

## **APPENDIX**

## APPENDIX A PARTICIPANT CONSENT LETTER

### PARTICIPANTS CONSENT LETTER

Dear Participant,

I am Amrih Bektı Utami, one of graduate students majoring in English at Faculty of Humanities, Naresuan University Thailand. I would like to conduct research regarding the EFL writing among University students through Integrated Approach of Collaborative Writing and Classroom Action Research in your university. To get the data, I will use some instruments for data collection. There will also be classroom observation, and your writings as well as for gathering the information.

The information is used to provide some insights for the sake of the English writing skills improvement for your classroom in particular and for university level in general. I have also received the permission letter from my university to have this kind of research.

Since you are now students in the university level, I need your kindly participation in this research by completing the whole classroom participations. Feel free to choose whether you would be pleased to take part on this research by putting a thick and signature in the space provided.

Should you have any questions about this questionnaire, please feel free to contact me directly at the telephone number +628562550354 or e-mail toamrihbektıutami@gmail.com.

Thank you for your time and consideration to take part in this research.

- ☐ Agree
- ☐ Disagree

(\_\_\_\_\_)

Participant's signature

Kind regards,

Ms. Amrih Bektı Utami  
Student of Master of Arts in English  
Faculty of Humanities  
Naresuan University  
Thailand

## **APPENDIX B THE SAMPLE OF LESSON PLAN**

### **LESSON PLAN**

Course : EFL Writing

Grade: Tertiary level/ Third semester

Cycle: First Cycle

Meeting: I and II

Time Allocation: 3 x 60'

Text type: Argumentative Texts (comparison and contrast)

Learning Objectives: At the of the lesson, the students can write the final draft of their argumentative texts.

Indicators:

1. Identifying the generic structure of argumentative text
2. Demonstrate understanding of the compare and contrast strategy by visually representing information in a chart
3. Working collaboratively to identify similarities and differences among subject matter
4. Developing a text in groups
5. Using cohesive devices correctly
6. Using appropriate expressions to compare and contrast the topic
7. Giving both written and oral feedback to pairs/groups
8. Writing an argumentative text

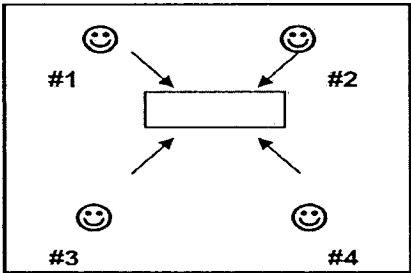
Materials:

1. Argumentative texts (input texts)
2. Handouts
3. Students' worksheets

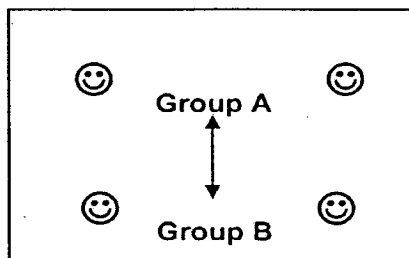
Teaching Procedure: Integrated Approach of Collaborative Writing

- 1. Building Knowledge of Field
- 2. Modeling Texts
- 3. Joint Construction of Texts
- 4. Independent Construction of Texts

Activities

<p><u>Building Knowledge of Field</u></p> <ul style="list-style-type: none"><li>• Start the lesson by greeting the class and review the lesson</li><li>• Build the relevant context that is familiar to the students</li><li>• Address a topic, ask the students about their position (in favor of or against)</li><li>• Elicit students' ideas about where they can find a an argumentative texts and what form of writing it is (factual text, academic writing).</li></ul>	
<p><u>Modelling of Text</u></p> <ul style="list-style-type: none"><li>• Present the model of texts to the class</li><li>• Elicit students' background or shared knowledge</li><li>• Analyze the given text and present the findings to the whole class (teacher and students)</li></ul>	
<p><u>Joint Construction of Text</u></p> <ul style="list-style-type: none"><li>• Planning – Drafting</li></ul>	<div data-bbox="324 1504 731 1777"></div> <ul style="list-style-type: none"><li>▪ Students put their ideas and do the interdependent task with the group members.</li><li>▪ Develop the argumentative text in groups based on the flowcharts, graphic organizer, or worksheet given</li></ul>

