



APPENDICES

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Appendix 1: The Letter of Permission

April 24, 2012

P. Hady Sutris Winarlim, M. Sc.
The Head of English Department
Faculty of Teacher Training and Education
Widya Mandala Surabaya Catholic University
Jl. Kalijudan No. 37 Surabaya

Dear Mr. Hady,

I hereby:

Name : JatayuHaqqeKalimasada
NRP : 1213007039

Would like to ask your permission in collecting and taking some subjects in the Writing III course in order to get supporting data for my thesis. I plan to do it in the Writing III classes. I have confirmed the lecturers before. But here, I have to get your permission first as the procedure so that I can confirm back to the lecturers then. I am willing to get your approval, Sir. I am available every time and here is my phone number 085645183969. Thank you for your consideration.

Sincerely,



JatayuHaqqeKalimasada

1213007039

Usip: Surat
Mengetahui:
Kasim
24/4.
Hady S. Winarlim.

Appendix 2: The Syllabus of Writing III

THE SYLLABUS		
Course Name	:	Writing III
Course Code	:	EGL 209
Credits	:	2
Semester	:	IV
Prerequisite	:	Writing II
Lecturer	:	Dr. V. Luluk Prijambodo,

A. Basic Competence

The students are able to write coherent (explanation and exposition) compositions in grammatically correct and acceptable English sentences.

B. Achievement Indicators

Students are able to

1. Identify text types of explanation and exposition.
2. Explain what an **explanation composition** is, analyze the given models to scaffold their structures and to discover their language features.
3. Explain what an **exposition composition** is, analyze the given models to scaffold their structures and to discover their language features.
4. Experiment with exercises on paragraph/essay organization of each of these writing types/genres.
5. Write coherent explanation compositions in grammatically correct and acceptable English sentences from paragraphs to essays.
6. Write coherent exposition compositions in grammatically correct and acceptable English sentences from paragraphs to essays.

C. Course Contents

The course covers the following activities:

1. Review on text type/genres, in general, and recount, narrative, descriptive, report, and news item in particular.
2. Explanation text: nature, types and communicative purpose, structure, language features and models/examples.

3. Writing explanation texts (theory and practice: from paragraph to essay).
4. Exposition text: nature types and communicative purpose, structure, language features and models/examples.
5. Writing exposition texts (theory and practice: from paragraph to essay)
6. Review and post test.

D. Learning Strategies

The learning strategies applied to this course are:

1. Mini lectures
2. Identifying and analyzing the given models/examples
3. Question & Answer (discussion)
4. Writing practice (individually and in groups or pairs)
5. Doing assignments

** **Regular sessions** deal with theory and application of the theory to make the students grasp the basic concepts of the topic under discussion.

** **Practicum sessions** deal with “**real writing**”, putting the concepts learnt in the regular sessions on paper (computer) consisting of prewriting

(When necessary), drafting, sharing, revising, editing, and publishing, and assessing.

E. Assessment System

The following is the assessment system used in this course:

No.	Mid-Term Test Score (STS)	Weight
1	Portfolio	10%
2	Journals	20%
3	Assignments	30%
4	Mid-semester Test	40%
Total		100%

No.	Final Test Score (SAS)	Weight
1	Portfolio	10%
2	Journals	20%
3	Assignments	30%
4	Mid-semester Test	40%
Total		100%

F. Scoring System

1. To get the score of the students' paragraphs/essays, the following rubric is used:

Content	30	Points if the purpose/thesis/claim and the main steps/reasons are developed substantively, the supporting details are adequate and relevant and knowledge of the subject is demonstrated.
Organization	30	Points if the ideas are expressed fluently, logically, and cohesively using appropriate transition words, the main steps/reasons and the supporting details are clearly and succinctly stated and are not confused or disconnected.
Vocabulary	10	Points if the words and idioms used are sophisticated and effectively chosen, meaning is not obscured by incorrect words, word choice is not limited by lack of vocabulary, and word register is appropriate for the topic.
Language Use	25	Points if complex construction is used, errors of agreement, tense, number, word order or function are not many, articles, pronouns and prepositions are correctly used, and meaning is not obscured by grammatical errors.
Mechanics	5	Points if spelling, punctuation and capitalization are correctly used so meaning is not hard to grasp because of inappropriate punctuation and/or spelling, paragraphing demonstrates coherence of ideas.

2. Journals are scored based on the required quantity and performance (12 journals).
3. Mid-semester Test, Final semester Test, and assignments are scored using the above rubric.

Notes on Journal Writing

Writing reflective journals regularly will encourage you to express yourself freely about what you know best: that is your own experiences. Therefore, you are strongly urged to write reflective journals in this writing class: each week one reflective journal. (Discuss with your lecturer about the appropriate time to hand in your journal entries).

Below are the guidelines:

- You should write twelve (12) reflective journals (at least): one journal in one week

- Your journal entries should be handwritten in a special notebook or computer-type written (discuss with your lecturer which one is suitable for you).
- Your reflective journals should clearly state the day, date, and journal entry number on the top of the page.
- Your journal entries won't be corrected by your lecturer, but will be read and responded to once a while.
- Your reflective journals should be freely written without worrying about making mistakes in grammar, spelling, and punctuation marks.
- Your reflective journals should contain your reflections and impressions about the weekly writing classes. Express yourself freely about the progress you get if there is any and why, or if you feel you don't get any progress then write about it along with reasons and suggestions to overcome the root-causes, if there is any.

G. References

1. Anderson, Mark, and Kathy Anderson. 1997. *Text Types in English*. MacMillan: South Yarra, Australia.
2. Gillie, Jeri Wyn et al. 2001. *Read to Write*. Singapore: McGraw-Hill.
3. Hyland. Ken. 2004. *Genre and Second Language Learning*. The University of Michigan Press: USA.
4. Jones, Heather and Robyn Mann. 2005. *Step Ahead 1*. Singapore: SNP/Panpapac.
5. MacMillan Education Australia PTY LTD. 1997. *Text Types in English*, South Yarra, Australia.
6. Oshima, Alice and Ann Hogue. 2007. *Introduction to Academic Writing*. New York: Longman.
7. Sadler and Hayllas. 2004. *Text in Actions: An English Workbook. 1-3*, South Yarra, Australia: MacMillan.
8. Yuliani, Marta. Et.al. 2005. *English for a Better Life. X, XI, and XII*. Bandung: Pakar Raya.

THE COURSE OUTLINE					
First Half of the Semester : Process/Procedure Writing & Explanation					
Meetings	Topics	Lecturer's Activities	Students' Activities	Assignments	References
01	Introduction: Syllabus sharing, Classroom rules, community building, Writing 3 Dream	Explains, Exemplifies	Participate, take notes, Ask and answer Questions	Read articles on text types/genres.	Syllabus Handout.

02	Pre-test: Write an essay explaining why learning English nowadays is really important.	Explains and administers the pre-test.	Participate and do the pre-test as instructed by the respective lecture. Dictionaries and any other writing sources can be used.	Read articles on explanation, commentary, and analytical exposition from the Internet or from the books in the library.	
03	Feed-back on the pre-test	Comments, explains and give suggestions.	Participate, take notes, and ask questions	Read and study the basic concepts of explanation, and do the assignments.	
04, 06, 08, 10, 12, 14 Regular Class	Explanation text: nature, types & communicative purpose, structure, language features and models/examples	Explains, exemplifies & analyzes explanation text models.	Participate, analyze the models and practice writing explanation compositions.	Read and study the basic concepts of exposition, and do the assignments (6 Journal entries)	Oshima, pp.94-107 pp.76-93 Handouts
05,07,09, 11, 13,15	Explanation Writing Practicum sessions	Explains, exemplifies, and demonstrates explanation writing process which consisting of prewriting (when necessary) drafting, sharing, revising, editing, publishing, and assessing explanation writing product.	Practice writing explanation compositions following the process of prewriting (when necessary) drafting, sharing, revising, editing and publishing, and assessing own or peers' explanation compositions.	Read, analyze the given models, and practice writing explanation compositions independently.	Oshima, pp. 94-107 Oshima, pp. 76-93 Handouts

MIDTERM TEST

Second Half of the Semester: Exposition : Analytical & Hortatory

Meetings	Topics	Lecturer's Activities	Students' Activities	Assignments	References
16, 18, 20, 22, 24, 26	Exposition text: nature, types and communicative purpose, structure, language features, and models/ examples. (Regular class sessions)	Explains, exemplifies, and analyzes exposition models.	Participate, analyze the models and practice writing exposition compositions.	Read and study the basic concepts of commentary writing, and do the given assignments (Journal writing: 6 entries)	Oshima, pp. 168-179 Handouts
17, 19, 21, 23, 25, 27	Exposition Writing Practicum sessions	Explains, exemplifies, and demonstrates exposition writing process consisting of prewriting (if necessary) drafting, sharing, revising, editing, and publishing, and assessing writing products.	Practice writing exposition compositions following the process of prewriting (when necessary) drafting, sharing, revising, editing, and publishing, and assessing own or peers' exposition compositions.	Read, analyze the given models, and an practice writing exposition composition independently.	Oshima, pp. 168-179 Handouts
28	Brief review and Post test: Write an essay explaining why learning English nowadays is really important.	Explains and administers the post test.	Participate and do the pre-test as instructed by the respective lecturer. Dictionaries and any other writing sources can be used.	Read and write for the final semester test. Complete all the assignments: journals and reading logs put in a special folder to be submitted on the due date 4.	

FINAL SEMESTER TEST

Attention:

Values to be implemented: Honesty, Responsibility, Respect, Togetherness, Love, Truthfulness, Integrity, Academic Freedom, Humility. Integrate any of these values in your teaching and give examples to your students on how to exercise these values from day to day.



