020".</p> <p>Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.</p>	
<p>Bungkulan, 16 April 2020 Kepala SMP Negeri 2 Sawan</p>  <p>Drs. I Wayan Ariasa, M.Pd.H Pembina NIP: 19610904 199203 1 002</p>	

Appendix 27. Documentation



Documentation 1. Students made the draft Table



Documentation 2. Students developed the draft table into Draft Project



Documentation 3. Students made and finalized the final project