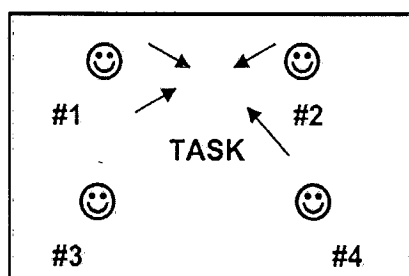
- Revising



- Students pass their writing to pairs/ other group.
- They read what is written and give the feedback on the writing.
- The students perform peer-editing

### Independent Construction of Text

- Final Drafting



- Writing process is thoroughly done.
- Students do completion of their first draft of writing.
- Peer and teacher feedback remain important not only in the form of immediate feedback but also in the written one.
- Students write the final draft of their writing individually.

## Evaluation and Assessment

1. Evaluation covers to main parts: observation and students' writing.
2. Observation will be best done throughout the entire teaching and learning process. The observation format is adapted from the Flanders Interactions Analysis Categories (FIAC).
3. The score of students' writing can be gain by using writing rubrics. The scoring scheme must be referred to five writing aspects (content, organization, vocabulary, language use, and mechanics) adapted from Weigle's writing rubrics (2002).

## APPENDIX C WRITING RUBRICS

### WRITING RUBRICS

Aspects of Writing	Level	Score	Criteria
Content	Excellent to Very Good	30-27	<ul style="list-style-type: none"> <li>- Knowledgeable</li> <li>- Substantive</li> <li>- Thorough development of thesis</li> <li>- Relevant to assigned topic</li> </ul>
	Good to Average	26-22	<ul style="list-style-type: none"> <li>- Some knowledge of subject</li> <li>- Adequate range</li> <li>- Limited development of thesis</li> <li>- Mostly relevant to topic, but lacks detail</li> </ul>
	Fair to Poor	21-17	<ul style="list-style-type: none"> <li>- Limited knowledge of subject</li> <li>- Little substance</li> <li>- Inadequate development of topic</li> </ul>
	Very Poor	16-13	<ul style="list-style-type: none"> <li>- Does not show knowledge of subject</li> <li>- Non-substantive</li> <li>- Not pertinent</li> <li>- Not enough to evaluate</li> </ul>
Organization	Excellent to Very Good	20-18	<ul style="list-style-type: none"> <li>- Fluent expressions</li> <li>- Ideas clearly stated/supported</li> <li>- Succinct</li> <li>- Well-organized</li> <li>- Logical sequencing</li> <li>- Cohesive</li> </ul>
	Good to Average	17-14	<ul style="list-style-type: none"> <li>- Somewhat choppy</li> <li>- Loosely organized but main ideas stand out</li> <li>- Limited support</li> <li>- Logical but incomplete sequencing</li> </ul>
	Fair to Poor	13-10	<ul style="list-style-type: none"> <li>- Ideas confused or disconnected</li> <li>- Lacks logical sequencing and development</li> </ul>
	Very Poor	9-7	<ul style="list-style-type: none"> <li>- Does not communicate</li> <li>- No organization</li> <li>- Not enough to evaluate</li> </ul>