Appendix 3: The Students' Track Records

Writing III Class B*

No.	Name	NRP	Writing Grade	
			Writing I	Writing II
1.	Theresia Dian K.	1213010082	A	A
2.	Jessica Sugianto	1213010016	B+	A
3.	Maria Patrisia	1213010070	A-	B+
4.	Amelia Wijaya	1213010009	A	B+
5.	Kurnianingsih	1213010075	B	B
6.	Banny P. S.	1213010089	B+	C+
7.	Sulviana Danita S.	1213010072	B+	A-
8.	Sheren Cinintya	1213010023	A	B+
9.	Victor Tjsenawahwe	1213010078	C+	C
10.	Franco I. I.	1213010077	C+	B
11.	Ridho Tiara Surya	1213010064	B	C+
12.	Luthia Alyani	1213010088	C	A-
13.	Jangger Cokro B.	1213010086	B	A-
14.	Siti Astri Yoana	1213010049	B	C+
15.	Brenda A. Rivany	1213010090	A	A-
16.	Kristian H. P.	1213008094	A	A

*Lecturer: Dr. V. Luluk Prijambodo, M.Pd.

Appendix 3: The Students' Track Records

Writing III Class D*

No.	Name	NRP	Writing Grade	
			Writing I	Writing II
1.	Edsy Risemary Martha S.	1213007049	C+	C
2.	Elisari	1213007097	C	C+
3.	Priska Pramastiwi	1213010003	A	A
4.	Cecilia Alvina K.	1213010006	A	A-
5.	Maria Bernadeth P.	1213010008	B-	B+
6.	Vianey Moyniahm A.	1213010014	A-	A-
7.	Eleos Theofilus G.	1213010018	A-	A
8.	Stephanus Wijaya	1213010025	B-	A-
9.	Widhiya Putri O.	1213010041	B+	B+
10.	Iga Ayuningtiyas	1213010048	B	C+
11.	Shendy Oktafiana S.	1213010051	A-	A-
12.	Irene Dian N.	1213010051	B+	B
13.	Venidora Meta N.	1213010058	---	---
14.	Ferry	1213010063	A-	B
15.	Nurul Isnaini F.	1213010071	---	---
16.	Bayu Styah Permana	1213010074	B	C+
17.	Clara Dayinia	1213010081	---	---
18.	Elisabeth Eki R.	1213010085	---	---
19.	Setyawan Haryono	1213010087	---	---

***Lecturer: M. N. Siti Mina Tamah, Ph.D.**

Appendix 4: The Observation Sheet

Observation Sheet

Propose: To Know the Composition Process

No.	Activity		Subjects				
			Observation Date				
	Dimension	Indicator	S1 May 2 nd , 2012	S2 May 4 th , 2012	S3 May 9 th , 2012	S4 May 4 th , 2012	S5 May 4 th , 2012
1.	Writing Strategy	Planning / Prewriting	√	√	√	×	√
		Drafting	√	√	√	√	√
		Editing	√	√	√	×	√
		Revising	√	√	√	×	√
		Publishing	√	√	√	√	√
2.	Composing Process	Linear	√	√	√		√
		Non-Linear				√	
3.	Questionnaire	Represent	√	√	√	√	√
4.	Place		Canteen	SAC	Library	SAC	SAC
5.	Speed		30 Minutes	60 Minutes	80 Minutes	73 Minutes	78 Minutes

Note: (every single activity happens during the observation and considered significant as the additional information)

First time was successful and done in the canteen. Second time was in the SAC room and the situation was noisy and limited time made impossible for the interview, so it turned as the questionnaires. Subject 3 was absent because of illness (flu and asthma), so it's postponed.

*Adapted from: HERLINA \\192.168.8.203\upi\Direktori\A - FIP\JUR. PBB\SITI WURYAN
INDRAWATI\PD2-Teori Observasi.rtf*

Appendix 5: The Field Note of Activities 1

FIELD NOTE	
Date :	Wednesday, 2 May 2012
Time :	9:10 – 10:00 AM (50 minutes includes the composing process)
Place :	Canteen/Cafeteria
Activity :	Questionnaire & Free Writing Test
Subject(s) :	Subject 1
Researcher :	Jatayu Haqqe Kalimasada

Descriptive Note	Reflective Note
<p>Today is Wednesday, 2 May 2012. This is the first time for taking the data from five different subjects. On this day I have Subject 1 to be interviewed and do a free writing test.</p> <p>I come to the campus at 8.30 A.M. then, directly go to the place of appointment which is located in the canteen. The canteen here is very wide but I choose to sit on the corner near the students' organization rooms.</p> <p>The atmosphere at that time is quiet enough as the majority of students are still having their classes. While waiting, I check again all the things which will be used. It is now 9.00 A.M. but Subject 1 has not come yet. I open my phone but there is no message from her.</p> <p>Time goes by. At 9.10 A.M. I hear voice of a girl calls my name, while I am reading my thesis. "Oh, she is Subject 1. Finally she comes", I tell myself. And then we do the activities as I planned before.</p> <p>In the end of the meeting, I gave her a souvenir as the present for helping me to be the subject for my thesis.</p>	<p>It is now 3.00 P.M. I arrive at home. I feel today's activities ran smoothly. I think this kind of activities give me another experience in doing an interaction with other person in systematic, well ordered and prepared.</p> <p>The results were good and clear enough because the place we used was quiet, though there were some interruptions during the activities.</p> <p>I started the activities by interviewing the subject fist with the questions about learning experience in writing and the composing process itself. Finished with it, then I gave her a free writing test in the form of Explanation text genre, with the topic "how to make... (Something)".</p> <p>I noted some important points which were: 1) the steps of her composing process; 2) which type of writer she is; and 3) her strategy in writing which are read, hear, and write.</p>

Appendix 5: The Field Note of Activities 2

FIELD NOTE	
Date :	Wednesday, 2 May 2012
Time :	10:30 – 12:30 AM (120 minutes includes the composing process)
Place :	SAC (Self Access Center)
Activity :	Questionnaire & Free Writing Test
Subject(s) :	Subject 2, 4, and 5
Researcher :	Jatayu Haqqe Kalimasada

Descriptive Note	Reflective Note
<p>Today is Friday, 4 May 2012. For this second day, I have an appointment with the chosen subjects which are four students (Subject 2, Subject 3, Subject 4, and Subject 5) to be interviewed and do the free writing test at all once. Unfortunately, one of the chosen subjects, Subject 3, cannot attend. In the morning of the day, she sends me a message which tells that she cannot come because she is sick. “It’s okay and get well soon”, I reply. So, I only get three subjects and have to wait until she recuperates from her illnesses.</p> <p>I arrive at the campus at 9.45 A.M. I then go to SAC (Self Access Center) in a rush because the appointment with the subjects is at 10.00 A.M. When I enter the SAC (Self Access Center) room, there are many students inside. “Oh God, it’s very crowded”, I tell myself. Then I sit and prepare all the things.</p> <p>It is 10.00 A.M. already, but they have not come yet. While waiting, I make a chat</p>	<p>I arrive at home at 3.00 P.M.</p> <p>I think even though today’s activities did not run as I planned, I still get all the date as I needed. What I have learned today is that I have to make a backup plan and get prepared if the first plan does not work.</p> <p>Because the interview activity has changed into becomes questionnaire activity, the results are very solid and clear.</p> <p>I started the activity by giving them questionnaire sheet first which the content of the questions are about the learning experience in writing and the composing process itself. Finished with it, then I gave them free writing test in the Explanation text genre with the topic “how to make... (Something)”.</p> <p>The same important points I noted down were: 1) their steps on their composing process; 2) which type of writer are they; and 3) their strategies</p>

with my friend who is being a consular of the SAC (Self Access Center). Time goes by. At 10.30 A.M. I see one of the subjects coming. She is Subject 2. She says sorry of being late because she has a class before. Then I start the activities. While I am talking with Subject 2, Subject 4 come and explain the same reason too. "It's okay", I tell her. So, I continue the activities with both of them.

Unfortunately the activities which I plan and prepare before is not working well as what I expect. I cannot make interview with both subjects because the atmosphere in the SAC (Self Access Center) inside is very crowded which will make the recording results not clear enough.

I decide to change the interview sheets become questionnaire sheets which I distribute to them, so that they can write down all their answers which the results will be same as if I interview them.

While two of them are working with the questionnaire sheets, the other subject come, who is Subject 5. Then, I explain the same rules to her. After finish with the questionnaire activity, I ask them to make composition writing while I am observing them. Actually, this activity is more like the same as the first day.

In the end of the meeting, I gave all of them souvenirs as the present for helping me to be the subjects for my thesis.

used in writing such as practice a lot and consult to the expert, imagine & explore, giving example and read. These points are different for each other subjects.

Appendix 5: The Field Note of Activities 3

FIELD NOTE	
Date :	Wednesday, 9 May 2012
Time :	10:27 – 12:15 AM (102 minutes includes the composing process)
Place :	Library of WMSCU
Activity :	Questionnaire & Free Writing Test
Subject(s) :	Subject 3
Researcher :	Jatayu Haqqe Kalimasada

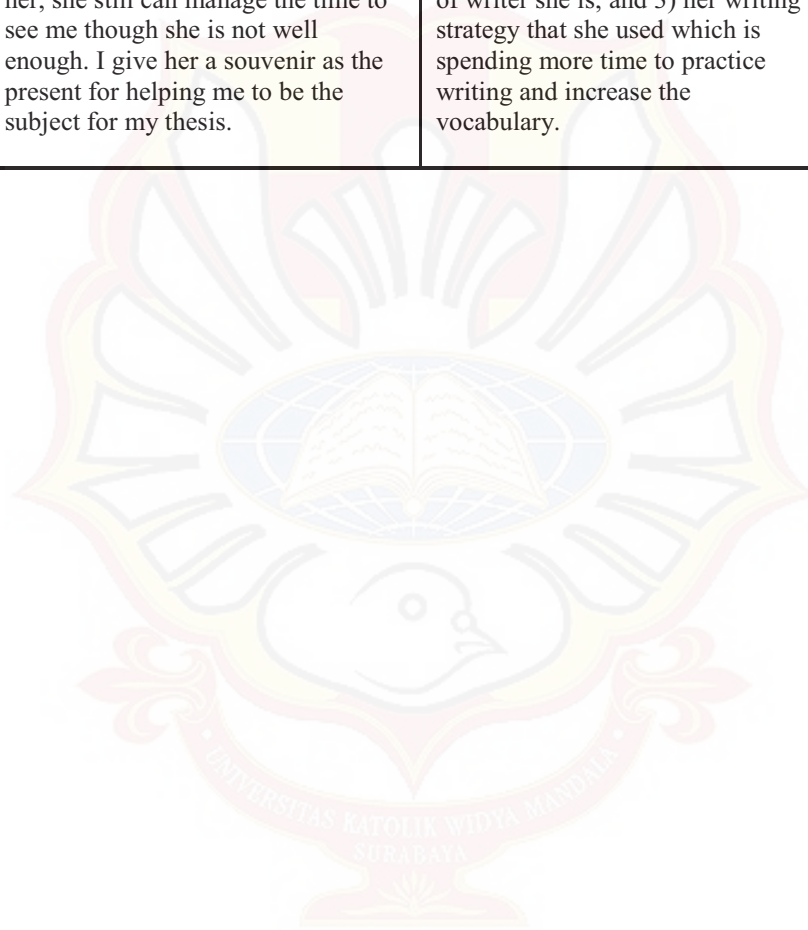
Descriptive Note	Reflective Note
<p>Today is Wednesday, 9 May 2012. It is the third day and the last day for taking the data. The chosen subject here is Subject 3, which in the second day cannot come because she is sick. But today, she tells me that she has recovered from her illnesses even though not 100 percent. I arrive at the campus at 9.40 A.M. and then go to the canteen. While waiting, I read again the questions that I am going to address to her and prepare all the things to get ready. Time goes by. At 10.15 A.M. I get a message from her which tell me that how about if the place change to the library. "It's okay, I am coming", I reply.</p> <p>I arrive at the library, the atmosphere here is very quiet and I think it will be successful to do the interview with her. Unfortunately, I cannot do that because she is not fit enough. She still gets flue and cough. Then, I</p>	<p>It is 13.30; I am at home now. I think today's activities are more like the same as the second day which the interview activity was change into questionnaire activity. Once again I feel pity and also thankful to Subject 3 because she was still willing to come and managed to finish the activities that I planned.</p> <p>I started with the questions in the form of questionnaire which was the same as I addressed in the first interview, which tell about her learning experience in writing and also the knowledge in composing process. After that, I continued the activity by giving her a free writing test in the Explanation text genre with the topic about "how to make... (Something)".</p> <p>Actually the result here, between interview and questionnaire are just the same and I think the</p>

change the interview activity become questionnaire activity so still she can answers all the questions without talking much.

In the end of the meeting I thank to her, she still can manage the time to see me though she is not well enough. I give her a souvenir as the present for helping me to be the subject for my thesis.

questionnaire result is clearer that the interview result.

The important points that I noted down were: 1) the steps of her composing process; 2) which type of writer she is; and 3) her writing strategy that she used which is spending more time to practice writing and increase the vocabulary.



Appendix 6: The Questionnaire Response – Subject 1

QUESTIONNAIRE

The Details of Experience

This questionnaire is intended to obtain the data about the research subject's writing strategy or process while composing a composition.	
Date	Wednesday, 2 May 2012
Time	9:10 – 10:00 AM (50 minutes includes the composing)
Place	Canteen/Cafeteria

No.	Aspects	Questions & Answers
1	View on quality writing	<p>1. What is a good writing to you? <i>Good writing for me is a writing that has a specific target (readers), and has a purpose for our readers.</i></p> <p>2. What do you think about the meaning of “writing” itself? <i>Writing is a media for me to share my opinion, ideas, knowledge, and also information.</i></p> <p>3. Is writing important? Why? <i>Yep, it is important, because that is one of important skills that we need in the future.</i></p>
2	View on learning of writing	<p>4. How many text genres do you know/have learnt? Explain! <i>A few of text genres start from narrative, descriptive, recount, procedure, exposition, explanation, etc.</i></p> <p>5. In the Writing III course you have been learning Procedure & Explanation text, what are the differences between them? What do you know about Explanation, especially the function? <i>Procedure applied step by step and procedure appears more simple than explanation because in explanation, we have to support our statement and supporting ideas. The function of explanation is giving the readers details to make them more understand.</i></p> <p>6. Explain more about the generic structure and the tenses used in Explanation! <i>Explanation using present simple and start from background, body, and conclusion that we should repeat our thesis statements.</i></p>

3	Composing strategies	<p>7. What are your strategies to be better in writing? <i>Read more, hear more, and start writing.</i></p> <p>8. How do you write usually, in your daily or for a test? <i>I make an outline first, then start with the ideas, last start writing.</i></p> <p>9. Do you like making draft at first or just directly write with the flow? Which one of the habits above that you frequently adapt or use? <i>Yes, I do love making draft first than directly writing.</i></p> <p>10. How much time do you usually spend to finish writing? Tell me the reason! Why? <i>An hour or an hour and a half, because we need to make an outline first.</i></p> <p>11. Which one is more practice and beneficial? <i>Making draft.</i></p> <p>12. Tell me the steps how you compose your own daily writing! <i>I make an outline by the topic given and I collect the ideas and I start writing.</i></p> <p>13. Have you ever experienced out of line while composing your writing? <i>Sometimes, I am out of line because I am stuck suddenly and I cannot think more ideas for complete my statement.</i></p> <p>14. What does usually happen/come up while you composing? <i>The idea, the topic or the title.</i></p>
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4	Writing problems	<p>15. Do you find difficulties in composing? Tell! <i>No, I do not.</i></p> <p>16. What problems do you have when writing in English, and in Indonesian? <i>In English, I know what I want to write but I do not know how to write it using English because I usually stuck in sudden. In Indonesian, I usually use informal language and it is hard for me to use formal language.</i></p> <p>17. How do you deal with the difficulty of words choice or words meaning? <i>I open the dictionary more often and I elaborate my vocabulary.</i></p> <p>18. What do you do to handle stagnancy in writing? <i>I keep reading, I keep hearing, I keep learning, and also I keep writing.</i></p> <p>19. How do you solve the writing problems? <i>Improve more, write more, read more, and learn more.</i></p>
5	Topic area	<p>20. What topics do you prefer to write out? Why? <i>Daily life, because my topic in the daily life that people have not taught.</i></p> <p>21. At what genre of writing are you good? <i>Exposition text (hortatory).</i></p> <p>22. What do you do when you have to write for a given-topic? <i>Make an outline first.</i></p> <p>23. Which do you prefer, writing in Indonesian or in English? <i>In English.</i></p> <p>24. Is the time different to finish Indonesian writing? <i>Same.</i></p>
6	Personal Opinion	<p>25. What makes you fun in writing? <i>Because I can share my ideas and information that I have.</i></p> <p>26. What benefits do you get from your writing? <i>I think more logically, idealistic, try to look from another sides of the writer and the reader.</i></p> <p>27. How do you keep your writing skill up? <i>I do my best, writing more often and learn more.</i></p>

Appendix 6: The Questionnaire Response – Subject 2

**QUESTIONNAIRE
The Details of Experience**

This questionnaire is intended to obtain the data about the research subject's writing strategy or process while composing a composition.	
Date	Friday, 4 May 2012
Time	10:30 – 12:00 AM (90 minutes includes the composing)
Place	SAC (Self Access Center)

No.	Aspects	Questions & Answers
1	View on quality writing	<p>1. What is a good writing to you? <i>Good writing is when I am interested in a topic and I can write well about the topic. Well in this mean, able to express my ideas and suitable for generic structure.</i></p> <p>2. What do you think about the meaning of “writing” itself? <i>Writing is a process of sharing my thought to other or even myself.</i></p> <p>3. Is writing important? Why? <i>Writing is important because I can share my thought, ideas, etc. that maybe I cannot say in oral way.</i></p>
2	View on learning of writing	<p>4. How many text genres do you know/have learnt? Explain! <i>Forgot the actual number, maybe four: recount, narrative, descriptive, report.</i></p> <p>5. In the Writing III course you have been learning Procedure & Explanation text, what are the differences between them? What do you know about Explanation, especially the function? <i>Differences: language features, such as first, second, then in procedure; procedure is used to write procedural events. Explanation is to explain or inform about something than majority people maybe does not know that issues.</i></p> <p>6. Explain more about the generic structure and the tenses used in Explanation! <i>Generic structure: forgot; tenses use: present tense, maybe. I didn't remember each text's generic structure.</i></p>

3	Composing strategies	<p>7. What are your strategies to be better in writing? <i>Practice a lot and consult some people that "expert" in that field.</i></p> <p>8. How do you write usually, in your daily or for a test? <i>Usually I write a diary which is informal and essays in the test which is formal.</i></p> <p>9. Do you like making draft at first or just directly write with the flow? Which one of the habits above that you frequently adapt or use? <i>For the informal one, I do not write any draft, just go with the flow. For the formal one, I make a draft, to prevent wrong ideas.</i></p> <p>10. How much time do you usually spend to finish writing? Tell me the reason! Why? <i>About an hour. Because I have to think and arrange the suitable words.</i></p> <p>11. Which one is more practice and beneficial? <i>I think drafting is more beneficial and save a lot of time.</i></p> <p>12. Tell me the steps how you compose your own daily writing! <i>I do not think I have strategies to compose my own daily writing. Just write what is vise in my mind everywhere. (In HP).</i></p> <p>13. Have you ever experienced out of line while composing your writing? <i>Yes, sometimes I did out of line in writing. Maybe the content does not have coherency with the topic given.</i></p> <p>14. What does usually happen/come up while you composing? <i>Many ideas usually come up when I write about a topic.</i></p>
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4	Writing problems	<p>15. Do you find difficulties in composing? Tell! <i>I browse the internet for the similar topic.</i></p> <p>16. What problems do you have when writing in English, and in Indonesian? <i>I often get stuck with ideas, what I am going to write.</i></p> <p>17. How do you deal with the difficulty of words choice or words meaning? <i>I usually look at the thesaurus dictionary.</i></p> <p>18. What do you do to handle stagnancy in writing? <i>I ask for other people suggestion or browse the internet.</i></p> <p>19. How do you solve the writing problems? ---</p>
5	Topic area	<p>20. What topics do you prefer to write out? Why? <i>Inspirational topics. Because I like to inform and inspire other people.</i></p> <p>21. At what genre of writing are you good? <i>Maybe recount, because recount tells someone's experience.</i></p> <p>22. What do you do when you have to write for a given-topic? <i>If the topic is uncommon, I usually browse the internet.</i></p> <p>23. Which do you prefer, writing in Indonesian or in English? <i>Informal Indonesian which is diary.</i></p> <p>24. Is the time different to finish Indonesian writing?</p>
6	Personal Opinion	<p>25. What makes you fun in writing? <i>When I looked back to my writing archives.</i></p> <p>26. What benefits do you get from your writing? <i>I can earn money, maybe.</i></p> <p>27. How do you keep your writing skill up? <i>I keep practicing and reading books.</i></p>