Aspects of Writing	Level	Score	Criteria
Vocabulary	Excellent to Very Good	20-18	<ul style="list-style-type: none"> <li>- Sophisticated range</li> <li>- Effective words/idiom choice and usage</li> <li>- Word form mastery</li> <li>- Appropriate register</li> </ul>
	Good to Average	17-14	<ul style="list-style-type: none"> <li>- Adequate range</li> <li>- Occasional errors of words/idiom form, choice, usage</li> <li>- But meaning not obscured</li> </ul>
	Fair to Poor	13-10	<ul style="list-style-type: none"> <li>- Limited range</li> <li>- Frequent errors of words/idiom form, choice, usage</li> <li>- Meaning confused or obscured</li> </ul>
	Very Poor	9-7	<ul style="list-style-type: none"> <li>- Essentially translation</li> <li>- Little knowledge of English vocabulary, idioms, word form</li> <li>- Not enough to evaluate</li> </ul>
Language use (Grammar)	Excellent to Very Good	25-22	<ul style="list-style-type: none"> <li>- Effective complex construction</li> <li>- Few error of agreement, tense, number, word order/function, articles, pronouns, preposition pronoun, preposition</li> </ul>
	Good to Average	21-18	<ul style="list-style-type: none"> <li>- Effective but simple construction</li> <li>- Minor problem in complex construction</li> <li>- Several errors of agreement, tense, number, word, order/function, articles, pronouns, preposition</li> <li>- But meaning seldom obscured</li> </ul>
	Fair to Poor	17-11	<ul style="list-style-type: none"> <li>- Major problems in simple/complex construction</li> <li>- Frequent error of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions</li> <li>- Meaning confused or obscured</li> </ul>
	Very Poor	10-5	<ul style="list-style-type: none"> <li>- Virtually no mastery of sentence construction rules</li> <li>- Dominated by errors does not communicate</li> <li>- Not enough to evaluate</li> </ul>



Aspects of Writing	Level	Score	Criteria
Mechanics	Excellent to Very Good	5	<ul style="list-style-type: none"> <li>- Demonstrates mastery of convention</li> <li>- Few errors of spelling, punctuation, capitalization, paragraphing</li> </ul>
	Good to Average	4	<ul style="list-style-type: none"> <li>- Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</li> </ul>
	Fair to Poor	3	<ul style="list-style-type: none"> <li>- Occasional errors of spelling, punctuation, capitalization, paragraphing</li> <li>- Poor hand writing</li> <li>- Meaning confused or obscured</li> </ul>
	Very Poor	2	<ul style="list-style-type: none"> <li>- No mastery of convention</li> <li>- Dominated by errors of spelling, punctuation, capitalization, paragraphing</li> <li>- Hand writing illegible</li> </ul>

\*adapted from Weigle's writing rubrics, 2002

**APPENDIX D SPSS RESULTS ON OVERALL SCORE OF THE PRE-TEST  
AND POST-TEST**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Total score on Test before Implementation - Total score on Test after Implementation	9.38300	1.98388	.44361	-10.31148	-8.45452	-21.152	19	.000
Pair 2	Content aspect score on Test before Implementation - Content aspect score on Test after Implementation	3.45500	.97381	.21775	-3.91076	-2.99924	-15.867	19	.000
Pair 3	Organization aspect score on Test before Implementation - Organization aspect score on Test after Implementation	1.75350	.61780	.13814	-2.04264	-1.46436	-12.693	19	.000
Pair 4	Vocabulary aspect score on Test before Implementation - Vocabulary aspect score on Test after Implementation	1.20700	.25728	.05753	-1.32741	-1.08659	-20.981	19	.000
Pair 5	Language use aspect score on Test before Implementation - Language use aspect score on Test after Implementation	2.01100	.46228	.10337	-2.22735	-1.79465	-19.455	19	.000
Pair 6	Mechanics aspect score on Test before Implementation - Mechanics aspect score on Test after Implementation	-.75550	.30245	.06763	-.89705	-.61395	-11.171	19	.000

APPENDIX E WRITING TASK ON PRE-TEST

WRITING TASK

Name	
Day/ Date	
Direction	<p>Write an argumentative writing (comparison and contrast) in the space provided. This is an individual task and you have 100 minutes to complete your writing. Please choose one of the following topics that you find it easier for you to elaborate.</p> <p>a. On holiday, cooking at home or go to restaurant</p> <p>b. Two places you have visited</p> <p>c. Watching football match on the TV and in the venue</p>

**APPENDIX F WRITING TASK ON POST-TEST**

<b>Name</b>	
<b>Day/ Date</b>	
<b>Direction</b>	<p>Write an argumentative writing (comparison and contrast) in the space provided. This is an individual task and you have 100 minutes to complete your writing. Please choose one of the following topics that you find it easier for you to elaborate.</p> <ul style="list-style-type: none"><li>d. Two ways of studying for an exam</li><li>e. An active student and a passive student</li><li>f. An online class compared to traditional class</li></ul>