Appendix 6: The Questionnaire Response – Subject 3

QUESTIONNAIRE

The Details of Experience

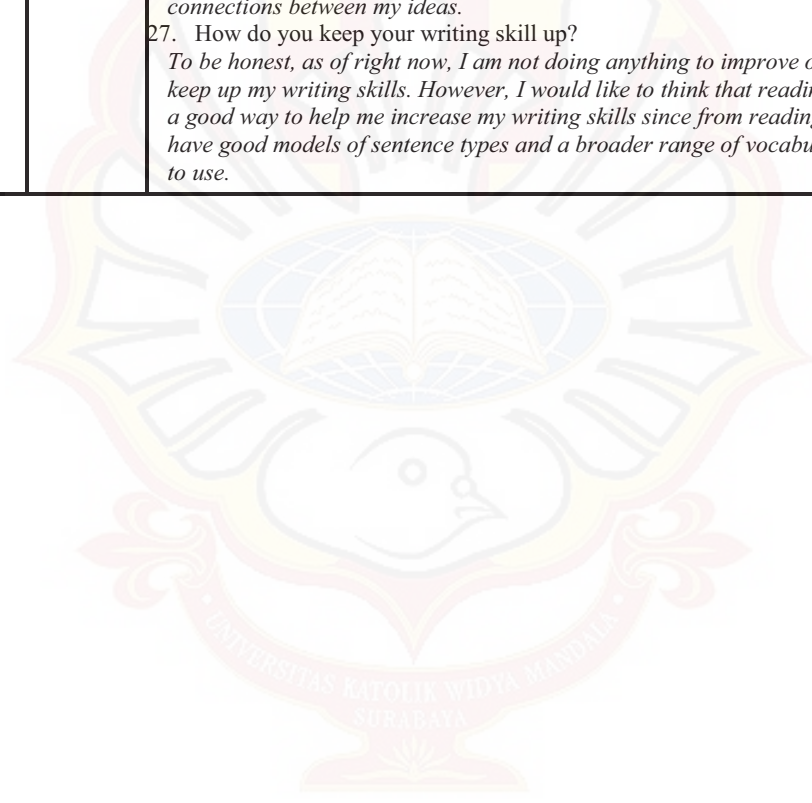
This questionnaire is intended to obtain the data about the research subject's writing strategy or process while composing a composition.	
Date	Wednesday, 9 May 2012
Time	10:27 – 12:15 AM (102 minutes includes the composing process)
Place	Library of WMSCU

No.	Aspects	Questions & Answers
1	View on quality writing	<p>1. What is a good writing to you? <i>A good writing to me is a composition that's in unity, has coherence among the sentences and paragraphs, grammatically correct, has correct usage at diction, punctuation marks and capitalization, and also expresses logical ideas in a well ordered sequence.</i></p> <p>2. What do you think about the meaning of "writing" itself? <i>The meaning of writing is experiencing thoughts, ideas, arguments or theories through written text. It is basically communicating through written language where there is a message conveyed by the writer through the written language that is to be interpreted by a reader.</i></p> <p>3. Is writing important? Why? <i>Yes, it helps us express our message or ideas in a systematic order, helps arrange our ideas to be easily understood and have logical connections.</i></p>
2	View on learning of writing	<p>4. How many text genres do you know/have learnt? Explain! <i>Recount, Descriptive, Narrative, Explanation, Procedure, Anecdote, Review, News Item, Analytical Exposition, Hortatory Exposition, Discussion, Spoof.</i></p> <p>5. In the Writing III course you have been learning Procedure & Explanation text, what are the differences between them? What do you know about Explanation, especially the function? <i>In Procedure texts, imperative sentences are commonly used, where as in Explanation texts, sequence connector are used. The tenses used in Procedure text is usually the simple present tense while passive voice is used a lot in Explanation texts. The generic structure of Procedure text can be identified easily since each part is quite distinctive. For example, the title, the steps, the materials as ingredients are explicitly stated and in separate parts. The function of an explanation text is to explain or state how and why something is the way it is.</i></p> <p>6. Explain more about the generic structure and the tenses used in Explanation! <i>The generic structure of explanation text: identification, detailed explanation, and conclusion. Tenses: simple present, passive is mostly used.</i></p>

3	Composing strategies	<p>7. What are your strategies to be better in writing? <i>My strategies to be better in writing are simply spending more time to practice writing and also reading to increase vocabulary. I try not to write so rigidly and pay a lot of attention to grammar and such because they hinder me from really expressing my ideas. The time to focus on grammar and mechanics is during proof reading, I try to make sure to always proof read my writing afterwards.</i></p> <p>8. How do you write usually, in your daily or for a test? <i>I usually write for a test or if there is a writing assignment. I am not particularly hand of writing so I do not do it often or simply because I want to.</i></p> <p>9. Do you like making draft at first or just directly write with the flow? Which one of the habits above that you frequently adapt or use? <i>I prefer to write the main points of my paragraphs first, perhaps a few phrases, then I directly write my composition based on that short rough draft.</i></p> <p>10. How much time do you usually spend to finish writing? Tell me the reason! Why? <i>I spend quite a long time to finish writing because it is something I dread of doing. I usually spend more time than a day to finish writing assignment because I stop in the middle of writing and continue it later. Perhaps another reason for that is that I got bored easily.</i></p> <p>11. Which one is more practice and beneficial? <i>If asked which one is more beneficial, I would say that it depends on the purpose my writing. If I am an assignment or for a test, the rough draft would probably be most beneficial. On the other hand, if I am just writing a journal, I would probably just write directly what comes to mind without much prior thinking.</i></p> <p>12. Tell me the steps how you compose your own daily writing! <i>The steps of composing my daily writing is quite simple actually. I just write whatever comes across my mind since daily writing would not be graded or be account for a big grade. If I am writing an essay for a test or assignment, I would make a rough draft of main points, start writing the essay, and then come up a title after my essay has done. Then, proof read at the very end.</i></p> <p>13. Have you ever experienced out of line while composing your writing? <i>Yes, I have experienced out of line writing when the knowledge I have of the given topic is few.</i></p> <p>14. What does usually happen/come up while you composing? <i>Nothing bad usually happens during my composing, probably just getting stuck on finding the most suitable words (diction problems), I do not really know how to connect one idea to another, using the same type of sentence (monotonous sentence type), and forgetting to be consistent with the pronouns or even the main idea I am trying to convey.</i></p>
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4	Writing problems	<p>15. Do you find difficulties in composing? Tell! <i>I do not find these problems during composing an Indonesian essay.</i></p> <p>16. What problems do you have when writing in English, and in Indonesian? <i>Problems I have when writing English are usually concerning diction, punctuation marks, coherence, and the logic of my sentences. I have trouble putting my ideas into a nice order so that it could be easily understood. Using a broad range of vocabulary is also not my strongest points. I usually use the same words over and over again. Sometimes, my sentences are illogical and have no connections whatsoever with the previous sentences.</i></p> <p>17. How do you deal with the difficulty of words choice or words meaning? <i>I feel frustrated and annoyed when I cannot think of words that represents what I have to say. That is why I cannot write without a thesaurus that helps me find more sophisticated and suitable words. Dictionary does not do much for me because I can only look up the spelling and meaning. I do not have too much trouble with spelling.</i></p> <p>18. What do you do to handle stagnancy in writing? <i>I avoid stagnancy in writing by proof reading and avoiding to repeat my previous mistakes.</i></p> <p>19. How do you solve the writing problems? <i>I solve my diction issues by consulting a thesaurus whereas my writing problems regarding the mechanics of writing. I proofread to correct those mistakes.</i></p>
5	Topic area	<p>20. What topics do you prefer to write out? Why? <i>I prefer writing about the things that I can relate to or that is in my surroundings. I avoid narrative because I do not have that good of an imagination. Perhaps writing about opinions or giving arguments is more interesting to me rather than making up a story.</i></p> <p>21. At what genre of writing are you good? <i>I guess, judging from my writing scores, I am quite good at persuasive writing (discussion, analytical exposition) and also biographies.</i></p> <p>22. What do you do when you have to write for a given-topic? <i>I usually got down a few ideas or what I know about the topic first, before I write the composition. If I do not have sufficient knowledge of the topic then that is going to be a problem for me to write the essay.</i></p> <p>23. Which do you prefer, writing in Indonesian or in English? <i>As stated before, I do not like writing in general so in whatever language it may so; I am still going to find difficulties in producing a good composition.</i></p> <p>24. Is the time different to finish Indonesian writing? <i>No, I dislike writing in general so it takes me a long time to write anything.</i></p>

6	Personal Opinion	<p>25. What makes you fun in writing? <i>I find it amusing and entertaining to write if the topic is something I am familiar with and that I am passionate about. I avoid writing that needs extensive imagination. It turns me off also when teachers correct my writing in terms of the mechanics because I believe that the idea counts more than just more punctuation marks and capitalization. Generic structure is also something that takes away the fun in writing. I believe we should not be conformed to any rules when writing.</i></p> <p>26. What benefits do you get from your writing? <i>Writing helps me put and arrange my ideas in a structured order. It also helps me think in a systematic way which facilitates me to make logical connections between my ideas.</i></p> <p>27. How do you keep your writing skill up? <i>To be honest, as of right now, I am not doing anything to improve or keep up my writing skills. However, I would like to think that reading is a good way to help me increase my writing skills since from reading I have good models of sentence types and a broader range of vocabulary to use.</i></p>
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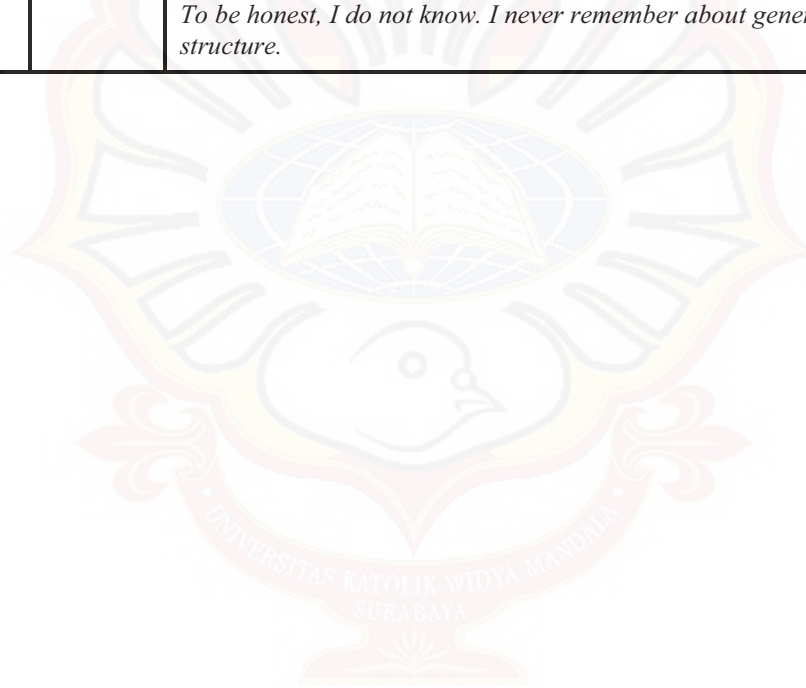
Appendix 6: The Questionnaire Response – Subject 4

**QUESTIONNAIRE
The Details of Experience**

This questionnaire is intended to obtain the data about the research subject’s writing strategy or process while composing a composition.	
Date	Friday, 4 May 2012
Time	10:30 – 12:15 AM (105 minutes includes the composing process)
Place	SAC (Self Access Center)

No.	Aspects	Questions & Answers
1	View on quality writing	<p>1. What is a good writing to you? <i>For me, a good writing is that it should be understood by the reader. When the reader reads it, he can take the idea of it. Sometimes, many “writing” have very good ideas, but unfortunately the writer cannot explain it clearly. Simply, I can say good writing should be easily understood by the reader (based on the level of reader). Good writing is also the skill that the writer should have. What kind of skill? It must be easily understanding skill.</i></p> <p>2. What do you think about the meaning of “writing” itself? <i>I think writing is a skill. Writing is like an art when it should be interesting and can make the reader feels like what the writer feels.</i></p> <p>3. Is writing important? Why? <i>Of course writing is important. First, it can be a language. By writing, can communicate one another. Second, it is a skill; we have to have it, especially as the teacher. By having writing skill, we can explore our idea that sometimes cannot be expressed by the spoken language. Because of them, I think writing is so important.</i></p>

2	View on learning of writing	<p>4. How many text genres do you know/have learnt? Explain! <i>Descriptive (to describe things, it usually use many adjectives to describe), Recount (it tells about the past, for example experience), Narrative, Procedure (it explains you the step of doing something), Hortatory (it is like persuasive).</i></p> <p>5. In the Writing III course you have been learning Procedure & Explanation text, what are the differences between them? What do you know about Explanation, especially the function? <i>Procedure (step of doing something); Explanation (more explanation than the steps). Function of explanation is to explain, give explanation of something.</i></p> <p>6. Explain more about the generic structure and the tenses used in Explanation! <i>To be honest, I do not know. I never remember about generic structure.</i></p>
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3	Composing strategies	<p>7. What are your strategies to be better in writing? <i>Before I write, I imagine the idea. When I am writing, I try to explore that idea. I like to use example. Let's say, "Your smile is so beautiful like a sun shines in the morning". I think it can make our story/text easily understood because the reader can know, can imagine how beautiful it (smile) is like. After I write, I read again to make sure that my writing text/story can be understood. But, do not read at the same time you write, take another time, so you can more inspiration.</i></p> <p>8. How do you write usually, in your daily or for a test? <i>To be honest, I never write daily. I just write when there are assignments. And when I write, I never make a draft (actually I cannot make because it is more difficult than writing all the story).</i></p> <p>9. Do you like making draft at first or just directly write with the flow? Which one of the habits above that you frequently adapt or use? <i>I write with the flow. I imagine it, then I write.</i></p> <p>10. How much time do you usually spend to finish writing? Tell me the reason! Why? <i>It depends on the topic. If I have passion with the topic, I can directly finish it at the time I write. It can take one or two hours. But if I cannot feel the topic, it can be so long, a day or several days.</i></p> <p>11. Which one is more practice and beneficial? <i>Based on the teacher's explanation, it will better to make a draft first, but I do not know. I cannot do that. I feel confused making that draft. I can got stagnancy when I make draft first.</i></p> <p>12. Tell me the steps how you compose your own daily writing! <i>First, I choose the topic. Then, I imagine I want to make it like this or that. The next, I start writing. Finally, I take special time to read again and make revision.</i></p> <p>13. Have you ever experienced out of line while composing your writing? <i>Yes, because I never make a draft, so I can get out of line. That's why I have to read it again to make it sure.</i></p> <p>14. What does usually happen/come up while you composing? <i>Sometimes, when I write, I have no idea. I run out of idea. I also often get confused in explain what I want to say, especially in English. I cannot find (I do not know) the vocabulary.</i></p>
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4	Writing problems	<p>15. Do you find difficulties in composing? Tell! <i>Of course I get difficulties when I compose, especially if I do not get the passion of the topic. It will be so difficult to compose writing.</i></p> <p>16. What problems do you have when writing in English, and in Indonesian? <i>English (the vocabulary, I often get confused in choosing appropriate words. I have to find in dictionary or use computer. I do not know many words in English); Indonesian (actually it is similar, it is about choosing words).</i></p> <p>17. How do you deal with the difficulty of words choice or words meaning? <i>If I get difficulty in choosing words or meaning of words, I usually open dictionary or ask my friends that I think can help me in those difficulties.</i></p> <p>18. What do you do to handle stagnancy in writing? <i>I stop and continue it when I have been fresh again.</i></p> <p>19. How do you solve the writing problems? ---</p>
5	Topic area	<p>20. What topics do you prefer to write out? Why? <i>I like the topic that I can easily get the passion with it.</i></p> <p>21. At what genre of writing are you good? <i>I do not know what genre of writing I am good in, because I still learn all of it. He-he.</i></p> <p>22. What do you do when you have to write for a given-topic? <i>About given topic, if I can directly feel the passion of it, I can happily write it, but if I do not, it will be like a forcement. It seems like I have to eat snack that I really hate.</i></p> <p>23. Which do you prefer, writing in Indonesian or in English? <i>Actually, I like writing in English, because the words are more expressive, I think.</i></p> <p>24. Is the time different to finish Indonesian writing? <i>Of course, it is different. In Indonesian, I do not have to open my dictionary. Ha-ha.</i></p>
6	Personal Opinion	<p>25. What makes you fun in writing? <i>When I get inspiration and then I can imagine and also give the passion on my writing. It can make me smile.</i></p> <p>26. What benefits do you get from your writing? <i>I can learn how to arrange my idea so that people can know what I want to tell. I also learn how the words can be the tools to share our feeling.</i></p> <p>27. How do you keep your writing skill up? <i>Of course by practicing a lot.</i></p>

Appendix 6: The Questionnaire Response – Subject 5

**QUESTIONNAIRE
The Details of Experience**

This questionnaire is intended to obtain the data about the research subject's writing strategy or process while composing a composition.	
Date	Friday, 4 May 2012
Time	10:37 – 12:30 AM (113 minutes includes the composing process)
Place	SAC (Self Access Center)

No.	Aspects	Questions & Answers
1	View on quality writing	<p>1. What is a good writing to you? <i>We can express our ideas and feeling. It is better than speaking because we can think firstly before we write, so we can arrange our words and sentences minimize the grammatical mistakes.</i></p> <p>2. What do you think about the meaning of “writing” itself? <i>Writing means a media for me to write what my feeling is, what is in my brain, and what I want the readers catch from my writing.</i></p> <p>3. Is writing important? Why? <i>Of course, writing is very important especially for the students and teachers. They can escape from writing because they need writing for their schools. Writing also affects our lives.</i></p>