## APPENDIX G OBSERVATION SHEET

### OBSERVATION SHEET

No.	OB.1
Day/ Date	
Cycle	<input type="checkbox"/> I <input type="checkbox"/> II
Meeting	
Object	Lecturer

No	Activities	Yes	No	Description
1	The lecturer opens the class by greeting and checking students' attendance lists.			
2	The lecturer introduces the topic to the students.			
3	The lecturer identifies students' major understanding about the argumentative texts.			
4	The lecturer asks some students to tell some topics orally.			
5	The lecturer introduces a model of the text to the students.			
6	The lecturer explains the generic structures and language features of argumentative text to the students.			
7	The lecturer gives examples of argumentative texts to the students.			
8	The lecturer applies the integrated collaborative writing technique in the teaching learning process			

No	Activities	Yes	No	Description
	The lecturer divides students into groups.			
	The lecturer provides time for students to work together.			
	The lecturer assigns a primary writer for each group.			
	The lecturer gives an assignment as a collaborative exercise.			
9	The lecturer gives time to the students to deliver their questions related to argumentative texts.			
10	The lecturer collects and concludes the materials.			
11	The lecturer closes the class.			

Additional notes:

## OBSERVATION SHEET

<b>No.</b>	<b>OB.2</b>			
<b>Day/ Date</b>				
<b>Cycle</b>	<input type="checkbox"/> I <input type="checkbox"/> II			
<b>Meeting</b>				
<b>Object</b>	<b>Students</b>			
<b>No</b>	<b>Students' Activities</b>	<b>Yes</b>	<b>No</b>	<b>Description</b>
1	The students pay attention to the lecturer explanation.			
2	The students are active in the class.			
3	The students concentrate to the lecturer explanation.			
4	The students understand the explanation about argumentative texts.			
5	The students ask the lecturer when they have questions about materials.			
6	The students do the exercise in groups.			
7	The students ask the lecturer or their friends if they find difficulties.			
8	All students bring dictionary.			
9	The students submit their tasks.			
Additional notes:				

## APPENDIX H INTERVIEW GUIDELINE

### Blueprint of Interview Guideline (Before Implementation)

No.	Content	Sub-content	Theory	Question Items	
				For students	For the lecturer
1.	Teaching writing	Types of classroom writing performance	Brown (2001, p.343)	<p>Apakah adik memiliki kesulitan dalam menulis dengan menggunakan bahasa Inggris?</p> <p>Do you find any difficulties to use English?</p> <p>Kegiatan apa yang biasa dilakukan saat menulis dalam bahasa Inggris?</p> <p>What kind of activities you usually do when writing in English?</p> <p>Biasanya aktifitas apa yang menyenangkan dalam menulis bahasa Inggris?</p> <p>What activities that interest you when writing in English?</p> <p>Apakah adik pernah menulis bahasa Inggris dalam grup?</p> <p>Have you ever written English writing in groups?</p> <p>Apakah adik lebih senang menulis secara individu atau dalam grup?</p> <p>Do you prefer to write individually or collaboratively?</p>	<p>What kind of activities do you usually implement in the teaching learning process?</p>



No.	Content	Sub-content	Theory	Question Items	
				For students	For the lecturer
		The role of the teacher	Harmer (2007, p.330)	Bagaimana cara guru menyampaikan materi saat pembelajaran bahasa Inggris berlangsung? How does your lecturer give the materials when teaching English?	What difficulties do you usually find in teaching writing?
					Do you think that the students are motivated and confident in writing? Why? What do you think about a teacher's feedback on students' writing?
		Feedback	Nation (2009, p.115)	Jika diberi koreksi, lebih baik diberi koreksi dari teman/ guru? If you get feedback, which one do you prefer? Peer feedback or teacher feedback?	What do you think about peer feedback on students' writing?
2.	Approaches	Collaborative Writing	Dale (1997, p.46)	Have you ever tried to write a text in pairs/ groups?  Bagaimana menurut kalian tentang menulis argumentative dalam grup kolaboratif? What do you think about writing an in argumentative text through collaborative writing? Apakah adik kesulitan jika menulis secara individu? Do you find any difficulties when you write a text both individually and collaboratively?	Have you ever applied collaborative writing technique in the teaching-learning process?