2	View on learning of writing	<p>4. How many text genres do you know/have learnt? Explain!</p> <p><i>I know that there are many genres. Some of them are narrative, recount, news item, report, descriptive, explanation, and exposition. Narrative: to tell the story about place, person, history, and take the point of view. Recount: to describe the past experiences by retelling events chronologically. News item: to write the news that recently happened. Report: to tell somebody in detail. Descriptive: to describe something, person or someplace. Exposition: to expose and show what is your position or argument with reasons.</i></p> <p>5. In the Writing III course you have been learning Procedure & Explanation text, what are the differences between them? What do you know about Explanation, especially the function?</p> <p><i>The differences between Procedures: is telling the process to make something step by steps, and Explanation: is explaining how something can be made and why something can happen.</i></p> <p>6. Explain more about the generic structure and the tenses used in Explanation!</p> <p><i>Explanation uses simple present tense. The generic structure consists of introduction, body paragraph, and closing.</i></p>
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3	Composing strategies	<p>7. What are your strategies to be better in writing? <i>The strategy is just practicing. I also love reading. I think, reading helps me a lot to write.</i></p> <p>8. How do you write usually, in your daily or for a test? <i>In our Writing III class, I have to make journal. So, I just write what happened in our class. It is easier than a test, because I tell something experience.</i></p> <p>9. Do you like making draft at first or just directly write with the flow? Which one of the habits above that you frequently adapt or use? <i>If it is a journal, I do not need to make a draft but if it is for a test, I usually make a draft to help me if suddenly do not have any ideas.</i></p> <p>10. How much time do you usually spend to finish writing? Tell me the reason! Why? <i>I usually spend 2 hours until 3 hours to write. It depends how hard the task. If the task is harder, I also will need longer time.</i></p> <p>Which one is more practice and beneficial? <i>Making a draft is easier and more beneficial for me. It helps me a lot!</i></p> <p>12. Tell me the steps how you compose your own daily writing! <i>Usually I compose my writing with an event which recently happens. Then, reading a book or surfing the internet also helps me to compose my writing.</i></p> <p>13. Have you ever experienced out of line while composing your writing? <i>Hmmm... I think I have not experienced it.</i></p> <p>14. What does usually happen/come up while you composing? <i>Losing ideas is usually happening while I am composing my writing.</i></p>
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4	Writing problems	<p>15. Do you find difficulties in composing? Tell! <i>The difficulty is just finding the ideas to write.</i></p> <p>16. What problems do you have when writing in English, and in Indonesian? <i>English: It is hard to think the grammar, tenses, and vocabulary. Indonesian: the formal way to arrange the words.</i></p> <p>17. How do you deal with the difficulty of words choice or words meaning? <i>To deal with it, I find dictionary to look for the meaning words.</i></p> <p>18. What do you do to handle stagnancy in writing? <i>I think my first ideas twice. I read again the paragraph that I have written before. I also read and surf the internet to develop my ideas.</i></p> <p>19. How do you solve the writing problems? <i>I ask the teachers or someone who expert in writing to solve my problems.</i></p>
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5	Topic area	<p>20. What topics do you prefer to write out? Why? <i>I prefer to write descriptive essay. It is because I just need to describe something looks like or someone's behavior and appearance.</i></p> <p>21. At what genre of writing are you good? <i>I think, I am good enough at descriptive.</i></p> <p>22. What do you do when you have to write for a given-topic? <i>I prefer to write for a given-topic, because I am often confused to find a topic. If the topic is given, I just to find the materials and ideas to write it.</i></p> <p>23. Which do you prefer, writing in Indonesian or in English? <i>Truly, I prefer Indonesian, it is because writing in Indonesian does not need dictionary, writing in English has vocabulary, difficult words, and tenses. I must think about it!</i></p> <p>24. Is the time different to finish Indonesian writing? <i>I think, Indonesian writing is easier than English writing because I am accustomed to write in Indonesian language.</i></p>
6	Personal Opinion	<p>25. What makes you fun in writing? <i>Writing is fun for me. It is the time for expressing what I feel, my ideas and my feeling. I enjoy it.</i></p> <p>26. What benefits do you get from your writing? <i>The benefits are I can improve my writing skills, I can tell another person my ideas through my writing and I can share my ideas to the readers.</i></p> <p>27. How do you keep your writing skill up? <i>I keep my writing skill up with reading novels. I usually get ideas from the novels and get some examples from novels.</i></p>

Appendix 7: Subject 1

Composition:

~~How to Summarize an Article~~

How to Summarize an Article .


Nowadays, many schools give students assessment to summarize some articles from magazines, newspapers or tabloids. Summarizing an article is very dull activity and students will be not interested with summarizing an article, but summarizing will be interested if students follow my steps; . . .

read the article carefully, find the main idea of each paragraph, and find the SW + IT questions. ^{for summarizing an article}

The first and immediate step is reading carefully. If you are given an article, prepare a few minutes for reading it carefully. You read first, and try to understand. You should read the article minimal three times.

The second step for summarizing an article is finding the main idea of each paragraph. Main idea is usually located in the first sentence. It makes us easier to find main idea and collect them then arrange them.

The third step for summarizing an article is finding the SW + IT questions. This is very important step, because from SW + IT questions, we can know



the important things in an article. SW + 5W questions contain of who, what, where, when, why and how.

Summarizing can be more interesting if we have time for reading it carefully, finding the main idea of each paragraph and also finding the SW + 5W questions. Summarizing an article can be easier with those steps. Happy summarizing!

Draft:

How to Summarize an Article

- Read carefully
- Find the main idea.
- Find the 5W + 1H questions.

Background

- dull activity
- homeworks
- make students lazy.

Steps

- Read
- Find
- Find

Conclusion.

- No ~~hard~~ ~~word~~ "hard" word

20
15
15
13
4

73

Analysis:

How to Summarize an Article.

Nowadays, many schools give students assessment to summarize some articles from magazines, newspapers or tabloids. Summarizing an article is ^avery dull activity and students will be not interested ⁱⁿ summarizing an article, but summarizing will be interested if students follow my steps; read the article carefully, find the main idea of each paragraph, and find the SW + IT questions. ^{for summarizing an article} The ~~first~~ and immediate step is reading carefully. If you are given an article, ^{speed.} prepare a few minutes for reading it carefully. You read first, and try to understand. You should read the article minimally three times.

The second step for summarizing an article is finding the main idea of each paragraph. Main idea is usually located in the first sentence. It makes us easier to find ^{the} main idea and collect them then arrange them. — ?

The third step for summarizing an article is finding the SW + IT questions. This is ^{the} very important step, because from SW + IT questions, we can know

the important things in an article. SW + 5W questions contain of who, what, where, when, why and how.

Summarizing can be more interesting if we have time for reading it carefully, finding the main idea of each paragraph and also finding the SW + 5W questions. Summarizing an article can be easier with those steps. Happy summarizing!

Appendix 7: Subject 2

Composition:

How to Make Clay Dolls


Have you ever seen cute clay dolls displayed on the craft-store's front-display? Have you ever think that you can make it by yourself using everyday's tools? If you answer 'yes' for both of the questions, then you should read this essay. Below, I'll tell you how to make cute clay dolls using everyday's tools.

First of all, you should prepare all of the utilities and materials needed to make clay dough. We don't need exact measurement to make it. The utilities you need are: a small bowl (about 7 cm in diameter), a big bowl (about 30 cm in diameter), some plastic bags, and a small scissors. For the materials you need: a little bowl of wheat flour, a little bowl of rice flour, a half little bowl maitena flour, one-sixth little bowl of Sodium Bicarbonate, sufficiently PVA glue / white glue, and some water or poster colors.

If you've done preparing all the utilities and materials then the next step is mixing all the materials in the big bowl. Stir the flours then add the PVA glue little by little. You have to stir and squeeze the materials until they form a dough. If your dough is still hard to squeeze, you need to add the glue, but if your dough is too soft, you should add little wheat flour. If you finish with forming dough, the last thing is to wrap it tightly with a plastic bag.

Next, if you want to make your dough colorful, add your desired color into your dough. Squeeze it until the color well-mixed. Now, your dough is finished. You can form it to your desired shape, such as little cake miniatures, fruit miniatures, etc.

Making clay dolls isn't hard, right? You can find the materials and utilities nearby from your everyday's tools at home. If you are creative enough, maybe you can make another shape or even



sell it to have extra-income. Hope my essay can be useful for you.



Draft:

How to Make Clay Dolls

Intro :

- Have you ever seen clay dolls displayed on the craft-store front-display?
- Have you ever think that you can make it by yourself using everyday's tools?
- If your answers are yes, maybe you should read this essay.
- Below, I'll tell you how to make clay dolls using everyday's tools.

Body:

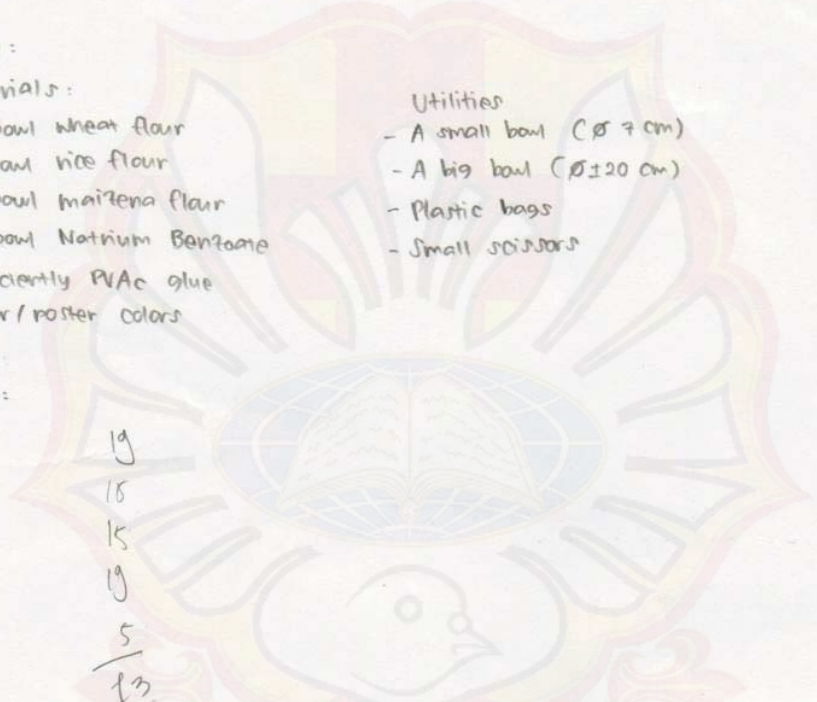
Materials:

- 1 bowl wheat flour	Utilities
- 1 bowl rice flour	- A small bowl (ϕ 7 cm)
- 1/2 bowl maizena flour	- A big bowl (ϕ 20 cm)
- 1/6 bowl Natrium Benzoate	- Plastic bags
Sufficiently PVA glue	- Small scissors
Water / poster colors	

Steps:

19
18
15
9
5

13



Analysis:

How to Make Clay Dolls

Have you ever seen cute clay dolls displayed on the craft-store's front-display?

Have you ever think that you can make it by yourself using everyday's tools? If you answer 'yes'

for both of the questions, then you should read this ^{doing} essay. Below, I'll tell you how to make

cute clay dolls using ^{doing} everyday's tools.