No.	Content	Sub-content	Theory	Question Items	
				For students	For the lecturer
3.	Argumentative texts	Structure of argumentative texts	Anderson (1997)	<p>Apakah adik memiliki kesulitan dalam menulis teks argumentative?</p> <p>Do you find difficulties when writing an argumentative text?</p> <p>Jika ia, kesulitan apa saja yang adik temui saat menulis teks argumentative?</p> <p>If yes, what difficulties you find when writing an argumentative text?</p> <p>Bagaimana dengan strukturnya, apakah kalian menemui kesulitan untuk menganalisa dan menulisnya?</p> <p>How about the structure of the text? can you easily analyze and write the framewoks?</p>	What are students' difficulties in writing argumentative texts?

### Blueprint of Interview Guideline (After Implementation)

No.	Content	Sub-content	Theory	Question Items	
				For students	For the lecturer
1.	Teaching writing	Types of classroom writing performance	Brown (2001, p.343)	<p>Apakah adik masih memiliki kesulitan dalam menulis dengan menggunakan bahasa Inggris?</p> <p>Do you still find difficulties when you write in English?</p> <p>Bagaimana menurut adik tentang kegiatan yang dilakukan selama proses belajar menulis argumentative?</p> <p>How do you feel about the learning process through collaborative writing?</p> <p>Apakah aktifitas yang dilakukan menyenangkan dalam menulis bahasa Inggris?</p> <p>Were the activities attractive to you when you write in English?</p>	What do you think about the activities implemented during the research?
		The role of the teacher	Harmer (2007, p.330)	<p>Bagaimana cara guru menyampaikan materi saat pembelajaran bahasa Inggris berlangsung?</p> <p>How was the lecture roles when delivering the materials in the classroom?</p> <p>Apakah adik termotivasi untuk belajar menulis dalam bahasa Inggris dengan metode tersebut?</p> <p>Were you motivated to write whne learning through the method used?</p>	<p>What do you think about the teacher role during the implementation?</p> <p>Do you think that the students are motivated and confident in writing?</p> <p>Why?</p>

No.	Content	Sub-content	Theory	Question Items	
				For students	For the lecturer
2.	Approaches	Feedback	Nation (2009, p.115)	<p>Apakah adik menerima/memberi koreksi saat menulis teks argumentative?</p> <p>Did you give some corrections/feedback when you write Argumentative texts?</p> <p>Feedback apa saja yang adik berikan/terima saat kegiatan berlangsung?</p> <p>What feedback you gave and received when involving in the activities?</p> <p>Apakah adik mengerti dengan koreksi yang teman adik berikan?</p> <p>Did you understand with your friends' feedback?</p>	<p>What do you think about the feedback given during the implementation of collaborative writing?</p>
		Collaborative Writing	Dale (1997, p.46)	<p>Bagaimana menurut kalian tentang menulis argumentative dalam grup kolaboratif?</p> <p>How do you feel about writing the argumentative texts through collaborative writing?</p> <p>Apakah kalian senang dengan aktifitas yang ada dalam menulis secara kolaboratif?</p> <p>Were you interested on the activities involved?</p>	<p>What's your opinion about the implementation of collaborative writing technique?</p>

No.	Content	Sub-content	Theory	Question Items	
				For students	For the lecturer
3.	Argumentative Text	Structure of Argumentative texts	Anderson (1997)	<p>Apakah adik masih memiliki kesulitan dalam menulis teks argumentative?</p> <p>Do you still find difficulties in writing the argumentative texts?</p> <p>Jika ia, kesulitan apa saja yang adik temui saat menulis teks argumentative?</p> <p>If yes, what are they?</p>	<p>What are students' difficulties in writing argumentative texts after the implementation?</p>