First of all, you should prepare all of the ^{equipment / tools} utilities and materials needed to make clay dough. We don't need exact measurement to make it. The utilities you need are: a small bowl (about 7 cm in diameter), a big bowl (about 20 cm in diameter), some plastic bags, and a small stirrers. For the materials you need: a little bowl of wheat flour, a little bowl of rice flour, a half little bowl maizena flour, one-sixth little bowl of Natrium Benzate, sufficiently PVAc / white glue, and some water or poster colors.

If you've done ^{preparing} all the utilities and materials then the next step is mixing all the materials in the big bowl. Stir the flours then add the PVAc glue little by little. You have to stir and squeeze the materials until they form a dough. If your dough is still hard to squeeze, you need to add the glue, but if your dough is too soft, you should add little wheat flour. If you finish with ^{forming} dough, the last thing is to wrap it tightly with a plastic bag.

Next, if you want to make your dough colorful, add your desired color into your dough. Squeeze it until the color well-mixed. Now, your dough is finished. You can form it to your desired shape, such as little cake ^{or} miniatures, fruit miniatures, etc.

Making clay dolls isn't hard, right? You can find the materials and utilities nearby from your everyday's tools at home. If you are creative enough, maybe you can make another shape or even



sell it to have extra-income. Hope my essay can be useful for you.



Appendix 7: Subject 3

Composition:

A Three-step Plan to get You Organized

Being a student is hard work. You have your school work to handle, personal relationships to nurture, and not to mention any household chores or home responsibilities. Apart from all those burdening tasks, you still have strong urges to have fun and relax to be fulfilled. When do you ever manage to make time for all these activities in a 24-hour rate? Well, the key to being successful in managing your time, especially as students with social and also academic needs, is to be punctual in everything you do. Punctuality is a value, worth practicing and owned. If you are punctual and organized, your commitment and concern in whatever it is you do - your studies or social life - shine through and people will take you more seriously. As an example, if you are punctual in attending classes, your teachers or lecturers will notice that you are committed and motivated to work hard in achieving success in your studies. If you're punctual in coming to work in your part-time jobs, your boss will make note that you are serious in what you're doing, and that you possess and value good working ethics. Being punctual brings numerous positive effects if you're willing to try and commit to act upon this virtue. Here is a simple but effective three-step plan to help you be punctual and more organized with your time.

First, set your clock ~~to be~~ ten to fifteen minutes ahead of the correct time. It would help give you an illusion that you're fast approaching the given deadline for ~~an~~ a school assignment, work hour or time to meet up with your friends.

Therefore, ~~you are~~ your brain automatically tells you to pick up your pace and move faster to avoid being late. A better alternative would be to set your alarm clock ^{also}

in a "snooze" mode so that it'll ring continuously despite your turning off to

so you can sleep in more.

Secondly, you should always make sure to prepare everything in advance. Never put off

work till another time when you can actually do it now. Appreciate and value your

time a little bit more because ^{and unfortunate} unexpected things may happen when you're not prepared

Therefore, when you know that you have responsibilities to attend to and

preparations to do, go with your gut feelings and do whatever you can now ~~and~~ to

make your time worthwhile. For instance, before going to school in the morning, on the

night before, be sure to prepare your clothes, ^{or uniforms} books and stationery, and also your

vehicle. Make sure that you're not running out of gas or have a flat tire because

these will surely make you late for class in the morning. Keep in mind that it takes ^{also}

time for you to get to school or campus from your house. You should put that into

consideration when deciding the right time to leave from home.

The third and last step to help you be more punctual is to have a strict curfew

or target time and being discipline in sticking to them. It is wise to

plan ~~whatever~~ your activities and the time needed to do them. For example,

if you have three ^{school} assignments to do this afternoon before going to bed at 10,

you are suggested to set up blocks of time for ^{completing} these three assignments. Perhaps ~~a~~

two hour is needed to complete one assignment. That is your target for to achieve.



Whatever you do, don't take more than two hours to complete ~~the~~^{an} assignment because that'll effect the time you have left for doing the other two assignments. It'll also impact the time that you ~~will~~ are supposed to go to bed and, therefore, may result in your being late the next morning. There is a causal effect to being punctual - if you're not punctual in doing one activity, it is more likely that you will also be late for the other following activities.

To conclude, being punctual is trickier than it seems. It may seem alright to be late in doing a few things, but sooner or later, you will find yourself unable to complete your duties and responsibilities because you lack time management. Setting your clock ahead of time, preparing everything in advance, and having a strict schedule or curfew to follow is an effective three-step-plan to achieve organization in your life. Now, being punctual is definitely feasible.

Draft:

How to ~~write~~ ~~write~~ be Punctual

Opening / Background:

- Punctuality is a problem worth dealing with.
- shows commitment & concern in studies
- shows good working ethics
- be a good role model for people around us
- people take us more seriously.

} serious consequences to deal with if not paid attention to.

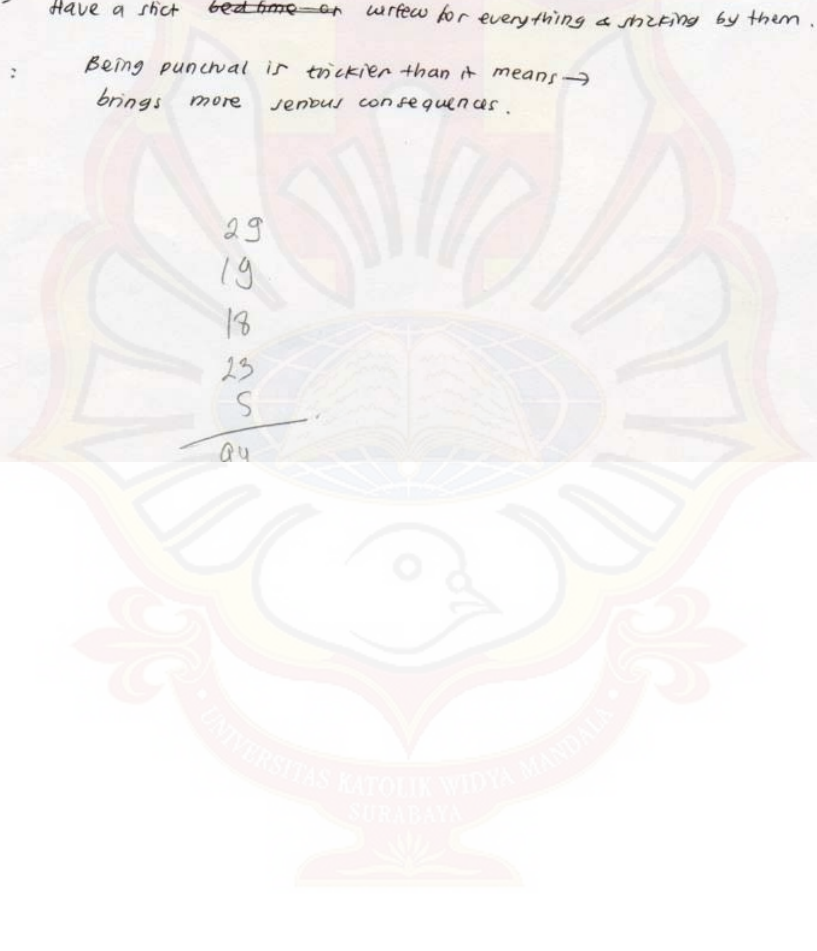
Par. 1 = Set your clock 10-15 minutes ahead of the correct time. → Set alarm clocks to snooze!

Par 2 = Prepare everything in advance. → cars (transportation), clothes, books, bags, etc.
the night before

Par 3 = Have a strict ~~bed time~~ → write for everything & sticking by them.

Closing: Being punctual is trickier than it means → brings more serious consequences.

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19
18
23
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—
04



Analysis:

A Three-step Plan to get You Organized

Being a student is ^{hard} work. You have your school ^{duties} work to handle, personal relationships to part-time jobs or student organization issues to tackle ^{and not to mention} any household chores or home responsibilities. Apart from all those ^{burdening} tasks, you still have strong urges to have fun and relax ^{that need} to be fulfilled. When do you ^{and how} ever manage to make time for all these activities in a 24-hour rate? Well, the key to being successful in managing your time, especially as students with social and also academic needs, is to be punctual in everything you do. Punctuality is a ^{or virtue} value worth practicing and owned. If you are punctual and organized, your commitment and concern in whatever ^{appreciate or} it is you do - your studies or social life - shine through and people will take you more seriously. As an example, if you are punctual in attending classes, your teachers or lecturers will notice that you are committed and motivated to work hard in achieving success in your studies. If you're punctual in coming to work in your part-time jobs, your boss will make note ^{and that you possess} and that you are serious in what you're doing, ^{and} value good working ethics. ~~Read~~ Being punctual brings numerous positive effects if you're willing to try and commit to ^{three-step plan} act upon this virtue. Here is a simple but effective ^{ing} to help you be punctual and more organized with your time.

First, set your clock ~~to~~ ten to fifteen minutes ahead of the correct time.

It would help ^{by} give you an illusion that you're fast approaching the given deadline ^{exact} for ~~an~~ a school assignment, working hour or time to meet up with your friends.

Therefore, ~~you are~~ your brain automatically tell you to pick up your pace and move faster to avoid being late. A better alternative would be to ^{set} your alarm clock ^{also} ~~also~~ →

in a "snooze" mode ^{also} so that it'll ring continuously despite you're turning off to
... so you can sleep ~~ix~~ more.

—>
Secondly, you should always make sure to prepare everything in advance. Never put off
work till another time when you can actually do it now. Appreciate and value your ^{postponed}
and unfortunate
time a little bit more because unexpected things may happen when you're not prepared.

Therefore, when you know that you have responsibilities to attend to and
preparations to do, go with your gut feelings and do whatever you can now ^{that} ~~and to~~
make your time worthwhile. For instance, before going to school in the morning, ^{at} ~~on~~ the
or uniforms
night before, be sure to prepare your clothes, books and stationery, and also your
vehicle. Make sure that you're not running out of gas or have a flat tire because
these will surely make you late for ^{the} class in the morning. Keep in mind that it takes
^{also}
time for you to get to school or campus from your house. You should put that into
consideration when deciding the right time to leave from home.

—>
The third and last step to help you be ^{being} more punctual is to have a strict curfew
or target time and being discipline in sticking to them. It is wise to
plan ~~whatever~~ your activities and the time needed to do them. For example,
^{school}
if you have three assignments to do this afternoon before going to bed at 10,
you are suggested to set up blocks of time for ^{completing} these three assignments. Perhaps
two hours is needed to complete ^{the} one assignment. That is your target for to achieve.



Whatever you do, don't take more than two hours to complete ~~these~~^{an} assignment because that'll effect the time you have left for doing the other two assignments. It'll also impact the time that you ~~will~~^{are} supposed to go to bed and, therefore, may result in you're being lateⁱⁿ the next morning. There is a causal effect to being punctual - if you're not punctual in doing one activity, it is more likely that you will also be late for the other following activities.

→
To conclude, being punctual is trickier than it seems. It may seem alright to be late in doing a few things, but sooner or later, you will find yourself unable to complete your duties and responsibilities because you lack^{of} time management. Setting your clock ahead^{the exact} of time, preparing everything in advance, and having a strict schedule or curfew to follow is an effective three-step-plan to achieve organization in your life. Now, being punctual is definitely feasible.

Appendix 7: Subject 4

Composition:

How to Make Weekend More Fun


Last weekend, I felt so bored. My family had planned to go to beach, but unfortunately my father had to work. I felt so bored of being at home all weekend. Do you know, when you are bored, the time seems like stop; it doesn't go anywhere. That was my feeling at that time. While I am being the most useless person in the world because of bored, my friend called me. During our conversation, I told her that I felt bored, deepest bored. She gave some suggestions of making weekend more fun. Now, I want to tell about it.

The first thing you can do to make weekend more fun is having some funny activities with your family. You can make simple activity like cooking with your sister. It will be fun. If you don't want it, you can play games with your brother or sister. You can also invite your parents, that will be more fun. Imagine that your family members become children again that play "congklak" or "other games".

The second is that you can have small party with your family and friends. You can prepare barbeque party for example and then you invite them to join your party. You can also ask them to use dress code. It can make your weekend very fun. You can have a lot conversation that will not make you bored anymore.

The last is the craziest. You can have a camping in your housing. You can invite your brother, sister, or friends to join your camping. You build a tent and sleep with them along the night. It will be like your first kiss. You will never forget that experience.

Now, your weekend will not be boring anymore, right? Doing that activities can help



you overcome your bored. From now on ; boring weekend will not happen to you again .

You can also think of other activities that are interesting. Believe me, your weekend will not be boring if you have a lot of funny activities with your family or friends.



Analysis:

22
18
13
17
5
45

How to Make Weekend More Fun


Last weekend, I felt so bored. My family had planned to go to beach, but unfortunately my father had to work. I felt so bored of being at home all weekend. Do you know, when you are bored, the time seems ^(like) stop; it doesn't go anywhere. That was my feeling at that time. While I am being the most useless person in the world because of ^{being/feeling} bored, my friend called me. During our conversation, I told her that I felt bored, deepest bored. She gave some suggestions of making weekend more fun. Now, I want to tell about it.

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The second is ~~that~~ you can have small party with your family and friends. You can prepare barbeque party for example and then you invite ^{your friends} ~~them~~ to join your party. You can also ask them to use ^{wear} dress code. It can make your weekend very fun. You can have a lot conversation that will not make you bored anymore.

The last is the craziest. You can ~~have~~ a camping in your housing. You can invite your brother, sister, or friends to join your camping. You build a tent and sleep with them along the night. ^{that experience} It will be like your first kiss. You will never forget that experience.

Now, your weekend will not be boring anymore, right? Doing that activities can help



you ^{to} overcome your ^{feeling} bored. From now on; boring weekend will not happen to you again.

You can also think of other activities that are interesting. Believe me, your weekend will not be boring if you have a lot of funny activities with your family or friends.

Appendix 7: Subject 5

Composition:


How to Make Our Teaching-Learning Class Fun

by ~~Farida Dan Komari~~

Who says that teaching children is difficult? Are we afraid to teach children? Many people say that it is very hard to teach children, especially children in kindergarten, first and second grade at elementary school. It makes us do not want to be a teacher. We are afraid we can not handle the children or the teaching-learning process will be boring. Here, some steps to follow how to make our teaching-learning class fun: opening the class with a song, providing some interesting activities, and closing the class with a game.

Firstly, we open the class with a song. The opening of the class is very important because it is to catch children's attention. So they will be interested in our class. They will put their attention to us. It is better if we sing an energetic song. A song which needs body movements also will be loved by the children.

Secondly, we provide some interesting activities. After we are successful to have the children attention, we give them ^{an} interesting introduction. We can provide some pictures which relate to the topic. Then, tell them what



are we going to learn on that day. Do not forget to prepare some activities that are fun and appropriate to the children. Do not provide activities that are too hard to them. Actually, children love activities. So prevent a lot of explanation. They will learn effectively through ^{the} activities.

Thirdly, we close the class with a game. We provide the game for children that is useful to them. It is also to not break their interests to us. They will think that our class is fun and they want to be in our class later. They enjoy our class because they can study and also play.

In sum, we as the teacher can take the advantage from the children's playing. We can make the children study through playing. It will be easier to teach them if we follow these following steps: catching the attention with an energetic song, providing some interesting activities, and completing with an useful game. These following steps will help us so much. ↓



Draft:

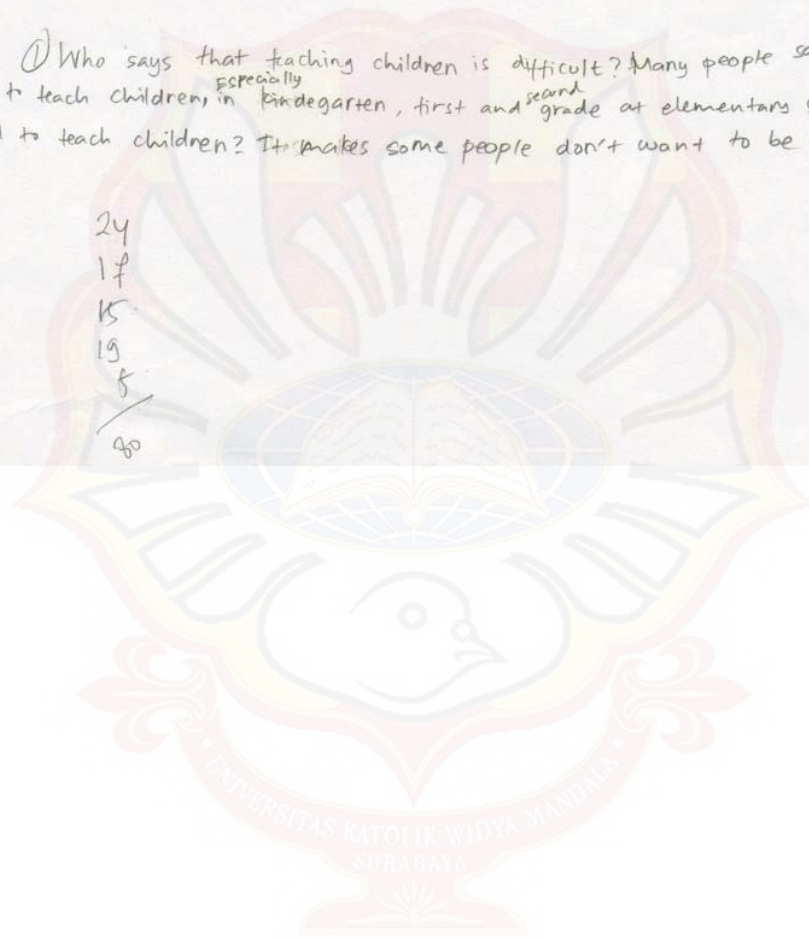
★ How to Make sth?

How to make our teaching-learning class fun.

- opening the class with a song
- finding some interesting things that relates to the topic
- closing the class with a game

① Who says that teaching children is difficult? Many people say that it is hard to teach children, especially in kindergarten, first and second grade at elementary school. Are you afraid to teach children? It makes some people don't want to be a teacher.

24
17
15
19
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90



Analysis:

How to Make Our Teaching-Learning Class Fun

by ~~Theresia Dian Komala~~

Who says that teaching children is difficult? Are we afraid to teach children? Many people say that it is very hard to teach children, especially children in kindergarten, first and second grade at elementary school. It makes us do not want to be a teacher. We are afraid ^{that it} we can not handle the children or the teaching-learning process will be boring. Here, some steps to follow how to make our teaching-learning class fun: opening the class with a song, providing some interesting activities, and closing the class with a game.

Firstly, we open the class with a song. The opening of the class is very important because it is to catch children's attention. So they will be interested in our class. They will ^{open / pass} put their attention to us. It is better if we sing an energetic song. A song which needs body movements also will be loved by the children.

Secondly, we provide some interesting activities. After we are ^{success} successful to have the children attention, we give them ^{an} interesting introduction. We can ^{attract} provide some pictures which relate to the topic. Then, tell them what ^{for example}



are we going to learn on that day. Do not forget to prepare some activities that are fun and appropriate to the children. Do not provide activities that are too hard to them. Actually, children love activities. So prevent a lot of explanation. They will learn effectively through ^{the best} activities.

Thirdly, we close the class with a game. We provide the game for children that is useful to them. It is also to not break their interests to us. They will think that our class is fun and they want to be in our class later. They enjoy our class because they can study and also play.

In sum, we as the teacher can take the advantage from the children's playing. We can make the children study through playing. It will be easier to teach them if we follow these following steps: catching the attention with an ~~energetic~~ energetic song, providing some interesting activities, and completing with an useful game. These following steps will help ~~us~~ us so much. ↓