APPENDIX I STUDENTS' WRITING

S20 writing on Pre-Test*	S20 writing on Post-Test
On Holiday, cooking at home or go to restaurant.	An online class compared to traditional class
<p>When I holiday in everywhere, sometimes. If I feel hungry always eat in near from the place is restaurant, but that imposible if I come back home just for eat. Firstly, if I cooking at home, always economical for money. We can buy some vegetables, and we get a practice to cook. If we cooking at home, we can be autonomous person, we can make a healthy food, and we also feel satisfied when we cook at home. Secondly, if I go to restaurant we can choose many food, and in there is a waiters to serve. Finally I think eat in everywhere some, because we can make a fully and more, delicious.</p>	<p>In university, there are two ways to study in the class. First, an online class and traditional class. Both of them there are similarities and differences.</p> <p>I'm going to discuss the differences an online class first. The advantages of an online class are we just checking in an internet, if we are there is an assignment or new material, an online class also simple, easy, and do not need a lecturer. We can do it every time, everywhere. So, we can do everything. Moreover, an online class there is disadvantages. First, we uncontrolled because there is no lecturer teach us, there is no signal if we want to submit the assignment, we must go to internet store and make us useful the money, many bad effect.</p> <p>I'm going to discuss the differences the traditional class. The advantages of traditional class are we can meet the lecturer directly in the class. We can also sharing with the lecturer face to face. So we can also find the knowledge directly. The traditional class also makes me discipline for coming to the class. Moreover, the traditional class there is disadvantages. First, in the class we make me feel boring, the place also limited for study. If the season raining days, we cant go to the class.</p> <p>In conclusion, both of them there are similarities. We can get a knowledge, and we can submit the assignment too. An online class we get simple ways and the traditional class we get a boring way. Together keep me balanced.</p>

**APPENDIX J STUDENTS' WRITING SCORE ON WRITING ASPECT**

Student	Writing Aspects										TOTAL	
	Content		Organization		Vocabulary		Language Use		Mechanics		SCORE	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
S1	21	23	16.67	18.67	17	18.67	17.67	19.67	3	4	75.33	84
S2	18.33	21.33	15.67	18	16	17	16	18.67	3	3.67	69	78.67
S3	21.33	24	16.67	18.33	17	18.33	18.67	20.67	3	3.67	76.67	85
S4	21	26.33	17.33	19	18	19	19.67	22.33	3.33	4	79.33	90.67
S5	18.67	21.67	15	17.67	15.67	17.33	16.67	18	3	4	69	78.67
S6	20.33	23	16.33	18.33	17	18.33	17.67	19.67	3	4	74.33	83.33
S7	20.33	24	16.33	18.33	17	18.33	18	20.33	3	3.67	74.67	84.67
S8	18.33	22	16	17.33	16	17.33	17.33	19	4	4	71.67	79.67
S9	20.33	23	17	18	16.67	18	17.67	20	3	4	74.67	83
10	19.67	22.67	16.33	18	17	18.33	17.33	19.67	4	4	74.33	82.67
S11	19	21.67	16	17.33	16	17	17.67	19.33	3	4	71.67	79.33
S12	18.67	21.67	16	17	17	18	18	20.33	3	4	72.67	81
S13	21	26.33	18	19.33	18	19	18.67	21.33	3	4	78.67	90
S14	18.67	20.67	16.33	18	17	18.33	16.67	18	3	4	71.67	79
S15	18	22	16	17.33	16.67	17.67	16	17.33	3	3.67	69.67	78
S16	18	21.33	16.33	17.33	16.67	18	17.67	19	3.33	4	72	79.67
S17	18.33	22.67	16	19	17.33	18.33	18	20	3	3.67	72.67	83.67
S18	20.67	24.67	17.33	18.33	17.33	18	18.33	20	3	4	76.67	85
S19	20	24	17	19.33	17.33	18.33	19	21.33	3.33	4	76.67	87
S20	16.33	21.08	15	17.75	15.33	16.83	16.67	18.92	3	3.75	66.33	82.33